|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meeting** | **Action Step** | **Person Responsible** | **Timeline /****Date Due** |  **x** |
|  |  |
| Pre-SBST Request | Brainstorm and problem solve with your school psychologist and/or school social worker to identify and apply initial approaches for reducing behavioral challenges.  | Teacher, Social Worker, School Psychologist | Prior to SBST Request |  |
| Request a case liaison to provide support with the following Pre-SBST Request tasks. | Teacher |  |  |
| Complete the [Daily Behavior Tracking Sheet](http://scsdbehaviormatters.weebly.com/daily-behavior-tracking-sheet.html) for 10 consecutive days during which the student is in attendance.  | Teacher, with support from liaison as requested |  |  |
| Complete [Thinking Skills Reference Sheet](http://scsdbehaviormatters.weebly.com/thinking-skills-reference-sheet.html) to identify student’s lagging skills. | Person making referral |  |  |
|  |  |
| 1st SBST MeetingDate:Complete these portions of the ISP-B during this meeting. | Identify note taker (a clinician) and facilitator for this meeting. Note taker will open [ISP-B template](http://scsdbehaviormatters.weebly.com/isp-b-template.html) and input information throughout this meeting. Facilitator will use this checklist to keep the team on track. Team may wish to consider using [ISP-B Glossary](http://scsdbehaviormatters.weebly.com/scsd-template--tool-library.html) as a reference.  | Team |  |  |
| Describe the SBST Referral Concern (Reminder: ISP-B is NOT a confidential document). | Note Taker |  |  |
| Identify student strengths. | Team |  |  |
| Identify Target Behavior(s) (name in concrete terms). | Team |  |  |
| Operationalize the target behavior(s) (in concrete, measurable, observable terms). | Team |  |  |
| Identify suspected behavioral function(s). | Team |  |  |
| Identify antecedents or triggers for the identified target behavior. | Team |  |  |
| Identify preventative strategies (strategies that reduce the likelihood that a student will be triggered and engage in target behaviors) and adults responsible for implementing. | Team |  |  |
| Identify lagging skills that will need to be addressed in order to help the student successfully engage in the desired replacement behavior using the completed *Thinking Skills Reference Sheet*.  | Team |  |  |
| Identify intervention strategies (strategies for teaching student the skills and strategies he or she will need to be successful in self-regulation behaviors) and adults responsible for implementing. | Team |  |  |
| Identify desired replacement behavior. The replacement behavior is something the student can do with his or her current skill set instead of the current behavior. Replacement behavior must match the suspected function of the target behavior. | Team |  |  |
| Identify what adult responses will be used to reinforce student use of replacement behavior(s). | Team |  |  |
| Identify maintaining consequences (what immediately follows target behavior). | Team |  |  |
| Identify de-escalation / response strategies adults should use when target behavior does occur. | Team |  |  |
| Note presence (plus completion date and location) or absence of [Individual Crisis Management Plan (ICMP)](http://scsdbehaviormatters.weebly.com/isp-b-template.html). |  |  |  |
| Identify detailed plan for home-school collaboration and communication. |  |  |  |
| In order to track frequency / duration of target behavior and replacement behavior, identify when data will be collected (e.g., during 2nd period, during math instruction, etc.), and who will be responsible for collecting that data. | Team |  |  |
| Identify data collection form to be used for the above purpose. Keep a blank copy of this form on file, and name it within ISP-B (toward the end of ISP-B template, under “Data Collection Plan”). |  |  |  |
| E-mail a copy of of the ISP-B to SBST members.  | Note Taker |  |  |
| Schedule 2nd Team Meeting Date for four to six weeks after plan will begin. This will be the “Date of First Review.” | Team |  |  |
|  |
| Follow Up Tasks to be Completed Between 1st and 2nd Meetings | Discuss the ISP-B with all adults involved with the student (e.g., principal, special area teachers, paraprofessionals) who were not able to attend 1st SBST meeting. |  |  |  |
| Implement plan with consistency. Collect data for four to six weeks using the data collection form identified at the first SBST meeting. |  |  |  |
| Just prior to 2nd SBST meeting, compile data using a method that will easily transfer to a visual summary of frequency / duration of target and replacement behavior. This will serve as your Visual Data Summary, and can be attached to the document developed at upcoming (2nd) SBST Meeting. Please reach out to your behavior consultant for assistance with choosing a format (e.g., [the customizable Progress Monitoring Spreadsheet](http://scsdbehaviormatters.weebly.com/progress-monitoring-spreadsheet-customizable.html)) as needed. |  |  |  |

|  |
| --- |
|  |
| 2nd SBST MeetingComplete District Progress Monitoring Report during this meeting. | Identify note taker and facilitator for this meeting. Note taker will open the current ISP-B and one [SCSD Progress Monitoring Report](http://scsdbehaviormatters.weebly.com/progress-monitoring-report.html) for each identified target behavior and input information throughout this meeting. Facilitator will use this checklist to keep the team on track.  | Team |  |  |
| Attach your Visual Data Summary (i.e., your visual summary of frequency / duration of target and replacement behavior) to the District Progress Monitoring Report(s) (or paste within). Review and analyze trends (e.g., times of day, locations, other factors) to determine impact of ISP-B. | Note Taker, Team |  |  |
| If current ISP-B seems to be having the desired impact on target behavior(s), continue implementation of plan.  | Team |  |  |
| If applicable, identify possible factors contributing to the maintenance of the target behavior(s) and any possible barriers to the success of the plan.  | Team |  |  |
| Identify plans for addressing each possible barrier to success. Make these revisions within the ISP-B itself, as applicable. Ensure that today’s date is noted at the top of the first page of the plan as the ISP-B Revision Date. | Team,Note Taker |  |  |
| E-mail completed [SCSD Progress Monitoring Report](http://scsdbehaviormatters.weebly.com/progress-monitoring-report.html) to SBST members. Email a copy of the revised ISP-B to SBST members. | Note Taker |  |  |
| Schedule next SBST meeting date for four to six weeks from now. | Team |  |  |
|  |  |
| Follow Up Tasks to be Completed Between 2nd and 3rd Meetings | Implement plan with consistency. Collect data for four to six weeks using the data collection form identified at the first SBST meeting. |  |  |  |
| Discuss the boldly outlined parts of ISP-B with all adults involved with the student (e.g., principal, special area teachers, paraprofessionals) who were not able to attend 2nd SBST meeting. |  |  |  |
| Implement plan with consistency. Collect data for four to six weeks using the same data collection form identified previously. |  |  |  |
| Just prior to 3rd SBST meeting, compile data using the same method of visually summarizing the frequency / duration of target and replacement behavior. This will serve as your Visual Data Summary. |  |  |  |

|  |  |
| --- | --- |
|  |  |
| 3rd SBST MeetingComplete Progress Monitoring Report at this meeting. | Identify note taker and facilitator for this meeting. Note taker will open the current ISP-B and one [SCSD Progress Monitoring Report](http://scsdbehaviormatters.weebly.com/progress-monitoring-report.html) for each identified target behavior and input information throughout this meeting. Facilitator will use this checklist to keep the team on track.  | Team |  |  |
| Attach your Visual Data Summary (i.e., your visual summary of frequency / duration of target and replacement behavior) to the District Progress Monitoring Report(s) (or paste within). Review and analyze trends (e.g., times of day, locations, other factors) to determine impact of ISP-B. | Note Taker, Team |  |  |
| If current ISP-B seems to be having the desired impact on target behavior(s), continue implementation of plan.  | Team |  |  |
| If applicable, identify possible factors contributing to the maintenance of the target behavior(s) and any possible barriers to the success of the plan.  | Team |  |  |
| Identify plans for addressing each possible barrier to success. Make these revisions within the ISP-B itself, as applicable. Ensure that today’s date is noted at the top of the first page of the plan as the ISP-B Revision Date. | Team,Note Taker |  |  |
| E-mail completed [SCSD Progress Monitoring Report](http://scsdbehaviormatters.weebly.com/progress-monitoring-report.html) to SBST members. Email a copy of the revised ISP-B to SBST members. |  |  |  |
| Discuss whether or not it seems warranted to move forward with FBA and BIP development. If so, contact school psychologist to initiate request for evaluation. |  |  |  |
| Schedule next SBST meeting for four to six weeks from now. If FBA consent is received before that time, convene SBST sooner and use FBA & BIP Development Checklist as a guide for that meeting. |  |  |  |
|  |
| Follow Up Tasks to be Completed After 3rd Meeting | Implement plan with consistency. Collect data for four to six weeks using the data collection form identified at the first SBST meeting. |  |  |  |
| Discuss the boldly outlined parts of ISP-B with all adults involved with the student (e.g., principal, special area teachers, paraprofessionals) who were not able to attend 3rd SBST meeting. |  |  |  |
| Implement plan with consistency. Collect data for four to six weeks using the same data collection form identified previously. |  |  |  |
| Just prior to next SBST meeting, compile data using the same method of visually summarizing the frequency / duration of target and replacement behavior. This will serve as your Visual Data Summary. |  |  |  |