Tier 1 for ALL, Universal Screening, and Tier 2 for SOME

Clayton R. Cook, PhD, Licensed Psychologist
Associate Professor
School Psychology Program

Associate Director
School Mental Health, Assessment, Research, & Training (SMART) Center
University of Washington

---

**Targeted/Intensive**
High-risk students
Selected (5-9% of students)

**Selected**
(At-risk Students)
Small Group or Individual Strategies
(10-25% of students)

**Universal**
(All Students)
School/classwide, Culturally Relevant Systems of Support
(75-90% of students)

---

**Tier I Menu:**
- Positive relationships
- School-wide PBS
- SEL curriculum
- Good behavior game
- Proactive classroom management
- Physiology to learn
- Progressive method of responding to prob. beh.

---

**MENU of Evidence-based Supports**

---

**Intentionally Establishing, Maintaining and Restoring positive relationships with ALL students:**
Ensuring that all students have sense of belonging, are understood, and trust the educators
Audience Interactive Participation

- What's the difference between an acquaintance and a positive relationship?

Strategically and intentionally ESTABLISHING positive relationships with ALL students

- Basics of building a relationship (trust, understanding, & connection):
  - Spending individual 'child time'
  - Child guides activity, open-ended questions, validation, and reflective listening
  - Keep track of relevant information about the student and reference when appropriate
    - Special occasions, pets, family members, hobbies, likes/dislikes
  - Become an expert about what the kid culture (what it means to be a kid these days)

MAINTAINING the Relationship: Not Taken Students for Granted

- The 5 to 1 ratio of positive to negative interactions with students (the "Magic Ratio")
- Paying attention to behavior to positively recognize and reinforce students (not taking for good behavior for granted)
- Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered in response to desirable behavior

5:1 Gets the job done!!!
RESTORING & Repairing the Relationship After Harm has Been Done

R³ Reconnect, Repair, & Restore:
- Schedule time to reconnect with the student
- Communicate effectively to repair
  - Letting go of the previous interaction - ‘do–over’ (fresh start)
  - Ownership for the problem (admitting one’s own mistake)
  - Statement indicating care for the student
  - Forgive the student and/or ask for forgiveness
- Work to restore the relationship with student

School-wide PBIS:
Teaching, Modeling, Cueing and Reinforcing Common Behavioral Expectations to Create Positive School Culture & Climate

Audience Interactive Participation

- Why is PBIS an essential component to an effective Tier 1 level of supports?
School-Wide PBS: Step 1: Establish Common Expectations

- Establish 3 to 5 behavioral expectations (e.g., safe, respect, responsible)
  - Teachable
  - Positively stated (Dos not Don'ts)
  - Memorable

School-Wide PBS: Create a Behavioral Expectation by Setting Matrix

School-Wide PBIS: Teaching Schedule Established

- Teaching expectations on a regular basis in all settings (small group, recess, lunch, etc.)
- Model (i.e., show) examples and non-examples of behavioral expectations
  - Showing students what to do and what not to do
- Practice and feedback (i.e., role play)
School-Wide PBS: Cueing System to Signal Expectations

- Cue expectations by providing visual signals or nonverbal prompts
  - Everyone can benefit from a prompt or a cue now and then to remind them of the expected behavior
  - Helps bring the expectations to the forefront of the students mind during a particular activity

School-Wide PBS: Reinforcement System

- Reinforcement of students when they exhibit behavioral expectations (catch students behaving good)
  - Praise & positive recognition
  - Earn rewards (stickers, pencils, toys)
  - Privileges (first in line, extra free time, class helper, preferred seat, etc.)
  - Obtain currency that can be exchanged for desirable experiences
The Foundation:
- Strong Positive Relationships
- Proactive Classroom Management
- Communicating effectively
- Cultural Competence

Progressive Response
- Proximity control
- Redirection strategy
- Ongoing Monitoring
- Prompt expected behavior
- Teaching interaction
  - #1 warning of consequence with "Think Time"
  - #2 delivery in-class disciplinary consequence
  - #3 request for office support process

Social-Emotional Curriculum
Adopting curricula to teach students social, emotional, cognitive skills that enable academic, social, emotional, and life success

Evidence-Based Curriculum
- Social-emotional learning (SEL) curriculum
  - Teach self-regulation of emotions, empathy, and decision-making
- Stress management curriculum
  - Help students offset the impact of stress by regular activities and application of skills, habits, and routines
- Growth mindset
  - Developing a positive view about self and future
Proactive Classroom Management Strategies:
A host of proactive strategies that teachers can implement to prevent the occurrence of problem behaviors and create a classroom environment that is conducive to learning

1. Strategically and intentionally establishing positive relationships with all students in the class
2. 5 to 1 ratio of positive to negative interactions (Magic ratio)
3. Smiling and being nice
4. Positive greetings at the door to precorrect and establish a positive climate
5. Communicating competently w/ students

6. Organizing a productive classroom
7. Providing numerous opportunities to respond
8. Classroom rules/expectations and procedures are visible and known by every student
9. Teach, model, and reinforce social-emotional skills
10. Transitions are managed well
11. Independent seatwork is managed and used when needed
12. Teacher proximity and mobility
13. Class-wide Motivation system
14. Goal setting and performance feedback
15. Visual schedule of classroom activities
16. Effective cuing systems to release and regain

Good Behavior Game:
Group management procedures that increases academic engagement and reduce disruptive behavior at times when students are likely to misbehave
Steps to implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define inappropriate or appropriate behaviors that earn teams points
   - Golf, football, or combined
3. Identify rewards
4. Teach the students the rules to the game
5. Play the game

Universal Screening to Identify Students in Need of Support

Screening Researchers

- Erin Dowdy
- Kathleen Lane
- Hill Walker
- Cecil Reynolds & Randy Kamphaus
- Ryan Kettler & Kelly Feeney-Kettler
- Sandy Chafouleas
- Shannon Suldo
Purposes of Assessment

- Who is at risk? (Problem Identification)
- Why is the problem occurring? (Problem Analysis)
- Is our instruction/intervention working to fix the problem? (Plan Implementation)
- How well are we doing overall? (Plan Evaluation)

What does screening do?

- Tells us who may have a need—does not tell us precisely what the need is or how to go about addressing it
- Provides information we need to act upon—doesn’t necessarily prescribe what to do

Universal Screening Defined

- “Universal screening is the systematic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that are connected to short- and longer-term school and life success.”
- Helps examine the quality/health of the universal (i.e., Tier 1) level of supports

Source: Ikeda, Neessen, & Witt, 2009
How to establish technical adequacy of a screener?

- Reliability studies

- Criterion-related validity studies
  - Concurrent
  - Predictive

- Classification studies (ROC curve analysis)
  - Establishing a cutoff score
  - Sin qua non of screening research

No screener is perfect!

- No academic or behavior screener can identify will 100% accuracy

- What classification errors are we willing to accept:
  - If we make a screening error, the error should be to identify students who are not at-risk (false positive)
  - Errors should not overlook students who are at-risk (false negative)

Social-Emotional Indicators of Need
Externalizing Behaviors

- Displaying aggression toward objects or persons
- Arguing
- Being out of seat
- Not complying with teacher instructions or directives
Social-Emotional Indicators of Need Internalizing Behaviors

- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Not standing up for one's self

Source: Walker and Severson, 1992

Screening Procedures

- Universal screening typically occurs three times a year (fall/winter/spring)
- Compare children to established benchmarks
  - Local (school or district) or national
- Triage (rank order) students according to score obtained
  - Above cutoff = non-responder to universal system of supports
  - Below cutoff = responder doing well in Tier I

Pre-Screening Procedures

1. Decide who will conduct the screening.
2. Ensure that the individuals who are administering or completing the screening have been trained in it.
3. Organize the materials (e.g., make sure there are enough, write student names on them, etc.).
4. Decide whether to use local or national (published) norms to determine which students need additional assistance (cut score).
Post-Screening Procedures

1. Enter student scores into a computer program (e.g., Excel) that can easily sort the data.

2. Sort the data so that students are rank-ordered.

3. Determine which students fell above or below the previously specified cut-off.

Screening Tools

- Emotional/Behavior
  - Review360 (Student internalizing behavior screener & Student externalizing behavior screener)
  - Systematic Screener for Behavioral Disorders (SSBD)
  - Student Risk Screening Scale – Externalizing and Internalizing
  - Strengths and Difficulties Questionnaire
  - School-wide Information System (SWIS)
  - Social and Academic Behavior Screener (SABRS)

Systematic Screening of Behavioral Disorders (Walker & Severson, 1990)

- Multiple Gating Screening
  - Series of progressively more complex assessment procedures to identify students in need of more intensive services
  - Teacher structured nomination of students
    - Completion of brief behavior rating scales on nominated students
    - Direct observation of classroom and playground behavior for those students who exceed cut score on brief rating scales
Multiple Gating Procedure
(Adapted from Walker & Severson, 1992)

Gate 1
Teachers Nominate Order Students on Each Dimension (Externalizing & Internalizing)

Pass Gate 1

Gate 2
Teachers Rate the nominated students on an evidence-based instrument

Team Confirmation Process
Pass Gate 2

Tier 2 Intervention

Examples of externalizing types of behavior
- Displaying aggression towards objects or persons.
- Arguing, defying the teacher.
- Envy or the subtraction of others.
- Out-of-seat behavior.
- Non-compliance with teacher instructions or requests.
- Tantrums.
- Hyperactive behavior.
- Distracting others.
- Rebellious.
- Not following teacher or school rules.

Examples of internalizing types of behavior
- Low or restricted activity levels.
- Avoidance of speaking with others.
- Shy, timid and/or unassertive behaviors.
- Avoidance or withdrawal from social situations.
- A preference to play or spend time alone.
- Acting in a fearful manner.
- Avoiding participation in games and activities.
- Unresponsive to social initiations by others.
- Failing to stand up for one’s self.

Examples of non-externalizing types of behavior
- Co-operating.
- Sharing.
- Working as assigned tasks.
- Asking for help.
- Listening to the teacher.
- Interacting in an appropriate manner with peers.
- Following directions.
- Abiding to task demands.
- Complying with teacher requests.

Examples of non-internalizing types of behavior
- Initiation of social interactions with peers.
- Engagement in conversations.
- Normal rates of social contact with peers.
- Displaying positive social behaviors towards others.
- Participating in games and activities.
- Resolving peer conflicts in an appropriate manner.
- Joining in activities.

Student Nominations

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1/28/2015
RATING SCALE APPROACH TO SCREENING – Externalizing Scale

Student Risk Screening Scale (SRSS; Drummond, 1993)
Directions: Please rate each student on each behavior using the following scale:
0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Stealing</th>
<th>Lying</th>
<th>Cheating</th>
<th>Sneaking</th>
<th>Peer Rejection</th>
<th>Lack of Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behaviors</th>
<th>SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BILLY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>JAMES</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>JOHN</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MELISSA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DIANA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FRANK</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

5 or more = AT-RISK
4 to 4 = ON THE RADAR
4 or less = NOT AT RISK

RATING SCALE APPROACH TO SCREENING – Externalizing Scale

School Internalizing Behavior Screener (SIBS; Cook, 2008)
Directions: Please rate each student on each behavior using the following scale:
0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Nervous or fearful</th>
<th>Bullied by peers</th>
<th>Spends time alone</th>
<th>Clings to adults</th>
<th>Withdrawn</th>
<th>Sadness or unhappiness</th>
<th>ODRs</th>
<th>SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BILLY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>JAMES</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>JOHN</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>MELISSA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DIANA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FRANK</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

8 or more = AT-RISK
5 to 7 = ON THE RADAR
4 or less = NOT AT RISK

Universal Screening:
Office Discipline Referrals

- < 2 – remain in Tier 1, universal supports
- 2–5 ODRs – on the radar
- > 6 ODRs – in need of Tier 2, secondary supports

Advantages: easy to collect
Disadvantages:
- Reactive screening (must accrue behavior infractions)
- Neglects internalizing students
- Affected by teacher tolerance levels
BASC–2 BESS
(behavioral and emotional screening system)

- **Ages:** Preschool–Grade 12
- **Administration Time:** 5–10 minutes per student
- **Assessment areas**
  - internalizing problems,
  - externalizing problems,
  - school problems,
  - and adaptive skills

Universal Screening in Middle and High Schools

- Teachers rate all students they teach
  - If student is identified as at risk by any of his teachers, then he is considered in need of Tier 2 interventions
- Collect multiple ratings per student and average scores
- One staff member rates each student
  - Select the staff who is most familiar with the student

Reviewing the Tier II Process from Beginning to End

Matching Students to Tier 2 Interventions and Ensuring Active Ingredients are Implemented
Targeted/Intensive (High-risk students)

Selected
(At-risk Students)

Small Group or Individual Strategies
(10-25% of students)

Universal
(All Students)

School/classwide, Culturally Relevant Systems of Support
(75-90% of students)

Tier 2 Menu:
• Behavioral contract
• Self-monitoring
• School-home note
• Mentor-based program
• Case Focus Intervention
• Small group social-emotional skills

AIM²
Tier 2 Process from Beginning to End

- Assess to match intervention & establish baseline performance
- Implement intervention with fidelity
- Monitor progress and fidelity
- Meet to review and make a data-based decision

Assess to Select the Intervention
Student Intervention Matching Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Note (2)</th>
<th>Rating (3)</th>
<th>Note Matrix (4)</th>
</tr>
</thead>
</table>
Assess to Establish Baseline
Selecting the Progress Monitoring Tool

- Existing data behavioral data (class removals, office referral, suspension, attendance record, etc.)
- Direct behavior rating
- Point sheet
- Brief behavior rating scale

Implementation the Intervention
Active Ingredients

- Just like a good cooking recipe, Tier 2 interventions involve certain ingredients that must be present in order to achieve successful behavior change

Monitor Progress and Fidelity

1. Gather data on a weekly basis and input it into a data management system
2. Collect data for at least 4 weeks and a minimum of 3 to 4 data points while the intervention was implemented
3. Prepare graph of the data for the next step to enable a data-based decision
Meet to Make a Data-based Decision

<table>
<thead>
<tr>
<th>Increase Fidelity of Implementation</th>
<th>Maintain Current Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(the intervention is not broken so don’t fix it)</td>
</tr>
<tr>
<td>Modify Current Supports</td>
<td>Lessen Supports or Lower Down</td>
</tr>
<tr>
<td>(intervention isn’t working so modify or alter intervention within current tier)</td>
<td>(student responded well to the intervention and has sustained the progress)</td>
</tr>
<tr>
<td>Intensify Supports or Bump Up</td>
<td></td>
</tr>
<tr>
<td>(student was non-responsive to intervention and modifications were unsuccessful)</td>
<td></td>
</tr>
</tbody>
</table>

Behavioral Contract

- Process of negotiating an agreement between staff and a student so each party receives some benefit or payoff
  - Teacher benefits by improved student behavior
  - Student benefits by earning something based on good behavior
- Behavioral contracts are effective for students who can perform certain behaviors or skills but choose not to do so (i.e., won’t do problem)
  - Ineffective for students who can’t perform certain behaviors or skills (i.e., can’t do problems)

Behavioral Contract:

Student Characteristics
- Designed for students who respond well to school-based incentives
  - Eager to earn rewards, special privileges, and/or recognition from others
- Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)
- Students who could benefit from receiving daily precorrection and prompting

Active Ingredients
1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom
   - Positive reinforcement (i.e., pay-off) for meeting goal
3. Teacher follows up with daily pre-correction and prompting
   - Pulling out the contract & reminding the student of the contract
   - At the first warning signs of problem behavior, prompting the student
Structured Mentor-Based Support:
Check in/Check Out

- Assignment of a mentor who provides unconditional positive regard and feedback on a daily basis
- Implementation of multiple components:
  - Behavioral momentum (i.e., getting the day off to a good start)
  - Precorrection (i.e., cutting problems off before they start)
  - Performance feedback (i.e., letting the student know how s/he is doing)
  - Positive reinforcement (i.e., recognizing and rewarding the student)

Mentor-Based Support
Basic Sequence of Structured Mentoring

- Positive greeting
- Check for school readiness
- Cutoff problems before
- Reminder of expected behaviors
- Talk about reward to be earned
- Give student monitoring chart
- Deliver consequences at home based on behavior at school
- Provide encouragement for a better day tomorrow
- Teacher monitoring
- Prompts to engage in expected behavior
- Reminder of reward to be earned
- Positive greeting
- Deliver praise/reward
- Provide nonjudgmental feedback
- Deliver consequences at home based on behavior at school
- Provide encouragement for a better day tomorrow
- Teacher monitoring
- Prompts to engage in expected behavior
- Reminder of reward to be earned

Student Characteristics

- Students who respond well to adult attention
- Students who could benefit from having a positive adult role model outside of the home
- Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance
- Students who have been involved with negative interactions with teachers and administrators (punitive discipline)

Active Ingredients

1. Assignment of an adult mentor who the student likes or doesn’t mind meeting with
2. Unconditional positive regard (mentor does not get involved with discipline)
3. Daily contact with the student in the morning and afternoon
4. Encouragement, precorrecting problems, feedback
5. Progress monitoring form to serve as a basis for performance-based feedback
6. Positive reinforcement for improved behavior
7. Praise, public recognition, access to desired privileges/rewards
Self-Monitoring

- Intervention designed to increase self-management by prompting the student to self-reflect on performance and self-record behavior on a chart
- Two main components:
  - Self-reflection (reflection of behavior over a certain amount of time)
  - Self-recording (marking down on the chart whether behavior met or did not meet expectations)

Student Characteristics
- Students who lack self-regulation or management
- Students who engage in relatively frequent rates of problem behavior
- Students who could benefit from reminders or prompts to stay on task and engage in desired, expected behaviors

Active Ingredients
1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5. Positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self-reflection and recording)
6. Teacher conducts periodic honesty check

School-Home Note System

- Intervention designed to improve the communication and consistency of practices between school and home environments
- Involves a parent training component to get parents to deliver consequences at home based on their child’s behavior at school
- Parent can share information with school about outside stressors

Consistency is
Consequences Delivered by Parents

- Celebrating the child’s success (aim is to create positive contrast by making the child’s life more exciting, pleasurable, and/or fun)
  - Access to privileges
    - Computer time, video games, talking on the phone, staying up later, hanging out with friends, TV time
  - Reward with item or activity
    - Buy-out of chore, money, invite friend over, play outside, after dinner dessert, playing with toys, etc.
  - Praise and positive recognition

- Encouraging a better day tomorrow (aim is to create negative contrast by making the child’s life boring, unpleasant, or introducing nothing)
  - Loss of privileges
    - Removal of TV time, computer, video games, playing outside, talking on the phone, or anything else that is considered to be fun
  - Task-based grounding
    - Have the child perform chores that are outside of typical responsibilities
    - Grounded until the chore or chores are completed
Student Characteristics

- Students whose parents are open and willing to join forces with the school to improve the student’s performance in school
- Students who are unaffected by typical school-based disciplinary consequences
- Students whose parents could benefit from learning skills
- Students who could benefit from consistency across school and home environments

Active Ingredients

1. Development of a school-home note that captures student behavior and communicates with parents
   - Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures
2. Brief parent training that consists of teaching parents how to translate the information on the school-home note into effective parenting strategies
   - Goal met = celebrating success
   - Goal unmet = encouraging a better day tomorrow
3. Ensuring that parents are receiving the note & following through
   - Paper, email, phone call, face-to-face

Class Pass Intervention

- Intervention designed for students who exhibit escape-motivated disruptive classroom behavior to avoid doing academic work
- Students are given class passes and taught how to appropriately request a break by issuing a class pass
  - Students can choose to hold on to the class passes in order to exchange them for an item, activity, or special privilege
- It works because students:
  - Exercise choice
  - Increase tolerance for academic work is increased access to desired activity on an intermittent basis

Example of a Class Pass

FRONT

[Image of a class pass]

BACK

Guidelines for Class Pass:
If you use the pass:
1. Choose a time when you need to step out of the class.
2. Fill out one of your passes.
3. Show pass to teacher.
4. Walk to ____________.
5. Have adult where you walked initial pass on your way back to class.
6. Enter class quietly.
7. Join classroom activity.

If you save the pass:
Earn a reward!!!!!!
**Class Pass Intervention:**

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Active Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who engage in classroom behavior problems only</td>
<td></td>
</tr>
<tr>
<td>Students whose academic skills are low and are likely to engage in escape-motivated disruptive behavior</td>
<td></td>
</tr>
<tr>
<td>Students who have a low tolerance for engaging in academic work</td>
<td></td>
</tr>
<tr>
<td>Students who appear to become frustrated when working on academic tasks</td>
<td></td>
</tr>
</tbody>
</table>

1. Develop the actual class passes to be used
2. Determine the number of class passes and length of time the student can break for
3. Identify the location for the break (desk, in the classroom, outside of the classroom)
4. Identify the items, privileges, or activities that can be earned and the number of class passes needed for each one

**Develop a Roadmap for Disseminating Information and Improving Implementation**

- Prioritize next steps
- Develop a clear action plan
- Come prepared to present to other teams at the next PD session in November about the progress being made at your school