

# Whitcomb School



*Respectful, Opportunity, Academics, Responsible (R.O.A.R.)*

## **InstaBoost Program**

### **Guide for Teachers and Staff**

**Developed by Whitcomb Boost Team**

#### **Acknowledgements**

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# What is InstaBoost?

**InstaBoost** is a teacher-based intervention that relies on classroom teachers providing positive, specific, and corrective feedback to students at specified intervals during the school day that are connected to school-wide and classroom expectations for positive behavior.

**InstaBoost** is an adaptation of Check & Connect program<sup>1</sup>, the Behavior Education Program<sup>2</sup>, and Check, Connect, and Expect<sup>3</sup>. **InstaBoost** is based on the theory that relationships with school staff, reinforcement of clear expectations and social behavior, and engagement in school activities contribute to improved academic and social outcomes of students<sup>4</sup>.

All these programs rely on practices that have empirical support for students<sup>5</sup>. The common practices include: a) daily supervision, monitoring, and coaching; b) frequent feedback on academic and social performance; c) point systems based on social and academic goals; d) reinforcement for meeting criteria on the goals; and e) use of a positive adult role model.

## Who is InstaBoost Appropriate For?

InstaBoost intervention designed to support students whose behavior has not responded to universal school discipline approaches including those with, or at-risk of, social/emotional or behavioral difficulties.

## What are the Potential Benefits of InstaBoost?

**There are 7 potential benefits of using InstaBoost with students.**

1. Provides increased positive teacher-student contacts.
2. Provides increased reinforcement for students for following expectations.
3. Provides increased home-school communication and partnership.
4. Provides an early, effective and efficient response to emerging problem behavior before it becomes chronic and ingrained.
5. Connects logically and easily to school-wide system of behavior support.
6. Provides an efficient and measurable assessment of progress that helps determine if interventions are working.
7. Provides information that may be useful for identification of predictors of behavior should higher level supports be needed.

## How do I Access InstaBoost for My Students?

At Whitcomb School, InstaBoost is assessed through the Tier 2/Boost Team in one of three ways:

1. A teacher initiates a referral to the Boost Team.
2. A student exceeds criteria on behavioral criteria such as principal attention slips, attendance, non-medical visits to the school nurse.
3. Parent nomination to the Boost Team.

## What is the Role of the Boost Team?

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<sup>1</sup> Sinclair, Christenson, Evelo, & Hurley (1998)

<sup>2</sup> Crone, Horner, & Hawken (2004)

<sup>3</sup> Cheney (2007) & Cheney & Lynass (2009)

<sup>4</sup> Cheney & Lynass (2009)

<sup>5</sup> Cheney, Flower, and Templeton (2008)

1. Collaborating with classroom teachers to orient them to the program once InstaBoost is activated
2. Coaching teachers (as needed) in providing positive, specific and corrective feedback to students.
3. Helping teachers address logistical and other concerns.
4. Modeling feedback procedures, if needed.
5. Gathering and interpreting data on program success.
6. Summarizing data on students in the program for the Boost Team and faculty.

## What are the Steps in Implementing InstaBoost?

### A. Setting Up the Basic InstaBoost Program

1. There are three ways a student is nominated for InstaBoost. One way is that the teacher initiates the process by completing the Tier 2/InstaBoost Referral Form and submitting it to the Tier 2 Boost Team. The other way is by parent request. Finally a student either (a) exceeds behavioral criteria based on pre-determined cut scores or (b) is deemed at-risk based upon a systematic screening process. In these cases, the team notifies the teacher and then the teacher completes the nomination form.

ILT CHARLES W. WHITCOMB SCHOOL  
TEACHER NOMINATION FORM - REQUEST FOR INTERVENTION ASSISTANCE

Student Name \_\_\_\_\_ Grade/Team \_\_\_\_\_ Homeroom \_\_\_\_\_  
 Referring Staff \_\_\_\_\_ Today's Date \_\_\_\_\_  
 Dates of parent/guardian contact: \_\_\_\_\_  
 Are parents aware of your concerns? Yes No  
 Do parents share your concerns Yes No  
 What, if any, changes in behavior occurred after speaking with parent?: \_\_\_\_\_

**Primary area of concern:** NOTE: Several areas of concern may exist at this time. However, please prioritize and PICK ONE area for which you would most like to have intervention.

Academic-Work Habits Behavioral Social/Emotional Academic-Content \_\_\_\_\_ (specify)  
 Briefly describe: \_\_\_\_\_

Does the team share these concerns? Yes No Some

**Circle how often the behavior occurs :**

Meets classroom academic expectations	Never	Rarely	Sometimes	Often	Always
Meets classroom behavior expectations	Never	Rarely	Sometimes	Often	Always
Manages emotions appropriately	Never	Rarely	Sometimes	Often	Always
Maintains positive peer relations	Never	Rarely	Sometimes	Often	Always

**Please indicate strategies you have tried and whether they have Worked (W), Not Worked (N), or if you are Unsure (U): Please refer to BCAP for additional strategies.**

___ Differentiated assignments	___ Reduced assignments	___ Changed seat
___ After school/Before school help	___ Talked to previous teachers	___ Informal behavior plan
___ Teacher check-ins	___ Extended time	___ Logical consequences
___ Teacher/Parent contact	___ Praise/Reward privileges	___ Guidance support
___ Adult attention	___ Sensory supports	___ Teacher provided notes
___ Conversation with student	___ Ignoring behavior	___ Break tasks into smaller steps
___ Other _____		

**Please check student interests and motivators:**

2. A member of the Boost Team is identified to support the classroom teacher and oversee the process.
3. Students are identified by the referral process and teachers are e-mailed a letter identifying the student and the student's coach. Simultaneously parents are notified that their child has been selected to participate the InstaBoost Program.



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ILT Charles W. Whitcomb School

September 2015

Dear Whitcomb Staff

We have a wonderful school wide goal this year. Many of our students are in need of extra support to help them be successful. Whitcomb is initiating a Tier II intervention called InstaBoost Program Check-in/Check-out.

InstaBoost Program Check-in/Check-out is an intervention that allows students who are at-risk for social, emotional, and behavioral difficulties to receive positive feedback and support throughout the day. Students check-in with a designated adult at the beginning of the day and check-out with the same adult at the end of the day.

STUDENT NAME has been selected to start the InstaBoost program for term #. We are excited that he/she will be a part of InstaBoost Program. If you have any questions, please contact CONTACT NAME, who will be their coach.

Thank you,
The Boost Committee
ROAR!!!!



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ILT Charles W. Whitcomb School

DATE
Dear PARENTS/GUARDIANS,

Whitcomb is initiating a new program called InstaBoost Program. InstaBoost Program is an intervention for students who may benefit from extra support throughout the school day. Each child selected has the opportunity to participate in the program for approximately six to eight weeks.

We look forward to working closely with you through this process and we appreciate your support.

Thank you,
The Boost Committee
ROAR!!!!

Please cut, complete, and return to school.

InstaBoost Program Parent Information Form

Child's Name Today's Date

Grade DOB

Parent Name

The best way to contact me about my child's progress at school
(Circle one of the options):

- E-mail
Daily notes sent home with student
Daily phone calls

Please write any additional comments or questions:

- 4. The starting date is determined.

B. Implementing the Program

Basic InstaBoost

- 1. After students are identified for the program, students meet with their designated coach to review the expectations of the program.
o coaches discuss options for the daily boost card
1 hard copy of daily boost card
2 google drive document of daily boost card

Whitcomb Panthers R.O.A.R.
Check-in/Check-out

Student's Name:

Check-in/Check-out Coach's Name:

Table with 5 columns: Period #, 2=great 0-1 reminder, 1=okay multiple reminders, 0=try again major incident/out of room, and sub-columns for Respectful, Opportunities, Academics, and Responsible.

- 2. Students meet with their coach during homeroom periods at a designated location. During this time their coach tries to set a positive start for the day.

3. Throughout the 7 periods each day, the classroom teachers complete the daily boost cards for their specific periods (Google or hard copies). Simultaneously the teachers provides brief feedback about the student's behavior.
  - The rating process is BRIEF (1 minute).
  - Teachers are encouraged to provide specific verbal acknowledgement if the student has displayed any of the behaviors that demonstrate the behavioral expectations.
  - A reprimand during the rating process is not recommended as it is not likely to increase expected behavior.
  - A specific reminder and encouragement (followed by a pre-correction for next period) are more likely to increase expected behavior for most students
  - Note that the student is likely to have already been reprimanded when they exhibited the behavior.
  - Teacher is optimistic about the student's ability to meet the daily goal for the class.
  - Teacher focuses on *Respectful, Opportunity, Academics, and Responsible*
  - Teacher provides feedback and scoring.
4. At the end of each day, the coaches input the students data in the google document.
5. Teaches and coaches will consistently collaborate throughout the program.

**Scoring and Feedback from the TEACHER:**

**Whitcomb Panthers R.O.A.R.  
InstaBoost Program**

Student's Name: \_\_\_\_\_

Coach's Name: \_\_\_\_\_

Period #	2=great 0-1 reminder		1=okay multiple reminders		0=try again major incident/out of room	
	Respectful <small>(using kind, thoughtful words)</small>	Opportunities <small>(participating appropriately)</small>	Academics <small>(making an effort on assignments)</small>	Responsible <small>(coming to class on time with materials)</small>		
1.						
2.						
3.						
4.						
5.						
6.						
7.						
Today's Totals ____/56 Did I meet my goal? ____/45 With no documented major incident? YES or NO	____/14	____/14	____/14	____/14		

Cut Here and Bring bottom portion to parent

Score a '2' if the student met or exceeded standards for behaviors related to this expectation for this period (0-1 reminders).

The student displayed:

- Specific positive behaviors related to each expectation (i.e., the student displayed 'respectful' behavior throughout the class connected to behavioral matrix),
- No instances of a MAJOR problem behavior associated with the expectation,
- No instances of MINOR problem behavior associated with the expectation (see ROAR Behavior Definitions).
- Please note that the child is not expected to be perfect to obtain a score of 2.
- The positive behaviors that were displayed should be verbally acknowledged:
  - "You did a great job being safe, respectful, responsible, and learning this period Billy. Congratulations." Or,
  - "You were respectful this period by speaking quietly during group work, Bill. I really appreciate it and you are getting a '2' in Respect." Or,

- “I felt you were respectful this period Bill. Can you tell me what you did that makes me say that and give you a 2?”

Score a ‘1’ if the student met standards for behaviors related to this expectation for this period but required multiple reminders /redirections (2+).

The student displayed:

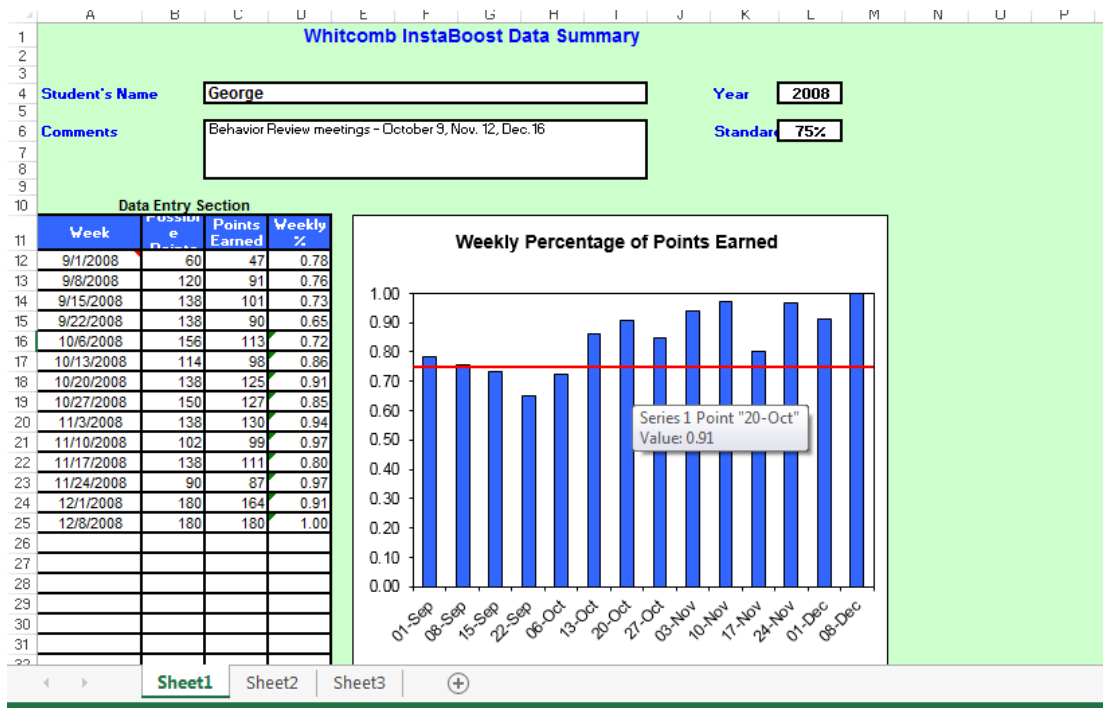
- Specific positive behaviors related to the expectation (i.e., the student displayed ‘respectful’ behavior throughout the class connected to behavioral matrix),
- No instances of a MAJOR problem behavior associated with the expectation,
- At most one or two MINOR problem behavior associated with the expectation (see ROAR Behavioral Definitions),
- Positive responses to redirection/consequences when ‘minors’ were addressed,
- Less attention/emphasis should be placed on corrective feedback for minor behaviors.
- Specific positive behaviors should be verbally acknowledged:
  - “You really showed strength in ‘Learning’ by completing all your work today – I appreciate that!
  - “There was some loud calling out during reading, but when I asked you to stop, you did.”
  - “Next period, I’d like you to be more respectful by raising your hand when you want to talk and I know you can do that.”
- It is *not recommended* that a reprimand go along with a ‘1’ rating as this is not likely to increase expected behavior.
- A calm & specific reminder of desired behavior with encouragement (followed by a pre-correction for the next period) is likely to work better.
- The student is likely to have been reprimanded repeatedly in the past for exhibiting the behavior (he has not responded to reprimands with improved behavior).

Score a ‘0’ if the student exhibited major problem behavior related to the expectation (see ROAR Behavioral Definition).

- The student receives a 0 for that period and there is no feedback in relation to the card for that period.

### **Scoring and Feedback from the COACH:**

1. The Coach then reviews it and enter it into the data base which can produce visual display in the form of graphics.
2. Coaches review data with the student and together come up with strategies to improve progress.



**WEEK 1**

**Whitcomb Middle School InstaBoost Program**  
**Student: Bill Hill**  
**Coach: Rachel Hammond**

MONDAY	Period	Expectations				# Expectations	Date (mm/dd/yy)	Percentage	Weekly	
		Expectation 1	Expectation 2	Expectation 3	Expectation 4				(Fills in automa	Date
1	1	3	3	3	2	4	75%	1	7/28/15	
2	2	3	3	3	3	4	92%	2	7/29/15	
3	3	3	3	3	3	4	100%	3	7/30/15	
4	3	3	3	3	3	4	100%	4	1/0/00	
5	2	1	3	1	1	4	58%	5	1/0/00	
6	3	3	3	3	3	4	100%	Completed Days in week		
7	3	3	3	3	3	4	100%	Average % for Week		
# Periods		7	7	7	7	28				
Totals		81%	90%	100%	86%		89%			

### How Do We Evaluate the Success of InstaBoost?

- 80% or better for 16 out of 20 days is considered success.
- Regular Boost team meetings will occur to discuss data and to determination next steps. Information about student progress should be sent home after the meeting.
- A decision is made as to next steps based on progress. The options include: (a) discontinuing program based on success or a fading process will occur; (b) continuing InstaBoost or adapting InstaBoost Program, (c) consideration of other targeted Tier 2 supports including group intervention or function-based support plan.

### How to Adapt InstaBoost Program:

If the InstaBoost program is partially successful (i.e., variable data, close to 80%) options include:

- Lower the criteria for success
- Add reinforcement,



3. Add a simple contract with student and family
4. Target specific behaviors
5. Adding a teaching component.

### **How to Fade InstaBoost Program:**

After the student has reached success ( 80% or better for 16 out of 20 days); the fading process begins. The fading process can take several directions;

1. **Self Monitoring:** Teacher and student simultaneously complete InstaBoost card and the data is compared for (2) weeks. The goal is for the student and teacher to have demonstrated 80% success for 8 out of 10 days. Success is defined as teacher/student agreement for 80% of ratings for 8 out of 10 days.
2. **Celebrating completion:** Coach and student will discuss and agree upon a method of celebrating their success. Different options will be suggested depending on the student's age level and/or interest level.

### **InstaBoost Frequently Asked Questions:**

1. **What happens if the InstaBoost coach is absent?** Each coach will have a partner and the student will check-in with the coach's partner.
2. **What if the classroom teacher is absent?** The student receives points for that specific period unless there was a major infraction.
3. **What if the student is late to school or dismissed early?** The student misses that check-in, but student receives points for any classes missed. If this is a chronic issue then the Boost team should be notified.
4. **What if a student loses their card?** Give them another card.
5. **What if the student destroys the card due to dissatisfaction with the scoring?** The student does not receive points for the previous periods, student receives new card, and encourage the student to get back on track.
6. **What happens if the student fills out the card instead of the teacher?** Teachers should check-in with students daily and remember to complete the card in pen. If the teacher forget to complete their portion of the card they should notify the student's coach.
7. **How frequently should the teacher communicate with the coach?** The teacher communicates with the coach as needed.