**Discouraging Unexpected Behaviors Practice Profile**

Implementation with fidelity requires clearly described implementation criteria.  The Practice Profile framework has been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord’s (2006) Innovation Configuration Mapping (NIRN, 2011). The Practice Profile is anchored by the essential functions. Moving from left to right are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

***How to Use the Practice Profile***

The essential functions align with the teaching/learning objectives for each professional learning module. For each teaching/learning objective are levels of implementation. For some essential functions, proficient and exemplary implementation criteria are the same and in others, criteria differ. Close to proficient levels of implementation suggest the skill or practice is emerging and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the unacceptable variation level, follow-up professional development in addition to coaching is recommended. The professional development provider should walk through the practice profile with the educator-learners. It is an important tool for self-monitoring their own implementation because it serves as a reminder as to the implementation criteria and is also aligned with the fidelity checklists.

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| **Discouraging Unexpected Behavior Practice Profile** | | | | | |
| **Essential Function** | | **Exemplary Implementation** | **Proficient** | **Close to Proficient**  *(Skill is emerging, but not yet to proficiency.* ***BLT*** *Coaching is recommended.)* | **Far from Proficient**  *(Follow-up* ***BLT*** *professional development and coaching are critical.)* |
| 1 | The building leadership team has implemented the systems to define “Major” or office-managed unexpected behavior, a form to capture “Major” behaviors and the systems needed to collect “Major” data for decision-making. | Exemplary = an average of 11-12 total points  *The building leadership team has*   * *engaged all staff in clearly defining “Major” or office-managed unexpected behavior.* * *created an office discipline referral form (ODR form) to capture all instances of “Major” behavior.* * *established and implemented schoolwide procedures for completing and submitting ODR forms.* | Proficient = an average of 9-10 total points | Close to Proficient = an average of 7-8 total points | Far From Proficient = an average of 6 or fewer total points |
| 2 | The building leadership team has implemented the systems to define “Minor” or classroom-managed unexpected behavior, a schoolwide procedure to monitor “Minor” behaviors and effective and consistent instructional response strategies for “Minor” classroom-managed unexpected behaviors. | Exemplary = an average of 14-16 total points  *The building leadership team has*   * *engaged all staff in clearly defining “Minor” or classroom-managed unexpected behavior.* * *created a schoolwide procedure to capture instances of “Minor” or classroom-managed behavior.* * *created a decision rule of when to document “Minor” behaviors.* * *established and implemented, effective and consistent schoolwide procedures for responding to “Minor” behaviors, including professional learning opportunities for all instructional staff.* | Proficient = an average of 12-13total points | Close to Proficient = an average of 9-11 total points | Far From Proficient = an average of 8 or fewer total points |
| 3 | The building leadership team has developed and implemented an effective and consistent schoolwide system to discourage unexpected behavior. | Exemplary = an average of 11-12 total points  The building leadership team has developed and communicated (e.g., memos, email, newsletter, website, student and/or staff handbooks) to all students, staff and families:   * *“Major” office-managed, and “Minor” classroom-managed behavior definitions.* * *adult response strategies aligned to the intensity of the unexpected behavior in either a* ***flowchart*** *or* ***behavior intensity levels chart*** *formats.*   The building leadership team has provided training to all staff on effective and consistent response strategies. | Proficient = an average of 9-10 total points | Close to Proficient = an average of 7-8 total points | Far From Proficient = an average of 6 or fewer total points |