**School-Wide Solution Development Form**

Date: 1/12/2016

| **Identify Outcomes *(Start with the end in mind)***  *What is your school-wide PBIS mission/vision or purpose?*  Click here to enter text. |
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| **Problem/Precision Statement**   1. ***Where*** *(non-classroom) are the most problem behaviors in general occurring (top location)?* ***\*BIG 7\**** 2. ***Who*** *is receiving the most referrals in the identified location (top grade)?* ***\*2-4 ARE ALL DRILL DOWNS\**** 3. ***What*** *are the two most frequent problem behaviors for the identified group in the identified location?* 4. ***When*** *is the problem behavior most likely to occur for the identified group in the identified location (top time)?* 5. ***Why \*function\**** *is the problem behavior happening for the identified group in the identified location at the identified time (consider a 30-minute time span, including 15 minutes before & after the behavior)?*   **In general, most ODRs are occurring in** Restroom **location with the 8th grade. The two most frequent problem behaviors for this grade in this location are** Fighting **and** Harassment**. This Problem behavior is most likely to occur at** 3pm **and is likely related to** Obtaining Activities. |

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| **SMART Goal**: **Example: “Reduce** *hallway* **ODRs to no more than** *15* **per month across** *10* **or fewer students by** *March* **(currently** *24* **referrals across** *12* **students).”**  **Reduce** Choose an item. **ODRs to no more than** Click here to enter text. **per month across** Click here to enter text. **or fewer students by October** **(currently** Click here to enter text. **across** Click here to enter text. **students).** |

|  | **ACTION** | **RESPONSIBLE PERSON** | **√** |
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| **Prevention**  How can we **avoid the problem** context? Think about antecedents & the environment.  **(Ex: Increase hallway supervision, use hand signals, change transitioning schedule, change lighting…)** | Click here to enter text. | Click here to enter text. |  |
| **Teaching**  How can we **define, teach, & monitor** what we want? Think of a replacement behavior.  **(Ex: Build “quiet” curriculum, re-teach/practice hallway expectations, teach hand signal, buy decibel meter…)** | Click here to enter text. | Click here to enter text. |  |
| **Recognition**  How can we **build in systematic reward** for desired behavior? Think of how you can be sure to only reward desired behaviors.  **(Ex: 3 “quiet” days = 5 extra minutes of social time either at lunch or end of day, increase reward ratio to 8:1 for following expectations, quarterly assemblies to recognize students)** | Click here to enter text. | Click here to enter text. |  |
| **Extinction/Withholding Reinforcement**  How can we **prevent problem behavior from being rewarded**?  **(Ex: public posting of results… # days without a hallway referral by grade level, 10 min. of social time at end of class if no disruptions)** | Click here to enter text. | Click here to enter text. |  |
| **Corrective Consequence**  What are **efficient, consistent consequences** for the problem behavior?  **(Ex: students will go to ISS & complete a packet on meeting expectations before returning to class, when return to class teacher will conference with student)** | Click here to enter text. | Click here to enter text. |  |
| **Data Collection**  How will data be **collected & used to evaluate** implementation fidelity & impact on student outcomes? How will you know when you’re successful? How will you know if your school intervened with fidelity? | **We will use** Choose an item. **to measure impact on student outcomes.**  **We will use** Choose an item. **to measure fidelity of implementation.** | Click here to enter text. |  |

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| **FOLLOW-UP** | | |
| **How accurate was our problem/precision statement?** | Choose an item. | |
| **How accurate was our hypothesis or reason the problem is occurring (why)?** | Choose an item. | |
|  | **YES** | **NO** |
| **Did we meet the goal?** |  |  |
| **Were we accurate in identifying the function or motivation for the behavior (avoiding adults, avoiding peers, avoiding tasks, etc.)?** |  |  |
| **Did our interventions address the function of the inappropriate behavior?** |  |  |
| **Do we need to develop a new plan?** |  |  |