

B.A.S.E.S. Program Brief

Behavioral And Social Emotional Skills Program

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Introduction

The Behavioral and Social Emotional Skills (B.A.S.E.S.) Program helps school districts design and implement evidence-based programs supporting students identified with emotional and behavioral disabilities. The B.A.S.E.S. Program Brief is intended to commence an initial program review lead by key stakeholders involved in program development, maintenance, and supervision. Completion of the Brief should highlight program strengths and needs across six primary domains. Once priority domains for improvement have been identified using the Brief, team members are directed to the comprehensive B.A.S.E.S. Rubric to more specifically address program development. To complete the B.A.S.E.S. Brief, follow these steps:

- Identify key stakeholders involved in program development, maintenance, and supervision.
- Determine who will be directly involved in gathering observation, interview, and record review data.
- Complete observations, interviews, and record reviews as described in each Brief domain. [Note: Conducting all observations for each domain, then conducting all interviews for each domain will increase efficiency of assessment.]
- All key stakeholders should meet to review collected data, reflect on current program strengths and needs, and use this information to select rubric scores (0 – 3) for all items in each domain. [Note: Incorporate observations, interviews, and record reviews into broader analysis, self-evaluation, and team discussions focused on short- and long-term program development goals.]
- Use Brief rubric scores to more specifically identify current program domain deficit areas.
- Target one or two domain areas to improve and begin developing a plan of action to address these goals.
- Utilize the B.A.S.E.S. Rubric and associated tools to support progress toward development and implementation of a comprehensive, evidence-based program supporting students identified with emotional and behavioral disabilities.

Physical Environment Brief

Completed by: _____

Date: _____

Observation			Interview	Student Response		
Does the classroom appear well organized with designated spaces for individual and collaborative learning? Y N Is a visual schedule clearly posted that includes important elements (i.e., times, activity, developmentally appropriate, etc.)? Y N Are behavior expectations publicly posted? Y N Is a Classroom Store stocked & priced? Y N			<i>Randomly select 3 students to interview. Ask follow-up questions as necessary to clarify student understanding of each component.</i> Can you <i>show</i> me the rules or behavior expectations in here? Y = Student can show rules N = Student cannot show rules	Student 1	Student 2	Student 3
			When was the last time you bought something from the classroom store? Y = Within last two weeks N = More than two weeks ago			
			Is there something in the store that you want to buy? (Note: May help to ask this question while student can visually reference store items.) Y = Yes N = No			
			When was the last time you were given a [tangible economy symbol (i.e., ticket)]? Y = Within the last 2 days N = More than 2 days ago			

Use the information collected above, along with program self-evaluation by team members, to guide the selection of rubric scores below that best match the program's current level of development and implementation of these components.

Item	0	1	2	3
Development	<ul style="list-style-type: none"> ○ Classroom space is disorganized ○ Visual schedules/supports, conduct expectations, and Level system materials are not posted ○ No classroom store ○ No classroom economy system 	<ul style="list-style-type: none"> ○ Some designated classroom spaces exist, but desk tops and shelves are disorganized ○ Not all visual schedules/supports, conduct expectations, or Level system materials are posted ○ Classroom store is partially stocked ○ Economy system exists 	<ul style="list-style-type: none"> ○ Designated classroom spaces are defined and materials are well organized ○ Visual schedules/supports, conduct expectations, and Level System materials are clearly posted ○ A classroom store is fully stocked, but not priced ○ An economy system exists, but not clearly linked to store items 	<ul style="list-style-type: none"> ○ Designated classroom spaces are defined and materials are well organized ○ Visual schedules/supports, conduct expectations, and Level System materials are clearly posted ○ A classroom store is fully stocked and priced ○ An economy system is clearly linked to store items
Implementation	<ul style="list-style-type: none"> ○ Visual schedules/supports, conduct expectations, and Level system materials are not posted ○ No classroom store ○ No classroom economy system ○ 0 out of 3 students responded "Y" to all interview items 	<ul style="list-style-type: none"> ○ Visual schedules/supports, conduct expectations, and Level System materials are used initially but not ongoing ○ Staff rarely use the economy system and store to reward behaviors ○ 1 out of 3 students responded "Y" to all interview items 	<ul style="list-style-type: none"> ○ Visual schedules/supports, conduct expectations, and Level System materials are sometimes used ○ Staff intermittently use the economy system and store to reward positive behaviors ○ 2 out of 3 students responded "Y" to all interview items 	<ul style="list-style-type: none"> ○ Staff regularly use visually posted materials to pre-teach and manage student behaviors ○ Staff frequently use the economy system and store to reward positive behaviors ○ 3 out of 3 students responded "Y" to all interview items

Level System Brief

Completed by: _____

Date: _____

Observation			Interview	Student Response		
Is a Level System publicly posted?	Y	N	<i>Randomly select 3 students to interview. Ask follow-up questions as necessary to clarify student understanding of each component.</i> What Level are you on currently? Y = Reports accurately N = Doesn't know What do you get for being on that Level? Y = Lists several privileges N = Doesn't know How do you move up or down a Level? Y = Describes with details N = Unable to describe in detail Why would you want to move up the Level System, or stay at the top of the Level System? Y = Describes one or more motivators N = Unable to describe in detail Describe the main rules or expectations in this classroom? Y = Lists or identifies N = Doesn't know	Student 1	Student 2	Student 3
Are all students represented on the Level System?	Y	N				
Do all students (sample o.k.) have a Daily (or behavior) Tracking Form/DTF readily available and up-to-date?	Y	N				
Did you observe staff using, referencing, or discussing the Level System or tracking form with student(s) to promote positive behavior?	Y	N				
	Y	N				
	Y	N				

Use the information collected above, along with program self-evaluation by team members, to guide the selection of rubric scores below that best match the program's current level of development and implementation of these components.

Item	0	1	2	3
Development	<ul style="list-style-type: none"> ○ No Level System and associated components have been developed ○ No DTF is used 	<ul style="list-style-type: none"> ○ Evidence of some Level System components is present ○ DTF is not used consistently 	<ul style="list-style-type: none"> ○ Level System components are publicly posted ○ Most students have a DTF but not all are up-to-date 	<ul style="list-style-type: none"> ○ Level System components are clearly posted, defined and managed regularly ○ All students have an up-to-date DTF
Implementation	<ul style="list-style-type: none"> ○ Staff use Level System and DTF components OR use them to manage student behaviors through threats and punishment ○ Students do not understand the parameters of the Level System or DTF, and are not motivated by the system (i.e., 0 out of 3 student interviews scored all "Y") 	<ul style="list-style-type: none"> ○ Staff use Level System and DTF components inconsistently to promote positive behaviors ○ Few students understand the parameters of the Level System or DTF, and few are motivated by the system (i.e., 1 out of 3 student interviews scored all "Y") 	<ul style="list-style-type: none"> ○ Staff use Level System and DTF components consistently to promote positive behaviors ○ Some students understand the parameters of the Level System or DTF, and some are motivated by the system (i.e., 2 out of 3 student interviews scored all "Y") 	<ul style="list-style-type: none"> ○ Staff use Level System and DTF components consistently to promote positive behaviors, and actively manage student motivation using these tools ○ Most students understand the parameters of the Level System or DTF, and most are motivated by the system (i.e., 2 out of 3 student interviews scored all "Y")

Classroom Culture Brief

Completed by: _____

Date: _____

Observation	Interview	Student 1	Student 2	Student 3																
<p>Assess 20 consecutive staff-student interactions</p> <table border="1" style="width: 100%; height: 40px; margin-top: 10px;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>+ = Positive interaction 0 = Neutral interaction - = Negative interaction</p> <p style="text-align: center;">_____ : _____ (+'s) (-'s)</p> <p>5:1 = Rubric score "3" 3:1 = Rubric score "2" 2:1 = Rubric score "1" <1:1 = Rubric score "0"</p>																	<p>Randomly select 3 students to interview. Ask follow-up questions as necessary to clarify student understanding of each component.</p> <p>When was your last classroom meeting? What was discussed?</p> <p>0=No meetings 1="I don't know" 2=Date or topic 3=Date and topic</p> <p>Do you think your teachers like you? Why?</p> <p style="text-align: center;">2 = Yes 1 = Maybe 0 = No</p> <p>Do you like your teachers? Why?</p> <p style="text-align: center;">2 = Yes 1 = Maybe 0 = No</p> <p>On a scale of 1 - 5, how much do you like this program?</p> <p style="text-align: center;">2 = 4 or 5 1 = 2 or 3 0 = 0 or 1</p> <p>Do you think that staff are supportive when students are upset, fighting, or trying to get help with a problem?</p> <p style="text-align: center;">2 = Yes 1 = Maybe 0 = No</p>			

Use the information collected above, along with program self-evaluation by team members, to guide the selection of rubric scores below that best match the program's current level of development and implementation of these components.

Item	0	1	2	3
Development	<ul style="list-style-type: none"> ○ Classroom meetings are not scheduled 	<ul style="list-style-type: none"> ○ Classroom meetings are inconsistently scheduled 	<ul style="list-style-type: none"> ○ Classroom meetings are regularly scheduled but do not actively promote student participation 	<ul style="list-style-type: none"> ○ Classroom meetings are regularly scheduled and promote active student participation
Implementation	<ul style="list-style-type: none"> ○ Trending toward a ratio of <1:1 positive-to-negative interactions ○ 0 out of 3 student interviews suggest a perceived positive, supportive, classroom culture 	<ul style="list-style-type: none"> ○ Trending toward a ratio of 2:1 positive-to-negative interactions ○ 1 out of 3 student interviews suggest a perceived positive, supportive, classroom culture 	<ul style="list-style-type: none"> ○ Trending toward a ratio of 3:1 positive-to-negative interactions ○ 2 out of 3 student interviews suggest a perceived positive, supportive, classroom culture 	<ul style="list-style-type: none"> ○ Trending toward a ratio of 5:1 positive-to-negative interactions ○ 3 out of 3 student interviews suggest a perceived positive, supportive, classroom culture

Learning Supports Brief

Completed by: _____

Date: _____

Observation Academic	Observation & Interview Social Skills	Student Interviews																																												
<p>Conduct a 10 minute observation of a structured academic lesson</p> <ol style="list-style-type: none"> Randomly select Student A and Student B to observe At the end of each 60 second interval circle A and/or B if target students appear on-task/engaged Circle a P in each interval if <i>any</i> student in class demonstrates active participation <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>A</td><td>B</td><td>P</td> <td>A</td><td>B</td><td>P</td> <td>A</td><td>B</td><td>P</td> <td>A</td><td>B</td><td>P</td> <td>A</td><td>B</td><td>P</td> </tr> <tr> <td>A</td><td>B</td><td>P</td> <td>A</td><td>B</td><td>P</td> <td>A</td><td>B</td><td>P</td> <td>A</td><td>B</td><td>P</td> <td>A</td><td>B</td><td>P</td> </tr> </table> <p>How many staff actively supported instruction delivery during the entire observation?</p> <table style="width: 100%; text-align: center;"> <tr> <td>None</td> <td>Teacher only</td> <td>Teacher + 1 para</td> <td>All Staff</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	A	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A	B	P	None	Teacher only	Teacher + 1 para	All Staff	0	1	2	3	<p>Conduct observations and/or interviews in order to answer the following questions</p> <p>How often are formal social skills lessons delivered? 0 = Never 1 = 1/Month 2 = 2/Month 3 = Weekly</p> <p>Are social skill lessons pre-planned, structured, and curriculum-based? Y N</p> <p>Do social skill instructors collaborate regularly with classroom staff? Y N</p> <p>Are social skill lessons addressing relevant targets and current student needs? Y N</p> <p>Do students actively participate in most social skills lesson? Y N</p> <p>Are disruptive behaviors successfully redirected and managed? Y N</p> <p>Are formal social skill lessons actively linked to incidental social skills instruction throughout other daily activities? How? Y N</p>	<p>Randomly select 3 students to interview. Ask follow-up questions as necessary to clarify student understanding of each component.</p> <p>What is a student supposed to do in here if he or she becomes really frustrated, upset, or angry? How do you know this is what you are supposed to do?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Student 1</th> <th style="width: 33%;">Student 2</th> <th style="width: 33%;">Student 3</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Interview Scores: 0 = "I don't know" or inappropriate options 1 = Describes general or vague appropriate option(s) 2 = Describes specific plan that was pre-taught by staff</p>	Student 1	Student 2	Student 3			
A	B	P	A	B	P	A	B	P	A	B	P	A	B	P																																
A	B	P	A	B	P	A	B	P	A	B	P	A	B	P																																
None	Teacher only	Teacher + 1 para	All Staff																																											
0	1	2	3																																											
Student 1	Student 2	Student 3																																												

Use the information collected above, along with program self-evaluation by team members, to guide the selection of rubric scores below that best match the program's current level of development and implementation of these components.

Item	0	1	2	3
Student engagement	<ul style="list-style-type: none"> ○ Students are not engaged and do not participate during lessons ○ Teachers and paraprofessionals spend ample time behind their desks, or do not utilize direct instruction practices 	<ul style="list-style-type: none"> ○ Low rates of student engagement and participation are observed during lessons ○ Lead teacher sometimes uses direct instruction practices to manage lesson delivery ○ Paraprofessionals rarely support lesson delivery 	<ul style="list-style-type: none"> ○ Medium rates of student engagement and participation are observed during lessons ○ Lead teacher often uses direct instruction practices to manage lesson delivery ○ At least one paraprofessional supports lesson delivery 	<ul style="list-style-type: none"> ○ High rates of student engagement and participation are observed during lessons ○ Lead teacher always uses direct instruction practices to manage lesson delivery ○ All paraprofessionals support lesson delivery
Social skills	<ul style="list-style-type: none"> ○ Staff rely on threats and reprimand to "teach" social skills ○ Formal social skills instruction does not occur 	<ul style="list-style-type: none"> ○ Staff rely on discussion and lecture to teach social skills ○ Students are unengaged ○ Lessons are not relevant to current needs ○ Formal social skills instruction occurs 1 time per month 	<ul style="list-style-type: none"> ○ Staff plan social skill lesson activities ○ Students are somewhat engaged and some participate ○ Lessons are relevant but not linked to daily activities ○ Formal social skills instruction occurs 2 times per month 	<ul style="list-style-type: none"> ○ Direct instruction is used to teach preplanned, structured social skills lessons ○ Students are engaged and participate ○ Lessons are relevant and linked to daily activities ○ Formal social skills instruction occurs weekly
Self-management systems	<ul style="list-style-type: none"> ○ No consistent "Taking space" protocol exists 	<ul style="list-style-type: none"> ○ A "Taking space" protocol was developed, but not sufficiently taught to all students 	<ul style="list-style-type: none"> ○ A "Taking space" protocol has been pre-planned ○ The "Taking space" protocol has been pre-taught to some students 	<ul style="list-style-type: none"> ○ A "Taking space" protocol has been pre-planned ○ The "Taking space" protocol has been pre-taught to all students

Data Framework Brief

Completed by: _____

Date: _____

Record Review and Student Interview	Teacher Interview	Team Review																																							
<p>Randomly request to review two students' current behavior data for the following components:</p> <ol style="list-style-type: none"> Available and up-to-date Can be presented in graphical form <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">Student 1</th> <th colspan="3">Student 2</th> </tr> </thead> <tbody> <tr> <td>Up-to-date</td> <td>Yes</td> <td>No</td> <td>Up-to-date</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Graphical</td> <td>Yes</td> <td>No</td> <td>Graphical</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Interview</td> <td>Yes</td> <td>No</td> <td>Interview</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table> <p>Ask each student the following question: Can you tell me about your individual behavior goal? Interview: Yes = Response describing individual goal No = "I don't know"</p>	Student 1			Student 2			Up-to-date	Yes	No	Up-to-date	Yes	No	Graphical	Yes	No	Graphical	Yes	No	Interview	Yes	No	Interview	Yes	No	<p>How often do you review student data with the following people?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Student</th> <th>IEP Team</th> <th>Family</th> </tr> </thead> <tbody> <tr> <td>3=Daily</td> <td>3=Monthly</td> <td>3=Monthly</td> </tr> <tr> <td>2=Weekly</td> <td>2=Semester</td> <td>2=Semester</td> </tr> <tr> <td>1=Monthly</td> <td>1=At IEP</td> <td>1=At IEP</td> </tr> <tr> <td>0=Rarely</td> <td>0=Never</td> <td>0=Never</td> </tr> </tbody> </table>	Student	IEP Team	Family	3=Daily	3=Monthly	3=Monthly	2=Weekly	2=Semester	2=Semester	1=Monthly	1=At IEP	1=At IEP	0=Rarely	0=Never	0=Never	<p>Discuss the following questions with key team members supporting the program:</p> <p>What are the entrance criteria for student involvement in this program? Are these entrance criteria used to support placement decisions for all students? 3 = Multiple criteria predetermined, used for all 2 = Multiple criteria predetermined, used for some 1 = Multiple criteria predetermined, used for few 0 = No criteria</p> <p>How is data used to determine general education participation, level of support, and program exit? 3=Always 2=Sometimes 1=Rarely 0=Never</p>
Student 1			Student 2																																						
Up-to-date	Yes	No	Up-to-date	Yes	No																																				
Graphical	Yes	No	Graphical	Yes	No																																				
Interview	Yes	No	Interview	Yes	No																																				
Student	IEP Team	Family																																							
3=Daily	3=Monthly	3=Monthly																																							
2=Weekly	2=Semester	2=Semester																																							
1=Monthly	1=At IEP	1=At IEP																																							
0=Rarely	0=Never	0=Never																																							

Use the information collected above, along with program self-evaluation by team members, to guide the selection of rubric scores below that best match the program's current level of development and implementation of these components.

Item	0	1	2	3
Student data	<ul style="list-style-type: none"> ○ No student behavior data is collected on a regular basis ○ No students participate in identifying an individual behavior goal 	<ul style="list-style-type: none"> ○ Some student behavior data is collected ○ Student data is not graphed ○ Not all students participate in identifying an individual behavior goal 	<ul style="list-style-type: none"> ○ Most student behavior data is entered and up-to-date ○ Student data is rarely graphed ○ Most students participate in developing an individual behavior goal 	<ul style="list-style-type: none"> ○ All student behavior data is entered and up-to-date ○ Student behavior data is graphed, or can be readily graphed ○ All students participate in developing an individual behavior goal
Data sharing & collaboration	<ul style="list-style-type: none"> ○ Student behavior data is not reviewed with students or others 	<ul style="list-style-type: none"> ○ Student behavior data is rarely reviewed with students ○ Student behavior data is only reviewed at the IEP with other team members and family 	<ul style="list-style-type: none"> ○ Student behavior data is reviewed monthly with students ○ Student behavior data is reviewed once per semester with other team members and family 	<ul style="list-style-type: none"> ○ Student behavior data is reviewed weekly with students ○ Student behavior data is reviewed once per month with other team members and family
Participation criteria	<ul style="list-style-type: none"> ○ No entrance criteria has been pre-determined ○ Data is not used to support ongoing placement decisions 	<ul style="list-style-type: none"> ○ Entrance criteria has been pre-determined and is used to place a few students ○ Data is rarely used to support ongoing placement decisions 	<ul style="list-style-type: none"> ○ Entrance criteria has been pre-determined and is used to place a some students ○ Data is sometimes used to determine ongoing placement decisions 	<ul style="list-style-type: none"> ○ Entrance criteria has been pre-determined and is used to place most students ○ Data is regularly used to determine general education participation, level of support, and program exit

School Wide Brief

Completed by: _____

Date: _____

Interview	Staff Response
How often does a lead administrator visit this program?	0 = Never 1= Semester 2 = Monthly 3 = Weekly
Can you list at least 3 discipline strategies that are used as alternatives to suspension?	0 = Zero strategies 1 = 1 strategy 2 = 2 strategies 3 = 3 strategies
How do you communicate with general educators serving students in this program?	Y = Communication system identified N = No communication system
When was the last time you discussed student data/supports with a general educator?	0 = Never 1= Yearly 2 = Semester 3 = Monthly
Have all paraeducators received training on the philosophy and components of this program?	0 = No paras 1 = Few paras 2 = Some paras 3 = Most paras
Who is responsible for managing wraparound services for students in this program?	Y = Coordinator identified N = No coordinator identified

Use the information collected above, along with program self-evaluation by team members, to guide the selection of rubric scores below that best match the program's current level of development and implementation of these components.

Item	0	1	2	3
Administrative	<ul style="list-style-type: none"> ○ Administrators are rarely communicating or actively supporting program staff 	<ul style="list-style-type: none"> ○ Administrators provide some communication and support to program staff ○ Administrators adhere to a traditional approach to school discipline 	<ul style="list-style-type: none"> ○ Administrators provide consistent communication and support to program staff ○ Administrators adhere to a traditional approach to school discipline 	<ul style="list-style-type: none"> ○ Administrators provide consistent communication and support to program staff ○ Administrators support alternatives to suspension and traditional discipline
Special and general education collaboration	<ul style="list-style-type: none"> ○ No communication systems are established between special and general education staff ○ Data is rarely shared across settings 	<ul style="list-style-type: none"> ○ Communication systems are established between special and general education staff ○ Data is rarely shared across settings 	<ul style="list-style-type: none"> ○ Communication systems are established between special and general education staff ○ Relevant student data is shared across settings 	<ul style="list-style-type: none"> ○ Communication systems are established between special and general education staff ○ Relevant student data is shared across settings
Paraeducators	<ul style="list-style-type: none"> ○ Paraeducators are not trained ○ Paraeducators are passively involved until problem behaviors are observed 	<ul style="list-style-type: none"> ○ Paraeducators have received some basic training, but not program specific ○ Paraeducators are passively involved until problem behaviors are observed 	<ul style="list-style-type: none"> ○ Some paraeducators are trained on program philosophy and components ○ Some paraeducators are proactively involved in supporting students 	<ul style="list-style-type: none"> ○ All paraeducators are trained on program philosophy and components ○ All paraeducators are proactively involved in supporting students
Wraparound	<ul style="list-style-type: none"> ○ Wraparound services are not provided 	<ul style="list-style-type: none"> ○ Some wraparound services are provided to some students ○ A wraparound program coordinator is not identified 	<ul style="list-style-type: none"> ○ Full wraparound services are provided to some students ○ A wraparound program coordinator is identified 	<ul style="list-style-type: none"> ○ Behavioral/mental health counseling, psychiatric consult, and family supports are available to all students ○ A wraparound program coordinator is identified

B.A.S.E.S. Program Brief: Results

Based on the information gathered during the B.A.S.E.S. Program Brief assessment and the rubric scores selected by key stakeholders, graph the average rubric score for each B.A.S.E.S. Program domain below. For example, if the rubric scores for *Physical Environment* were a "3" for *Development* and a "1" for *Implementation*, then graph a "1" on the chart below. Once all domains are graphed, key stakeholders should identify one or two domains for improvement. For each improvement area, refer to the B.A.S.E.S. Program Rubric tool to explore more specific areas of need and strategic rubric items to target with focused planning and development efforts.

3.0						
2.5						
2.0						
1.5						
1.0						
.5						
0						
	Physical Environment	Level System	Classroom Culture	Learning Supports	Data Framework	School Wide