Supporting RTI^2-B in Tennessee Schools: Tier I Training

Session I

TBSP | Tennessee Behavior Supports Project

All TBSP training materials are informed by peer-reviewed research and our own field testing across the state. We make our training materials freely available to districts and schools on the following conditions: (1) the materials are used in a manner consistent with TBSP training and recommendations and (2) TBSP is cited appropriately. We recommend the following citation for this training: Tennessee Behavior Support Project (2019). *Tier I RTI^2-B Training* [PowerPoint Presentation] Vanderbilt University.

TBSP | Tennessee Behavior Supports Project

Welcome to Day 1 of the RTI^2-B Tier I Training!

Find your school sign, sit with your team, and sign-in at your table.

Administrators: If you need TASL credit

1. Sign-in on the TASL sheet
2. Complete a TASL attendance card
3. Turn in completed card to TBSP

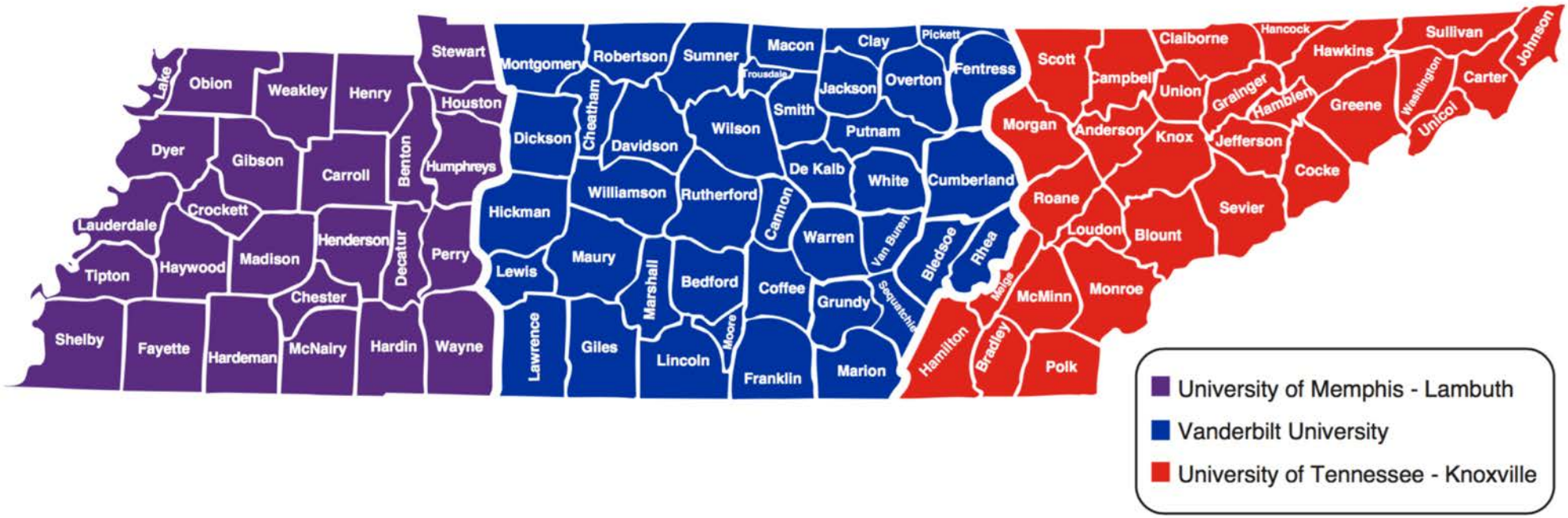
Photos will be taken at this event

To inform the community, images may be used on websites, social media, fliers, etc.

If you do not want your image used, please indicate to photographer.

Tennessee Behavior Supports Project
at Vanderbilt University

TBSP | Tennessee Behavior Supports Project



We meet with our partners quarterly to collaborate, and the same training materials are used across the state.

Introductions

- Meet TBSP
- Meet your RTI^2-B Coaches and District Team
- Your Turn!
  - Name
  - Role
  - School

One Way Stock via Compfight cc

Schedule for Today

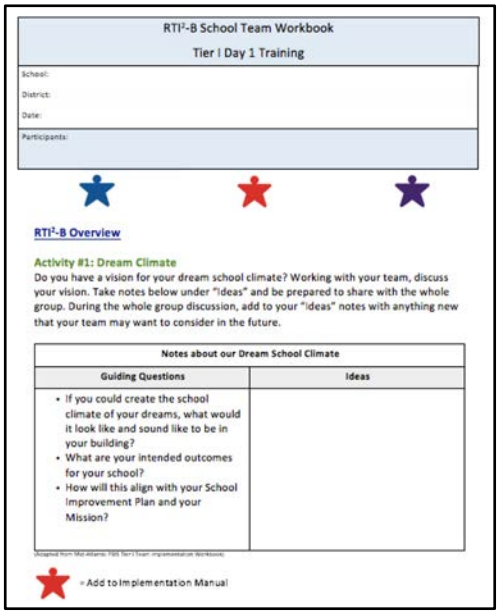
RTI^2-B Overview
RTI^2-B School Teams
Behavioral Expectations
Lunch and Work Time
Teaching Expectations to Students
Problem Behavior Definitions
Faculty Involvement
Wrap-Up

Training Expectations

Expectation	Behavior
Be Responsible	• Take care of your needs (water, food, restroom) • Ask questions • Address group activity before discussing other topics
Be Respectful	• Turn cell phones off or to “vibrate” • Contribute where possible • Listen to others attentively by staying quiet while they are speaking
Be Engaged	• Ask for clarification when needed • Share ideas and information with your team • Fulfill responsibilities of your RTI^2-B School Team role
Be Prepared	• Follow up and complete assigned tasks • Take notes and use action plan throughout training • Have all training materials ready

Training Materials

Day 1 Workbook



RTI²-B School Team Workbook

Tier I Day 1 Training

School:

District:

Date:

Participants:

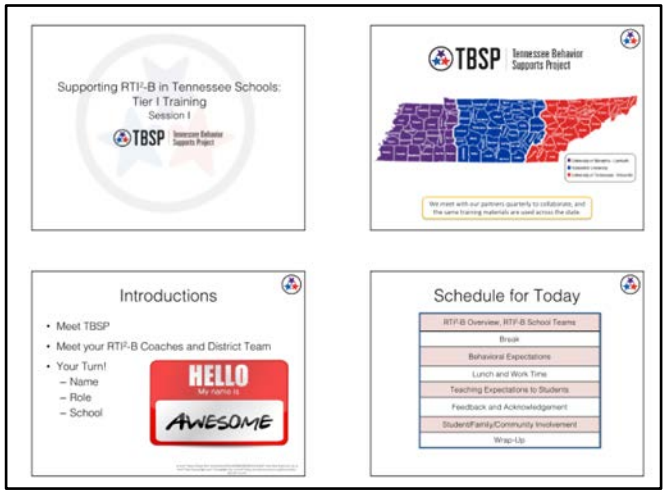
RTI²-B Overview

Activity #1: Dream Climate

Do you have a vision for your dream school climate? Working with your team, discuss your vision. Take notes below under "Ideas" and be prepared to share with the whole group. During the whole group discussion, add to your "Ideas" notes with anything new that your team may want to consider in the future.

Notes about our Dream School Climate	
Guiding Questions	**Ideas**
• If you could create the school climate of your dreams, what would it look like and sound like to be in your building? • What are your intended outcomes for your school? • How will this align with your School Improvement Plan and your Mission?	

= Add to Implementation Manual



Supporting RTI²-B in Tennessee Schools: Tier I Training

Session I

TBSP Tennessee Behavior Supports Project

Introductions

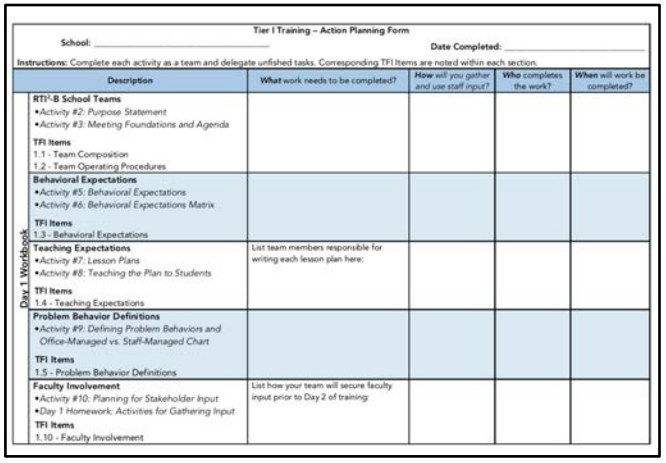
- Meet TBSP
- Meet your RTI²-B Coaches and District Team
- Your Turn!
  - Name
  - Role
  - School

HELLO My name is AWESOME

Schedule for Today

RTI²-B Overview, RTI²-B School Teams
Break
Behavioral Expectations
Lunch and Work Time
Teaching Expectations to Students
Feedback and Acknowledgement
Student/Family/Community Involvement
Wrap-Up

Presentation



Tier I Training – Action Planning Form

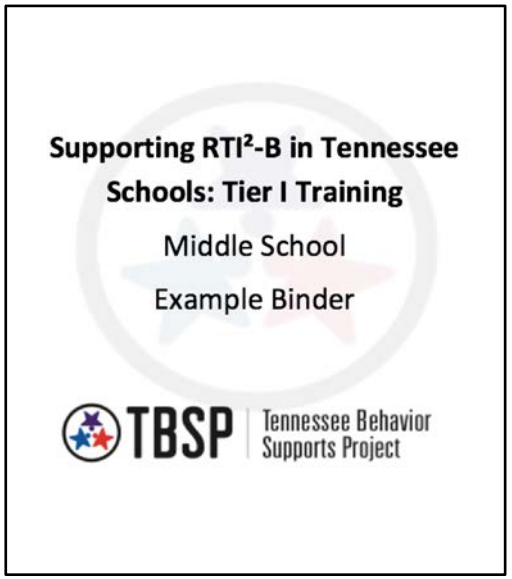
School: _____ Date Completed: _____

Instructions: Complete each activity as a team and delegate unfished tasks. Corresponding TFI Items are noted within each section.

	Description	What work needs to be completed?	How will you gather and use staff input?	Who completes the work?	When will work be completed?
Day 1 Workbook	**RTI²-B School Teams** •Activity #2: Purpose Statement •Activity #3: Meeting Foundations and Agenda **TFI Items** 1.1 - Team Composition 1.2 - Team Operating Procedures				
	Behavioral Expectations •Activity #5: Behavioral Expectations •Activity #6: Behavioral Expectations Matrix **TFI Items** 1.3 - Behavioral Expectations				
	Teaching Expectations •Activity #7: Lesson Plans •Activity #8: Teaching the Plan to Students **TFI Items** 1.4 - Teaching Expectations	List team members responsible for writing each lesson plan here:			
	Problem Behavior Definitions •Activity #9: Defining Problem Behaviors and Office-Managed vs. Staff-Managed Chart **TFI Items** 1.5 - Problem Behavior Definitions				
	Faculty Involvement •Activity #10: Planning for Stakeholder Input •Day 1 Homework: Activities for Gathering Input **TFI Items** 1.10 - Faculty Involvement	List how your team will secure faculty input prior to Day 2 of training:			

Action Planning Form

Example Binder



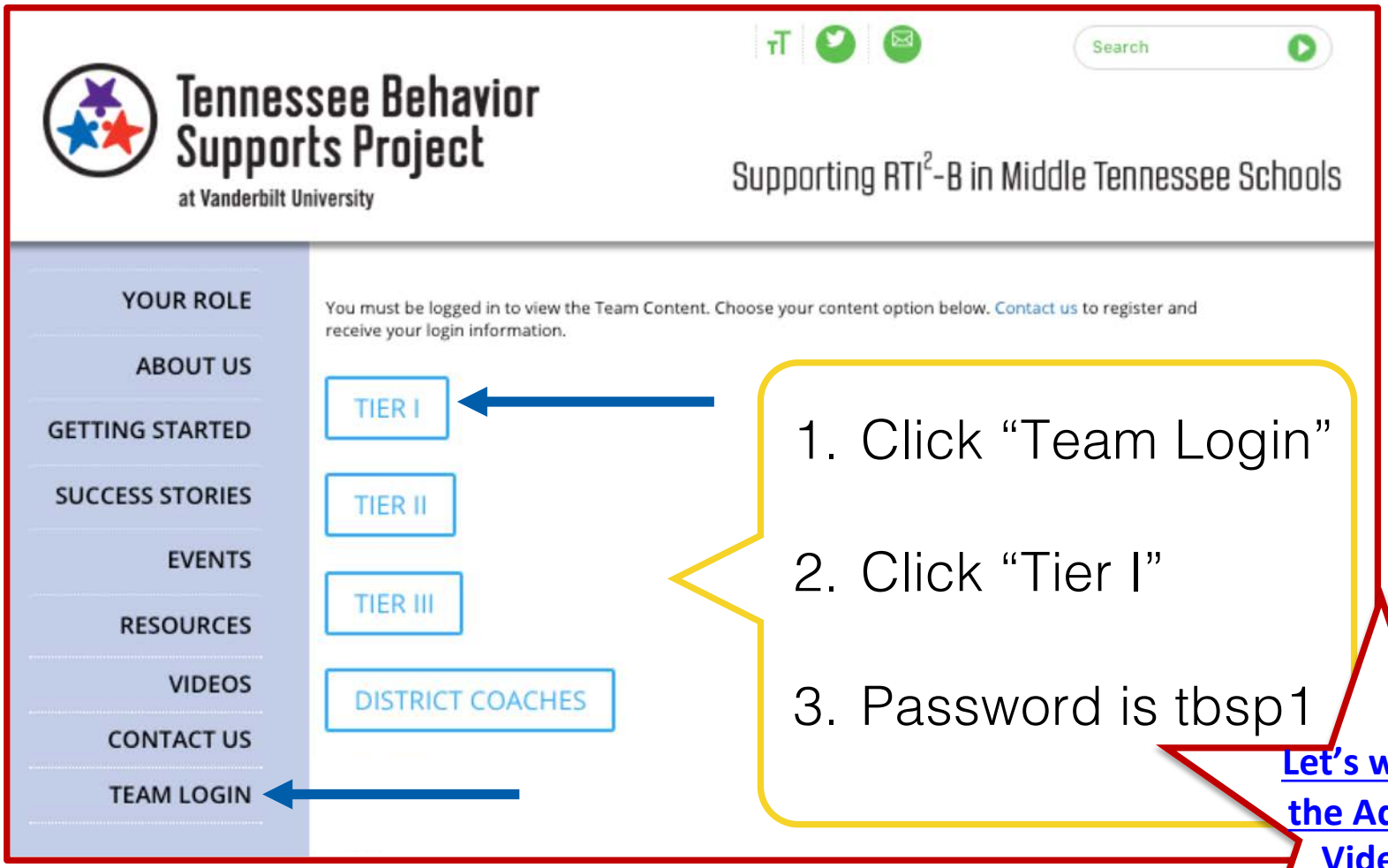
Supporting RTI²-B in Tennessee Schools: Tier I Training

Middle School

Example Binder

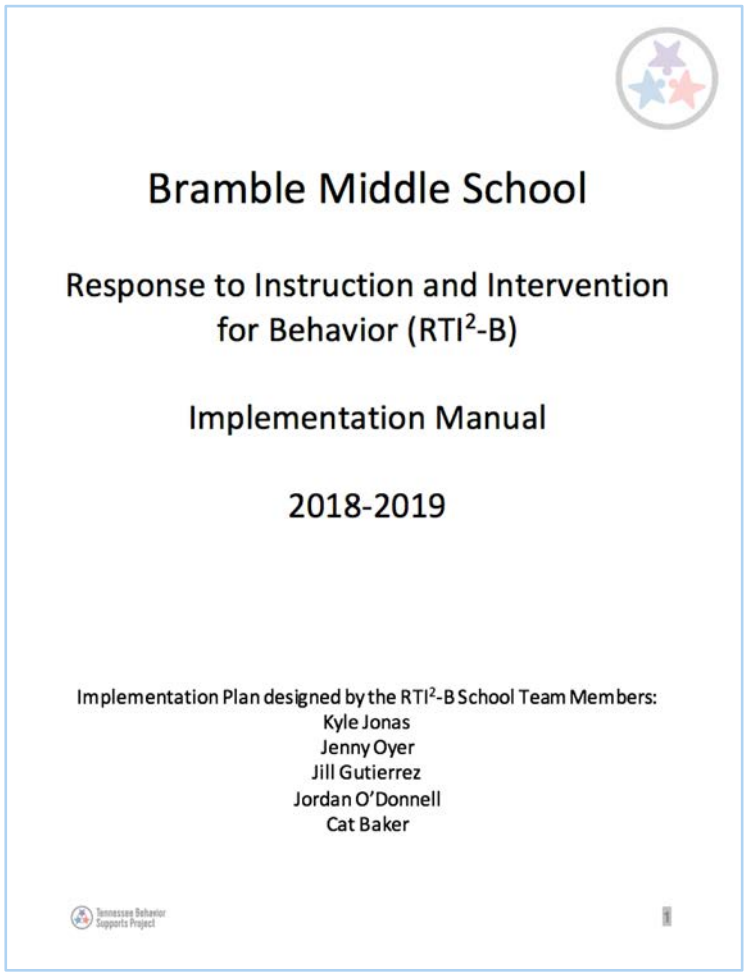
TBSP Tennessee Behavior Supports Project

Accessing Materials from the Website www.tennesseebsp.org



Materials can also be found on Vanderbilt Box!

Implementation Manual Outlines RTI^2-B Plan for Staff



Bramble Middle School

Response to Instruction and Intervention for Behavior (RTI^2-B)

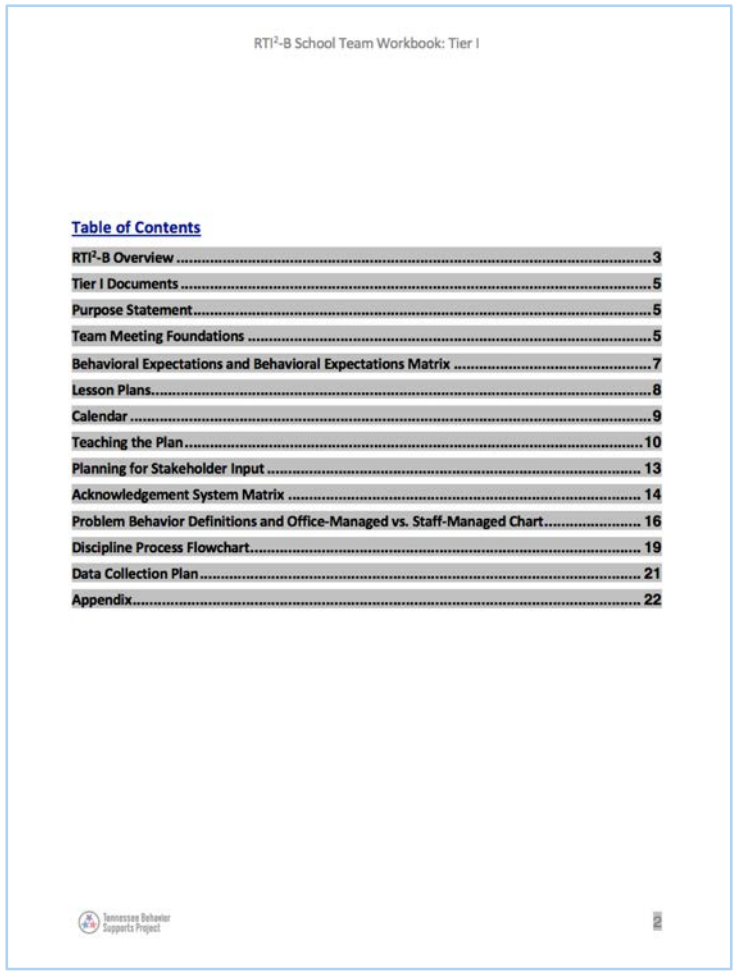
Implementation Manual

2018-2019

Implementation Plan designed by the RTI^2-B School Team Members:
Kyle Jonas
Jenny Oyer
Jill Gutierrez
Jordan O'Donnell
Cat Baker

Tennessee Behavior Supports Project

1



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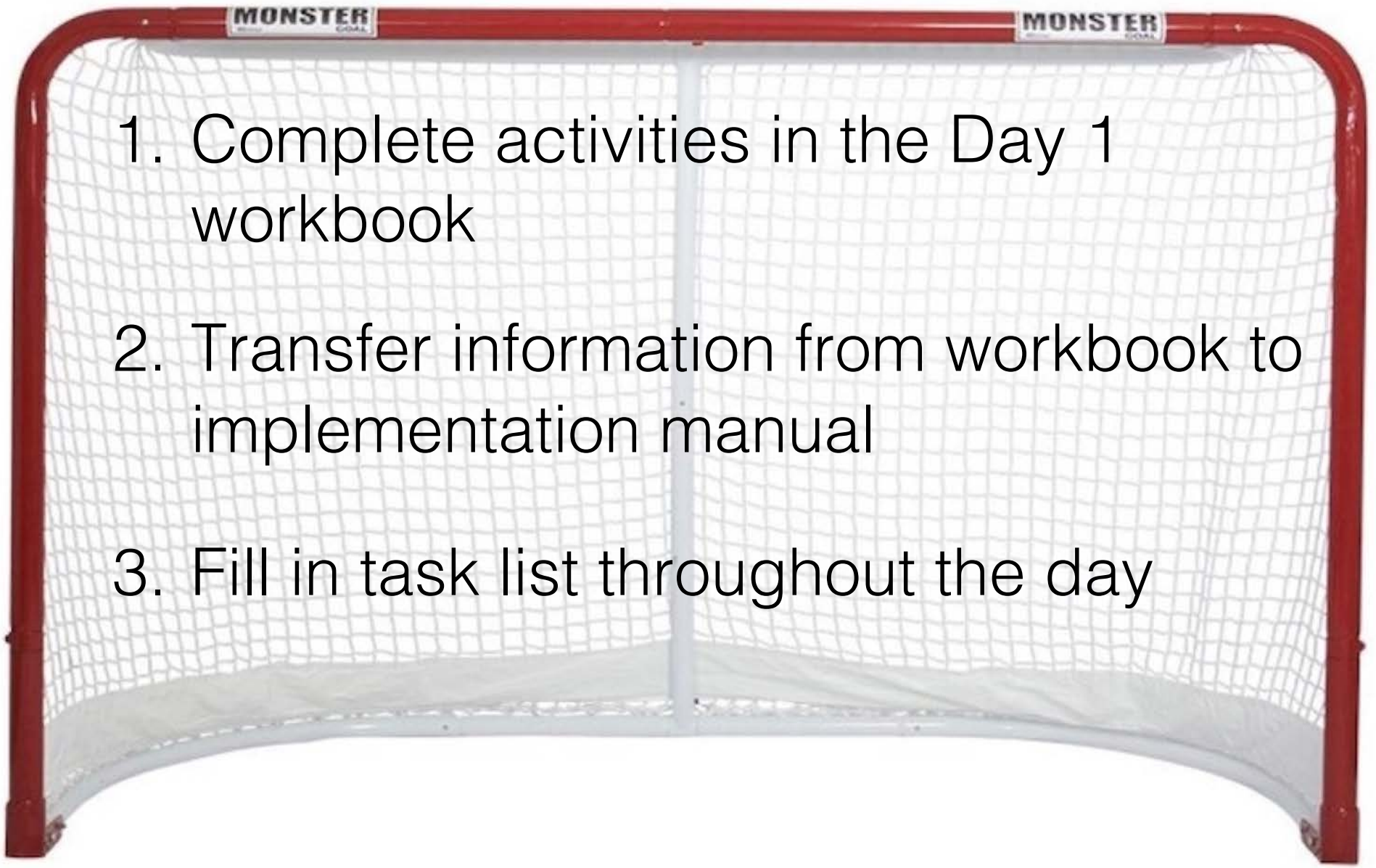
Tennessee Behavior Supports Project

2

= Workbook activities to transfer to Implementation Manual

Goals for Today



1. Complete activities in the Day 1 workbook
2. Transfer information from workbook to implementation manual
3. Fill in task list throughout the day

RTI^2-B Foundational Beliefs

Students are not born “bad”.

- Behavior is learned
- Behavior can be taught
- Instructional approach to behavior

RTI^2-B Foundational Beliefs

We are changing adult behavior to improve student outcomes.

- Prioritize positive interactions
- Strive to be consistent and predictable
- Student behavior is a response to adult behavior

(Lewis, 2017)

RTI^2-B Foundational Beliefs

We can create environments to increase the likelihood students learn and behave.

- Applies to all school settings
- Create inviting atmosphere
- Set clear expectations
- Includes family engagement

(Lewis, 2017)

RTI^2-B Foundational Beliefs

Relationships are critical to student success, and we cannot "make" students learn or behave.

- Help students feel a sense of belonging
- Students will want to learn from us
- Set clear limits and boundaries
- Respond consistently to problem behavior
- Teach, model, and reinforce behavior

(Lewis, 2017)

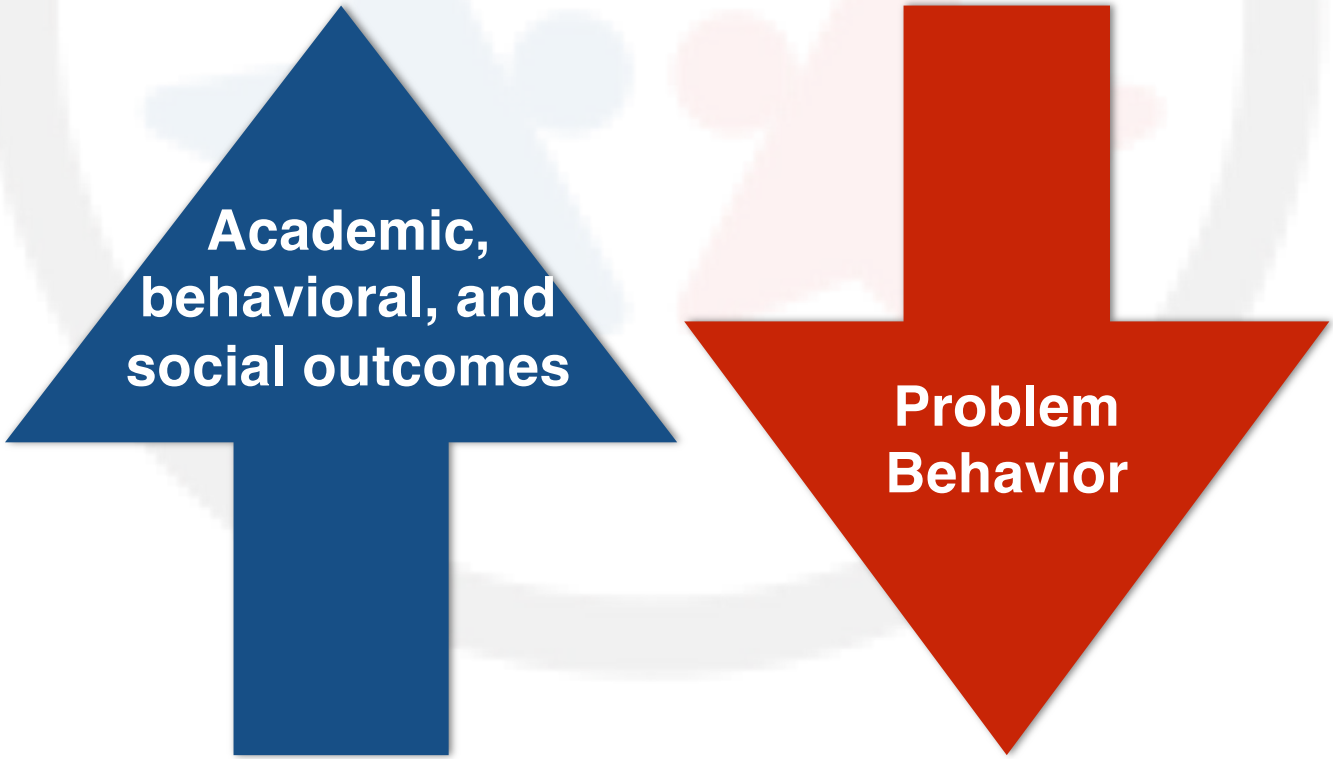
Building Positive Relationships

Poor teacher-student relationships are associated with increased levels of students' behavioral problems, decreased social competence, and poorer academic achievement.

(Buyse, Verschueren, Doumen, Van Damme, & Maes, 2008)

Building Positive Relationships

In contrast, high quality and close teacher-student relationships within a supportive classroom context are associated with:



(Baker, 2006)

School Climate

USDOE's School Climate Framework for Establishing the Conditions for Learning emphasizes three categories:

1. Engagement
2. Safety
3. Environment

Supportive school environment and caring adults can buffer individual, family, and community risks.

(Bradshaw, 2017)

Video to Consider

Let’s watch Atlanta Speech School's video!

Activity #1: Dream Climate

1. What is your dream school climate?
2. Prioritize:
    - Engagement
    - Safety
    - Environment
3. Use chart paper

10 minutes

Page 1

SIP & Mission

Bramble Middle
Dream Climate

- Decrease in problem behavior (Safety)
- Students want to come to school (Engagement)
- Expectations and consequences are consistent and predictable (Environment)

Whole Group: Dream Climate

What are your current school concerns?

3-5 minutes

Fidelity measures extent to which intervention is being implemented as intended

Tiered Fidelity Inventory (TFI)
Efficient & valid index assesses RTI^2-B core features are in place

Address all three tiers

Complete with team in Fall & Spring

Shows areas of implementation strengths & needs

PBISapps

Why Do You Care?

Tiered Fidelity Inventory
(TFI)

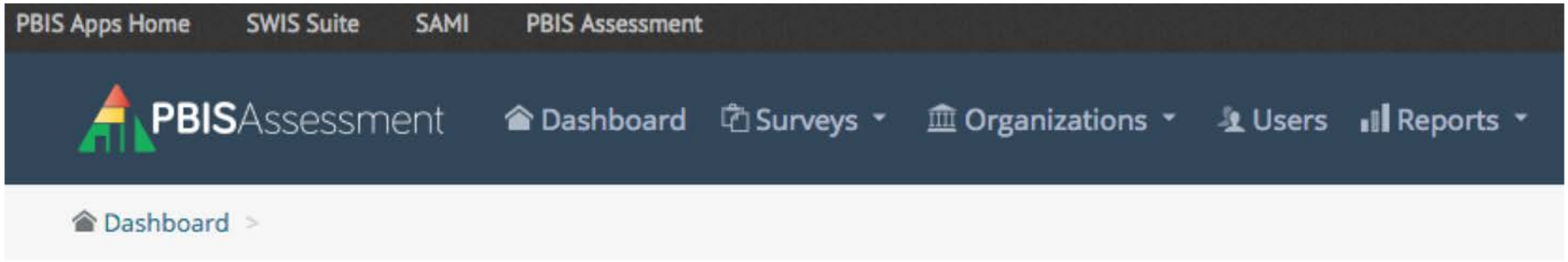
Identifies 🔍:

- Strengths to celebrate
- Weaknesses to target

Why we ❤️ it:

- Free
- Provides guidance
- Supports action planning
- Graphs year-to-year progress

Collecting and Summarizing TFI Data



PBIS Assessment

- PBISapps.org
- Click on PBIS Assessment
- Enter TFI data
- Review graphs

TBSP can help you set up your free account!

PBIS Assessment Demo Website

TFI Roadmap

Team

1.1 Team Composition
1.2 Team Operating Procedures

Evaluation

1.12 Discipline Data
1.13 Data-based Decision Making
1.14 Fidelity Data
1.15 Annual Evaluation

Implementation

1.3 Behavioral Expectations
1.4 Teaching Expectations
1.5 Problem Behavior Definitions
1.6 Discipline Procedures
1.7 Professional Development
1.8 Classroom Procedures
1.9 Feedback and Acknowledgement
1.10 Faculty Involvement
1.11 Student/Family/Community Involvement

TFI Connection to Dream Climate

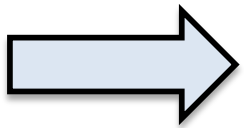
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Demonstration School Exemplar
Zenith, Winnemac

School Year: 2016-17
Date Completed: 3/4/2017

Tier I: Universal SWPBIS Features

Implementation	3/4/17
3. **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	2
4. **Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	2
5. **Problem Behavior Definitions:** : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	2
6. **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	2
7. **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	2
8. **Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	1
9. **Feedback and Acknowledgement:** A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	2
10. **Faculty Involvement:** Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	2
11. **Student/Family/Community Involvement:** Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	1
Feature Total:	16 of 18



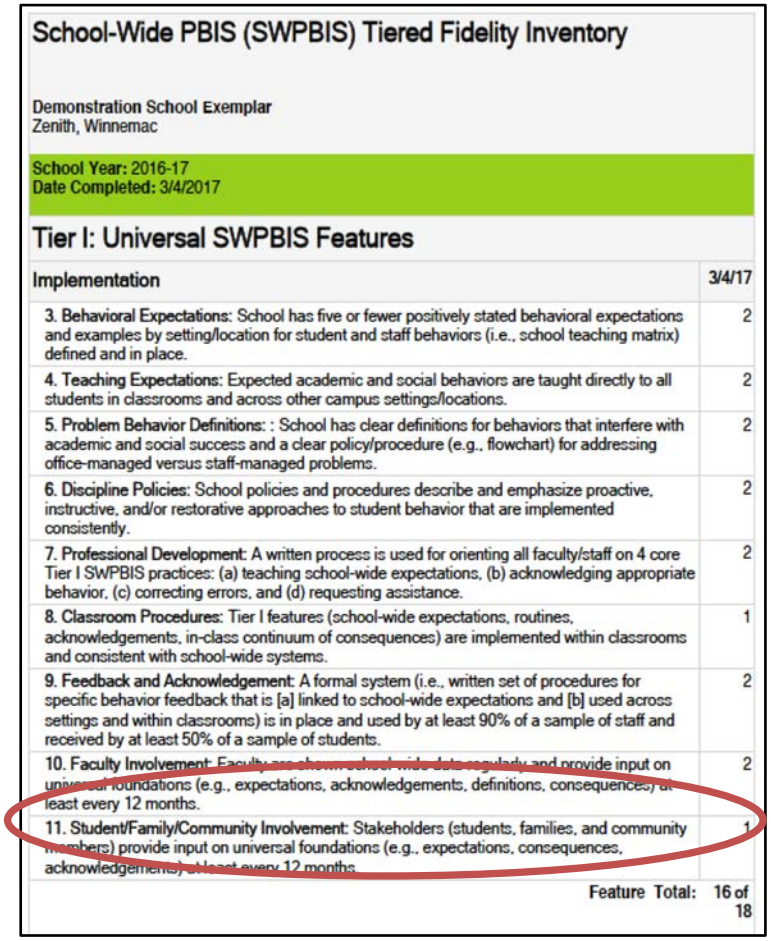
- Monitors fidelity of implementation
- Helps team see the big picture regarding implementation
- Tracks school-wide improvements that correspond to school culture and climate

Activity #1: Dream Climate & TFI

1. Identify areas to improve on TFI
2. How does this align to your Dream Climate?

Bramble Middle Dream Climate

- Decrease in problem behavior (Safety)
- Students want to come to school (Engagement)
- Expectations and consequences are consistent and predictable (Environment)



School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

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Feature Total:	16 of 18

10 minutes

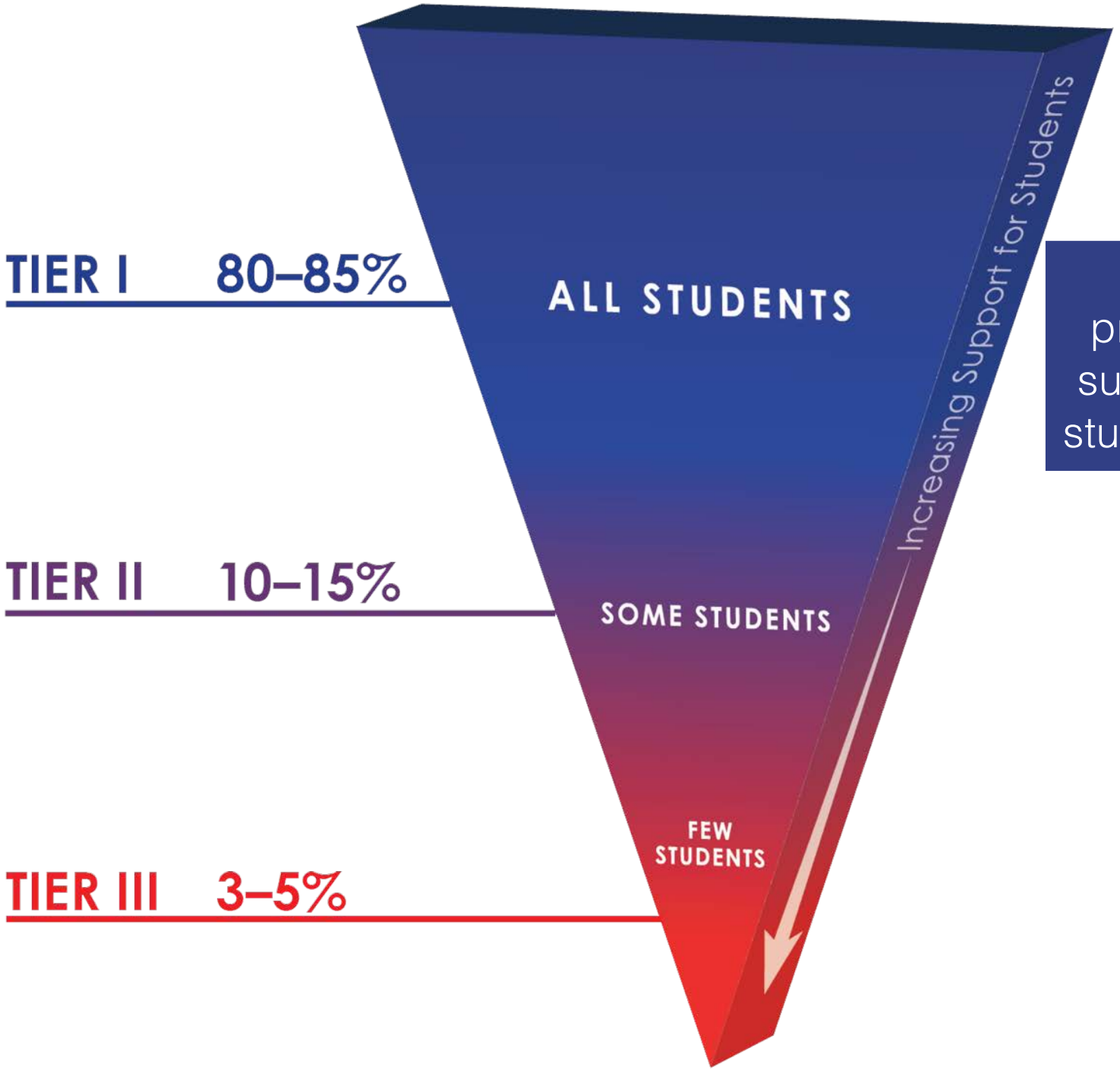
Page 1

TFI & Dream Climate

RTI^2-B Purpose

Response to Instruction and Intervention for Behavior (RTI^2-B) is a systems approach to help districts, schools, staff, parents, and students align social and behavioral supports into one sustainable and effective multi-tiered, problem-solving framework.

MTSS



Primary prevention & support for **all** students & staff

TN Department of Education

Why Do We Need a School-Wide System?

- To promote consistency
- To align initiatives throughout the school
- To “grow the blue”

RTI^2-B Overview Video

Let's watch!

Implement Each Tier When Ready

Tier I

Tier II

Tier III

Adapted from Midwest PBIS Network

RTI²-B School Teams
https://flic.kr/p/qcRnSm

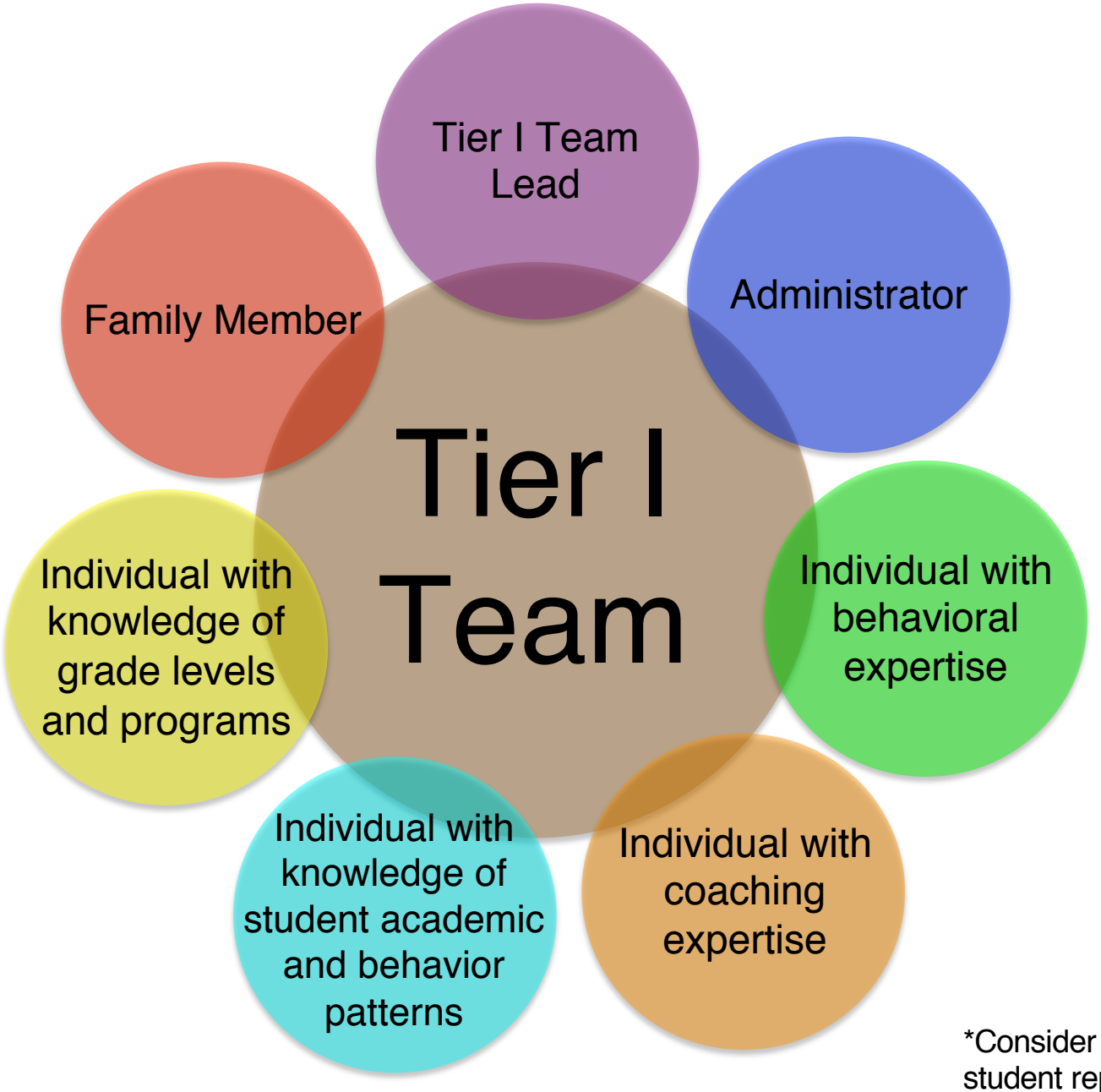
RTI^2-B School Teams

Team

1.1 Team Composition

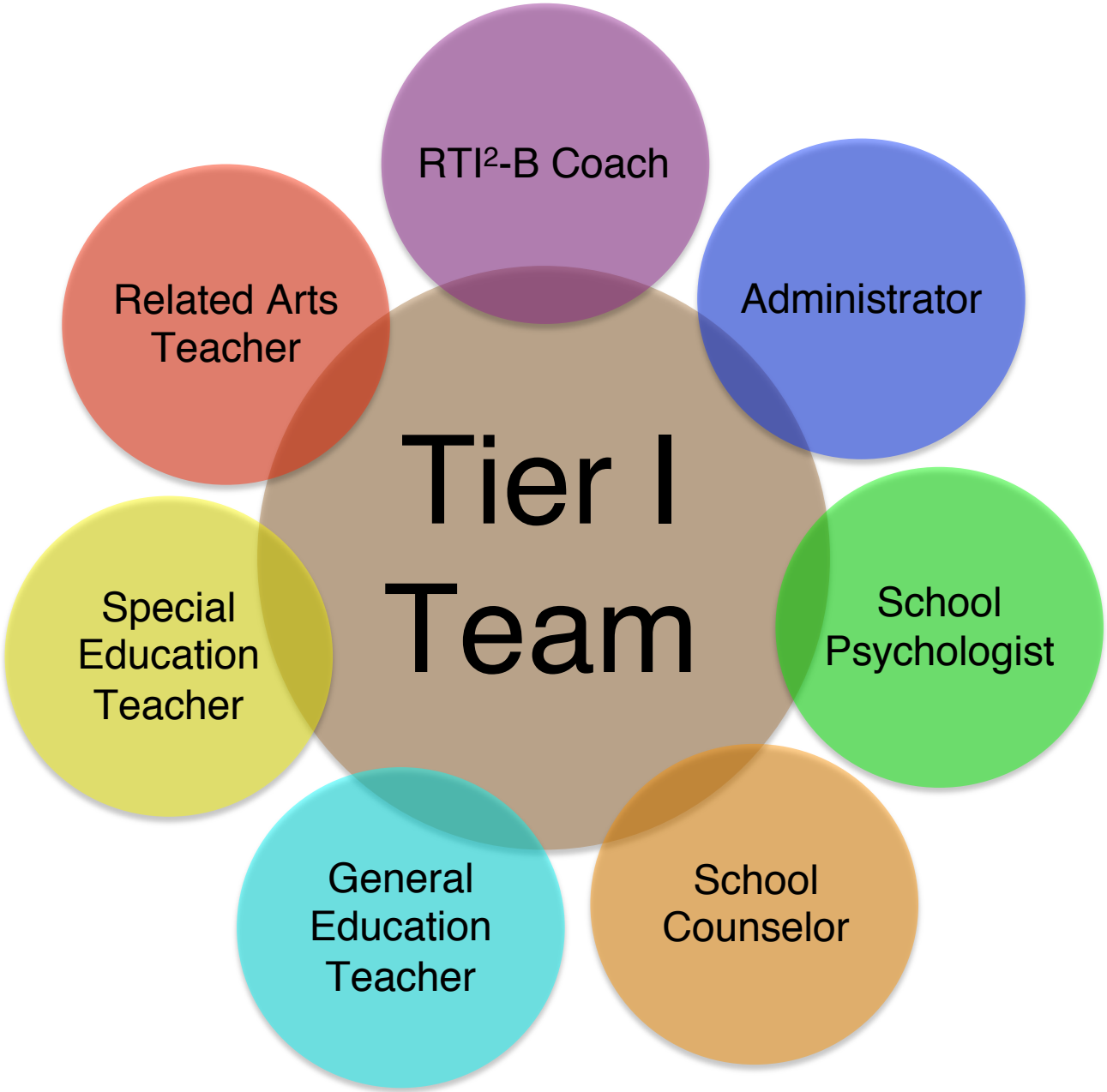
1.2 Team Operating Procedures

Who Sits at the Tier I Table?



*Consider adding high school student representative

Who Sits at the Tier I Table?



Tier I Team Responsibilities

- Problem solve school-wide areas of need
- Use universal screeners to assess overall school risk
- Monitor fidelity of Tier I system
- Share school-wide data and outcomes with staff
- Adjust the RTI^2-B plan as necessary

Meeting Conversations

Tier I = Team conversations regarding school-wide, grade-level, and class-wide data

Tier II = Team conversations about groups of students within interventions

Tier III = Team conversations about individual students

Activity #2: Purpose Statement

This is the purpose of our team.

1. Who are we serving?
2. How are we adding value to our school?
3. What do we do?
4. How do we do it?
5. Is there anyone we should invite to the table?

The purpose of our RTI^2-B team is to:
Consider: "Dream Climate" School Improvement Plans

10 minutes

Page 2

Example Workbooks

Building a Successful RTI^2-B Leadership Team Meeting

Meeting Foundations	Develop norms and decision making procedures
	Establish team roles and responsibilities
	Schedule regular meetings
	Establish a meeting agenda

Why Have Meeting Foundations?

Meeting Foundations

Team Norms

- Start on time, end on time
- Listen to understand, not reply
- Use the team meeting process
- Assume best intentions
- Actively participate
- It's ok to disagree
- Be open to new ideas
- Stay on task

Decision Making

- Full consensus
- Working consensus
- Majority vote
- Fist-to-five consensus

Meeting Foundations

Team Roles & Responsibilities

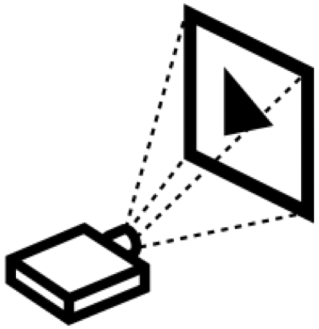
	Before Meeting	**During** Meeting	**After** Meeting
Team Lead	• Schedules meetings • Sets meeting agenda • Sends meeting reminders	• Facilitates discussions • Respectfully participates	• Follows up on assigned tasks • Completes assigned tasks
Recorder	• Creates meeting minutes • Sends agenda before meeting	• Records meeting minutes • Reviews action items with team • Respectfully participates	• Shares minutes with team • Completes assigned tasks
Data Analyst	• Prepares data and graphs • Reviews agenda	• Leads discussions on data • Respectfully participates	• Completes assigned tasks
Communicator	• Collects input from staff to share at meeting • Reviews agenda	• Represents staff voice at meeting • Considers what training staff will need • Respectfully participates	• 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	• Completes assigned tasks

Schedule Regular Meetings

- Meet at least monthly
- Schedule all meetings at beginning of year
- Stick with consistent day of week and time
- Make it a priority and take attendance

School Example:

- Tier I Team meets on the 4th Wednesday of every month from 3:30-4:30 in the conference room



Establish Agenda

- Create a standing agenda
- Share with team at least 24 hours in advance
- Display agenda/meeting minutes for all to see
- Start with celebrations
- Talk about data in first five minutes of meetings

Example Meeting Foundations Form

We will discuss Data Tools on Day 2!

Bramble Elementary Tier I Team Meeting Foundations

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 & Minutes 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)	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 Februrary	Jill – Share report at April faculty meeting
Annual Report	Kyle – June	

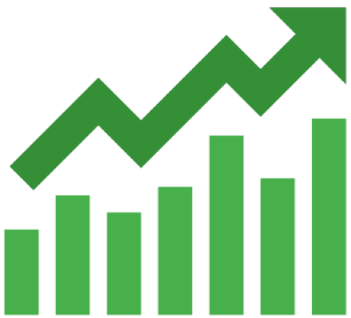
Example Workbook

Building a Successful RTI^2-B Leadership Team Meeting

Meeting Agenda and Minutes	Celebrate and share successes
	Use data-based problem solving at each meeting
	Take meeting attendance
	Develop an action plan
	Follow-up and next steps
	Evaluate team meetings and functioning

Data in Tier I Meetings

- More information on Day 2 of training
- Data tools correspond with the Meeting Foundations Form



Action Items & Summary

- Document decisions completed
- Document action steps including:
  - What
  - By When
  - Who
  - Staff Communication

Example Meeting Minutes Form

Meetings:	Date/Time:	Location:	Team Lead:	Recorder:	Data Analyst:	Communicator:	Time Keeper:
Today's Meeting	9/27/17 3:30-4:30	Conference room	Kyle Jonas	Jenny Oyer	Jordan O'Donnell	Jill Gutierrez	Cat Baker
Next Meeting	10/25/17 3:30-4:30	Conference room	Kyle Jonas	Cat Baker	Jordan O'Donnell	Jill Gutierrez	Cat Baker

Tier I Team Members (Place "X" to left of name if present)							
X	Kyle Jonas	X	Jordan O'Donnell	X	Cat Baker		Robert Smith
X	Jenny Oyer	X	Jill Gutierrez	X	Ann Kinsmon	X	Lorraine Southview

Today's Agenda (Place "X" to left of item after completed)				Agenda Items for Next Meeting:
X	Review Agenda (2 min)	X	Data Review (10 min)	Discuss School Store
X	Celebrations (3 min)	X	Administrative/General Issues (15 mins)	Determine who will score screener
X	Review Previous Meeting's Tasks (5 min)	X	Assign Action Items (5 min)	
X	Meeting Foundations/Upcoming Data (2 min)	X	Evaluation of Team Meeting (1 min)	

Administrative/General Information and Issues				
Issue/Information	Discussion/Decision/Task	By When?	Who?	Staff Communication
Expectations Posters	At our last meeting, we talked about hanging up posters in every setting. The expectations posters are hung up in every setting besides the gym. We need to print off a poster, laminate it, and post it in the gym.	10/1/17	Lorraine	Tell them it will be posted at next faculty meeting
New students who missed teaching the expectations activities	We have 6 new students who have not been taught the expectations. Ann will meet with them on Monday to explain our plan and teach the expectations.	10/10/17	Ann	Email students' homeroom

Meeting Agenda & Minutes

Additional Options

EXAMPLE Tier I Agenda

Date: Tuesday April 3rd, 2018 Time: 8:30 – 4:00

Team Roles	*Team Lead*	*Time Keeper*	*Data Analyst*	*Recorder*	*Communicator*	*Team Member*	*Team Member*
Team Member Names	Kyle Jonas	Cat Baker	Jordan O'Donnell	Jenny Oyer	Jill Gutierrez	n/a	n/a

Team Norms:
- Start on time, end on time
- Listen to understand, not reply
- Use team meeting process
- Actively participate
- Assume best intentions
- Stay on-task

Celebrations:
- Students are excited for the end of the school year
- Grade level teams have planned end of year celebration events
- 3rd grade teachers supported each other during substitute shortage last week

Focus Area: Reviewing Data	Who	When	Follow-Up/Status
Earned 80% on Tier I TFI, share results with staff	Jill	4/23	
ODRs have decreased by 10% this month; share results with staff	Jill	4/23	

Focus Area: Tier I System	Who	When	Follow-Up/Status
Remind teachers of Bear Bucks store next Friday	Kyle	4/23	
Create incentive survey for 3rd graders to complete	Cat	4/16	
Remind intern to print off more Bear Bucks	Jenny	4/4	

Items for Next Meeting Agenda: 5/5/18
Reviewing Data - Discuss Screener results and ODRs
Planning – End of the year celebration and Parent Involvement Night

EXAMPLE Tier I Agenda

Date: Tuesday April 3rd, 2018 Time: 8:30 – 4:00

Introductions:

Team Roles	*Team Lead*	*Time Keeper*	*Data Analyst*	*Recorder*	*Communicator*	*Team Member*	*Team Member*
Team Member Names	Kyle Jonas	Cat Baker	Jordan O'Donnell	Jenny Oyer	Jill Gutierrez	n/a	n/a

Team Norms:
- Start on time, end on time
- Listen to understand, not reply
- Use team meeting process
- Actively participate
- Assume best intentions
- Stay on-task

Celebrations:
- Students are excited for the end of the school year
- Grade level teams have planned end of year celebration events
- 3rd grade teachers supported each other during substitute shortage last week

Agenda Items:
1. Celebrations – Kyle (5 minutes)
2. TFI Results – Jordan (10 minutes)
3. Bear Bucks Store – Kyle (10 minutes)
4. New Incentive Ideas – Jill (5 minutes)
5. Discipline Data Review – Jordan (10 minutes)
6. Upcoming Task Review – Kyle (5 minutes)

Action Item	Who	By When
Share results of TFI with staff at faculty meeting; add to slides	Jill	4/23
Remind teachers of Bear Bucks store next Friday	Kyle	4/23
3rd grade collecting student ideas for new incentives, need to make survey	Cat	4/16
Tell staff that ODRs have decreased this month; add to PD slides	Jill	4/23
Remind intern to print off more Bear Bucks this week	Jenny	4/4

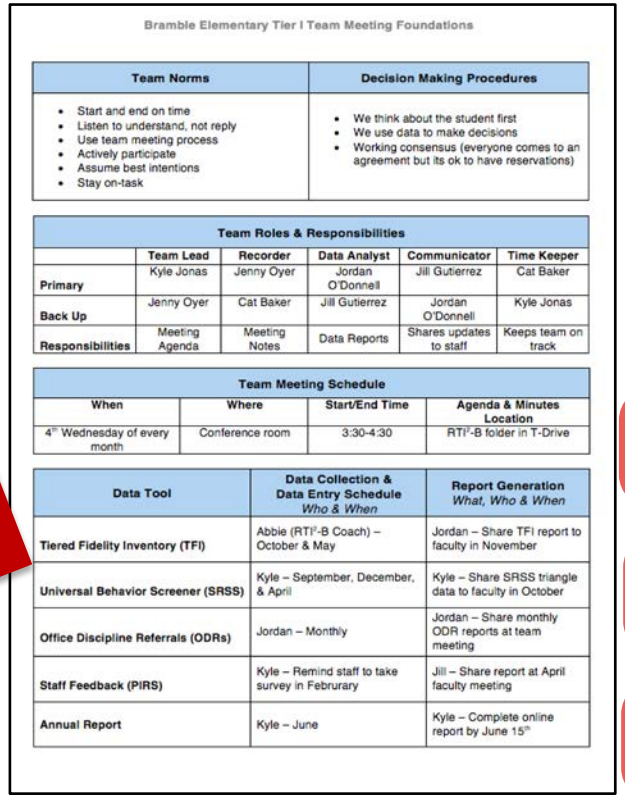
Next Team Meeting Date:
Tuesday May 5th at 3:30

Agendas

Activity #3: Meeting Foundations & Agenda

1. Assign roles and distribute “Role Cards”
2. Use workbook to complete “Tier I Meeting Foundations”
3. Determine agenda and add team member names

Wait for Day 2 of training to complete the Data Tool section!



Bramble Elementary Tier I Team Meeting Foundations

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 & Minutes Location
4th Wednesday of every month	Conference room	3:30-4:30	RTI²-B folder in T-Drive

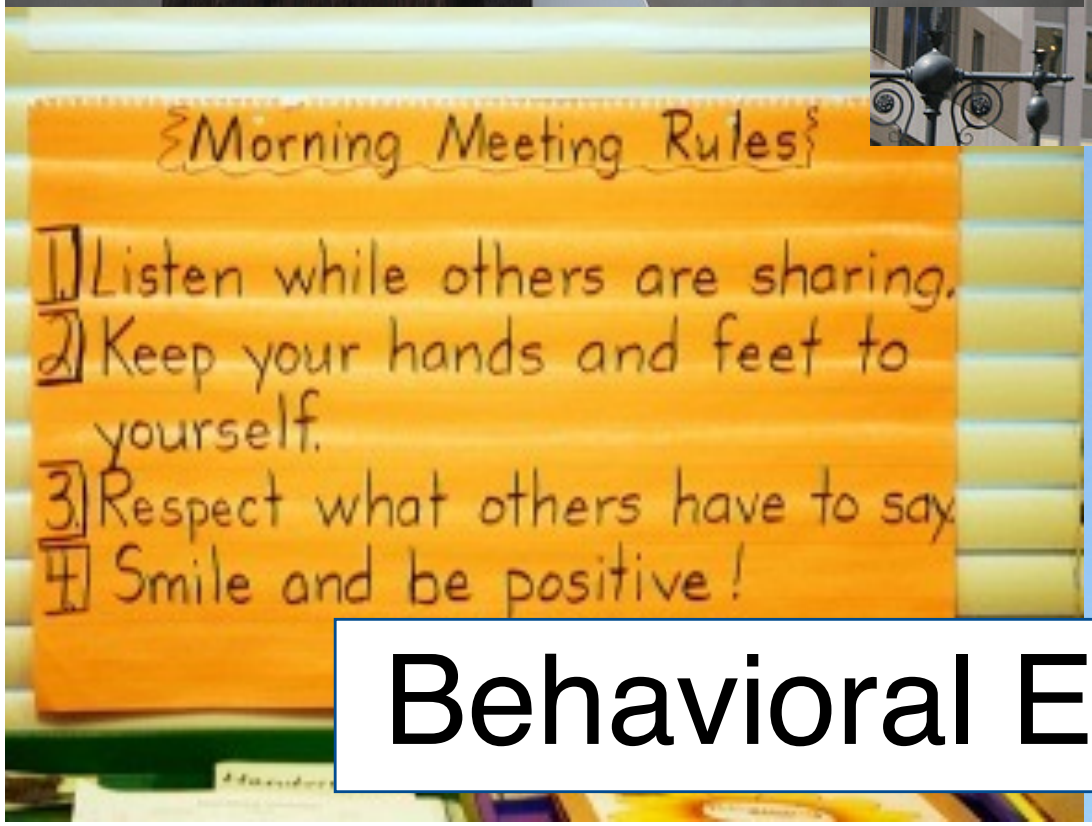
Data Tool	Data Collection & Data Entry Schedule *Who & When*	Report Generation *What, Who & When*
Tiered Fidelity Inventory (TFI)	Abbie (RTI²-B Coach) – October & May	Jordan – Share TFI report to faculty in November
Universal Behavior Screener (SRSS)	Kyle – September, December, & April	Kyle – Share SRSS 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 Februrary	Jill – Share report at April faculty meeting
Annual Report	Kyle – June	Kyle – Complete online report by June 15th

15 minutes

Pages 2 -5

Agendas

Break Time



Behavioral Expectations

Why We Teach Behavioral Skills

Need social and emotional skill development while learning expected behavior

Coordinated, preventative instructional programming for all students helps them acquire the skills to:

- Understand and manage emotions
- Develop care and concern for others
- Establish positive relationships
- Make responsible decisions
- Handle challenging situations effectively

Students learn best in a safe & predictable environment

(TDOE; SEL Teacher Toolkit, 2015)

Something to Consider…

If a student doesn't know how to read, we teach.

If a student doesn't know how to spell, we teach.

If a student doesn't know how to multiply, we teach.

If a student doesn't know how to write, we teach.

If a student doesn't know how to behave, we ...teach? Punish?

Why can't we finish the last sentence as automatically as we do the others?

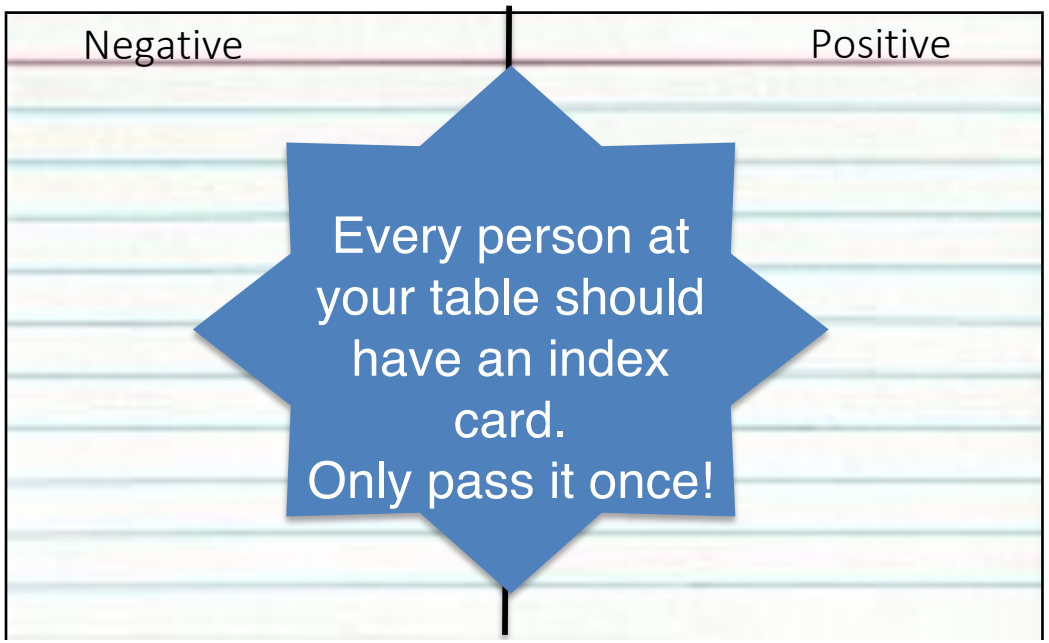
Adapted from John Herner (NASDSE President) Counterpoint 1998, page 2

Activity #4: Reframing

1. Write 2-3 “No” or “Don’t” statements you have heard teachers say:

   (e.g., “No running in the hallway!”)

2. Pass index card to the person on your right
3. Re-write each negative statement into a positive statement



5 minutes

Page 6

Whole Group: Share Out

Pick one -/+ statement to share.

Negative	Positive

3-5 minutes

Behavioral Expectations

Implementation

1.3 Behavioral Expectations

Behavioral Expectations

Select 3 to 5 Behavioral Expectations

- Positively Stated
- Clear and Concise
- Broad (applicable to all setting & people)
- Memorable

Consider School Details

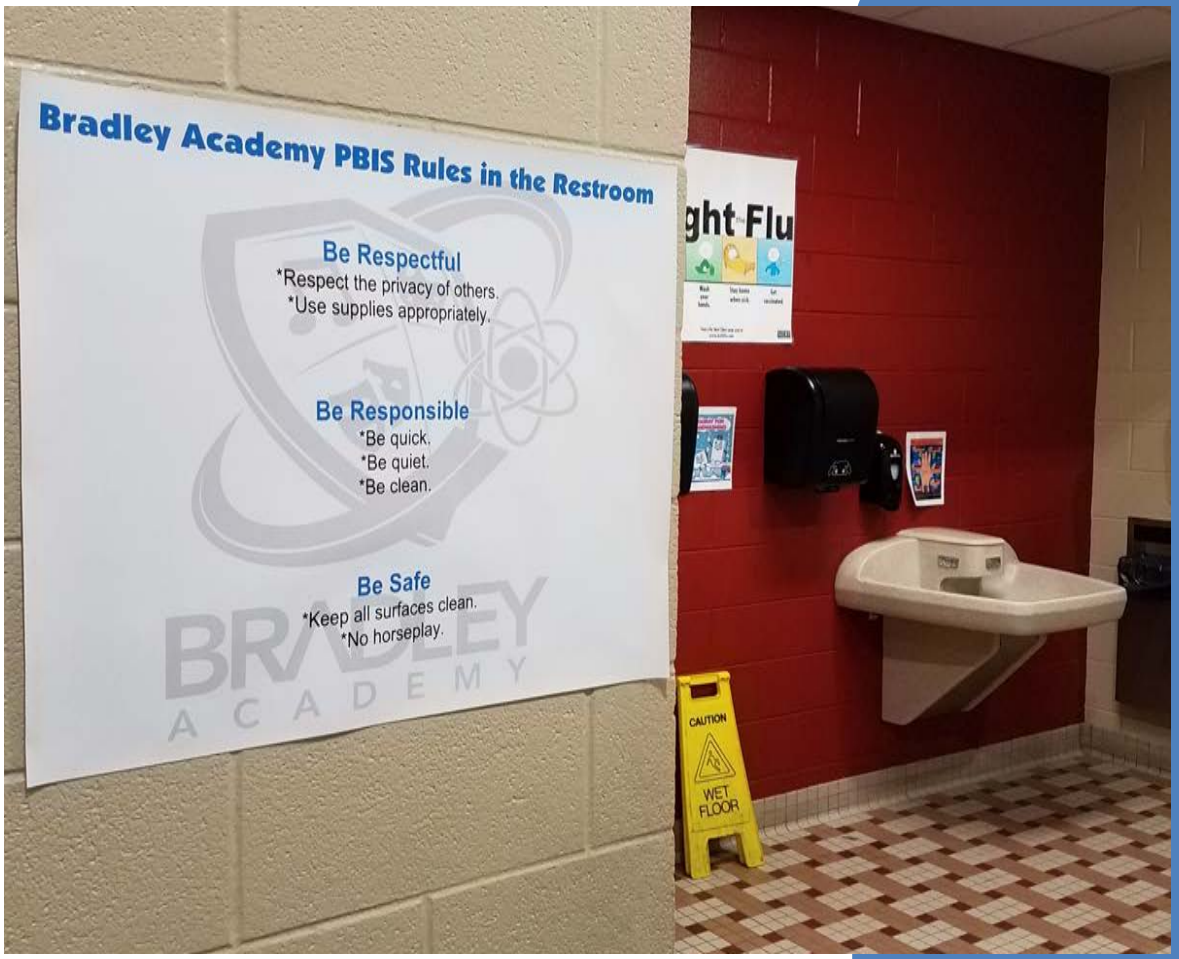
- School Mascot or Name
- School Slogan

Most Common Behavioral Expectations

- Respectful
- Responsible
- Safe
- Ready to learn
- Kind
- Organized
- On Time
- Prepared

(Lynass, Tsai, Richman, & Cheney 2012)

Behavioral Expectations



Display Posters In All Settings

- Classrooms
- Bathrooms
- Hallways
- Gym
- Library
- Office
- Buses

Activity #5: Behavioral Expectations

Develop or reexamine your school-wide behavioral expectations

Name of Behavioral Expectations:	**Examples:** Eagle Expectations Wilson Wisdoms
Expectations should be: - Positively Stated - Clear and Concise - Memorable -Applicable to all settings - Applicable to all people	**List Expectations:** (must have 3-5 expectations) 1. 2. 3. 4. 5.

10 minutes

Page 6

Expectations Matrix

Tier I Rules

Definition and Guidelines

- Specific skills/behaviors students should exhibit
- Positively stated
- Limited in number (3-5)
- Aligned with the school's mission statement

Expectations & Rules Comparison

SIMILARITIES

1. Positively stated
2. Limited in number (3-5)
3. Aligned with school's mission statement
4. Clarify criteria for successful performance

DIFFERENCES

Expectations

1. Broad categories
2. Apply in all settings
3. Apply to everyone

Rules

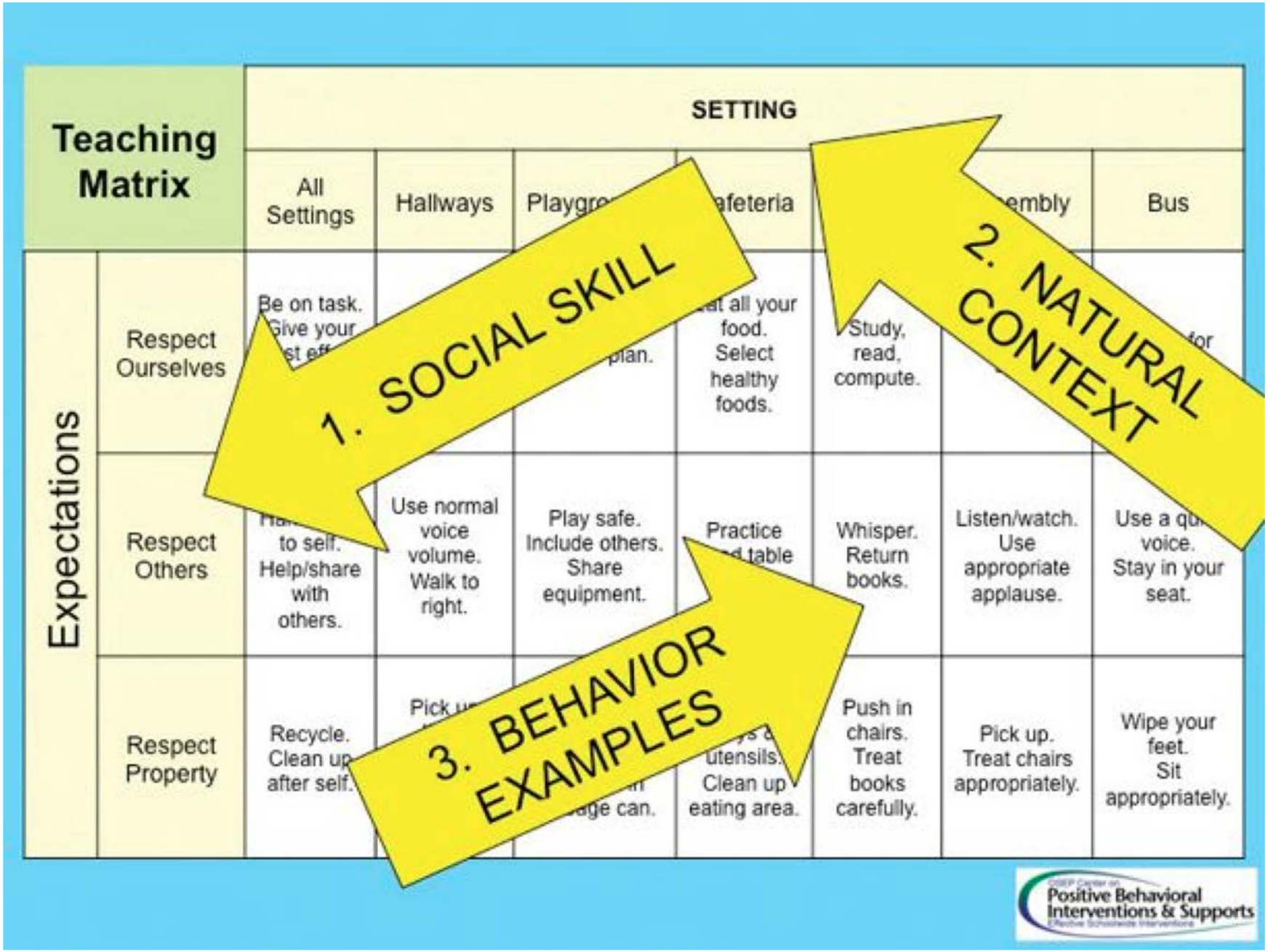
1. Describe specific behaviors
2. Apply to specific settings
3. Apply to specific groups
4. Measurable & observable
5. Clarify expectations

Whole Group: Pop Quiz

Expectation or Rule?

1. Be considerate
2. Place food items in their proper containers
3. Remain seated during instruction
4. Be a problem-solver
5. Use an inside voice
6. Keep all four legs of your chair on the floor

School-wide Behavioral Expectations Matrix



Examples in the Classroom

Respect

- Follow directions
- Use kind words and actions
- Control your temper
- Cooperate with others
- Use an inside voice
- Follow the dress code
- Be truthful
- Keep hands, feet, and objects to self
- Be encouraging and helpful to peers
- Raise hand and wait quietly to be called on
- Listen and pay attention to the speaker

(Lane, Oakes, & Menzies, 2010)

Examples in the Cafeteri

Responsibility

- Make choices quickly
- Know your lunch number
- Have money ready
- Recycle
- Choose a seat quickly
- Eat your own food
- Clean up after yourself
- Take only the allowed food portions
- Raise hand for permission to get up

Lane, Oakes, & Menzies, 2010)

Falcon Expectations

	Safety	Organization	Achieving Goals	Respect
Hallways	• Walk to class quickly	• Walk to the right	• Arrive on time every day	• Listen for directions
Bathrooms	• Use a bathroom pass • Wash your hands	• Clean up trash and water spills	• Use restrooms during passing period or lunch	• Clean up all trash • Be polite and patient
Cafeteria / Quad	• Walk • Form single-file lines	• Throw away all trash • Have ID card ready	• Get food quickly • Get back to class on time	• Listen for directions
Front of Campus	• Use crosswalks • Look for traffic	• Wait quietly in line • Move to assigned waiting areas	• Leave on time	• Listen for directions
Classroom	• Keep hands, feet, and objects to yourself.	• Come on time, prepared, and ready to work.	• Listen, follow directions, and participate.	• Be truthful, polite, and work cooperatively with others.
Gym	• Walk in single file • Wear appropriate clothing	• Sit with your class	• Be on task	• Follow gym rules • Listen for directions
Library	• Walk in single file • Check out books with Librarian	• Use shelf markers • Bring your ID • Leave the library clean	• Stay quiet • Stay on task • Return books on time	• Follow library rules • Listen for directions

Expectations Matrix

VIKING STYLE

BE RESPONSIBLE, BE RESPECTFUL, BE READY

CENTRAL MIDDLE SCHOOL	CLASSROOM	HALLWAY	BATHROOM	CAFETERIA	BUSES	ASSEMBLY / FIELD TRIP	BEFORE / AFTER SCHOOL	GYM	EMERGENCY SITUATIONS
BE RESPONSIBLE	Complete and turn in all assignments. Stay in assigned area. Take care of personal needs before class.	Go directly to your destination. Keep hallway clean and uncluttered. Use inside voice.	Take care of personal needs without horseplay and/or excessive talking. Clean up after yourself.	Move away from any conflict and confrontations. Keep your area clean. Use good table manners.	Keep hands, feet and other objects to yourself.' Keep bus clean. Listen and follow directions.	Follow expectations for the designated event. Allow others to listen and learn. Follow the dress code.	Be in your assigned area. Be with a staff member. Promptly enter and exit premises.	Arrive promptly. Quickly change into gym clothing.	Stay calm. Listen to directions given by adults. Stay together.
BE RESPECTFUL	Enter quietly. Keep hands, feet and other objects to yourself. USe appropriate language.	Speak quietly. Keep hands, feet and other objects to yourself. Use appropriate language. Follow directions from school personnel.	Use the bathroom in a timely manner. Clean up after yourself. Allow for privacy.	Listen and follow instructions. Use good table manners. Use reasonable inside voice.	Follow directions. Keep bus clean. Use low voice tone. Enter and exit peacefully.	Be curteous and use appropriate language. Listen, learn and participate with respect. Exhibit positive attitude and representation of the school.	Use single file lines to enter/exit the building. Be in your assigned area. Use inside voice.	Demonstrate good sportsmanship. Refrain from destroying property.	Remain silent. Keep hands, feet and other objects to yourself. Be serious.
BE READY	Bring needed materials to class. Be on time. Be ready to participate.	Have materials needed for your next class. Use time wisely. Use appropriate voice tone.	Use the bathroom during classes. Use time wisely.	Get everything you need the first time through the line. Return trays and empty trays properly. Listen and follow directions.	Be on time. Load in a timely manner. Avoid negative behavior.	Be a positive role model. Be a good citizen. Be ready to participate.	Make transportation arrangements before coming to school.	Be an active participant. Bring proper clothing on gym day.	Quickly respond to adult instructions. Know emergency signals.

Expectations Matrix

Northland Pines Eagles

PINES PRIDE – High School Example

	Commons/Lunch	Hallways	Technology	Locker Room/Restroom	School Events	Bus
Be Respectful	-Follow staff directions -Use conversational voice level -Respect gym equipment	-Use acceptable language and quiet voice -Keep lockers clean inside and out -Greet peers and staff	-Leave equipment the same as you found it -Stay on appropriate sites	-Give privacy to others -Flush -Use quiet voices -Use only your personal belongings	-Welcome visitors -Use self-control -Demonstrate acceptable event etiquette	-Listen to your driver -Follow directions -Be kind in words and actions
Be Responsible	-Stay seated in your area -Wait your turn	-Use your agenda passes -Get there on time -Go where you're going -Take care of school property	-Use appropriate language -Communicate the same as you would in person -Use equipment with permission only	-Put trash in waste basket -Keep the walls clean -Return to class quickly	-Show good sportsmanship -Show Pines Pride	-Be a positive role model -Clean your area -Take all your belongings
Be Safe	-Clean up after yourself -Walk -Follow gym rules	-Walk on right -Keep hands and feet to yourself -Be aware of environment	-Be aware of what you put on the internet -Report inappropriate content -Remember all digital material is permanent	-Wash hands -Lock up belongings -Keep hands to yourself	-Stay in designated area	-Stay seated -Keep aisle clear -Use conversational voice level -Use cross walks

Expectations Matrix

Whole Group: Activity

Let's fix the operational definitions on an expectation matrix.

	Classroom	Cafeteria	Bus	Hallway	Assembly
Respect Others	Keep hands and objects to yourself	Eat your own food	Stay in your seat	No harassment or violence	Arrive on time to speaker
Respect Property	Recycle paper	Return trays	Keep feet on floor	Do [illegible] litter	Leave auditorium as clean as you found it
Respect Yourself	Do your best	Eat your own food	Be at stop on time	Use your words	No backpacks
Respect Learning	Have materials ready	Eat balanced diet	Go directly from bus to class	No dilly-dallying	Listen to speakers

5 minutes

Whole-Group Activity

Fix the Operational Definitions

	Classroom	Cafeteria	Bus	Hallway	Assembly
Respect Others		Eat your own food	Don't touch anyone!	Use appropriate language	Arrive on time to speaker
Respect Property		Return trays	Keep feet on floor	Do not litter	Leave auditorium as clean as you found it
Respect Yourself		Eat your own food	Be at stop on time	Use your words	No backpacks

Consider Positive Alternatives to Common Errors

	Class	Hall	Gym
Be Respectful	Positive comments to each other	Talk Quietly	Share
Be Responsible	Have books and pencil	Walk on Right	Wear Soft-Soled Shoes
Be-There Be-Ready	Get to Class on Time	Go to your next class without stopping to chat	Sit down in your spot

Creating your Behavioral Expectations Matrix

	Location 1	Location 2	Location 3	Location 4	Location 5	Location 6
Expectation 1						
Expectation 2						
Expectation 3						
Expectation 4						
Expectation 5						

3-5 descriptions per box

Positively Stated

Clear and Concise

Technology can be included as a setting

Activity #6: Behavioral Expectations Matrix

1. Choose matrix layout
2. Add behavioral expectations
3. List your locations
4. Fill in the matrix one location at a time
    a. Define expected behavior
    b. Identify common behavioral errors
    c. Create positive alternatives

15 minutes

Pages 7-9

Expectations Matrix

Expectations Background

Photo Credit:https://www.themuse.com/advice/3-things-successful-people-do-during-their-lunch-breaks

Teaching Expectations to Students

https://flic.kr/p/jBb83N

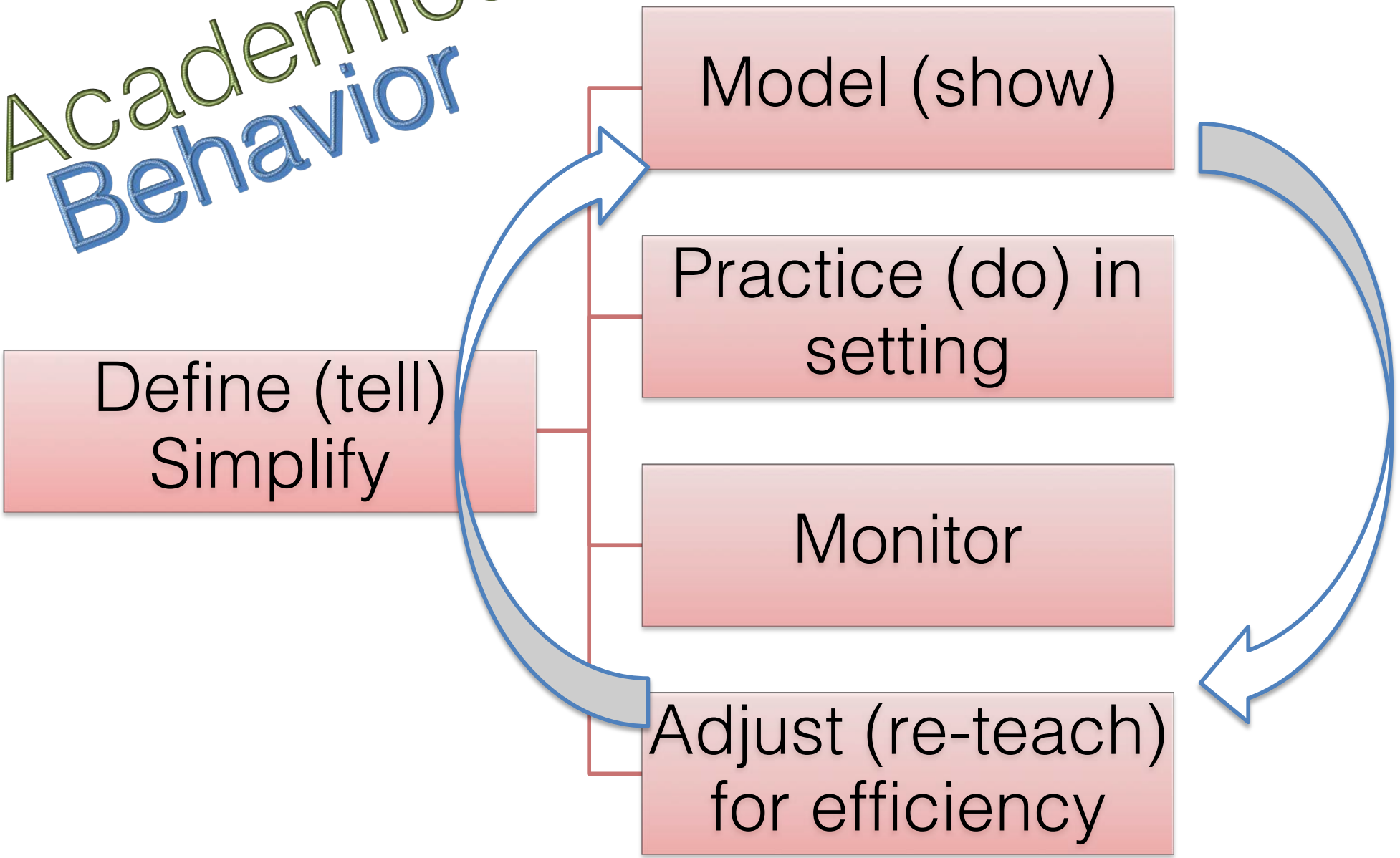
Teaching Expectations to Students

Implementation

1.4 Teaching Expectations

Teaching

Academics
Behavior



Using Your Behavioral Expectations Matrix

	Cafeteria	Hallways	Technology
Be Respectful	-Follow staff directions -Use conversational voice level	-Use acceptable language and voice -Keep lockers clean inside and out	-Leave equipment as you found it -Stay on appropriate sites
Be Responsible	-Stay seated in your area -Wait your turn	-Use your agenda passes -Get there on time -Go where you're going	-Use appropriate language -Use equipment with permission
Be Safe	-Clean up after yourself -Walk -Follow gym rules	-Walk on right -Keep hands and feet to yourself	-Report inappropriate content -Remember all digital material is permanent

Cafeteria Lesson Plan Teaches Behaviors Listed on the Matrix
• Follow staff directions • Use conversational voice level
• Stay seated in your area • Wait your turn
• Clean up after yourself • Walk • Follow gym rules

Teaching Expectations

Teaching Expectations

- **Develop** lesson plans for every setting
- Teach
  - Define behavior
  - Define rationale
- Model
  - Examples & non-examples
  - Videos/skits/songs
- Practice
  - Check for understanding
  - Activities for fluency
  - Reinforce behavior

Expectations Matrix

Bramble Elementary
Behavioral Expectations Lesson Plan: Cafeteria
Lesson plans should be taught in the area and take 10-15 minutes

Objective	The students will exhibit **safe**, **respectful**, and **responsible** behavior in the cafeteria.
Setting	Cafeteria
Expectations	**Safe**: Hold tray with 2 hands. Keep food to self without sharing. **Respectful**: Use an inside talking voice at all times. Use a napkin to clean self and spills. **Responsible**: After getting lunch and all utensils, choose a seat and stay there. Dump tray and recycle milk carton in appropriate place.
Examples: **Teach using "I do, we do, you do"**	1. Students carry trays with two hands, get two utensils, and then choose a seat and stay seated. 2. Students eat only their food. 3. Students use an inside voice at lunch (model voice level). 4. Students will use a napkin to wipe hands/face and table, if needed. 5. Students will walk to the garbage cans/recycling bin while carrying their tray with two hands and dump their tray in the appropriate place.
Non-Examples: **Model Only**	1. Holding tray with one hand, putting it on head, etc. 2. Yelling in the cafeteria. 3. Taking food from another student's tray. 4. Spilling milk and not wiping it up or asking for help. 5. Leaving tray and napkins on table.
Follow Through and Practice	1. After teaching the expectations in an "I do, we do, you do" format, teach the non-examples by modeling the incorrect behavior. Ask students to fix what you are doing incorrectly. 2. Have students plan "I have who has..." Give some students cards with pictures of the appropriate behavior and some students cards with picture symbol and word representing the behavioral expectation. 3. Students will need to find their match between the behavioral expectation and appropriate behavior. 4. Students model the appropriate behavior for each other.
Reinforcement	1. Have cafeteria monitors distribute Bramble Bucks to students who are following the expectations. 2. Classes that do the best job meeting the cafeteria objective for the week will earn the Honey Pot Award.

Teaching Expectations

Considerations For Teaching

Harpeth Valley ES @HarpethValleyE · Aug 8, 2018

HVES Kindergarteners are practicing our BARK behavior expectations in the cafeteria! We will Be safe, Act responsibly, Respectfully, and Kind!
@MetroSchools
@TBSPvanderbilt

Matriz de Garra para los Padres de Blackwell

Se Respetuoso	Anime a su hijo(a) a decir "por favor" y "gracias".	Anime a su hijo(a) a escuchar y seguir direcciones.	Enséñenle a su hijo(a) a mantener contacto con los ojos cuando hable con los demás.	Anime a su hijo(a) a comportarse en una manera madura.	Enséñenle a su hijo(a) la diferencia entre lenguaje apropiado y no-apropiado.	Recuérde a su hijo(a) sobre el valor de su educación.	Enséñenle a su hijo(a) a resolver los conflictos sin usar la violencia y sin hacer menos a los demás.	Anime a su hijo(a) que haga lo mejor que ellos personalmente puedan en la escuela.
Se Responsable	Provéele a su hijo(a) un lugar callado para completar la tarea.	Asegure que la tarea de su hijo(a) esté terminada. Revise su agenda, y fírmela a diario.	Anime a su hijo(a) a que se involucre en las actividades de Blackwell (R&B, Klub de Niños, etc.)	**Se Voluntario en Blackwell!**	Manténgase al tanto de y aprenda sobre las actividades y servicios proveídos por Blackwell.	Asista a las actividades de Blackwell y de la Comunidad (casa abierta, conferencias, deportes).	**Póngase en contacto con la escuela Blackwell con preguntas, preocupaciones, y para reportes sobre progreso.**	Anime a su hijo(a) que encuentre un amigo(a) en su clase para ayuda con los estudios, información, y preguntas.
Se Segura	Sepa dónde y con quien esta su hijo(a).	Vigile el uso de TV, juegos de video, y Internet de su hijo(a).	Comuníquese con los padres de los amigos de su hijo(a).	Asegure que su hijo(a) tenga una manera segura para llegar a casa de la escuela.	Aprenda sobre y busque señales de la perdida de interés en la escuela.	Hable con su hijo(a) sobre sus sentimientos, amistades, y su estrés.	Enséñenle a su hijo(a) a decir "No" cuando sea presionado(a) a hacer algo que no quiera hacer.	Provéele a su hijo(a) las cosas necesarias para mantenerse limpios y saludables.

¡Nosotros en Blackwell esperamos con emoción tener una relación escolar y comunitaria fuerte!
Blackwell (847) 357-5555

- ❑ Can all students access expectation posters?
- ❑ Will you teach expectations within each setting? If yes, who will lead the lesson?
- ❑ How and when will you catch-up new students?

Additional Ways to Teach Expectations

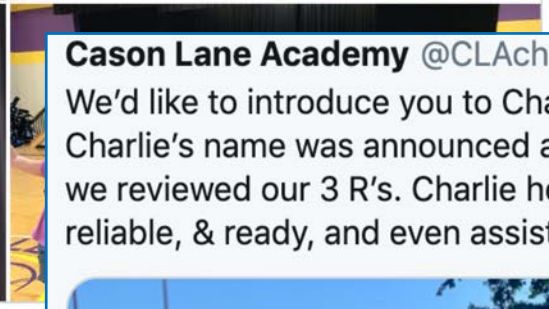
- Pep Rally
- Announcements
- School newspaper
- Morning Meeting
- Videos
- Podcasts
- Visual reminders

Go, Flush, Wash, Leave

Your goals are to inform students and increase excitement & interest!

OCEotterpride @OverallCreek · Aug 15

Thank you @blazehoopscheer for bringing the cheer to our 3Rs Assembly and kicking off School-Wide Houses. @MCScommunicates @bhsjustus #Respectful #Responsible #Ready #communitypartners



Cason Lane Academy @CLAchargers · Aug 16

We'd like to introduce you to Charlie the Charger! Our students voted & Charlie's name was announced at our first school-wide assembly, where we reviewed our 3 R's. Charlie helped us review how to be responsible, reliable, & ready, and even assisted with traffic during dismissal!

Murfreesboro City Schools

Example Behavioral Expectations Lesson Passport

MNS Leader Expectation Passport

Name_____

Grade_____

Teacher_____

FRONT PAGE

Arrival/ Dismissal

Be a Respectful Leader!

Be a Responsible Leader!

Be a Safe Leader!

BACK PAGE

Hallway

Cafeteria

Classroom

Playground

Bathroom

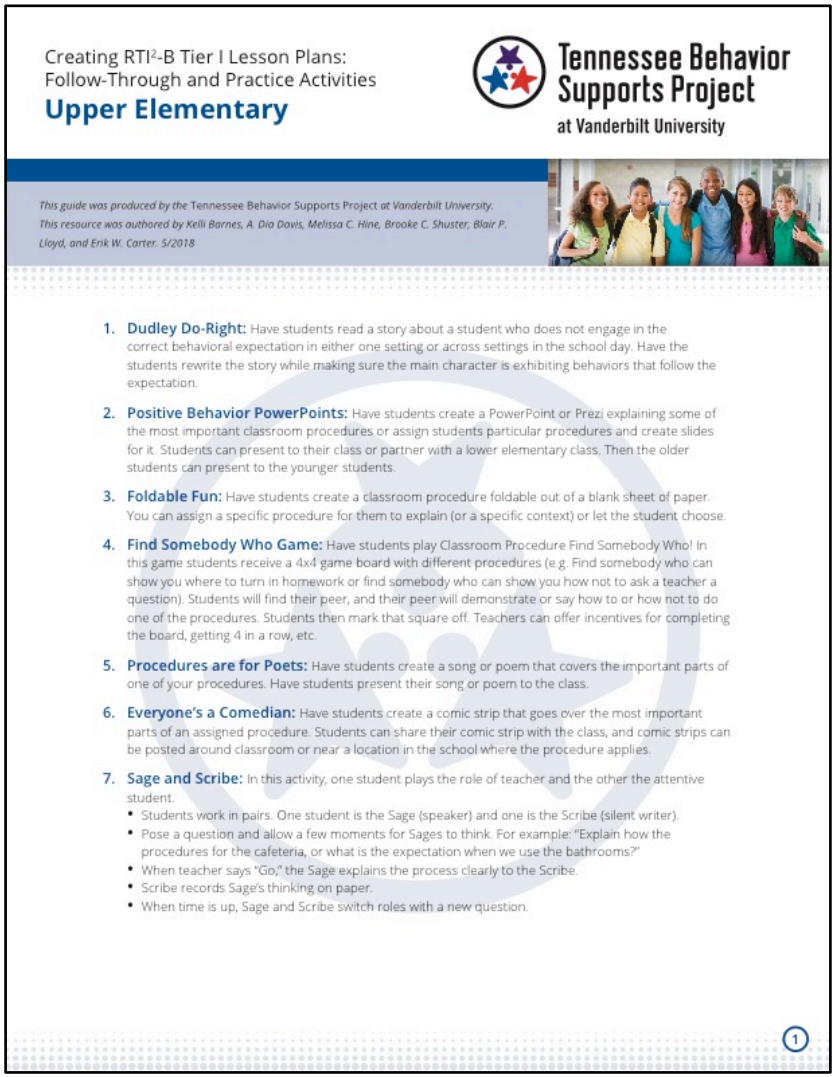
Assemblies

INSIDE PAGES

(Mitchell-Neilson Elementary)

Teaching Expectations

Activity #7: Lesson Plans



Creating RTI²-B Tier I Lesson Plans:
Follow-Through and Practice Activities
Upper Elementary

Tennessee Behavior Supports Project
at Vanderbilt University

This guide was produced by the Tennessee Behavior Supports Project at Vanderbilt University. This resource was authored by Kelli Barnes, A. Dia Davis, Melissa C. Hine, Brooke C. Shuster, Blair P. Lloyd, and Erik W. Carter. 5/2018

1. **Dudley Do-Right:** Have students read a story about a student who does not engage in the correct behavioral expectation in either one setting or across settings in the school day. Have the students rewrite the story while making sure the main character is exhibiting behaviors that follow the expectation.
2. **Positive Behavior PowerPoints:** Have students create a PowerPoint or Prezi explaining some of the most important classroom procedures or assign students particular procedures and create slides for it. Students can present to their class or partner with a lower elementary class. Then the older students can present to the younger students.
3. **Foldable Fun:** Have students create a classroom procedure foldable out of a blank sheet of paper. You can assign a specific procedure for them to explain (or a specific context) or let the student choose.
4. **Find Somebody Who Game:** Have students play Classroom Procedure Find Somebody Who! In this game students receive a 4x4 game board with different procedures (e.g. Find somebody who can show you where to turn in homework or find somebody who can show you how not to ask a teacher a question). Students will find their peer, and their peer will demonstrate or say how to or how not to do one of the procedures. Students then mark that square off. Teachers can offer incentives for completing the board, getting 4 in a row, etc.
5. **Procedures are for Poets:** Have students create a song or poem that covers the important parts of one of your procedures. Have students present their song or poem to the class.
6. **Everyone's a Comedian:** Have students create a comic strip that goes over the most important parts of an assigned procedure. Students can share their comic strip with the class, and comic strips can be posted around classroom or near a location in the school where the procedure applies.
7. **Sage and Scribe:** In this activity, one student plays the role of teacher and the other the attentive student.
   - Students work in pairs. One student is the Sage (speaker) and one is the Scribe (silent writer).
   - Pose a question and allow a few moments for Sages to think. For example: "Explain how the procedures for the cafeteria, or what is the expectation when we use the bathrooms?"
   - When teacher says "Go," the Sage explains the process clearly to the Scribe.
   - Scribe records Sage's thinking on paper.
   - When time is up, Sage and Scribe switch roles with a new question.

1. Read the activity sheets and lesson plans in the "Teaching Expectations" section of your example binder
2. Decide the lesson plan(s) each team member is writing

10 minutes

Page 10

Teaching Expectations

Expectations Video

Let’s watch!

Activity #8: Teaching the Plan to Students

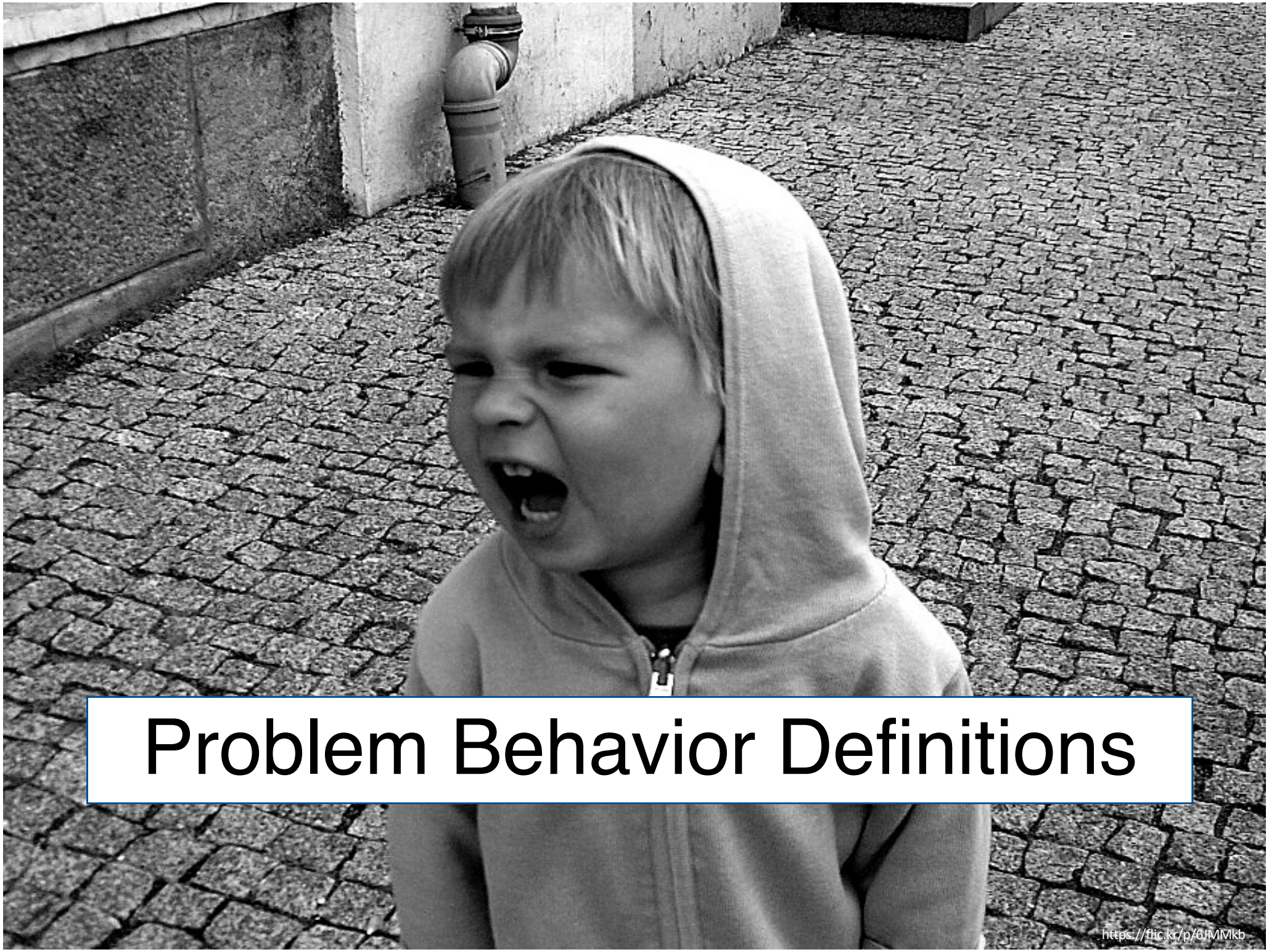
1. Complete the chart with your team
2. Reference your school calendar

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:	**When:**
How will you create and post the matrix in all locations?	
How:	**When:**
How will you use lesson plans to teach expected behaviors in all settings?	
How:	**When:**
How will you review the plan and reteach lessons throughout the year? *(e.g., after each break)*	
How:	**When:**
How will you teach the plan to new students throughout the year?	
How:	**When:**

15 minutes

Page 11

Teaching Expectations Example Workbooks


Problem Behavior Definitions
https://flic.kr/p/6JMMkb

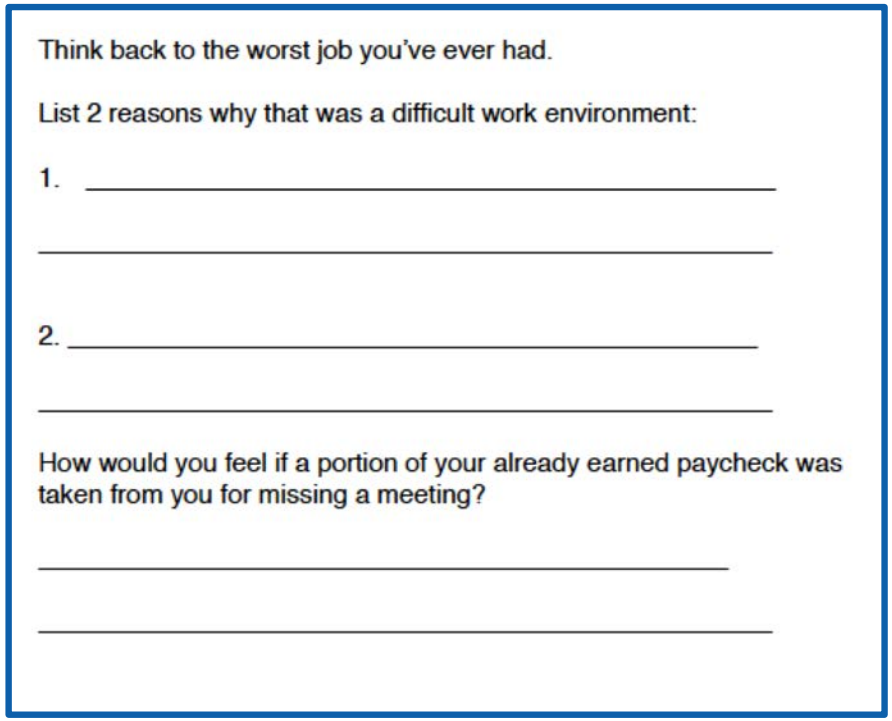
Problem Behavior Definitions

Implementation

1.5 Problem Behavior Definitions

Whole Group Activity: Poll Time

1. Answer the questions on the paper
2. Keep it anonymous
3. TBSP will collect and redistribute



Think back to the worst job you've ever had.

List 2 reasons why that was a difficult work environment:

1. _____

_____

2. _____

_____

How would you feel if a portion of your already earned paycheck was taken from you for missing a meeting?

_____

_____

5 minutes

Poll Time Paper

Discussion

Whole Group Activity: Poll Time Results

1. Read responses for worst job this person had
2. Stand up if it was a difficult environment because...

   a. I did not get along with my boss.
   b. I did not feel supported or acknowledged by my boss.
   c. I only received negative feedback or criticism.
   d. I was overworked and underappreciated.
   e. My work environment was negative, overly competitive, and/or not cohesive.

3. Read responses for losing a portion of the already earned paycheck for missing a meeting...

   a. Stand up if the response indicated feeling positive
   b. Stand up if the response indicated feeling negative

“Punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggression, vandalism, truancy, and dropouts”.

(Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997)

Disclaimer!

Even with the most consistent implementation of…

- Establishing behavioral expectations
- Teaching behavioral expectations
- Acknowledging appropriate behaviors
- Providing training for staff

Problem behaviors are still going to occur!

Increases administrative time

Consistency amongst staff

Positive school climate

Increases instructional time

School-Wide Discipline Plan

Ensures safety

Predictable environment

Aligns with expectations & acknowledgement system

Instructional approach to behavior

“School discipline refers to instruction, rules, policies or practices that are intended to manage student behavior at the classroom and school levels.”
National Clearinghouse on Supportive School Discipline
https://flic.kr/p/ADbTrf

Components of a School-Wide Discipline Plan

- Office-Managed vs. Staff-Managed Behaviors
- Problem Behavior Definitions
- Discipline Process
- Office Discipline Referral Form
- Data System

Organize Problem Behaviors

Why

- Prepares staff how to respond
- Creates consistency throughout building
- Clarifies what is minor and what is more serious

How

- Separate what is office-managed vs. staff-managed
- Consider context of your school
- Include staff input when separating behaviors

Example 1: Organization

Office-Managed (Majors)

- Physical and emotional safety concerns
- *Examples: weapons, physical aggression*

Staff-Managed (Minors)

- Teachable moments
- Minimal disruption to class
- *Examples: tardiness, gum chewing, task incompletion*

Reference your Example Binder and Vanderbilt Box to see multiple examples!

Example 2: Organization

Level 1 Productive Personal Environment	Level 2 Productive Classroom Environment	Level 3 Orderly Environment	Level 4 Safe Environment
Behaviors that affect only the student:	**Behaviors that interfere with others' learning:**	**Behaviors that affect an orderly environment:**	**Behaviors that cause harm or are illegal:**
- Not prepared - Out of seat - Breaking pencils - Not following directions - Whining - Playing in desk - Not doing class work - Bubbles when washing hands - Not in line - Sleeping - Copying behavior - Not listening - Leaning in chair - Refusing to work - Crawling on floor - Not taking responsibility for action - No homework	- Talking out / Talking back to adults - Visiting / talking - Inappropriate noise - Tattling - Touching - Poking - Standing on furniture - Constant talking - Out of seat and interfering with others' learning - Inappropriate chair manners - Consistently not following directions - Inappropriate language	- Talking back to adult w/ elevated frequency / intensity - Throwing things - Teasing - Lying - Cheating - Forgery - Tantrums - Cutting others' hair - Bathroom – climbing - Bathroom- looking under stalls - Pushing - Disrespect to adults - Disrespect to children - Leaving room without permission - Name calling - Hallway behavior - Banging on window - Profane hand gestures - Inappropriate language	- Actions that cause harm - Stealing - Fighting - Drugs - Weapons - Punching - Biting - Throwing furniture - Threatening to injure a person or property - Sexual harassment - Inappropriate language directed at other students or staff
Level 1 Consequences May Include:	**Level 2 Consequences May Include:**	**Level 3 Consequences May Include:**	**Level 4 Consequences May Include:**
- Teacher look - Buddy Classroom (with or without Think Sheet) - Proximity - Discussion / talking - Verbal warning - Timeout in room - Parent contact	- Buddy Classroom (with or without Think Sheet) - Minor Office Discipline Referral - Loss of part of recess - Parent contact - Behavior contract	- Time Out Classroom - In-School Suspension - Out of School Suspension - Major Office Discipline Referral - Admin/parent/stude conference	- Per Board of Education Policies - Major Office Discipline Referral

Problem Behavior Definitions

Your Turn:
Organize Problem Behaviors

Physical contact

Defiance/Non-compliance

Inappropriate language

Disrespect

Chewing gum

Bullying

Office-Managed (Majors)	**Staff-Managed (Minors)**

Activity #9 - Part 1: Office-Managed vs. Staff-Managed Chart

1. Sort paper slips into Office-Managed and Staff-Managed problem behaviors
2. Reference your discipline handbook and/or behavior definitions

Staff-Managed Problem Behavior	Violation	Definition	Examples	Non-Examples

**If a student has an IEP or FBA/BIP adhere to those plans first.

Office-Managed Problem Behavior	Violation	Definition	Examples	Non-Examples

**If a student has an IEP or FBA/BIP adhere to those plans first.

15 minutes

Pages 12 &13

Problem Behavior Definitions

Define Problem Behaviors

Why

- Prepares staff to be ready to respond
- Creates consistency throughout building
- Clarifies what is appropriate vs. inappropriate

How

- Operationally define each behavior
- Include examples and non-examples
- Consider context of your school
- Include staff input

Example Problem Behavior Definition

Tardy

Student arrives at class after the bell rings/signal for start of class. Does not include when a student has an excuse note.

- ☑ Clear
- ☑ Measurable
- ☑ Observable

Example: student enters classroom after bell rings

Non-example: student has an excused note from office or other staff member in the building

Problem Behavior Definitions Chart

Staff-Managed Problem Behaviors			
Violation	**Definition**	**Examples**	**Non-Examples**
Physical Contact:	• Student engages in non-serious but inappropriate physical contact. • Inappropriate touching with the hands or feet which did not display perceived threat or result in injury.	Pushing, shoving, horseplay, kissing	Hugging, high-fiving

Office-Managed Problem Behaviors			
Violation	**Definition**	**Examples**	**Non-Examples**
Fighting/Physical Aggression:	• Physical contact with intent or outcome of causing physical injury or harm to others	Punching, hitting, kicking, spitting	Pushing, shoving, horseplay that does not escalate (falls under staff-managed physical contact)

Problem Behavior Definitions

Activity #9 - Part 2: Defining Problem Behaviors

1. List sorted problem behaviors
2. Operationally define each problem behavior
3. Create examples and non-examples

Staff-Managed Problem Behavior	Violation	Definition	Examples	Non-Examples

**If a student has an IEP or FBA/BIP adhere to those plans first.

Office-Managed Problem Behavior	Violation	Definition	Examples	Non-Examples

**If a student has an IEP or FBA/BIP adhere to those plans first.

20 minutes

Pages 12 &13

Problem Behavior Definitions

Faculty Involvement

Faculty Involvement

Implementation

1.10 Faculty Involvement

Consider Staff Process

Individual staff members will go through a process of seeking information, forming an opinion, and deciding whether to adopt RTI^2-B.

(Feuerborn, Wallace, & Tyre, 2013)

Stages of Concern

Implications for Actions to Support Change

(George, Hall, & Stiegelbauer, 2006)

Stage of Concern	Typical Statement
0 – Unconcerned	"I think I heard something about it, but I'm too busy right now with other priorities to be concerned about it."
1 – Informational	"This seems interesting and I would like to know more about it."
2 – Personal	"I'm concerned about the changes I'll need to make in my routines."
3 – Management	"I'm concerned about how much time it takes to get ready to teach with this new approach."
4 – Consequences	"How will this new approach affect my students?"
5 – Collaboration	"I'm looking forward to sharing some ideas about it with others."
6 - Refocusing	"I have some ideas about something that would work even better."

http://www.sedl.org/cbam/stages_of_concern.html
http://www.sedl.org/cbam/actions_to_support_change.html

Strategies to Improve Staff Involvement

- Secure Resources
- Reveal a Need for RTI^2-B
- Build Skills and Knowledge
- Facilitate Shared Vision and Ownership
- Gather Staff Input and Share Data

(Feuerborn, Wallace, & Tyre, 2013)

Article in Faculty Involvement

Secure Resources

What to do next?

- Tell staff that you have the needed resources
- Resources to implement include:
  - ✓ District Support & RTI^2-B Coach
  - ✓ Administrator Support
  - ✓ Established team
  - ✓ Training
  - ✓ Materials
  - ✓ Funding
  - ✓ Time

Reveal a Need for RTI^2-B

What to do next?

- Show last year's data and highlight areas to improve

Possible Data Sources to Share	
Office Discipline Referrals Suspensions Drop Out Rates Attendance and Tardies Test Scores	School Climate Surveys Teacher Surveys Parent Surveys Student Surveys TELL Survey

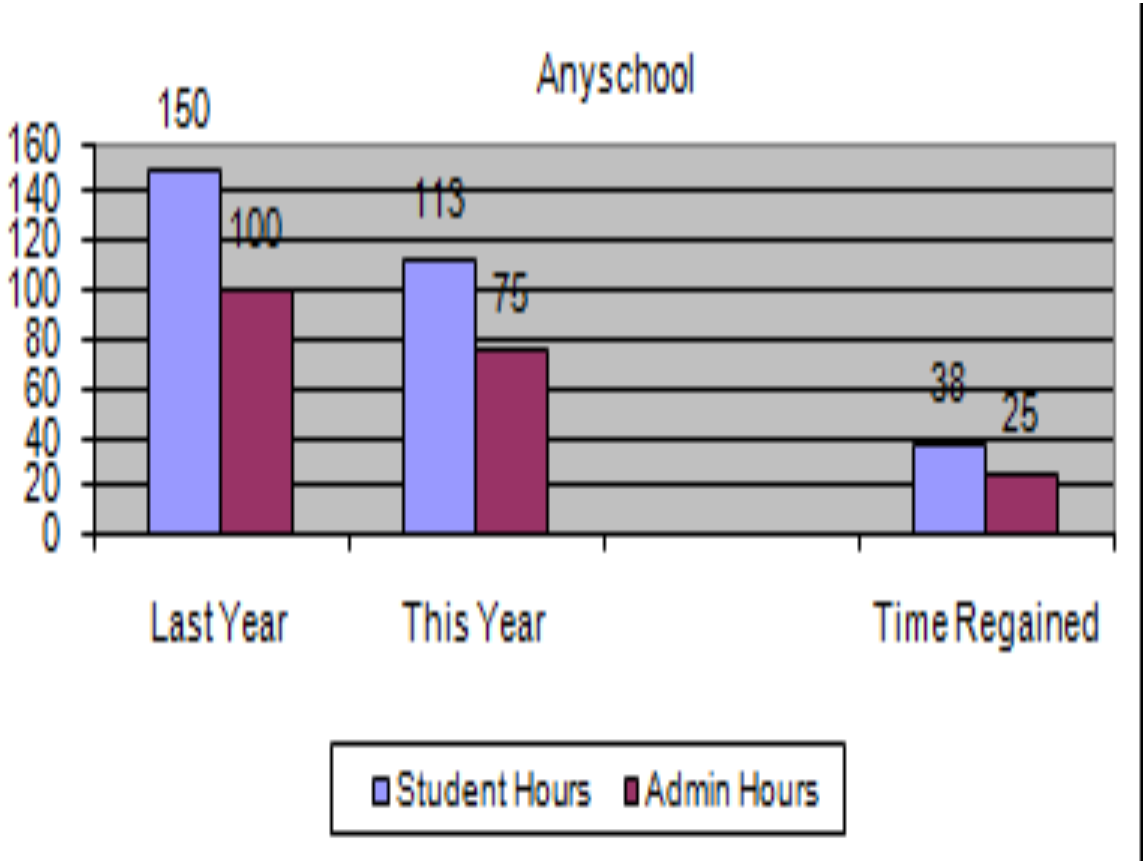
- Explain how RTI^2-B helps improve these areas as well as academic achievement
- Highlight nearby schools implementing with success

Website link - http://tennesseebsp.org/success-stories/school-exemplars/

Time Regained with RTI^2-B

Cost/Benefit Worksheet http://www.pbismaryland.org

Number of referrals for last year	200
Number of referrals for this year	150
Average # of minutes student is out of class due to referral	45
Average # of minutes administrator needs to process	30



Build Skills and Knowledge

What to do next?

- Teach, model, and reinforce
- Provide all necessary materials
- Share video resources
- Complete training activities as a faculty
  - Sorting Problem Behavior
  - Strategies for Discouraging Problem Behavior
- Help staff feel confident implementing
  - Remind them who to ask for help
  - Assess ongoing needs
  - Establish ongoing PD calendar
- Cost/Benefit Analysis

Facilitate Shared Vision and Ownership

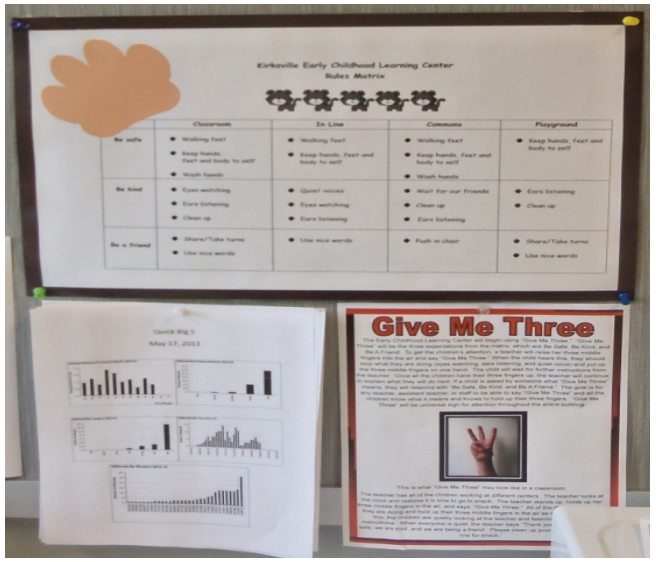
What to do next?

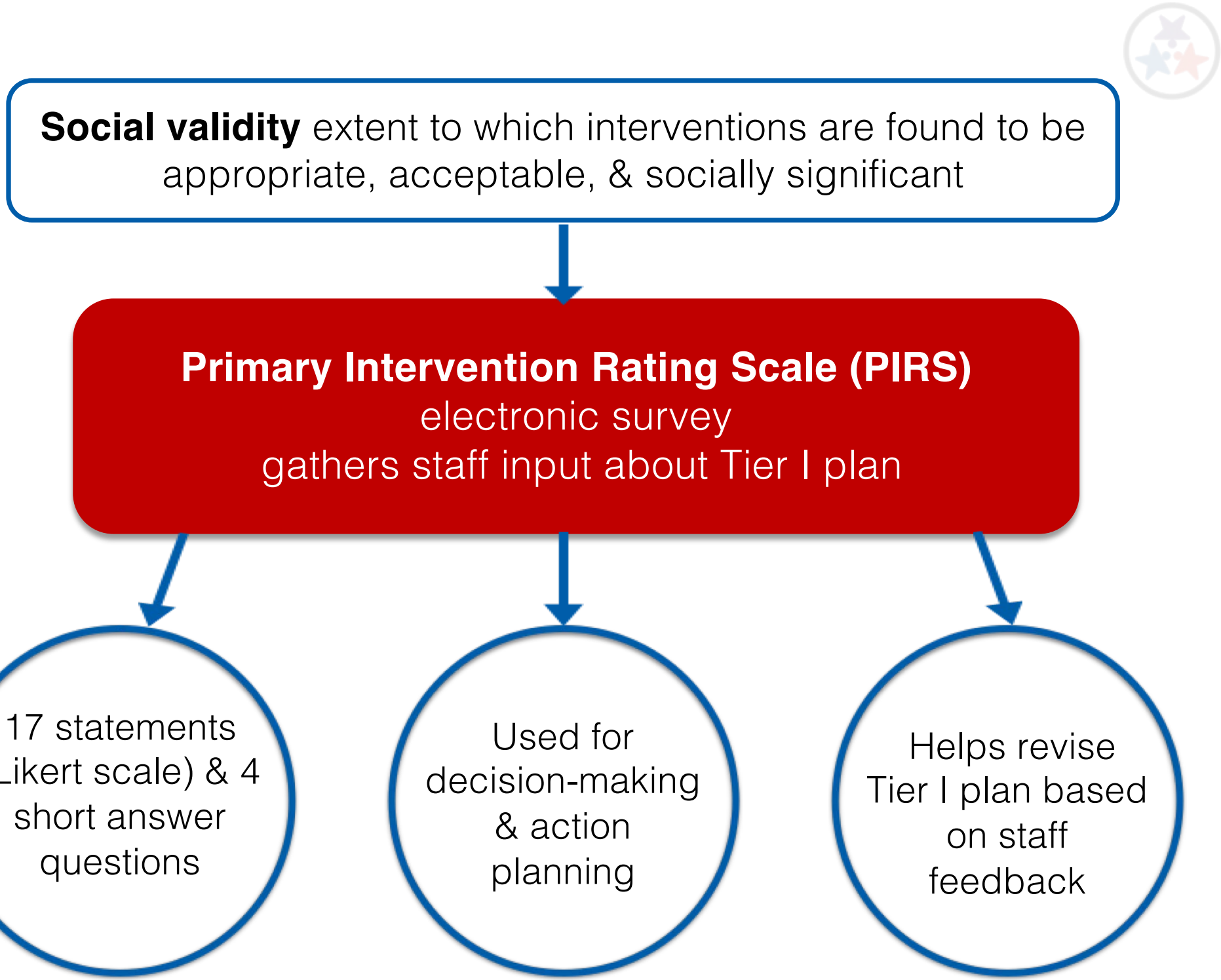
- Keep RTI^2-B as an agenda item at all meetings
  - Develop RTI^2-B goals for the year together
  - Share changes and updates to the plan regularly
- Showcase teacher examples:
  - Implementing RTI^2-B
  - Student outcomes
  - Building relationships

Gather Staff Input and Share Data

What to do next?

- Survey staff on current practices, needs, and concerns and share results
  - PIRS (Primary Intervention Rating Scale) for Pre-Implementation
  - SPBD (Staff Perceptions of Behavior and Discipline)
  - PBIS-ACT (PBIS Action and Commitment Tool)
  - Customized Surveys
- Share implementation data




Social validity extent to which interventions are found to be appropriate, acceptable, & socially significant
Primary Intervention Rating Scale (PIRS)
electronic survey
gathers staff input about Tier I plan
17 statements (Likert scale) & 4 short answer questions
Used for decision-making & action planning
Helps revise Tier I plan based on staff feedback

Why Do You Care?

Primary Intervention Rating Scale (PIRS)

Identifies 🔍:

- Percentage of staff buy-in
- Acceptability of plan
- Areas to celebrate
- Areas to strengthen

Why we ❤️ it:

- Free
- Feedback on plan
- Assesses pulse of building
- Supports action planning

PIRS Report

Bramble Elementary School
Primary Intervention Rating Scale Report

These PIRS survey results contain information that help your RTI²-B Tier I team determine the effectiveness and usefulness of the Tier I plan at your school. Your school's faculty and staff completed the survey regarding the Tier I plan and rated each item with the score that best described their agreement or disagreement with the statement.

Number of Respondents: 16
Percentage of Complete Surveys: 100.0

Overall Intervention Acceptability: 83%

Question	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Average
This was an acceptable plan for the elementary school.	0%	0%	0%	13%	69%	19%	5.06
Most teachers found this plan to be appropriate.	0%	0%	0%	19%	63%	19%	5.00
This plan was effective in meeting the intended purposes.	0%	0%	6%	19%	56%	19%	4.88
I would suggest the use of this plan to other teachers.	0%	6%	6%	13%	63%	13%	4.69
The plan was appropriate to meet the school's needs and mission.	0%	0%	0%	13%	69%	19%	5.06
Most teachers found this plan suitable for the described purposes and mission.	0%	0%	6%	13%	63%	19%	4.94
I used this plan in the school setting.	0%	0%	6%	0%	50%	44%	5.31
This plan did not result in negative side-effects for the students.	0%	0%	0%	19%	44%	38%	5.19
This plan was appropriate for a variety of students.	0%	6%	0%	19%	50%	25%	4.88
This plan was consistent with those I have used in school settings.	0%	0%	6%	6%	63%	25%	5.06
The plan was a fair way to fulfill the intervention purposes.	0%	0%	0%	19%	56%	25%	5.06
This plan was a reasonable way to meet the stated purposes.	0%	0%	0%	19%	63%	19%	5.00
I liked the procedures used in this plan.	0%	0%	0%	25%	63%	13%	4.88
This plan was a good way to meet the specified purposes.	0%	0%	0%	19%	63%	13%	4.81
The monitoring procedures were manageable.	0%	0%	6%	6%	69%	19%	5.00
The monitoring procedures gave the necessary information to evaluate the plan.	0%	0%	6%	13%	56%	25%	5.00
Overall, this plan was beneficial for elementary school students.	0%	0%	0%	25%	63%	13%	4.88

What do you think was the most beneficial about this Tier I plan? What was least beneficial?

Do you think that you and your students' participation in the Tier I plan caused your students' behavior problems to improve/decrease?

What would you change about this plan (components, design, implementation, etc.) to make it more student-friendly and teacher-friendly?

What other information would you like to contribute about this plan?

Going Beyond the Survey: How to Gather Staff Input

- ❑ Facilitate discussions at faculty meetings
- ❑ Host informal conversations at RTI^2-B breakfasts
- ❑ Send documents via email
- ❑ Utilize suggestion or comment box
- ❑ Create a plan to address staff concerns

Faculty Involvement

Share Survey Feedback

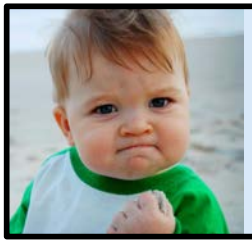
Concerns about RTI^2-B	CHANGES Implemented
• Not enough serious consequences for students'actions. (8)	• Hierarchy of consequences revised to reflect needed changes.
• Teachers do not know when a referral has been addressed. (5)	• Email will be sent to teacher when a referral has been addressed.
• School market should be held more frequently. (12)	• Market will be open monthly, scheduled in advance & marked on calendar (every 4 weeks).

(Adapted from FLPBIS)

Activity #10: Planning for Stakeholder Input

1. Complete the chart.

	Behavioral Expectations	Teaching and Re-teaching of Expectations	Acknowledgement System	Discipline Process
Staff	A survey will be sent out to all staff after one month of implementation. The survey will ask for feedback on the matrix. A second survey on will be sent out at the end of the year.	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 implementation manual will be sent to staff a week before the RTI2-B Breakfast. Staff will be invited to discuss their thoughts with the team at the RTI2-B Breakfast.	All behaviors will be sorted with the staff into office-managed and staff-managed during the RTI²-B workshop. Team will create definitions and faculty and staff will provide examples and non-examples.



Stumped for ideas? Check out page 16-17 in your Day 1 Workbook!

15 minutes

Page 14

Faculty Involvement

Resistance is an opportunity for growth and dialogue instead of an obstacle.

What is Buy-In?

"Accepting an idea or a goal and making it part of your everyday frame of reference."

Intellect + = Change in Behavior

(Kautt, G. G., 2011)

(Adapted from FLPBIS)

Dealing with Resistance

- Investigate cause or function of resistance

Potential Cause of Resistance	Solution	**Example**
Need more training	Provide more information	Remind staff to ask questions to team members and reteach the plan at next faculty meeting
Feeling stressed or too much on their plate	Consider how the team can better support staff	Provide scripts for praise and lesson plans
Misunderstanding	Address it directly and openly	Highlight disciplinary practices within RTI^2-B if they think there is no consequence system

- Pilot plan with subgroup of staff
  - Build momentum
  - Showcase implementation results with staff

Faculty Involvement

(Feuerborn, Wallace, & Tyre, 2013)

Stages of Implementation Process

Exploration & Adoption	• Development of System • Obtain Commitment
Program Installation	• Establish Leadership Teams • Set-up Data Systems
Initial Implementation	• Provide significant support to implementers
Full Operation	• Embed within standard practices
Innovation & Sustainability	• Make Improvements • Increase efficiency & effectiveness

Full Implementation takes 3-5 years!

(Fixen, et al., 2005)

Day 1 Homework

1. Share draft of plan with staff
2. Ask for input on:
   - ☐ RTI^2-B Foundations
   - ☐ Behavioral Expectations
   - ☐ Problem Behavior Definitions

By Day 2

Action Plan

Faculty Involvement

Wrap-Up

- ❑ Finalize your Tier I Training Action Planning Form
- ❑ Invite any missing team members to Day 2
- ❑ Bring all materials back for Day 2

Tier I Training – Action Planning Form

School: _____ **Date Completed:** _____

Instructions: Complete each activity as a team and delegate unfished tasks. Corresponding TFI Items are noted within each section.

	Description	*What* work needs to be completed?	*How will you gather and use staff input?*	*Who* completes the work?	*When* will work be completed?
Day 1 Workbook	**RTI²-B School Teams** •*Activity #2: Purpose Statement* •*Activity #3: Meeting Foundations and Agenda* **TFI Items** 1.1 - Team Composition 1.2 - Team Operating Procedures				
	Behavioral Expectations •*Activity #5: Behavioral Expectations* •*Activity #6: Behavioral Expectations Matrix* **TFI Items** 1.3 - Behavioral Expectations				
	Teaching Expectations •*Activity #7: Lesson Plans* •*Activity #8: Teaching the Plan to Students* **TFI Items** 1.4 - Teaching Expectations	List team members responsible for writing each lesson plan here:			
	Problem Behavior Definitions •*Activity #9: Defining Problem Behaviors and Office-Managed vs. Staff-Managed Chart* **TFI Items** 1.5 - Problem Behavior Definitions				
	Faculty Involvement •*Activity #10: Planning for Stakeholder Input* •*Day 1 Homework: Activities for Gathering Input* **TFI Items** 1.10 - Faculty Involvement	List how your team will secure faculty input prior to Day 2 of training:			

Schedule for Day 2

Student, Family, and Community Involvement
Responding to Problem Behaviors
Discipline Procedures
Data-Based Decision Making
Professional Development
Faculty Involvement
Group Work Time and Update Action Planning Form

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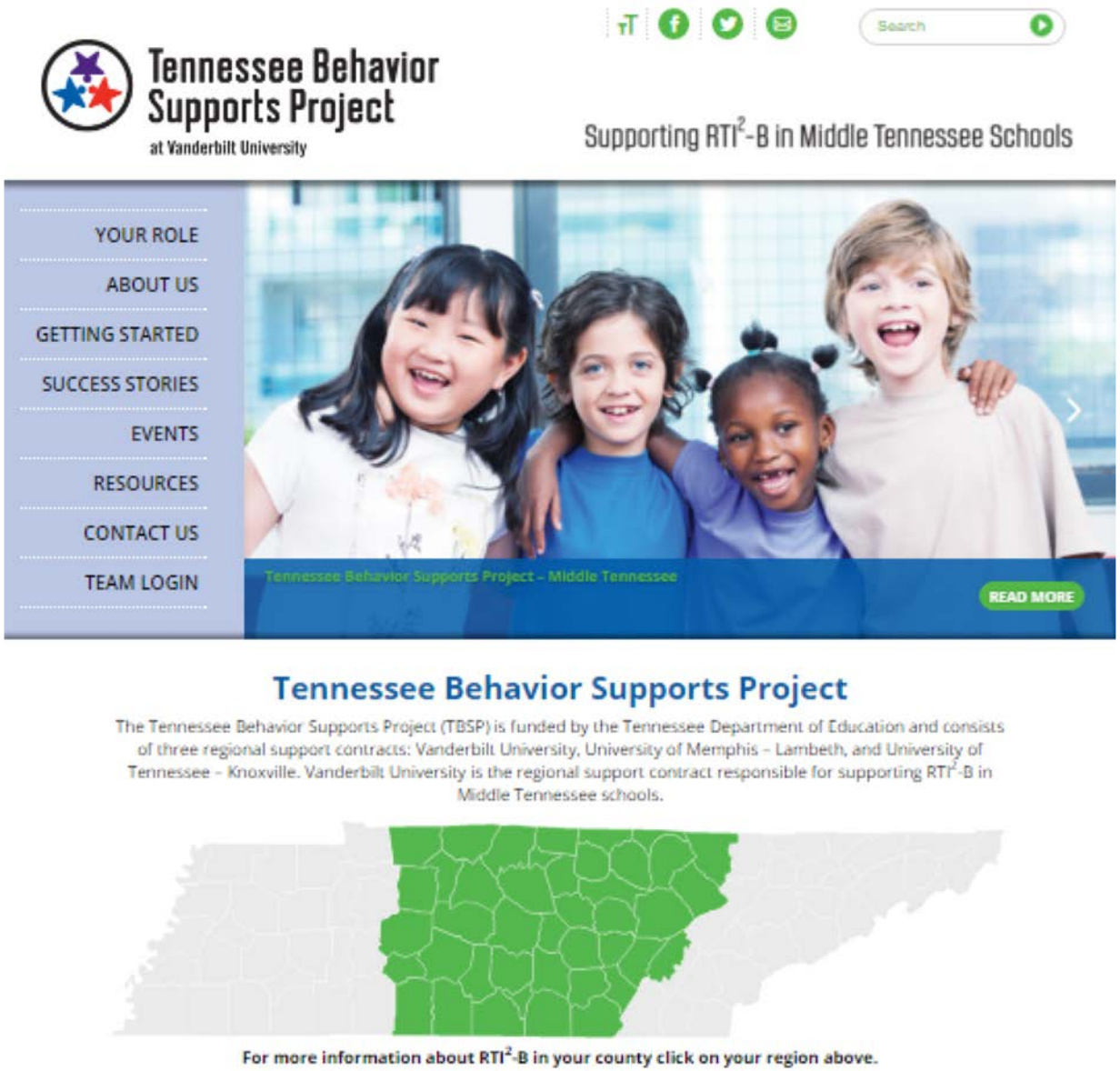
www.tennesseebsp.org



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