Development and Implementation of a Mainstreaming Process to Transition Students from Self-Contained Special Education into General Education Placements

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Abstract

One challenge presented to special educators is transitioning students out of special education self-contained settings and into the general education classroom. This challenge is compounded by there being an abundance of quality data that to guide placement into the special education classroom, but relatively sparse data exist to support transition out of special education back into the general education population. There are even fewer data demonstrating effective transitions of students out of self-contained classroom environments. To support special educators in these transitions, we developed a set of tools specifically to guide qualified students back into general education. These tools include a *Mainstreaming Decision Tree* to identify candidate students and elucidate successful placement in general education. Identified candidate students then enter a 7-step transenvironmental programming process called a *Mainstreaming Pipeline* to guide them through the process of being selected as a candidate, selection of general education classroom, data collection, and finally how to make the final transition out of special education self-contained placements. In the 2015-2016 school year, we undertook a limited implementation of these transenvironmental programming tools and facilitated the transition of 10 of 20 identified candidate students from self-contained academic special education classrooms into general education placements. In the 2016-2017 school year this pilot implementation was extended to include 4 schools. Sixteen (16) of 52 identified candidate students from self-contained academic special education classrooms, 9 of 26 identified students from behavior/SEL unit classrooms, and 9 of 9 identified students from Life Skills/Functional Academics unit classrooms were successfully transitioned into a general education placement. A high percentage of the remaining candidates received >50% of their day in general education classrooms and/or were placed in less restrictive self-contained classrooms.

1 Introduction

It is critical that evidence based transenvironmental programming methods be developed to facilitate the transition of students from self-contained special education classrooms into less restrictive environments present in the cascading services model of special education services. The cascading services model works thus: The most restrictive educational environments are specialized schools, followed by self-contained specialized classrooms, self-contained resource, general education with part-time special education/resource, and with general education without special education services being the least restrictive classroom environment.

The Individuals with Disabilities Education Improvement Act (IDEIA; *20 USC 1400 et seqPart D, Subpart 3, Sec 682*) states (emphasis mine):

> (c) Findings. –Congress finds the following:
>
> (1) Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.
>
> (2) Before the date of enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142), the educational needs of millions of children with disabilities were not being fully met because–
>
> (A) the children did not receive appropriate educational services;
>
> (B) the children were excluded entirely from the public school system and from being educated with their peers;
>
> (C) undiagnosed disabilities prevented the children from having a successful educational experience; or
>
> (D) a lack of adequate resources within the public school system forced families to find services outside the public school system.
>
> (3) Since the enactment and implementation of the Education for All Handicapped Children Act of 1975, this title has been successful in ensuring children with disabilities and the families of such children access to a free appropriate public education and in improving educational results for children with disabilities.
>
> (4) However, the **implementation of this title has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities**.
>
> (5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by–
>
> (A) **having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible**, in order to–
>
> (i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and
>
> (ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;

Transition pipelines are critical because it is far too often the case that students, once placed in special education, remain in their initial special education placements even after they no longer require those highly specialized and individualized special education services to achieve academic progress (Anderson-Inman, 1987; Conway & Gow, 1988; Fuchs, Fuchs, & Fernstrom, 1992; Johnson, 2005; Klotz & Nealis, 2005). Difficulties in moving students out of the general education curriculum has led to suggestions that the cascading or tiered system of special education should be eliminated and replaced with scaffolds in the general education classroom to specifically support students identified with disabilities that impact their educational performance (*i.e.*, conservationist vs. abolitionist argument in 1980's and 1990's; (Anderson-Inman, 1987; Conway & Gow, 1988; Fuchs, Fernstrom, Scott, Fuchs, & Vandermeer, 1994b; Zigmond & Baker, 1995)).

Lack of mobility toward less restrictive placements within the cascading model of special education is especially problematical for students that were initially placed in special education for behavioral, rather than academic, interventions at a very young age (*e.g.*, Pre-Kindergarten, autistic students placed for maladaptive behaviors). The lack of a clear transition process to exit students from full time special education in a special class can often be detrimental to educational outcomes. This is due to the fact that students in special education miss out on access to instructional materials used in the general education classroom and core instruction from highly-qualified grade level teachers (Brownell, Sindelar, Kiely, & Danielson, 2010; Fuchs et al., 1992; Gersten & Dimino, 2006; Zigmond & Baker, 1995).

To address these challenges, I proposed and designed a decision making a flowchart called a *Mainstreaming Decision Tree* to guide student profiling efforts and a specific *Mainstreaming Pipeline* as tools to guide transenvironmental programming with the aim of transitioning students out of self-contained special education classrooms and into the general education classroom.

The *Mainstreaming Decision Tree* is a useful tool for self-contained special education classroom teachers to identify candidate students that will benefit from a less restrictive classroom environment. The *Mainstreaming Pipeline* formally assists identified students to transition into that less restrictive placement. What makes these processes unique is that, unlike the earlier work on transenvironmental programming that focused primarily on transitioning students from the resource classroom into the general education classroom, the present pipelines were designed to transition students in special classroom placements into the general education environment, both with and without the assistance of part time special education/Resource services.

The manuscript details the development of these tools and implementation of the *Mainstreaming Decision Tree* and *Mainstreaming Pipeline* to guide students out of self-contained special education and into general education placements.

2 Methods

2.1 Development of a Mainstream Decision Tree

The primary motivation for the development of a *Mainstreaming Decision Tree* is the idea that access to the general education curriculum is legal right of every student, regardless classification and placement as a special education student (Conway & Gow, 1988;

Hocutt, 1996; Johnson, 2005). Although this need is universally accepted, it is often a difficult proposition to transition students out of self-contained special education classrooms and into general education classroom full time. This can be for reasons of teacher or parent bias (Marden, 2013; Skiba et al., 2008) or the difficulties in specifically developing a process by which to undertake this type of a transition (Cauley & Jovanovich, 2006; Fuchs et al., 1994b).

To explicitly address these challenges, I developed a process whereby the basic decision making steps for student transition are undertaken in an explicitly (and exclusively) data-driven manner loosely based on the MTSS process if observed from the point of view of moving down, rather than up, the tiers. This approach supplants the current system that requires teachers to use their best judgment in selecting candidate students for mainstreaming (Fuchs et al., 1994a; Fuchs et al., 1994b; Fuchs, Fuchs, & Fernstrom, 1993; Marden, 2013; Mathes, Fuchs, Roberts, & Fuchs, 1998; Wadsworth & Knight, 1999).

The *Mainstreaming Decision Tree* was designed to focus only on data and thus prevent individuals from being asked or required to make judgment calls that may be informed by personal prejudices or biases regarding student potential for behavior and/or academic achievement (Raines, Dever, Kamphaus, & Roach, 2012; Reynolds & Shaywitz, 2009). Such data-driven decisions are important because decisions not explicitly motivated and supported by data are indefensible and require justification.

To reduce the occurrence of indefensible special education decisions, the *Mainstreaming Decision Tree* depends on data collected during initial and subsequent special education evaluations. This means that the data used for the decision making process are readily available for virtually all students and relatively standardized, at least within individual school districts.

Importantly, these data were collected by multiple members of the IEP team and by related service providers, so there was no single person in charge of both collecting the data and making decision on those results. The *Mainstreaming Decision Tree* can be seen in Figure 1 and is available in an easier to use format in Appendix 4.3.

2.2 Hierarchy of Measures Included in Mainstream Decision Tree

Table 1 contains all the data types input into the *Mainstream Decision Tree*. Table 2 identifies data types explicitly *excluded* from the decision making process as these are judgment calls that are often primarily informed by personal and professional biases that are indefensible by data. Finally, Table 3 provides research-based cutoff scores that serve to predict student success in the general education classroom.

The hierarchy followed by the *Mainstreaming Decision Tree* is Adaptive Function as the first decision point, followed by Full Scale IQ, Academic Achievement, and finally Socio-Emotional Well Being. These items were placed in this order to maximize predictive validity of the process by emphasizing certain measures at earlier or later stages of decision making. The flow of decision points can be seen in Figure 1 looking from top to bottom.

Important for understanding the intent of the *Mainstreaming Decision Tree* is the operation difference between inclusion and mainstreaming used in this manuscript. The operational definitions used in the *Mainstreaming Decision Tree* and *Mainstreaming*

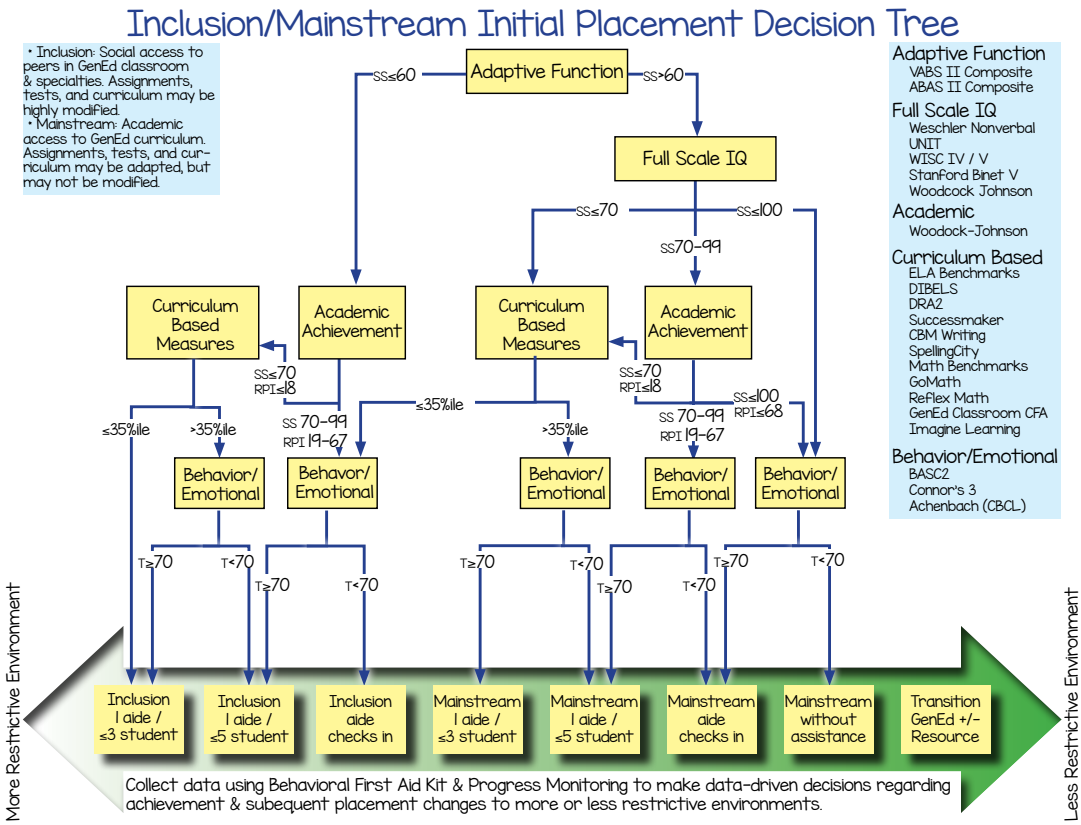

Figure 1: *Mainstreaming Decision Tree. The Mainstreaming Decision Tree is a visual depiction of the data-driven decision making process used to identify candidates for transition from self-contained special education to general education with part time special education/Resource services placements. Data regarding Adaptive Function is the first decision point, followed by Full Scale IQ, Academic Achievement, and Socio-Emotional Well Being. Along the bottom are the spectrum of restrictive environments ranging from inclusion with an aide on the left to independent mainstream access to the general education classroom on the right.*

Pipeline are as follows: Inclusion refers to *social* access to peers in a general education classroom. Assignments are often highly modified for inclusion (assignment modification means entirely different materials or assignments that reduces the expectations on student achievement or alteration to the required curriculum). Mainstreaming refers to *academic* access to the general education classroom. Assignments, tests, and curriculum have to be the same as general education peers or slightly adapted/accommodated (meaning the expectations for achievement and curriculum requirements remain the same, but the assignment can be changed by response mode or reduction of work load to facilitate student success), but cannot be modified.

2.2.1 Adaptive Function

Adaptive Function was chosen as the first decision point because of its pivotal role in behavioral flexibility in novel situations. Adaptive function is an individual's competence of social and practical daily living skills (De Bildt, Sytema, Kraijer, Sparrow, & Minderaa, 2005; Ditterline, Banner, Oakland, & Becton, 2008; Gresham & Elliott, 1987). Adaptive skills are necessary for an individual to adjust their behavior to novel situations or contexts (*i.e.*, change inappropriate behaviors to more appropriate ones given a change to the encountered situation). Adaptive function was emphasized because it underlies the practical, everyday skills needed to function and meet the demands of an individual's environment, including the skills necessary to effectively and independently take care of oneself and interact with other people (Oakland & Harrison, 2011). Intact adaptive skills are crucial to achieving success in a general education classroom environment.

Having adaptive function as the first decision point makes the *Mainstreaming Decision Tree* rather conservative so far as taking student coping skills and adaptability into account. Low adaptive composite standard scores result in placing the student in more restrictive settings with increased behavioral and academic supports. Once the student responds favorably to these supports, the student progresses to increasingly less restrictive educational settings. An important note is that if the student appears to show a relative adaptive strength in the sub-measures of adaptive function that relate to schoolwork, that relative strength may be taken into account to generate an alternative path down the *Mainstreaming Decision Tree*.

2.2.2 Cognitive/Intellectual Abilities

Intellectual Abilities (Full Scale IQ) were given lower priority relative to adaptive function simply because a low IQ can be unduly influential if included as the first step of a decision making process. Decades of research suggest IQ measures can be poor predictors or correlates of cognitive ability and success in developmentally disabled populations that are well represented in special education classrooms (*e.g.*, spina bifida, autism, and 22q11.2DS; (Biswas & Furniss, 2016; Dennis et al., 2009; Nader, Courchesne, Dawson, & Soulieres, 2014; Popa et al., 2014)). In fact, it has been demonstrated over and over that there is a bias in IQ tests, with some underestimating the cognitive ability more than others[1]

[1] ***CITE MICHELLE DAWSON'S WORK***

IQ tests measure an individual's cognitive faculties of intellect in comparison to others. The results of IQ tests are proxy to the mental agility of a person. Importantly, intelligence does not cause academic achievement, it simply correlates with achievement (Konold, Kush, & Canivez, 1997; Wechsler, 2008); or, in some cases, FSIQ values fail to correlate with an individual's ability to be successful (Biswas & Furniss, 2016; Dennis et al., 2009; Nader et al., 2014; Popa et al., 2014).

2.2.3 Academic Achievement

Academic Achievement was chosen to be the next decision step. We focus on the Woodcock-Johnson III NU (WJ-IIINU) because it was the primary tool to assess academic achievement in our school district at the time of this writing. However, the use of appropriate curriculum based measures often gives a more complete snapshot of academic achievement by directly measuring academic skills in the classroom (Mathes et al., 1998). Specifically, with the increasing prevalence of grade-wide common formative assessments (CFA) in the general education classroom, these can be even more reliable indicators of success than standardized achievement tests (Dunn & Mulvenon, 2009; Heritage, 2007; Mathes et al., 1998). As such, curriculum based measures were given priority over achievement scores from the WJ-IIINU.

The WJ-IIINU Tests of Achievement were widely used to assess students for learning disabilities and the resulting data were useful for determining if the students qualify for specialized services. The WJ-IIINU Tests of Achievement uses clusters of tests that directly parallel critical learning goals outlined by IDEA and provide sound procedures for determining discrepancies between student potential and achievement. Curriculum based measures used as direct measure for classroom performance relative to peers in general education environment (Edwards & Oakland, 2006; Taub & McGrew, 2004; Wu, West, & Hughes, 2008).

2.2.4 Socio-Emotional Well Being

Socio-Emotional Well Being is the final decision point in the *Mainstreaming Decision Tree*. This was intended to quantify anxiety and/or emotional self regulation that deleteriously impact classroom performance. Behavioral and conduct problems that require behavioral intervention can be considered as well at this step (*e.g.*, Behavioral Symptoms Index (BSI) on the BASC-2/3 or Conduct Problems on the Connors 3 and/or Achenbach CBCL). These data were included because behavioral and emotional functioning of children and adolescents can be effective measures for predicting student success (Wiesner & Schanding, 2013).

Academic problems, along with problems associated with developing and maintaining positive relationships with others, are often the result of underlying behavioral and emotional challenges. These challenges, when identified and addressed sufficiently early, can be corrected before negatively affecting a child or adolescent (Raines et al., 2012; Reid, Gonzalez, Nordness, Trout, & Epstein, 2004).

The decision to place Socio-Emotional Well Being as the final decision step was deliberate. Once the other factors have been accounted for in the decision making process, this step modulates earlier decisions by placing the student in either a slightly more or

less restrictive environment based upon their anxiety and/or behavioral profiles. In other words, Socio-Emotional Well Being was used explicitly to provision increased support for the student if needed to prevent student perception of being overwhelmed by the level of challenge in the classroom. The working model used to describe the role of anxiety of behavioral disorders on student success was based on the Yerkes-Dodson inverted U Law (*cf.*, Figure 2; (Cohen, 2011; Cooray & Bakala, 2005; Yerkes & Dodson, 1908)).

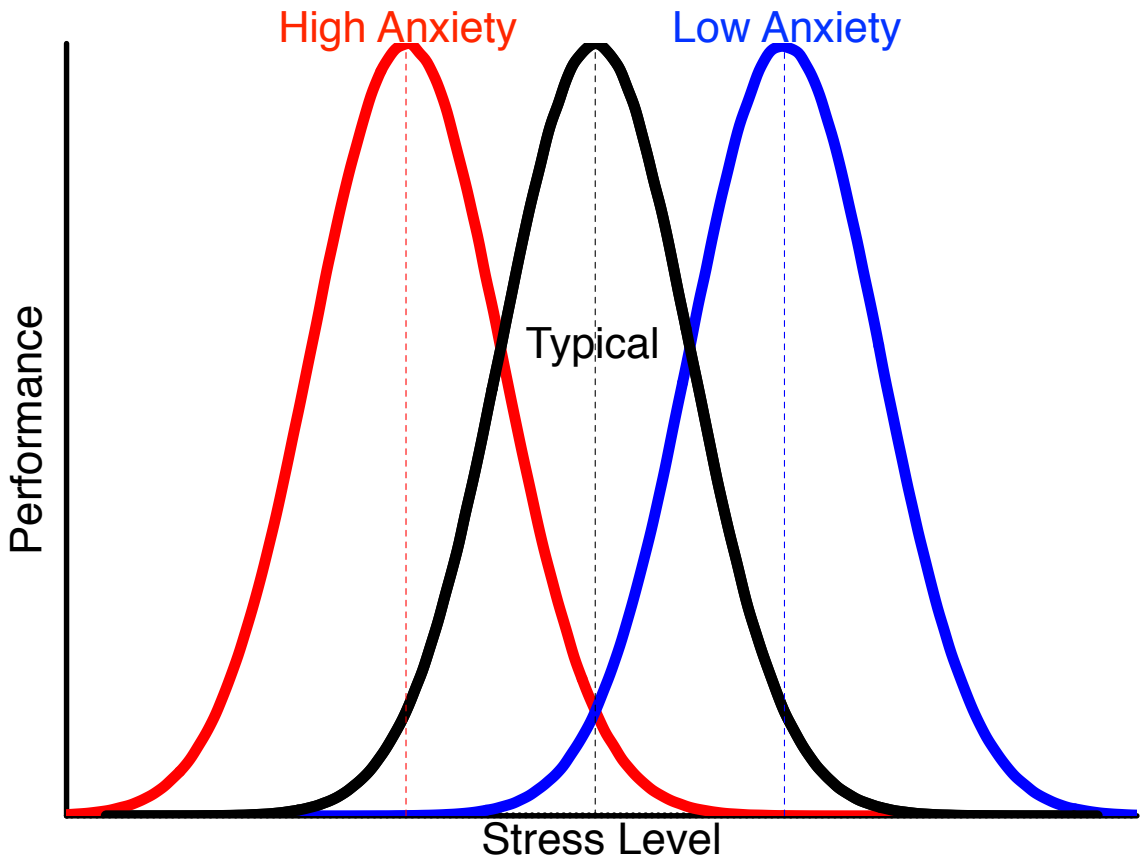

Figure 2: *Yerkes Dodson Law applied to anxiety after (Yerkes & Dodson, 1908). There was a clear relationship between stress and performance, with more stress (or challenge) being required to increase performance up to a point. After that point, there was too much stress and performance decreases. The middle curve line is a model curve for a "typical" student. The high anxiety student line (e.g., $T_{anxiety}>70$ on BASC 2) shows that student performance peaks at lower stress levels. This suggests the students need increased support to shift the curve rightward where the typical curve is located. Low anxiety student performance peaks at higher stress levels. This suggests they need to be pushed and challenged to shift the curve leftward to where the black curve was located, as they are showing poor performance at "typical" levels of perceived stress.*

Table 1: Data Considered by a Mainstream Decision Tree

Adaptive	Intelligence	Academic Achievement		Emotional
		Woodcock Johnson IIINU/IV	Curriculum Based Measurements	
VABS 2/3	Stanford Binet V	Reading Skills	District Benchmarks	BASC 2/3
ABAS 2/3	Weschler Nonverbal	Reading Comprehension	Utah Compose	Connor's 3
BASC 2/3 (Adaptive)	WISC IV/V	Math Calculation	AIMS Web	Achenbach CBCL
	Woodcock Johnson IIINU/IV	Math Reasoning	DRA 2	
	KBIT 2	Broad Writing (includes Spelling)	Spelling City	
	Leiter R	Broad Reading	GoMath Benchmark, Chapter Tests	
	UNIT 2	Broad Math	Eureka Math	
			DIBLES Next	
			Success Maker	
			Imagine Learning	
			Reflex Math	
			Common Formative Assessments (CFA)	
			Any evidence-based measure approved by IEP team	

2.3 Initial Mainstreaming Placement

Whether to place the student in a more or less restrictive environment is the result of the *Mainstreaming Decision Tree*. As seen in Figure 1, the *Mainstreaming Decision Tree* results in candidate placements for inclusion or mainstreaming and suggests a level of restrictive environment that will be appropriate for each student. As students exhibit increased independence, academic and behavioral supports can be gradually faded back, resulting in movement toward a less restrictive environment (*i.e.*, toward full independence in the general education classroom).

Fading back supports is done in two phases, behavioral and academic-with behavioral scaffolds being released first. For both academics and behavior, the first step is to fade supervision based on least restrictive environment. This means reduced access to inclusion para-educators until the student achieves independence. The next step was to provide specific incentives for continued academic success and behavioral successes.

If students require greater supports in order to be successful, then more supports and scaffolds can be added, moving the student into more restrictive environments that requires less student independence. To scaffold behavioral success, the first step is to provide incentives to build on achieved successes. Then, if necessary, provide behavioral support in the form of a paraprofessional. These supports can take the form of social skills, emotional, or behavioral interventions.

To provide academic scaffolds, the first step is to provide incentives for continued academic success. If needed, assignments are adapted (assignments are still never modified). Finally, pull-out or push-in academic services are provided to bridge gaps as needed.

2.4 Mainstreaming Pipeline

Once candidate students were identified and placed in an appropriate setting for inclusion/mainstreaming using the *Mainstreaming Decision Tree*, then a specific transenvironmental programming process needs to put into place to guide students toward success in increasingly less restrictive environments. This pipeline was designed to simultaneously build student confidence and ability by stretching and challenging them both academically and behaviorally while providing sufficient scaffolds and support to prevent student failure. To achieve effective transenvironmental programming methods, we de-

Table 2: Data *Not Considered* by a Mainstream Decision Tree

Behavioral data from the self-contained classroom
Past lack of success in mainstreaming
Past lack of school skills necessary for mainstreaming
Anecdotal reports of any kind not supported by data
Requirement for para-educator time or resources
Student idiosyncrasies/peculiarities
Student personality
Parent concerns about academic abilities
Parent concerns about behavioral abilities
Social skills deficits
Student mobility issues
Special education classification
Student speech issues
Information regarding disability
Medical/Psychiatric diagnoses
Autism
ADHD
Epilepsy
Tic Disorders
Tourette's
ODD, OCD, Bipolar, BPD, etc.
Anxiety/Depression status
Current or past medications
Hesitation of parents to pursue psychiatric help for student
Medication compliance or noncompliance
Quality of Relationship Teacher has with Parent
"Red Flag" or helicopter parent

Table 3: Cutoff/Criteria Performance Levels for Mainstream Decision Tree

Adaptive	Intelligence
VABS II/3 or ABAS II/3	Any FSIQ, NVIQ, or VIQ Measure
SS <60	SS <70
SS >60	SS 70-100
BASC 2/3 (Adaptive)	SS >100
T <30	
T >30	
Academic	**Socio-Emotional**
WJ-IIINU/IV	BASC 2/3/Connor's 3/CBCL
SS <70 & RPI <18	T <70
SS 70-100 & RPI 18-34	T >70
SS >100 & RPI >34	

veloped a 7-step *Mainstreaming Pipeline* based on previous research(Fuchs et al., 1994b; Fuchs et al., 1993; Marden, 2013; Mathes et al., 1998; Wadsworth & Knight, 1999).

2.4.1 Step 1 - Identify Candidate Students

As described above, candidate students were identified with the *Mainstreaming Decision Tree* using broad Adaptive scores (Adaptive Composite Standard Score from ABAS-II/ABAS-3 or VABS-II/VABS-3 or else adaptive T-score on BASC2/3), Full Scale IQ (or NVIQ/VIQ as appropriate), Academic Achievement (CBM/CFA or WJ-IIINU/IV), and Socio-Emotional Well Being. To do this, a copy of the *Mainstreaming Decision Tree* was printed off and a highlighter was used to trace down the decision points for each student individually to identify initial inclusion/mainstreaming placement options. The values at each decision point were annotated in a Mainstreaming Data Sheet (form available as Appendix 4.3)

Note, not at this point nor at any other point moving forward were special education classification, medical diagnoses, mobility problems, speech issues, or anything else included in Table 2 considered as factors. Neither did teachers consider past difficulties in mainstreaming except as motivation for the development of behavioral plans to scaffold student success. The final element within this step was to write a very precise description of each student in terms of temperament and relative need for structure compared to peers (both compared to special education and general education peers).

2.4.2 Step 2 - Identify Classroom Placements

Once candidate students are identified, it becomes critical to identify grade level classrooms as placement options. There are two approaches to doing this: First, one can identify teachers with a known history of working with special education. Second, one

can refrain from limiting candidate classrooms to any given teacher, but look at all grade level classrooms to determine best placement options on a student by student basis.

The preferred option is to evaluate all grade level classrooms as candidate placements. This prevents issues associated with the special education department overwhelming a relatively small number of teachers with extra students while not impacting other classrooms within the school ***[PUT IN REFERENCES HERE]***. Any teacher-student personality considerations based on the profile completed in Step 1 should be addressed with the building administrator prior to moving forward with any placements.

2.4.3 Step 3 - Classroom Ecological Inventory

This step involves harmonizing the special education and general education environments to maximize the potential for student success. It was based strongly on the evidence based transenvironmental programming methods employed by the Peabody Reintegration Project and refined by Fuchs and colleagues (Fuchs et al., 1994b; Fuchs et al., 1993; Marden, 2013; Mathes et al., 1998; Wadsworth & Knight, 1999).

The components to this Classroom Ecological Inventory process are as follows:

- Component 1 Special education teacher (or district facilitator/coordinator) observes candidate general education classrooms to identify any issues that will limit success as well as identify classroom factors that will increase probability of student success.
- Component 2 The special education and general education teacher independently complete a shared ecological inventory for their classrooms that can be used to identify any discrepancies in classroom environment that may impact student success (modified after previous reports (Fuchs et al., 1994b; Marden, 2013)). In other words, the special education and general education teachers describe their classroom environment, expectations, management styles, etc. This form is available as Appendix 4.3.
- Component 3 Any discrepancies in the teachers' responses to the inventory were identified and discussed to identify potential difficulties for the student moving forward.
- Component 4 The teachers discuss plans/solutions to potential difficulties for the student based on the data from the ecological survey. The most common issues observed were increased rigor of curriculum in general education compared to special education, insufficient student independence, and different curricula between special education and general education. The most commonly proposed solutions were planned accommodation of assignments (to be faded over time), increasing academic rigor in the special education classroom, and special education classrooms increasing homework load prior to the transitions so the student develops the academic skills required by homework.
- Component 5 The special education and general education teachers specifically plan classroom accommodations for moving forward. This step involves a number of informal meetings and an in depth conversation as to precise expectations regarding student performance in the general education classroom.

Critically, there can be no assignment modification during any step of the mainstreaming process. Assignments can be adapted so the student can access the curriculum (*e.g.*, change response mode or reduce total work load), but no expectations for curriculum or content mastery can be reduced. Such modifications impede long term transition out of special education, whereas appropriate accommodations increase the probability of future success (Fisher, Frey, & Thousand, 2003; Fuchs, Mock, Morgan, & Young, 2003; Hollenbeck, Tindal, & Almond, 1998).

2.4.4 Step 4 - Initiate Student Placement in General Education Classroom

The *Mainstreaming Decision Tree* can be used to identify the specific needs of the student for support levels. At this time need for para-educator allocation and student specific behavior plans is discussed. The student is placed in the general education classroom for 50% time to begin (unless the IEP team decision was to start with a greater percentage of time).

Upon beginning to attend the mainstream classroom, the special education teacher begins data collection on student independence using a Mainstreaming Data Sheet (Appendix 4.3). Data collection on independence, levels of accommodation necessary for student success, and classroom behavior were also collected by a district facilitator/coordinator. Behavioral data sheets used during this implementation are available as digital files by request or at the end of this book as Appendix 4.3

2.4.5 Step 5 - Transition from Part-Time to Full-Time General Education

Student time is increased in the general education class until they independently participate 90-100% of the time in the general education classroom and/or Resource classroom *prior to* moving toward a re-evaluation/placement change. Any increases of student time in general education classroom or movement in the direction of transitioning toward change of placement are based on the following factors: 1) Independence as quantified by a Mainstreaming Data Sheet, 2) Classroom observations, 3) Work completion, and 4) Academic progress, primarily referring to how much accommodation the student needs (*i.e.*, whether or not the student completes coursework with the same assignments as peers receiving only part time special education/Resource services). This final criteria is important because the majority of students transitioning out of self-contained classrooms will need part time special education/Resource services to achieve success.

2.4.6 Step 6 - Formal Transition from Special Education to General Education

The IEP team performs a data review to determine how to proceed with a change of placement. Additional academic testing can be administered (*e.g.*,WJ-IIINU/IV) as part of a re-evaluation to illuminate present levels of academic functioning and performance if CBM benchmarks and CFA performance were insufficient. These results guide IEP goal development and to ascertain appropriate levels of part time special education/Resource services.

During this transition, the IEP team develops all necessary behavior plans, contracts, trackers, etc. Any plans or contracts must be designed to fit seamlessly into the school PBIS framework or other school-wide discipline system.

2.4.7 Step 7 - Transition from Unit School to Neighborhood School

At the end of the year, there should be a transition meeting with the student's neighborhood school to discuss necessary accommodations, successes, challenges, etc. The following issues need to be discussed: 1) Transition plans: decisions need to be made whether the student returns to their neighborhood school or stay at the school wherein they attended the self-contained classroom. 2) Staffing issues across both schools: It is imperative the schools verify that the impact of any given student or group of students transitioning from one environment to another will not overwhelm individual teachers or grade levels the subsequent year. However, staffing at a particular school is insufficient reason to restrain decisions involving moving students back to their neighborhood schools. This was a discussion among the building administrators of the individual schools (not the teachers). Finally, 3) What transitional assistance the next school year by district facilitator/coordinator should look like.

The two school teams need to develop a set of transitional IEP goals to scaffold the student into a new school/grade/placement, preferably with goals geared toward full student independence in the general education classroom. Additionally, there needs to be a conversation regarding how often a district facilitator/coordinator explicitly checks in on transitioned students at their new school.

2.5 Behavioral Mainstreaming Decision Tree

Once academic decisions have been made using the *Mainstreaming Decision Tree*, it becomes necessary to quantify the behavioral needs of the students. To accomplish this, I created a *Behavioral Mainstreaming Decision Tree* (Figure 3 and Appendix 4.3). This was designed for mainstreaming decisions for students in SocioEmotional Learning/Emotional Disturbance/Behavior classrooms.

Similarly to how the academic *Mainstreaming Decision Tree* relies on data rather than teacher or student judgment, the *Behavioral Mainstream Decision Tree* focuses on behavioral data easily collected by the classroom teacher and validated by other staff as fidelity checks.

The first component of the *Behavioral Mainstream Decision Tree* is whether the behavior of the student requires the use of seclusionary time out/Time Out Booth or Physical Restraint (also called Forced Physical Guidance and Manual Restraint in some LEAs). The use of these emergency safety interventions is limited in most areas to instances where the behavior fo the student is an *immediate and significant danger* to themselves or other. If a student requires the use of these interventions,they require instruction in social skills and socio-emotional self regulation prior to attempting any mainstreaming or social inclusion.

The second component of the *Behavioral Mainstreaming Decision Tree* is whether the student engages in Physical Aggression. Importantly, this does not include property destruction. A student destroying property and a student attacking another person are very different things and should not be confounded. Physical Aggression includes punching, kicking, slapping, headbutting, using chairs, pencils, etc as weapons to hit another, spitting on, or biting another person.

Importantly for this component, I differentiate between a physical aggression even if

the student was provoked by another student or teacher in the room and those when the student aggresses without clear provocation. Provocation in this sense includes peers or adults making physical contact with a student or restricting their movement. Similarly, using "fighting words" to escalate a student or specifically trigger them is considered provocation.

The third decision point is that of inappropriate vocalizations. If a student engages in *pervasive* inappropriate language or vocalizations they will be considered for a more restrictive mainstreaming placement compared to if they do not. For this decision point, inappropriate vocalizations include very specific things: they include screaming used to back off adults or teachers. They also include using specifically course and vulgar language. For clarity, this means if a student is generally talking about Slenderman or killing or hurting someone that *does not* count as an inappropriate vocalization so long as it is not a credible threat. If a student uses words like damn, shit, bitch, bastard, fart, poop, etc. I do not count these, regardless the community standards. If stduents use words like fuck, shit, cunt, cock, sexually accurate descriptions of sex organs, descriptions of rape, etc I do consider these inappropriate vocalizations. I draw this line where I do as the latter vocalizations do not tend to go away in a new environment. The former do.

Similarly to the Mainstreaming Decision Tree, the next component is to choose the level of support necessary for mainstreaming. Meetings should happen biweekly to determine if a more or less restrictive environment is necessary for student success. As students exhibit increased independence, academic and behavioral supports can be gradually faded back, resulting in movement toward a less restrictive environment (*i.e.*, toward full independence in the general education classroom).

Fading back supports is done in two phases, behavioral and academic-with behavioral scaffolds being released first. For both academics and behavior, the first step is to fade supervision based on least restrictive environment. This means reduced access to inclusion para-educators until the student achieves independence. The next step was to provide specific incentives for continued academic success and behavioral successes.

If students require greater supports in order to be successful, then more supports and scaffolds can be added, moving the student into more restrictive environments that requires less student independence. To scaffold behavioral success, the first step is to provide incentives to build on achieved successes. Then, if necessary, provide behavioral support in the form of a paraprofessional. These supports can take the form of social skills, emotional, or behavioral interventions.

To provide academic scaffolds, the first step is to provide incentives for continued academic success. If needed, assignments are adapted (assignments are still never modified). Finally, pull-out or push-in academic services are provided to bridge gaps as needed.

Critically, if the two different decision trees (academic and behavioral) result in different levels of restrictive environment, the teams will meet to harmonize the differences between the results and what placement is in the best interest of the students.

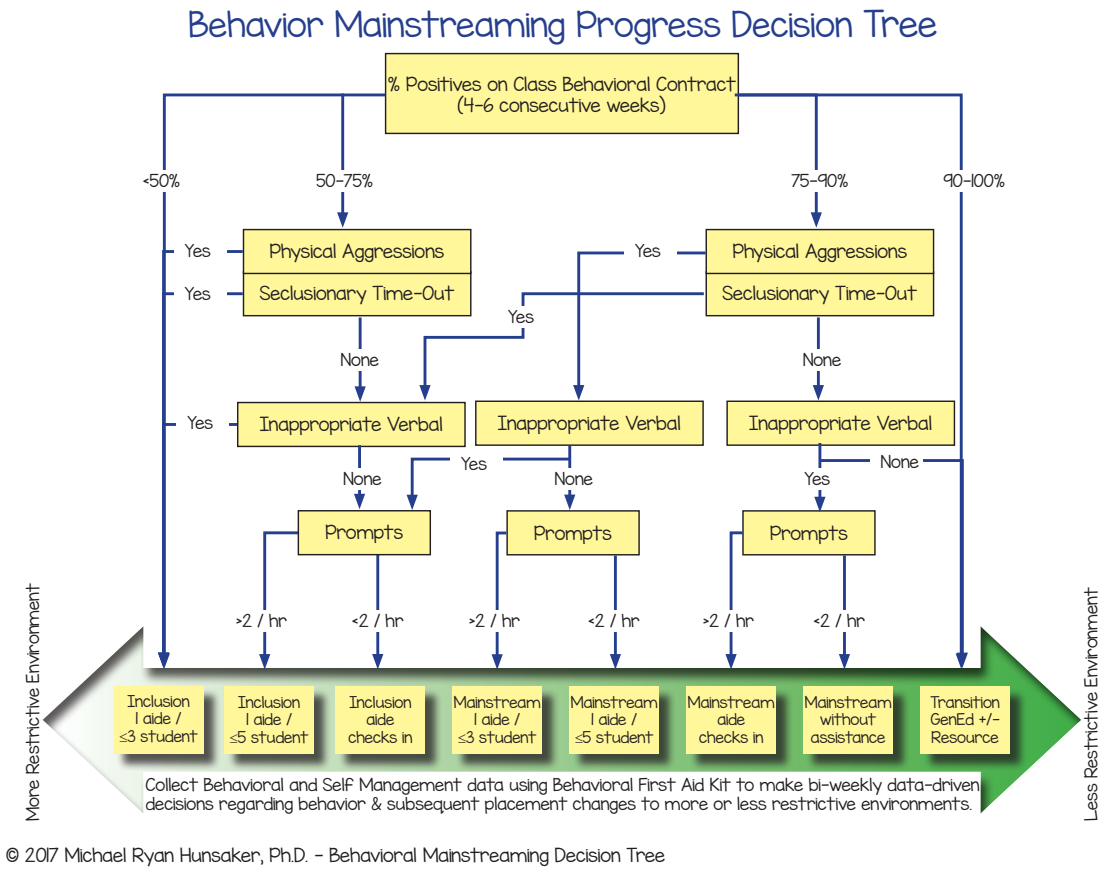

Figure 3: *Behavioral Mainstreaming Decision Tree. The Behavioral Mainstreaming Decision Tree is a visual depiction of the data-driven decision making process used to identify candidates for transition from self-contained special education to general education with part time special education/Resource services placements. Data regarding behavioral performance in self contained and general education classroom are collected and taken into account. Biweekly meetings are held to determine if student needs more or less restrictive environments. Along the bottom are the spectrum of restrictive environments ranging from inclusion with an aide on the left to independent mainstream access to the general education classroom on the right.*

3 Results

3.1 Results - 2015-2016

GIVE SUMMARY HERE AS GENERAL RESULTS

Profiles of all the students that were candidates for a transition from a self-contained special education classroom to the general education placement are presented in Table 4.

3.1.1 5th Grade

Four 5th grade students successfully transitioned from a self-contained special education placement to a general education with part time special education services placement. One 5th grade student finished the year spending >75% time in the general education and the IEP team will consider a transition during the next school year.

3.1.2 4th Grade

Two 4th grade students successfully transitioned from a self-contained special education placement to a general education with part time special education services placement. One 4th grade student was unable to access the grade level CBM and was unable to transition into the general education environment. One 4th grade student was unable to make this transition and requested they return to the self-contained classroom. One 4th grade student demonstrated extreme behaviors in public spaces that prohibited access to the general education classroom. The latter two of these students began a program of explicit academic and social skills training in preparation for the upcoming school year.

3.1.3 3rd Grade

Two 3rd grade students were receiving access to the resource classroom rather than the general education classroom as this was considered the most appropriate placement for these students to learn academic skills necessary for an eventual transition into the general education classroom. Two more 3rd grade students successfully transitioned from a self-contained special education placement to a general education with part time special education services placement. One 3rd grade student was unable to access the grade level CBM and was unable to transition to the general education environment.

3.1.4 2nd Grade

One 2nd grade student successfully transitioned from a self-contained special education placement to a general education with part time special education services placement. Another two 2nd grade students were able to handle between 50-75% time in the general education classroom and efforts were underway to explicitly teach academic and adaptive skills to them so they may pursue an eventual placement in the general education setting in subsequent years.

3.1.5 1st Grade

One 1st student successfully transitioned from a self-contained special education placement to a general education with part time special education services placement. Another 1st grade student was able to handle between 50-75% time in the general education classroom

Table 4: Profile of Candidate Students Identified Using the *Mainstreaming Decision Tree*

Student Information		Adaptive	IQ	Academic Achievement					Emotional	Transition
Name	Class	GAC	FSIQ	Rd Skills	Rd Comp	Math Cal	Math Rsn	Writing	BSI	Results
Schools 1-2 - Mild/Moderate Academic Units										
Std A	OHI	**60**-76	**NA**	78	**63**	**18**	**39**	**NA**	**NA**	***SUCCESSFUL***
Std B	ED	83-100	90	102	88	116	108	92	**86**	***SUCCESSFUL***
Std C	AU	67-78	101	72	84	75	87	90	**72**	***SUCCESSFUL***
Std D	AU	85	71-86	86	87	97	87	83	>**70**	***SUCCESSFUL***
Std E	AU	84-106	116	92	**56**	91	77	79	<70	***SUCCESSFUL***
Std F	AU	83-94	95	85	98	84	86	74	**74**	***SUCCESSFUL***
Std G	AU	65-86	99	**NA**	**NA**	**NA**	**NA**	**NA**	<70	Poor Attention[1]
Std H	AU	70-77	77	117	85	95	85	**NA**	>**70**	Behavior[2]
Std I	SLD	81-84	81	87	81	78	90	**NA**	<70	Stress[3]
Std J	SLD	91-94	100	**69**	**63**	84	74	**NA**	<70	Low Academics[4]
Std K	SLD	73-88	98	74 (Broad Reading)			77 (Broad Math)	**NA**	<70	Stress[3]
Std L	SLD	73	96	75	93	80	**58**	81	<70	***SUCCESSFUL***
Std M	AU	69-71	90	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	Apraxia[5]
Std N	AU	67-83	92	105	98		**29 (Broad Math)**	**NA**	<70	Low Academics[4]
Std O	SLI	80	**54**	119	68	90	88	79	<70	***SUCCESSFUL***
Std P	SLD	78-82	**69**-81	78	**59**	**37**	**45**	**54**	<70	***SUCCESSFUL***
Std Q	AU	66-70	80			**We Can! Assessment**			<70	***SUCCESSFUL***
Students in School B Scheduled for Transition in the Next School Year										
Std R	SLI	79-85	87			**We Can! Assessment**			52	Planned
Std S	AU	**50**[5]	81			**We Can! Assessment**			69	Planned
Std T	SLD	**NA**	93-99	79	96	93	100	**63**	**NA**	Planned

[1] *Student began mainstreaming but suffered anxiety and had to be removed from mainstreaming to work on social and school skills* [2] *This student has anti-social behaviors that prevent placement in a general education classroom at this time.* [3] *These students were receiving Resource services but have yet to access the general education classroom until they develop appropriate academic skills.* [4] *Notwithstanding WJ-III NU standard scores, student does not show progress on CBM and has been unable to access grade level curriculum.* [5] *This student has severe Apraxia that inhibits access to core instruction. The student was currently at 50% time in the general education classroom. The current plan was to work over the next few years toward the goal of full general education access.* [6] *This student performs well on CBM and does show success in the general education environment. This adaptive score was solely from parental report. Special education classifications of candidate students: AU = Autism, SLD = Significant Learning Disability, OHI = Other Health Impairment, SLI = Speech and Language Impairment*

3.2 Results - 2016-2017

In the second year of this pilot implementation, we identified 20 students (17 male, 3 female - the ratio roughly matched the gender demographics in these special education classrooms) as candidates for transition from the self-contained classroom into a general education with part time special education placement using the *Mainstreaming Decision Tree*. 10 of these students were classified as Autism, 6 as Significant Learning Disabled (SLD), 1 as Speech and Language Impairment (SLI), and 1 as Other Health Impairment (OHI). Students identified as candidates for transition from self contained special education to general education placements ranged from 1st through 5th grade. 6th grade students were not included in this preliminary implementation.

The mean adaptive composite standard score for these 20 students was SS 73.2 +/- 10.37 (standard deviation - SD). The mean full scale IQ standard score was SS 93.3 +/- 10.34 SD. The mean WJ-IIINU academic achievement standard scores were as follows: Reading Skills 86.72 +/- 16.1 SD ; Reading Comprehension 80.21 +/- 15 SD ; Math Calculation 79.1 +/- 24.3 SD; Math Reasoning 78.1 +/- 21 SD; Broad Writing 74.89 +/- 12.92 SD.

Overall, of the 20 students, 5 of the 20 candidate students had anxiety or BSI T scores T >70 on the BASC, Connor's, or Achenbach CBCL (25%). The 20 students that were identified as potential candidates based on these scores from their special education files appeared to be a clear outlying group when compared to their peers across all measures.

Once identified, these students were observed by a single observer (M.R.H.) for two weeks to identify any behavioral issues that could potentially impede access to the general education curriculum. At the same time, students were receiving in-class academic placement examinations to group or classify them into appropriate learning levels within their self-contained classroom. Many of these students were identified as already being able to access (or master) all levels of the special education curriculum at the beginning of the year. All the students in the classroom were also administered district benchmarks and many of the curriculum based measures listed in Table 1. Based upon success on these measures, students were considered candidates for transition out of the self-contained special education classroom.

Profiles of all the students that were candidates for a transition from a self-contained special education classroom to the general education placement are presented in Table 4.

3.2.1 6th Grade

Six 6th grade student candidates

3.2.2 5th Grade

Fourteen 5th grade student candidates.

3.2.3 4th Grade

Three 4th grade student candidates.

3.2.4 3rd Grade

Eight 3rd grade student candidates.

3.2.5 2nd Grade

Fifteen 2nd grade student candidates.

3.2.6 1st Grade

One 1st grade student candidate.

3.2.7 Kindergarten

Six kindergarten student candidates.

Table 5: Profile of Candidate Students Identified Using the *Mainstreaming Decision Tree*

Student Information		Adaptive	IQ	Academic Achievement					Emotional	Transition
Name	Class	GAC	FSIQ	Rd Skills	Rd Comp	Math Cal	Math Rsn	Writing	BSI	Results
Schools 1-4 - Mild/Moderate Academic Units										
Std 1	AU	74	61	93	**65**	75	73	111	69	Behavior
Std 2	SLD	81-84	81	87	81	78	90	**NA**	54	Stress
Std 3	SLD	91-94	100	**69**	**63**	84	74	**NA**	<70	Low Academics
Std 4	SLD	73-88	98		74 (Broad Reading)		77 (Broad Math)	**NA**	<70	Stress
Std 5	AU	69-71	90			**—We Can! Assessment—**			**NA**	***SUCCESSFUL***
Std 6	AU	67-83	92	105	98		**29 (Broad Math)**	**NA**	<70	Poor Attention
Std 7	AU	83	**69**	86	71	98	80	73	58	Poor Attention
Std 8	AU	82	91	83	75	75	**68**	95	<70	***SUCCESSFUL***
Std 9	SLD	82	82	90	70	90	80	80	65	Low Comprehension
Std 10	DD	88	98	75	**55**	83	**56**	70	54	Low Comprehension
Std 11	ID	91	**55**	90	70	80	70	80	78	Behavior
Std 12	OHI	77	85	91	**64**	**41**	**60**	71	**NA**	Requires Toileting
Std 13	SLI	79-85	87			**—We Can! Assessment—**			52	***SUCCESSFUL***
Std 14	AU	**50**	81			**—We Can! Assessment—**			69	***SUCCESSFUL***
Std 15	SLD	**NA**	93-99	79	96	93	100	**63**	**NA**	***SUCCESSFUL***
Std 16	SLD	85	80	90	**58**	**67**	**67**	**61**	**80**	IN PROGRESS
Std 17	AU	80	83	84	74	70	80	74	>70	***SUCCESSFUL***
Std 18	OHI	83	103	78	80	80	85	73	<70	***SUCCESSFUL***
Std 19	ED	92	86	84	**67**	78	83	**53**	**103**	Behavior
Std 20	AU	73	72			**—We Can! Assessment—**			45	***SUCCESSFUL***
Std 21	AU	71	108	101	82	83	71	**NA**	**85**	***SUCCESSFUL***
Std 22	AU	**57**	**47**			**—Behavioral Characteristics Progression—**			63	IN PROGRESS
Std 23	AU	79	**61**	99	87	**NA**	**52**	101	65	IN PROGRESS
Std 24	AU	87	82			**—Behavioral Characteristics Progression—**			**NA**	***SUCCESSFUL***
Std 25	DD	74	80	**NA**	**NA**	**NA**	**NA**	**NA**	62	Low Academics
Std 26	AU	68	70		**65 (Broad Reading)**		**49 (Broad Math)**	**54**	**NA**	***SUCCESSFUL***
Std 27	AU	**NA**	82	90	72	**68**	**69**	92	77	Home Stress
Std 28	OI	71	73	92	82	75	**54**	**60**	**NA**	***SUCCESSFUL***
Std 29	SLI	100	97		77 (Broad Reading)		81 (Broad Math)	**66**	49	***SUCCESSFUL***
Std 30	AU	**55**	**68**	120	**62**	73	**55**	71	**98**	Autism - Difficulty with Change
Std 31	ID	**68**	**56**	77	76	82	**67**	70	65	Low Academics
Std 32	AU	78	81	111	89	90	72	93	77	Autism - Difficulty with change /Behavior
Std 33	AU	76	79	75	94	0	**61**	**NA**	**NA**	Low Academics
Std 34	AU	60	92	121	95	126	121	103	**77**	Autism - Behavior
Std 35	SLI	76	96	87	75	109	81	**NA**	70	Low Academics
Std 36	AU	93	107	83	80	101	77	92	53	***SUCCESSFUL***
Std 37	SLD	**NA**	81	73	60	76	80	74	**92**	***SUCCESSFUL***
Std 38	SLD	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	***SUCCESSFUL***
Std 39	AU	98	112			**—CBM—**			**75**	Autism - Difficulty with Change / behavior
Std 40	AU	71	83			**—Behavioral Characteristics Progression—**			**74**	Autism - Behavior
Std 41	TBI	62	**51**			**—Behavioral Characteristics Progression—**			**NA**	Low Comprehension / Behavior
Std 42	SLD	82	96	97	79	109	96	80	61	Autism - Difficulty with Change / Behavior
Std 43	AU	79	94	90	73	**68**	74	**NA**	**NA**	Low Academics - Math
Std 44	SLD	69	84	89	85	88	99	**NA**	**93**	IN PROGRESS
Std 45	SLD	77	79	77	85	76	**57**	63	65	Low Academics
Std 46	SLD	79	113	72	**63**	72	**60**	**63**	**NA**	IN PROGRESS
Std 47	AU	78	96	103	78	99	71	82	60	IN PROGRESS
Std 48	SLD	78	71	84	**60**	70	**65**	83	**86**	IN PROGRESS
Std 49	SLD	**NA**	75	76	**52**	**67**	**65**	**59**	55	IN PROGRESS
Std 50	SLD	64	90	74	**61**	81	71	**58**	**85**	IN PROGRESS
Std 51	AU	67	89	90	79	70	82	84	69	IN PROGRESS
Std 52	SLI	90	87	70	67	6 3	60	73	**75**	IN PROGRESS
Schools 5-7 - Mild/Moderate Behavior SEL Unit										

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Student Information		Adaptive	IQ	Academic Achievement					Emotional	Transition
Name	Class	GAC	FSIQ	Rd Skills	Rd Comp	Math Cal	Math Rsn	Writing	BSI	Results
Std 53	AU	**NA**	83	102	91	96	99	95	**72**	Behavior
Std 54	AU	73	71	86	77	110	97	**NA**	***SUCCESSFUL***	
Std 55	AU	**NA**	72	109	85	111	95	**NA**	**81**	Behavior
Std 56	ED	**NA**	88	**61**	**63**	95	81	**64**	**NA**	***SUCCESSFUL***
Std 57	AU	70	70	88	74	**36**	**63**	77	**99**	***SUCCESSFUL***
Std 58	AU	**NA**	101	114	108	118	102	111	**NA**	***SUCCESSFUL***
Std 59	ED	**NA**	86	88	**62**	91	77	83	**76**	***SUCCESSFUL***
Std 60	ED	**NA**	87	96	89	95	104	106	68	Stress
Std 61	ED	**NA**	100	108	103	84	87	95	**90**	IN PROGRESS
Std 62	ED	**NA**	87	102	79	90	99	91	**96**	***SUCCESSFUL***
Std 63	ED	70	72	**68**	**NA**	**63**	**59**	81	**89**	Behavior
Std 64	AU	77	82			**—We Can! Assessment—**			**77**	Behavior
Std 65	ED	**NA**	102	108	106	101	103	97	**85**	Behavior
Std 66	OHI	73	**68**			**—We Can! Assessment—**			68	Behavior
Std 67	ED	**NA**	**66**			**—CBM—**			**77**	***SUCCESSFUL***
Std 68	AU	71	80	98	83	93	84	86	**88**	SUCCESSFUL
Std 69	ED	**NA**	106	122	117	119	116	114	**91**	***SUCCESSFUL***
Std 70	ED	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**83**	Low Academics
Std 71	ED	**NA**	98	127	110	93	114	105	**85**	***SUCCESSFUL***
Std 72	ED	**63/107**	99	99	91	79	86	96	**75**	Behavior
Std 73	OHI	96	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	55	Behavior
Std 74	ED	**NA**	77	93	85	**NA**	**NA**	**NA**	64	Behavior
Std 75	AU	82	98	82	94	109	102	85	**72**	Behavior
Std 76	ED	**NA**	95	105	91	107	101	99	55	***SUCCESSFUL***
Std 77	ED	**NA**	92	112	90	96	96	92	**84**	***SUCCESSFUL***
Std 78	ED	**NA**	101	78	66	85	**NA**	98	61	***SUCCESSFUL***
School 8 - Diagnostic Kindergarten Unit										
Std 79	DD	**NA**	77			**—We Can! Assessment—**			**NA**	Behavior
Std 80	DD	**NA**	**57**			**—We Can! Assessment—**			**NA**	***SUCCESSFUL***
Std 81	DD	**NA**	**NA**			**—We Can! Assessment—**			**NA**	Behavior
Std 82	DD	**51**	**NA**			**—We Can! Assessment—**			**NA**	Behavior
Std 83	DD	**NA**	**61**			**—We Can! Assessment—**			**NA**	***SUCCESSFUL***
Std 84	DD	**55**	70			**—We Can! Assessment—**			87	***SUCCESSFUL***
Std 85	DD	69	81			**—We Can! Assessment—**			64	Behavior
School 9 - Severe ABA-Focus and Functional Life Skills Units										
Std 86	AU	64	**55**	**<40**	**<40**	**<40**	**<40**	**<40**	58	***SUCCESSFUL***
Std 87	AU	68	**58**	83	77	**42**	66	83	53	***SUCCESSFUL***
Std 88	AU	98	74	106			75	85	54	***SUCCESSFUL***
Schools 10-13 - Severe Functional Academics Unit										
Std 89	AU	72	**54**	83	77	**42**	66	83	**80**	***SUCCESSFUL***
Std 90	DD	73	**67**			**—LAP—**			54	***SUCCESSFUL***
Std 91	SLI	NA	80	85	72	104	76	NA	46	***SUCCESSFUL***
Std 92	SLD	76	**68**	74	**53**	**54**	**58**	80	**NA**	***SUCCESSFUL***
Std 93	ID	82	**69**	**55**	**¡40**	**51**	**47**	**¡40**	**NA**	***SUCCESSFUL***
Std 94	MD	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	***SUCCESSFUL***

4 Discussion

4.1 Implications

Of the 20 candidates identified by the *Mainstreaming Decision Tree*, 10 Students successfully made the transition to a general education placement (50%) during the school year, and 3 more are scheduled to make a similar transition relatively early in the next school year (15%); making for a total of 65% transition success based on this year's limited implementation of the *Mainstreaming Pipeline*. These numbers support an extension of this pilot transenvironmental programming implementation given we were able to use our mainstreaming tools to identify the potential candidates for mainstreaming early.

Of particular interest was the fact that by enriching the candidate pool of students to those empirically predicted to show success in the general education classroom, the task of mainstreaming for teachers becomes much less overwhelming so far as the day to day logistics are concerned. Of the 3 classes participating in this pipeline, one classroom had 4 of their 15 students (27%) in mainstreaming for some portion of the day. Another class had 6 of 20 students (30%) in the mainstream classroom for the entire day. The third had 3 of 12 students (25%) in the mainstream classroom for a significant portion of the day. One implication of these numbers was that the special education teachers had a significantly lightened load so far as teaching requirements. This reduced teaching load provided opportunities to work more directly with the remaining students in the classroom without having to accommodate for the instructional needs of a group of students performing at a higher academic level than the rest of the classroom.

Not discussed in this manuscript was one additional utility of the *Mainstreaming Decision Tree* for identifying social inclusion placement as well as mainstreaming placement for single subjects. Beyond the students that transitioned, an additional 6 students received access to ELA or mathematics instruction based on placement decisions motivated by the *Mainstreaming Decision Tree*. Full mainstreaming was not pursued with these students based on profound achievement gaps for the other subject compared to general education peer groups.

4.2 Limitations

One limitation of this pilot implementation was the relatively low number of candidate students identified be the *Mainstreaming Decision Tree*. This pilot implementation of the *Mainstreaming Pipeline* was only slated for two classrooms and a third came on board mid-way through the year. As such, only 20 students were identified as candidates for transition from a self-contained special education placement into a general education placement. However, these 20 students were from a total special education population of 62 students (32%) in self-contained academics classrooms, the data appear to show some predictive value.

Additionally, as can be seen from Table 4 there were missing Academic Achievement data that made identifying candidate students difficult. The best way to remedy this deficiency moving forward will be to verify special education files have all the data necessary for the *Mainstreaming Decision Tree* at the beginning of the year and collecting any "missing" assessments early in the year.

Finally, there was always difficulty in identifying personnel to assist with inclusion and mainstreaming. If students need more restrictive environments as an initial mainstreaming option, then there will likely be a personnel requirement. Methods and supports remain to be developed to mitigate the effect of a lack of personnel. With the presently reported implementation, preferential focus was placed on transitioning students that had the lowest need of support personnel. The other students had to be put into small groups for mainstreaming or inclusion, and this de-individualized the process somewhat.

4.3 Next Steps

Overall, the *Mainstreaming Decision Tree* and associated *Mainstreaming Pipeline* proved to be useful transenvironmental programming tools for the self-contained special education classrooms they were piloted in. These methods were reasonably simple and straightforward to administer. We feel that these specific processes may prove useful for facilitating the transition of students in self-contained special education placements into the general education population. Our implementation resulted in an overall transition success of 50% of identified candidate students this year and 65% if we include projected transitions early in the subsequent school year.

An additional benefit of the *Mainstreaming Decision Tree* was that it was inherently conservative with regards to student behavior and coping skills. By taking Adaptive Function as the primary consideration, students that have difficulty in coping with novel situations were started in more restrictive mainstreaming environments than those that show high adaptive composite scores. Upon demonstrating success in these more restrictive environments, the supports were faded and the student moved to increasingly less restrictive environments. In a similar vein, the final step of the *Mainstreaming Decision Tree* was to account for elevated behavioral problems or heightened anxiety that may interfere with academic and/or behavioral success in the general education classroom by explicitly adding scaffolds and supports into placement decisions.

Based upon the current results, the pilot implementation of the *Mainstreaming Pipeline* was successful in that between 50-65% of the identified candidate students were able to make a transition from a highly restrictive classroom placement (self-contained special education classes) to a much less restrictive placement, that was general education with part time special education services. This means that these students went from receiving 6.5 hours (390 minutes) of special education services to receiving between 30-90 minutes of special education services daily.

The implications of this pipeline are clear. For the cascading system of special education service provision to work, efforts need to be made to challenge students and offer the opportunity for students to move toward less restrictive placements. This *Mainstreaming Decision Tree* and *Mainstreaming Pipeline* are two tools that may facilitate such a transition.

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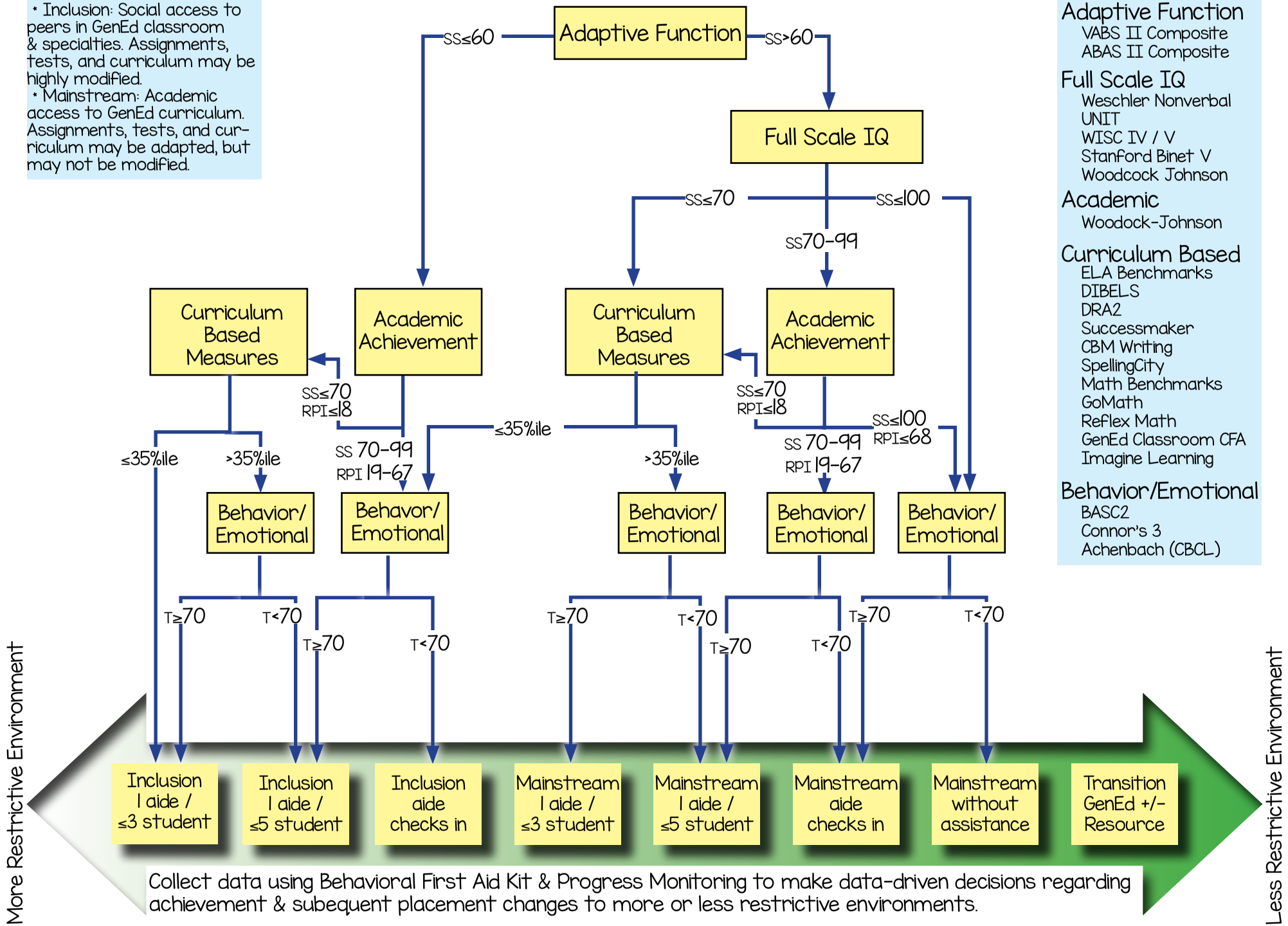
Mainstream Decision Tree

Inclusion/Mainstream Initial Placement Decision Tree

- Inclusion: Social access to peers in GenEd classroom & specialties. Assignments, tests, and curriculum may be highly modified.
- Mainstream: Academic access to GenEd curriculum. Assignments, tests, and curriculum may be adapted, but may not be modified.



Adaptive Function
- VABS II Composite
- ABAS II Composite

Full Scale IQ
- Weschler Nonverbal
- UNIT
- WISC IV / V
- Stanford Binet V
- Woodcock Johnson

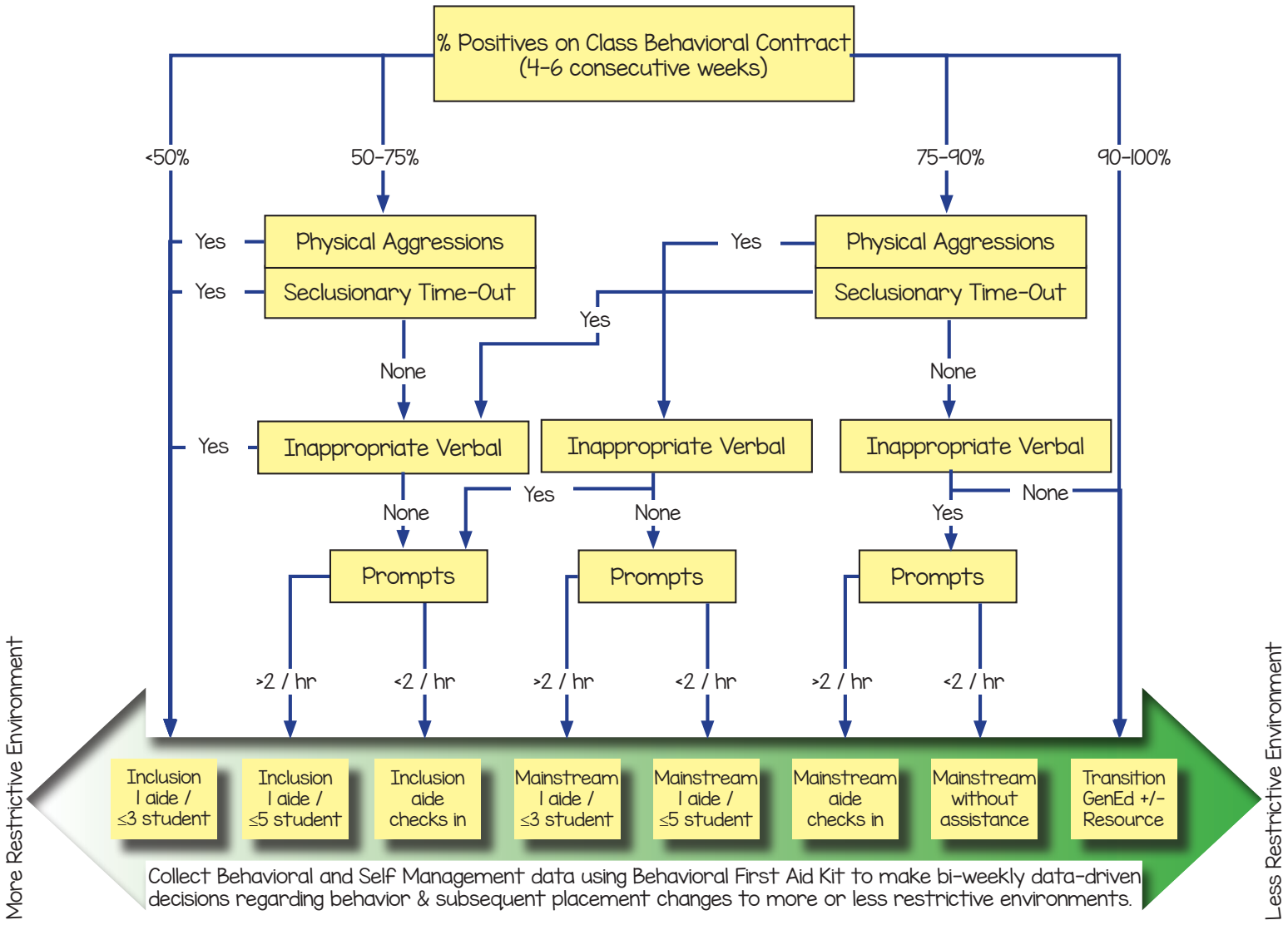
Academic
- Woodock-Johnson

Curriculum Based
- ELA Benchmarks
- DIBELS
- DRA2
- Successmaker
- CBM Writing
- SpellingCity
- Math Benchmarks
- GoMath
- Reflex Math
- GenEd Classroom CFA
- Imagine Learning

Behavior/Emotional
- BASC2
- Connor's 3
- Achenbach (CBCL)

Behavioral Mainstream Decision Tree

Behavior Mainstreaming Progress Decision Tree



Mainstream Data Sheet

Special Education Mainstreaming Plan

Name: _____ Grade: _____ Teacher: _____
School: _____ Classification _____ Date of Review: _____

Formal Assessments		Informal Assessments	
Cognitive		Reading	
Achievement		Writing	
Adaptive		Math	
Communication		Behavior	
Behavior		Related Services	
Other		Other	

Mainstreaming Expectations	Developing	Expanding	Independent	Needed Instruction/Support
Follows Classroom Routines and Rules				
1. Complies with directions				
2. Follows classroom routines				
3. Handles transitions and accepts change to rules, routines and/or procedures				
Academic Learning				
1. Actively participates in learning tasks				
2. Volunteers answers (raise hand and wait to be called on)				
3. Completes assignments				
4. Reads orally				
5. Asks for help				
6. Participates in partner or group work				
Social Emotional Learning				
1. Communicates and interacts with peers				
2. Ability to respond to frustration(s)				
3. Ability to problem solve				
4. Stays in seat or assigned area				
Organizational Skills				
1. Able to utilize a planner or calendar to track assignment				
2. Utilizes and manages necessary materials (notebook, binder, pencil pouch, etc.)				
3. Completes and turns in assignments (in class and/or homework)				
4. Written work legible and neat				

Note: Provide the minimum supports necessary for success then gradually fade to increase independence.

Special Education Mainstreaming Plan

Mainstreaming Plan

Start Date	Subject	Teacher/Classroom	Time

Notes

Monitoring

Who will be responsible for monitoring progress: _____

How frequently will monitoring take place? Daily_____ Weekly _____ Bimonthly _____ Monthly_____

How implementation and outcomes be evaluated?

Teacher Monitoring:

Student Monitoring:

Signature of Team Members:

_____ _____

_____ _____

_____ _____

_____ _____

Mainstream Review - Mainstreaming data review and changes to mainstreaming schedule.

Date: _____

Classroom Ecological Inventory (K-6)

Classroom Ecological Inventory

Circle the correct response.

1. Grade/s taught. (**Mark all that apply**)

- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th

2. I am a _____ teacher

- Core
- Elective
- Resource
- Self-Contained Special Education
- Other, please specify.

_____

_____

3. At **minimum** I expect students to be at ____ grade reading level.

- Pre-Kindergarten
- Kindergarten
- 1st -2nd
- 3rd -4th
- 5th -6th
- Must be on grade level.
- Other, please specify.

_____

_____

4. At **minimum** I expect students to be at __ grade writing level.

- Pre-Kindergarten
- Kindergarten
- 1st -2nd
- 3rd -4th
- 5th -6th
- Must be on grade level.
- Other, please specify.

_____

_____

5. At **minimum** I expect students to be at ___ grade math level.

- Pre-Kindergarten
- Kindergarten
- 1st -2nd
- 3rd -4th
- 5th -6th
- Must be on grade level.
- Other, please specify

_____

_____

6. At **minimum**, I expect students to bring assigned materials_____ % of the time to class.

- 0-24
- 25-49
- 50-74
- 75-100
- Other, please specify

_____

_____

7. At **minimum**, I expect students to stay in seat, when needed, __ % of the period, during instruction.

- 0-24
- 25-49
- 50-74
- 75-100
- Other, please specify

_____

_____

8. At **minimum**, I expect students to be able to stay quiet, when needed, ___ % of the Period during instruction.

- 0-24
- 25-49
- 50-74
- 75-100
- Other, please specify

_____

_____

9. At **minimum** I expect students to work without teacher's attention, when needed, ___% of the period, during instruction.

□ 0-24%
□ 25-49%
□ 50-74%
□ 75-100%
□ Other, please specify

_____

_____

10. **Most** worksheets in my class are:

□ Fill in the blank
□ Multiple choice
□ Short answers
□ Show the work
□ Other, please specify.

_____

_____

11. **Mos**t quizzes in my class are:

□ Fill in the blanks
□ Multiple choice
□ Short answers
□ Show the work
□ Other, please specify.

_____

_____

12. **Most** tests in my class are:

□ Fill in the blanks
□ Multiple choice
□ Short answers
□ Show the work
□ Other, please specify.

_____

_____

13. I collect **homework** by:

□ Calling for it and collecting it at some point in the class period.
□ Calling for it and I immediately have the students hand it to me.
□ Reminding students that it is due. It is then their responsibility to put it in the proper location.
□ No prompts, the student are expected to turn the assignment in at the correct time and location.
□ Other, please specify.

_____

_____

14. I collect **quizzes** by:
□ Calling for it and collecting it at some point in the class period.
□ Calling for it and I immediately have the students hand it to me.
□ Reminding students that it is due, it is then their responsibility to put it in the proper location.
□ No prompts, the student are expected to turn it in at the correct time and location.
□ Other, please specify.

_____

_____

15. I collect a **test** by:

□ Calling for it and collecting it at some point in the class period.
□ Calling for it and I immediately have the students hand it to me.
□ Reminding students that it is due, it is then their responsibility to put it in the proper location.
□ No prompts, the student are expected to turn it in at the correct time and location.
□ Other, please specify.

_____

_____

16. I collect in class **worksheets** by:
□ Calling for it and collecting it at some point in the class period.
□ Calling for it and I immediately have the students hand it to me.
□ Reminding students that it is due, it is then their responsibility to put it in the proper location.
□ No prompts, the student are expected to turn it in at the correct time and location.
□ Other, please specify.

_____

_____

17. Homework, assignments, and worksheets:
- Are not accepted late.
- Are accepted the week that it was assigned with or without penalty
- Are accepted until the end of the grading period with or without penalty
- Other, please specify.

_____

_____

18. Quizzes and tests:
- Are not accepted late.
- Are accepted the week that it was assigned with or without penalty
- Are accepted until the end of the grading period with or without penalty
- Other, please specify.

_____

_____

19. Students are required to take notes **from lecture** by:
- Free hand
- Copy from board
- Fill in the blanks
- Other, please specify.

_____

_____

20. Students are required to take notes **from movies** by:
- Free hand
- Copy from board
- Fill in the blanks
- Other, please specify.

_____

_____

21. If you feel an important skill or expectation concerning transition was not addressed please comment here:

_____

_____

_____

_____

_____

_____

_____

_____

Behavioral First Aid Kit

1. 5 Trial Data Sheet

This data sheet is meant to be used to collect data where the teacher has a clear objective (behavioral target) and can provide 5 distinct trials. There is no need for these trials to take place one after another. They can be spaced within a day.

The teacher marks down the student name, the objective for this data sheet (important this be a single, clearly quantifiable objective or goal), and what criteria the student must reach to pass off the goal (i.e., 3 correct out of 5 attempts for 3 consecutive sessions/days). The teacher marks the data for each set of 5 trials and adds comments regarding performance during each trial.

This data sheet is good for collecting data across a large number of days. To plot the data the teacher simply has to find the ratio of correct/incorrect and plot that by day on a graph.

2. 10 Trial Data Sheet

This data sheet is meant to be used to collect data when the teacher has a number of clear objectives (behavioral targets) and can provide 10 distinct trials. There is no need for these trials to take place one after another, they can be spaced within a day.

The teacher marks down the student name, teacher name, skill area, and objective number(s). The teacher then uses one of the boxes for each objective and keeps data by circling the number of correct trials out of 10. The teacher also marks down the data the trials began, and # days in progress (esp. when moving onto a second data sheet). When the criteria is met, the teacher writes the data the trials were terminated and the final # of days in progress.

This data sheet is good for collecting data on a number of topics on a given student at the same time. To plot the data the teacher can use either number of days to criteria as the Y axis or else they can plot correct out of 10 as a function of day.

3. Time by Frequency Data Sheet

This is a data sheet that is particularly useful to collect data for students that exhibit behavioral target behaviors the teacher wishes to reduce. This is an easy data sheet to use because it simply requires the teacher to mark tic marks.

The teacher marks down the student's name, the target behavior they are keeping data on, and what the consequence for this behavior is. Importantly, this has to be a consequence that is administered every time the behavior is observed - otherwise it is not a consequence. The teacher then marks the data and simply puts a tic mark in the box with the corresponding time every time a behavior is observed.

This data sheet is good for collecting very high density behavioral data that may have different frequencies across the day, so it is easy to identify a pattern. To plot this data can be complicated. The teacher can bin the times into 1 or 2 hour bins to make it easier. The data can be plotted by date for a given time block. And repeat for different times. Similarly, each day can be plotted across the times to see if there are specific times the behavior is more likely to occur.

4. Standard Table Data Sheet

This is a blank table that the teacher can use in any way they see fit to collect data.

The teacher marks down the student name, the objective for this data sheet (important this be a single, clearly quantifiable objective or goal), and what criteria the student must reach to pass off the goal (i.e., 3 correct out of 5 attempts for 3 consecutive sessions.days). The teacher then selects what to put along the top row of the table (time, date, etc.) as well as what to put along the columns (behaviors, times, etc.)

5. Self Graphing Chart Data Sheet

This data sheet is meant to be used as a simple data collection device that is easily graphed. This can be used for academic data or behavioral goals, so long as there is the potential for 25 correct answers.

The teacher marks down the target behavior, the students name, and the teacher name. They mark the date along the bottom and collect data for that date using the numbers 1-25 above. The teacher can either simply circle the final number correct or circle correct trials and mark and X or line through incorrect trials to see if there are any patterns.

To plot the data, turn the document to page 2 and shade in for each day the student performance. Bonus can be whatever the teacher defines it, a target was reached and it signals reward, extra points, etc.

6. Response to Intervention (RtI) Monitoring Graphs Data Sheet

This is a fairly intensive Response to Intervention (RtI) graph. It is useful for identifying if assistance or interventions given by a teacher are effective in changing student behaviors.

The teacher marks the student's name, the date the graph was made, the area of focus (behavioral target) as well as what intervention is being used. The teacher then selects the X and Y axes. Preferably, the X axis will be a time axis in days or weeks, and the Y axis will be performance.

This data sheet is good for plotting data collected through other data sheets. To plot the data, the teacher annotates the X and Y axes and shades in the data as collected.

7. Simple Behavioral Plan

This behavioral plan is the first step to handling persistent problematical behaviors. It encompasses a functional analysis of behavior as well as serves as a contract for the teacher, parents, and students - so everybody is on the same page.

The teacher marks the student's name and the date of the meeting when the behavioral plan was filled out. The teacher describes the behavior in a way that guides data collection (i.e., quantifiable or measurable). The teacher also uses data they have collected to mark when the behavior was most likely to occur in the day (e.g., morning, after lunch, at recess). The teacher writes the immediate antecedent to the behavior as well as what happens after (the consequence). The teacher then explicitly writes down how they are going to modify the environment to stop the behavior from occurring. Then the teacher will write explicit consequences that are going to be administered every time the student engages in the target behavior.

8. Smiley/Frown Tickets

These tickets are a very simple back and forth note or a precursor to a classroom economy. Tickets are given at prescheduled points during the day (or else a single given at the end of the day).

The teacher marks the student's name and circles either the smiley or the frowning face. The teacher can then require students to take tickets home to show parents, can have students cash in smiley tickets for rewards, or whatever plan the teacher wishes to implement.

9. Yes/No Tickets

These tickets are a very simple back and forth note or a precursor to a classroom economy. Tokens are given at set points during the day (or else a single given at the end of the day).

The teacher marks the student's name and circles either the Yes or the No. The teacher can then require students to take tickets home to show parents, can have students cash in Yes tickets for rewards, or whatever plan the teacher wishes to implement.

10. RtI Tier 2-3 Intervention Activities Data Sheets

This data sheet is to document interventions at different levels (i.e., Tier I, Tier 2, or Tier 3). The data can be then used to guide the teacher's decisions regarding whether to refer the student for increased help if the classroom interventions are incomplete.

The intervention activities are to keep track of Tier I interventions. This is simply to identify if the student is responding appropriately during normal classroom activities. The teacher marks the student's name and the desired skill. Then the date, description of the activity, and notes about student performance.

The Assessment data are to keep track of Tier 2 interventions. This means the teacher is now providing individual assistance to the student that the greater classroom does not receive. The teacher marks the student's name and the skill. They then mark the date of an assessment (summative or progress assessments in this case as the formative has already been given, but can be included as the first assessment if desired). The score the student received should be marked, as well as teacher notes from the session. The progress monitoring notes are to be sent home so parents can see any progress or lack thereof.

The RtI – Tier 3 intervention is a checklist to help students get outside help (i.e., resource teachers or behavioral specialists). The teacher marks the student's name and the skill they are working on. The teacher lists the specific strengths of the student (as pertaining to the skill), their weaknesses, and what they perceive as the skills the student lacks for success. The intervention skills are the specific target skills that require intervention. The matrix at the bottom is to describe the interventions: the teacher lists the interventions, who provides the intervention, the frequency of interventions, and what specific assessment tools are being used to monitor progress.

11. Interval Recording

This data sheet is meant for intensive data collection for problem behaviors.

The teacher marks the student name, the date, the length of the time interval (i.e., every X seconds), what the activity in class is, who is collecting the data and the condition (before intervention, during intervention, after intervention: morning, after lunch, afternoon). The teacher or observer then stands passively and marks a code for the behavior (teachers can make their own code to remember), and whether the student was on or off task at the moment of data collection. It is imperative that the data be taken at the time point exactly. Resist the urge to wait 1 second to see if the student corrects. The observer also marks is the student was prompted for positive behavior. This lets the observer not only monitor student behavior, but also teacher behavior.

This data sheet is good for high frequency problem behaviors (speaking out of turn, hitting others, getting out of seat, off task, etc). The data are plotted by plotting the % "correct" (plusses) responses by the date. The goal is to observe a trend toward good behavior - this will be either a big number for things such as "on task" or low numbers of target behavior is "hitting people" or "speaking out"

12. Data by Number Data Sheet

This data sheet is meant to collect data on problem behaviors that happen at a relatively high frequency.

The teacher marks down the student name, the objective for this data sheet (important this be a single, clearly quantifiable objective or goal), and what criteria the student must reach to pass off the goal (i.e., 3 correct out of 5 attempts for 3 consecutive sessions/days). The teacher then writes the date and number of minutes the student was observed. Then the teacher marks how often during that interval a behavior occurred.

This data sheet is good for behaviors the teacher is trying to extinguish. So long as the number of minutes is kept constant, the number out of 20 per day can be used to plot the data. Alternately, the teacher can use this data sheet to keep track of how long it takes the student to reach 20 and use that time measure to plot the data.

13. Simple Token Chart

This is a very simple, 25 point token chart. This is good for students that need constant visual supports to guide their behavior.

The teacher allows the student to select something they are working for and either writes it in the, "I am working for" box or affixes a picture. They allow the student to write their name or writes the name of the student on the bottom of the sheet. Each time the student engages in appropriate behavior, they receive a point (something to fill one of the boxes). And when they reach 25 (i.e., all boxes are marked), the student returns the chart and immediately gets a reward.

This is a very useful data sheet to laminate so it can be used over and over. Wet erase markers (i.e., overhead transparency markers make it easy to clean but are hard to accidentally wipe off with a finger).

14. Monthly task Calendar

This is a simple task calendar.

The teacher marks down the student's name. The teacher or the student fills in the numbers in the month and year as well as the dates for the calendar. Task due dates are then written on the lines and crossed off as completed.

This data sheet is good as a very simple, inexpensive daily or monthly schedule for students. It can be laminated and used across months or printed en masse and given tot he students to use as part of a class binder.

15. Data with Trials Data Sheet

This data sheet is meant to keep track of 3 goals while keeping specific data on each. As objectives build on each other, it is best to work with each objective serially.

The teacher marks down the student's name as well as the overall goal. The overall goal is then broken down into 3 objectives. The teacher marks down the criterion for passing each objective. Then each day the objective being evaluated is written down next to the data as well as the specific class activity. Data are collected for all trials. Ones and Zeroes or + and - work for the data. The total correct are written down at the end of each day, as well as the comments. On the bottom, the teacher marks the total number of trials required to reach criteria for each objective.

This data sheet is good for IEP goals that have multiple objectives. It allows the teacher to monitor progress through each objective serially. The data are plotted by plotting the data for a given objective across days (never combine across objectives).

16. 10 Trials - Generic Data Sheet

This is a generic 10 trial data sheet for behavior. It is intended for data collection in situations where there is a specific behavioral prompt and data can be kept for 10 trials. It is okay to repeat the prompt for each trial, in fact, it is necessary often early in data collection. There is no need for the trials to happen one after another, they can be spaced across the day. This is also a data sheet that guides the data collection rather explicitly.

The teacher marks down the student name, the objective for this data sheet (important this be a single, clearly quantifiable objective or goal), and what criteria the student must reach to pass off the goal (i.e., 3 correct out of 5 attempts for 3 consecutive sessions.days). The teacher marks the date for data collection and explicitly what the prompt given to control behavior will be. This can be verbal, visual, or tactile. The teacher then circles correct trials and Xs out incorrect trials. Then the teacher writes the total correct/ 10.

This is a good data sheet for behavioral tasks or academic tasks that are very discrete. There is a cue, and a response. These data are plotted by plotting the number correct each day by the date.

17. Anecdotal Record Grid Data Sheet

This is a very generic space to write comments regarding student behavior.

The teacher writes the student's name and the date. They the teacher writes brief, clear comments regarding behavior. This can be kept as a log or else used to send home each day.

18. Student Log

This is a student log to be kept by students with teacher guidance.

The student marks their name on the top of the sheet. They write the data next to the day of the week (i.e., Monday, May 1st, 2015). They also write the day of the month in the day box. The student then can write what homework they have assigned in the space provided. The teacher can ask that this be signed by parents and returned each day or else just left to the student as a sort of day planner or weekly schedule.

19. General Activity Log

This is a generic activity log good for collecting behavioral data during a given activity across days.

The teacher marks down the student's name and the program/activity that they are going to collect data for. They mark the date and write a description of the activity and the student's behavior.

20. A-B-C Functional Assessment Observation Data Sheet

This is a stripped down version of a Functional Assessment. This is useful for determining what leads to problem behaviors in the classroom.

The teacher marks the student name, setting (class, recess, etc.), the dates of observations, the target behavior, the teacher or parent of the student, and the observer collecting data. The observer marks down all occurrences of the target behavior (or all behaviors if possible). They mark the time (to the minute) the behavior occurred, what happened immediately before the behavior (antecedent), the behavior - explained as clearly as possible, and the consequences of the action as observed.

This data sheet is good to determine what causes behavior. Often looking at antecedents will tell us why a behavior happens. These data need to be collected by an observer not trying to fix the behavior. They need to just observe and let the correction happen through other teachers.

21. Daily Behavior Rating Report Card

This is a very useful daily behavior report card that can be sent back and forth to and from home each day.

The teacher marks who completes the report card, the student's name, and the date. The teacher then marks on a 0-4 scale whether the student does a number of essential classroom tasks. They also can write general comments at the bottom of the report card. The teacher then sends this home and the student needs to return it signed by the parent.

This is a good motivator for a lot of students to be on good behavior. Having this sent home will motivate a lot of students to be good, just so they do not have to show their parents any misbehavior or comments about bad behavior. This report card can also be used to earn points toward class parties or other activities as the teacher desires.

22. Behavioral Chart

This is a useful behavior chart that is intended to be a weekly chart. It can be sent back and forth with parents or just sent home at the end of the week as a progress report.

The teacher marks the student's name. Either the teacher of the student writes in the full date for each day and the times for each class, the subject, and the teacher (alternately, a photocopy can be made with all this information filled in). For elementary this still works when using centers. The teacher then marks on a 0-2 system basic behavioral requirements for the student. They also mark down the behavioral goal and the reward for meeting the goal. There is also a place for general noted regarding the student at the end of the week. The teacher then sends this home and the student needs to return it signed by the parent.

This is a good motivator for a lot of students to be on good behavior. Having this sent home will motivate a lot of students to be good, just so they do not have to show their parents any misbehavior or comments about bad behavior. This report card can also be used to earn points toward class parties or other activities as the teacher desires.

23. Inclusion Data Sheet

This data sheet is to capture how independent a special education student is when in an inclusion environment.

The teacher marks the student name on the top of the sheet. They mark the date, inclusion classroom, and activity (or subject). The aide or peer tutor answers the questions honestly based on how much they have to do in class to support the student.

This is a good data sheet to evaluate if you can pull back aide or peer tutor support for a student. These data can be plotted by using independent = 1 and requires help = 0 and plotting each question by day. Lots of 0s mean teacher needs to keep support intact.

24. A-B-C Data Sheet

This data sheet is a simple Antecedent - Behavior - Consequence chart.

The teacher marks the student's name, the date data were taken, and the name of the teacher or teachers' classes the data were collected in. The teacher then writes what happened immediately prior to a behavior. They then write the behavior in as thorough and quantifiable way possible (meaning data can be taken on the behavior), and the consequence of the behavior, or what happened immediately after the behavior.

This is a good data sheet to identify causes of behavior, and collect consequences. Often times one will see they do not have consistent

consequences for behavior, and this leads to increased frequency of maladaptive behavior.

25. RtI Tier 2-3 Intervention Data Sheets

This is a Response to Intervention (RtI) data sheet packet. This is useful for determining what interventions to use and whether or not they worked.

Teachers mark student name, date of meeting, teacher or teachers names for the classes the student misbehaves in. Teacher described behavior in as much detail as possible. The teacher collects data for 1 day and writes that down: intensity, duration, and intensity (arbitrary 1-10 scale). The same data are collected for 8 weeks.

The next sheets are a contact log for teacher and parents as week as well as least restrictive choices for interventions. The subsequent pages collect more restrictive options for intervention. For these more restrictive interventions, the final sheet can be used to write the intervention, start date, and if it was useful across 4 weeks. Also the teacher will mark if the intervention will continue past this data collection period.

This data sheet set is good to start an RtI Intervention for a student. These focus on behavior, but there are academic options available for interventions.

26. Blank Calendar

This is a simple blank monthly calendar that can be used by students as just a calendar or to keep track of work/assignments/goals, etc.

27. Good Job Chart

This is a useful 100 square reward chart. It can be used to help students understand how to achieve intermediate term goals.

The teacher marks the student's name on the chart. The teacher and student decide upon a reward for completing the 100 square chart. Based on a schedule, each time the student is on task/appropriate they get a box marked. When they reach 100 they are rewarded.

This is good for motivating students because they see where they are at. This data sheet can also be sent home with students to show parents intermediate term progress if the teacher desires. Alternately, the teacher can laminate the data sheet.

28. Simple Running Record of Behavior Data Sheet

This data sheet allows the teacher to keep a running tally on behavior of a student throughout a day.

The teacher marks the student's name and the date they collect the data. The teacher writes the session (which part of class or which classroom) and comment on all behaviors they observe. This can be used to identify both good and unwanted behaviors.

This is a good data sheet for taking lots of anecdotal behavioral data on a student in a day. It collects the data in one place for easy perusal later.

29. Classroom Behavior Record Data Sheet

This data sheet is a comprehensive behavioral data collection tool intended for very young students, but useful for many K-12 students.

The teacher writes the date, the time, the activity, and the student's name. They then annotate the behaviors observed using the code key on the top of the page. The also write what consequences for misbehavior were.

This data sheet is good for collecting broadly scoping data on behaviors because it gives an easy code that can be used. It also separates the misbehavior into categories that can be analyzed for patterns at a later time. This data sheet can be used to collect data on one student or on multiple students simultaneously.

30. A-B-C Data Sheet

This data sheet is a basic Antecedent - Behavior - Consequence sheet that facilitates plotting of data.

The teacher marks the student's name, the observer collecting data, and described the target behavior in as much detail as possible so data can be taken. The teacher or observer then marks the date and time of a behavior. They write what happened immediately before the behavior, the behavior itself, as well as the consequence.

On the second sheet the A-B-C Chart can be converted into a scatterplot format. The teacher marks the student's name, the observer collecting data, and described the target behavior in as much detail as possible so data can be taken. The teacher or observer then marks the time of each behavior y putting a tic mark in a box corresponding to the day of the week. this continues for 2 weeks for 10 data points (or use additional sheets for longer sampling).

This is a good data sheet because it lets behavior be put into an easy to graph form across time. It allows the teacher to see possible patterns in the time students misbehave. To plot this data can be complicated. The teacher can bin the times into 1 or 2 hour bins to make it easier. The data can be plotted by date for a given time block. And repeat for different times. Similarly, each day can be plotted across the times to see if there are specific times the behavior is more likely to occur.

31. A-B-C Recording Data Sheet

This data sheet is a guided Antecedent - Behavior - Consequence chart. It allows both veteran or inexperiences teachers identify the A-B-C of behavior by asking simple, easy to answer questions about the behavior.

The teacher marks the student's name and the Date they filled out the form. They then answer the questions to the best of their ability.

This data sheet is good for determining antecedents and identifying inconsistencies in consequences for misbehavior. By answering questions honestly, teachers can identify gaps in their own management that may result in misbehavior. Barring that, it also helps identify potential antecedents that may not have been remembered without prompts.

32. Student Self Assessment

This data sheet is meant to empower students to self reflect on their effort and behavior at school.

The teacher hands out the form and the student fills in their name and the date. The students fill out the form as honestly as they can. After the student hands the form in, the teacher can take a colored marker and circle what they see in class with regards to effort. Teachers can then invite students to discuss their effort and the teacher's observations to bring the two more in line.

This is a great tool to empower students and to build skills pertaining to self reflection. It is critical that the teacher not argue with students about their answers, but rather gently guide the student across weeks to be increasingly honest (providing no consequences for saying never will often put the students at ease and increase future honesty).

33. Procrastination Data Sheet

This data sheet is intended to collect data for time off task in the classroom. It is useful for teachers to keep track of students that put off starting their work and instead engage in classroom disruption.

The teacher marks the student's name and their own name or the name the teacher in the classroom the student disturbs. The teacher marks the date, and activity (or subject). They mark if the student started their work on time. If no, then how many minuted the student delayed and how often the teacher prompted the student to get back to work. The teacher also described the behavior the student is employing to replace starting their assignment (roaming room, getting a drink, sharpening pencil, etc).

This data sheet is good for collecting data on students that procrastinate but do not always do the same thing to waste time. The data can be graphed by either plotting on time as yes = 1 and no = 0, plotting the number of minutes delayed, or plotting the number of prompts as a function of day.

5 Trial

Student:____

Objective:
Criteria:

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

Date:

Trial	Comments
1	
2	
3	
4	
5	

10 Trial

Student:___________________________________ Teacher:____________________________________

Skill area:____________________ Objective Numbers:__________ __________ __________ __________

Date:																				
Objective:	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Initiated:						Terminated:						# Days in Progress:							

Date:																				
Objective:	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Initiated:						Terminated:						# Days in Progress:							

Date:																				
Objective:	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
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	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Initiated:						Terminated:						# Days in Progress:							

Time by Frequency Data

Student:_____ Behavior:_____ Consequence:_____

Date:										
9:00										
9:15										
9:30										
9:45										
10:00										
10:15										
10:30										
10:45										
11:00										
11:15										
11:30										
11:45										
12:00										
12:15										
12:30										
12:45										
1:00										
1:15										
1:30										
1:45										
2:00										
2:15										
2:30										
2:45										
3:00										
3:15										
Total										

Standard Table

Student:_____

Objective:
Criteria:

Self-Graphing Chart

Behavior:_____ Student:_____ Teacher:_____

25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
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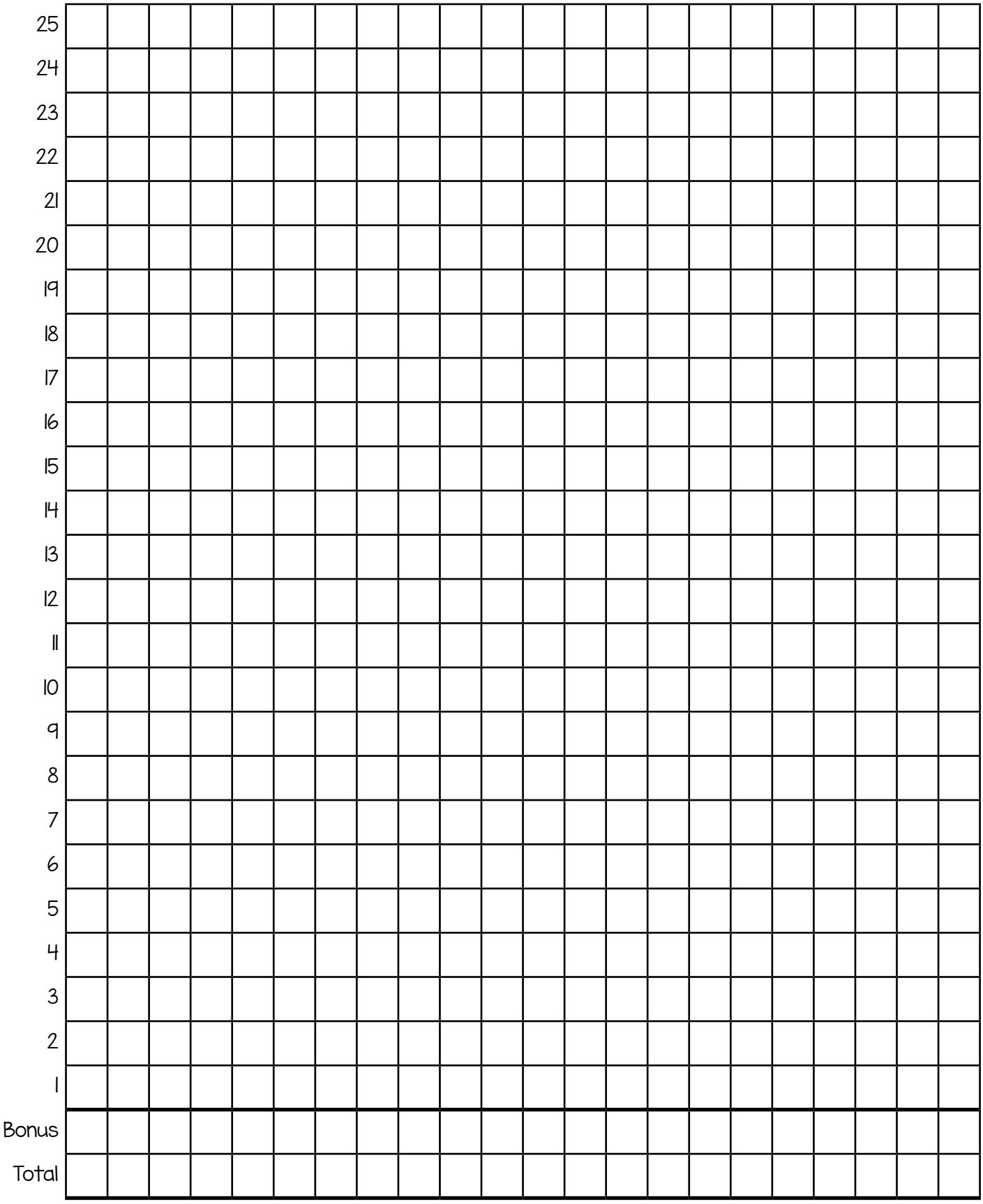
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Totals:

Date:

Self-Graphing Chart

Student:_____ Date:_____



Response to Intervention Monitoring Graphs

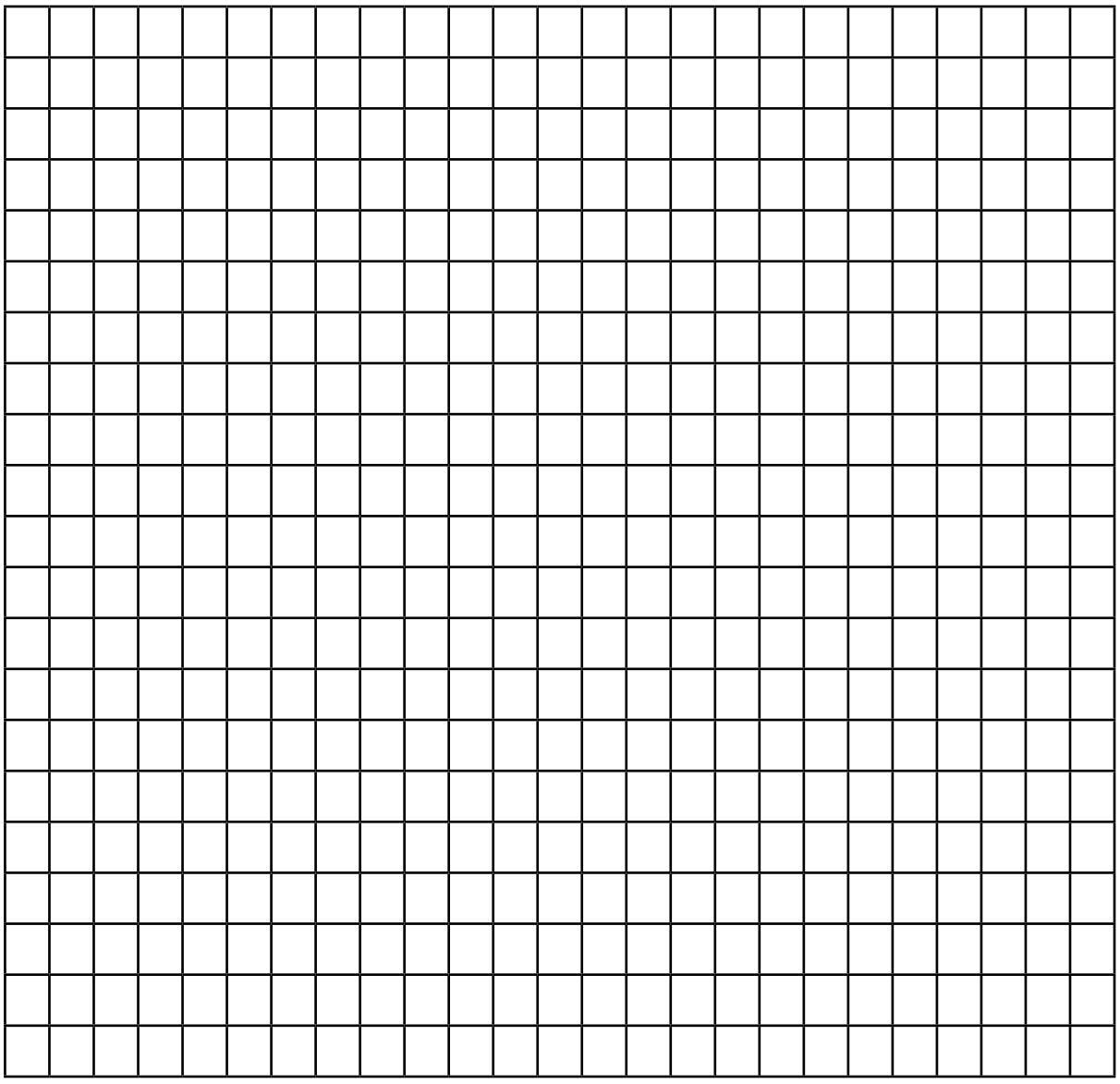
Student:_____ Date:_____

Area of focus:_____

Intervention used:_____

Results:

Variable:_____



Variable:_____

Behavioral Plan

Student:_____ Date:_____

Describe the behavior in a measurable way: _____

_____

_____

_____

When is the behavior most likely to occur? _____

What currently occurs immediately before and after the behavior?

Before: _____

After: _____

Describe the modifications to the environment that will now be made in an attempt to prevent the behavior from occurring:

_____

_____

_____

When the behavior does occur, what will be the response of the staff and/or the consequence for the child?

_____

_____

_____

_____

This plan will be reviewed on: _____

Smiley / Frowny Tickets

Student:	Student:	Student:	Student:
Student:	Student:	Student:	Student:
Student:	Student:	Student:	Student:
Student:	Student:	Student:	Student:

Yes / No Tickets

Yes No Student:	Yes No Student:	Yes No Student:	Yes No Student:
Yes No Student:	Yes No Student:	Yes No Student:	Yes No Student:
Yes No Student:	Yes No Student:	Yes No Student:	Yes No Student:
Yes No Student:	Yes No Student:	Yes No Student:	Yes No Student:

Intervention Activities

Student:_____ Skill:_____

Date	Activity	Notes

Assessment Data

Student:_____ Skill:_____

Date	Assessment	Score	Notes

Progress Monitoring Notes

Date Status -
Date Status -
Date Status -

RTI - Tier 3 Intervention

Student:_____ Skill:_____

Strengths:
Weaknesses:
Skills needed to succeed:
Intervention skills:

Intervention	Who is providing intervention?	How often?	Assessments for Progress monitoring

Interval Recording

Student:_____ Date:_____ Interval:_____

Activity:_____ Observer:_____ Condition:_____

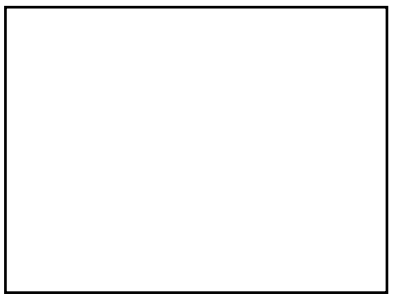
Interval	Behavior	Engaged (+ / -)	Prompt (+ / -)	Interval	Behavior	Engaged (+ / -)	Prompt (+ / -)
1				36			
2				37			
3				38			
4				39			
5				40			
6				41			
7				42			
8				43			
9				44			
10				45			
11				46			
12				47			
13				48			
14				49			
15				50			
16				51			
17				52			
18				53			
19				54			
20				55			
21				56			
22				57			
23				58			
24				59			
25				60			
26				61			
27				62			
28				63			
29				64			
30				65			
31				66			
32				67			
33				68			
34				69			
35				70			

Data by Number Account

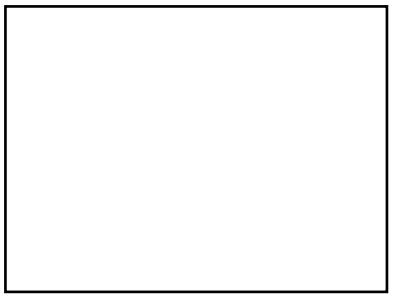
Student:_____

Objective:
Criteria:

Date										
Obj.	20	20	20	20	20	20	20	20	20	20
	19	19	19	19	19	19	19	19	19	19
	18	18	18	18	18	18	18	18	18	18
	17	17	17	17	17	17	17	17	17	17
	16	16	16	16	16	16	16	16	16	16
	15	15	15	15	15	15	15	15	15	15
	14	14	14	14	14	14	14	14	14	14
	13	13	13	13	13	13	13	13	13	13
	12	12	12	12	12	12	12	12	12	12
	11	11	11	11	11	11	11	11	11	11
	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0
Minutes										

I am working for 

Student:

I am working for 

Student:

Monthly Task Calendar

Student:_____

Month:			Year:			
S	M	T	W	H	F	S

Data with Trials

Student:

Goal:
1.
2.
3.
Criterion:

Date	Obj.	Activity	Data								Total	Comments

Total for objectives

Objective 1 _____ Objective 2 _____ Objective 3 _____

10 Trials - General

Student: ____

Objective:
Criteria:

Date	Controlling Prompt	Circle correct trials, X incorrect trials										Total
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
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		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
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		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/
		1	2	3	4	5	6	7	8	9	10	/

Anecdotal Record Grid

Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____
Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____
Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____
Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____
Student:_____ Date:_____	Student:_____ Date:_____	Student:_____ Date:_____

Weekly Log

Student:_____ Day Box

Monday, _____

Tuesday, _____

Wednesday, _____

Thursday, _____

Friday, _____

General Activity Log

Student:_____ Program / Activity:_____

Date	Activity Description

A-B-C Functional Assement Observational Data Sheet

Student:_____ Setting:_____ Date(s):_____

Target Behavior:_____ Teacher / Parent:_____ Observer:_____

Time	Antecedents	Behavior	Consequences

Daily Behavior Rating Report Card:

Person Completing:_____

Student:_____ Date:_____

During the day, this student:	Seldom / Never		Sometimes		Most / All the Time
1. Focused attention on school work during academic periods.	0	1	2	3	4
2. Finished assigned class work.	0	1	2	3	4
3. Remained in seat during academic periods.	0	1	2	3	4
4. Avoided calling out or inappropriate verbalizations (e.g., nonsense noises).	0	1	2	3	4
5. Avoided repetitive motor behaviors (e.g., table-tapping) or playing with objects.	0	1	2	3	4
6. Complied with reasonable adults requests.	0	1	2	3	4

Comments:_____

_____

Signature of Parent / Gaurdian:_____ Date:_____

Person Completing:_____

Student:_____ Date:_____

During the day, this student:	Seldom / Never		Sometimes		Most / All the Time
1. Focused attention on school work during academic periods.	0	1	2	3	4
2. Finished assigned class work.	0	1	2	3	4
3. Remained in seat during academic periods.	0	1	2	3	4
4. Avoided calling out or inappropriate verbalizations (e.g., nonsense noises).	0	1	2	3	4
5. Avoided repetitive motor behaviors (e.g., table-tapping) or playing with objects.	0	1	2	3	4
6. Complied with reasonable adults requests.	0	1	2	3	4

Comments:_____

_____

Signature of Parent / Gaurdian:_____ Date:_____

Behavioral Chart

Student:____

0 = not often
1 = mostly
2 = always

Monday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Tuesday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Behavioral Chart

0 = not often
1 = mostly
2 = always

Student:____

Wednesday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Thursday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Behavioral Chart

Student:____

0 = not often
1 = mostly
2 = always

Friday,							
Time	Subject	Teacher	Respect	Follows Directions (on 1st request)	Stay in Room	Complete Task	Total
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
:			0 1 2	0 1 2	0 1 2	0 1 2	
Goal		Reward			Goal Met? Y N		

Notes:

Inclusion

Student:____

Date	Classroom	Activity	Amount of Support	Focused on Lesson	Modified Activity	Behavior Issues
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no
			none little lot	yes no	yes no	yes no

A-B-C

Student:_____ Date:_____ Teacher(s):_____

Antecendent To Behavior	Behavior (Describe in a measurable way)	Consequence To Behavior

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Description of Behavior: _____

_____

_____

Baseline

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Week 1

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Week 2

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Week 3

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Week 4

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Week 5

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Week 6

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Week 7

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Week 8

Frequency:_____ Duration:_____

Intensity: 1 2 3 4 5 6 7 8 9 10

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Date	Method	Topic	Response
	Phone Email In-Person		
	Phone Email In-Person		
	Phone Email In-Person		
	Phone Email In-Person		

Intervention	Start Date	Week 1	Week 2	Week 3	Week 4	Cont. Y or N
Behavior Chart						
Daily Note Home (w/ Parent signature)						
Behavior Contract						
Positive Reinforcement: Description & Frequency						

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Intervention	Start Date	Week 1	Week 2	Week 3	Week 4	Cont. Y or N
Visual Signals						
Timer						
Fidget						
Textured/Ball Seat						
Carpet Square / Define Sitting Area						
Designated Spot in Line						
Positive Peer Modeling						
Mentoring / Working with Lower Grades						
Saftey Patrol						
Adult / Community Mentor						
Special Class Job						
Team Building						
Daily Brain Breaks						
Phyiscal Brain Breaks						
Nonphysical Brain Breaks						

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Intervention	Start Date	Week 1	Week 2	Week 3	Week 4	Cont. Y or N
Visual Schedule						
Preferential Seating (location)						
Academic Support						
Chunk Assignments						
Individualized Instruction						
Redo Assignment / Retake Tests						
Reduced Assignments						
Extended Time						
Daily Planner Checks						
Copy of Planner Entry (student staples to planner)						
Study Guide						
Unit Outline (support for note taking)						
Color Coded / Labeled Organization System						
Weekly Desk / Backpack Organization Support						

Response to Intervention

Student:_____ Date:_____ Teacher(s):_____

Intervention	Start Date	Week 1	Week 2	Week 3	Week 4	Cont. Y or N

Blank Calendar

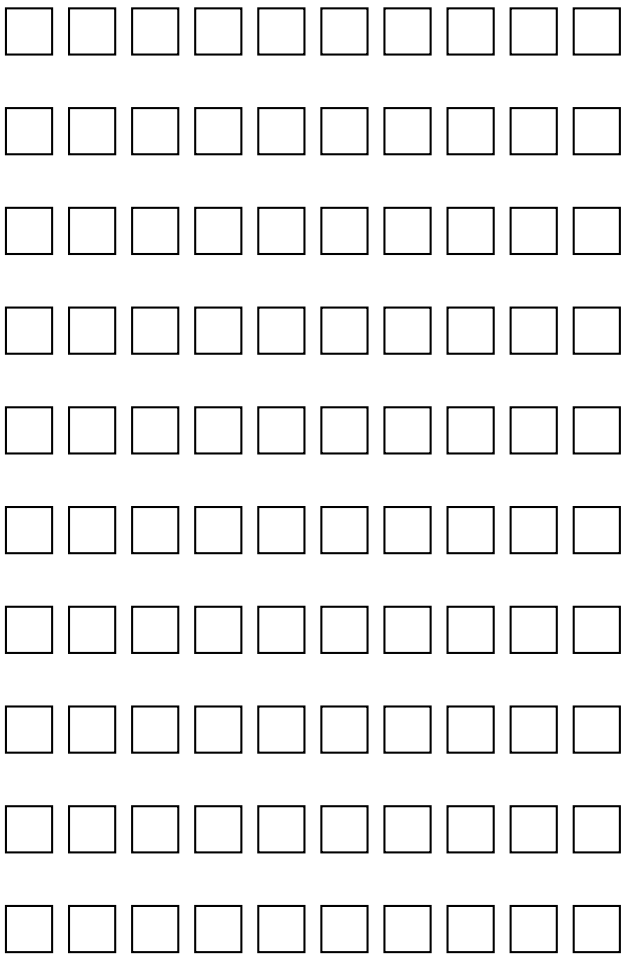
Student:_____

Month: Year:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

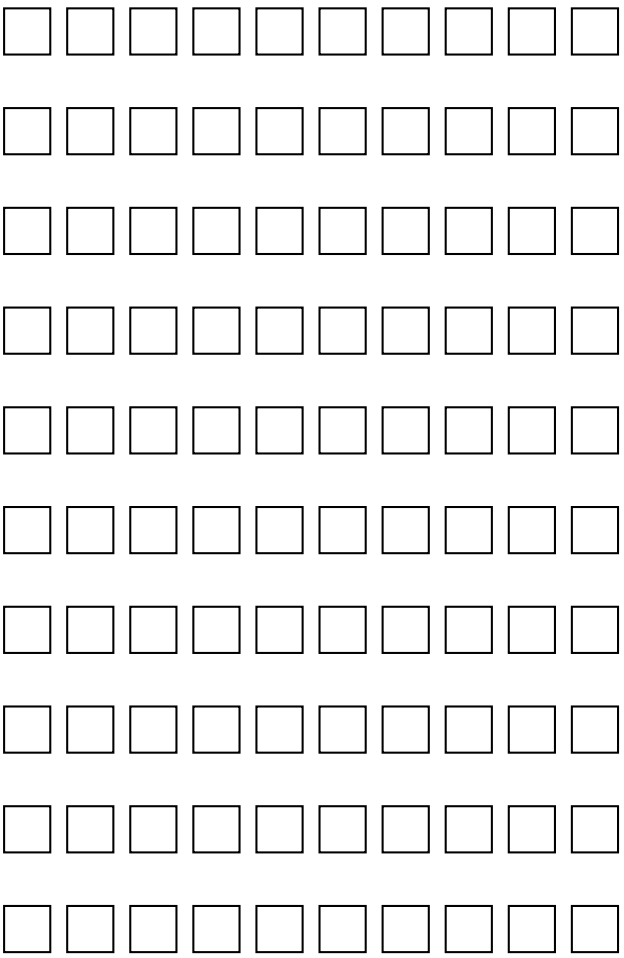
Good Job Chart

Student:_____



Good Job Chart

Student:_____



Running Record

Student:_____ Date:_____

Session	Comments	Session	Comments

Classroom Behavior Record

P = Physical	V = Verbal	D = Destructive	N = Non-Compliance	R = Running Away	Consequence
1 - Hitting	1 - Screaming / Yelling	1 - Throwing	1 - Not Working	1 - In classroom	1 - Ignore
2 - Kicking	2 - Tantrum (length)	2 - Ripping	2 - Out of Seat	2 - Out of class	2 - Teacher gesture
3 - Stratching	3 - Crying / Whining	3 - Breaking	3 - Sitting / Laying on Floor	3 - Out of school	3 - Verbal Prompt
4 - Biting	4 - Making noise	4 -	4 - Refusal to cooperate	4 -	4 - Physical Guidance
5 -	5 - Talking Out	5 -	5 -	5 -	5 - Loose a star
6 -	6 - Teasing		6 -		6 - Time out
	7 - Bad Language				7 - Physical Restraint
	8 -				8 -
	9 -				9 -

Date	Time	Activity	Student	Behaviors	Consequences

A-B-C Data Sheet

Student:_____ Observer:_____

Target Behavior:_____

_____

_____

Date	Time	Antecedent	Behavior	Consequence

A-B-C Data Sheet - Scatterplot

Student:_____ Observer:_____

Target Behavior:_____

_____

_____

	M	T	W	H	F	Sa	Su	M	T	W	H	F	Sa	Su
6 am														
7 am														
8 am														
9 am														
10 am														
11 am														
12 pm														
1 pm														
2 pm														
3 pm														
4 pm														
5 pm														
6 pm														
7 pm														
8 pm														
9 pm														
10 pm														

A-B-C Recording Sheet

Student:____ Date:____

Date / Time	Pre-Condition or Antecendent (what happened before the behavior)	What behavior occurred and a description of what you saw & heard.	Your actions or consequences (describe what you did and for how long)
Date: Start Time: End Time:	Where were you and student? What were they doing / saying before the behavior? What were you doing / saying before the behavior?	What did they do? What did they say?	What did you do? What did you say?
Date: Start Time: End Time:	Where were you and student? What were they doing / saying before the behavior? What were you doing / saying before the behavior?	What did they do? What did they say?	What did you do? What did you say?
Date: Start Time: End Time:	Where were you and student? What were they doing / saying before the behavior? What were you doing / saying before the behavior?	What did they do? What did they say?	What did you do? What did you say?

Student:_____ Date:_____

	always sometimes never
I listen when the teacher (or speaker) is talking.	
I follow directions the first time they are given.	
I am polite and respectful to students and adults.	
I ask for help when I don't understand.	
I raise my hand to answer questions in class.	
I take my time and do my best work.	
My work is neat and I use my best handwriting.	
I finish my work on time.	

	always sometimes never
I am kind to other students during class and lunch / recess.	
I walk quietly in a straight line.	
I eat all of my lunch.	
I keep my desk clean and organized.	
I practice my sight words at home.	
I read at home.	

Write about one area you would like to improve.

Procrastination Data Sheet

Student:_____ Teacher:_____

Date	Activity	On Time	# of Minutes Delayed	# of Prompts	Avoidance Behavior
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			
		yes no			