Questions Related to Implementation

Question	Answer
I work for an online school, and behavior isn't as prominent as in the traditional classroom, but I have experienced a lot of refusal behaviors that impact my ability to support students. Would I be able to look at the Review 360 and change it to work for my environment or is it specifically designed for a traditional classroom?	It is a challenge to teach at a distance; however, many of the best practices are practical for online learning. The strategies offered for improving interaction, reinforcement, and corrections would work well in your setting and strengthen your relationships and supports to students.
Do you think this would be appropriate in a K-2 setting?	Very much so. The earlier students are taught appropriate behaviors and reinforced for behaving properly, the more likely they are to continue those behaviors. The concept is early intervention to prevent them from falling behind and developing learning or behavioral difficulties.
When were the modules taught to the class? Was there a specific time a day? How often?	The modules serve as professional development content for teachers and administrators. The modules guide staff in utilizing best practices to improve student behavior.
Can you provide some examples of measurable goals your district uses at Tier 2 for behavior?	Some examples of measurable goals may include: Number of days without a referral. Number of points earned for appropriate behavior. Reduction in number of tardies. Improvement in academic scores by _%. Completion of assignments. Increase in the number of days without aggressive behavior toward staff. Reduction in detention assignments.
If you are training teachers, how integral do you see a digital system such as this as being a part of their training with respect to classroom management? How cumbersome might this be for an emerging educator?	Tracking data leads to better decision making. Teachers use data to identify students and behavior issues in the classroom that need to be addressed and implement improvement strategies. Emerging educators are more comfortable with technology and appreciate the quick and easy access to data, reports, etc. An

	additional bonus is the professional development modules are web based and can be accessed 24/7 as a learning and review resource for teachers at any time.
Has the administration used this information to provide more classroom management techniques to those teachers with a continuing high number of behaviors in their classrooms? What was the initial cost of the program and did they provide all the training you needed? Since this was implemented in an effort to reduce over-identification, has that in fact happened? Are you identifying fewer students?	Review360 gives teachers tools to intervene early to prevent behavior problems from escalating. Templates and practical and easy to implement strategies are provided for use in the classroom or for individual students. When Tier I strategies are implemented for all students with fidelity and consistency, overall student behavior improves. Many students fell behind in their academics because of behavior problems that interrupted their learning. When behavior issues are addressed, more learning can occur. Fewer students are referred for Tier 2 and Tier 3 interventions. Additionally, the data can indicate if certain groups of students are being over identified and school-wide strategies can be initiated to address their learning and behavior problems or indicate if further staff training is required to better understand unique learning needs, differences, or styles. See cost information under Questions about Budget.
Do you have any books/websites that you would recommend to find behavior/academic interventions?	www.pbis.org , What Works Clearinghouse http://ies.ed.gov/ncee/wwc and Intervention Central http://www.internvetioncentral.org websites are good resources. Many states have helpful websites that offer information and resources on PBIS implementation including Missouri, Florida, Illinois, and Wisconsin. "Journal of Positive Behavior and Interventions" A search of Classroom Management and Supports will produce a large number of books and publications that provide behavior/academic interventions.

Can Review 360 be used by any district to document behaviors and put interventions in place?	Yes. Review360 is even used by single schools.
What did your district use as TIER II criteria to move toward TIER III?	When Tier II interventions were assessed through progress monitoring and deemed unsuccessful within the established timeframe, students progressed to Tier III.
Were you hired full time to implement this program and did you have to hire any additional support to ensure implementation as a district?	No. I supervised student services which covered several areas such as attendance, school choice, bullying, etc. Review360 was purchased to allow us to improve supports and interventions for students and to better track and monitor discipline data. Once school administrative teams were trained, I provide oversight and support of the RTI implementation.
What is the role of the school psychologists in the RTI/SST process in your district?	School psychologists provide responsive services for students whose personal concerns or problems put their personal, social, career and/or educational development at risk. They serve on the Student Support Team and assist principals, teachers, and parents in considering options and best solutions for students struggling either behaviorally or academically.
Is the software in line with SWIS? How long does the teacher report process take? Can you provide some examples of tier two interventions?	SWIS and Review360 are both based on the principles of PBIS. However, Review360 can be configured to align with the Student Code of Conduct. Because the data aggregates in real time, it takes only seconds for reports to generate. Some Tier II interventions include: - Daily scorecard for behavior completed by teachers - Daily self-monitoring rating of behavior for student - Behavior contract - Scheduled Behavior conferences - Schedule for home/school communication - Individual counseling services - Checklist for expectations for behavior - Collection and use of data for decision-making
How do you deal with sustainability when there is change in leadership?	Our district did experience a superintendent and other top leadership changes in the last year. The

	RTI process has become institutionalized in the district and is seen as a powerful tool to assist struggling students and reduce inappropriate referrals to special education.
If your school is using PowerSchool to document discipline, would all incidences have to be re-documented? Or would they be able to be merged?	We are in the process of developing an interface with PowerSchool. Currently data can be entered in the district's student information system and exported to Review360 for the expanded reporting features.
Does this method work for preschoolers?	PBIS principles work at all levels. The data reporting and monitoring features would benefit any setting.
How do you manage school staff members that are wary of reporting behavior due to the negative publicity or negative connotations of a school with very frequent reports of discipline referrals and bullying?	Most reluctant staff members begin to see positive changes in the behaviors of students when Tier I interventions are implemented school-wide with consistency and fidelity. Data can prove to be invaluable in determining challenges and barriers impacting behavior and improve decision-making. Data allows the staff to understand what interventions are working best with particular students. When data is used with parents, the discussion remains objective .
Can you please provide some guidance about specific intervention strategies used for students with conduct problems and negative affect?	Without knowing the specific conduct problem, it is difficult to respond. You can find research and evidence based recommendations for interventions on websites such as Intervention Central and What Works Clearinghouse.
Does Review 360 link specific behavior problems with targeted and evidenced based interventions or does the team still have to determine and develop these?	Yes, targeted, evidence-based interventions are provided to address specific behavior problems at a school-wide, classroom, and individual student level. However, teachers also have the ability to enter and use interventions that have been successful in their own classrooms.
My school district uses PowerSchool to monitor behaviors, which are pulled from the state department of education (SC). Would this be a system that would replace PowerSchool, which is also made by Pearson?	We are currently working on an interface with PowerSchool. It does not replace PowerSchool, but it allows the PowerSchool discipline data to be reported in various formats that align more closely to PBIS.
If the students' behavior is documented and available to all staff online, wouldn't that create prejudice towards particular students and less genuine interaction between teachers and those	The data would indicate if the student is experiencing the same difficulties in more than one classroom setting or if the behavior is more

students?	isolated. Intervention strategies can be implemented across the classrooms for more consistency for the student.
Is this information shared with law enforcement if the student's behavior escalates to an incident requiring law enforcement involvement? What is the theoretical foundation for this methodology? Where this system has been implemented have you collected data about the nature of law enforcement involvement?	Schools follow the Student Code of Conduct and District Policy related to student offenses and reporting.
Is Review360 a program that you purchased or did your district develop it?	Review360 was purchased by our school district to improve our ability to collect and analyze discipline data and to improve discipline management and support. It also provides staff development for improving teachers' skills in classroom and discipline management. We also use Review360 in Special Education for students with more intensive behavioral needs.
What was the response of the 10th to 12th graders when this was implemented in the high school?. Were they receptive?	The focus is on changing and improving the way adults react and respond to behavior issues. As faculties spoke the same language and were consistent in structuring the learning environment, reinforcing expectations for behavior, establishing clear procedural practices, interacting positively with students, and ensuring corrections and consequences were equitable and fair; student behavior improved and the overall learning climate benefitted everyone.
Will you please repeat the minimal requirements prior to moving to a Tier 2?	Most districts require a specific number of referrals or infractions for the same or similar behaviors, a specific number of prior parent contacts/conferences, documented ineffectiveness of prior interventions used, implementation of behavior contract, individual conferencing, and counselor referral prior to Tier 2.
Were the students involved with their behavior plans (i.e. were they invited to meetings)?	Students are involved depending on the age, and proficiency of the student.
What type of data was collected? I have been in a school that implemented some form of PBIS. One of the teacher complaints was that there were no consequences in place for when students were misbehaving. How would you address this with teachers?	Data can be collected in multiple ways, including frequency, type of behavior, location , time of day, etc. The Corrections module provides information to help teachers follow through with consequences for non-compliance.

I have a student on a behavior tracker. He is demonstrating to do well. When is it appropriate to move off the tracker. (it requires that I check in with him twice a day and signature from parent daily) I would like to faze him out...when is a good time to do that? (after 6 weeks?)	When the student consistently behaves appropriately and has demonstrated use of acceptable replacement behaviors. You, the student, and parent might seek agreement on when the tracker is no longer necessary for improved behavior.
Could you have implemented the same positive behavior change without the 360 software? Did you have general buy-in regarding PBIS from all schools?	Our district did implement PBIS before the Review360 purchase. Review360 allowed us to collect and review discipline data more consistently. It was an excellent staff development mechanism to ensure all staff were trained in intervention strategies, and gave us a framework for consistency and fidelity that was missing.
What rewards did your district hand out to the students and staff? Where did the funding come from to buy the rewards, if any?	Individual campuses identified rewards for staff and students and found funding. Teachers used recommendations from the Reinforcement module for designing rewards and recognition in the classrooms for individual students.
When does the teacher document the behaviors? As the behavior is happening or later (after intervention)	It is the same as a paper/pencil referral – when it is most suitable for you and your setting.
Can you speak to how this program works at a secondary level where a student has more than one teacher?	Each teacher can enter data and document behavior interventions on any student assigned to him/her.

Questions Related to Demonstrations

Question	*Answer*
We would like to see the implementation of the Bullying component here in NYC.	You can go to the Review360 website http://r360.psiwaresolutions.com to request a demonstration. Also sign up for the monthly newsletter. The October Newsletter was devoted to bullying prevention.
I would like very much for my current school or school district to work towards introducing and utilizing Review360 school-side or system wide.	Talk to the person assigned to oversee student behavior management and make him/her aware of the program and its success in helping school districts improve behavioral outcomes for students. He/she can go to the Review360 website http://r360.psiwaresolutions.com to request a demonstration and find more information. You can sign up to receive Review360's monthly

	newsletter to learn more about positive interventions and supports for students that you can implement in your individual classroom.

Questions Related to Budgeting

Question	*Answer*
With shrinking budgets, how were you able to fund the program?	Our district recognized that academics and problem behaviors cannot be addressed separately. To improve the academic and behavioral outcomes for students, attention had to be given to improving the learning environment for all students. By keeping students in the classroom, resources were not lost due to suspensions and expulsions, and associated administrative costs related to student discipline. Review360 was a cost effective tool for assisting us in this effort.

Questions Related to Costs

Question	*Answer*
What is the Cost of Review 360? The info wasn't available online.	Cost is dependent on the number of students/schools, the different products purchased, specifications for configuration, type of training, number of training days, and supports requested or desired. You can visit the website at http://r360.psiwaresolutions.com to request a demonstration and more specific pricing information.
Do you need to contact a rep for quotes/cost? Is there a module that notifies parents of behavior growth?	See above info for costs. Parents can be sent or emailed reports on individual student behavior.
Will you share your SST plans? How much is it to pilot the program?	Each student has a separate and unique plan to address their academic and behavioral needs. Each plan includes prevention, intervention, transition, and follow up services for the student and his/her parents. Teachers are active participants and have input on interventions and services that will be implemented and monitored for success.

	See above information for costs. Some school districts elect to pilot the program to garner buy-in, to simplify implementation, and to identify champions and resources for district-wide implementation.

Questions Related to Review360 Components

Question	*Answer*
Can you show us classroom management plans?	If you request a demonstration, you can see how classroom management plans are generated.
What specific tier 2 interventions did you use? Also I want more info on R360?	- Daily check-in/check-out for behavior completed by teachers - Daily self-monitoring rating of behavior for student - Behavior contract - Scheduled Behavior conferences - Schedule for home/school communication - Individual counseling services - Checklist for expectations for behavior - After school tutoring and detention - Community Service - Monitored use of planning and organization tool
Can you look at data school-wide (i.e. across multiple students, multiple locations, multiple classrooms) for system-wide problem-solving?	Yes, schools are very excited about the many and varied ways data can be collected and reviewed.
Can Review 360 be used with AIMSweb's behavioral component? Or is this a separate system? Can you show a graphic and/or report of a student?	Review360 will replace AIMSweb Behavior as Pearson's behavioral component in the coming year. Charts and graphic representations can be generated to indicate student progress.
Please explain what Review 360 is.	Review360 is a comprehensive system of content and tools to support and sustain a PBIS and RTI implementation with fidelity, accountability, and data. Online professional development modules for administrators and teachers are embedded with a learning management system to monitor progress of module completion. Practical and easy to implement strategies are provided to address frequently identified behavior issues.

During the tier 2 interventions, what is goal line that indicates if a student should remain in T2, move on to T3, or return to T1?	Each school would set specific guidelines for what moves a student up or down tiers. Decisions regarding each student would also be based on his/her success with the interventions and documented improvements or lack thereof.
Can you show us the suggested interventions that the 360 program recommends?	Interventions for frequently occurring behavior problems are provided at the school-wide, classroom, and individual student level. The interventions are many and varied to allow teachers to identify the ones that would work best with their students and their teaching style. You can request a demonstration of the product at http://www.r360.psiwaresolutions.com and view intervention recommendations.
For how long are the records of students' behavior incidents kept?	This is determined by the district.
Does the program create plans based on targeted behaviors?	Yes. Plans can be created to address specific behaviors. Numerous intervention options are provided so teachers can select ones best suited to the student and their own classroom management skills, styles, and techniques.
Is there a universal screening component to this program?	Review360 offers several options for universal screening such as the BESS and SSIS for identifying both externalizing and internalizing behaviors to determine students at-risks of emotional and behavioral problems.
What resource was used for the bullying component?	Much time and effort were devoted to research best practices in bullying prevention. A few include Olweus Bullying Prevention, What Works Clearinghouse, Department of Education, The Bullying Project, Intervention Central, Education Week, ASCD, Journal of Positive Behavior and were utilized as resources for the content.
Can the presenter share the checklist used during the classroom walk?	You can request a demonstration at http://r360.psiwaresolutions.com to view the walkthrough checklist.
When using Review 360 is there a way to see the data across the whole school, not just by individual students? What are your thoughts about out of school suspension?	Yes, behavior data can be reported in multiple ways across the school and district. Students need to be in the classroom with quality instruction. Out of school suspensions do not

	benefit the child nor do they typically change the behavior. Schools need to identify strategies that help students demonstrate self-control and acceptable behaviors so they can stay in the classroom and see more academic success.
Can you please discuss what reinforcement procedures and positive alternatives were used?	Positive reinforcement is only effective if it increases the likelihood of the replacement behavior occurring again. Not all students are motivated by the same things or in the same way. You have to find what works best with each student. To mention a few: Procedures: - Close proximity - Eye contact - Using the student's name - Frequent smiles, nods, acknowledgements - Using specific description of desired behavior Types of privileges, activities, tangibles etc. - Stickers - Game of choice - Line leader - Certificates - Bonus points - Special seat or parking spot - Special object of recognition to wear – hat, crown, vest, pin, ribbon - Food coupon - Additional computer time - First to Leave pass - Note home - Extra center activity or computer time
Does Review 360 develop state-mandated reports?	Yes, Review360 data can be configured to align with state mandated reports.