



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Bright Horizons School
School Number:	0871

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. [i](#)

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Integrated MTSS School-Leadership Team Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Ann Kowalski	7. Security Specialist/ Campus Monitor	Esther Simon
2. Point of Contact	Fabiola Munoz-Mario Michel Cason Clarke	8. ESE Teacher	Stephanie Vitale
3. BTU Representative	Cason Clarke	9. School Nurse	Denice Kerr
4. Parent/Community Representative	Miguel Portal	10. Resiliency Liaison	Casey O'Connell
5. Autism Coach	Casey O'Connell	11. Assistant Principal	Sally Judd
6. Job Coach	Tabatha Edwards		

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st	10/16/2025		➡	10/21/2025
2 nd	1/15/2026		➡	1/19/2026
3 rd	3/12/2026		➡	3/17/2026
4 th	5/28/2026		➡	6/4/2026

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

2. Team communication/presentation of new SPBP to staff and stakeholders

Action Steps:	Dates
Present the 2025-26 SPBP to staff (<i>prior to April 30, 2025</i>)	4/21/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/24/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	9/25/2026
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/28/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2024-2025 school year behavior data as listed in Focus.

- (a) Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- (b) Complete the yellow highlighted cells.
- (c) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- (d) Determine if the core is effective in all three areas.

WE ARE TAKING DATA RELEVANT TO OUR SCHOOL WHICH IS NOT REPORTED TO THE BASIS SYSTEM

NOTE: Bright Horizons School only has Tier 3 students					
Bright Horizons School does not give referrals					
1. Codes by Student					
Total Population	166	BA	BC	Outcome	
# of Codes	# Students			De Escalation	BARR
0-1 Codes	8	12	2	12	2
2-4 Codes	10	22	5	26	1
5 or more Codes	12	25	8	31	2
Total	30	59	15	69	5

3B. Core Effectiveness Action Steps: N/A

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> 1. 2. 3. 4.	

3C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within subgroup populations (race, SWD, ELL)?
Disproportionality Action Steps: <i>(3-4 detailed steps)</i> 1. 2. 3. 4.

CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

- 4A.** Top five behavior incidents: Use current 2024-2025 school year behavior data as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
 - Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
 - Complete the yellow highlighted cells.
 - Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

**The behavioral incidents for our school are not on BASIS.
Data was collected monthly by behavior technicians in the classroom.**

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1. Physical Aggression	26
2. Self-Injurious Behavior	17
3. Tantrum	27
4. Elopement	3
TOTAL	74

- 4B.** School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

Schoolwide Expectations
1. Use your voice to communicate
2. Be Respectful
3. Be safe

- 4C.** Top three school-wide locations: Use current 2024-2025 school year behavior data as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations	
School Locations	# Incidents
1. Hallway	12
2. Cafeteria	27
3. Classroom	35
MOST OF THE BEHAVIOR INCIDENTS OCCUR IN THE CLASSROOMS	

4D. Expectations and Rules Chart for common areas of school campus:
 This chart is posted in all classrooms and used to teach students during behavior lessons.

AT OUR SCHOOL ALL THE CLASSROOMS HAVE THE SAME RULES			
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Classroom Rules
1. Use your voice: • Communication device • Visual icons	<ul style="list-style-type: none"> • Use inside voice. • Greet others. • Raise your hand if you need help. • Request what you want. 	<ul style="list-style-type: none"> • Use inside voice. • Greet others. • Raise your hand if you need help. • Request what you want. 	<ol style="list-style-type: none"> 1. Stay in your seat. 2. Listen to your teachers 3. Be quiet during lessons 4. Keep hands and feet to yourself
2. Be Respectful to others	<ul style="list-style-type: none"> • Keep hands and feet to yourself. • Respect personal space. • Use inside voice. 	<ul style="list-style-type: none"> • Keep hands and feet to yourself. • Clean up your area after you eat. • Only eat your food. • Use inside voice. 	<ol style="list-style-type: none"> 1. Stay in your seat. 2. Listen to your teachers 3. Be quiet during lessons 4. Keep hands and feet to yourself
3. Be Safe	<ul style="list-style-type: none"> • Walk directly to your destination. • Stay with your class. • Keep hands and feet to yourself. 	<ul style="list-style-type: none"> • Sit in your assigned are until you finish eating. • Raise your hand if you need help. 	<ol style="list-style-type: none"> 1. Stay in your seat. 2. Listen to your teachers 3. Be quiet during lessons 4. Keep hands and feet to yourself

**DROP DOWN CHOICES DID NOT ALIGN WITH THE RULES DEVELOPED FOR OUR STUDENTS
 ALL CLASSROOMS HAVE THE SAME RULES**

CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	USE YOUR VOICE	BE RESPECTFUL TO OTHERS	BE SAFE
Lesson Plan Dates			
Start of School Year	8/25/2025	8/25/2025	8/25/2025
After Winter Break	1/26/2026	1/26/2026	1/26/2026
After Spring Break	4/20/2026	4/20/2026	1/26/2026

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	HALLWAY RULES	CAFETERIA RULES	CLASSROOM RULES
Lesson Plan Dates			
Start of School Year	8/26/2025	8/26/2025	8/26/2025
After Winter Break	1/27/2026	1/27/2026	1/27/2026
After Spring Break	4/21/2026	4/21/2026	4/21/2026

5C. Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.

Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Resiliency Curriculum Click to enter "other"	Each lesson will be taught during the first week of every month.	Classroom Teachers	A Canvas course is implemented in each classroom in a whole group setting.	The teacher completes a curriculum guide that is monitored by the Autism Coach.

CRITICAL ELEMENT # 6: Recognition Programs

6A. The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details										
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i> Note: Identified problem should be based upon data collected by classroom staff on data sheets.</p>	<p>Data used: Frequency/Interval When a behavior incident occurs that cannot be managed within the classroom, staff initiate a 'Code BA' (Behavior Assistance). If the incident involves imminent danger to the student, other students, or staff, a 'Code BC' (Behavior Crisis) is called. In response to either code, the behavior team immediately responds to the location of the incident.</p> <p>There are two possible outcomes following a Code BA or Code BC:</p> <ol style="list-style-type: none"> 1. The behavior is successfully de-escalated. 2. The behavior continues to escalate, requiring the use of a BARR (Brief Assisted Required Relaxation) restraint. <p>The following baseline data was collected by behavior technicians</p> <table border="0"> <tr> <td>2023-2024</td> <td>2024-2025</td> </tr> <tr> <td>1. BA: 130 times</td> <td>1. BA: 59 times</td> </tr> <tr> <td>2. BC: 37</td> <td>2. BC: 15</td> </tr> <tr> <td>3. DE: 154</td> <td>3. DE: 69</td> </tr> <tr> <td>4. BARR: 10</td> <td>4. BARR: 5</td> </tr> </table> <p>Problem Identification Statement: Formal training for Behavior Technicians is provided during a planning day before the first day of school for students. This year there were several Behavior Technicians hired at different times after the school year started. Every time a new Behavior Tech started the training was provided in the classroom they were assigned. Behavior Specialists provide hands-on training by working with students, having Behavior Techs practice and feedback provided. Behavior plans for each student are reviewed in detail, defining behaviors, their function and interventions as well as data collection. This year, Behavior Specialists developed a uniform data collection sheet for daily recording of student behavior based on their Behavior Intervention Plans (BIPs), as well as a quarterly data sheet to track school-wide information.</p>	2023-2024	2024-2025	1. BA: 130 times	1. BA: 59 times	2. BC: 37	2. BC: 15	3. DE: 154	3. DE: 69	4. BARR: 10	4. BARR: 5
2023-2024	2024-2025										
1. BA: 130 times	1. BA: 59 times										
2. BC: 37	2. BC: 15										
3. DE: 154	3. DE: 69										
4. BARR: 10	4. BARR: 5										
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: <i>Why do you think this problem is occurring?</i> Behavior Techs are hired at different times throughout the year. Data systems were developed this school year and will be implemented in the 2025-2026 school year. SMART Goal Statement: By the end of 2025-2026 school year 100% of Behavior Technicians will be trained on the new data system and on basic principles of Applied Behavior Analysis.</p>										
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Token system Description of Program/System: (<i>≥ 5 sentences</i>) How you will implement a positive reward program/system to decrease this problem? NOTE: Most of our students are not able to wait an entire week to receive a reinforcer. To help reduce problem behaviors, teachers implement token economies in which students earn tokens that can be exchanged for reinforcers. The frequency at which tokens are earned is determined by each teacher, based on the individual needs of their students.</p> <p>Based on their daily behavior, students earn play money which they can use to shop at Bright Horizons' in-house Dollar Store. The Dollar Store is available in two</p>										

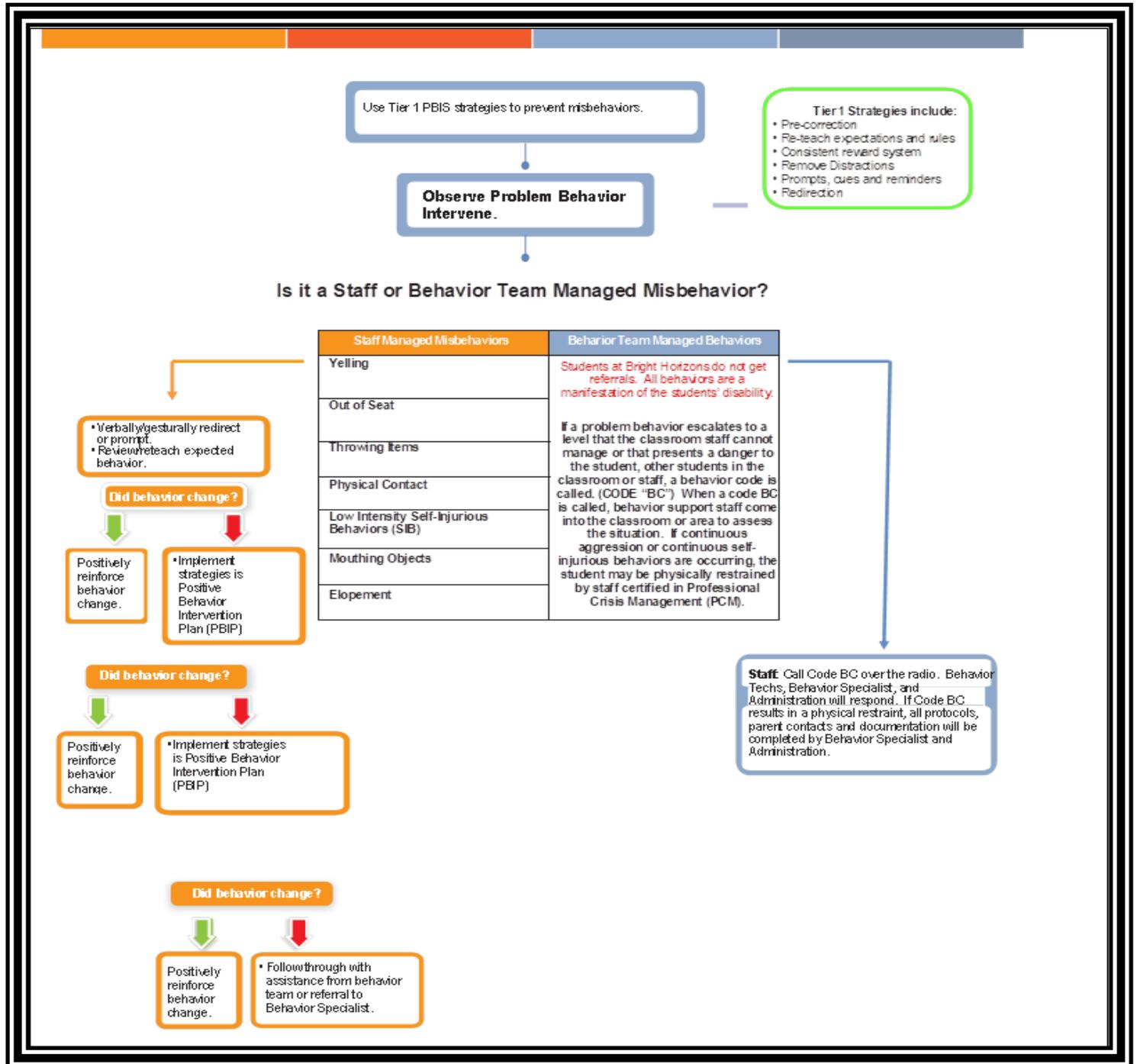
	<p>formats: a physical store and a mobile cart version. Every Friday, students bring their play money to purchase reinforcers such as snacks, toys, jewelry, and drinks.</p> <p>The mobile cart version is specifically designed for students who have difficulty with transitions, allowing them to participate without leaving the classroom. Both the store and the cart are stocked with a variety of items and feature a visual menu with pictures of all available options. Students make their selections by pointing to the pictures or using communication devices programmed with the item choices.</p> <p>Each week, a student and a staff member are designated to assist in managing the cart and store operations, promoting responsibility and engagement.</p> <p>Each teacher will maintain a data sheet to track student participation in the school-wide reward system and to identify which students did not participate, along with the reasons why.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</p> <p>Data collected by each teacher will be reviewed and analyzed monthly by the behavior specialists. A summary report will be created and discussed during the monthly Behavior Technician meetings.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?</p> <p>Data collected by the teachers will indicate if students are receiving reinforcement through the Dollar Store and the frequency of the reinforcement.</p>

6B. Character Education is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>
<ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance 	<p>Kids of Character will be recognized each month. Students will receive a certificate and time with their preferred adult for displaying the designated character trait.</p>

CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



CRITICAL ELEMENT # 8: Classroom Management Systems

8A. Evidence-based Tier 1 classroom management system:

STUDENTS AT BRIGHT HORIZONS ARE ALL TIER 3

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	1. 2. 3. 4.

8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input type="checkbox"/> CHAMPs 7 Up Checklist  N/A
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)  N/A
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)  N/A
<input checked="" type="checkbox"/> Other (<i>specify</i>): Applied Behavior Analysis Individualized Student Data Individual BIP

8C. Percentage of classroom referrals: **Use current 2024-2025 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	N/A
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	N/A
% of referrals in the classroom:	!Zero Divide
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<ul style="list-style-type: none"> <input type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<ul style="list-style-type: none"> <input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<ul style="list-style-type: none"> <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<ul style="list-style-type: none"> <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. New posters will be developed and displayed throughout the school campus by 8/11/2025 2. The bulletin board located by the alcove, which is designated for displaying expectations and rules, will be replaced due to wear and tear by 8/11/2025
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. Dollar Store will be stocked with a variety of reinforcers based on student's preference by 8/18/2025. 2. A Dollar Store Cart will be utilized to go into specific classrooms where accessibility and transitioning is challenged by 8/18/2025.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

"If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?"

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring

Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes (<i>use numerical data</i>)	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2026, click here to enter area of focus [<i>identify one area of focus</i>] will indicate click here to enter # [<i>increased or decreased number or percentage</i>] as measured by Office Discipline Referrals (ODRs) in Focus.	<p>1. N/A - Bright Horizons does not utilize Office Discipline referrals.</p> <p>2. N/A - Bright Horizons does not utilize Office Discipline referrals.</p>

SPBP Submission

1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. 
2. Complete PBIS Point of Contact form. 

APPENDIX

1. Quarterly data sheet for each quarter
2. ABC data collection
3. FAST (**F**unctional **A**nalysis **S**creening **T**ool)
4. Frequency data collection
5. Interval data collection
6. Reinforcement checklist (to be completed by parents in the beginning of the school year)

2025-2026 1st Quarter-8/4/25 TO 10/13/25

Teacher: _____

Date	Time	Student	Location	Behavior	Code	Outcome	Initial
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	

Code BC: Behavior Crisis

Code BA: Behavior Assistance

BARR: Brief Assisted Required Relaxation (BLUE MAT)

D-E: De-Escalation

Locations: Classroom/PE/UA/Hallway
Track/Café/Alcove/Other

Behaviors: You can call a code BC or behavior assistance for all the following behaviors Aggression, SIB, property destruction, non-compliance and any other behavior that cannot be managed by classroom staff.

STUDENTS CAN ONLY BE BARR (RESTRAINT) IF EXHIBITING CONTINUOUS AGGRESSION AND/OR CONTINUOUS SIB

2025-2026 2nd Quarter-10/14/25 TO 1/5/26

Teacher: _____

Date	Time	Student	Location	Behavior	Code	Outcome	Initial
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	

Code BC: Behavior Crisis

Code BA: Behavior Assistance

BARR: Brief Assisted Required Relaxation (BLUE MAT)

D-E: De-Escalation

Behaviors: You can call a code BC or behavior assistance for all the following behaviors Aggression, SIB, property destruction, non-compliance and any other behavior that cannot be managed by classroom staff.

STUDENTS CAN ONLY BE BARR (RESTRAINT) IF EXHIBITING CONTINUOUS AGGRESSION AND/OR CONTINUOUS SIB

Locations: Classroom/PE/UA/Hallway
Track/Café/Alcove/Other

2025-2026 3rd Quarter-1/6/26 TO 3/20/26

Teacher: _____

Date	Time	Student	Location	Behavior	Code	Outcome	Initial
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	
					BC BA	BARR D -E	

Code BC: Behavior Crisis

Code BA: Behavior Assistance

BARR: Brief Assisted Required Relaxation (BLUE MAT)

D-E: De-Escalation

Behaviors: You can call a code BC or behavior assistance for all the following behaviors Aggression, SIB, property destruction, non-compliance and any other behavior that cannot be managed by classroom staff.

STUDENTS CAN ONLY BE BARR (RESTRAINT) IF EXHIBITING CONTINUOUS AGGRESSION AND/OR CONTINUOUS SIB

Locations: Classroom/PE/UA/Hallway
Track/Café/Alcove/Other

2025-2026 4th Quarter-3/23/26 TO 6/30/26

Teacher: _____

Date	Time	Student	Location	Behavior	Code	Outcome	Initial
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	
					BC BA	BARR D-E	

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School Board of Broward County
ABC Recording Form

Student: _____

Setting: _____

Date/Time	Antecedent What happened right before the behavior?	Behavior	Consequence What happened right after the behavior?

FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)

Name: _____ Age: _____ Date: _____

Behavior Problem: _____

Informant: _____ Interviewer: _____

To the Interviewer: The Functional Analysis Screening Tool (FAST) is designed to identify a number of factors that may influence the occurrence of problem behaviors. It should be used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST should be administered to several individuals who interact with the person frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

To the Informant: After completing the section on "Informant-Person Relationship," read each of the numbered items carefully. If a statement accurately describes the person's behavior problem, circle "Yes." If not, circle "No." If the behavior problem consists of either self-injurious behavior or "repetitive stereotyped behaviors," begin with Part I. However, if the problem consists of aggression or some other form of socially disruptive behavior, such as property destruction or tantrums, complete only Part II.

Informant-Person Relationship

Indicate your relationship to the person: _____ Parent _____ Teacher/Instructor _____ Residential Staff _____ Other

How long have you known the person? _____ Years _____ Months

Do you interact with the person on a daily basis? _____ Yes _____ No

If "Yes," how many hours per day? _____ If "No," how many hours per week? _____

In what situations do you typically observe the person? (Mark all that apply)

_____ Self-care routines _____ Academic skills training _____ Meals _____ When (s)he has nothing to do
_____ Leisure activities _____ Work/vocational training _____ Evenings _____ Other: _____

Part I. Social Influences on Behavior

- | | | | |
|----|---|-----|----|
| 1. | The behavior usually occurs in your presence or in the presence of others | Yes | No |
| 2. | The behavior usually occurs soon after you or others interact with him/her in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the him/her, taking away a "preferred" item, requiring him/her to change activities, talking to someone else in his/her presence, etc. | Yes | No |
| 3. | The behavior often is accompanied by other "emotional" responses, such as yelling or crying | Yes | No |

Complete Part II if you answered "Yes" to item 1, 2, or 3. Skip Part II if you answered "No" to all three items in Part I.

Part II. Social Reinforcement

- | | | | |
|-----|---|-----|----|
| 4. | The behavior often occurs when he/she has not received much attention | Yes | No |
| 5. | When the behavior occurs, you or others usually respond by interacting with the him/her in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection) | Yes | No |
| 6. | (S)he often engages in other annoying behaviors that produce attention | Yes | No |
| 7. | (S)he frequently approaches you or others and/or initiates social interaction | Yes | No |
| 8. | The behavior rarely occurs when you give him/her lots of attention | Yes | No |
| 9. | The behavior often occurs when you take a particular item away from him/her or when you terminate a preferred leisure activity (If "Yes," identify: _____) | Yes | No |
| 10. | The behavior often occurs when you inform the person that (s)he cannot have a certain item or cannot engage in a particular activity. (If "Yes," identify: _____) | Yes | No |
| 11. | When the behavior occurs, you often respond by giving him/her a specific item, such as a favorite toy, food, or some other item. (If "Yes," identify: _____) | Yes | No |
| 12. | (S)he often engages in other annoying behaviors that produce access to preferred items or activities. | Yes | No |
| 13. | The behavior rarely occurs during training activities or when you place other types of demands on him/her. (If "Yes," identify the activities: _____ self-care _____ academic _____ work _____ other) | Yes | No |

- | | | | |
|-----|---|-----|----|
| 14. | The behavior often occurs during training activities or when asked to complete tasks. | Yes | No |
| 15. | (S)he often is noncompliant during training activities or when asked to complete tasks. | Yes | No |
| 16. | The behavior often occurs when the immediate environment is very noisy or crowded. | Yes | No |
| 17. | When the behavior occurs, you often respond by giving him/her brief "break from an ongoing task. | Yes | No |
| 18. | The behavior rarely occurs when you place few demands on him/her or when you leave him/her alone. | Yes | No |

Part III. Nonsocial (Automatic) Reinforcement

- | | | | |
|-----|--|-----|----|
| 19. | The behavior occurs frequently when (s)he is alone or unoccupied | Yes | No |
| 20. | The behavior occurs at relatively high rates regardless of what is going on in his/her immediate surrounding environment | Yes | No |
| 21. | (S)he seems to have few known reinforcers or rarely engages in appropriate object manipulation or "play" behavior. | Yes | No |
| 22. | (S)he is generally unresponsive to social stimulation. | Yes | No |
| 23. | (S)he often engages in repetitive, stereotyped behaviors such as body rocking, hand or finger waving, object twirling, mouthing, etc. | Yes | No |
| 24. | When (s)he engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior.) | Yes | No |
| 25. | The behavior seems to occur in cycles. During a "high" cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a "low" cycle the behavior rarely occurs. | Yes | No |
| 26. | The behavior seems to occur more often when the person is ill. | Yes | No |
| 27. | (S)he has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis). | Yes | No |

Scoring Summary

Circle the items answered "Yes." If you completed only Part II, also circle items 1, 2, and 3

Likely Maintaining Variable

1	2	3	4	5	6	7	8	Social Reinforcement (attention)
1	2	3	9	10	11	12	13	Social Reinforcement (access to specific activities/items)
1	2	3	14	15	16	17	18	Social Reinforcement (escape)
19	20	21	22	23	24			Automatic Reinforcement (sensory stimulation)
19	20	24	25	26	27			Automatic Reinforcement (pain attenuation)

Comments/Notes: _____

Reduction Data Sheet -

Date:				Date:				Date:				Date:				Date:			
#	T	SIB	A	#	T	SIB	A	#	T	SIB	A	#	T	SIB	A	#	T	SIB	A
15				15				15				15				15			
14				14				14				14				14			
13				13				13				13				13			
12				12				12				12				12			
11				11				11				11				11			
10				10				10				10				10			
9				9				9				9				9			
8				8				8				8				8			
7				7				7				7				7			
6				6				6				6				6			
5				5				5				5				5			
4				4				4				4				4			
3				3				3				3				3			
2				2				2				2				2			
1				1				1				1				1			
T-Tantrum				SIB-Self Injurious Behavior				A-Agression											
Date:				Date:				Date:				Date:				Date:			
#	T	SIB	A	#	T	SIB	A	#	T	SIB	A	#	T	SIB	A	#	T	SIB	A
15				15				15				15				15			
14				14				14				14				14			
13				13				13				13				13			
12				12				12				12				12			
11				11				11				11				11			
10				10				10				10				10			
9				9				9				9				9			
8				8				8				8				8			
7				7				7				7				7			
6				6				6				6				6			
5				5				5				5				5			
4				4				4				4				4			
3				3				3				3				3			
2				2				2				2				2			
1				1				1				1				1			

Interval Data

Date:	A	T	SIB	DB	Date:	A	T	SIB	DB	Date:	A	T	SIB	DB	Date:	A	T	SIB	DB
8:00-8:30	A	T	SIB	DB	8:00-8:30	A	T	SIB	DB	8:00-8:30	A	T	SIB	DB	8:00-8:30	A	T	SIB	DB
8:30-9:00	A	T	SIB	DB	8:30-9:00	A	T	SIB	DB	8:30-9:00	A	T	SIB	DB	8:30-9:00	A	T	SIB	DB
9:00-9:30	A	T	SIB	DB	9:00-9:30	A	T	SIB	DB	9:00-9:30	A	T	SIB	DB	9:00-9:30	A	T	SIB	DB
9:30-10:00	A	T	SIB	DB	9:30-10:00	A	T	SIB	DB	9:30-10:00	A	T	SIB	DB	9:30-10:00	A	T	SIB	DB
10:00-10:30	A	T	SIB	DB	10:00-10:30	A	T	SIB	DB	10:00-10:30	A	T	SIB	DB	10:00-10:30	A	T	SIB	DB
10:30-11:00	A	T	SIB	DB	10:30-11:00	A	T	SIB	DB	10:30-11:00	A	T	SIB	DB	10:30-11:00	A	T	SIB	DB
11:00-11:30	A	T	SIB	DB	11:00-11:30	A	T	SIB	DB	11:00-11:30	A	T	SIB	DB	11:00-11:30	A	T	SIB	DB
11:30-12:00	A	T	SIB	DB	11:30-12:00	A	T	SIB	DB	11:30-12:00	A	T	SIB	DB	11:30-12:00	A	T	SIB	DB
12:00-12:30	A	T	SIB	DB	12:00-12:30	A	T	SIB	DB	12:00-12:30	A	T	SIB	DB	12:00-12:30	A	T	SIB	DB
12:30-1:00	A	T	SIB	DB	12:30-1:00	A	T	SIB	DB	12:30-1:00	A	T	SIB	DB	12:30-1:00	A	T	SIB	DB
1:00-1:30	A	T	SIB	DB	1:00-1:30	A	T	SIB	DB	1:00-1:30	A	T	SIB	DB	1:00-1:30	A	T	SIB	DB
1:30-2:00	A	T	SIB	DB	1:30-2:00	A	T	SIB	DB	1:30-2:00	A	T	SIB	DB	1:30-2:00	A	T	SIB	DB

Date:	A	T	SIB	DB	Date:	A	T	SIB	DB	Date:	A	T	SIB	DB	Date:	A	T	SIB	DB
8:00-8:30	A	T	SIB	DB	8:00-8:30	A	T	SIB	DB	8:00-8:30	A	T	SIB	DB	8:00-8:30	A	T	SIB	DB
8:30-9:00	A	T	SIB	DB	8:30-9:00	A	T	SIB	DB	8:30-9:00	A	T	SIB	DB	8:30-9:00	A	T	SIB	DB
9:00-9:30	A	T	SIB	DB	9:00-9:30	A	T	SIB	DB	9:00-9:30	A	T	SIB	DB	9:00-9:30	A	T	SIB	DB
9:30-10:00	A	T	SIB	DB	9:30-10:00	A	T	SIB	DB	9:30-10:00	A	T	SIB	DB	9:30-10:00	A	T	SIB	DB
10:00-10:30	A	T	SIB	DB	10:00-10:30	A	T	SIB	DB	10:00-10:30	A	T	SIB	DB	10:00-10:30	A	T	SIB	DB
10:30-11:00	A	T	SIB	DB	10:30-11:00	A	T	SIB	DB	10:30-11:00	A	T	SIB	DB	10:30-11:00	A	T	SIB	DB
11:00-11:30	A	T	SIB	DB	11:00-11:30	A	T	SIB	DB	11:00-11:30	A	T	SIB	DB	11:00-11:30	A	T	SIB	DB
11:30-12:00	A	T	SIB	DB	11:30-12:00	A	T	SIB	DB	11:30-12:00	A	T	SIB	DB	11:30-12:00	A	T	SIB	DB
12:00-12:30	A	T	SIB	DB	12:00-12:30	A	T	SIB	DB	12:00-12:30	A	T	SIB	DB	12:00-12:30	A	T	SIB	DB
12:30-1:00	A	T	SIB	DB	12:30-1:00	A	T	SIB	DB	12:30-1:00	A	T	SIB	DB	12:30-1:00	A	T	SIB	DB
1:00-1:30	A	T	SIB	DB	1:00-1:30	A	T	SIB	DB	1:00-1:30	A	T	SIB	DB	1:00-1:30	A	T	SIB	DB
1:30-2:00	A	T	SIB	DB	1:30-2:00	A	T	SIB	DB	1:30-2:00	A	T	SIB	DB	1:30-2:00	A	T	SIB	DB

A-Aggression T-Tantrum SIB- Self Injurious Behavior
DB-Disruptive Behaviors (out of seat, screaming, laughing loudly, inappropriate attention seeking behavior)

REINFORCER CHECKLIST

Please list the most preferred items that you have noted off on this checklist.

Name:	Age:
Date:	Completed By:

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____
16.	_____
17.	_____
18.	_____
19.	_____
20.	_____

Directions: Please place a check mark next to each item that the student likes.

EDIBLE REINFORCERS	
CANDY:	
1. chocolate candy	
2. licorice	
3. M & M's	
4. Skittles	
5. Starbursts	
6. other _____	
7. other _____	
8. other _____	
CEREALS:	
1. Apple Jacks	
2. Cheerios	
3. Froot Loops	
4. other _____	
5. other _____	
6. other _____	
FRUIT:	
1. apples	
2. bananas	
3. grapes	
4. oranges	
5. raisins	
6. watermelon	
7. other _____	
8. other _____	
LIQUIDS:	
1. _____ juice	
2. lemonade	
3. soda	
4. water	
5. other _____	
6. other _____	
7. other _____	
FROZEN:	
1. ice cream	
2. popsicle	

FROZEN CONT.	
3. other _____	
4. other _____	
5. other _____	
6. other _____	
SOFT FOODS:	
1. cheese	
2. Jello	
3. marshmallows	
4. pudding	
5. yogurt	
6. other _____	
7. other _____	
8. other _____	
OTHER:	
1. crackers	
2. cheese crackers	
2. cookies	
3. corn chips	
4. Doritos	
5. Goldfish	
6. popcorn	
7. pretzels	
8. other _____	
9. other _____	
10. other _____	
11. other _____	
12. other _____	
13. other _____	
14. other _____	
15. other _____	
16. other _____	
17. other _____	
18. other _____	
19. other _____	
20. other _____	
21. other _____	

SENSORY REINFORCERS	
1. beans (sensory bin)	
2. Bumble Ball	
3. deep pressure	
4. fan	
5. flashlight	
6. jumping	
7. kaleidoscope	
8. Koosh ball	
9. lotion	
10. Playdoh	
11. powder	
12. putty	
13. rice	
14. rocking	
15. running	
16. scooter board	
17. shredded paper (sensory bin)	
18. spinning toys	
19. therapy ball	
20. tickles	
21. trampoline	
22. vibrating toy	
23. water tornado	
24. water (sensory bin)	
25. other _____	
26. other _____	
27. other _____	
28. other _____	
MATERIAL REINFORCERS:	
1. beads	
2. bean bags	
3. books _____	
4. books with tape	
4. bubbles	
5. bubble gum	
6. chalk/chalkboard	
7. computer	

MATERIAL REINFORCERS (CONT.)	
8. crayons	
9. electronic toys	
10. musical instruments	
11. musical toys	
12. noise makers	
13. pennies (token board)	
14. puzzles	
15. stamps	
16. stickers	
17. trains	
18. videos	
19. other _____	
20. other _____	
21. other _____	
SOCIAL REINFORCERS	
1. clapping	
2. enthusiastic praise	
3. high fives	
4. hugs	
5. music	
6. tickles	
5. singing a song	
ADDITIONAL REINFORCERS	
1. other _____	
2. other _____	
3. other _____	
4. other _____	
5. other _____	
6. other _____	
7. other _____	
8. other _____	
9. other _____	
10. other _____	
11. other _____	
12. other _____	
13. other _____	
14. other _____	

