H2 — Using Family Data to Inform Home-School Communication & Collaboration within PBIS

Presenters:
Adam Feinberg, University of Connecticut
Sarah Fefer, University of Massachusetts Amherst
Chris Vatland, University of South Florida

Facilitator:
Andy Garbacz, University of Wisconsin Madison

- Topic: Family
- Keywords: Assessment, Behavior, Alignment
## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>◇ Use a <strong>shared action plan</strong> for your team</td>
<td>◇ Post positive <strong>on-topic comments</strong></td>
<td>◇ <strong>Add questions</strong> before and/or during session</td>
</tr>
<tr>
<td></td>
<td>◇ Complete session evaluations</td>
<td>◇ <strong>Questions for the presenters go in the POLLS tab</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>◇ Limit <strong>distractions</strong></td>
<td>◇ <strong>Use inclusive language</strong></td>
<td>◇ <strong>Use sincere phrasing</strong></td>
</tr>
<tr>
<td></td>
<td>◇ <strong>Follow up</strong> on your assigned action items</td>
<td></td>
<td>◇ Complete additional polls <strong>when prompted</strong></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>◇ Take <strong>movement breaks</strong></td>
<td>◇ <strong>Engage in productive dialogue</strong></td>
<td>◇ <strong>Ask solution-oriented questions</strong></td>
</tr>
<tr>
<td></td>
<td>◇ Be aware of your <strong>stress level</strong></td>
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</tr>
<tr>
<td><strong>For Presenters</strong></td>
<td>◇ <strong>Ensure Files Tab</strong> has current materials and related weblinks</td>
<td>◇ <strong>Monitor and remove inappropriate comments</strong></td>
<td>◇ <strong>Identify common Qs to address in final 15 minutes</strong></td>
</tr>
</tbody>
</table>

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Virtual PBIS Leadership Forum

October 21-23, 2020
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the Q&A under Polls.

Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.

Complete those when prompted

Virtual PBIS Leadership Forum
Tips for Participants

Be careful of accidently navigating away

While participating in a live Session…Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Strand Overview

H: Family & Student Voice

H1: Equitable Family-School Collaboration in PBIS
Jennifer Rose, Loyola University Chicago (IL); Therese Sandomierski, University of South Florida

H2: Using Family Data to Inform Home-School Communication and Collaboration within PBIS
Adam Feinberg, University of Connecticut; Sarah Fefer, University of Massachusetts-Amherst; Chris Vatland, University of South Florida

H3: Using PBIS During the COVID-19 Outbreak to Facilitate Improved Home-School Support for Integrated Mental Health and Academics
Mark Weist, University of South Carolina; S. Andrew Garbacz, University of Wisconsin-Madison; Jen Hoskins, University of Oregon
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
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Learning Objectives

- Describe approaches to collaborate and communicate with families
- Understand how to use family-school data to inform actions
- Explain proactive and positive approaches to communication with families to promote collaboration
Home-School Communication & Collaboration

• Communication and collaboration across home and school are among the most effective ways to support student social, emotional and behavior competencies

• Data directly from families and centering on family voice is essential to maximize the impact of communication & collaboration strategies

(Garbacz et al., 2017; Garbacz et al., in press; Sheridan et al., 2019; Smith et al., 2020)
Presentation Overview

• Building Family-School Connections
  Adam Feinberg

• Positive Parent Contact: A Tier 2 Strategy for Promoting Family-School Partnership
  Sarah Fefer

• Tier 3 Family Engagement and Support for Behavior
  Chris Vatland
Massachusetts PBIS Academy
building family school connections

Adam Feinberg

University of Connecticut
Section Overview

Overview of PBIS Academy

School family integration

Family School Survey results
State-wide PBIS Academy

Respond to a Massachusetts Department of Elementary & Secondary Education (DESE) request for a state-wide training model.

Build a model for training and coaching PBIS Tier 1 and 2 supports school and district-wide.

Focus on schools that are identified by the state as underperforming.
TIER 1 MEETINGS: TEAMS & COACHES

Year 01

Virtual Support
- Monthly Team Trainings
- Monthly Coaches Meetings
- 2 days Technical Assistance per school
- SWIS Data System & Training
- District Coordinator Support

Year 02

In-Person/Hybrid Support
- Team Trainings
- Coaches Meetings
- School-based Technical Assistance
- SWIS Data System & Training
- District Coordinator Support

Year 03

Attendees
Team Training (Minimum):
- Administrator
- Grade-Level Representatives
- Support Staff

Coaches Training:
- 2-3 Coaches

Technical Assistance:
- Administrator
- Coach
- Data Entry Staff
PBIS Academy: Scope and Sequence

Year 1: Readiness & Building
- Overview of PBIS
- SWPBIS foundational content
- Positive classroom practices and supports
- Function of behavior
- De-escalation

Year 2: Initial Implementation
- Deeper Dive: Equity
- Deeper Dive Integration & alignment
- Deeper Dive: Classroom supports
- Alignment with advanced tiers

Year 3: Share & Compare
- Guest Speaker: Cultural responsiveness & school climate
- Guest Speaker: Family engagement
- Sustainability
MA PBIS Academy: Participating Schools

Cohort 1
30 Schools
12 Districts

Cohort 2
28 Schools
17 Districts

Cohort 3
21 Schools
9 Districts

Cohort 4
20 Schools
13 Districts

Cohort 5
23 Schools
16 Districts

Cohort 6
30 Schools
15 Schools

Cohort 7
19 Schools
12 Districts

53 Total Districts
170 Total Schools

*Tier 1 Academy only*
MA PBIS Academy: Data, measures, and assessing impact

District Leadership Capacity
- *DSFI
- Completed 1x per year

Tiered Fidelity Inventory (TFI)
- Trainer & Team assessment of PBIS Implementation
- Completed 1x per year

Team Implementation Checklist (TIC)
- Team assessment of PBIS Implementation
- Completed 2-3x per year

School Outcome Data
- Office discipline referrals (ODRs) – some schools
- In school suspension
- Out of school suspension

Social Validity Data
- Training evaluation data

Family Engagement
- Family-School Practices Survey
PBIS Academy Family-School Partnership Self-Assessment Results
Family-School Practices Survey – School Teams

Updated family engagement content in 2019 – 2020 school year

Braided content throughout each year of support

Incorporated the Family-School Practices survey in Spring of each year

Survey results -> Action planning

82 schools completed the survey

Have collected 1 and ½ years of data

Examined data by averages across survey domains
Examination of repeated school team use

- Four school teams completed the survey twice
  - Initial date: June 2019
  - Second date: March 2020
- Teams were in different locations of the state
- Schools were in different years of Academy support (years 1, 2 and 3)
Examination of change over time

Communication
- In place: +4%
- Partially in place: +11%
- Not in place: -14%

Information about School – Family Activities
- In place: +3%
- Partially in place: +25%
- Not in place: -28%

PBIS Practices at Home and School
- In place: 0%
- Partially in place: +10%
- Not in place: -10%

Decision-making / shared ownership
- In place: 0%
- Partially in place: 0%
- Not in place: 0%

Resources
- In place: +3%
- Partially in place: +50%
- Not in place: -53%
Final thoughts

Plan for how to support districts and schools for both school and district team discussions around including families.

Support school and district teams on scheduling and reviewing information collected on family engagement to support school and district action planning.

Include a family engagement checklist / survey in your district or schools evaluation plan.

Identify collective areas that may need additional training and coaching support (e.g., data based decision making).
Thank you to Meme Hieneman, Caitlin Virga, Ashley Thoma, Marina Donnelly, Caitlin Bourgaize, Dan Davidson, Kim Breen, and Leanne Hawken for their contributions to this project!
Statement of the Problem

• Efforts to engage parents do not often consider the reinforcement needed to encourage and sustain family participation (Kim et al., 2013; Garbacz et al., 2016)
  • Most often focused on the school-level, whereas parents report wanting to know more about their child’s classroom *(high demand, little emphasis on reciprocal benefit)*

• Many parents have experienced unproductive or negative interactions with schools, which can make future engagement aversive (Wynne, et al., 2013)

• We need strategies to proactively build trust with families in order to partner with caregivers in evidence-based interventions to support positive student outcomes
Positive Parent Contact (PPC)

• A relationship focused family engagement strategy
  • “Catch them being good” in the classroom & communicate this to parents

• This is a “Light touch” “Nudge” or ”Stealth Intervention”

• Teachers add 2+ weekly positive contacts to parent of target child using “positive shout out” sample scripts

• No other modifications made to classroom practices, and parents were not asked to do anything differently

PRAISE + TEACHER-PARENT COMMUNICATION
Child

Praise/Positive Attention
Improved perceptions of relationship

Teacher

Communication; Trust/Alliance

Parent

Praise/Positive Attention
Improved perception of teacher/school

Parent

Praise/Positive Attention
Improved perceptions of relationship

Child

Communication; Trust/Alliance
Selecting Students

- Elementary school students – earlier is better from prevention lens. We would like to pilot this with older students too.

- **No Challenging Behavior**
  - PPC may be enough to change trajectory of symptoms for children with low level symptoms (prevent further escalation of symptoms). Praise and family engagement in education are both shown to decrease disruptive behavior.

- **Some Challenging Behavior/Mental Health Symptoms**
  - Already diagnosed/accessing treatment

- **Already diagnosed/accessing treatment**
  - PPC may not be *enough* to change trajectory for students with more severe symptoms, but increased partnership/trust can enhance family participation in more intensive evidence-based interventions.
Hello ______,

STUDENT was a CAREing student today! (He/she/they) showed (CARE expectation), one of the expectations at our school, in (setting). STUDENT (positive statement of behavior), which (impact on community). Behaviors like this are what make our community great! I just wanted you to know the great things STUDENT is doing at school!

__________________ (teacher name)
Additional “Positive Shout Out” Sample Scripts


**Being Responsible Shout Out:**

Hello __________,

I hope all is well! I am writing to tell you how impressed I have been with STUDENT in the classroom __________ (today/this week). STUDENT has been a stellar example of being responsible with organizing his/her desk and having his materials out and ready before the start of each lesson! This behavior has had a highly positive impact on his/her classmates. STUDENT has really demonstrated his/her ability to be an outstanding, responsible role-model! I appreciate all of your efforts at home and continued encouragement of STUDENT in his/her school work.

All the best,
_________________(Teacher name)

**Keeping Safe Shout Out:**

Hello __________,

I hope you have had a wonderful week! I wanted to let you know that STUDENT has done an exceptional job showing his/her classmates how to keep safe on the playground during recess _______(today/this week)! He/she has been consistently following outdoor rules and kindly reminding other students to do the same. This behavior has had a positive impact on our entire school environment! This is something STUDENT has been working really hard on and I wanted to share his/her leadership!

All the best,
_________________(Teacher name)
<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent, standardized implementation across students</td>
<td>Easily accessible (e.g., within a few days of referral)</td>
</tr>
<tr>
<td>Consistent with and extra doses of school-wide expectations and</td>
<td>Continuous availability</td>
</tr>
<tr>
<td>interventions</td>
<td>Implementated by all school staff</td>
</tr>
<tr>
<td>Targeted and explicit skill instruction</td>
<td>Acknowledgements of appropriate behavior</td>
</tr>
<tr>
<td>Frequent feedback for targeted behaviors</td>
<td>Plans for generalization and maintenance</td>
</tr>
</tbody>
</table>

Aligned with Common Tier 2 Systems Features
Positive Parent Contact Pilot Study

**Research Questions:** (1) Is there a functional relationship between PPC and level of on-task classroom behavior?, (2) Did this intervention approach contribute to reciprocal communication between parents and teachers? (3) Is the positive parent contact approach acceptable to parents and teachers?
Results

- Visual analyses and descriptive statistics show a moderate increase in on-task behavior

- Non-Overlap of All Pairs effects and Overall Hedges’ $g$ suggests a positive effect of the PPC intervention on classroom behavior

- Intervention fidelity 70% (Mary); 92% (Kristin), and 100% (other 3 participants).
Results: Parent-Teacher Communication

- Four of five teachers reported having zero individual communication with parent of target students during baseline.

- Teachers reported that parents responded to an average of 63% of PPC emails (33% - 88% of contacts; 3 – 15 times).

- 4 of 5 parents initiated additional contacts with teachers outside of emails during intervention.
Teacher
“The intervention was easy to implement and required very little time.”
“I was more deliberate and playful about communicating, which is good.”

Parent
“It was nice to receive positive feedback about my son and to hear what was going well.”
“We communicated more... It provided us with another channel for collaboration, which in our family’s case was really good timing.”
Conclusions

• Increasing positive communication from teachers to parents may have a positive effect on classroom behavior and on reciprocal communication between teachers and parents.

• When we plan for the preferences and needs of parents and teachers during intervention, and consider the concepts of reinforcement and demand for parents, we may achieve strong acceptability data and increase in buy-in/likelihood of implementation of other more comprehensive interventions.

• School to home communication may be an important “active ingredient” as it’s included across many other behavioral interventions as well (e.g., CICO, Daily Report Cards).
Contact Me!

• Sarah Fefer, Ph.D., BCBA sfefer@umass.edu
TIER 3 FAMILY ENGAGEMENT AND SUPPORT FOR BEHAVIOR INTERVENTION

Christopher Vatland, PhD.
University of South Florida
Tier 3 Intervention and Families

• Using examples from PTR for Families
    • Assessment and Intervention
  – Team-driven decision-making
  – Steps are scripted as much as possible
  – Each step ends with self-evaluation (checklist)
  – Selection of interventions is menu-driven
  – Entire process is manualized

• However, the concepts described here can be applied without the “package.”
Where do families fit in?

- The answer is...they are part of every step.
- Tier 1 and 2 establish rapport with all families
- Tier 3 is not the first point of contact.
And where and how do the data fit in?
- Teaming
- Assessment
- Intervention
- Evaluation
Family teaming

– Hopefully establish rapport before Tier 3
– Family Goal Setting
  • Sensitive to and centered around family culture, values, and norms
  • Share procedures
– Practical data collection
– Find common language and bridge as possible with school/program support plan
Family-Centered Planning and Family Goals

What makes a day good?

What makes a day challenging?

What worry wakes you up at night?

What community activities do you feel you are missing where you would like to participate?

If you had an assistant for a day, what would you be doing?

What would your assistant be doing?

What’s working well for you now?

What has been an accomplishment for you and your child that makes you happy?
**PTR-F Goal Sheet**

Instructions:
1. Identify and write out the child’s challenging behaviors to decrease and the contexts or routines where these behaviors need to improve.
2. Select ONE challenging behavior to target within family contexts or routines.
3. Operationally define this target behavior—observable (seen or heard) and measurable (counted or timed).
4. Identify and write out the child’s desirable behaviors to increase.
5. Select target desirable behavior (to be completed following PTR-F assessment).
6. Operationally define the desirable behavior (to be completed following PTR-F assessment).

| Child: ____________________ | Date: ____________________ |

<table>
<thead>
<tr>
<th><strong>Goals: Challenging behaviors</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviors</strong></td>
<td><strong>Context/routines</strong></td>
</tr>
<tr>
<td>Challenging behaviors to decrease</td>
<td></td>
</tr>
<tr>
<td>Target behavior</td>
<td></td>
</tr>
<tr>
<td>Operational definition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goals: Desirable behaviors</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Desirable behaviors to increase</td>
<td></td>
</tr>
<tr>
<td>Target behavior</td>
<td>(to be completed following PTR-F assessment)</td>
</tr>
<tr>
<td>Operational definition</td>
<td>(to be completed following PTR-F assessment)</td>
</tr>
</tbody>
</table>
Using Data to Assess Home/Community Behavior

• What is feasible for families?
  – Counts? Daily behavior rating?

• What methods work for sharing data?
  – Text? Email? Apps?

Remember that as facilitators, our role is in helping families to understand the function of a behavior
One example of practical data collection:

PTR-F Behavior Rating Scale

| Desirable behavior | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Challenging behavior | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

Desirable behavior: 

5 = 
4 = 
3 = 
2 = 
1 = 

Challenging behavior: 

5 = 
4 = 
3 = 
2 = 
1 = 

Prevent-Teach-Reinforce for Families: A Model of Individualized Positive Behavior Support for Home and Community-by Ginni Dunlap, Phillip S. Reese, Janine K. Lee, Jerlyn D. Smolk, Christopher Oakland, and Luis Frez. Copyright © 2013 Paul H. Brookes Publishing Co., Inc. All rights reserved.
And filled out:

**Tobias’ BRS**

**FORM 2**

**PTR-F Behavior Rating Scale**

<table>
<thead>
<tr>
<th>Child:</th>
<th>Tobias F</th>
<th>Rater:</th>
<th>GF</th>
<th>Routine:</th>
<th>Bath</th>
<th>Month:</th>
<th>Date/Time:</th>
</tr>
</thead>
</table>

**Desirable behavior**

- **Follows Directions**
  - Q5: 5
  - Q4: 4
  - Q3: 3
  - Q2: 2
  - Q1: 1

**Challenging behavior**

- **Tantrum Behavior**
  - Q5: 5
  - Q4: 4
  - Q3: 3
  - Q2: 2
  - Q1: 1

**Desirable behavior:**

- 5 = Responds without delay
- 4 = Less than five minutes before responds
- 3 = 15 minutes before responds
- 2 = Half hour before responds positively
- 1 = Does not respond to direction

**Challenging behavior:**

- 5 = Prolonged Hitting, Kicking, throwing items
- 4 = Short burst of hitting, kicking, throwing
- 3 = Screaming with no hitting or kicking
- 2 = Short burst of yell, call names
- 1 = No use of foul language or aggression
For those engaged in an FBA process with families – ensure that you are asking the right questions...

**PTR-F Assessment Checklist: Prevent**

**Challenging behavior:** ____________  **Person responding:** ____________  **Child:** ____________

<table>
<thead>
<tr>
<th>1. Are there <strong>times of the day</strong> when challenging behavior is <strong>most likely</strong> to occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Waking up</td>
</tr>
<tr>
<td>● Morning</td>
</tr>
</tbody>
</table>

**Other:** ____________

<table>
<thead>
<tr>
<th>2. Are there <strong>specific activities</strong> when challenging behavior is <strong>very likely</strong> to occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Leaving home</td>
</tr>
<tr>
<td>● Arriving home</td>
</tr>
<tr>
<td>● Family celebrations</td>
</tr>
<tr>
<td>● Church/religious activities</td>
</tr>
<tr>
<td>● Looking at books</td>
</tr>
<tr>
<td>● Watching television/device</td>
</tr>
<tr>
<td>● Special event (specify): _________</td>
</tr>
</tbody>
</table>

**Other:** ____________

<table>
<thead>
<tr>
<th>3. Are there <strong>other children or adults</strong> whose proximity is associated with a high likelihood of challenging behavior? If so, who are they?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Siblings</td>
</tr>
<tr>
<td>● Family member(s)</td>
</tr>
<tr>
<td>● Care provider(s)</td>
</tr>
<tr>
<td>● Other adults</td>
</tr>
</tbody>
</table>

**Other:** ____________
1. Sharing both directions – school and family
2. What is going right? What makes sense and what doesn’t make sense?
3. Where do families need additional support or help?
**Simple fidelity checklist:**

<table>
<thead>
<tr>
<th>Prevent strategy</th>
<th>Were the steps implemented as intended?</th>
<th>Did the child respond as intended?</th>
<th>Was the strategy implemented as frequently as intended?</th>
</tr>
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<tbody>
<tr>
<td>Steps:</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>1.</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>4.</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>5.</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
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<table>
<thead>
<tr>
<th>Teach strategy</th>
<th>Were the steps implemented as intended?</th>
<th>Did the child respond as intended?</th>
<th>Was the strategy implemented as frequently as intended?</th>
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<td>4.</td>
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<tr>
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<th>Were the steps implemented as intended?</th>
<th>Did the child respond as intended?</th>
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## Quick Monitoring Using the Data

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<th>5</th>
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Lastly, we need data to ensure that WE are providing what we need to provide...
Thank you!

Questions?

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