Classwide Screening using CBM and percentage of disruptive behavior
Assessing student performance with peers in the classroom setting
Review interview data and put information in the relevant column:

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis statement:

Are there certain times or situation that you would like to observe behavior that the teacher can set up?
1.
2.
3.
Environmental Context Observation Data Recording Sheet
from 40 minute class observation

Was academics appropriately taught?

Was task learned?

Class work or task:
_____% of the class had 80% or greater accuracy
_____% correct for target child

Basic teaching steps conducted?

☐ a. Clear Objectives
☐ b. Told how to do task with steps
☐ c. Teacher modeled
☐ d. Checked for understanding
☐ e. Short practice for all students
☐ f. Gave independent practice
☐ h. Evidence of feedback for work

Was positive behavioral expectations taught?

Was most time spent on academic rather than class management?

Transitions: Less than 2 minutes? ____

Were teacher responses to inappropriate behavior consistent and accurate?

![Bar chart showing distribution of responses]

- MATCHED PLAN
- DEVIATED
- NO RESPONSE
- PRAISE
For behavior problem only:  
(i.e., collected data indicates students academic performance is not a problem )  
Hypothesis and treatment planning worksheet based on all assessment data  
List strategies that make the problem behaviors irrelevant, ineffective, & inefficient.
Assessing the function of behavior problems:
Graph of the percentages of disruptive behavior, off task (escape), percentage of times disruptive behavior successfully contacted Peer attention or Teacher attention

![Bar chart showing the percentages of disruptive behavior, off task, and teacher attention during seatwork, group work, and transition.]
Brief treatment testing trials

After Baseline:
Number correct? _______
# errors? _______
Frustrational, Instructional or Mastery? _______

If high error, frustrational, target accuracy and errors:* test, Reward
Repeated reading, feedback, test
Model, test
Guided practice (3 sec), test
Model, guided practice, test
Model, guided practice, test, reward
Tell steps, model, guided practice, test
Slice back skill/level, test

If low errors, low instructional target fluency:* Reward
Paced guided practice, test
Shorter timings
Flash cards practice, test
Test 2 times to get reward

*Grade and give feedback

<table>
<thead>
<tr>
<th>Grade Instructional LEVEL CHARTS</th>
<th>Grade</th>
<th>Instructional</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING (words correct per minute)</td>
<td>1-2</td>
<td>40-60</td>
</tr>
<tr>
<td></td>
<td>&gt;2nd</td>
<td>70-100</td>
</tr>
<tr>
<td>MATH (digits correct / minutes)</td>
<td>1-3</td>
<td>10-20</td>
</tr>
<tr>
<td></td>
<td>&gt;4</td>
<td>&gt;20</td>
</tr>
<tr>
<td>WRITING (words correct / 3 min.)</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>53</td>
</tr>
</tbody>
</table>
Example 1 of Graph displaying Intervention results

Treatment Script
1. Place strips are in envelope that is posted in front of room
2. Tape child chart on desk with written goal
3. Give Strips when comply with rules at the end of each class
4. Child counts and write strips earned at end of day
5. Child chooses reward from jar if met goal and puts reward slip in envelope

Weekly observations of on-task behavior conducted using 10 second intervals for about 15-20 minutes
Example of a Treatment integrity graph calculated as % of steps completed:

1. Strips are in envelope that is posted
   (observe in weekly observation)
2. Child is given chart with written goal
   (collected chart from desk and goal is written)
3. Strips are given for rule compliance
   (number written on chart and observe in 15-20 minute weekly observation)
4. Chart is complete with goal and strips earned per day marked
   (collected completed chart)
5. Reward was earned as planned (if met goal)
   (marked on chart and ask student and teacher)
Teaching Multiplication Facts (approximately 5 minutes each day).
Materials: Student made flashcards, probe from internet and answer sheet, timer, graph, and tokens.

Peer presents each flashcard to the student
Peer praise correct responses that occur within 3 seconds of the prompt
If no response occurs within 3 seconds or the student gives an incorrect response, give the student the answer (e.g., “3 x 3 is 9”).
Re-deliver the card.
Present each card twice.
Student takes out worksheet.
Teacher sets a timer for two minutes.
Student grades using the answer key.
Student graphs progress. If point is at or above the line, then students earn a token. After three tokens, students choose a reward.