Key Components and Sample Indicators to an Effective Program for Students with Serious Emotional and Behavioral Disorders
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Component 1: District-Adopted and Written EBD Entrance and Exit Criteria Based on Function-Based Interventions

- One approach to insure a responsible entrance requirement is to have a team that reviews and, if needed, prior to any change of placement, completes and implements a new FBA/BIP for any referred student who does not have an adequate plan.

Component 2: Administrative Support for the Program and Its Staff

- When a program is moved to a school where the principal has limited experience with EBD programs, a principal who has been deemed highly effective at providing support for EBD programs mentors him/her.

Component 3: Effectively Written, Function-Based IEP Goals for All Students

Goals are related to:

- academic engagement,
- developing relationships with peers and adults,
- meeting school and classroom behavior expectations

Component 4: A Positive, Supportive Staff that Models Effective Communication Skills

- High rates of positive statements
- Effective use of behavior specific feedback
- Staff verbalize appropriately high expectations
- Calm, educational responses to students' behavior errors

Component 5: Consistent Use of Effective Classroom Management Methods

- Behavior standards and their rationale are understood by students
- Classroom procedures are effectively taught and reinforced
- Staff demonstrates excellent classroom movement and awareness
- Staff effectively prepare students for transitions
- Students know the procedure staff will use to respond to students' behavior that disrupts the learning environment
- Students have been taught methods for responding to situations where they become upset or frustrated

Component 6: A Procedure Exists for Assisting Students in Reviewing Progress Towards Their Behavior and Academic Goals

- An individualized template exists for each student's goals and assessment
- Students know the behaviors and skills they must use to be academically and socially successful and can describe their progress towards these goals

Component 7: A Social-Emotional Learning Approach is Integrated into All Aspects of the Program

- An effective SEL approach has been developed that includes: development of students' social-emotional understanding; development of students' regulation of emotions; and behavior development of social skills
- Staff implement a daily evidence-based SEL curriculum
- Staff implement a solution development approach to students' behavior errors

Component 8: Staff Uses Instruction Students Find Meaningful and Students Experience Academic Success

- Students are actively engaged in academic work they find meaningful and that relates to their own lives
- Instructional methods and content are culturally sensitive
- Students experience opportunities for choice related to their academic work
- If possible, some academic work involves students in dealing with real world problems

Component 9: Each Student Has a Written Behavior Plan Based on an FBA/BIP Approach

- Within a program for students with EBD there exists a three tier approach
- At tier two and three, individualized plans are developed and reviewed on a regular basis

Component 10: Students Are Supported in Understanding the Dynamics of Their Behavior

- Staff support students in learning about their cognitive distortion, inaccurate perceptions, and self-talk (e.g., Whispering Shadows")
- Staff assist students in understanding the impact their behavior has on themselves and others

Component 11: Whenever Possible Family is an Active Part of the Student's Program

- Formalized structure exists for interactive family communication with program staff
- Processes exist for soliciting family involvement in providing their perspectives about the program and their child's experiences while in the program

Component 12: When Necessary, Community Resources are Utilized to Support Students and Families

- School staff understand and are actively involved with community agencies that support children and youth
- Staff work collaboratively with health professionals

Reviewing a Program for Students Identified as EBD

COMPONENTS / INDICATORS	SCORING KEY 1 = No Evidence of Implementation 2 = Partially Developed 3= Consistently Implemented		
Component 1: A requirement that district adopted and written EBD program entrance and exit criteria exist and are based on function-based interventions			
1. The school district has a written policy requiring that, prior to a student being referred to the program, a comprehensive BSP has been conducted and implemented with fidelity. The student's file contains data supporting the BIP interventions	1	2	3
2. There are agreed upon entrance procedures including an intake process that orients the student and parents to program policies, procedures and approach to academic and behavioral intervention	1	2	3
3. There are agreed upon entrance and exit criteria that include specific transitional plans for mainstream participation or transition/exit plans for return to a general education setting or more restrictive alternative placement. The plan ensures that the sending school maintains contact and involvement in the educational program for the student placed in the EBD program.	1	2	3
Comments:			

Component 2: Administrative support for the program and its staff			
1. Program staff have active administrator involvement in the program and they perceive administrators as invested in the well-being of staff and the success of the students	1	2	3
2. Building and district level administrators provide funding for teachers, staff, and other support personnel to meet at least weekly to discuss the program and students.	1	2	3
3. Support is provided for supervision and consultation related to the skills of program staff, the development of students' behavior plans, and the effective implementation of program components including staff involvement in interagency collaboration.	1	2	3
Comments:			

Component 3: Effectively written function-based behavior IEP goals are in place for all students in the program			
1. Data is collected on the fidelity of implementation of the IEP	1	2	3
2. The teacher and staff are able to evaluate the appropriateness and clarity of behavior and academic IEP goals and objectives	1	2	3
3. Program staff are aware of and consistently review IEP goals with the students	1	2	3
4. IEP goals are developed with a focus on improving student success in academic engagement, social relationships, and meeting building and classroom teacher expectations.	1	2	3
Comments:			

Component 4: A positive, supportive staff that models effective communication skills in their interactions with colleagues and students			
1. Staff demonstrates a high ratio of positive to negative verbal statements.	1	2	3
2. Staff effectively use behavior specific feedback	1	2	3
3. Staff attempt to redirect negative behavior by encouraging positive behavior or reinforcing competing behaviors demonstrated by peers.	1	2	3
4. Staff verbalize high expectations concerning students' academic work and behavior.	1	2	3
5. Staff monitor their own behaviors and emotions and respond non-defensively to conflict.	1	2	3
6. Staff employ language and teaching methods that help students make adaptive choices	1	2	3
7. Staff employ language and teaching methods that help students take responsibility for their own behavior	1	2	3
8. Staff understand and maintain professional boundaries with students	1	2	3
Comments:			

Component 5: Consistent use of effective classroom management methods and skills			
1. Classroom space is organized for a variety of instructional methods and a smooth flow between classroom activities.	1	2	3
2. Teachers demonstrate an appropriate awareness of classroom events.	1	2	3
3. Teachers effectively prepare students for transitions.	1	2	3
4. Students are able to describe classroom behavior expectations and understand how these support their learning and protect their rights.	1	2	3
5. Classroom procedures are effectively taught and students are able to describe classroom procedures.	1	2	3
6. Students know the procedures for how disruptive behavior is handled and perceive these procedures as respectful and educational.	1	2	3
7. Adults consistently respond to students' behavior errors that disrupt the learning environment	1	2	3
8. Adult responses to students' violations of classroom behavior standards are educational, i.e., provide students with useful information about their behavior, its impact on others, and better options available to them.	1	2	3
Comments:			

Component 6: A procedure for assisting students in understanding and reviewing progress toward their academic and behavior goals			
1. To the extent possible, students are involved in the development of behavior plans created to assist them in developing more self-directed behavior	1	2	3
2. Students maintain records of their academic progress.	1	2	3
3. Students know the behaviors and skills they must consistently use to be academically and socially successful and can describe the progress they are making in reaching academic and behavioral goals	1	2	3
4. Students are directly involved in the development of IEP goals and taught the skills necessary to meet these goals through a social-emotional learning program.	1	2	3
Comments:			

Component 7: A social-emotional learning (SEL) approach is integrated into all aspects of the program			
1. Staff receive training in, and support for, developmentally appropriate SEL methods and curriculum.	1	2	3
2. The program supports building core skills and strategies in social-emotional understanding, self-regulation of emotions and behavior and social skills that contribute to social-emotional competence	1	2	3
3. Conflict or problem situations are dealt with using a solution development approach that assists students in understanding the impact their behaviors have on others and taking responsibility for developing solutions.	1	2	3
4. Confrontation is handled in a non-defensive manner using language that helps students understand others' points of view and take responsibility for their behavior and needed solutions.	1	2	3
5. The program uses a skills-based solution development approach to responding to students' behavior errors.	1	2	3
6. Students are involved in developmentally appropriate methods for learning about cognitive distortions and developing an understanding of how self-talk impacts their behaviors.	1	2	3
Comments:			

Component 8: Staff utilizes instruction students find meaningful, and students experience academic success			
1. Students can describe their academic goals and indicate how the learning activities in which they are involved are intended to assist them in reaching these goals.	1	2	3
2. Students are involved in a combination of direct instruction, seatwork, and projects. Direct instruction includes clear goal statements, monitoring, and summarizing.	1	2	3
3. Academic work is developmentally appropriate, culturally sensitive, and actively engages students in meaningful learning.	1	2	3
4. Students are able to complete most work at approximately 85% accuracy	1	2	3
5. Students develop an understanding of the methods they can use to make academic gains.	1	2	3
6. Students who are mainstreamed receive needed assistance in completing and understanding the academic work in their mainstreamed class(es).	1	2	3
Comments:			

Component 9: Each student has a written program plan based on a BSP and additional relevant information that includes universal program supports and tiered Individualized supports for academic, behavior and SEL needs			
1. The program staff understand the rationale behind a student's plan and are able to implement necessary individualized supports	1	2	3
2. Program staff review the current FBA and BIP and develop a consistent conceptualization of student behavior and a framework of academic and social support.	1	2	3
3. When appropriate, the program staff have received training or been given information that provides a basic understanding of a student's mental health condition and medications he/she are taking	1	2	3
4. Data collection methods are in place that allow staff to assess student's progress towards learning and behavior goals	1	2	3
5. A review of the FBA and a targeted BIP is developed when a student's behavioral needs exceed first and second tier program supports	1	2	3
Comments:			

Component 10: Students are provided with interpretive feedback directed at helping them understand the dynamics of their behaviors			
1. Staff members respond with noncritical correction to major errors in students' logic or perceptions.	1	2	3
2. Staff members have a clear understanding of each student's background and emotional conflicts so that they can respond sensitively to students' cognitive and behavioral errors.	1	2	3
3. Staff employ language and teaching methods that help students understand how their behavior effects others	1	2	3
Comments:			

Component 11: The program staff views the family as an important source of support for the student and the program, and this is consistently communicated to families or guardians			
1. Methods are in place that provide for consistent communication, and provide communication guidelines between families and the school program.	1	2	3
2. Methods are in place that provides families with written information regarding program philosophy, behavior intervention practices, and evaluation procedures.	1	2	3
3. Program staff are able to interpret and help parents understand complex language contained in the IEP or BSP.	1	2	3
4. The program encourages families to provide perspectives and information regarding their child and provides guidelines for how this communication can occur.	1	2	3
Comments:			

Component 12: An awareness of resources in the community and willingness to engage in collaborative efforts to support the students in the program			
1. Staff develop awareness of various health, educational, and recreational supports in the community, and when appropriate offer information about them to families or facilitate appropriate referrals.	1	2	3
2. Staff are open to working collaboratively with health professionals and when appropriate provide information to or use professional expertise to develop students supports.	1	2	3
3. Staff demonstrate the initiative to advocate for program-agency collaboration with school district administrators and community leaders of agencies	1	2	3
Comments:			

Guidelines for Using the Assessment Form for Program Review

The following guidelines are recommended as steps to take in using the assessment protocol. It is recommended that the use of this assessment be an integral part of an ongoing, continuous quality-improvement process. It is best practice to use the program assessment when the school year begins so the staff involved are aware of it and understand its purpose and function. It is imperative the entire staff understands the goals for using this instrument and are actively involved in the review process. Staff are also encouraged to implement the following recommendations:

- An ongoing program support team is developed and includes all stakeholders involved in the program, including the teaching staff, district support staff, special education administrative staff, building administrative staff, and if desired, an outside consultant. This team meets regularly, perhaps monthly or quarterly, and has the responsibility to assess program progress, celebrate successes, monitor program goals, and provide for any necessary ongoing program development and staff support.
- At the beginning of the school year, the support team establishes a timeline for (1) reviewing any existing program assessment protocols; (2) conducting assessments throughout the year - including ensuring there is adequate time to complete the protocol, review the results and make proposals for program modifications and changes, and (3) completing a year-end review in preparation for the following school year.
- Before initiating any assessment, the support team schedules a time with all program staff to introduce the assessment protocol, address any questions staff may have, and work to have the staff become comfortable with the assessment process, the anticipated benefits, and timelines.
- The team identifies a person who will facilitate the assessment process and the development of group agreements regarding how the assessment process will be conducted. Group agreements ensure everyone's voice is heard.
- A time for the assessment is scheduled that allows all stakeholders to be involved and have adequate time to complete the process and includes an agreement to schedule additional meeting times as necessary to complete the protocol.
- The team prioritizes recommendations for program improvement, establishes lead
- staff for implementation of proposed changes or modifications, and creates timelines for implementing the changes.
- The team establishes review dates for monitoring program changes and celebrating the efforts of all staff.

The above recommendations represent an ideal use of the protocol. Adaptations can be made based on available staff and the extent of support for the program serving the EBD population.

X= Evidence that support is in place
R= Area of recommended additional support or clarification

	Vern and Skip	Behavior Specialist	District Consultants	Teacher	Principal
Observe SLC program function and provide feedback	X	X	X		X
Observe teacher-student interactions (encouragement, de-escalation, etc. and provide feedback	X	X	X	R	
Review / Monitor SLC policies, procedures and protocols	X	R	X		X
Provide Team building / Staff relationships		X		R	X
Review / Monitor SEL implementation and instruction	X	R	X		
File review and synopsis		R	X	R	
Review, develop and monitor Tier 3 FBA-BIP	X	R	R		
Review develop and monitor tier 1 and 2 FBA (ABC forms) and intervention plans	X	R	R (tier II)	R	
Review and Monitor IEP Goals and Objectives	X	R (Consult with teacher)	X	X	
Interagency Collaboration		X	R (establish clear roles/procedures)	R	R

X= Evidence that support is in place
R= Area of recommended additional support or clarification

Observe and provide feedback on language teachers and staff use with students to enhance students SEL	X	R		R	R
Observe staffs' use of effective classroom management methods	X	R	X	X	X
Staff's use of goal setting and progress monitoring with students	X	R	X	R	
Review staff's contacts with parents and guardians.		R	R	R	R

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