

# 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

