

## Reduction of Restraint & Elimination of Isolation (RREI): General Elements of Effective Positive Behavior Support

School:

District:

Recorder's Name(s):

School Year:

Interval 1 Date:

Interval 2 Date:

General Elements	Interval 1 Date:			Interval 2 Date:		
A. Leadership	In Place	In Progress	Not in Place	In Place	In Progress	Not in Place
1. Is there a leadership team that meets on an on-going basis to support the trauma-informed implementation of positive behavioral interventions and supports (PBIS)? Who is on this team? How often do they meet?						
2. Does the school have a mission statement/vision statement that is inclusive and visible within the school?						
B. Tiered Support: Tier 1	In Place	In Progress	Not in Place	In Place	In Progress	Not in Place
3. Is there evidence of a school-wide positive behavior support system in place? Is the system utilized by all staff members? Is the system accessible to all students, and are students aware of how the system works?						
4. Do individual classrooms utilize a variety of positive behavior support strategies/tools? (List tools observed in each classroom)						
C. Tiered Support: Tier 2	In Place	In Progress	Not in Place	In Place	In Progress	Not in Place
5. Is there evidence of a Tier 2 system implemented schoolwide?						
6. Is there evidence of a Tier 2 system in classrooms?						
7. Is data collected and progress monitoring on Tier 2 systems? How often? Who collects the data and monitors the progress?						
D. Tiered Support: Tier 3	In Place	In Progress	Not in Place	In Place	In Progress	Not in Place

General Elements	Interval 1 Date:			Interval 2 Date:		
8. Do behavior intervention plans (BIPs) teach appropriate alternative behaviors which align with the function of the interfering behavior (as determined by a functional behavior assessment [FBA])?						
9. For students eligible for special education services with a BIP, is the content of the BIP aligned with the individualized education program (IEP)?						
10. Are behavior supports and/or goals (as outlined in the BIP and/or IEP if applicable) strengths-based? Do IEP goals related to behavior address meaningful social, emotional, and/or communication skills, rather than student compliance?						
11. Do teams collect data on student outcomes, fidelity, and/or any other measures related to a student's BIP? Are those data graphed or otherwise visually summarized to inform decision-making?						
12. Do all team members have access to the behavior plan? Is there evidence that BIPs are being implemented as part of a team approach and across all settings of a student's day as described in the BIP?						
<i>E. Professional Development</i>	In Place	In Progress	Not in Place	In Place	In Progress	Not in Place
13. Do staff participate in professional development (e.g., training, mentoring, coaching) on social-emotional learning? If so, which staff and how often?						
14. Do staff participate in professional development (e.g., training, mentoring, coaching) on PBIS? If so, which staff and how often?						
15. Do staff participate in professional development (e.g., training, mentoring, coaching) on crisis de-						

General Elements	Interval 1 Date:			Interval 2 Date:		
escalation and prevention? If so, which staff and how often?						
<i>F. Use of Restraint and Isolation</i>	In Place	In Progress	Not in Place	In Place	In Progress	Not in Place
16. Do teams ensure restraint and/or isolation are only used when there is imminent likelihood of serious harm, considering such relevant factors as the student’s age and physical capability for causing serious harm in a given situation?						
17. Do teams review restraint and isolation incident logs to ensure all state requirements are met, including timely notification, required reporting elements, and current certification of staff implementing the restraint/isolation?						
18. Do staff accurately collect and report restraint and isolation incidents via the district’s student information system (SIS) and CEDARS? Are data used by school teams for decision-making <i>in order</i> to support the reduction of restraint and elimination of isolation?						
<i>G. Student and Family Partnerships</i>	In Place	In Progress	Not in Place	In Place	In Progress	Not in Place
19. Is there evidence of family coordination and collaboration across school and/or district practices related to behavior support, social-emotional learning, etc.?						
20. Does the school/district seek and utilize feedback from students regarding their experiences with the school/district’s implementation of behavior support, social-emotional learning, etc.?						
21. Do teams ensure a student’s parent/guardian is informed of any use of restraint/isolation within 24 hours? Do teams debrief each incident with the family (including the student when appropriate) and discuss proactive strategies to prevent further use of restraint/isolation for the student?						

