



Evaluating PBS Success:

**Staff Cohesion, Discipline and Safety
Perspectives, Office Referrals, Behavioral
Interventions, and PBSS Implementation**

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What is Project ACHIEVE?

Project ACHIEVE is:

A district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students



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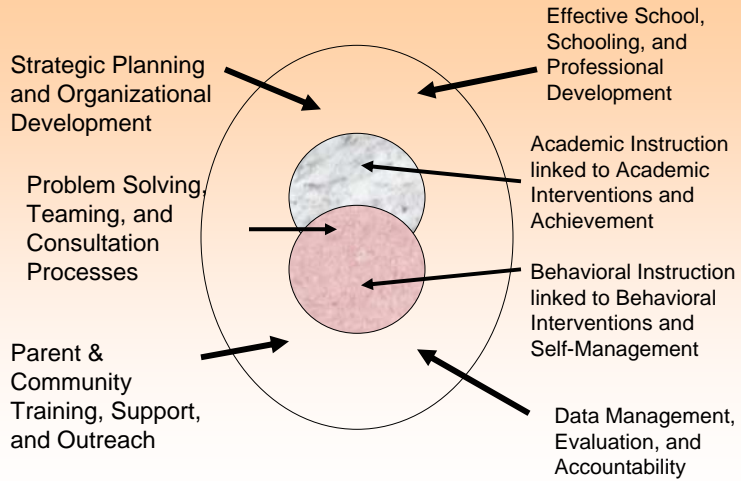
What does the Project emphasize?

A school effectiveness or school improvement process that uses an effective whole-school design process to:

- Maximize Students' Academic Achievement
- Create Safe School Environments and Positive School Climates
- Build Effective Teaching and Problem Solving Teams that Speed Successful Interventions to Challenging Students
- Increase and Sustain Effective Classroom Instruction
- Increase and Sustain Strong Parent Involvement
- Develop and Implement Effective Strategic Plans
- Organize Building Committees and Student Learning Clusters
- Develop Effective Data Management Systems for Outcome Evaluations

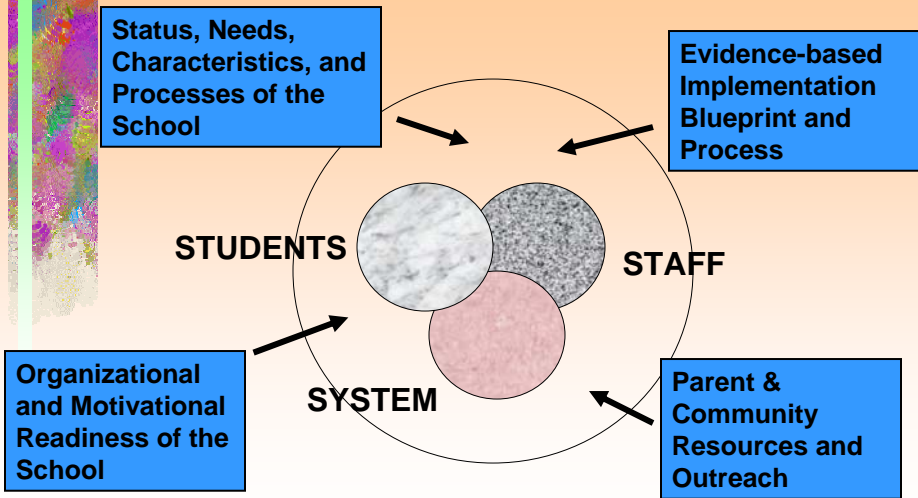
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“Building Strong Schools to Strengthen Student Outcomes”

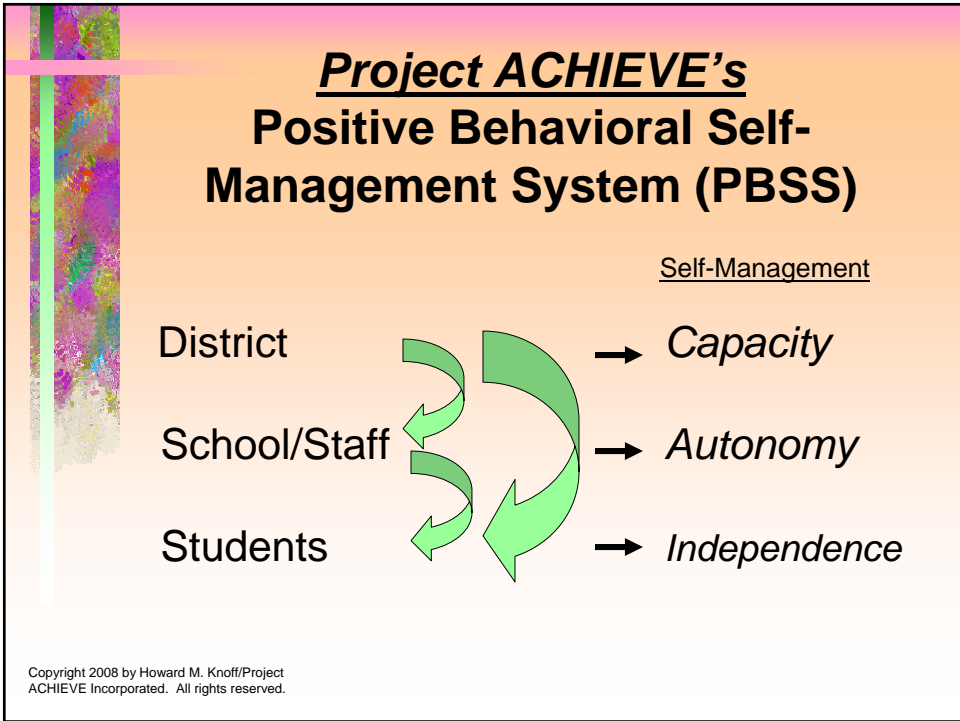
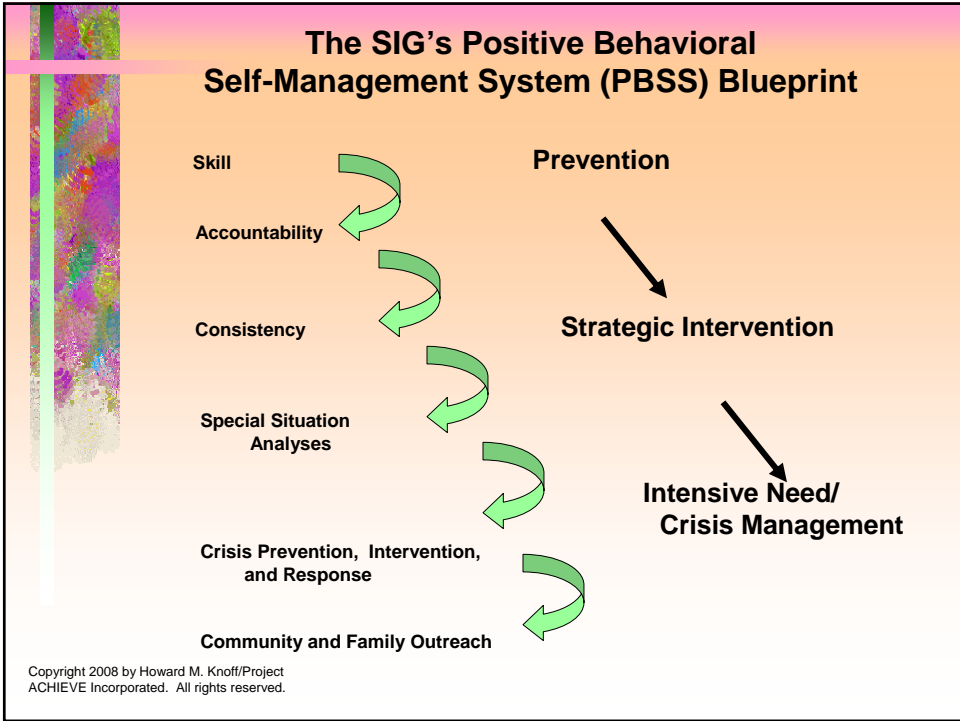


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Organizational Model for Positive Behavioral Support Systems (PBSS)



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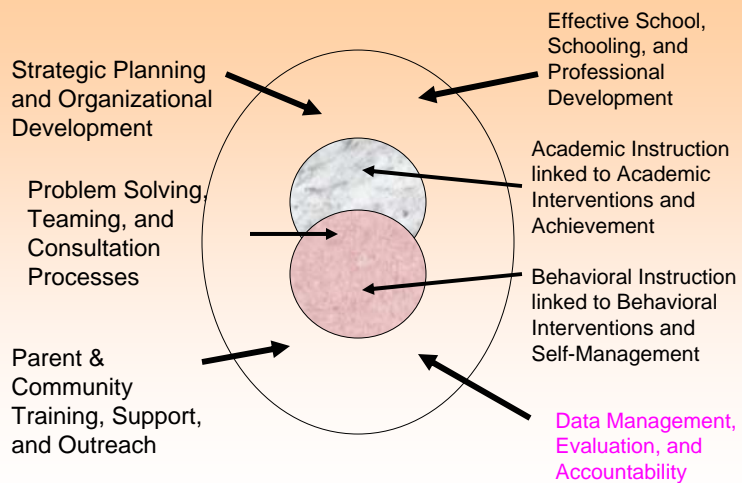


Desired Goals and Outcomes of a Positive Behavioral Support Program

1. Significant reductions in discipline problems to the school office.
2. Significant reductions in suspensions and expulsions.
3. Increased academic engaged time for students.
4. Increased consistency in discipline approaches by staff across the classrooms and building.
5. Significant increase in teachers reporting their confidence in dealing with students behavior problems.
6. Improved critical thinking, reasoning, and problem-solving skills by students.
7. Parent support and involvement in student self-management.

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“Building Strong Schools to Strengthen Student Outcomes”



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Program Evaluation: Formative and Summative

- System - Cross-school, District, Parents/Families, Community
- School - All Instructional, Support, and Administration Staff and Committees
- Staff - Individual, Grade-level, Cross-Grade level
- Student - Academic and Behavior

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PBSS Evaluation Tools

- ✓ The Scale of Staff Interactions and School Cohesion (SSISC)
- ✓ The Scale of Effective School Discipline and Safety (SESDS)
- ✓ ADDRESS
(The Automated Discipline Data, Review, and Evaluation Software System)
- ✓ The Behavioral Intervention Survey (BIS)
- ✓ Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

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The Scale of Staff Interactions and School Cohesion

- **Purpose**
- **Development**
- **Use**
- **Evaluation/Feedback**

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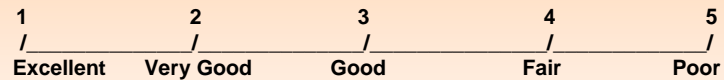
The Scale of Staff Interactions and School Cohesion

- **Scale 1: Staff Understanding of the Mission of the School**
- **Scale 2: Staff Interactions Contributing to Successful Organizational Outcomes**
- **Scale 3: Staff Interactions Contributing to Successful Group Outcomes**
- **Scale 4: Staff Interactions Contributing to Successful Interpersonal Processes**

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The Scale of Staff Interactions and School Cohesion

Each individual item is rated along a five-point rating scale as follows:



PROMPT: “Please rate (circle) the following to the best of your ability as it relates to staff in your school.”

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The Scale of Staff Interactions and School Cohesion

- Scale 1: Staff Understanding of the Mission of the School
 - A. Understanding of the School’s Mission
 - B. Understanding of Staff Roles in the School
 - C. Understanding of Expected Instructional Outcomes within the School
 - D. Impact of the School’s Mission on Staff’s Instructional Activities

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The Scale of Staff Interactions and School Cohesion

- Scale 2: Staff Interactions Contributing to Successful Organizational Outcomes
 - A. Commitment to a Staff or Building Agenda, Not a Personal Agenda
 - B. Focus on Outcomes, Principles, and Doing the Right Thing
 - C. Respond to and Use Timelines/Deadlines Effectively
 - D. Focus on Skills and Outcomes, not on Hierarchies, Power, & Positions
 - E. Ability to Appropriately Delay, at times, some Decisions so that More Options Can Be Developed
 - F. Insist on Using Data and Objective Criteria to Make Decisions
 - G. Commitment to shared or collaborative leadership

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The Scale of Staff Interactions and School Cohesion

- Scale 3: Staff Interactions Contributing to Successful Group Outcomes
 - A. Commitment to Staff Cohesion, Support, and Positive Morale
 - B. Staff Communication
 - C. Staff Collaboration
 - D. Staff Commitment
 - E. Staff Celebration of Accomplishments
 - F. Focus on progress and the growth and development of people
 - G. Able to deal with problems and problematic colleagues

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The Scale of Staff Interactions and School Cohesion

- Scale 4: Staff Interactions Contributing to Successful Interpersonal Processes
 - A. Interpersonal Effectiveness
 - B. Innovation and Creativity
 - C. Self- or Independently-Motivated/Enthusiastic
 - D. Willing to Take Risks/Thrive on New Challenges
 - E. Focus on Problem-Solving, Not Blaming
 - F. Create Options for Mutual (Win-Win) Gain
 - G. Willing to model behavior
 - H. Able to set high, yet realistic, expectations

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The Scale of Staff Interactions and School Cohesion

Evaluation and Feedback:

1. <u>Scales</u> : Mission, Organizational Outcomes, Group Outcomes, Interpersonal Processes	Mean	Standard Deviation
2. <u>Individual Item Strengths</u> (Items between 1.0 and 2.0)	Mean	Standard Deviation
3. <u>Areas Possibly Needing Attention</u> (Items 3.0 or greater)	Mean	Standard Deviation
4. <u>Individual Item Responses</u>	Mean	Standard Deviation

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The Scale of Effective School Discipline and Safety

- **Purpose**
- **Development**
- **Use**
- **Evaluation/Feedback**

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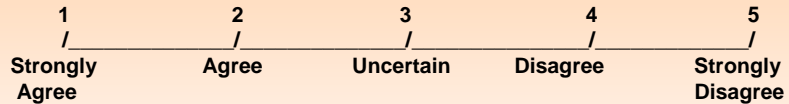
The Scale of Effective School Discipline and Safety

- **Scale 1: Teachers' Effective Classroom Management Skills**
- **Scale 2: Teachers' Positive Behavioral Interactions and Respect**
- **Scale 3: Holding Students Accountable for their Behavior: Administration and Staff**
- **Scale 4: Teachers' Contribution to a Positive School Climate**
- **Scale 5: School Safety and Security: Staff, Students, and School Grounds**

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The Scale of Effective School Discipline and Safety

Each individual item is rated along a five-point rating scale as follows:



PROMPT: Below are a number of statements that relate to discipline and behavior management in your school. Please rate each item on your level of agreement based on both your general and specific experiences at your school within the past two months (or last year if this questionnaire is being completed prior to the beginning of the school year).

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The Scale of Effective School Discipline and Safety

➤ Scale 1: Teachers' Effective Classroom Management Skills (24 items)

55. Teachers at this school provide appropriate incentives to both individual students and groups of students	.739
53. Teachers at this school provide consistent, immediate, and appropriate responses for acceptable student behavior.	.708
51. Teachers at this school continuously monitor students' academic and social behaviors.	.676
54. Teachers at this school provide consistent, immediate, and appropriate responses for unacceptable student behavior.	.654
58. Teachers at this school attend and acknowledge both acceptable and unacceptable student behaviors.	.643

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The Scale of Effective School Discipline and Safety

➤ Scale 1: Teachers' Effective Classroom Management Skills (24 items)

- | | |
|--|------|
| 52. Teachers at this school use data (academic or behavioral) to make decisions about students. | .641 |
| 56. Teachers at this school involve students in identifying and selecting appropriate incentives and reinforcements for acceptable behavior. | .630 |
| 49. Teachers at this school believe that students' problems must be assessed within the context of the student, the classroom, the instruction within the classroom, and the curriculum. | .610 |
| 57. Teachers at this school involve students in identifying and selecting appropriate consequences for unacceptable behavior. | .603 |
| 29. Teachers have high and reasonable behavioral expectations of their students. | .597 |

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The Scale of Effective School Discipline and Safety

➤ Scale 1: Teachers' Effective Classroom Management Skills (24 items)

- | | |
|---|------|
| 50. Teachers at this school believe that students' problems must be functionally assessed before appropriate interventions can be identified and implemented. | .579 |
| 24. Students are taught school and classroom routines before being held accountable for them. | .552 |
| 46. Teachers at this school are willing to look at a student's strengths as well as his/her weaknesses. | .551 |
| 28. Teachers have high and reasonable academic expectations of their students. | .536 |
| 48. Teachers at this school are willing to give the student peer group some responsibility for monitoring its own members. | .514 |

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The Scale of Effective School Discipline and Safety

➤ Scale 2: Teachers' Positive Behavioral Interactions and Respect (11 items)

26. Students have the behavioral skills needed to work in cooperative learning groups.	.733
25. Students have the behavioral skills needed to work independently when required.	.713
27. Students consistently demonstrate appropriate levels of academic engagement and time on task.	.642
32. Students participate appropriately in all learning activities until the end of each instructional period.	.630
33. Class is rarely interrupted to discipline students.	.592
9. Students at the school experience five positive interactions from their peers for each negative interaction.	.591

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The Scale of Effective School Discipline and Safety

➤ Scale 3: Holding Students Accountable for their Behavior: Administration and Staff (7 items)

23. Administrators enforce the student rules consistently and equitably.	.753
16. Administrators support teachers in dealing with student discipline matters.	.731
1. Students at this school are held accountable for maintaining school rules throughout the year.	.670
14. Staff members enforce the student rules consistently and equitably.	.626
20. Teachers, administrators, and students share responsibility for maintaining discipline in this school.	.556
13. Few discipline problems are referred to the office.	.487

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The Scale of Effective School Discipline and Safety

➤ Scale 4: Teachers' Contribution to a Positive School Climate (9 items)

Teachers at this school are:

37. ...cohesive	.699
41. ...productive	.675
38. ...enthusiastic	.656
44. ...optimistic	.637
43. ...open to change	.618
40.satisfied	.578
36. ...involved	.573
42.innovative	.514
39.relaxed	.401

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The Scale of Effective School Discipline and Safety

➤ Scale 5: School Safety and Security: Staff, Students, and School Grounds (7 items)

12. This school is a safe and secure place to work during the normal school day.	.637
5. It is safe to work in this school after students are dismissed.	.599
2. Property of staff members is secure.	.464
7. Students and staff members take pride in the school and help to keep buildings and grounds clean and attractive.	.445
21. Students generally believe that school rules are reasonable and appropriate.	.437
3. Vandalism or destruction of school property by students are not a problem.	.396

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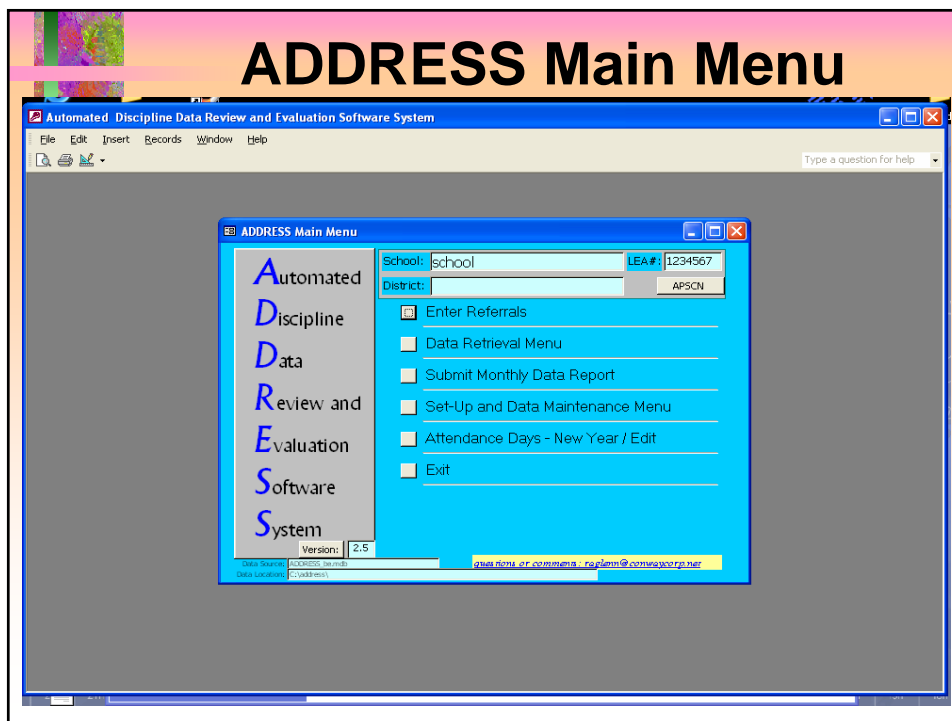
The Scale of Effective School Discipline and Safety

Evaluation and Feedback:

1. <u>Scales: Mission, Organizational Outcomes, Group Outcomes, Interpersonal Processes</u>	Mean	Standard Deviation
2. <u>Individual Item Strengths</u> (Items between 1.0 and 2.0)	Mean	Standard Deviation
3. <u>Areas Possibly Needing Attention</u> (Items 3.0 or greater)	Mean	Standard Deviation
4. <u>Individual Item Responses</u>	Mean	Standard Deviation

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ADDRESS Main Menu



FLORENCE MATTISON INTERNATIONAL SCHOOL STUDENT REFERRAL FORM

NOTE TO PARENTS

- The purpose of this notice is to inform you of a disciplinary incident involving the student.
- Please note the action taken by the teacher and the corrective action initiated today.
- Please sign the white copy and send it back by your child tomorrow.

STUDENT: _____ DATE: ____/____/____ REFERRING ADULT: _____ TIME OF INCIDENT _____

INFRACTION: Behavior Prompting Referral

<input type="checkbox"/> 62 Significant Refusal to Follow Adult Directions. <input type="checkbox"/> 62 Verbal abuse Toward Staff <input type="checkbox"/> Taunting/Physically Threatening Behavior (05 Adult or 06 Student) <input type="checkbox"/> 63 Overt/Defiant Swearing	<input type="checkbox"/> 63 Inappropriate Racial/Sexual Language <input type="checkbox"/> 17 Throwing Dangerous Objects/Furniture <input type="checkbox"/> 17 Other Hazardous/Unsafe Behavior <input type="checkbox"/> 13 Vandalism/Damage to Property <input type="checkbox"/> 61 Stealing	<input type="checkbox"/> 06 Physical Abuse Toward Staff <input type="checkbox"/> 05 Fighting/Closed Fist Punching <input type="checkbox"/> 59 Sexually Inappropriate Behavior (Touching/Exposing Body Parts) <input type="checkbox"/> 81 Sexual Harassment <input type="checkbox"/> 58 Possession: Other Restricted Item (paper)	<input type="checkbox"/> 68 Leaving the Building w/o Permission <input type="checkbox"/> 03 Possession of Tobacco <input type="checkbox"/> 01 Possession of Drugs <input type="checkbox"/> Possession of Weapon or Look-Alike <input type="checkbox"/> 07 Knife 08 Handgun 09 Rifle <input type="checkbox"/> 10 Shotgun 11 Club
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SOCIAL INTERACTION CONTEXT	LOCATION:	ANTECEDENTS: Event(s) prior to incident	INITIAL RESPONSES: by Teacher/Other Adult
<input type="checkbox"/> Solitary: Individual Student Incident <input type="checkbox"/> Single Peer: Student with One Other Student <input type="checkbox"/> Multiple Peer: Student in Group <input type="checkbox"/> Student – Teacher: Interaction <input type="checkbox"/> Student – Staff Interaction <input type="checkbox"/> Student – Substitute Teacher Interaction	<input type="checkbox"/> Bus Stop/Bus/Walking to School <input type="checkbox"/> Bus Ride Home/Walking to Home <input type="checkbox"/> Dismissal / Bus/Loading onto Bus <input type="checkbox"/> On School Grounds/Outside Building <input type="checkbox"/> Coming Into Building <input type="checkbox"/> Hallways <input type="checkbox"/> Cafeteria: Breakfast <input type="checkbox"/> Cafeteria: Lunch <input type="checkbox"/> Classroom: At Seat <input type="checkbox"/> Classroom: Cooperative/Other Group <input type="checkbox"/> Classroom: Activity Transition <input type="checkbox"/> Transition Between Classes: Line/Hall <input type="checkbox"/> Bathroom Break <input type="checkbox"/> Recess <input type="checkbox"/> Special Activity: _____ <input type="checkbox"/> Other (specify): _____	Student: <input type="checkbox"/> Was asked to do something <input type="checkbox"/> Was asked to transition to a new activity <input type="checkbox"/> Could not get desired item <input type="checkbox"/> Was emotional or upset <input type="checkbox"/> Was provoked by another student <input type="checkbox"/> Other (specify): _____ Setting: <input type="checkbox"/> Quiet, orderly environment <input type="checkbox"/> Loud, disruptive environment <input type="checkbox"/> Adult attending to other students <input type="checkbox"/> Free/Unstructured Time between activities <input type="checkbox"/> Cooperative Learning Groups <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical redirection <input type="checkbox"/> Required to continue activity <input type="checkbox"/> Ignoring <input type="checkbox"/> Time-out (duration: _____) <input type="checkbox"/> Within room <input type="checkbox"/> To another room / office <input type="checkbox"/> Interruption / Blocking <input type="checkbox"/> Separation of Students <input type="checkbox"/> Gave student additional task to complete <input type="checkbox"/> Response cost: <input type="checkbox"/> Lost time on recess <input type="checkbox"/> Lost access to activity <input type="checkbox"/> Lost access to items / toys <input type="checkbox"/> Parent contact <input type="checkbox"/> Consulted School Counselor <input type="checkbox"/> Other (specify) _____

CONSEQUENCES: Subsequent Actions Taken By Administration

CONFERENCE with	Date:	REFERRAL to:	Date:	Student Assignment	Date:	COMMUNICATION/DOCUMENTATION	Date:		Date:	
<input type="checkbox"/> Student <input type="checkbox"/> Student & Teacher <input type="checkbox"/> 22 Parent <input type="checkbox"/> Student and Parent <input type="checkbox"/> Peer Mediation <input type="checkbox"/> All of the above		<input type="checkbox"/> Counselor <input type="checkbox"/> TAT Team <input type="checkbox"/> Mental Health <input type="checkbox"/> 10 Alternative School <input type="checkbox"/> Community Resources:		<input type="checkbox"/> Letter <input type="checkbox"/> Written Summary <input type="checkbox"/> Contract <input type="checkbox"/> School Assignment <input type="checkbox"/> Call Parent		<input type="checkbox"/> 21 Parent <input type="checkbox"/> Teacher <input type="checkbox"/> TAT Team <input type="checkbox"/> Superintendent <input type="checkbox"/> Other (specify): _____		<input type="checkbox"/> 32 Recess Denied <input type="checkbox"/> 26 Police Contact <input type="checkbox"/> 07 No Action <input type="checkbox"/> 23 Reprimand/Warning <input type="checkbox"/> Suspension: # _____ Days: _____ <input type="checkbox"/> 01 In-school <input type="checkbox"/> 02 Out of school		

MEMO / COMMENT: (Continue on back if needed)

ADDRESS Referral Entry Screen

Automated Discipline Data Review and Evaluation Software System

File Edit Insert Records Window Help

ADDRESS Main Menu

Office Referrals

Student Data

Student Referral Data

Student Required Entry IEP 504 Quit Data Entry

(LName, FName) _____ Location _____

Student ID _____ Consequence _____

Grade _____ Time _____

Date (##/##/##) _____ Comment _____

Referring Adult _____ School Year _____

Infraction _____ Building LEA Number _____

Social Interaction Context _____

Monthly ADDRESS Data Analysis Questions: Discipline Committee

ADDRESS Questions and Reports

1. What is the **Average Daily Rate** of office referrals this month?
 - a. Run analysis by Students per 100 in the school
 - b. Run analysis by Days per Month
2. How does the Average Daily Rate this month compare to:
 - a. Prior months this year?
 - b. This month and prior from previous school years?

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Monthly ADDRESS Data Analysis Questions: Discipline Committee

3. Where are referrals originating this month?
 - a. Grade level patterns? **Referrals by Grade**
 - b. Location patterns (classroom, hall, etc.)?
Referrals by Location
 - a. Specific students or generalized across students?
Referrals by Students
 - b. Referral patterns across staff. **Referrals by Adults**
4. What **behaviors** are being referred this month?
Referrals by Infraction

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Monthly ADDRESS Data Analysis Questions: Discipline Committee

Follow-up Functional Assessment Questions

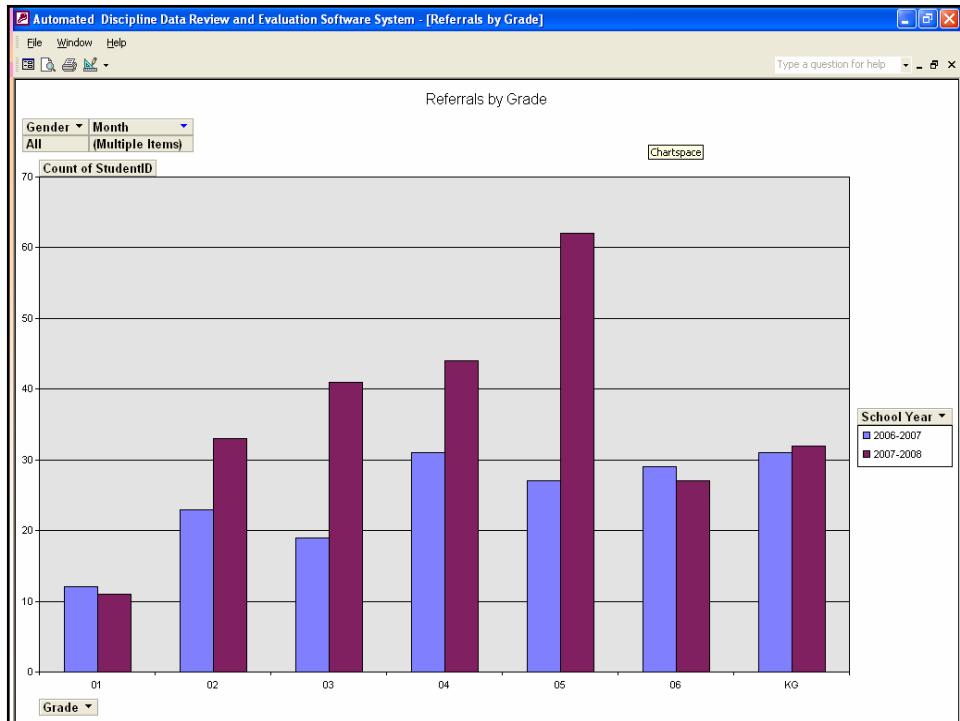
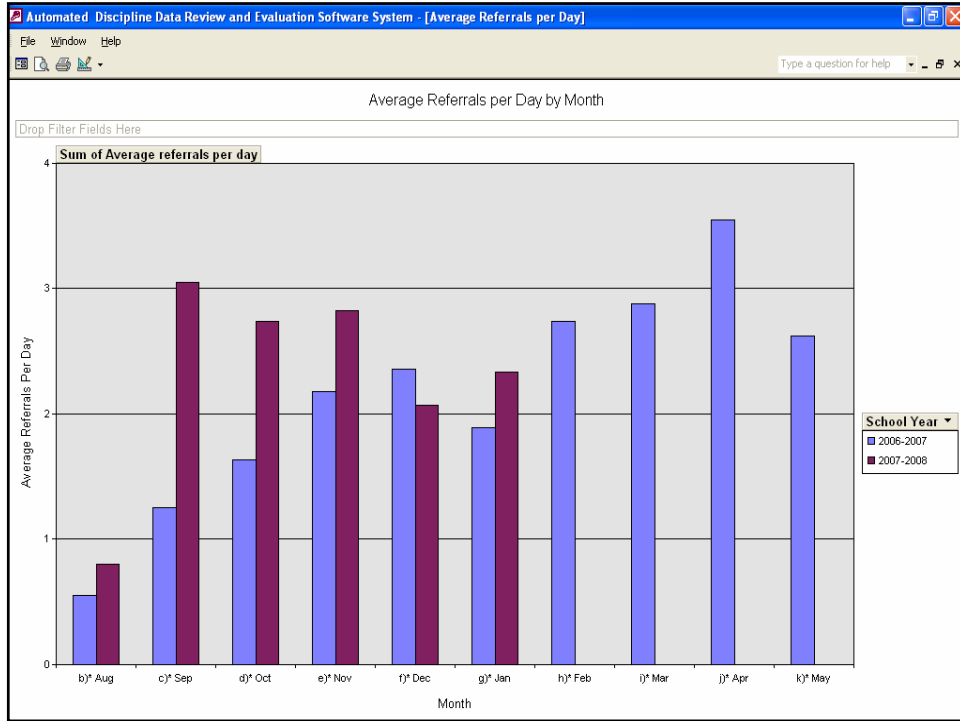
1. Are referrals increasing/decreasing or stable?
2. Are they too high or acceptable?
3. Are inappropriate student behaviors related to Skill or Performance Deficits?
4. Are there appropriate levels of Incentives and Consequences to motivate appropriate behavior?
5. Is there sufficient staff, grade-level, time, setting, and situational Consistency in behavioral expectations and incentives/consequences?
6. Are "Special Situations/Locations involved?"

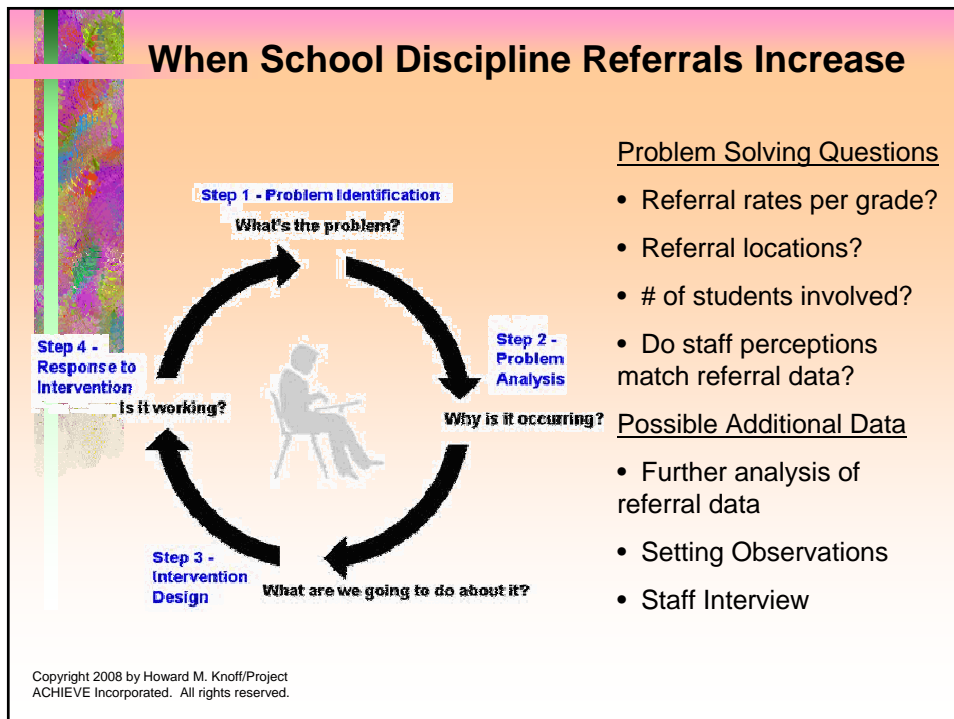
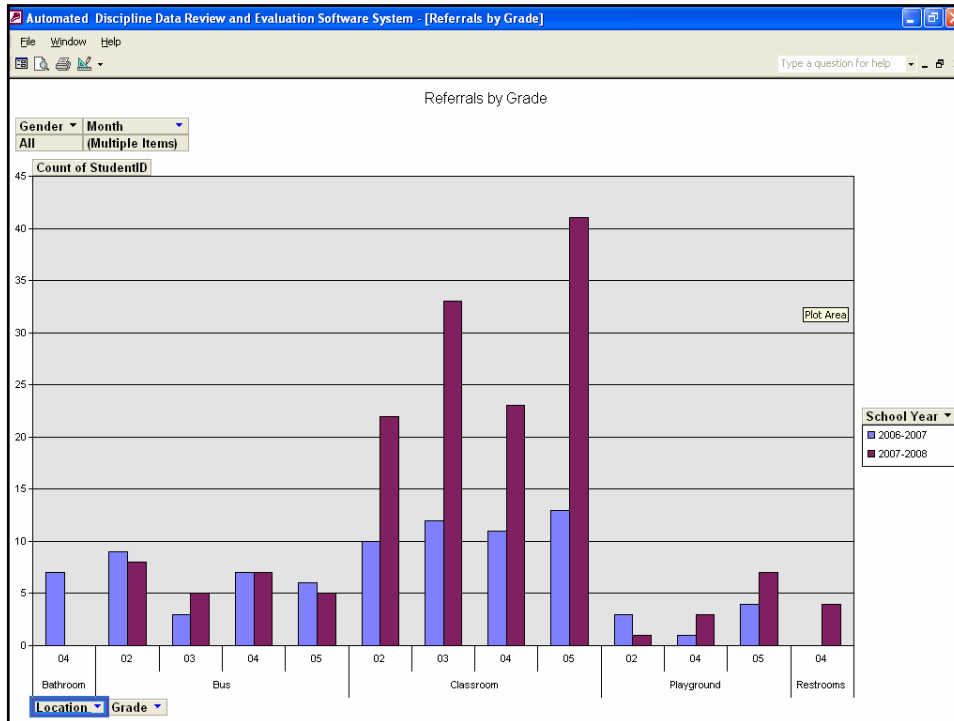
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Chart Data Analysis Fields

- | | |
|------------------|------------|
| •Time | •Ethnicity |
| •Date | •Gender |
| •Month | •Grade |
| •Infraction | •IEP |
| •Student | •504 |
| •Referring Adult | •Location |

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The Behavioral Intervention Survey of Consultation Skill and Implementation Expertise

- Purpose
- Development
- Use
- Evaluation/Feedback

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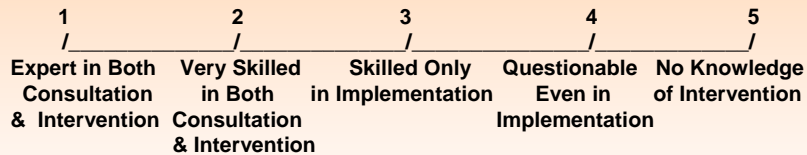
The Behavioral Intervention Survey of Consultation Skill and Implementation Expertise

Directions: Below is a list, with brief descriptions, of a number of classroom behavioral interventions. All SPRINT Teams need to have consultants on (or used by) the Team who are able to implement (and work with teachers to assist their implementation) of these interventions in the classroom with specific students. Please rate the SPRINT Team members across the buildings in your district relative to their ability **to consult on and independently implement** each intervention along with following scale:

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The Behavioral Intervention Survey of Consultation Skill and Implementation Expertise

Rating Scale:



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The Behavioral Intervention Survey of Consultation Skill and Implementation Expertise

- ✓ Positive Reinforcement Schedules
- ✓ Extinction
- ✓ Stimulus Control and Cueing Procedures
- ✓ Social Skills training
- ✓ Task Analysis and Backward Chaining
- ✓ DRO, DRL, DRI
- ✓ Response Cost/Bonus Response Cost
- ✓ Overcorrection—Positive Practice and Restitutorial
- ✓ Group Contingency Interventions
- ✓ Behavioral Contracting
- ✓ Thought Stopping/Cognitive Control approaches
- ✓ Relaxation therapy
- ✓ Self-awareness, self-instruction, self-monitoring, self-evaluation, and self-reinforcement approaches
- ✓ Emotional Self-Control approaches

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The Behavioral Intervention Survey of Consultation Skill and Implementation Expertise

Evaluation and Feedback:

1. <u>Intervention by Intervention Analysis</u> : Across the Entire SPRINT Team	Mean	Standard Deviation
2. <u>Individual SPRINT Member Strengths</u> (Items between 1.0 and 2.0)	Mean	Standard Deviation
3. <u>Consultant Resource Directory; Professional Development Prioritization/Scheduling</u>		

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- Purpose
- Development
- Use
- Evaluation/Feedback

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

To complete the PRAIISE, teams should read and complete each Standard one at a time (note that some Standards have multiple parts that can be completed by determining “YES” or “NO” whether a certain part has been accomplished). Teams then should look at the Status (far right) column, read the criteria for the four levels of implementation (Sustained, Achieved, In Progress, Not Begun), and determine the school’s current status. Teams then circle the Standard’s Status in the Time Frame column that best represents the current time of year. The Team then moves on to the next Standard.

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

Rating Scale:

<u>Sustained,</u> <u>Achieved</u>	<u>In Progress,</u> <u>Not Begun</u>
S = Administrator’s support is fully integrated into all administrative, strategic planning, professional development, instructional, and supervisory activities.	I = Administrator has agreed to participate, and is demonstrating beginning levels of support.
A = Administrator is consistently and continuously demonstrating support.	N = Administrator will not make or does not demonstrate commitment.

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)

Rating Scale:

<u>S</u> ustained, <u>A</u> chieved	<u>I</u> n Progress, <u>N</u> ot Begun
S = Activity has been achieved consistently across a three-year period.	I = Activity is being planned or is occurring on less than a quarterly basis.
A = Activity achieved as stated.	N = Activity is not occurring.

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)

- Implementation Area 1: Establishing & Sustaining School Commitment
- Implementation Area 2: Establish & Maintain School-level Committees, Teams, & Supports
- Implementation Area 3: Self-Assessment, Evaluation, Accountability

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- Implementation Area 4: Establishing/Maintaining School-wide Behavioral Skills and Expectations
- Implementation Area 5: Effective Instruction, Early Intervention, and Strategic and Intensive Intervention Services
- Implementation Area 6: School Outreach and Celebrations

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- Implementation Area 1: Establishing & Sustaining School Commitment
 - Standard 1:** Administrative Support
 - Standard 2:** Faculty/Staff Support
 - Standard 3:** School Improvement Plan/
Project ACHIEVE Integration
 - Standard 4:** Mission Statement

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- **Implementation Area 2:** Establish & Maintain School-level Committees, Teams, & Supports

Standard 5: School Committee Structure

Standard 6: School Committee Operation

Standard 7: Structure and Scheduling of the School Leadership Team/School Improvement Committee

Standard 8: School Resource Directory

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- **Implementation Area 3:** Self-Assessment, Evaluation, Accountability

Standard 9: Use of Data by the Administration & School Leadership/Improvement Team

Standard 10: Use of Data by School-Level Committees

Standard 11: School/District Scope and Sequence Alignment with State Benchmark/ Proficiency Standards

Standard 12: Teacher Use of the Student Academic Progress and Mastery System

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

➤ **Implementation Area 3: Self-Assessment, Evaluation, Accountability**

Standard 13: ADDRESS System Implemented

Standard 14: ADDRESS Data/Analyses used for Grade- and School-level Problem Solving

Standard 15: Use of Staff Interaction/ Cohesiveness and Effective Discipline scales

Standard 16: Completion/Use of School/Staff Needs Assessment (SWOT)

Standard 17: Annual Year-End Articulation Activities

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

➤ **Implementation Area 4: Establishing/Maintaining School-wide Behavioral Skills and Expectations**

Standard 18: Behavioral Matrix Development, Implementation, and Evaluation

Standard 19: Stop & Think Social Skills Program Preparation, Implementation, and Evaluation

Standard 20: The Educative Time-Out Process Preparation, Implementation, and Evaluation

Standard 21: Special Situation Analyses

Standard 22: Crisis Intervention

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- **Implementation Area 5:** Effective Instruction, Early Intervention, and Strategic and Intensive Intervention Services

Standard 23: Staff skilled in Effective Instruction, Early Intervention, and Strategic and Intensive Interventions

Standard 24: School Prevention, Review, and Intervention Team (SPRINT) Functioning and Evaluation

Standard 25: SPRINT: School-wide Use of the Data-based Problem Solving and Intervention Process

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- **Implementation Area 5:** Effective Instruction, Early Intervention, and Strategic and Intensive Intervention Services

Standard 26: Trained staff, consultants, and resources available for Academic Interventions

Standard 27: Trained staff, consultants, and resources available for social-emotional and/or Behavioral Interventions

Standard 28: Professional Development

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- Implementation Area 6: School Outreach and Celebrations

Standard 29: Community and Parent Outreach

Standard 30: School Celebrations

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

Evaluation and Feedback:

1. <u>Analysis of Six Implementation Areas</u>	Ratings and Sub-Ratings	Comments
2. <u>Analysis of Thirty Standards</u>	Ratings and Sub-Ratings	Comments
3. Completion of <u>APPRAISE</u> (Action Plan for Project ACHIEVE Implementation Success and Evaluation)		

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The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

SUMMARY of SCHOOL'S IMPLEMENTATION STATUS

Planning and Preparation Stage	[0 to 29 points]
Initial and Consultant- or Facilitator-driven Implementation Stage	[30 to 59 points]
Staff- and Project ACHIEVE-Blueprint-driven Implementation Stage	[60 to 89 points]
Staff- and Strategic/School Improvement Plan Implementation Stage	[90 to 105 points]
Sustained, Systemic, Institutionalized Implementation Stage	[106 to 120 points]

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For More Information About the:

Project ACHIEVE E-Documents

Contact: Dr. Howard Knoff
knoffprojectachieve@earthlink.net

OR

ORDER FROM the Project ACHIEVE website:

www.projectachieve.info

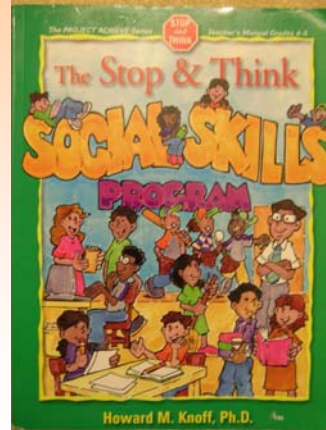
More Stop & Think Social Skills and Scripts
Developing the Behavioral Matrix
The Educative Time-Out Process
Response-to-Intervention and /Data-based Problem-Solving
Special Situation Analyses in Schools
The Project ACHIEVE Forms Book

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**For More Information About the:
Stop & Think Social Skills Program**

Contact: Sopris West Publishers
800-547-6747
Website: www.sopriswest.com

ASK FOR THE Pre-K to Grade 1
Manual and materials



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For More Information About the:

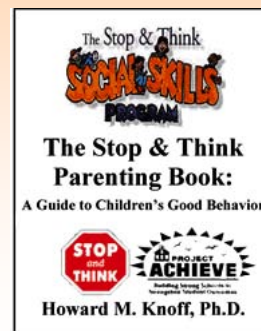
**Stop & Think Social Skills Parenting Program
and Instructional (75-minute) DVD**

Contact: Dr. Howard Knoff
knoffprojectachieve@earthlink.net

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