



**Data-Based Decision Making**  
**POSSIBLE DECISION BASED TARGET BEHAVIORS**

Behavior of Interest	Description of Behavior
<i><b>Positive Appropriate Behaviors</b></i>	
<i><b>Negative/Inappropriate Behaviors</b></i>	

Teachers are encouraged to choose the most critical 2-3 behaviors, keeping in mind the desired results.

Describe the behaviors in positive behavioral terms.

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## Hi, Try, Good-bye Program Contract

I, \_\_\_\_\_, agree to participate in the Hi, Try, Good-bye program and to do my best to meet my goals.

- I will meet with \_\_\_\_\_ before school to review my goals and at the end of the day to discuss my progress.
- I will also meet with \_\_\_\_\_ during the day at the following times: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- When I earn \_\_\_\_\_ points for \_\_\_\_\_ days (not consecutive) I will earn \_\_\_\_\_.
- I will take a daily progress note home to my parent so that he/she can see how I am doing. I will bring the home note back and give it to \_\_\_\_\_.

My teacher will allow me a few minutes at the beginning and end of the day to meet with \_\_\_\_\_. I agree to use this time responsibly and to follow the rules of the hallway and school.

**Student:** \_\_\_\_\_

**Hi, Try, Good-bye contact:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Parent Home Note

Student: _____ Date: _____ Number of points needed to reach goal: _____ Points possible _____ Points earned _____ Goal Met? Yes No Parent Initial _____	Student: _____ Date: _____ Number of points needed to reach goal: _____ Points possible _____ Points earned _____ Goal Met? Yes No Parent Initial _____
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Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Hi, Try, Good-bye Daily Progress Report

Location → Goals ↓							
1.	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
2.	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
3.	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
4.	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊

**Rating Scale:**

3 😊 = Great

2 😊 = Okay

1 😊 = Try Again

**Number of points needed to reach goal:** \_\_\_\_\_

Points possible \_\_\_\_\_

Points earned \_\_\_\_\_

Goal Met?    Yes                  No

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Data-Based Decision Making

### **DIRECT BEHAVIOR RATING FORM** (SUGGESTION: 1 PER DAY FOR 2-3 WEEKS)

STUDENT \_\_\_\_\_

Date of Rating \_\_\_\_\_

Time of Rating \_\_\_\_\_

First Target Behavior: Raises Hand: "the student raises his hand before speaking aloud in class"

0      1      2      3      4      5      6      7      8      9

(times)

(9 times)

Second Target Behavior: Verbal aggression: "the student yells, calls names, curses, or makes other noises that would be considered aggressive behavior."

0      1      2      3      4      5      6      7      8      9

(times)

(9 times)

Third Target Behavior: Compliance: The student responded to teacher requests or directives within 15 seconds.

0      1      2      3      4      5      6      7      8      9

(times)

(9 times)

Overall daily behavior rating: Based on your judgment of the student's behavior today, how true is this statement: "the student did better today than before the intervention was implemented".

0      1      2      3      4      5      6      7

(very not true)

(very true)

COMMENTS:



**RtI FUNCTIONAL BEHAVIORAL ASSESSMENT**  
(Requires Parental Consent)

The purpose of the behavioral functional assessment is to determine the underlying causes for student academic and/or behavioral difficulties.

1. Define the top 1-2 difficulties that most interfere with the student's functioning in the classroom.
2. Behavior problems should include information about frequency, duration, and intensity of behavior (e.g. using data from behavior charts, contracts, observations, information gathered in Tier 1 or Tier 2).
3. Academic achievement problems should have data regarding results of interventions, progress monitoring, fluency, accuracy, work completion, etc.

<p>1.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p align="center">Functions/Reasons for Behavior</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Behavioral</b></p> <p><input type="checkbox"/> Lacks necessary skills</p> <p><input type="checkbox"/> Seeks attention from adults</p> <p><input type="checkbox"/> Seeks attention from peers</p> <p><input type="checkbox"/> Reacts to teasing/bullying</p> <p><input type="checkbox"/> Tries to escape work demands</p> <p><input type="checkbox"/> Seeks access to rewards</p> <p><input type="checkbox"/> Avoids interactions</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Academic</b></p> <p><input type="checkbox"/> Lacks necessary vocabulary</p> <p><input type="checkbox"/> Lacks foundational skills</p> <p><input type="checkbox"/> Needs organizational skills</p> <p><input type="checkbox"/> Fails to apply skill to new situation</p> <p><input type="checkbox"/> Confuses target skill with similar skills</p> <p><input type="checkbox"/> Does not understand question/answer relationships</p> <p><input type="checkbox"/> _____</p> <p>_____</p> </td> </tr> </table>	<p><b>Behavioral</b></p> <p><input type="checkbox"/> Lacks necessary skills</p> <p><input type="checkbox"/> Seeks attention from adults</p> <p><input type="checkbox"/> Seeks attention from peers</p> <p><input type="checkbox"/> Reacts to teasing/bullying</p> <p><input type="checkbox"/> Tries to escape work demands</p> <p><input type="checkbox"/> Seeks access to rewards</p> <p><input type="checkbox"/> Avoids interactions</p>	<p><b>Academic</b></p> <p><input type="checkbox"/> Lacks necessary vocabulary</p> <p><input type="checkbox"/> Lacks foundational skills</p> <p><input type="checkbox"/> Needs organizational skills</p> <p><input type="checkbox"/> Fails to apply skill to new situation</p> <p><input type="checkbox"/> Confuses target skill with similar skills</p> <p><input type="checkbox"/> Does not understand question/answer relationships</p> <p><input type="checkbox"/> _____</p> <p>_____</p>
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**RtI BEHAVIOR MANAGEMENT PLAN**

**STUDENT** \_\_\_\_\_ **ID** \_\_\_\_\_ **DATE** \_\_\_\_\_

<b>TARGET BEHAVIOR</b> (Describe desired behavior in positive measurable terms)	<b>INTERVENTION</b> (What replacement skill will be taught?)	<b>DOCUMENTATION DATES</b> (of Intervention)	<b>RESULTS</b>