

Rating Scale:  Needs Immediate Improvement  Making Progress  Proficient  No opportunity to observe

Primary Aim		
To support the student in interpreting the school-wide Social Contract in relation to their own actions and behaviors. To support the student to distinguish between maladaptive and adaptive behaviors. To make transparent the processes that support successful participation with others in the routines and rituals of the school community. To promote positive emotional engagement with others and the achievement of well-being through active membership within the school community. To support a self-organizing personal growth process centered on planned strategies that help the child to replace maladaptive thoughts and behaviors with generative ones.		
Procedures		
<ol style="list-style-type: none"> 1. Facilitator establishes a positive rapport with the student by explaining that the meeting is intended to improve their experiences in school. 2. Facilitator guides the student to identify and list problematic behaviors that prevent positive experiences in school. 3. Facilitator guides the student to read the Social Contract aloud, clarifying questions that arise. 4. In the process of reading, the student identifies the behaviors that interfere with specific responsibilities to the Social Contract. 5. Facilitator prompts child to make a commitment to change undesirable behaviors. 6. Facilitator supports child to develop a list of new behavioral commitments. 7. Student signs a 'promise card'/behavioral contract. 		
1	Student	Rating
1a	Demonstrates a willingness to participate in the intervention format through cooperative verbal and nonverbal behaviors (e.g., eye contact and receptive physical positioning).	
1b	Is able to identify personal behaviors that contribute to problematic experiences in school. Cooperates in creating a list of problematic behaviors.	
1c	Through a cooperative reading of the Social Contract, identifies instances where problematic behaviors interfere with responsibilities.	
1d	When prompted, articulates a desire to change problematic behaviors.	
1e	Identifies positive behaviors as alternatives to problematic behaviors identified in 1b.	
1f	Makes a commitment to implement a plan for change by signing a "Promise Card" (a behavioral contract based on behaviors outlined in 1e).	
1g	In subsequent meetings, child begins the intervention with a 'transformation narrative' in which they relate their positive experience as a result of adopting new behaviors.	
2	Facilitator	Rating
2a	Begins the Intervention by establishing positive rapport, assuring the student she/he is not in trouble and that the Intervention is intended to improved their wellbeing. Establishes eye contact and positive emotional non-verbal communication.	
2b	Ensures the student is the primary and positive agent in the process. If the student is resistant, other participants can be engaged in a dialogue that serves to mirror problematic behaviors, describe them, and invite individual to take ownership and responsibility for naming them (e.g., "[Student] is moving his seat away from me and rolling his eyes. Does he do this in the classroom sometimes? What would you call this behavior? [Student], your teacher just said you do this in the classroom, do you agree? Do you want to put that into your own words?).	
2c	When a student identifies an overly-general behavior or names a behavior that is not relevant, redirects the child to more precisely describe the behavior or it in a specific context.	
2d	Skillfully facilitates a self-regulated, problem-solving process in which the student, 1) identifies	

	and resolves a behavior problem by thinking about how it interferes with successful cooperation with the broader community; 2) considers alternative behaviors; 3) makes a commitment to change; 4) signs a contract/promise card; and, in subsequent meetings, relates a Transformation Narrative.	
3	Recordkeeping	Rating
3a	Problematic behaviors are described in specific terms. Records show evidence that students fully understand how problematic behaviors interfere with responsibilities.	
3b	Resolutions, suggestions and plans for improvement are described in specific terms.	
3c	Records are kept centrally so that they are accessible to teachers and focus students.	
3d	Intervention follow-up meeting records show evidence of Transformation Narratives, in which the child relates instances in which new behaviors replaces a previous problematic behavior.	
4	Organization and School Procedures	Rating
4a	A system is established for adult and/or student facilitators to lead Behavior Interventions on a regular basis (e.g., within an existing course structure, after-school program, or advisory).	
4b	A system is established for students to sign up for Interventions at times that are not disruptive to their academic schedules.	

Comments: