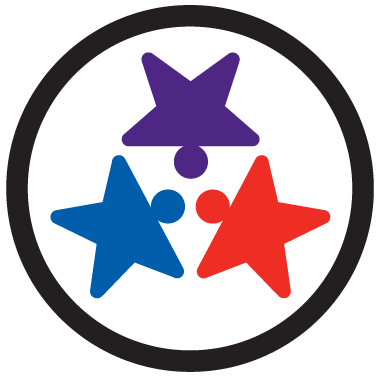
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BRAMBLE MIDDLE SCHOOL

Response to Instruction and Intervention for Behavior (RTI2-B)

Implementation Manual

2018-2019

Implementation Plan designed by the RTI2-B School Team Members:

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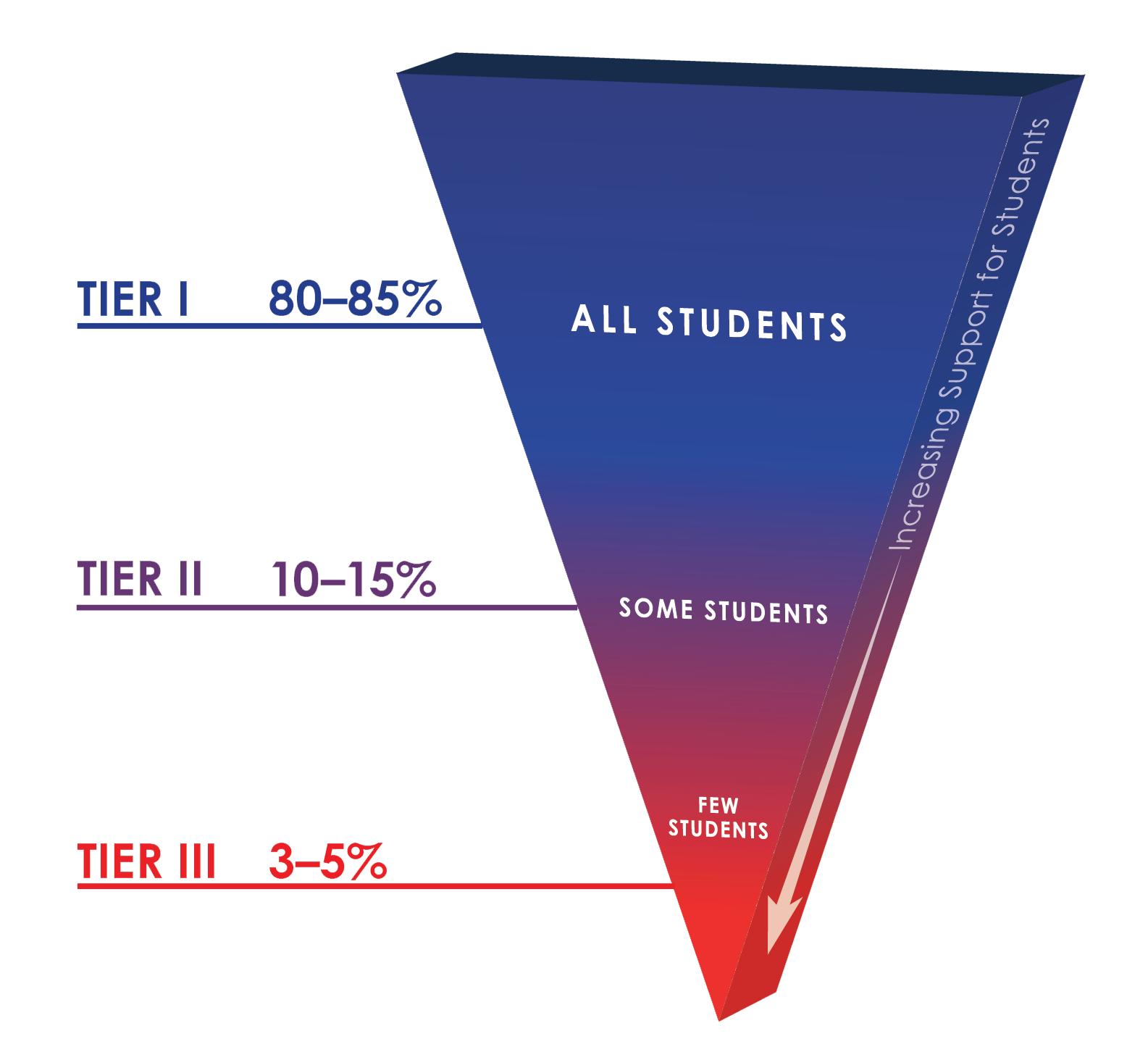
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# RTI2-B Overview

Response to Instruction and Intervention-Behavior (RTI2-B) is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools.

RTI2-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). All of these efforts require a shared school-wide commitment to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided. When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see, as opposed to punishing the behaviors we don’t want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

The purpose of RTI2-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Tennessee Behavior Supports Project can help schools meet that goal.

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Within the multi-tiered framework of RTI2-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

**Tier I:** Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings throughout the school, positively acknowledging students and staff who follow these expectations, having a formal system for responding to inappropriate behavior, and maintaining a school-wide system where all stakeholders’ opinions are valued.

**Tier II:** Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

**Tier III:** Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Examples of Tier III supports include individualized counseling and function-based interventions.

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# Tier I Documents

# Purpose Statement

The purpose of our RTI2-B Team is to help develop a school-wide plan to improve school climate for all students, staff, and families. We will encourage building relationships between all stakeholders and will use input to when creating and modifying our plan to make sure all voices are heard.

**RTI2-B School Team**

# Tier I Team Roles & Responsibilities

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Before** Meeting | **During** Meeting | **After** Meeting |
| **Team Lead** | * Schedules meetings * Sets meeting agenda * Sends meeting reminders | * Facilitates discussion * Follows meetings norms and provides input | * Follows up on assigned tasks * Completes assigned tasks |
| **Recorder** | * Creates meeting minutes * Sends agenda before meeting | * Records meeting minutes * Reviews action items with team * Respectfully participates in meetings | * Shares minutes with team * Completes assigned tasks |
| **Data Analyst** | * Prepares data and graphs * Review Agenda | * Leads discussion on data * Respectfully participates in meetings | * Completes assigned tasks |
| **Communicator** | * Collects input from staff to share at the meeting * Review Agenda | * Represents staff voice * Considers what training staff will need * Respectfully participates in meetings | * Shares updates with all staff * Completes assigned tasks |
| **Time Keeper** | * Reviews agenda | * Keeps team on topic * Monitors time needed to discuss agenda * Ensures meetings start and end on time * Respectfully participates in meetings | * Completes assigned tasks |

# Tier I Team Meeting Foundations Form

Our RTI2-B Tier I Team reflected on the professional behaviors that characterize efficient and effective meetings during their training. The working agreements are listed below in an effort to support the team’s productivity.

|  |  |
| --- | --- |
| **Team Norms** | **Decision Making Procedures** |
| * Start and end on time * Listen to understand, not reply * Use team meeting process * Actively participate * Assume best intentions * Stay on-task | * We think about the student first * We use data to make decisions * Working consensus (everyone comes to an agreement but its ok to have reservations) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Team Roles & Responsibilities** | | | | | | | | |
|  | **Team Lead** | | | **Recorder** | **Data Analyst** | **Communicator** | | **Time Keeper** |
| **Primary** | Kyle Jonas | | | Jenny Oyer | Jordan O’Donnell | Jill Gutierrez | | Cat Baker |
| **Back Up** | Jenny Oyer | | | Cat Baker | Jill Gutierrez | Jordan O’Donnell | | Kyle Jonas |
| **Responsibilities** | Meeting Agenda | | | Meeting Notes | Data Reports | Shares updates to staff | | Keeps team on track |
| **Team Meeting Schedule** | | | | | | | | |
| **When** | | **Where** | | | **Start/End Time** | | **Agenda & Meeting Minute Location** | |
| 4th Wednesday of every month | | Conference room | | | 3:30-4:30 | | RTI2-B folder in T-Drive | |
| **Data Tool** | | | **Data Collection &**  **Data Entry Schedule**  *Who & When* | | | | **Report Generation**  *What, Who & When* | |
| **Tiered Fidelity Inventory (TFI)** | | | Abbie (RTI2-B Coach) – October & May | | | | Jordan – Share TFI report to faculty in November | |
| **Universal Behavior Screener (SRSS-IE)** | | | Kyle – September, December, & April | | | | Kyle – Share SRSS triangle data to faculty in October | |
| **Office Discipline Referrals (ODRs)** | | | Jordan – Monthly | | | | Jordan – Share monthly ODR reports at team meeting | |
| **Staff Feedback (PIRS)** | | | Kyle – Remind staff to take survey in February | | | | Jill – Share report at April faculty meeting | |
| **Annual Report** | | | Kyle – June | | | | Kyle – Complete online report by June 15th | |

# Tier I Team Meeting Agenda

Our RTI2-B Tier I Team selected an agenda to use at every team meeting. This will help us have efficient and effective meetings.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Meetings:** | **Date/Time:** | **Location:** | **Team Lead:** | **Recorder:** | **Data Analyst:** | **Communicator:** | **Time Keeper:** |
| Today’s Meeting |  |  |  |  |  |  |  |
| Next Meeting |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tier I Team Members** (Place “X” to left of name if present) | | | | | | | |
|  | Kyle Jonas |  | Jordan O’Donnell |  | Cat Baker |  | Robert Smith |
|  | Jenny Oyer |  | Jill Gutierrez |  | Ann Kinsmon |  | Lorraine Southview |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Administrative/General Information and Issues** | | | | |
| Issue/Information | Discussion/Decision/Task | By When? | Who? | Staff Communication |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Review**  *ODR Review for ODRs, SRSS-IE Spreadsheet, TFI Report at pbisassessment.org, PIRS Report, Annual Report* | | | | | |
| Data Tool | Discussion/Decision/Task | Goal | By When? | Who? | Staff Communication |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Behavioral Expectations**

# Behavioral Expectations and Behavioral Expectations Matrix

Our school’s agreed upon behavioral expectations are operationally defined with examples of what the expected behavior looks like in each location. This will improve clarity and consistency of what is expected throughout the school.

|  |
| --- |
| Our Bramble Middle School Behavioral Expectations are called:  Bramble Behaviors |
| 1. Be Safe  2. Be Respectful  3. Be Responsible |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **BE SAFE** | **BE RESPECTFUL** | **BE PREPARED** |
| **CAFETERIA** | -Wait in line for your turn  -Walk in and out of the cafeteria | -Speak at an appropriate volume  -Follow adult directions  -Show good table manners | -Throw away your trash and recycle plastic bottles  -Clean your area after eating  -Stay seated |
| **TECHNOLOGY** | -Visit school appropriate sites only  -Report inappropriate content  -Use equipment with care and obtain permission before using | -Leave equipment the same as you found it  -Speak at an appropriate volume | -Keep food and drinks away from computers  -Use technology for academic purposes only |
| **HALLS** | -Walk with your feet moving in the direction of traffic on the right side of the hall and stairs  -Keep hands to self | -Keep hands off walls and pick up trash  -Use quiet voices  -Follow adult directions | -Go directly to where you need to go  -Be efficient and arrive to class on time |
| **ARRIVAL/**  **DEPARTURE** | -Respond immediately when teachers/adults call  -Stay in designated area  -Walk both inside and outside of school grounds | -Speak at an appropriate volume both inside and outside of school building  -Resolve conflicts with others | -Arrive on time  -Go directly to destination |
| **CLASSROOM** | -Keep hands, feet, and objects to yourself  -Appropriate responses to adults and peers at all times | -Pay attention to the speaker  -Follow directions  -Work well with others | -Complete all classwork  -Be present with all materials ready  -Ask questions as needed |
| **RESTROOM** | -Keep restrooms clean  -Report any problems or misbehaviors to staff (graffiti, fighting, horseplay, bullying, etc.) | -Honor privacy  -Wait patiently for your turn  -Keep restrooms clean | -Use restroom quickly  -Return to classroom promptly and quietly  -Use soap and water for washing hands |
| **GYM/PE** | -Use equipment appropriately  -Keep hands, feet and objects to yourself | -Follow teacher directions  -Use appropriate language and tone | -Put equipment away  -Be on time and present |
| **BUS** | -Stay in your seat  -Keep your hands, feet, and objects to yourself  -Report any misbehavior to staff | -Use a quiet voice  -Follow bus driver directions  - Use appropriate language | -Get to bus on time  -Walk on and off quickly  -Clean up after yourself |
| **ASSEMBLIES/**  **SPECIAL EVENTS** | -Listen to adult directions  -Sit in assigned area | -Stay positive  -Pay attention | -Enter quickly and quietly  -Speak at appropriate times |

**Teaching Expectations to Students, Staff, Family and Community**

# Lesson Plans

Lesson Plans are an important way to consistently teach all students the behavioral expectations in all locations throughout the school. Together as a team, we created lesson plans for every setting, and the completed lesson plans are located in the appendix of this implementation manual.

# Calendar

The RTI2-B School Team added the RTI2-B Calendar Components to our school calendar in an effort to organize our implementation efforts.

|  |  |
| --- | --- |
| **RTI2-B Calendar Components** | **Date(s)** |
| RTI2-B School Team Meetings | 2nd Thursday of each Month |
| Initial Session to Teach Core Components to Staff | Thursday, August 1st (all day workshop) |
| Booster Sessions to Teach Core Components to Staff | Monthly at faculty meetings |
| Begin School-wide Implementation  (e.g., Kick-off Celebration) | Friday, August 9th 9:00 – 9:30 AM |
| Teaching Expectation Lesson Plans to Students in All Settings | During Related Arts Monday, August 12th |
| Re-teaching Expectation Lesson Plans to Students in All Settings | Quarterly Assembly (last Friday of Quarter) |
| Celebrations/Assemblies | Quarterly Assembly (last Friday of Quarter) |
| Family Nights | Thursday, August 23rd  Thursday, December 10th  Thursday, April 17th |
| Other: |  |

# Teaching the Plan

Our RTI2-B Team worked through the logistics of teaching the plan to all students, staff, family and community in our school, and the details are listed in the charts below.

|  |  |
| --- | --- |
| **Teaching the Plan to Students** | |
| **How will you introduce the plan to students?**  *(e.g., describe steps for first introducing the school-wide plan to all students)* | |
| *How:*  Students will receive tickets and school-wide Behavior Expectations will be posted throughout the school, they will then attend an assembly introducing the RTI2-B plan to them | *When:*  First day of school before the brunch schedule begins (9:00 – 9:30) |
| **How will you create and post the expectations in all locations?** | |
| *How:*  RTI2-B team members will make copies on the school poster maker during the summer planning day | *When:*  Will be hung before the first day of school |
| **How will you review the plan and reteach lessons throughout the year?**  *(e.g., after each break)* | |
| *How:*  - Quarterly assemblies will be held where students re-teach Behavior Expectations  - After each break classroom teachers will revisit expectations in the classroom,  - Behavior Expectations will be announced daily during announcements | *When:*  Assemblies – quarterly  Classroom – after each break  Behavior Expectations – Daily during announcements |
| **How will you teach the plan to new students throughout the year?** | |
| *How:*  Students and school counselor will have a “welcoming committee” Behavior Expectations will be taught to new students. | *When:*  Beginning of each month |

|  |  |
| --- | --- |
| **Teaching the Plan to Family and Community** | |
| **How will core features of the plan be shared with family/community members at the beginning of the school year?** (e.g. expectations, acknowledgements, discipline) | |
| The school administrators will start the open house with an overview of the RTI2-B plan and its benefits to the school. Each classroom teacher will review specifics of the plan in their classroom during their time with parents. | **When:**  During Back to School Night |
| **How can families incorporate RTI2-B in the home?**  (e.g., home matrix, home acknowledgement system) | |
| A home matrix will be provided to parents with the same school-wide behavior expectations with home settings. During parent trainings, ways to incorporate different strategies used within the RTI2-B plan in the home will be discussed. | **When:**  Fall and Spring Parent Night, posted on website |
| **What additional resources can family/community members access for more RTI2-B** **information and support?** (e.g., online resources, resources within the district) | |
| Tennessee Behavior Supports Project website ([www.tennesseebsp.org](http://www.tennesseebsp.org)), parent trainings provided at school each semester, school counselor will pull together family resources to share on school website. | **When:**  Ongoing reminders for parents to check the website |
| **Who will be the liaison between the school and family/community?** | |
| The school will have a PTO representative that will act as the liaison between the school team and the family/community. | **When:**  Ongoing |
| **How can family/community members get involved with RTI2-B at your school?** | |
| Through the PTO there will be opportunities to help create materials, support celebration or raffles, participate in acknowledging staff during appreciation breakfasts, and help share information about the plan with other parents. | **When:**  Ongoing |
| **Does your school have an established parent organization? If so, who will communicate with the parent organization?** | |
| PTO Representative | **When:**  Ongoing |

|  |  |
| --- | --- |
| **Teaching the Plan to Staff** | |
| **How will you train staff on the plan?** | |
| All support staff will be trained (e.g., cafeteria staff, custodial staff, office staff, bus drivers) during an ins-service. They will also provide all materials needed to faculty. | **When:**  Tuesday, August 6th at 8 AM |
| **How will you train staff to teach expectations and deliver acknowledgements?** | |
| We will have an RTI2-B Workshop during in-service. During that time, the school team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty.  Staff will practice using behavior-specific praise and utilizing the Bramble Bucks with each other and a raffle will be held during the day. | **When:**  Thursday, August 1st (all day workshop) |
| **How will you teach the components of the discipline process to all staff?**  *(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)* | |
| We will have a RTI2-B Workshop during in-service. During that time, the school team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty. | **When:**  Thursday, August 1st (all day workshop) |
| **How will you teach core features of the plan to substitute teachers?**  *(e.g., expectations, acknowledgements, discipline)* | |
| Substitutes will have a 1 page handout that reviews the important features of the RTI2-B plan, a packet of Bramble Bucks, and Office Discipline Referral forms and Behavior definitions in their substitute folder. | **When:**  Ongoing |

# Planning for Stakeholder Input

Our RTI2-B team discussed possible ways to involve our school community (students, staff, family/community) in developing the RTI2-B framework at our school. We hope to receive their input and continued feedback.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Behavioral Expectations** | **Teaching and**  **Re-teaching of Expectations** | **Acknowledgement System** | **Discipline**  **Process** |
| **Staff** | A draft of the RTI2-B handbook will be sent to faculty and staff for feedback through grade level chairs | Lessons will be sent to each grade level chair to be reviewed and suggestions offered before RTI2-B workshop day | A draft of the RTI2-B handbook will be sent to faculty and staff for feedback through grade level chairs | All behaviors will be sorted with the staff into office vs. classroom managed during the RTI2-B workshop, team will create definitions, faculty and staff will provide examples and non-examples |
| **Students** | Student Leadership team will review and provide feedback | Different classes will be responsible at quarterly assemblies to review Behavior Expectations and teach lessons on them | Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input | Have student be part of the discipline process using restorative circles, student leaders will provide input on how to create student ownership at the school |
| **Family/**  **Community** | All parts of the plan will be reviewed with family and community during back to school night.  Administrators will ask for feedback from PTO  representative  School will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night.  Administrators will ask for feedback from PTO  representative  School will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night.  Administrators will ask for feedback from PTO  representative  School will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night.  Administrators will ask for feedback from PTO  representative  School will recruit a parent team member for the RTI2-B School team |

**Acknowledgment System**

# Acknowledgement System Matrix

Our RTI2-B team discussed possible ways to acknowledge students, staff, and family/community throughout the school year in an effort to acknowledge expected behaviors and show appreciation of their continued support.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School-wide Acknowledgment System Matrix** | | | | |
|  | Name and Type | Description | When (frequency) | Where (location) | Who (distributors) |
| ***Students*** | The Beehive | What: A large beehive of recognition will be posted on a main wall in the building.  How: As students earn acknowledgements (Bramble Bucks), they get stapled onto the beehive. Bramble Bucks can be stapled onto the wall every Friday after students and teachers have the opportunity to document how many Bramble Bucks each student has earned over the course of the week. When the beehive is full, the whole school earns a celebration. | Bramble Bucks given on daily basis and posted on beehive. Celebration earned when beehive is full (e.g., monthly) | Bramble Bucks given in all settings in school. Beehive posted in main entrance area of school where all students and staff can see it. | All staff responsible for distributing tickets. RTI2-B school team and office staff responsible for upkeep of beehive. |
| Star Stingers | What: Lunch line privilege  How: The Star Stingers award will be given to the table of students that exhibits the most respectful, prepared, and safe behaviors in the cafeteria for a week. The following week, that table will be the first allowed to line up for the lunch line. | Weekly | Cafeteria | Cafeteria staff |
| Bramble Bucks | What: Paper slips of recognition  How: Bramble Bucks will be given to individual students for exhibiting Bramble Behaviors (behaviors that are safe, respectful, and responsible (see Behavioral Expectations Matrix). Upon receipt of a Bramble Buck, students will write their name and teacher’s name on ticket. Each classroom should have a system for organizing students’ Bramble Bucks. Every Friday, students/teachers should count and document how many Bramble Bucks each student has earned for the week. The Bramble Bucks will then be delivered to the office for the office staff and RTI2-B School Team to put on the Beehive board. | Daily | All settings | All staff responsible for distributing Bramble Bucks |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Staff*** | Golden Jacket Award | What: : A Golden Jacket with the school’s mascot will be displayed on the classroom door of a teacher (selected by the administrator and RTI2-B school team). The jacket remains on the classroom door for a one week period. At that point, it is given to another teacher.  How: Teachers are given the Golden Jacket Award for the following behaviors: doing an exceptional job teaching/re-teaching Bramble Behaviors, acknowledging students, etc. | Weekly | Worker Bee Award poster displayed on teachers’ classroom doors | Administrator and RTI2-B School Team |
| Raffles | What: A prize drawing for teachers  How: Once the Beehive is full and the school has earned its celebration, the Bramble Bucks posted on the Beehive will be taken down and placed in a box/bucket. At the next staff meeting, one or two Bramble Bucks will be drawn. The teachers’ whose names are on the Bramble Bucks will win a prize. | Approximately monthly (whenever Beehive is full) | All Settings; drawings happen at staff meetings | All staff responsible for distributing Bramble Bucks; RTI2-B School Team responsible for setting up drawings |
| Yellow Jacket Breakfast | What: A breakfast to say “thank you” for participating in RTI2-B at the school.  How: The PTO and RTI2-B School Team will host a quarterly appreciation breakfast for all staff members. | Quarterly | Teacher’s Lounge or Meeting Area | PTO & RTI2-B School Team |
| ***Family/Community*** | Eager Yellow Jackets | What: A community member recognition bulletin board  How: Community groups and family members will be acknowledged for their participation (i.e., donations, volunteer time, etc.) in the RTI2-B framework. A bulletin board will be kept in the front office/entry area of the building. Each month, new community groups/family members will have their names/pictures displayed, along with a large “thank you” sign. | Monthly | Front Office/Front Entry Area | Office Staff & RTI2-B School Team |
| School Website | What: A running banner on the school website highlighting participation from the community and families.  How: The RTI2-B School Team will keep track of community participation and work with the school’s tech representative to post about those contributions on the school website. | Ongoing (changed out monthly or quarterly) | Website | RTI2-B School Team and tech person |
| Yellow Jacket Gratitude | What: An annual celebratory event to thank family and community members who have been involved with RTI2-B over the course of the year.  How: The RTI2-B team, with help from school staff and students, will host a party for family and community members at the end of the school year. The event could involve students performing for the guests, making cards/pictures to give to the guests, food, etc. | One time per year (at end of school year) | TBD | RTI2-B School Team, Office Staff, Administrator; all teachers and students to assist |

**Problem Behavior Definitions and Discipline Procedures**

# Problem Behavior Definitions and Office-Managed vs. Staff-Managed Chart

Our school categorizes problem behaviors as office-managed and staff-managed. We used our school’s discipline handbook and the behavior definitions to determine which problem behaviors will be office-managed and which will be staff-managed in our discipline process. We also agreed on the definitions, examples, and non-examples listed below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
| **Lying/Cheating:** | Lying – Making a statement to which one knows to be untrue.  Cheating – using dishonest methods to gain academic advantage. | Cheating on tests  Copying work (without teacher permission)  Lying to an adult | Teacher approved: Cooperative Learning  Sharing  Projects |
| **Inappropriate Verbal Language or Nonverbal Language (Disrespectful):** | Student engages in low-intensity instance of inappropriate language toward other students Calling names  Use of inappropriate vocal tones | Stupid, ugly, shut-up, sucks, freakin’, etc.  Eye rolling, mumbling disrespectful statements under breath | Swearing or cursing toward any individual teacher or another adult, yelling at adult, flipping the middle finger |
| **Physical Contact:** | Student engages in non-serious, but inappropriate physical contact.  Inappropriate touching with the hands or feet which **did not display of perceived threat or result in injury.** | Pushing, shoving, horseplay, hugging, kissing | Punching, hitting, kicking |
| **Disruption/ Noncompliance:** | Student engages in brief or low-intensity failure to respond to adult requests.  Refusing to obey; challenging or resisting authority; engaging in power struggles | Talking back, not following teacher or staff directions | Yelling at the teacher, leaving class without permission |
| **Disruption:** | Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one’s self or others. | Talking, tapping pencils, repeated noises, blurting out, out of seat, passing gas, burping | Yelling, turning over furniture |
| **Property Misuse:** | Use of Property in a way in which it was not designed, **does not cause physical harm or injury to one’s self or others.** | Kicking furniture, purposefully breaking classroom materials (e.g., pencils, crayons) | Breaking classroom items, throwing desks, chairs, computers |
| **Forgery/Theft:** | Forgery – Signing someone else’s name or taking credit for something which is not yours.  Theft – Taking someone else’s property without permission | Taking someone else’s pencil or other property valued of $5, turning in someone else’s work as your own, signing your parent’s name. | Stealing school or teacher’s property |
| **Teasing/ Taunting:** | Inappropriate comments and/or unwanted verbal, physical, or emotional advances. | Making faces, shooting a bird, calling other student’s names, using sexual, racial, or intellectual slurs, without the receiver feeling unsafe, intimidated or excluded. | Bullying, repeated verbal abuse, inappropriate touching, inappropriate gestures, pictures, or notes. |
| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Office-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
| **Abusive Language:** | Swearing or curse words directed toward others in a demeaning or provoking manner, words used to hurt or demean | Calling others names, making racial or sexual slurs | Saying stupid, ugly, shut up, etc. to other students, profanity |
| **Defiance:** | Leaving classroom without permission, repeated verbal defiance over 5 minutes or direct refusal to obey (after two directives) | “I’m not going to!”  “You can’t make me”  Refusal to go to the office | Not completing work, talking back, not following directions, eye rolling, mumbling disrespectful statements under breath |
| **Disruption:** | Any disturbance or interference that takes away from the learning environment causing potential harm to one’s self or others | Prolonged yelling, turning over furniture, escalated confrontation between students, slamming books or knocking books to the floor in anger, acts of rage | Talking, tapping pencils, repeated noises, yelling for under a minute. |
| **Fighting/Physical Aggression:** | Physical contact with intent or outcome of causing injury or harm to others | Punching, hitting, kicking, spitting, causing physical harm to another | Pushing, shoving, horseplay that does not escalate |
| **Theft:** | Stealing school, student or teacher’s property over a value of $10 | Taking money, calculators, teachers’ editions or other books, taking valuable property that belongs to the school or another student, taking money | Turning in someone else’s work as your own, signing your parent’s names |
| **Harassment/Threats:** | Repeated verbal abuse, inappropriate touching, threats of physical harm, including threats of weapons | Repeated inappropriate comments or physical contact that makes the receiver fee unsafe, intimidated, or excluded. “You better watch yourself!” | Horseplay actions or comments that do not make the receiver feel threatened, unsafe, intimidated or excluded. |
| **Property Damage:** | Intentional destruction of property belonging to the school or the teacher, or students through misuse or aggressive behavior. | Breaking classroom materials, throwing desks, chairs, and computers. Destroyed textbooks, urination/defecation in inappropriate places, placement of bodily fluids on community property | Kicking furniture, breaking pencils, crayons, leaving caps off markers, etc. |
| **Weapons:** | Having possession of a weapon or weapon look alike capable of causing bodily harm | Knives or guns (real or look alike) or other objects readily capable of causing bodily harm found on the student or in lockers, backpacks, purses, etc. (including cigarette lighters) | Pencils, scissors, and toys when being used properly |
| **Drugs and Alcohol:** | Any possession of drugs and alcohol including cigarettes will be considered a major behavior and will be handled by the office. | Alcohol, cigarettes, or drugs found in a student’s locker, backpack, purse, jackets, etc. or found in the pockets or hands of the student. | Tylenol  Prescriptions with a note from home/doctor  Cough drops |
| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. | | | | |

# Discipline Process Flowchart

Together as a team, we updated our Discipline Process Flowchart and it is provided below. This will help improve consistency on the steps to take when problem behaviors occur.

**Observe Problem Behavior**

**Observe Problem Behavior**

**NO**

**YES**

Send student to Office, or call Office to have student removed.

Use Teacher Consequence(s):

1. Redirection/Proximity

2. Conference with student

3. Take a break inside/outside classroom

4. Time off recess

5. Consult team member or previous teacher

**Teacher Managed**

* *Lying*
* *Disrespect*
* *Physical Contact*
* *Noncompliance*
* *Disruption*
* *Property Misuse*
* *Forgery/Theft*
* *Teasing/Taunting*

**Office Managed**

* *Abusive Language*
* *Defiance*
* *Disruption*
* *Fighting/Aggression*
* *Theft*
* *Harassment/Threats*
* *Property Damage*
* *Weapons*
* *Drugs & Alcohol*

Complete office discipline referral (ODR).

If behavior is unchanged, and all consequences have been given, contact the parent to discuss the behavior.

Administrator follows through on consequence.

**No**

**Yes**

Administrator provides feedback to teacher in a timely manner.

Write referral to the office, using an ODR form.

Continue teacher management until 3 parent contacts have been made.

# Office Discipline Referral Form

Office Discipline Referral Forms are an important way to collect data on problem behaviors occurring in our school. Together as a team, we checked to see if the essential elements are included in our school’s ODR form, and our updated form is located below.

|  |  |  |
| --- | --- | --- |
| **Office Discipline Referral Form** | | |
| **Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Grade:** K 1 2 3 4 5 6 7 8 9 10 11 12  **Referring Staff:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Others Involved in Incident:**  ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown  ☐ Other: \_\_\_\_\_\_\_ | | **Location**   * Playground * Cafeteria * Hallway * Classroom * Library * Bathroom * Arrival/Dismissal * Other: \_\_\_\_\_\_\_\_ |
| **Activity the student was engaged in when the event took place:**  ☐ Whole group instruction ☐ Small group instruction ☐ Individual Work ☐ Alone  ☐ Working with peers ☐ One-on-one instruction ☐ Interacting with peers ☐ Other\_\_\_\_\_\_\_\_\_ | | |
| **Staff-Managed**  **Problem Behavior** | **Office-Managed**  **Problem Behavior** | **Possible Motivation** |
| * Inappropriate Language * Physical Contact * Defiance * Disruption * Dress Code * Property Misuse * Tardy * Electronic Violation * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Abusive Language * Fighting/Physical Aggression * Defiance/Disrespect * Harassment/Bullying * Dress Code * Inappropriate Display Aff. * Electronic Violation * Lying/Cheating * Skipping Class * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Obtain peer attention * Obtain adult attention * Obtain items/activities * Avoid Peer(s) * Avoid Adult * Avoid task or activity * Don’t know * Nurse * School Counselor * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Administrative Decision** | | **Other Comments** |
| * Loss of privilege * Time in office * Conference with student * Parent Contact * Individualized instruction | * In-school suspension   ( \_\_\_\_\_ hours/days)   * Out of school suspension   ( \_\_\_\_\_ hours/days)   * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Parent Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

**Data-Based Decision Making**

# Data Collection Plan

This chart is a document the team used to organize Tier I school data. Data will be collected in various ways throughout the year, and the team will look at this data to make decisions.

|  |  |  |
| --- | --- | --- |
| **Data** | **Evaluation Tool** | **Collection Schedule** |
| **Office Discipline Referrals (ODR) Data** | Our school uses: \_SWIS\_\_  (e.g., SWIS, PowerSchool,  Infinite Campus, Skyward) | ***Recommendation:*** *Summarize discipline data monthly*  Our plan: We will look at ODR at our monthly meetings. |
| **Universal Behavior Screener** | Student Risk Screening Scale for Internalizing and Externalizing Behavior (SRSS-IE) | ***Recommendation:*** *Three times per year (fall, winter, and spring)*  Our plan: Teachers will complete the screener in September, December, and April. |
| **Fidelity Data** | Tiered Fidelity Inventory (TFI) | ***Recommendation:*** *Two times per year (fall and spring)*  Our plan: The RTI2-B team will complete the TFI with an RTI2-B District Coach at our meetings in October and May. |
| **Social Validity** | Primary Intervention Rating Scale (PIRS) | ***Recommendation:*** *Once per year in the spring*  Our plan: All staff will complete the electronic survey emailed to them in February. |
| **Annual Evaluation** | Annual School Report | ***Required:*** *Annually at the end of the school year for implementing schools*  Our plan: The RTI2-B Team will complete the Annual Report at the end of the year and submit by June 15th. |

# Appendix

**Our Lesson Plans for each setting**

**Bramble Middle**

**School-wide Expectations Lesson Plan: School Bus**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will demonstrate safe, respectful and prepared behaviors on the bus to and from school. |
| **Setting** | School Bus |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:** Stay in seat. Keep your hands, feet, and objects to self. Report any misbehavior to staff.  **Respectful:** Use a quiet voice. Follow bus driver directions. Use appropriate language.  **Prepared:** Get to bus on time. Walk on and off quickly. Clean up after yourself. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Keeping hands, objects, and body to self. 2. Bottom to bottom, back to back. 3. Conversational voice level. 4. Report misbehavior. |
| **Non-Examples: Model Only** | 1. Arguing/fighting (e.g., yelling, shouting, pushing, hitting, etc.). 2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.). 3. Standing up and moving seats while the bus is moving. |
| **Follow Through and Practice** | 1. Have students create posters of bus behaviors that are safe, respectful and prepared. 2. Have students model and practice appropriate bus behaviors in their classroom before dismissal. 3. Have teachers supervise a bus at dismissal. Teachers should review the expectations on the bus and provide behavior specific praise and feedback for appropriate bus behaviors before departure.   *\*Practice signals to use:* Hand Clap for attention; Call and response for attention. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Give Bramble Bucks to bus drivers and teachers to distribute. 2. Review the behaviors using a game through the Kahoot website, or having students write a how-to paper. |

**Bramble Middle**

**School-wide Expectations Lesson Plan: Cafeteria**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will be exhibit safe, respectful, and prepared behavior in the cafeteria. |
| **Setting** | Cafeteria |
| **Expectations** | **Safe:** Wait in line for your turn. Walk in and out of the cafeteria.  **Respectful:** Speak at an appropriate volume. Follow adult directions. Show good table manners.  **Prepared:** Throw away your trash and recycle plastic bottles. Clean your area after eating. Stay seated. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. One student holds a tray to go to the table using a quiet voice. 2. Student stands in the food line correctly (space between bodies, facing forward). 3. Model appropriate table manners (using utensils to eat, sipping your drink quietly, chewing with your mouth closed). 4. Model cleaning up after yourself. 5. Raise hand to leave assigned area. |
| **Non-Examples: Model Only** | 1. Running to the front of the line and pushing peers. 2. Out of your seat, talking to different tables. 3. Making a mess (e.g., food and trash on floor or table, and not on tray) and not cleaning up after self. 4. Impolite table manners (e.g., loud talking, playing with food, shoving food in mouth, eating and talking at the same time, etc.). |
| **Follow Through and Practice** | 1. Practice lunch routine by grade level before getting lunch and support with live feedback. 2. Have students make a video modeling the appropriate and inappropriate cafeteria papers. Groups of students can make a video for different aspects of the cafeteria such as entering and going through the food line, sitting at the table during lunch, and then cleaning up after the meal. Have student groups share their videos with the class. 3. Have students make posters (hand drawn or on the computer) for the appropriate behaviors to hang in the cafeteria 4. Put weekly cafeteria behavioral objective on white board in the cafeteria.   *\*Practice signals to use:* Hand Up, Voices Off; Call and respond clap |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Have cafeteria monitors distribute Bramble Bucks to kids who are following the expectations and weekly objective. 2. Classes that do the best job meeting the cafeteria objective for the week will earn the Star Stingers Award. |

**Bramble Middle**

**School-wide Expectations Lesson Plan: Gym/P.E.**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will exhibit safe, respectful, and prepared behaviors in P.E. |
| **Setting** | Gym/P.E. |
| **Expectations** | **Safe:** Use equipment appropriately. Keep hands, feet and objects to self.  **Respectful:** Follow teacher directions. Use appropriate language and tone.  **Prepared:** Put equipment away. Be on time and present. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Being a “good sport” (e.g., using kind words with peers, cheering on teammates, tolerating losing without getting upset, etc.). 2. Sitting quietly, listening to instructions given by teacher. 3. Practice putting equipment away properly. |
| **Non-Examples: Model Only** | 1. Talking and continuing to play after the teacher has signaled to stop. 2. Pushing another student during a game of tag football. 3. Being a “poor sport” (e.g., calling other students names, laughing when another student misses a basket, etc.). |
| **Follow Through and Practice** | 1. Spread equipment around and have students pick up and return to proper place. 2. Practice freezing on signal. 3. Practice finding a partner quickly and quietly. 4. Class watches small groups follow the directions and provide feedback about what the small groups did well and behaviors to improve upon. 5. Have students go on a scavenger hunt throughout the gym to find the behavior expectations that match the part of gym class (e.g. entering, cleaning up the gym, while playing games). 6. Play two truths and a lie (two appropriate behaviors and one inappropriate behavior) at the beginning of each PE class to have student identify the inappropriate behavior.   *\*Practice signals to use:* Whistle blow; practice use of any class signals teacher uses in the gym/P.E. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Provide Bramble Bucks and praise for good decision-making and safe, respectful, prepared participation. |

**Bramble Middle**

**School-wide Expectations Lesson Plan: Restroom**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will be able to use the bathrooms in a safe, respectful, and prepared manner. |
| **Setting** | Restrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:** Keep restrooms clean. Report any misbehaviors to staff  **Respectful:** Honor privacy. Wait patiently for your turn. Keep restrooms clean.  **Prepared:** Use restroom quickly. Return to classroom promptly and quietly. Use soap and water for washing hands. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. A student uses the restroom and then washes their hands. 2. A student uses the restroom, sees his or her friend and says “Hi,” and leaves quickly to walk back to class. 3. A student walks in the restroom and sees someone throwing paper towels. She asks them to stop and walks away calmly to report the situation to an adult. |
| **Non-Examples: Model Only** | 1. Two students cutting class and hanging out in the restroom. 2. Student is writing graffiti on the bathroom walls. 3. Students pushing or saying hurtful things in the bathroom to another student. |
| **Follow Through and Practice** | 1. Split students into male and female groups. Have a male and female teacher lead discussion. Show a picture of a school bathroom and have students brainstorm ways that it is clean and orderly. 2. Have students create a PowerPoint on appropriate bathroom behavior. 3. Watch a video of examples of appropriate bathroom behavior. Have students keep a list of appropriate behavior they noticed. Share out as a class. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teachers thank students for using the restroom efficiently. 2. All adults committed to monitoring restrooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary. 3. Distribute Bramble Bucks |

**Notes on updating your Implementation Manual**

1. The Table of Contents automatically adjusts and reformats according to any changes you make. Use the following steps as a guideline to update page numbers:
   1. Click on the title “Table of Contents”
   2. A box should appear above where you clicked that says “Table” with an arrow
   3. Click on the arrow that appears in the box
   4. Click on “Update Table”
   5. Click on “Update Page Numbers Only
   6. Click “OK” and the page numbers should update
2. Insert the listed items where called for, as indicated by yellow highlights. Delete the highlighted instructions when finished adding the materials. All requested items should be copy and pasted directly from the RTI2-B School Team Workbook that was completed during training.