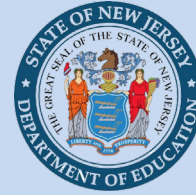




RUTGERS HEALTH

**The Boggs Center
on Disability and Human Development**

Robert Wood Johnson Medical School



New Jersey
Department of Education
Office of Special Education

New Jersey Positive Behavior Support in Schools

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Implementing a Consistent Universal Tier Form For Staff to Document Response to Area Level Strategies

www.pbsisnj.org

Staff Managed Behavior Form (SMB)

- A consistent school-wide form that staff use to document **intentional use** of strategies to address to high-frequency low-intensity behaviors that do not meet the criteria for an office referral
- Structures differentiating universal tier strategies to address emerging needs
- And results in having data and information across staff in a consistent format that can be used within the tier 2 and tier 3 decision making process

Sample Staff Managed Behavior (SMB) Form

- Does your school have a school-wide form in place for staff to document area level behavior concerns?
- Is it linked to the school-wide expectations?
- Does it emphasize using prevention or instructional oriented strategies?
- Does it provide a way to document response to intervention?
- Does it specify a next level of assistance?

School-Wide Expectation of Concern: Respectful Interactions		Looks like/sounds like: <i>Interrupts, disregards teacher instructions, uses demeaning words with peers and teacher, talks over the teacher and peers</i>	
Strategies Implemented (check all that apply)			
Made Expectations More Predictable <input checked="" type="checkbox"/> Provided a private pre-correction. <input checked="" type="checkbox"/> Used a whole group reminder(s) of the expectation. <input type="checkbox"/> Praised students modeling the expectation. <input type="checkbox"/> Used advanced organizer / transition cues (e.g., 'In one minute we will move to centers'). <input type="checkbox"/> Incorporated signals to help the student remember what to do.		Embedded Coaching <input checked="" type="checkbox"/> Spoke to the student privately using a behavior-specific redirection. <input type="checkbox"/> Asked student to generate a solution. <input type="checkbox"/> Used choices in place of directives. <input type="checkbox"/> Provided opportunities for short breaks. <input type="checkbox"/> Prompted use of self-regulation strategies.	
Increased Positive Feedback or Contact <input checked="" type="checkbox"/> Use behavior specific praise for initiating the expectation. <input checked="" type="checkbox"/> Gave a school-wide ticket or point. <input type="checkbox"/> Set a goal and used a class-based incentive. <input type="checkbox"/> Increased frequency of contact <input checked="" type="checkbox"/> Increased positive proximity prompts. <input checked="" type="checkbox"/> Used positive greetings at the door. <input type="checkbox"/> Increased opportunities to respond.		Provided Work Adjustments or Assistance <input type="checkbox"/> Adjusted the method for completing a task. <input type="checkbox"/> Adjusted difficulty, quantity, or type of work to reflect learning level. <input type="checkbox"/> Helped the student get started. <input type="checkbox"/> Provided a private review of instructions.	
		Contacted Parent /Caretaker <input type="checkbox"/> Contacted parent to discuss concerns. <input type="checkbox"/> Made positive phone call / email/ postcard to parent to praise positive behavior	
	Date	Progress	Decision
Week 1		After using strategies, the behavior is no longer a concern	Continue strategies as needed
	X	The behavior has improved, but remains a concern	Continue strategies. If no improvement by week 3 submit a Student Assistance Request
		The student behavior is increasing in frequency or intensity	Submit a Student Assistance Request
Week 2		After using strategies, the behavior is no longer a concern	Continue strategies as needed
	X	The behavior has improved, but remains a concern	Continue strategies. If no improvement by week 3 submit a Student Assistance Request
		The student behavior is increasing in frequency or intensity	Submit a Student Assistance Request
Week 3	X	After using strategies, the behavior is no longer a concern	Continue strategies as needed
		The behavior has improved, but remains a concern	Continue strategies. If no improvement by week 3 submit a Student Assistance Request
		The student behavior is increasing in frequency or intensity	Submit a Student Assistance Request
Week 4	X	After using strategies, the behavior is no longer a concern	Continue strategies as needed
		The behavior has improved, but remains a concern	Continue strategies. If no improvement by week 3 submit a Student Assistance Request
		The student behavior is increasing in frequency or intensity	Submit a Student Assistance Request

Using Staff Managed Behavior (SMB) Process

- Establish guidance for when a teacher or other staff member should use the SMB process
 - Ex: Two weeks of not responding to area level redirections, teachable moments, or other standard area-level response to contextually inappropriate behavior that does not meet the criteria for being office referred
- Establish procedures for documenting response to intervention and a timeframe for implementing the SMB process for a student
- Specify a next level of assistance for the teacher

Staff Managed Behavior Process

IS...

A consistent school-wide method to:

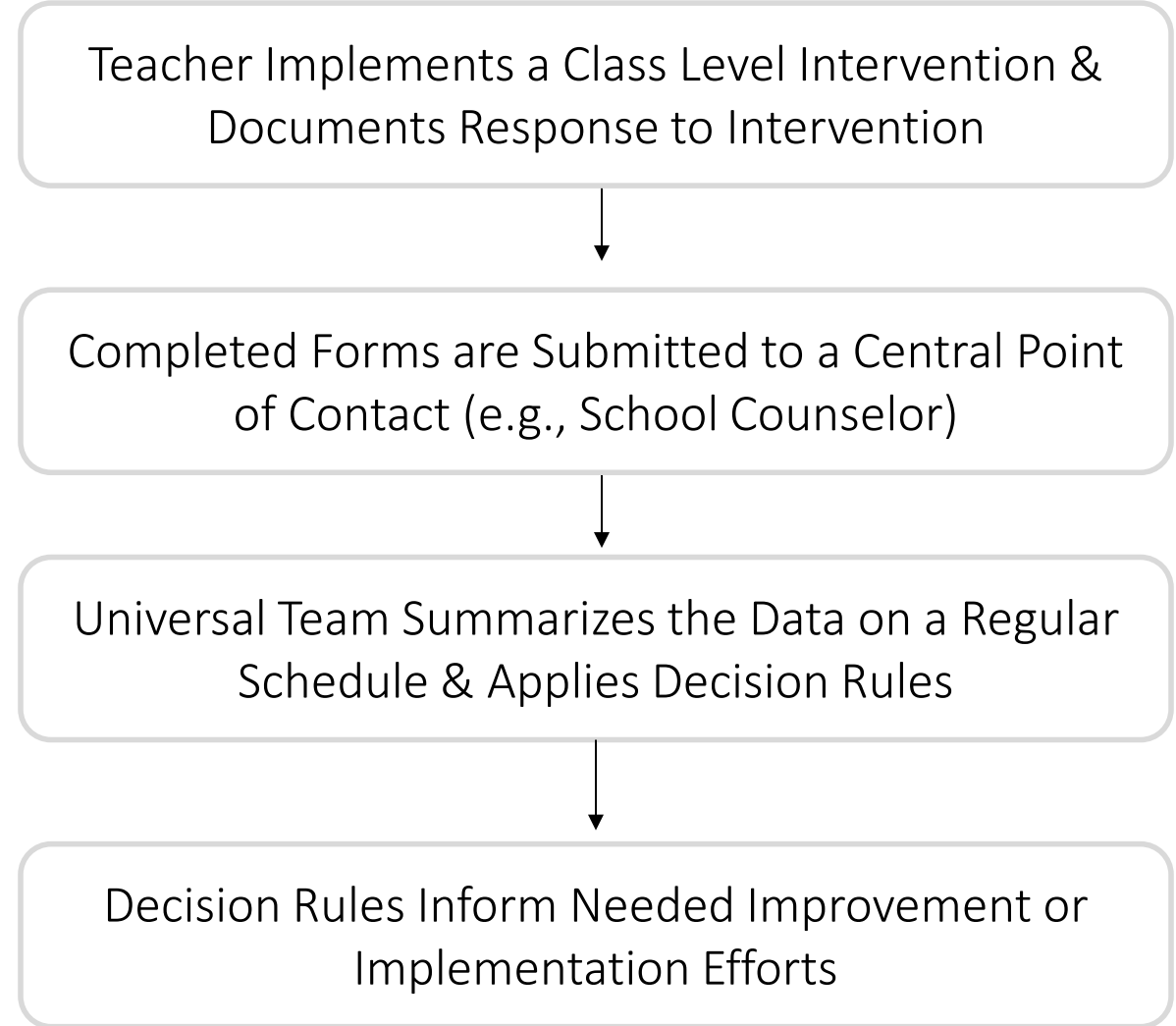
- ✓ Document area level concerns
- ✓ Strategies tried
- ✓ Response to area-level intervention
- ✓ Generate data useful in Universal, Tier 2 and Tier 3 decision making

IS NOT...

- ~~○ Intended for every single behavior that a staff member responds to in their area~~
- ~~○ A '3 strikes your out' tool to make area level behaviors office managed~~
- ~~○ An alternative path to office managed responses or CST referrals~~

Using SMB Forms in Decision Making

- A consistent school-wide form allows you to analyze data for patterns
- This information can inform implementation efforts at the universal prevention tier



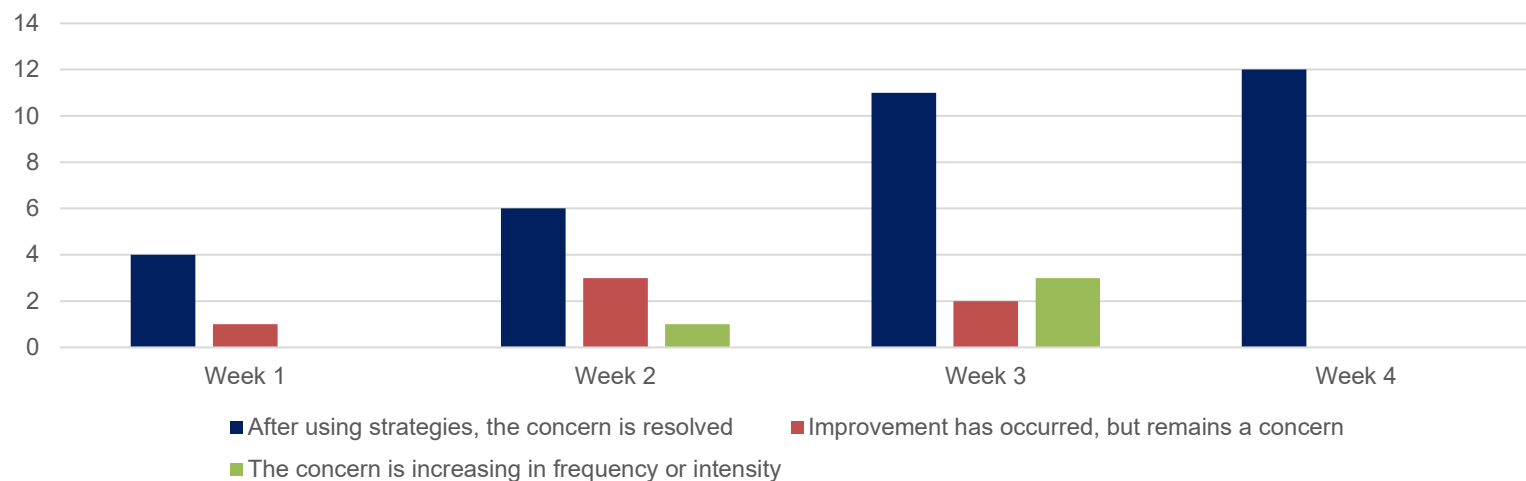
Using Staff Documented Data

Most Often School-Wide Expectations Addressed



These data suggest a kindness booster may be helpful.

Trajectory of Progress Across 4 Weeks of Intervention



These data helped the team reinforce teachers' efforts with using area level strategies by showing how successful their efforts have been.

Using Staff Documented Data

The universal team at this school used the data on most often strategies used to support staff to learn more about other options they could use in their class or area.

