



**Pulaski County
High School
Back on Track
(BOT)
Handbook**

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Section I:

Overview &

Referral Process



Materials Summary:

Referral Process

Staff Referral Form

Introduction

The Behavior Education Plan, Back on Track (BOT), is a prevention program intended for students that consistently demonstrate behavior that inhibits their academic success. BOT is a formalized program and serves 5-10 students at a time (per facilitator). The goal of BOT is to catch students early who are in need of extra behavioral support and provide them with more frequent positive feedback. After six to eight weeks of continuous positive engagement, the BOT team will meet to discuss any appropriate adjustments based on student needs.

Description

Each day students will receive a BOT point sheet that they will carry with them throughout the day. This serves as a daily report of progress. The student will fill in their name, date, and daily goal in terms of percentage of total points. The student will deliver the BOT sheet to the teacher at the end of each class period.

When the student delivers the BOT sheet to the teacher, the teacher should interact with the student in a positive manner. The teacher should remind the student of their goals and their ability to achieve them.

Teachers will rate the students on their performance during each period of the day independently. Rating should be based upon the student's success with meeting the school-wide expectations listed on BOT sheet. The student will receive a rating of 2 (met the expectation), 1 (needs some improvement in meeting the expectation), or 0 (did not meet the expectation).

KEY
2 = Great!
1 = Almost There
0 = Try Again

At the end of each class period teachers should give feedback on the student's performance. This feedback should be positive, and specific to the school-wide expectations stated on the BOT sheet. Let the student know that the score was not given but earned, and that they are fully capable of meeting their goals. The teacher then initials the BOT sheet and returns it to the student.

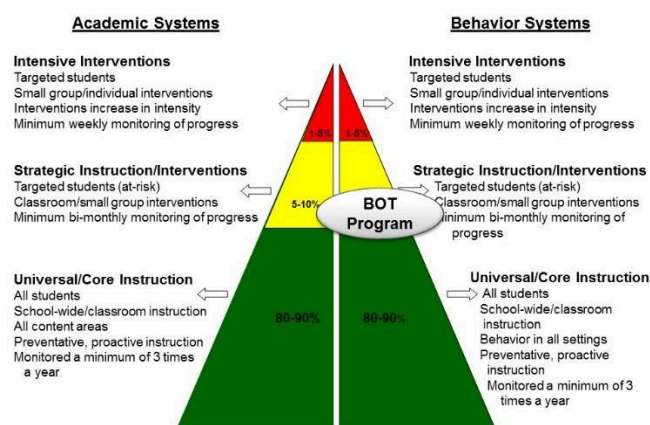
At the end of each day the student will bring the BOT sheet to check-out with their facilitator and will be given additional feedback. The data for the BOT sheet will be entered into SWIS.

Referral Process

Which students do well in the Back on Track Program?

Students who you are concerned about and/or who are starting to act out but **ARE NOT** currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive behavior (e.g., extreme noncompliance/ defiance) would be good candidates for the Back on Track Program (BOT). Moreover, students who have trouble only in one area (e.g. at lunch, on the bus, or during math) would not be an appropriate referral to the BOT program. Ideally, students who exhibit moderate problem behavior across the day and in multiple settings, who seem **motivated by adult attention**, would benefit from the program.

Figure 1: PCIS Three-Tier Model of Interventions



How are students referred to the Back on Track Program?

Students may be referred to the BOT program through two different potential channels: teacher referrals, and/or review of discipline referral and attendance data.

Teacher Referral:

A teacher may recommend a student for BOT at any time. Prior to referral, the teacher must complete the *Tier 2 Staff Referral Form* (see pp. 7-8). Upon completion, the form needs to be submitted to the Youth Service Center secretary. The BOT Coordinator will review the referral information to ensure the appropriateness of the referral and either enroll the student in the program or recommend another course of action.

Discipline Referral Data:

A student may be selected for BOT based on accumulated behavior discipline referrals. Any student who has received three Office Discipline Referrals (ODR) will be considered for intervention needs and may be referred to the BOT program by the Tier 2 team or school administration.

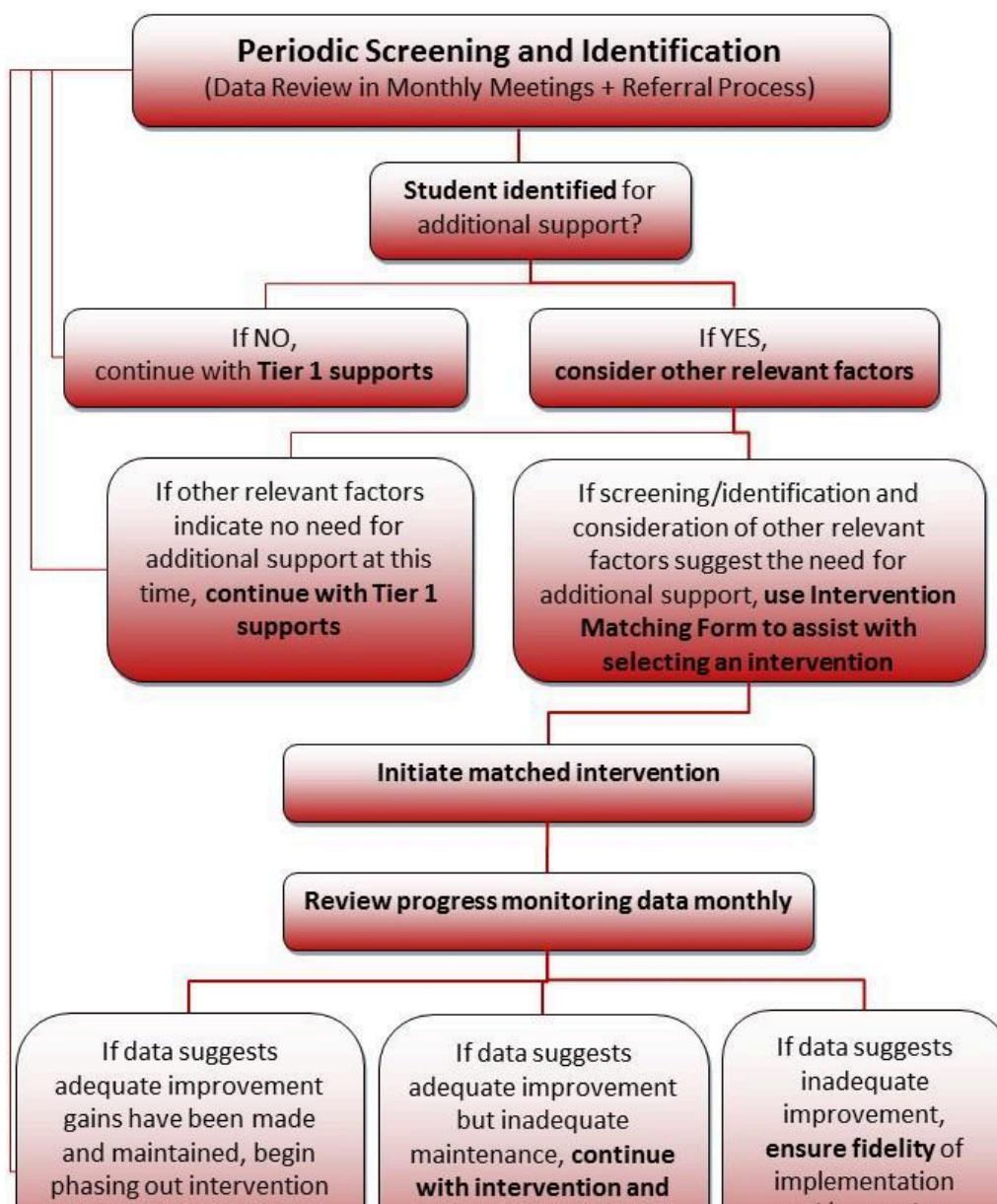
How are students started with the Back on Track Program?

The BOT Coordinator will review the Tier 2 Staff Referral Form, consult with team members and either begin a trial intervention with BOT or recommend another course of action. The Tier 2 team will be notified and review progress at the next scheduled monthly meeting.

How are students monitored in the Back on Track Program?

The Tier 2 team meets monthly to review the progress of all students receiving BOT. Based on the progress data from the BOT sheets and in collaboration with the student's teachers, the team will determine whether the BOT program is appropriate or whether another intervention would be more suitable to the student's needs. Following the meeting, the teachers of the student will be notified of any decisions related to students they serve.

PBIS Flowchart



PCHS Tier 2 Student Referral Form

Student _____ Grade/Teacher _____ Date _____

€ Data Referral

€ Teacher Referral

Current Attendance: Present: _____ days Absent: _____ days Tardy: _____ days

Reason for Student Review:

Social/Behavioral Concerns	€ Student has 2-5 major Office Discipline Referrals per year € Student has 2 or more detentions € Inappropriate behavior interferes with friendships € Inappropriate behavior interferes with academics € Other concerns:
Academic Concerns	€ Student does not master academics at same rate as peers € Student receives academic intervention: _____ € Student does not complete classroom assignments € Student does not return homework € Other concerns:
Emotional Concerns	€ Student is sad and/or withdrawn € Student is socially isolated € Student is unmotivated € Student is anxious/fearful € Student is angry/aggressive € Student is experiencing life circumstances that may impact performance: € Other concerns: _____

Describe the behavior in specific terms.	
Where does it occur?	
When does it occur?	

How frequently does it occur?	
-------------------------------	--

For the behavior of concern which of the following best explains the reason (function) of the behavior based on teacher(s) observation:

- € Skill deficit
- € Has limited motivation
- € Seeks attention from adults
- € Seeks attention from peers
- € Reacting to teasing/bullying
- € Tries to escape/avoid work or setting
- € Seeks access to privileges/rewards
- € Seeks sensory stimulation
- € Other _____

PCHS Tier 2 Team to complete the remainder of referral:

Consider other relevant factors that may play a role in determining the need for intervention. Consultation may be needed with the following:

- ☐ Parent/guardian ☐ Guidance counselor ☐ Youth Service Center ☐ Special Education Liaison

Based on the available information, can the team hypothesize the function of the behavior?

- € Get access to adult attention, peer attention, preferred activity, desired item or object
- € Avoid/escape adult or peer attention, setting, work, environmental conditions
- € Skill deficit
- € Not sure (consider completing FACTS)

Is an existing Tier 2 intervention appropriate based on the established concern and function of the behavior?

€ Yes Which Tier 2 intervention is appropriate? Who will monitor this intervention?	€ No If there isn't a Tier 2 intervention that is appropriate for this student, consider conducting a Functional Behavior Assessment and developing an individual behavior support plan.
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Section II: Initial Meeting



Materials Summary:

Initial Meeting Checklist

Student Contract

BOT Sheet

Initial Meeting

The induction to the Back on Track Program begins after the student has been referred to BOT through the Teacher Referral or Discipline Data Referral process. The initial meeting will include both the BOT coordinator and student and will work to meet the following goals:

- 1) Procedural training (where & with who)
- 2) Explanation of tracking system (behavioral expectations, points)
- 3) Explanation of reward system (describe incentives)
- 4) Student agreement (contract)

Student Training for BOT:

The BOT Coordinator will need to plan about 15 minutes to orient student to the BOT program. You will show them how it is done, and provide special instruction on accepting corrective feedback about their behavior.

Materials needed:

BOT sheets for students to see and to practice with (see BOT sheet on p. 21).

Rationale for BOT: "Back on Track is going to help you be more successful at school by meeting our schools' expectations."

Procedure: "Here is the BOT daily point sheet. You will pick one of these up from (BOT coordinator/facilitator) every morning at (time) in (location). Then you will take it with you to all of your classes. At the end of each class, your teacher will circle the points (point to numbers on card) you earned for following the school expectations (point to expectations on card). At the end of the day, you will take your BOT sheet to (BOT coordinator/facilitator) at (time) in (location). The BOT coordinator/facilitator will help you add up your points and determine if you met your goal for the day. Once you earn enough points or meet your goal enough times, you will get to choose an activity

or reward (describe system for your school or that student) for following the schools' expectations. If you do not earn enough points, you can keep trying again the next day. At the end of each day you will take the sheet home to your parents/families to show them how you did. You need to bring that sheet back the next day to school. Here is an easy way to remember what to do:

1. Pick up BOT sheet at check in.
2. Carry sheet with you to all classes.
3. Take sheet to check out at the end of the day.
4. Take a copy of the sheet home at end of day.
5. Bring sheet back to school the next day.

Optional Student Training (or if student is struggling):

Trainer Demonstrates Examples/Non-examples of Following School Rules: "Now you will watch me follow the school rules and get a rating, then you will practice."

(Show the type of behavior that will get the student a high, medium and low score for each rule):

"For following directions (point to rule on sheet), to get a 2, I have to follow the teacher's directions every time in class. So when the teacher says, 'Get your math book out,' I have to do it right away every time (demonstrate).

If I don't do it right away or every time, and the teacher has to remind me, I will get a 1 (demonstrate).

If I don't do it or need lots of reminders, I will get no points (demonstrate)."

Students Practice Following School Rules:

"OK. Your turn, show me how you follow directions really well! (Have students only practice the CORRECT way to follow directions--not the incorrect way. Score their sheet for that skill and give them positive feedback.)"

Repeat the trainer demonstration and student practice for the other rules on the sheet.

Trainer Demonstrates Examples/NON-examples of Accepting Feedback:

"At the end of each class, your teacher is going to circle your score for each rule, and tell you what you did well, and what you can improve. I am going to show you what to do when you get all your points, and what to do when you do not get your points, then you will practice.

"I am going to pretend I got all my points. If the teacher says, 'Nice work following directions, keeping your hands and materials to yourself, and using kind words,' I will say, 'Thank you.' That's the right way to do it.

"If I got all my points, and the teacher says, 'Great! You followed all of the school rules perfectly,' I am not going to say anything to my friends. Saying, 'ha ha. I got all my points and you didn't' is the wrong way to do it.

"If I did not get all my points, and the teacher says, 'You earned a 1 for following directions because I reminded you to get started 3 times,' I will say, 'OK. I will try harder next class.' That's the right thing to say.

"If I did not get all my points, and the teacher says, 'You got 0 points for using kind words because you were not being friendly with Sanjay,' I will NOT say, 'That's not fair! He started it!' That's the wrong way to do it.

"If I did not meet my goal at the end of the day, and the coordinator says, 'You did not earn enough points to meet your goal today. You can try again tomorrow,' I will NOT say (in an upset way), 'This is dumb. You didn't add my points up right!' That's the wrong way to do it.

"If I did not meet my goal at the end of the day, and the coordinator says, 'You did not earn enough points today,' I will say (calmly), 'I wish I could have made my goal, but I can make it tomorrow if I try harder.' That's the right way to do it."

Students Practice Accepting Feedback:

"OK. Your turn to practice what to say when the teacher or coordinator tells you things you like or don't like to hear.

"I am going to circle the number on the sheet and pretend you did well or didn't do well. Then you practice the right thing to say after that (students should only practice the correct way!).

Practice by giving the student high scores and positive feedback (student should say "ok" or "thanks").

Practice by giving the student a low score and corrective feedback (student should say something like, "I will try harder tomorrow").

Roles & Responsibilities

Back on Track (BOT) Coordinator:

An initial meeting with coordinator and student will take place. The program will be presented to the student explaining the value of Back on Track and how their behaviors will be rated and the points system. The coordinator will discuss behavioral expectations, the reward system, and provide students the opportunity to ask questions or clarify.

Once the student begins BOT, the coordinator will collect and assess behavior data and monitor student progress. Data will be presented at monthly Tier 2 team meetings.

It is essential that the BOT coordinator ensures fidelity of the program by working/collaborating with the BOT Team, facilitators, teachers and students. Supporting the BOT team needs through direct and regular communication is crucial to the success of the program. The coordinator is expected to fill in or find an appropriate replacement for team members who are absent or unable to perform necessary BOT responsibilities.

BOT Facilitators:

BOT Facilitators are responsible to re-teach student expected behaviors through modeling, role-play, and opportunities to practice. When students check in, make sure to greet them happily. Ask them how they are doing and praise them for checking in. Have them write their name, date, and goal on their new BOT sheet and give it to them to take to class. Remind them when to check out and encourage them to do their personal best in class. If students don't check in after 20 minutes, take their BOT sheet to them to see if they are absent. If they are at school, ask them why they didn't check in, give them their BOT sheet and encourage them to do a good job. Check in later if the student is not at school to see if they arrived late.

At the end of the day, BOT Facilitators take a moment with each student to go over how their day went based on their BOT sheet. It's important to focus on the positive, and help them feel they can succeed in the future. Then calculate their daily percentages to see if they made their goal.

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Teacher:

BOT is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students who are displaying frequent minor rule violations across numerous settings are often successful using this program. It is very important that this is a **POSITIVE** experience for the student to give them an opportunity to improve “their behavior.” As your student's teacher, you hold valuable perspectives on student behavior. This empirically supported system allows teachers to provide immediate, contextually relevant feedback. The BOT sheet is quick and easy to score and should take no more than 1-2 minutes to complete. It is the responsibility of teachers to quickly go over the student's score at the end of the class period. Teachers are encouraged to affirm students who are demonstrating improvement and explain to students areas you hope to see them improve on.

Teacher Procedure:

“Every day, students using BOT will check in at the beginning of the day with a BOT Facilitator (if you are uncertain where, please ask), where the student will receive their BOT sheet. They will carry the sheet with them during the day. We ask you to give the student points after each period and brief, descriptive, positive feedback every time. If they do not earn full points, we ask that you include a brief descriptive corrective statement describing why they did not earn the point(s), and positive feedback about what they did well. At the end of the day, students will check out with their BOT Facilitator, who will also give positive feedback, and calculate their points for the day. The students may receive some type of reward based on the percentage of points they earn.

1. Ensure that the student has their BOT sheet with them. (If not, have extras on hand so the student can continue the BOT program with minimal interruption). *Other means for recording/keeping up with scores may be necessary for students who chronically do not have their sheets. Please talk with the BOT Coordinator about this.*
2. After each period, circle the points the student has earned.

The numbers on the BOT sheet represent how well the student met the expectations of the school. The following scoring criteria may be helpful:

- a. Circle 2 on the BOT sheet if the student met the expectation.
 - b. Circle 1 if they had minor issues and need to make some improvements in meeting the expectation.
 - c. Circle 0 when the student had major issues and significant difficulty meeting the expectation.
3. Give the student brief, specific, primarily positive feedback about their behavior related to the school-wide expectations (see examples below).
 4. If not all points were earned, give brief feedback about what needs to be done to improve their score next time.

NON-examples (Please do NOT do these!):

Student does not earn full points; teacher is negative: "I can't believe how you were talking in class today. I told you five times to stop. You are not earning any points for that today. That was terrible."

Student does not earn full points; teacher uses sarcasm:
"What were you thinking? So, you think it's ok to poke other students with pencils."

Teacher penalizes student from a class that has already occurred: "I can't give you full points for your good behavior in English, because you were not following directions earlier in Algebra."

Student earns full points; teacher does not give specific feedback on what the student did well: "Good work."

Examples:

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: "Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!"

Student earns full points for all but one area; teacher gives positive and brief corrective feedback: "You really kept your hands and materials to yourself, and worked hard today. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time."

Student does not earn full points in any area:

Teacher gives brief corrective feedback, and reminds the student of the rules: "You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s. Just remember to work hard, keep your hands to yourself and use kind words."

Back on Track Contract

I, _____, agree to work on behaviors that demonstrate the PCHS school wide expectations (3R-T):

1. Respectful
2. Responsible
3. Ready to Learn
4. Team Player

I will work with _____ to keep track of my progress. I understand that I will have a chance to earn a reward each week / day when I meet my goals.

I will try hard to do my best to meet these goals every day.

Student Signature

Date

I will do my best to help _____ meet his/her goals everyday.

Signature of BOT Facilitator

Date

Section II:

Daily Procedures



Materials Summary:

5/25/2017

Daily Check-in Procedures

Daily Check-out Procedures

PCHS BOT sheet

Back on Track Daily Procedures

Overview:

- Meet with assigned student(s) for 2-3 minutes, twice daily.
- Complete forms accurately.
- Arrange for coverage, if unable to check-in and check-out with your student(s).

BOT Facilitator Daily Expectations:

Morning

- Check-in with your student(s) between 7:45 and 8:15 a.m., as indicated in your schedule, in the designated areas.
- Spend 2-3 minutes with each student. Ask the student questions such as:
 - "So, do you have everything you need for today?"
 - "Did you complete your homework?"
 - "Did you have breakfast this morning?"
 - "Did you sleep well last night?"

**If any unresolved conflicts are mentioned, briefly problem-solve with student regarding possible solutions.*

- Ensure student fills out a new BOT sheet.
- Remind student of BOT goals and review, if necessary.
- End the conversation with a positive observation about the student's ability to achieve their goal(s). Give a thumbs-up, high-five, fist or elbow bump, handshake, shoulder pat, if appropriate.

Afternoon

- Check-out with student(s) in designated areas as indicated in your schedule.
- Spend 1-2 minutes with each student. Interactions need to be brief to limit the interruption with the transition home.
- Greet student with a positive interaction.
- Review BOT sheet with student:
 - Celebrate class periods student met/exceeded behavioral expectations.
 - Offer gentle corrective feedback, if necessary, for times student did not meet expectations.

Ex. "I see that English was more difficult today, but I am glad that it did not ruin your day and you were able to get your points up for Math. Good work."
 - If goal was met, make a record of this and provide any incentives earned. If not, reframe situation as learning experience and remind student tomorrow is a new opportunity to meet his goal.
- Follow-up with any unfinished business from conversation during morning check-in.
- Offer a positive farewell (thumbs-up, high-five, fist bump, handshake, shoulder pat or hug, if appropriate).
- Turn in a copy of the BOT sheet to the SWIS data entry staff person.

As Needed

- Make copies of blank BOT sheets.

If unable to check-in and/or check-out with student(s), arrange for coverage. Give the staff person covering your BOT shift the necessary materials. If you are calling in sick, please inform the BOT coordinator of your absence.



PCHS 3R-T BOT

Name _____

Date _____

KEY 2 = Great! 1 = Almost There 0 = Try Again	BE RESPECTFUL (Keep hands, feet, objects, & unacceptable comments to yourself)	BE RESPONSIBLE (Follow rules and expectations)	BE A TEAM PLAYER (Try hard & put forth effort to be the best that you can be, peer relations, class participation)	BE READY TO LEARN (Be prepared for class and homework completed, on time, supplies)	TOTAL POINTS PER PERIOD	STAFF INITIALS
1 st	2 1 0	2 1 0	2 1 0	2 1 0		
2 nd	2 1 0	2 1 0	2 1 0	2 1 0		
3 rd	2 1 0	2 1 0	2 1 0	2 1 0		
4 th LUNCH	2 1 0	2 1 0	2 1 0	2 1 0		
5 th	2 1 0	2 1 0	2 1 0	2 1 0		
6 th	2 1 0	2 1 0	2 1 0	2 1 0		
Total Points: Points Possible: 48		Today _____%		Goal _____%		

Missing assignments and/or additional comments _____

1st Period _____2nd Period _____3rd Period _____4th Period _____5th Period _____6th Period _____

Staff/ Student Signature &/or Comments _____

Parent Signature &/or Comments _____

Section IV:

Back on Track

Adjustments/Revisions



Materials Summary:

Follow-up Meeting Form

Fading Process

Incentives Survey

Adjustments/Revisions (Tweaks!)

Occasionally a student will not respond to the intervention without some personalization. Though there are an almost endless number of ways this can be approached, the following tweaks should be tried before more resource intensive personalization takes place.

Initially if a student is consistently failing to meet their daily goals, it may be because the goals are difficult or because the incentives fail to excite the student about the intervention. If after one week the student is not responding to the intervention, reduce the daily goal to 70% and give the student the "Incentives Survey" (see pp. 26-27).

Be sure to inform the student that the reduction in the daily goal is a temporary measure and that it will be moved back up as soon as they are more comfortable with the system. Also let the student know that the survey will help you choose better rewards for them. If the student is happy with the current rewards or does not wish to take the survey, it is not necessary to have them do so. It is also quite useful to look at ODRs to determine the motivation for problem behaviors when choosing alternative incentives.

Once the student is experiencing success at the 70% level, praise the student for achieving their goals and tell them that you think it's time to try 75%. Continue this process until you are back to the desired daily goal (generally 80%).

If the student is still not responding to the intervention after personalizing the incentives and reducing the daily goal, it may be necessary to alter their daily goals. These goals should be related to the school expectations and should be more specific. Goals should be specific enough that the student will be likely to succeed at achieving their daily goals on a regular basis. Goals will be written directly under the school expectations on an adapted version of the BOT form.

Once the student is experiencing success using the more specific goals, goals should be altered to be more general. With some students there will be a few adjustments to

the generalization process before they are able to achieve daily point goals using school expectations as goals, with others one step will be enough.

Once the student is achieving daily point goals using the school wide expectations as goals, start increasing daily point goals as described above.

Back on Track Follow-up Meeting

Student: _____ Date: _____

Coordinator: _____ School: _____

1. Present Back on Track data from Weekly Point Sheet & BOT sheets

a. Back on Track Weekly Data sheet or graph presented? Y N

2. Evaluate success and decide whether to make changes or maintain

program as needed: ***To determine effectiveness of the BOT plan, the team needs to review the following questions:*

- *Has the # of ODR's decreased, increased, or remained the same, since implementation of BOT plan?*
- *How often is the student's BOT sheet % at or above goal line? **6 or less days in 2 wks or 4 consecutive days below goal line should be considered for program modification/change.***
- *Is there variability and/or patterns between % within time periods?*
- *Has MAP, or other curriculum-based measurements, scores increased, decreased, or remained the same since implementation?*

a. Is the program working?	Y	N
b. Do we want to continue using the program?	Y	N
c. Do we need to make some changes?	Y	N

If yes, detail changes below:

Next steps/ Changes/ Continued Monitoring (detail specific modification or changes to plan)

3. If program is not working, will student be referred for FBA/BSP? Y N

a. If No, identify next steps _____

b. Does student have an IEP? Y N

**If so, inform case manager of any changes and future steps.*

To be completed by BOT Coordinator

Date new plan implemented: _____

Parent(s) informed of plan change: Y N

date contacted: _____

5/25/2017

Fading Process (or Graduation)

Rationale:

The purpose of the fading process in the BOT program is to help as many students (with behavior goals) as possible and to support them in realizing that they can manage their own success. Also, with the limited resources in the school setting, it is wise to “wean” students who are experiencing consistent success in order to help others who are in need of a higher level of behavioral support.

Who are good candidates for the Fading Process?

- Students who have consistently met the BOT percentage point goals for 4 to 6 weeks (80% average or above)
- Students who have demonstrated a consistent pattern of desired behavior and may be ready to be self-managers (BOT support may be unnecessary)

Fading Process Procedure:

1. Tier 2 team meets to review student data and to discuss possible candidates for graduation
2. After candidates have been recognized, students will be placed on a fading schedule. Students will only participate in BOT on the following schedule.
 - Week 1 of fade – Mon., Tues., Thurs., Fri.
 - Week 2 of fade – Mon., Wed., Fri.
 - Week 3 of fade – Tues., Thurs.
 - Week 4 of fade – Wed.

Adjustments to this schedule may have to be made based on student's success or failure with fading process.

INCENTIVES SURVEY FORCED-CHOICE REINFORCEMENT MENU

Name: _____

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of “controlled choice” survey items about individual reinforcement preferences. Please read the following paragraph carefully:

“Let’s suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark an “X” in the blank that comes in front of it. Remember, mark only one blank for each pair.”

1. _____ Teacher writes “100” on your paper. (A)
_____ Be first to finish your work. (CM)
2. _____ A bag of chips. (CN)
_____ Classmates ask you to be on their team. (P)
3. _____ Be free to do what you like. (I)
_____ Teacher writes “100” on your paper. (A)
4. _____ Classmates ask you to be on their team. (P)
_____ Be first to finish your work. (CM)
5. _____ Be free to do what you like. (I)
_____ A bag of chips. (CN)
6. _____ Teacher writes “100” on your paper. (A)
_____ Classmates ask you to be on their team. (P)
7. _____ Be first to finish your work. (CM)
_____ Be free to do what you like. (I)
8. _____ A bag of chips. (CN)
_____ Teacher writes “100” on your paper. (A)
9. _____ Classmates ask you to be on their team. (P)
_____ Be free to do what you like. (I)
10. _____ Be first to finish your work. (CM)
_____ A bag of chips. (CN)
11. _____ Teacher writes “A” on your paper. (A)
_____ Be the only one that can answer a question. (CM)
12. _____ A candy bar. (CN)
_____ Friends ask you to sit with them. (P)
13. _____ Be free to go outside. (I)
_____ Teacher writes “A” on your paper. (A)
14. _____ Friends ask you to sit with them. (P)
_____ Be the only one that answers a question. (CM)
15. _____ Be free to go outside. (I)
_____ A candy bar. (CN)
16. _____ Teacher writes “A” on your paper. (A)
_____ Friends ask you to sit with them. (P)
17. _____ Be the only one that can answer a question. (CM)
_____ Be free to go outside. (I)

18. _____ A candy bar. (CN)
_____ Teacher writes "A" on your paper. (A)
19. _____ Friends ask you to sit with them. (P)
_____ Be free to go outside. (I)
20. _____ Be the only one that can answer a question. (CM)
_____ A candy bar. (CN)
21. _____ Teacher writes "Perfect" on your paper. (A)
_____ Have only your paper shown to the class. (CM)
22. _____ A can of soda. (CN)
_____ Classmates ask you to be class leader. (P)
23. _____ Be free to play outside. (I)
_____ Teacher writes "Perfect" on your paper. (A)
24. _____ Classmates ask you to be class leader. (P)
_____ Have only your paper shown to the class. (CM)
25. _____ Be free to play outside. (I)
_____ A can of soda. (CN)
26. _____ Teacher writes "Perfect" on your paper. (A)
_____ Classmates ask you to be class leader. (P)
27. _____ Have only your paper shown to the class. (CM)
_____ Be free to play outside. (I)
28. _____ A can of soda. (CN)
_____ Teacher writes "Perfect" on your paper. (A)
29. _____ Classmates ask you to be class leader. (P)
_____ Be free to play outside. (I)
30. _____ Have only your paper shown to class. (CM)
_____ A can of soda. (CN)
31. _____ Teacher writes "Excellent" on your paper. (A)
_____ Have your paper put on the bulletin board. (CM)
32. _____ A pack of gum. (CN)
_____ Friends ask you to work with them. (P)
33. _____ Be free to work on something you like. (I)
_____ Teacher writes "Excellent" on your paper. (A)
34. _____ Friends ask you to work with them. (P)
_____ Have your paper put on the bulletin board. (CM)
35. _____ Be free to work on something you like. (I)
_____ A pack of gum. (CN)
36. _____ Teacher writes "Excellent" on your paper. (A)
_____ Friends ask you to work with them. (P)
37. _____ Have your paper put on the bulletin board. (CM)
_____ Be free to work in something you like. (I)
38. _____ A pack of gum. (CN)
_____ Teacher writes "Excellent" on your paper. (A)
39. _____ Friends ask you to work with them. (P)
_____ Be free to work on something you like. (I)
40. _____ Have your paper put on the bulletin board. (CM)
_____ A pack of gum. (CN)

Other suggestions about classroom rewards:

Thank you for taking the time to complete this survey.

Reinforcement Inventory

SCORING KEY

_____ Adult Approval (A)
_____ Competitive Approval (CM)
_____ Peer Approval (P)
_____ Independent Rewards (I)
_____ Consumable Rewards (CN)

Modified by Gable, R. A. (1991) from:

Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. *TEACHING Exceptional Children*, 2:3, 143-149.

Frequently Asked Questions Regarding Implementation of BOT

What do we do if a student is not checking-in in the morning?

Part of the duties for the BOT coordinator will be to determine if the students in BOT are absent or have just forgotten to check-in with their facilitator. If the student has just forgotten to check-in, the BOT coordinator delivers the BOT sheet to the student and prompts him/her to try to remember to check-in tomorrow. Although you don't want to make a habit of delivering sheets to students, if the student accidentally forgot, you don't want him/her to miss out on opportunities for feedback and to meet his/her daily goal. Remember, this is a system to increase positive feedback and success of students at-risk for severe problem behavior.

What do we do if a student does not check-out in the afternoon?

In some cases the student will not check-out but will bring the BOT sheet back with him/her the following morning, hopefully signed by the parents. It's at that time that you can prompt the student to check-out that day. Also, it's important to record the information from the sheet into SWIS. The student may have met his/her goal but forgot to check-out. You don't want to penalize the student (or give a "0" for the day) to a student who forgot to check-out.

What should we do if a student is consistently not checking in and/or checking out?

The BOT coordinator should sit down with the student and determine what barriers are preventing the student from checking-in or out. For example, one student we worked with was not checking-out after-school because he would miss his bus if he did. To resolve this issue the BOT coordinator spoke with his sixth period teacher and she agreed that the student could leave 5 minutes early from class to check-out at the end of the day. Some students may say "I forgot to check-in and/or check-out." There are several solutions that can be tried. Enlist the help of the student's friends to remind him/her to check-in/check-out before/after school. Simple statements such as "Hey, can you do me a favor, can you help your friend Sean remember to come see me in the mornings?" by the BOT coordinator often work. It's a good idea to reinforce the friend you have enlisted for helping the student on the BOT. Another suggestion is to go to the student's last class and escort him/her to check-out for several days in a week to provide the student practice with this behavior. Remember, some of the students are on the BOT due to poor organization skills and may need extra practice learning a new routine.

Some students may not check-out because they have had a bad day and have not met their behavioral goal. There needs to be incentive for checking-out, even if the student has not met his/her goal. For example, one school implemented a lottery system where students received a BOT lottery ticket just for checking-in or checking-out. The lottery was held once a week and only students on the BOT were eligible. The more times a student checked-in and checked out, the more lottery tickets she/he had and the more chances to win the lottery.

What do we do if the student loses his/her BOT sheet?

One of the responsibilities for the student on the BOT includes carrying the sheet from class to class, teacher to teacher. We recommend teaching the students to get another sheet as soon as they realize they have lost it. That way, although they may have lost some points toward their goal by losing the sheet, they have not blown the whole day. They can receive feedback on their new sheet and continue to receive positive feedback throughout the day.

Students may also lose sheets if they don't find being on the BOT helpful and rewarding. For those students, troubleshoot ways to improve the program. Often this involves asking them the types of rewards they are interested in working for (e.g., Pit Stop voucher). Some students may "lose" their BOT sheet if they have had a bad day and are afraid to bring the BOT sheet home to their parents. As sad as it may sound, there have been parents who punish students severely for having a "bad day" at school. In these situations we have either encouraged the parents to use the program positively, or, we have had students not take their sheets home as part of the program. We cannot emphasize enough that this needs to be a positive program, one the students enjoy participating in. If the student gets into more trouble by being on the BOT, he/she is going to be less likely to participate.

What if the student is consistently participating in the BOT and his/her behavior gets worse?

It is expected that within a couple weeks, students' behavior should improve on the BOT. For some students, it may take longer to notice changes in grades, but there should be an increase in organization, homework completion, etc. Students whose behavior gets worse may need a more individualized intervention. Additional assessment data can be taken using functional assessment procedures. It's likely that classroom observations will be included in when gathering information. Once information is gathered, it is used to develop an individualized behavior support plan.

*Information in this handbook is adapted from:

Crone, D., Hawken, L., & Horner, R. (2010). "Responding to problem behavior in schools, Second Edition: The Behavior Education Program." The Guilford Practical Intervention in the Schools Series. New York: Guilford Press.

Back on Track (BOT) Daily Practices Fidelity Checklist

Student: _____

Date: _____

During the past week:

	Yes	No	Not observed
1. Student checked in with a designated staff member before school started.			
2. Check In staff person positively acknowledged student at Check In, gave student a CICO Sheet and ensured that the student had materials needed for first class.			
3. Student gave daily progress report to each teacher at the beginning of designated class periods.			
4. Teacher positively acknowledged student when given CICO sheet.			
5. Teachers provided positive feedback as directed in manual at end of class period.			
6. Student checked out with designated staff member at the end of the day.			
7. Student took CICO sheet home to get parent signature.			
8. Student CICO points are recorded within 2 school days.			
9. Student CICO data is reviewed by a Tier 2/3 Team member at least monthly.			
10. Process in place for CICO to be (a) faded to			

self-management if CICO is effective, or (b) intervention is modified if CICO is not effective.			
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Homer, Todd, Filter, McKenna, Benedict, & Hawken,
2004 Adapted: Taylor & Thomas, Sandoval CUSD 501,
2016