The Impact of Tier II Interventions on Behavior and Academic Performance

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ABSTRACT

The purpose of this study was to determine if a Tier II intervention, the check-in/check-out program, would impact the behavior and academic performance of elementary school students. There were two measurement tools used, the number of office referrals recorded during third and fourth quarter, and third and fourth quarter report card grades in ELA and Math. This study involved the use of a quasi-experimental design in which twelve students were selected based on behavior data to participate in the check-in/check-out program intervention. Report card grades and office referral data were examined before and after the intervention. The check in/ check out program did not have a strong impact on the number of office referrals or the academic performance of students. However, further study on the impact of the check-in/check- out program on behavior and academic performance appears warranted.

CHAPTER I

INTRODUCTION

Overview

"I am Respectful, I am Responsible, I am Safe." A variation of this code of conduct is recited every morning in many elementary schools throughout the Baltimore area. These are expectations that teachers and administrators hold for all students, every day. In order to provide support to all students, a three-tiered support system has been developed called Response to Intervention (RTI). In a typical elementary classroom, a teacher will implement specific routines with rules and procedures that support the school code of conduct. Teachers spend a lot of time in the beginning of the year teaching, modeling and having students practice the expected routines and behaviors in the classroom. When students are not following the expectations, teachers may correct them privately, verbally praise another student, provide clarification on directions, seat the student near the teacher, give the student a break, or ignore minor behaviors. When students are following expectations, a teacher may hand out tickets, give table points, or verbally praise students. These are all examples of Tier I interventions that teachers implement classroom wide to manage student behavior. 100% of students receive these interventions, however they typically work to manage the behavior of only 80% of the students throughout the day (Tier I Supports, 2018). About 20% of students do not respond to Tier I interventions and need additional support. Tier I and II supports can generally be provided within the general education setting. Of the 20% of students the receive Tier II interventions, about 5% of students need Tier III supports such as smaller class sizes or one on one instruction in order to be successful, they are usually provided in an alternative education setting. Before giving students Tier III interventions, teachers have already used Tier I and II strategies.

The secondary level of intervention, Tier II, may include giving a specific student break passes, a behavior contract, check-in/check-out program, peer mentoring or student goal setting. This level of intervention support is used to help the 20% of students who are not being successful with Tier I support alone. Through reviewing the literature, this researcher determined that a check in/check out program may be effective in working with groups of students who tend to not be responding to Tier I interventions in order to decrease office referrals and show improved academic performance.

Statement of the Problem

Increasing off task behaviors are leading to office referrals and a decrease in classroom time. Therefore, students are not receiving the required instructional time to show academic progress. For these students, Tier 1 interventions have limited effectiveness and other interventions need to be explored. The purpose of this study would be to implement a check in/ check out program that would decrease office referrals. The study would also examine the change in academic performance of students before the interventions and after the interventions.

Hypothesis

Null Hypothesis 1: The check in/check out program will not decrease office referrals.

Alternative Hypothesis 1: The check in/check out program will decrease office referrals.

Null Hypothesis 2: The check in/ check out program will not improve academic performance of students as measured by quarterly grades in Math and ELA.

Alternative Hypothesis 2: The check in/ check out program will improve academic performance of students as measured by quarterly grades in Math and ELA.

Operational Definitions

Intervention: an academic or behavioral supplemental program provided for students not

    meeting current expectations with the goal of showing academic or behavioral

    improvement.

Response to Intervention (RTI): A three-tiered approach to supporting student behavior.

Referral: A document filled out when a student has to be removed from the classroom because

    Tier I interventions are not working to manage behavior.

Quarterly grade: A grade given to students based on their academic performance in math,

    reading, science, social studies and health four times per year.

Check in/ Check out Program: A Tier II intervention in which a student meets with an adult

    each morning and afternoon to review their personal goals and behavioral progress.

Code of Conduct: Behavioral expectations set forth by the school that every student is aware of

    and expected to follow.

Classroom time: The amount of time students'spend in the classroom. This time can be impacted

    by an increase in office referrals.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

This literature review examines the effects that behavior challenges have on elementary school students' academic performance and what interventions are available for students who are spending a significant amount of time outside of the classroom due to behavior issues. The review will discuss levels of behavior support, decreased academic performance due to time out of the classroom, and the effects of interventions on academic achievement. In addition, the review will examine interventions that could decrease behavior issues and increase classroom time, thus improving academic performance.

Levels of Behavior Support

Every teacher knows one key to academic success is a well-managed classroom. However, there are times when students exhibit behavior that goes beyond a teacher's ability to manage while also attending to the other students in the classroom. Most elementary aged students respond to incentives like tickets or table points. These interventions are known as primary or Tier I because they are provided for all students. However, when a student displays behavior that cannot be easily controlled using Tier I interventions, there is a secondary level of intervention. Benner, Nelson, Sanders, & Ralston (2012) say this secondary intervention or a Tier II intervention is a, "supplemental intervention provided to students at some risk of or experiencing behavior difficulties" (p.182). Additionally, there is tertiary or a Tier III intervention that provides specialized interventions to students at high risk of experiencing behavior challenges. The interventions in this literature review will focus on students needing Tier II interventions. When students exhibit behaviors that are categorized as Tier II and cannot

be controlled in the classroom, the teacher writes an office referral. Then, the student is sent out of the classroom to receive support from an administrator or Behavior Specialist.

Decreased Academic Performance Due to Time Out of the Classroom

When students are sent out of the classroom due to behavior challenges, they are losing instructional time. This loss of instructional time results in decreased academic performance by students. When studying various behaviors exhibited by students across the world, Gu, Lai, and Ye (2011) found that several problem behaviors, typically classified as Tier II or III, "played significantly negative roles in predictions of student academic achievement" (p.29). In a study conducted by Benner, they asked the question, what effects would behavior interventions have on academic performance? The study focused on this question because previous researchers found evidence that suggests the two are related (Benner et al., 2012).

Effects of Behavioral Interventions on Academic Achievement

Several studies discuss the relationship between behavioral interventions and increased academic achievement when the interventions are implemented with fidelity. In a nine-year study conducted by Madigan (2016), she saw improved academic achievement when a school wide discipline program was implemented. Her data showed, "the academic index for students who attended schools in the Foundations condition grew at a faster rate and ended substantially higher than for students who attended comparison schools" (p. 416). This program was implemented with fidelity over a nine-year period. The length of implementation of the program allowed the time needed to see the benefits of increased instructional time for students and therefore increased academic achievement.

Similarly, Oakes, Lane, Cox, Magrane, Jenkins, and Hawkins (2012), implemented a Tier II intervention for fourth grade students. One question they focused on in the study was, does the intervention result in student learning and improved skill sets? The findings indicated that content knowledge increased due to intentionally providing the interventions during non-instructional times. In addition, the study concluded that the contact hours for the intervention were essential in determining success for the student. Algozzine, Wang, White, Cooke, Marr, Algozzine, and Duran (2012) confirms the need for consistent and lengthy interventions by stating, "Statistically significant differences were indicated between treatment and control schools after 2 years and 4 years of implementing project-directed reading and behavior interventions; and, performance in treatment schools was consistently above that in the control schools" (p. 58). The intervention must be completed with consistency in order to see improvement in behavior and academic performance.

Research has also shown that personal relationships and connections with students will increase academic performance and decrease office referrals. In Maynard, Kjellstrand, and Thompson's (2014) study, students at risk for behavior issues or middle school drop out were monitored with the purpose of keeping the student and the family engaged in school. School personnel checked student data related to behavior and academics regularly. They built relationships with the student and the family while also implementing interventions based on the student data. The study found significant associations between the interventions and academic performance and discipline. During the study, students had higher academic achievement and less office referrals. The results show the importance of relationships being built with students and families in order to see improvements in behavior and academic performance. Overall,

interventions that are implemented with consistency and fidelity have shown positive results for students' academic performance and discipline.

Interventions to Decrease Behavioral Challenges

Check in/ Check Out Program

In a check in/ check out program, students who have been identified as needing additional behavior supports will meet with an adult every morning to discuss goals for the day. In a study conducted by Hawken, MacLeod, and Rawlings, (2007) all students had the same goal: keep hands and feet to yourself, use kind words and actions, follow directions, and work in class. The students would receive scores in each of those areas throughout the day from 0-2. Either students did not meet expectations, somewhat met expectations or met expectations. Their goal was to earn 80% of the total score. At the end of the day they would meet with an adult and review how they did whether or not they met their goal. Andrews, Houchins and Varjas (2017) also discuss this check in/ check out program that emphasizes the importance of the home connection. Students should bring their goal sheet home every night to be signed by the parent and brought back to school the next day. In addition, students used a self-evaluation form to monitor their own behavior throughout the day. The study found that the strong relationships built between the student and the adult helped to improve behavior and fostered student learning. Research also found that the check in/ check out program did not work well for students who did not find adult attention reinforcing. In order for a behavior intervention to be successful, it must meet the individual needs of the student.

Goal Setting

Goal setting is not a behavior intervention that is used in isolation. Instead, it could be incorporated with the Check in/check out program. Students would write their own goals for the day and check in with an adult to review their progress. Writing their own goals allows students to build self-determination skills and helps them reflect on their progress. Research has shown that students who use self-determination skills learned through goal setting have improved school behavior and academic performance (Andrews et al., 2017). Students who are involved in the goal setting process are more likely to reach their goal (Bruhn, Fernando, McDaniel, & Troughton, 2017). Goal setting is an important part of student improvement because it gives them a focus and reason to perform or behave better.

Mentoring Program

Previous research has found that not all students are motivated by a positive student/ adult relationship. Another intervention that could be provided to meet students' academic and behavioral needs is a student mentoring program. In this program, younger students experiencing behavior challenges are paired with an older, model student. The students work together to discuss issues around behavior and academics. The younger student uses the information they learned from their mentor and applies it during the day. Research found that this peer relationship is beneficial in improving student behaviors (Glee, 2015). However, a mentoring program needs to happen during the school day and therefore students are missing instructional time to meet together. An important part of an effective intervention is that it is easy to implement (Arden, Gandhi, Edmonds, & Danielson, 2017). The mentoring program, while research found it beneficial, was very time consuming and therefore hard to implement over a long period of time.

Conclusion

The intervention program used to support students with behavior challenges requires fidelity in order to see improvements in student behavior and academic success. The possible interventions; check in/ check out, goal setting, and mentoring can be used to support students experiencing behavior challenges that lead to office referrals and decreased classroom time. Academic performance is directly related to instruction. Therefore, students who spend extensive time out of the classroom due to behavior issues have lower academic performance. Interventions can be used to decrease office referrals, increase classroom time and improve academic performance.

CHAPTER III

METHODS.

Introduction

This study was conducted to examine the impact of a check in/ check out program on office referrals and academic performance.

Design

This quasi-experimental study examined office referral data to identify students who have a high number of office referrals. The purpose was to implement behavioral interventions aimed at decreasing office referrals. The study also examined the change in academic performance of students before the interventions and after the interventions. The intervention lasted 8 weeks. Data was collected before third quarter and was compared to data at the end of fourth quarter.

The independent variable was the behavior intervention implemented. The intervention used was a modified version of the check in/check out program. The intervention paired a student with high office referrals with a school staff member. The staff member acted as a mentor for the student, helping him/her to set goals and reflect on those goals. Staff members met with the student once a day, either at the beginning or the end of the day. During check in, the staff member either reviewed the goals for the day or reflected on the day and set goals for the next day.

The dependent variables were office referrals and academic performance. Office referrals were measured by the number of forms that were completed by the teacher when a student needed to be sent out of the classroom to work with the behavioral specialist due to disruptive classroom behavior. Academic performance was measured using report card scores before and after the intervention. Report card grades in ELA and Math were given a score in order to

determine whether there was an increase, decrease or no change in academic performance. The standards for report card grades were set by the school system (See Appendix A). Data collected from third quarter office referrals and report cards was used as the pre-test data. The intervention was a modified version of the check in/check out program. The post-test was data from office referrals and report cards during fourth quarter.

Participants

The sampling technique is purposive. Students were selected based on office referral data. Students with high referrals were targeted for the program and were given behavioral supports. The participants in this study attend a public school in a large suburban school district in the mid-Atlantic region. The students selected to participate in this program ranged from second graders to fifth graders. There were a total of twelve participants. Five of the participants were female and seven participants were male. Eleven of the students are African American and one of the students is White. This sampling population is reflective of the overall school population. Seventy-four percent of students in the school are African American. Seventeen percent of the students are Hispanic, and nine percent of the students are White. There were twelve adults who participated in the program as mentors for the students. The adults included classroom teachers, special area teachers, special educators, instructional aides and administrators.

Instrumentation

The instrument used in this study is a school created office referral form. The form is used to document office referrals. The form was completed by the adult in charge of the student. A description of the incident is written on the form. The time, date and location of the incident are included on the form. The referring teacher also specified strategies prior to referral and the

antecedent was also written on the form (See Appendix B). This information helps

administration work with the student to discuss the problem and get them ready to return to the

classroom. There is no reliability or validity measures as this is a school-based document.

Report card scores will also be used as an instrument to measure academic performance.

Second and Third grade scores were assigned numbers as follows: CD-4, P-2, N-0. Fourth and

Fifth grade scores were assigned numbers as follows: A-4, B-3, C-2, D-1, E-0. The scores from

ELA and Math were examined for each student participating in the intervention.

Procedure

Many students that attend this school experience behavior challenges on a regular basis.

In order to determine which students were experiencing significant and consistent challenges, the

researcher and the behavior specialist reviewed office referral data from third quarter. This data

was used to identify 12 students from grades 2-5 that had multiple referrals in one quarter. After

identifying students based on behavior challenges, the researcher collected the report card data

from third quarter for each student. Once students were identified, the concept of the program

was presented to the faculty at an afterschool faculty meeting. Staff was given the option to

participate in this program. Staff that wished to participate were concerned about the time

commitment in addition to their regular responsibilities. For this reason, a modified version of

the check in/check out program was created. Staff members were provided with a list of

responsibilities (See Appendix C). The required meetings were changed from once in the

morning and once in the afternoon, to once a day, at the mentor's convenience. Once the list of

mentees and mentors was finalized, the researcher met with administration to match the mentee

with the mentor. The administration has significant knowledge of the personalities and strengths

of each mentee and mentor. Mentees were matched with mentors based on the administration's

knowledge of compatibility between students and staff. This study was designed to take place over 8 weeks. During these 8 weeks, mentors met with students at least once a day for about 10 minutes. During this time, mentors used a teacher created behavior chart, or goal sheet to review goals with their mentees. If the mentee already had a behavior chart provided by the teacher, he/she continued to use that chart. A chart was provided by the researcher for students who had not been using one (See Appendix D). After 8 weeks, data was collected on office referrals and report card grades. The researcher met with the behavior specialist after the intervention to collect data on office referrals. In addition, the researcher collected report card grades for each student that participated in the program. Data from third quarter was compared with data from fourth quarter in order to determine the effectiveness of the program.

CHAPTER IV

RESULTS

The null hypotheses for the study were that the check in/check out program would not decrease office referrals or improve academic performance of students as measured by quarterly grades in Math and ELA.

Table 1 illustrates student performance data in ELA. Student grades for third and fourth quarter marking periods are shown in the table. In addition to the grades, students' performance was ranked in three categories; increase, decrease or no change. In reviewing the data, it was shown that for all 12 students, there was no improvement in their performance when comparing their third to fourth quarter report card grades. Second and Third grade report card scores were assigned numbers as follows: CD-4, P-2, N-0. Fourth and Fifth grade report card scores were assigned numbers as follows: A-4, B-3, C-2, D-1, E-0.

Table 1

Pre-Intervention/ Post- Intervention ELA Report Card Data

Student	3rd Quarter Marking Period ELA Grade (Pre- Intervention)	4th Quarter Marking Period ELA Grade (Post- Intervention)	Change in Performance
1	1	1	No change
2	2	2	No change
3	1	1	No change
4	2	2	No change
5	2	2	No change
6	2	2	No change
7	2	2	No change
8	2	2	No change
9	2	2	No change
10	2	2	No change
11	2	2	No change
12	2	2	No change

Table 2 illustrates student performance data in Math. Student grades for third and fourth quarter marking periods are shown in the table. In addition to the grades, students' performance was ranked in three categories; increase, decrease or no change. In reviewing the data, it was shown that student 1 improved in academic performance, while students 6, 7 and 10 decreased in academic performance. For students 2-5, 8,9,11 and 12, there was no improvement in their academic performance when comparing their third to fourth quarter report card grades.

Table 2

Pre-Intervention/ Post- Intervention Math Report Card Data

Student	3rd Quarter Marking Period Math Grade (Pre- Intervention)	4th Quarter Marking Period Math Grade (Post- Intervention)	Change in Performance
1	0	1	Increase
2	2	2	No change
3	1	1	No change
4	2	2	No change
5	2	2	No change
6	2	0	Decrease
7	2	0	Decrease
8	2	2	No change
9	2	2	No change
10	4	2	Decrease
11	2	2	No change
12	2	2	No change

Table 3 illustrates office referral data for the 12 students participating in the program. Student referrals for third quarter and fourth quarter are shown in the table. The change in office referrals was ranked in three categories; increase, decrease or no change. In reviewing the data, it was shown students 2,4,5,9 and 12 increased in office referrals during fourth quarter. Students 1,3,6,7,8,10, and 11 decreased in the number of office referrals from third quarter to fourth quarter.

Table 3

Pre-Intervention/ Post- Intervention Office Referral Data

Student	3rd Quarter Office Referral (Pre- Intervention)	4th Quarter Office Referral (Post- Intervention)	Change in Office Referrals
1	22	6	Decrease
2	8	11	Increase
3	10	0	Decrease
4	10	12	Increase
5	8	11	Increase
6	24	17	Decrease
7	8	7	Decrease
8	5	2	Decrease
9	13	17	Increase
10	7	5	Decrease
11	3	0	Decrease
12	6	17	Increase

This chapter focused on providing the readers with data regarding change in academic performance and behavior because of the check in/ check out intervention program. Chapter V will further analyze the results of the data and discuss the implications.

CHAPTER V

DISCUSSION

The results of this study failed to reject the null hypothesis that the check in/check out program would not decrease office referrals. The results of this study also failed to reject the null hypothesis that the check in/check out program would not improve academic performance of students as measured by quarterly grades in Math and ELA.

Implications of the Results

While 7 out of 12 students experienced a decrease in office referrals during fourth quarter, five of the students increased in the number of referrals. The check in/check out program allowed for students to meet with their mentor and discuss their goals for the day. This mentor took an active role in the mentee's academic performance and helped outline behavioral expectations. However, this does not mean that these students didn't continue to experience challenges throughout the day. All but two students were still referred to the office for Tier II related behaviors in the classroom. For all 12 students, there was no change in their ELA scores from third quarter to fourth quarter. Only one student increased their math grade from third to fourth quarter. All other students either experienced no change or a decrease in math grades. The connection between behavior and academic performance can be influenced by many outside factors such as background knowledge, parental support and attendance. Therefore, the results of the study failed to reject the null hypotheses.

The results of this study did not show a strong connection between office referrals and quarterly grades. Interestingly, students who experienced an increase in office referrals during the fourth quarter experienced no change in their grades for fourth quarter. While three students who experienced a decrease in office referrals, also experienced a decrease in quarterly math

grades. There are many outside factors that could have influenced these results. Those factors will be discussed further in the threats to validity.

Connections to Previous Literature

Previous research conducted by Benner (2012) and Gu et al., (2011) found considerable evidence that behavior issues played a negative role in predicting academic performance. Research also stressed the importance of implementing the program with fidelity to see improvement in the behavior of students. Madigan (2016) conducted a nine-year study that showed improved academic performance when a school-wide discipline program was implemented. The length of the implementation of the program allowed for the time needed to see improved academic performance. This study did not find a strong connection between academic performance and behavior when conducted over one quarter. However, the length of the implementation of the program may not have been long enough to see significant improvement.

In addition, research found that not all students are motivated by an adult relationship (Arden et al., 2017). During the study, some mentees did not build positive relationships with their mentors and, therefore, the check in/check out program was not a motivating factor in improving their behavior. This study's findings contradicted previous research that found that decreasing office referrals would improve academic performance. A study conducted by Hawken, MacLeod, and Rawlings, (2007) found that the strong relationships built between the student and the adult helped to improve behavior and fostered student learning. In a study conducted by Maynard et al., (2014), it was found that there were significant associations between the interventions, and academic performance and discipline. During the study, students

had higher academic achievement and fewer office referrals. This study did not find a strong connection between behavior and improved academic performance.

<p style="text-align:center">Threats to Validity</p>

There were a few threats to the validity of this study. For the study to be valid, all mentors were supposed to meet with their mentees at least once a day. However, due to attendance and schedules of teachers and students, not all mentees met with their mentors every day. This inconsistency in implementing the program threatens the validity of the results. In addition, one student in the program was absent for two weeks. Therefore, the time spent in the classroom was significantly decreased and impacted academic achievement for fourth quarter.

Another threat to the validity of the program was the comparison of results between third and fourth quarter. There are usually additional behavioral challenges during fourth quarter due to end of school activities and schedules. In addition, the sampling population, while reflective of the overall population of the school, was small. The small number of participants in the study reduces the ability to generalize results to a broader population.

Another threat to validity was the fidelity with which the program was implemented. The check in/check out program is time consuming and hard to implement over an extended period. In addition, the program required commitment from many staff members for it to be successful. Professional development is key to understanding why the program is beneficial and how to implement it properly. Teachers were not compensated for their time mentoring students and therefore there was less buy-in because it was an additional responsibly on top of an already busy schedule.

Implications for Future Research

It is recommended that any future research be conducted using a larger population of students. However, including more students in the study means that more staff members must be committed to participating in the study and carrying out their responsibilities with fidelity. In addition, the study could be conducted with a control group and non-control group. This would allow the results to be compared using similar data and reduce this threat to validity.

In addition, there should be a scheduled time for mentors and mentees to meet and review their goals. In one research study, mentors and mentees met before school started so that teachers were not managing a classroom of students, while also meeting with their mentee. Time constraints and additional responsibilities made it hard for mentors to meet with their mentees every day to discuss their goals.

Conclusion

The results of this study failed to reject the null hypothesis that the check in/check out program will not decrease office referrals. The results of this study also failed to reject the null hypothesis that the check in/check out program will not improve academic performance of students as measured by quarterly grades in Math and ELA. However, there were many limitations to this study and several threats to the validity of the data gathered while conducting the research. The data shows that for most of the students, the check in/check out program decreased the number of office referrals during the fourth quarter, however there are many outside factors to consider when examining the data. Structured time to meet with mentees would limit the threats to validity in this study. Interventions like the check in/check out program are increasingly needed in schools today. The importance of building positive relationships between adults and students is essential in students' continued success throughout their school

career. Overall the program was beneficial for students experiencing behavioral challenges, however additional research needs to be conducted to determine if Tier II interventions have an impact on behavior and academic performance.

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Appendix A

For Grades 1, 2, and 3, achievement codes rather than letter grades will be used. The achievement codes appear on the first page of the report card as abbreviations with definitions beside them as follows:

CD	Consistently Demonstrating	Student demonstrates a strong command of the knowledge, skills, and practices embodied in the grade-level standards.
P	Progressing	Student is developing their command of the knowledge, skills, and practices embodied in the grade-level standards.
N	Needs Development	Student demonstrates a beginning command of the knowledge, skills, and practices embodied by the grade-level standards. Additional practice is needed.
NA	Not Applicable	The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period. The box will appear gray.
NG	No Grade	The student is a Level 1 or Level 2 English Learner and will not receive a grade this marking period.

To determine achievement grades for students in Grades 4 –12, consider overall evidence of student performance using the following guidance:

A	Outstanding	Students performing at this level demonstrate a distinguished and strong command of the knowledge, skills, and practices embodied by the standards. Students at this level are meeting or extending the standards at their grade level.
B	Above Average	Students performing at this level demonstrate a moderate command of the knowledge, skills, and practices embodied by the standards. Students at this level are approaching the standards at their grade level.
C	Average	Students performing at this level demonstrate a developing command of the knowledge, skills, and practices embodied by the standards at their grade level.
D	Below Average	Students performing at this level demonstrate a beginning command of the knowledge and/or skills embodied by the standards assessed at their grade level.
E	Failing	Students performing at this level demonstrate no evidence of the knowledge, skills, and practices embodied by the standards assessed at their grade level.

For Grades 4–12, final marking period grades will be determined as follows:

A	90–100	Outstanding
B	80–89	Above Average
C	70–79	Average
D	60–69	Below Average
E	0–59	Failing (No Credit Awarded)

Appendix B

Discipline Referral Form

Student Name: _____   Grade: _____ Homeroom Teacher: _____

Date: _____   Time: _____ Referring Teacher (if different): _____

Circle if applicable: IEP   BIP   504   Were the steps within his/her plan followed?   Y   N

Description of Incident: _____

_____

_____

_____

_____

_____

Location:

☐ Classroom   ☐ Special Area Classroom: _____   ☐ Special Event/Field Trip
☐ Bathroom   ☐ Hallway   ☐ Other: _____
☐ Cafeteria   ☐ Playground/Outside

Strategies used prior to referral:

☐ Break   ☐ Provided Choices   ☐ Modified Work   ☐ Other:
☐ Parent Contact   ☐ Reduced Demands   ☐ Verbal/Non-Verbal Redirection
☐ Behavior Chart/Contract   ☐ Restorative Conference   ☐ Planned Ignoring/Wait time

Antecedent (What happened before?)	Possible Motivation	Administrative Decision/ Staff Processing Form
☐ Teacher Request for an undesired task	☐ Obtain Peer Attention	☐ Conference with Student
☐ Negative Peer Interactions	☐ Obtain Teacher Attention	☐ Loss of Privilege (i.e. recess, computer time, etc.)
☐ No/Low Attention	☐ Obtain Item/Activity	☐ Refer to Guidance/SST
☐ Independent Classwork	☐ Avoid Work	☐ Student Warning
☐ Group Classwork	☐ Avoid Peers	☐ Phone call to Parent
☐ Teacher Redirection	☐ Avoid Adult	☐ Restitution
☐ Verbal Reprimand/Correction	☐ Did not want to transition	☐ Suspension
☐ Clip Moved	☐ Unclear/Unknown	☐ In school suspension
☐ Transition to a different activity	☐ Other: _____	☐ Time in focus room: ___
☐ Transition to a different room		☐ Other: _____
☐ Unknown		
☐ Other: _____		*Responding Staff Member will complete*

For Office Use: Category I   II   III _____

Copies to: _____ Homeroom Teacher   _____ Parent/Guardian   _____ Focus Room

Responsibilities of a Mentor Teacher

Overview:

A mentor teacher will work with one student throughout the rest of the school year to build a relationship and improve behavior. The goal of the program is to decrease behavior issues and increase classroom time and academic performance.

Responsibilities:

- Meet with your mentee once a day - in the morning to review their goals or in the afternoon to reflect on their goals.
- Your mentee will have a behavior chart, or goal sheet that they will bring to you each time you meet.
- Help your mentee reflect on their goals and talk about how their behavior could be improved to meet their goals.
- Once a week, do a relationship building activity with your mentee.
    - Play a game
    - Color a picture together
    - Talk about your mentees personal interests
    - Lunch bunch
    - Participate in the reward if your mentee has met their goal.

_____'s Goals

0- Didn't met expectations   1-sometimes met expectations   2- met expectations

	Keep hands and feet to yourself	Use kind words and actions	Follow directions	Complete all work in class
Math				
Science/ Social Studies/ Health				
Hallway/ Bathroom				
Reading				
Specials				
	/10	/10	/10	/10

Goal: Earn 32/40 points.

Teacher Notes:

Reward: _____