

## Checklist for Individual Student Systems (CISS)

The Checklist for Individual Student Systems (CISS) is designed for school teams to self-assess the implementation status of secondary (targeted) and tertiary (intensive) behavior support systems within their school. The CISS is based on factors drawn from the Individual Student Systems Evaluation Tool (I-SSET), and the CISS is designed to answer three basic questions:

1. Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?
2. Is a targeted behavior support system in place?
3. Is a function-based, intensive, individual behavior support system in place?

School teams can use the CISS solely for building an action plan to delineate next steps in the implementation process in which case it is not necessary to score the assessment. If schools choose to use the CISS to assess progress over time, then the measure can be scored and scores on each area and the overall measure) can be tracked on a year-to-year basis.

### BST Team Members

Coordinator: \_\_\_\_\_

Team Members:

**INSTRUCTIONS:** School teams can use the CISS solely for building an action plan to delineate next steps in the implementation process in which case it is not necessary to score the assessment. The CISS is to be completed by the full team, and reflects the consensus (or majority) of team members. For each item, score a “2” if the team views this feature to be fully in place, a “1” if it is judged as in progress and a “0” if it is perceived as not yet started.

If schools choose to use the CISS to assess progress over time, then the measure can be scored. Scores on each area and the overall measure can be tracked on a year-to-year basis.

After completion of the CISS, use the Action Plan template to develop a timeline for moving forward on targeted and intensive interventions.

## Checklist for Individual Student Systems (CISS)

Date of Completion: \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>Part I: Foundations</b>	2-Fully in place 1-partially in place 0-not yet started
1. Score within the past 18 months on the SET (80%/80%), BOQ (70%), or TIC (80%) indicates that SWPBS is being implemented with fidelity	2    1    0
2. A person within the school building is identified to coordinate function-based support planning and implementation.	2    1    0
3. At least three people within the school are trained to conduct basic functional behavior assessment interviews and do simple, confirmatory direct observations based on the results of the functional behavior assessment interview.	2    1    0
4. At least one person within the school, or regularly available to the school, is trained to conduct direct observation methods of functional behavior assessment and lead development of a behavior support plan.	2    1    0
<b>Establish &amp; Maintain a Behavior Support Team</b> <small>(note: behavior support teams are not focused on individual students but rather focus on all students receiving support in a school.)</small>	2-Fully in place 1-partially in place 0-not yet started
5. School has a process in place for requesting behavior support that results in faculty/staff receiving assistance within 10 school days following a request.	2    1    0
6. School has a behavior support team that meets at least monthly to monitor fidelity of implementation and effects of interventions for all students on targeted and intensive interventions	2    1    0
7. Administrator attends at least 80% of behavior support team meetings.	2    1    0
8. Team membership includes individuals with the following roles: a) Allocation of resources (e.g., administrator) b) Expertise in conducting basic functional behavior assessment interviews and building a behavior support plan c) Expertise in academic assessment and intervention d) Coordinating targeted interventions	2    1    0
<b>Strategies for Meeting the Needs of Students</b>	2-Fully in place 1-partially in place 0-not yet started
9. Office discipline referral (ODR) patterns are examined at least monthly to identify individual students who might benefit from a targeted or intensive intervention	2    1    0
10. The ODR form has preliminary information useful for identifying why the behavior might be occurring: (a) time, (b) location, (c) behavior (d) administrative decision, (e) possible reason (motivation), and (f) others involved	2    1    0



<p><b>11.</b> Annual orientation for new faculty/staff in the school includes (a) when ODRs should be completed and how to complete them, (b) how to request assistance from the behavior support team, and (c) behavior support plan policies of the school.</p>	<p>2 1 0</p>
<p><b>12.</b> School has a process for screening the entire student body to identify students who might benefit from additional behavior support interventions and implements the screening at least twice per year</p>	<p>2 1 0</p>
<p><b>Monitoring &amp; Evaluation</b></p>	<p>2-Fully in place 1-partially in place 0-not yet started</p>
<p><b>13.</b> Quantifiable data are collected on student behavior (e.g., office discipline referrals, points-earned on point-card interventions, teacher ratings of behavior) and reviewed at least weekly for all students receiving a targeted or intensive intervention.</p>	<p>2 1 0</p>
<p><b>14.</b> Progress of students receiving targeted or intensive behavior support is monitored at least monthly by the school behavior support team.</p>	<p>2 1 0</p>
<p><b>15.</b> Teachers who have a student receiving a targeted or intensive intervention receive progress updates at least quarterly.</p>	<p>2 1 0</p>
<p><b>16.</b> The entire school faculty is informed at least quarterly about the number of students receiving targeted or intensive interventions and, of those numbers, how many are making adequate progress.</p>	<p>2 1 0</p>
<p><b>17.</b> There is a documented process for notifying and routinely updating family members when a student needs targeted or intensive behavior support.</p>	<p>2 1 0</p>
<p><b>Part II: Targeted Interventions</b></p>	<p>2-Fully in place 1-partially in place 0-not yet started</p>
<p><b>18.</b> School has invested in at least one targeted intervention as follows:</p> <ul style="list-style-type: none"> <li>a) Intervention is implemented in a similar manner for all students</li> <li>b) All staff are familiar with intervention and resources needed to implement intervention are available</li> <li>c) Intervention coordinator is identified and the coordinator has time built into the day to complete responsibilities.</li> <li>d) Implementation of intervention requires no more than 10 minutes per day from any staff (other than coordinator)</li> <li>e) Data-based decision rules are used to determine who begins the intervention</li> <li>f) Intervention is implemented within 5-days of when need identified</li> <li>g) Data are used to monitor progress</li> </ul>	<p>2 1 0</p>
<p><b>19.</b> There is a formal process for determining if a student begins a targeted intervention (e.g., review of a request for assistance form to determine if the intervention matches the reason why the behavior is occurring).</p>	<p>2 1 0</p>

<p><b>20.</b> For all group interventions in a school, data are used to determine what students will benefit, what outcomes are targeted for a student, and whether progress is being made.</p>	<p>2    1    0</p>
<p><b>Part III: Intensive Individual Interventions</b></p>	<p>2-Fully in place 1-partially in place 0-not yet started</p>
<p><b>21.</b> The team conducts a functional behavioral assessment prior to development of an intervention plan. The assessment includes identification of:</p> <ul style="list-style-type: none"> <li>a) The problem behavior(s)</li> <li>b) Events that reliably predict when the problem behavior is most likely to occur</li> <li>c) The consequences presumed to maintain the problem behavior in the context where they are most likely</li> </ul>	<p>2    1    0</p>
<p><b>22.</b> Individual behavior support plans are developed with the active involvement of:</p> <ul style="list-style-type: none"> <li>a) Individuals who will implement the plan</li> <li>b) At least one person with expertise in building behavior support plans from the results of a functional behavior assessment</li> </ul>	<p>2    1    0</p>
<p><b>23.</b> Individual behavior support plans include a summary of information from the functional behavioral assessment.</p>	<p>2    1    0</p>
<p><b>24.</b> Individual behavior support plans developed at the school typically include the following elements:</p> <ul style="list-style-type: none"> <li>a) Summary of functional behavioral assessment findings.</li> <li>b) Procedures for preventing problem behaviors (e.g. manipulation of antecedent events)</li> <li>c) Strategies for teaching appropriate behaviors (especially behaviors that may replace problem behaviors)</li> <li>d) Procedures for preventing problem behaviors from being rewarded (even inadvertently)</li> <li>e) Procedures to increase rewards for desired behaviors</li> <li>f) Procedures for protecting the safety of all individuals (where relevant)</li> </ul>	<p>2    1    0</p>
<p><b>25.</b> Individual behavior support plans include implementation steps (who will do what, when to get the plan in place).</p>	<p>2    1    0</p>
<p><b>26.</b> Individual behavior support plans include procedures for assessing effects of the intervention on problem behavior (at least weekly) and for evaluating fidelity of implementation at least monthly.</p>	<p>2    1    0</p>

### Summarizing CISS Scores

If a school so chooses, CISS scores can be summarized to assess implementation over time. Summarizing the CISS will result in an overall score and a summary score for each feature area; foundations, targeted interventions, and intensive interventions.

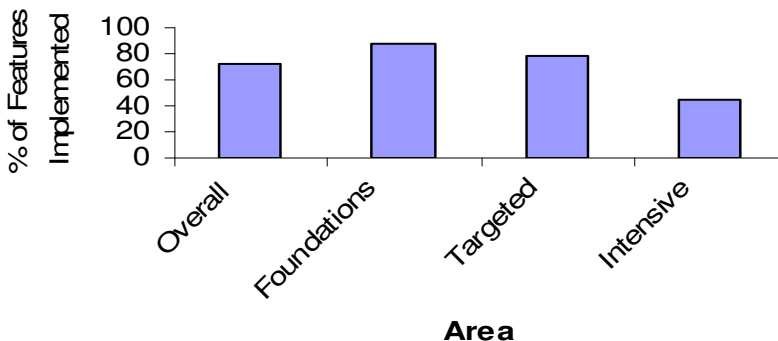
1. Calculate a percent implemented score for each feature area.
  - a. Use the summary score template below to record the total number of points for each feature area.
  - b. Convert each feature area score to a percent implemented score by dividing the total points received by the total possible points for that feature area.
2. Calculate an overall score by dividing the total number of points scored across the three areas by X, the number of questions on the CISS.

	Foundations	Targeted	Intensive
Feature Area Implementation Scores	/34 = %	/6 = %	/12 = %
CISS Total Score	/52 = %		

### Graphing CISS Scores

1. Create a graph with four bars, the first bar shows the overall % of features implemented, the next two bars show the % of features for foundations, targeted, and intensive interventions. See the sample graph below
2. Share the graphs with the school SWPBS team or behavior support team when they meet to review the status and Action Plan for the future

#### **Pineview Middle School CISS Scores 2007-2008**



## Action Plan for Building Individual Student Systems

Use the CISS to build an action plan for the school. Record each item scored as a “1” or a “0” in the relevant rows below. Next, review all steps that require action and put a star in the “priority box” for activities that are judged by the team as priorities—activities that should be completed first. Based on your prioritization, identify a target date by which this step will be in place. Some activities may not be initiated until the subsequent school year; in this case, simply note the year in which the activity will be targeted. Finally, assign responsibility for keeping work on this activity progressing to one or more individuals in the school.

Activity	Activity Task Analysis	Priority	Who	When
<b>1. Foundations</b> <ul style="list-style-type: none"> <li>• SWPBS in place</li> <li>• Coordinator for function-based supports</li> <li>• Three people can complete basic FBAs</li> <li>• Individual can build support plans based on FBA</li> </ul>	a.			
	b.			
	c.			
	d.			
	e.			
<b>2. Support Team</b> <ul style="list-style-type: none"> <li>• Process for requesting assistance</li> <li>• Behavior support team exists</li> <li>• Team meets at least monthly</li> <li>• Administrator attends meetings</li> <li>• Important team roles filled</li> </ul>	a.			
	b.			
	c.			
	d.			
	e.			
<b>3. Meeting Student Needs</b> <ul style="list-style-type: none"> <li>• Examine ODR data</li> <li>• Request for assistance form adequate</li> <li>• Annual orientation for faculty</li> <li>• Process for screening all students</li> </ul>	a.			
	b.			
	c.			
	d.			
	e.			



Activity	Activity Task Analysis	Priority	Who	When
<b>4. Monitoring</b> <ul style="list-style-type: none"> <li>• Data collected and reviewed</li> <li>• Progress monitored by team</li> <li>• Teachers updated</li> <li>• School faculty informed</li> </ul>	a.			
	b.			
	c.			
	d.			
	e.			
<b>5. Targeted Interventions</b> <ul style="list-style-type: none"> <li>• Targeted intervention exists</li> <li>• Formal process for using data for all group interventions is in place</li> </ul>	a.			
	b.			
	c.			
	d.			
	e.			
<b>6. Intensive Interventions</b> <ul style="list-style-type: none"> <li>• FBA conducted</li> <li>• Support plans linked to FBA</li> <li>• Support plans contain key intervention components</li> <li>• Implementation process defined</li> <li>• Fidelity and effects monitored</li> </ul>	a.			
	b.			
	c.			
	d.			
	e.			