

The Role of MYD in Developing BIPs

Is the school-wide system, Make Your Day, being implemented consistently and fairly in all the school environments?

Within Make Your Day, is the individual system in place and working?

If not, the questions to ask are:

Is it truly an interfering behavior?

Is the plan too vague?

Does the intervention match the intensity, frequency and duration of the behavior?

Are we inconsistently or incorrectly implementing the agreed upon plan?

Are we monitoring and adjusting as needed?

Is there adequate system-wide support?

We've completed an FBA and we've developed a BIP, what now?

Gather data for consistency of implementation.

Gather data to determine if there are changes in behavior.

Student Evaluation of Implementation of MYD

(Adapted from Explorer MYD Handbook, 6/03)

Under each of the following sentences, please circle the word that best describes your opinion.

My teacher states expectations clearly at the start of each activity.

Always Usually Sometimes Never

My teacher restates expectations when I don't understand them.

Always Usually Sometimes Never

When I choose Steps during this class, my teacher is clear about how I caused an interference with another person's learning, safety, or well-being.

Always Usually Sometimes Never

When the teacher makes a mistake about Steps, I am allowed to have Recourse.

Always Usually Sometimes Never

Each time other students choose Steps, the teacher allows them to go.

Always Usually Sometimes Never

When a classmate shares a concern with me, the teacher expects them to do Concerns correctly.

Always Usually Sometimes Never

My classmates share a Concern with me because they want to help me.

Always Usually Sometimes Never

Research-Based Features of Individualized Positive Behavior Support

(Lewis, T. J., & Sugai, G. (1999))

- Expected student behavior and routines in classroom are stated positively and defined clearly.
- Problem behaviors are defined clearly.
- Expected student behavior and routines in classrooms are taught directly.
- Expected student behaviors are acknowledged regularly (positively reinforced >4 positives to 1 negative).
- Problem behaviors receive consistent consequences.
- Procedures for expected and problem behaviors are consistent with schoolwide procedures
- Options exist to allow classroom instruction to continue when problem behavior occurs.
- Instruction and curriculum materials are matched to student ability.
- Students experience high rates of academic success ($\geq 75\%$ correct).
- Teachers have regular opportunities for access to assistance and recommendations (observation, instruction and coaching).
- Transitions between instructional and non-instructional activities are efficient and orderly.