



2	School policies and programs emphasize prevention and the early identification of students with or at risk of developing E/BPs.		
2.1	<p>A systematic schoolwide screening program is used annually to identify students with or at risk of developing E/BPs.</p> <p>Does your school have a screening tool, such as the Systematic Screening for Behavior Disorders or the Behavior and Emotional Screening Scale? Is it used in the first 2 months of school to identify students in need of Tier 2 intervention? Are office discipline referrals (ODRs) used to identify students who need extra support?</p>	<p>Notes</p> <p>Only screening for reading/math are done right now.</p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
2.2	<p>A teacher assistance or prereferral intervention team is in place and is available in a timely manner to address problem behavior of students.</p> <p>Does the team meet twice monthly to review student progress and nominate students for additional supports? Does the team have efficient and effective interventions for use with students?</p>	<p>Notes</p>	<p>1 2 3 4 5</p>
2.3	<p>Teams develop a method for ensuring that interventions are implemented with fidelity for all students identified as having E/BPs.</p> <p>Do the reviews lead to implementation of interventions? Do staff monitor and evaluate the interventions? Do team members visit classrooms to note implementation?</p>	<p>Notes</p>	<p>1 2 3 4 5</p>
2.4	<p>An interpersonal problem-solving approach is taught and used by the entire staff with all students in the building.</p> <p>Do all school staff know how to discuss interpersonal problems with students? Do they use a multistep approach that identifies the problem, reviews the social expectations of the school, discusses positive solutions, and has students commit to using positive social skills/expectations? Do the faculty and staff review the effectiveness of the approach monthly by reviewing data, concerns, and issues related to the problem-solving approach?</p>	<p>Notes</p> <p>What would this look like with older kids?</p>	<p>1 2 3 4 5</p>
2.5	<p>The school counseling program is integrated with PBIS and is available to all students.</p> <p>Does your school have a school counselor? Is the counselor a member of your PBIS leadership team? Does the counselor help students learn and use the school's social expectations? Can students visit the school counselor for social-interpersonal problem-solving sessions?</p>	<p>Notes</p>	<p>1 2 3 4 5</p>
2.6	<p>Families of students with E/BPs are engaged in school programs.</p> <p>Does your school have a family involvement program or goal? Do families assist students or teachers in classrooms? Is there an active family leadership group? Do families that are involved with the school contact those that may be hesitant to come to school? Do parents identify professional development activities to help them with their children's education?</p>	<p>Notes</p>	<p>1 2 3 4 5</p>

Comments or questions for the team:

We have a great psychologist and school counselor, and our special education staff help a great deal, but we don't use that team as effectively as we could. I am pretty pleased with the level of family involvement at my grade level. Is this the same for everyone?

Total your score for this practice: 16

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