

Notes from last meeting: May, 2010

We discussed that we have pretty much completed our work on the negative/problematic behaviors, but that we do need to review it among the larger group once we get more people present.

We discussed the need to address two other issues – the measurement of positive/prosocial behaviors and measure emotional issues.

Positive/Prosocial Behaviors:

We discussed the use of points sheets or other mechanisms to measure prosocial behaviors which includes replacement behaviors. We discussed not getting to specific, but having samples of point sheets or ways of tracking replacement behaviors available to people. In regard to tracking behaviors, it was discussed that this is to help students be successful in the community and that the goal of it is to help students work towards reintegration into a regular school. Furthermore, we discussed tracking replacement behaviors by tracking the number of times the positive behavior is exhibited – such as making eye-contact. Another way is to provide a percent of time periods in which the behavior was exhibited. We also discussed that it could be reported by the percent of improvement.

Thus, there are three ways to report results – frequency, percent of time periods in which the behavior occurs, or obtain a baseline and report the percent increase/decrease.

We discussed not using percents as it is often used in IEP's. For example, an IEP might say Johnny will greet his teacher hello 80% of the time. What we want is how often does it initially occur and what improvement does he show.

Emotional Issues

We discussed providing a list of possible tests/questionnaires that can be used to measure emotional issues. These include the Conners, Achenbach, CSI/ASI, BASC, BES

Finally, we discussed that a school does not have to measure items in all three categories and would pick what applies to them.