

Supporting RTI²-B in Tennessee Schools: Tier I Training Session II



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 RTI²-B Training [PowerPoint Presentation] Vanderbilt University.



Welcome to Day 2 of the RTI²-B Tier I Training!

1. Find your school
2. Sign-in at your table
3. Make yourself comfortable, feel free to adjust your table & seats

Administrators: If you need TASL credit, don't forget to sign-in.



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.



Schedule for Today

Review Day 1
Discipline Procedures
Data-Based Decision Making
Lunch
Acknowledgement
Student, Family, and Community Involvement
Professional Development
Group Work Time
Wrap-Up

Training Expectations

Expectation	Behavior
Be Responsible	<ul style="list-style-type: none"> Take care of your needs (water, food, restroom) Ask questions Address group before discussing other topics
Be Respectful	<ul style="list-style-type: none"> Turn cell phones off or to "vibrate" Contribute where possible Listen to others attentively by staying quiet while they are speaking
Be Engaged	<ul style="list-style-type: none"> Ask for clarification when needed Share ideas and information with your team Fulfill responsibilities of your RTI²-B School Team role
Be Prepared	<ul style="list-style-type: none"> Follow up and complete assigned tasks Take notes and use action plan throughout training Have all training materials ready

Training Materials

Day 2 Workbook

Presentation

Example Binder

Action Planning Form

Accessing Electronic Materials

Vanderbilt Box:

- Link sent via email
- Click on link to download folder

Our Website:

- tennesseebsp.org
- Click on "Team Login"
 - Tier I
 - Password: tbsp1
- Download materials

Implementation Manual Outlines RTI²-B Plan for Staff

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:
 Kyle Jonas
 Jeremy Oyer
 Jill Guenther
 Jordan O'Donnell
 Carl Baker

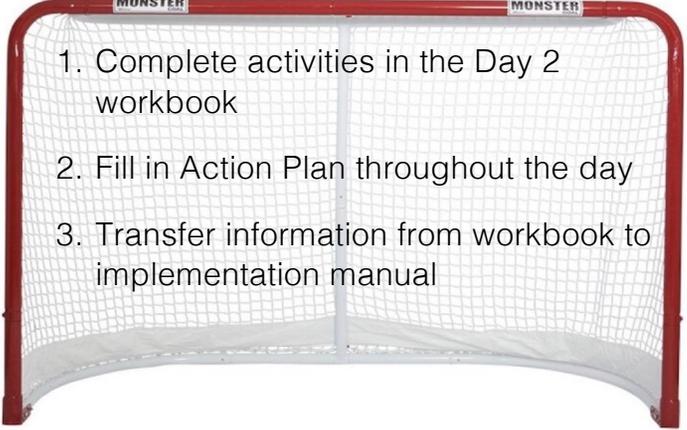
RTI²-B School Team Workbook, Tier I

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= Workbook activities to transfer to Implementation Manual

Goals for Today



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

Day 1 Reminders

Topics	Workbook Activities to Complete for Implementation Manual
Purpose Statement and Dream Climate	Purpose Statement
RTI ² -B School Teams	Team Meeting Foundations Form & Agenda
Behavioral Expectations	Behavioral Expectations Matrix
Teaching Expectations to Students	Lesson Plans and Teaching the Plan to Students
Problem Behavior Definitions	Office-Managed vs. Staff-Managed Chart
Faculty Involvement	Planning for Stakeholder Input

Revisit Your Roles

Team Lead 

- Guiding Questions Handout
 - Lead team discussions through questions at the beginning of each activity.
- Make sure all team members are following their assigned roles.

Communicator 

- Example Binder
 - Reference the Example Binder (notebook or electronic copy) throughout each activity to provide examples to your team.

Recorder 

- RTI²-B School Team Workbook
 - Take electronic notes in the workbook as your team completes each activity
- Implementation Manual
 - On Day 2, begin to transfer specific information from RTI²-B School Team Workbooks to the Implementation Manual

Time Keeper 

- Watch Activity Time
 - Keep track of how much time is left for each activity and make sure your team is ready to wrap up their discussions at the end of each activity time.

**Back Up Recorder
Additional Team Member** 

- TFI Action Planning Form
 - Make notes on the TFI Action Planning form during each activity so your team knows what needs to be completed after each activity time.

Data Analyst 

- TFI Score Report
 - Look at your school's TFI Score Report for each section and share the score with your team.
 - The TFI Roadmap at the beginning of each section of the presentation will identify the topic number on the TFI Score Report.

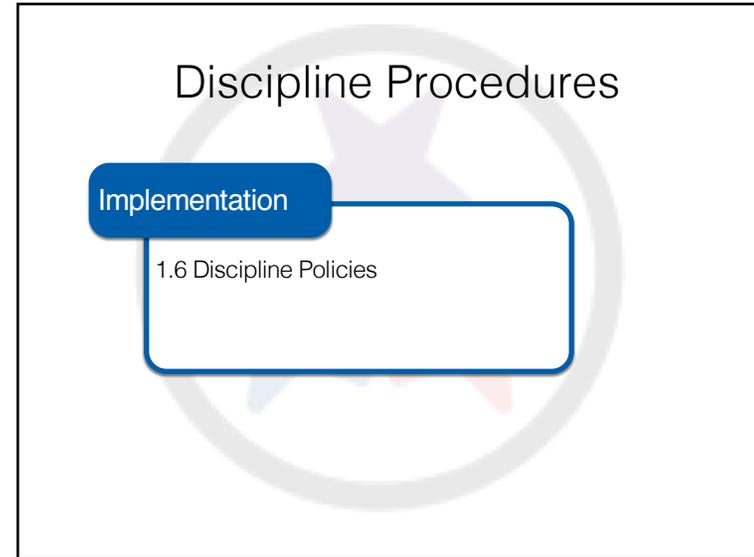
Day 1 Review

1. Pass out role cards
2. Review Day 1 Workbook and Action Planning Form
3. Highlight activities to circle back to during worktimes

5 minutes

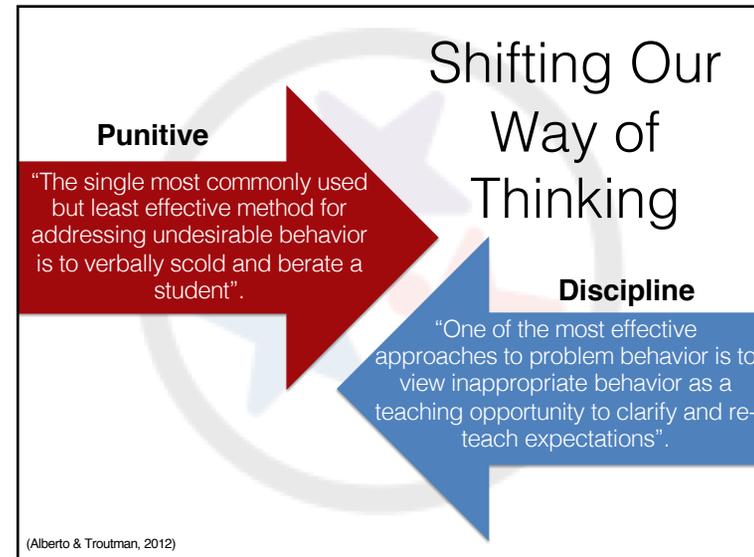

Day 1 Materials

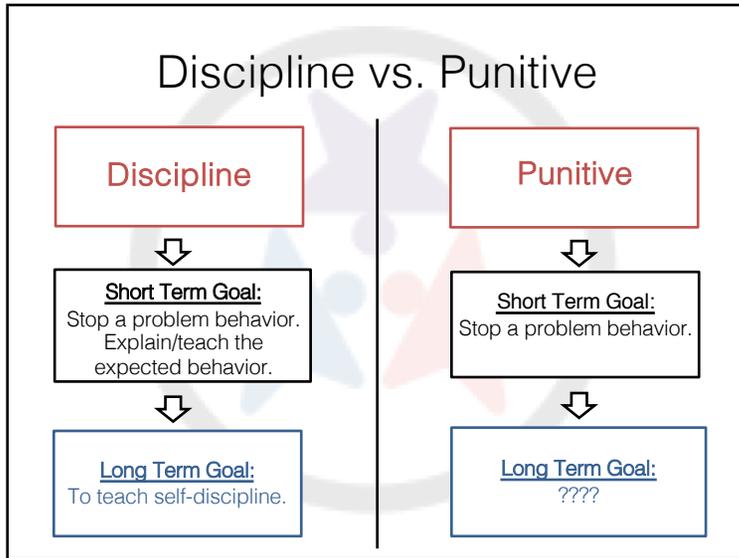

Example Workbook

Components of a School-Wide Discipline Plan

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





Pause and Reflect

When problem behaviors occur, educators should first ask the questions:

- “Do we have clear expectations?”
- “Have they been thoroughly taught?”
- “Are we consistently using strategies to encourage the desired behaviors?”

(MO SW-PBS Tier I Team Workbook)

Problem Behaviors Occur For One of Two Reasons:



Acquisition skill deficit
“Can’t do”



Performance deficit
“Won’t do”

Either problem requires more teaching and practice to resolve!

Instructional Approach to Problem Behavior



Problem behavior occurs

→



Teaching opportunity occurs

For minor, infrequent behaviors

1. Identify the misbehavior.
2. Identify the correct behavior.
3. Ask student to perform the behavior. Model behavior if student does not know correct behavior.
4. Praise student for the correct behavior.
5. Move on with the day.

(Gresham et al., 2006)

Instructional Strategies to Discourage Problem Behavior

	Active Supervision	Pre-corrects
What	Moving, scanning, and positively interacting with students	A general reminder preceding the context in which the behavior is expected
Why	Sets students up for success and reminds teacher to watch for desired behaviors	Provides students with a reminder to increase the probability of their success

(MO SW-PBS Tier I Team Workbook)

Continuum of Strategies to Discourage Problem Behavior

(See handout for examples)

- Proximity
- Signal/Non-verbal cue
- Ignore/Attend/Praise
- Re-direct
- Re-teach
- Provide choice
- Student conference

(MO SW-PBS Tier I Team Workbook)

Activity #11: Discouraging Problem Behavior

1. Read handout in workbook
2. Note strategies you have used and when they have been helpful
3. Discuss what strategies could be utilized with team

Strategy	Explanation	Example
Re-direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific statement of the school-wide, non-classroom or classroom rule/procedure. A re-direct emphasizes the "what" of the behavior instead of the "why."	"Jason, please begin your writing assignment." (Later) "Nice job being responsible, Jason, you have begun your assignment."

2 minutes

Pages 1 & 2

Example Workbook

Whole Group Activity: Discouraging Problem Behavior

1. Receive chart paper assignment
2. Gather at assigned chart paper
3. Read scenario and discuss the strategies you would use
4. Record one strategy on the chart paper
5. Move to next chart paper when signaled

Mark is talking to friends during independent work.

Re-direct

10 minutes

Pages 1 & 2

Example Workbook

Responding to Problem Behavior



Alternatives to Suspension

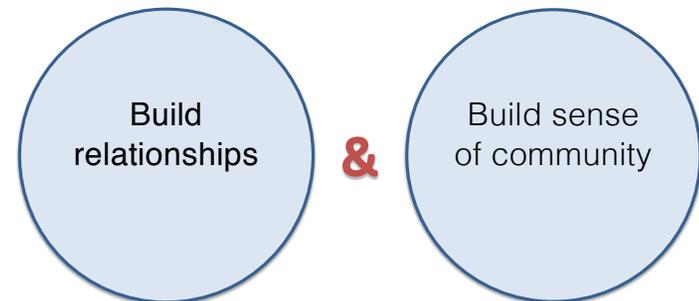
- Reparation
- Restitution
- Problem solving with student
- Contracting with student
- Mediation (e.g. peer mediation)
- Counseling
- Appropriate in-school suspension
 - (e.g., academic tutoring, explicitly instruction in skill-building, clearly defined procedure for returning to class contingent on progress and/or behavior)
- Family involvement

Article in Discipline Process Flowcharts 

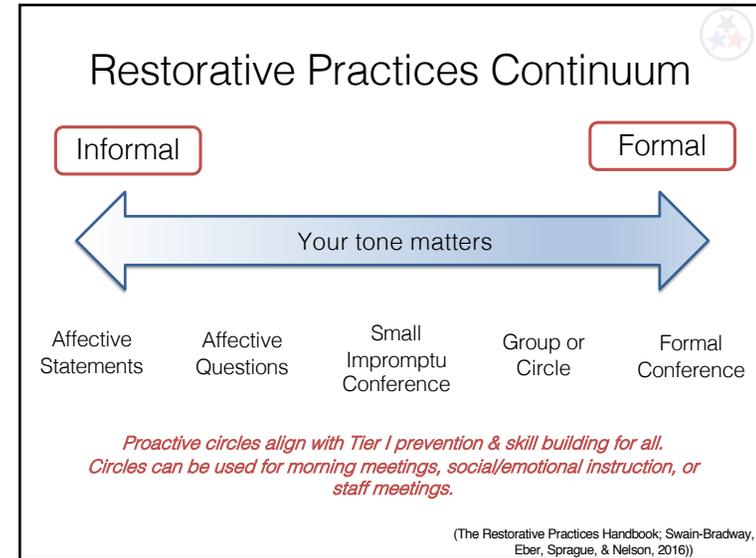
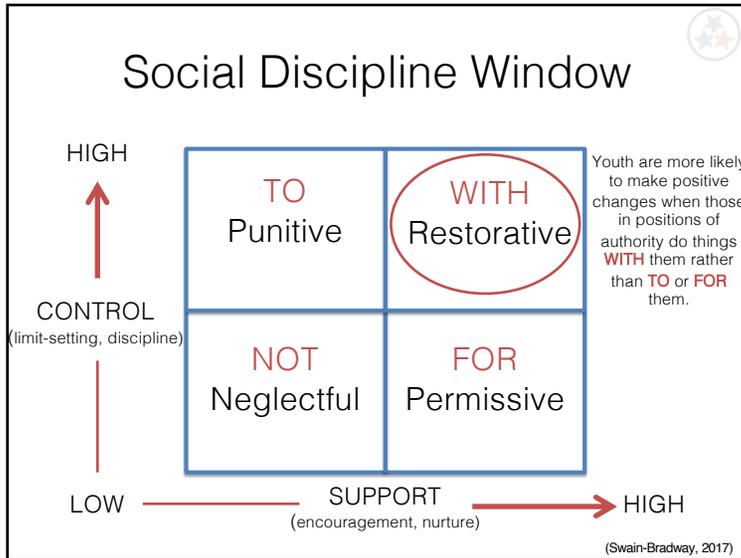
“Restorative” means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them.

(The Restorative Practices Handbook)

Goals of Restorative Practices



(The Restorative Practices Handbook)



The Restorative Chat

(Lucille Eber)

1. Tell me what happened.
2. What you were thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn't happen again?
7. What I can do to help you?

www.ousd.org/restorativejustice

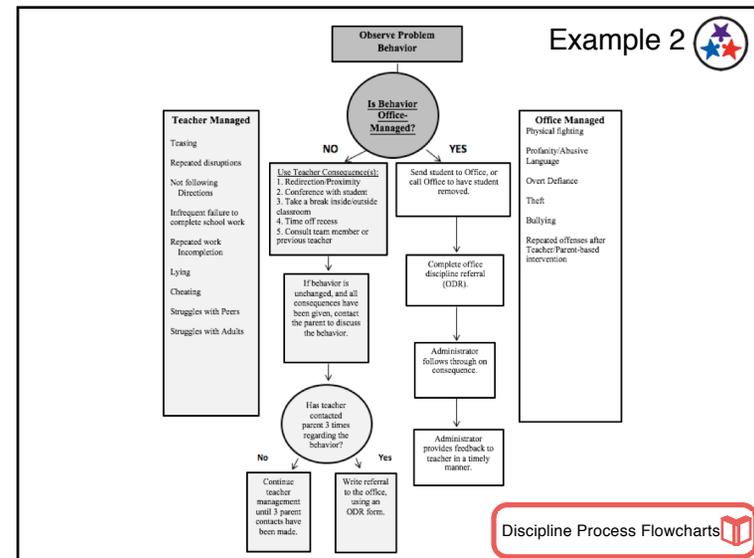
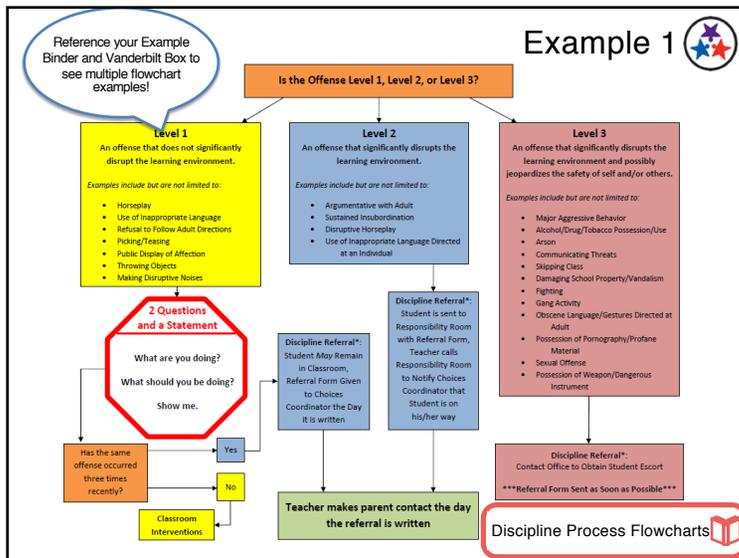
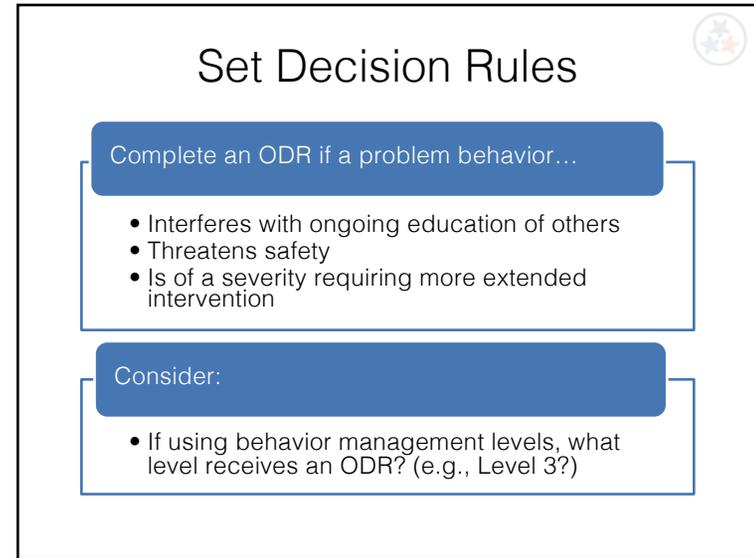
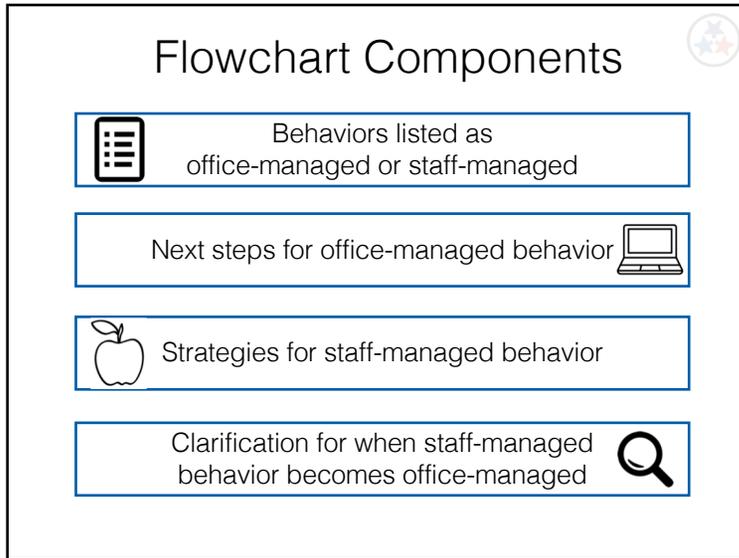
Discipline Process Flowchart

Why

- Prepares staff how to respond
- Staff are able to manage behaviors before admin is involved
- Focuses on positive before punitive
- Creates consistency throughout building

How

- Step by step of how staff are expected to respond when behaviors occur
- Differentiate between staff-managed and office-managed
- Consider context of your school
- Include staff input



Activity #12: Discipline Process Flowchart

1. Create Discipline Process Flowchart
2. Refer to Office-Managed vs. Staff-Managed chart

15 minutes

Page 3

Discipline Process Flowcharts

Components of a School-Wide Discipline Plan

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



Progress Monitoring quick & on-going assessment of the school-wide plan

Office Discipline Referrals (ODRs)
tracking tool to consistently record & document problem behavior data

Indicator of problem behaviors & patterns of concern

Used to problem-solve at school-wide, classroom, and individual level

Determines areas & behaviors for re-teaching

Why Do You Care?

Office Discipline Referrals (ODRs)

Identifies 🔍:

Who, What, Where, When, Why, & With Whom

Why we ❤️ it:

- Depersonalize by focusing on behavior & context instead of student
- Easy to monitor



Using Office Discipline Referrals (ODRs)

What They Are

- Tracking tool to record and document data consistently
- Problem solving and decision making tool
 - Problem behavior
 - Possible motivation
 - Antecedent events
 - Possible consequences
 - Administrative decision

What They Are Not

- Support to improve behavior
- Instructional approach to teach expected behavior
- Intervention to change behavior
- Sole response to problem behavior

Office Discipline Referral Form

Name _____

Date _____ Time _____

Staff name _____ Others involved _____

Behavior _____

Administrative decision _____

Location _____

Motivation _____

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

Office Discipline Referral Form

Role of the Referring Staff Member

- Refer students
- Complete the ODR form
- Be prepared to visit with administrator
- Accept the student back into class



(MO SW-PBS Tier I Team Workbook)

How to Administer a Referral

Delivered in private using a neutral, calm tone.

- 1. Name the problem behavior
- 2. Provide feedback on behavior error
- 3. State Tier 1 expectation not met
- 4. Model expected behavior
- 5. Have student demonstrate appropriate behavior
- 6. Acknowledged student for performance
- 7. Implement discipline referral

FLPBIS

Considerations for Handling Referrals in the Office

- Logistics
 - How will students get to the office?
 - Where will students wait?
 - What will students do while waiting?
 - How will office staff will interact with students?
 - How will students return to class?



Activity #13: Creating ODR Form



1. Use template to create an ODR form
- OR
2. Compare your ODR form to workbook example
3. Consider procedures to establish for training staff



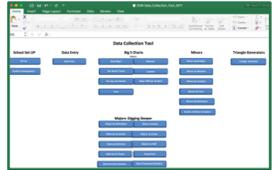
10 minutes 

Page 4 

Office Discipline Referral Form 

ODR Resources

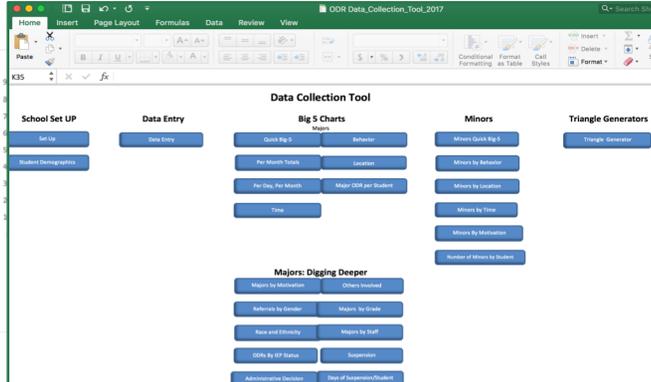
- Data Collection Tool
- ODR Review
- Questions to Consider When Reviewing ODR Data





ODR Data Collection Tool

1. Relevant
2. Accurate
3. Timely



When to Review ODR Data

- Monthly at Tier I Team Meetings
- Use the ODR Review to guide discussion
- Data Analyst compiles summary of information in the Big 5 Report
 1. Amount of ODRs per day per month
 2. Location
 3. Problem Behavior
 4. Time of Day
 5. Students involved

ODR Review

ODR Review

I. Review Date _____

II. Identify Concern

What were the average number of ODRs per day per month? (Total # of ODRs in the month/total # of school days in the month)

What is the most frequently reported problem behavior? _____

Where are most problem behaviors occurring? _____

When are most frequently engaged in problem behaviors? (i.e., individual grade level, team, etc.) _____

III. Focus Area

From Step II, select ONE area of focus and complete ONE pathway below

Behavior	Location	Time of Day	Students
Where:	Behavior:	Where:	Behavior:
When:	When:	When:	When:
Who:	Who:	Who:	Who:

Precision Statement (Complete from information above):

The focus problem for the month of _____ will _____ with _____ in the _____ of _____ if/when performed by _____ (student)

IV. Develop Plan

Use the action plan template on the back of this form to develop next steps based on the precision statement above.

V. Implement Plan

How will the team make sure the plan is implemented the way it was intended? (Timeline)

What is our goal?

Check One	Goal Not Met	Goal Met
Not implemented with fidelity	Are there obstacles to implementation? (i.e., staff, resources, etc.)	What steps do you need to take to ensure the plan is implemented?
Implemented with fidelity	What if data shows progress does not match the plan to address issue?	Go back to your data, find a new problem area to focus on.

Adapted from MD SW-PBS Data-Based Decision-Making Worksheet

Action Plan

Month and Year: _____

Precision Statement:

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Needs to be Communicated to the Staff?	How Will the Data Show the Plan is Implemented the Way it Was Intended?
Prevention Ex. Clarify expectations Increase supervision about task difficulty, increase ODRs, increase change					
Fidelity Ex. Define in detail, model, monitor expectations or consequences, create shared plan					
Acknowledgment Ex. Increase behavior and increase consequences, highlight or describe behavior, new incentives					
Behavior Ex. Clarify treatment, follow through with consistent discipline					

Follow Up Date: _____

Adapted from MD SW-PBS Data-Based Decision-Making Worksheet

- What does it help the team do?
- Discuss data in an organized and efficient way
 - Outlines a problem solving process
 - Action plan

Data-Based Decision Making

Questions to Consider when Reviewing ODR Data

Referrals by Location	Referrals by Behavior
<ul style="list-style-type: none"> • Where are the problem behaviors occurring? • Are there problem behaviors in: <ul style="list-style-type: none"> ○ Many locations? ○ Clusters of locations? ○ One location? 	<ul style="list-style-type: none"> • Is there one major problem behavior or multiple problem behaviors? • Do they appear to be student-to-student, problem behaviors or student-to-adult? • Are there similarities in the types of behaviors? • Are they staff-managed or office-managed problem behaviors?
Referrals by Time	Referrals by Student
<ul style="list-style-type: none"> • When are the problem behaviors occurring? • How do those times match with the daily activities? • How does this information match up to Referrals by Location? • What month has the most ODRs? • Is it around holidays and/or breaks? • What day of the week has the most ODRs? 	<ul style="list-style-type: none"> • What proportion of students have: <ul style="list-style-type: none"> ○ 0-1 ODRs? ○ 2-5 ODRs? ○ 6+ ODRs? • Is there a group of students (i.e., grade level) with higher levels of ODRs?
Referrals by Possible Motivation	
<ul style="list-style-type: none"> • Always assess motivation after you have defined: <ul style="list-style-type: none"> ○ Who? (Referrals by Student/Grade/Group) ○ What? (Referrals by Behavior) ○ When? (Referrals by Time) ○ Where? (Referrals by Location) 	

- What does this resource help the team do?
- Facilitates in-depth discussions
 - Helps the team know what questions to ask
 - Makes talking about ODR data more natural

Data-Based Decision Making

Comprehensive Approach to Discipline

Prevent

- Teach & reward appropriate behavior
- Engage in active supervision
- Address environment, curricula, and instruction
- Use pre-corrections/ prompts (verbal, visual, physical)

Respond

- Instruction tied to Tier 1 Expectations
- Practice appropriate alternatives
- Continuum of responses to behavior
- Hierarchy of consequences (severity, motivation)
- Monitor effectiveness

Follow-Up

- Communication
- Re-entry procedures

Break Time

Description	What work needs to be completed?	Who will help complete the work?	When will work be completed by?
Discipline Procedures •Activity #12: Discipline Process Flowchart •Activity #13: Creating ODR Form TRI Items 1.8 - Discipline Policies 1.12 - Discipline Data			
Data-Based Decision Making •Activity #15: Data Collection Plan TRI Items 1.12 - Discipline Data 1.13 - Data-Based Decision Making 1.14 - Fidelity Data 1.15 - Annual Evaluation			
Feedback and Acknowledgement •Activity #18: Acknowledgement System Matrix for Students, Staff, and Family/Community TRI Items 1.9 - Feedback and Acknowledgement			
Student, Family, and Community Involvement •Activity #19: Teaching the Plan to Family & Com. TRI Items 1.11 - Student, Family, and Community Involvement			
Professional Development •Activity #20: Calendar •Activity #21: Teaching the Plan to Staff TRI Items 1.7 - Professional Development			

How is your action plan looking?



Data-Based Decision Making

Evaluation

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

Components of a School-Wide Discipline Plan

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

What's Your School's Story?

The purpose of data collection is to tell a story:

- *where your school is currently*
- *where it is going*



MAKE GIFS AT GIFSOUP.COM

Using Data to Make Decisions

- Indicates school climate 
- Measures student behavior 
- Helps identify problems 
- Shows effectiveness of interventions 

(Baker & Ryan, 2014)

Whole Group Activity: What's Our Data Story?

- Using the Post-It notes in your table bin
- Write down questions about your school's Tier I data

How many Office Discipline Referrals did our school have this month?

- 5 minutes 
- Discussion 
- Example Workbook 

RTI²-B Data to Collect at Tier I

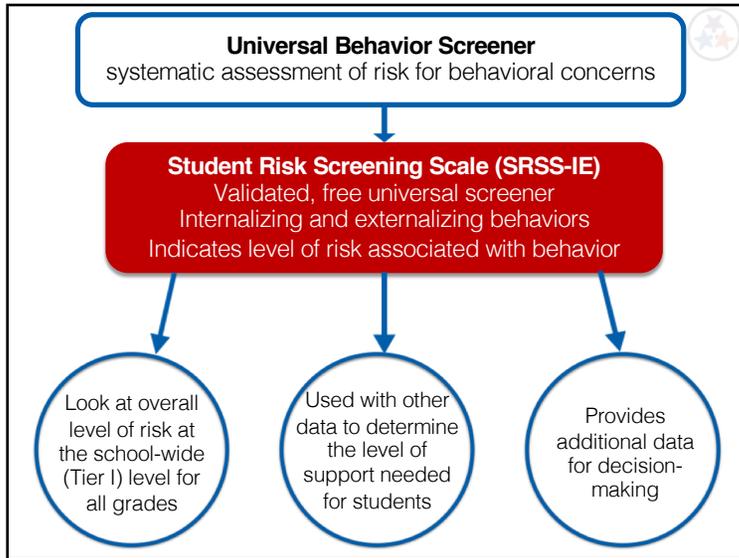
Office Discipline Referrals

Tiered Fidelity Inventory

Primary Intervention Rating Scale

Student Risk Screening Scale

Annual Report



Why Do You Care?

Universal Behavior Screener (SRSS-IE)

Identifies 🔍:

- Students with at-risk behavior
- Teachers to support
- Resources needed

Why we ❤️ it:

- Free
- Minimal time to complete (15 min)
- Requires no specialized training

Considerations

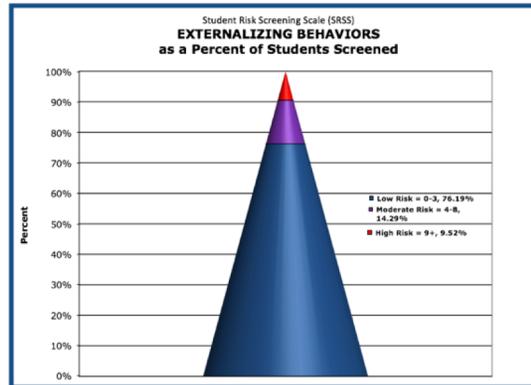
- Refer to District’s policy on notification and align with process for RTI for Academics
- This is not a mental health diagnosis
- This does not guide Special Education eligibility
- This is not a recommendation for medication

Teacher Form for Rating Students

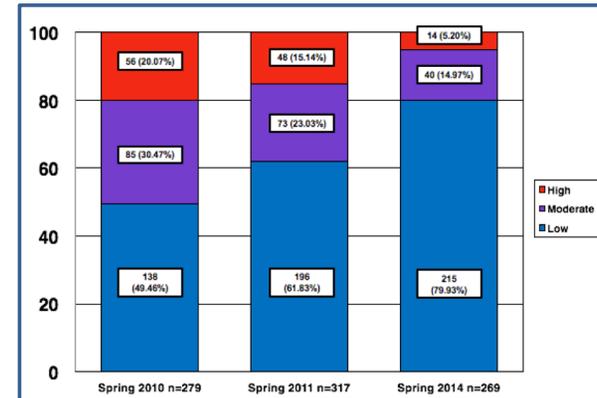
DATE:			Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0																				
TEACHER NAME:			ELEMENTARY USE																				
0 = Never																							
1 = Occasionally																							
2 = Sometimes																							
3 = Frequently																							
Use the above scale to rate each item for each student.																							
Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy, Withdrawn	Sad, Depressed	Anxious	Lonely	SRSS TOTAL	SRSS-IE TOTAL							
Example: Smith, Sally	11111	0	0	0	3	1	3	3	3	2	2	2	3	0	13	9							
		1													0	0							
		2													0	0							
		3													0	0							
		4													0	0							
		5													0	0							
		6													0	0							
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		8													0	0							
		9													0	0							
		10													0	0							
		11													0	0							

(Lane, Oakes, Swogger, Schatschneider, Menzies, & Sanchez, 2015)

School-Wide Level of Risk



Compare Overall School Risk Across Years



Summative Assessment evaluates progress made each school year

Annual Report
electronic survey
comprehensive picture that evaluating data trends

Summarizes ODRs, TFI, PIRS, SRSS-IE, & Team Changes

Completed by team lead & administrator

Used to evaluate & plan for the upcoming year

Why Do You Care?

Annual Report

Identifies 🔍:

- Changes in data points
- Missing data points
- Data points need for next year

Why we ❤️ it:

- Gives big picture
- Facilitates annual planning
- Allows teams to consolidate data into one place annually



Annual School Report

RTI2-B Annual Report for Academic Year 2018-2019

The Commissioner Behavior Support Report (TBRP) requests that the following report be completed and submitted to TBRP annually by each school receiving training and support. These data will be used to help us conduct a state-wide evaluation of the work of the region. Please contact your local TBRP consultant if you have questions or need assistance. Please submit the report by June 14th, 2019. We appreciate your time and effort!

Revised on 08/20/2018 12:14pm

Assessor's Contact

State Region: Northampton Westchester

School District: Holyoke State School District

School Name: Brandon Middle

Person Completing Report: Emily Bee

Email address of person completing report: emily.bee@hisd.org

Date of Report: 06-22-2019

For Academic Year: 2018-2019

Grade levels/ school type (check all that apply):

- early childhood program
- elementary
- middle/elementary/junior high
- high school
- K-12
- K-12 PreK-12
- alternative school program
- special education school
- career/technical school
- other

Behavior Data: Office Discipline Referrals (ODR)

In this section you will need to report data related to your ODRs. Have your ODR data ready to complete this section.

Does your school track office discipline referrals (ODR) data? Yes No

Enter the name of the system your school uses to track ODR data (e.g. SRS, Aspen, Skyward, TBRP or Microsoft, etc. list all):

Number of students enrolled at your school: 640

Number of school days as of May 1st: 181

Total number of ODRs as of May 1st: 250

Number of students with 0 ODR: 650

Page 2 of 4

Number of students with 1 ODR: 36

Number of students with 2-5 ODRs: 37

Number of students with 6+ ODRs: 17

Behavior Data: Universal Screening Data

In this section, you will need to report data related to your universal behavior screener. Please have your Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) data ready to complete this section. Please contact your District Coach or TBRP consultant if you have questions.

Is your school using a universal behavior screener? Yes No

If yes, which universal behavior screener is your school using? (e.g. SRSS-IE)

Fall 2018 Externalizing Risk: Percentage of students at low risk: 75

Fall 2018 Externalizing Risk: Percentage of students at moderate risk: 15

Fall 2018 Externalizing Risk: Percentage of students at high risk: 10

Fall 2018 Internalizing Risk: Percentage of students at low risk: 70

Fall 2018 Internalizing Risk: Percentage of students at moderate risk: 15

Fall 2018 Internalizing Risk: Percentage of students at high risk: 15

RTI2-B Tier I Team Information

For this section, you will be asked important contact information about your RTI2-B Tier I team members.

RTI2-B Tier I Team Lead Name: Emily Bee

RTI2-B Tier I Team Lead Email: emily.bee@hisd.org

RTI2-B External Coach Name (TBRP Staff or District Coach):

RTI2-B External Coach Email (TBRP Staff or District Coach):

Administrator responsible for overseeing RTI2-B: Queen Bee

Questions Data Answers

When and where do most problem behaviors occur? Who is most often involved? What is the most frequent problem behavior?	Office Discipline Referral Data
How many students are at risk for internalizing and/or externalizing problem behaviors?	Universal Behavior Screener
Is the Tier I Plan being implemented with fidelity?	Tiered Fidelity Inventory (TFI)
What is our overall percentage of staff buy-in with our Tier I plan?	PIRS (Social Validity Survey)
What data does the team review at the end of the year to help plan for next year?	Annual School Report
What are additional risk factors in our school?	Attendance Data, Counseling Referrals

Activity #14: Practice Using Tier I Data

1. Use data packet provided to answer questions related to Tier I data
2. Write notes in workbook

ODR Data Ideas	
Uses for ODR Data:	Steps to Make This Data Available:
Universal Behavior Screener (SRSS-IE) Data Ideas	
Change in Externalizing Risk Levels:	Change in Internalizing Risk Levels:
Low:	Low:
Moderate:	Moderate:
High:	High:
PIRS Survey Data Ideas	
Benefits of Gathering Staff Input:	How to Use Survey Responses:

15 minutes

Pages 5 & 6

Data Packet

Use Meeting Minutes to Organize Data

- What data do we collect?
- When is the data tool completed?
- Who enters the data or completes the data tool?
- How are data summaries shared with stakeholders?

Data Review					
ODR Review for ODRs, SRSS-IE Spreadsheet, TFI Report at pbassessment.org, PIRS Report, Annual Report					
Data Tool	Discussion/Decision/Task	Goal	By When?	Who?	Staff Communication
TFI	We scored 1 out of 2 on team because we don't have a parent representative. We need to add a parent who can meet with our team once a semester.	Add parent representative to the team	11/15/17	Melissa	Share score at next faculty meeting
SRSS-IE	The window is open to complete the behavior screener. We need to create the spreadsheets for each teacher to complete and explain the process at our next faculty meeting.	All teachers complete the screener	10/1/7	Jordan	Explain process at grade level meetings
ODRs	Refer to action plan on the ODR Review	Decrease problem behavior in the cafeteria	10/25/17	Kyle	Share summary from ODR Review at grade level meetings

RTI-8 Data Calendar
2019-2020 School Calendar

• Schools will be prompted during and after each data collection period to provide data to TBSP

• TBSP will provide support on how to collect data

• Data collection will not begin for your schools until you start implementing Tier I

Sharing Data With Staff

WHY:

- Increases consistency
- Provides opportunity for input and feedback
- Increases ownership and buy-in
- Informs staff of challenges that must be addressed
- Allows team to share successes
- Helps staff understand the "why" of actions

HOW:

- Set aside time at faculty/PLC meetings
- Showcase data in the staff room
- Send out successes through email
- Celebrate when goals are met

Sharing Data with Staff		
Data Source	What to Highlight	When to Share
Office Discipline Referrals	<ul style="list-style-type: none"> Average number of ODRs per day per month Problem team is focused on improving and ways the staff can help 	Monthly
SRSS-IE	<ul style="list-style-type: none"> Overall school risk percentages for internalizing and externalizing Compare scores year to year 	Fall, Winter, and Spring
TFI	<ul style="list-style-type: none"> Strengths and areas of need for Tier I Current practices and implementation efforts Compare scores across the year 	Fall and Spring
PIRS	<ul style="list-style-type: none"> Total percentage score Number of staff who completed the survey Trends the team will use to make improvements 	Spring
All Data	<ul style="list-style-type: none"> Areas of success and improvements Appreciation of their support and efforts 	Ongoing

Watch our Data Webinars for More Information

- ODRs:**
 "Using Office Discipline Referral Data at Tier I Meetings"
- SRSS-IE & TFI**
 "Helping Teams Understand Universal Behavior Screeners and Fidelity of Implementation"
- PIRS**
 "Helping Schools with Staff Buy-In"

www.tennesseebsp.org



Activity #15: Data Collection Plan



1. Add ODR collection system to first row of chart
2. Complete Data Tool Section on Meeting Foundations Form (Day 1 Workbook, Activity 3, Page 3)
3. Decide which data tools answer Post-It note questions

Data	Evaluation Tool	Collection Schedule
Office Discipline Referrals (ODR) Data	Our school uses _____ (e.g., WPS, Intervention, Office Closures, Severals)	Assessment: Summation discipline data monthly Our plan: We will look at ODR at our monthly meetings.
Universal Behavior Screener	Student Risk Screening Scale for Identifying and Learning Behavior (SRSS-15)	Assessment: Three times per year (fall, winter, and spring) Our plan: Teachers will use the screener in September, December, and April.
Fidelity Data	Class Fidelity Inventory (CFI)	Assessment: One time per year (fall and spring) Our plan: The RTI & team will complete the CFI at our meetings in October and May.
Social Validity	Primary Intervention Rating Scale (PIRS)	Assessment: Once per year in the spring Our plan: All staff will complete the electronic survey submitted to them in February.
Annual Evaluation	Annual School Report	Assessment: Annually at the end of the school year (or implementation school) Our plan: The RTI & team will complete the annual report at the end of the year and submit by June 15th.

Data Tool		Post-It Note Questions
Year Review	<ul style="list-style-type: none"> What were the highlights of the year? What were the challenges? What were the successes? What were the lessons learned? What were the areas for improvement? 	<ul style="list-style-type: none"> What were the highlights of the year? What were the challenges? What were the successes? What were the lessons learned? What were the areas for improvement?
Team Reflection & Planning	<ul style="list-style-type: none"> What were the highlights of the year? What were the challenges? What were the successes? What were the lessons learned? What were the areas for improvement? 	<ul style="list-style-type: none"> What were the highlights of the year? What were the challenges? What were the successes? What were the lessons learned? What were the areas for improvement?
Individual Reflection	<ul style="list-style-type: none"> What were the highlights of the year? What were the challenges? What were the successes? What were the lessons learned? What were the areas for improvement? 	<ul style="list-style-type: none"> What were the highlights of the year? What were the challenges? What were the successes? What were the lessons learned? What were the areas for improvement?

10 minutes 

Page 7 

Data Decisions 



Feedback and Acknowledgement: Students, Staff, Family & Community

Implementation

1.9 Feedback and Acknowledgement

Whole Group: What Motivates You?

At work...

At home...

When something is difficult...



Do These Sound Familiar?

Obtain Social	Tangibles/ Activity	Escape Social	Sensory
Dinner with friends	Going to the gym	Reading a novel	Listening to music
Time with family	Snacks at a staff meeting	Vacation	Wear jeans
Talking on the phone	Adult beverage	Morning Duty Coverage	Dimming Lights

Rewards are Part of Everyday Life for Adults

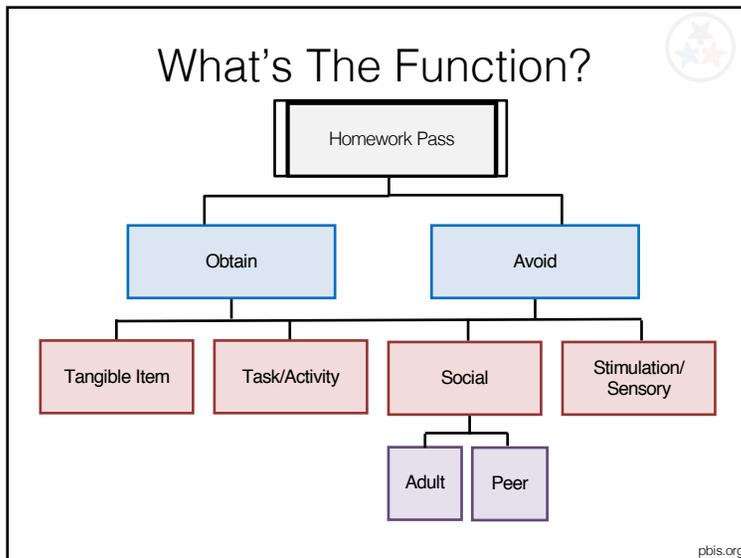
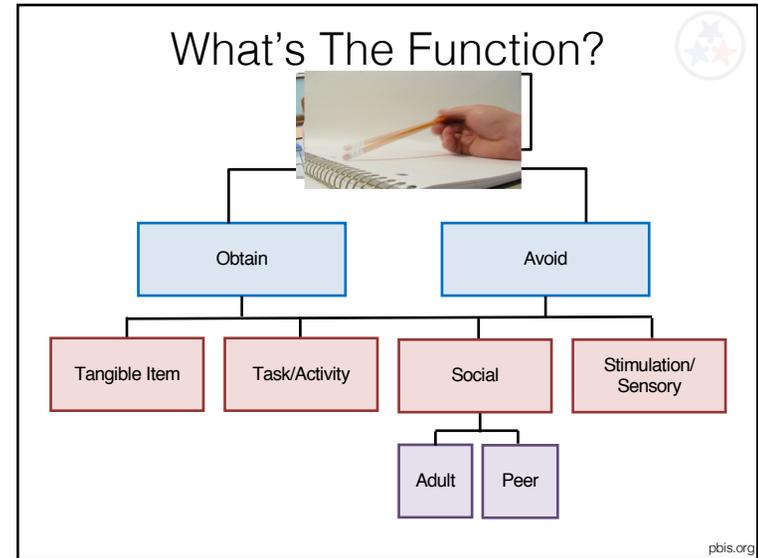
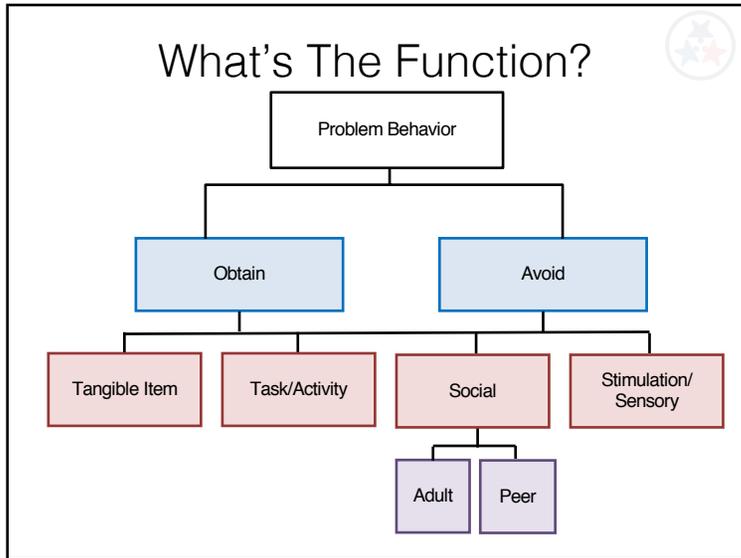
- Go to the gym → eat dessert
- Fix the front door → it stops squeaking
- Take out the trash → spouse thanks you
- Work everyday → get a paycheck

(Moyer, 2017)

What is Reinforcement?

Reinforcement increases the likelihood of a person engaging in that behavior again.





Why Use Acknowledgement Systems?

Foster positive relationships

Teach and reinforce behavior

Promote positive school climate

Help students get back on track

Increase likelihood of expected behaviors happening in the future

Include students who are always doing the right things

What is an Acknowledgement System?

A system that reminds **adults** to praise students for engaging in the desired behaviors.

- Helps improve school culture while building up students' strengths
- Allows staff to connect with more students
- Prompts busy adults to remember to reinforce behavioral expectations
- Reward behavior not students

Student Acknowledgement

Activity #16: Myths of Reinforcement

Myths	Counterarguments
Kids should just be good.	
I don't want to bribe kids.	
If we give them things then they are going to expect things all the time.	
If you reinforce, then there is no punishment.	
Reinforcement decreases intrinsic motivation.	
Why should I reward them for doing what they are supposed to do?	
Reinforcement takes away too much time from teaching.	

1. Head to assigned chart paper
2. Write down one counterargument to the statement
3. When signaled, move to the next piece of chart paper
4. Take notes in your workbook

15 minutes

Page 8

Student Acknowledgement

Providing Effective Acknowledgement

Use behavior-specific praise

1. Name specific behavior observed
2. Pair with the school-wide expectation
3. Tickets are an adult prompt to give behavior-specific praise

Providing Effective Acknowledgement

>4:1

Sugai & Horner (2002). The Evolution of Discipline Practices: School-Wide Positive Behavior Supports.

Providing Effective Acknowledgement



Multiple options for acknowledging expected behavior

- Praise
- Ticket or point system
- Positive office referrals
- Positive phone calls home
- Access to preferred areas



Consider what your school is already doing

- Student of the Month
- Safety Patrol
- Star Student
- Golden Awards

Considerations for Online Point Systems

- When points are given out, students should know:
 - Why they received a point
 - When they received the point
- Always pair the point with behavior-specific praise
 - Provides opportunity for positive interaction
- Students should know how many points they have earned and how points can be used

Guidelines for Rewarding Students

When & Where



- Immediately after desired behavior
- Often after teaching expectations
- All settings (target problem locations)

Avoid



- Long delays between behavior & reward
- Quarterly or semester events only
- 'No' parties used in isolation (tardies, referrals)

General



- Everyone eligible to earn rewards
- Some students need shorter intervals between rewards
- Once reward has been earned, it cannot be taken away

FLPBIS

Providing Effective Acknowledgement



Get student input:

- Survey for incentive ideas
- Class discussions of incentive ideas
- Student leadership team discussion of incentives

Activity #17: Reinforcer Relay



1. Find the blank colored sheet of paper on your table
2. First person writes down 1 idea and pass →
3. Next person write 1 additional idea and pass →
4. Repeat!

5 minutes

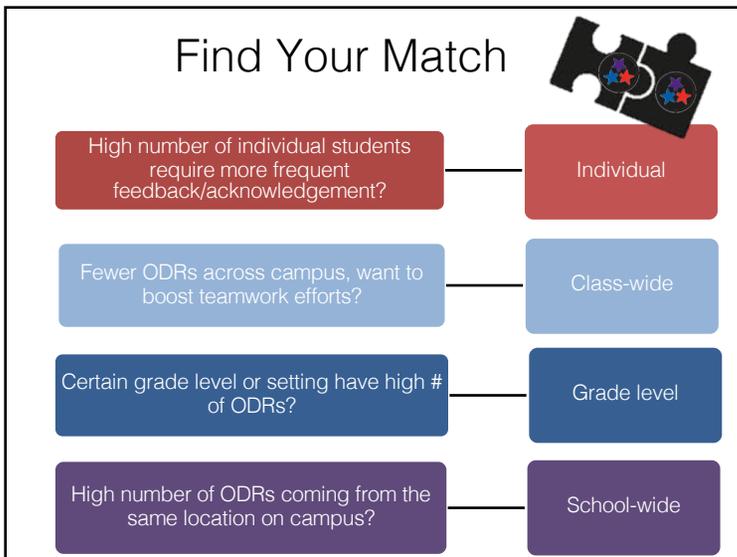
Page 9

Student Acknowledgement

1 marker per team

Determining Your System

Individual	Class-wide	Grade Level	School-wide
<p>What:</p> <ul style="list-style-type: none"> •Every student earns based on his/her own behavior <p>How:</p> <ul style="list-style-type: none"> •Times and dates are set for students to trade in their point/ticket 	<p>What:</p> <ul style="list-style-type: none"> •Acknowledges appropriate behavior of the whole class <p>How:</p> <ul style="list-style-type: none"> •The class sets a goal and works together on showing the behavioral expectations to earn the acknowledgement 	<p>What:</p> <ul style="list-style-type: none"> •Acknowledges appropriate behavior of the whole grade <p>How:</p> <ul style="list-style-type: none"> •All students in the grade work towards a common goal to earn an acknowledgement 	<p>What:</p> <ul style="list-style-type: none"> •Acknowledges appropriate behavior & effort of the whole school (school parties, celebrations, pep rallies) <p>How:</p> <ul style="list-style-type: none"> •Students use their tickets or points as entry into the event or they are able to redeem them for additional experiences at the event

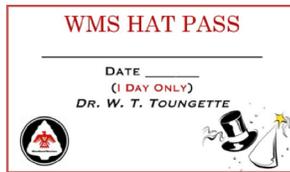


Acknowledgement System Matrix

Name and Type	Description	When (frequency)	Where (location)	Who (distributors)
Individual	What: How:			
Class-wide	What: How:			
Grade Level	What: How:			
School-wide	What: How:			

Individual Acknowledgment Examples

- Raffles or Drawings
- Classroom or school store
- School parties or celebrations



Remember to include certificates for non-tangible items as an option!

Student Acknowledgement

Classroom or School Store



- + **Benefits of a classroom store:**
 - Gives teachers more control
 - Easier to manage logistically
 - Allows for more frequent reinforcement opportunities

- + **Benefits of a school store:**
 - Allows for more consistency with incentives for students
 - Earning incentive is a sure thing

Planning at Token Economy

Provide Distribution Guidelines

Provide enough tokens to staff member to insure that students could earn 1-2 per day.

5 tokens for each staff weekly

3/week for 'at-risk' students

1/week for 'model' student

1/week = staff choice

Determine Number of Tokens Needed

How many tokens will each student earn during the first week? First month?

500 students x 1/day x 5 days/week = 2,500 tokens weekly

FLPBIS

Tangible	Non-Tangible	Non-Tangible	Non-Tangible
Landy	Lunch with a friend	Listen to music while doing independent work	Earn the privilege of emailing a parent at work telling of accomplishment
Snickers	Lunch with the principal	Computer Time	Principal "pop-in" (stopping by your class to come see you)
Athletic event tickets	Lunch with (preferred) teacher	Free time on the iPad	Have teacher share a special skill (e.g. Sing)
Headphones	2 minutes with teacher at the end of class or day	Student of the week recognition	Operate the projector or SmartBoard, or help narrate on the whiteboard for the teacher
Clothing items	Lunch in the classroom	Dot of Standard School Attire Day	Choose a book for the teacher to read to the class
Stamps	Bring snack to class	Homework Pass	Helper of the day (line leader, bringing materials to office, helping with copies)
Pencils	Bring drink to class	Farty Pass	Taking care of class animals for the day or week
Access to the treasure box	Chew gum in school	Special "classroom job"	Walk with a teacher during lunch
Extra entry in school-wide raffle	Front of Lunch Line	First "choice" classroom job	Lead the class in an activity or game
Special food in the cafeteria	Line Leader	Play sports with the teacher	Share a favorite item from home with the class
Shacks	Have a squishy ball during class	Free time on the smartboard	Design a bulletin board
Toys	Wear your hat day	Teacher's helper	Re-locate desk to chosen location, or be able to sit next to a friend
School Supplies	Pick any seat in the classroom	Principal's helper	Sit in bean bag or special chair all day
Gift Baskets	Positive note home	PI Day in the classroom	Bring in stuffed animal to keep on your desk all day
Tickets to a school dance	Positive phone call home	Use the indoor swing	Listen to music on headset while doing work
Soda	Take a break from the classroom or assignment	Extra Recess time for the class	Work with a friend
Stuffed animal school mascots	Take your shoes off in class	Sit with a stuffed animal	Drawing time with a friend
Gift cards	Wear slippers or house shoes in class	Class Party	Earn the privilege of emailing a parent at work telling of accomplishment
Puzzles	Music for the class to listen to	Halloween Dance Party	Principal "pop-in" (stopping by your class to come see you)
Books	Extra time on playground	Wear a hat to school	Special lunch club outdoors
Silly bands	Be the first to run out onto the playground and choose preferred equipment	Wear pajamas to school	Working with custodian
Ribbons/bows	Sit at teacher desk for a period	Read a book to a younger class	Working with librarian
Water bottles	Sit at teacher desk all day	Extra related arts class one day	Delivering the mail in teacher mailboxes/ working with secretary
Bubble gum	Sit in principal's chair	Free visit to the library to pick out a special book	Morning duty pass (to be a morning duty helper)
Crayons	Late homework pass	Craft club once a month	Helping with morning announcements/pledge of allegiance
Markers	Bring in snack for one day	Wear a hat to school	Showering the principal
Sharpies	Drinking preferred drink (juice or water) uninhibited throughout the day	Errand runner for the classroom	tic tac toe contest
Jump Ropes	Take a class game home for the night	Play a puzzle or a game	
Notebooks	Get a fun worksheet	Erase the whiteboard with whiteboard	
Mini Footballs	Trade jobs in class	Zumba activity	

Student Acknowledgement

Class-wide Acknowledgement Examples Build it, Fill it, or Spell it

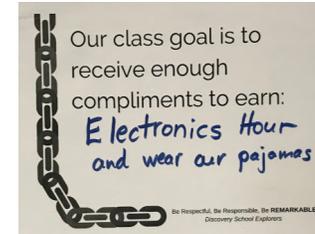
1. Set a goal
2. Explain how displaying behavioral expectations will help them earn reinforcers
3. Provide reinforcers publicly and give to whole class
4. Celebrate together when goal is met



(Capizzi, 2017)

Additional Class-wide Examples

- Compliment chains
- Golden Spoon Award for cafeteria behavior
- Mystery Motivator
- Ticket goals



Encourage students to remind each other to display the expected behavior because they are earning the reward together.

Grade Level Acknowledgement Examples

- Compliment Chains
- Ticket goals
- Raffles
- House points



The points, tickets, or chains can be displayed on a wall so the entire school can see how many each grade level have earned. Consider having a competition between grade levels.

School Parties and Celebrations

These can also be customized as class-wide or grade level rewards.

- | | | |
|------------------------------|-----------------|-----------------|
| • Themes: | • Experiences: | • Food: |
| - Minute to Win It | - Lunch Outside | - Hot Chocolate |
| - Staff vs. Student Kickball | - Extra Recess | - Popcorn |
| - Construction | - Fun Friday | - Ice Cream |
| - Pep Rally | - Technology | - Food Trucks |
| - Carnival | - Dance | - Popsicles |
| - Field Day | - Movie | |



Acknowledgement Video

Let's watch!



Activity #18: Acknowledgement System Matrix



1. Read "Determining your Acknowledgement System" handout in the Acknowledging Students section of binder

Type of Reinforcement	Description	When (frequency)	Where (location)	Who (distributors)
Individual Tickets or Points	<p>What: Every student earns a ticket or point based on his/her own behavior.</p> <p>How: Tickets or points can be redeemed for individual rewards from a raffle or school store or collected with other students' tickets (class, grade level, or school-wide) to earn a group celebration.</p>	If students are earning tickets or points, then they should be earning them daily.	Tickets or points should be given out in all locations of the school.	All faculty and staff are responsible for giving students tickets or points.

2. Complete "School-wide Acknowledgment System Matrix" for Students

	Name	Description	When (frequency)	Where (location)	Who (distributors)
Students					

15 minutes

Pages 9 & 10

Student Acknowledgement

When to Acknowledge Staff?

Supporting RTI²-B

- Acknowledging students
- Following discipline process
- Teaching/re-teaching expectations
- Modeling expectations
- Involving families



Teacher motivation = success!

Staff Acknowledgement

Acknowledgement System for Staff

- Remember the 4:1 Ratio
- Need to reinforce staff for implementing the plan until it becomes naturally reinforcing
- Show appreciation for their efforts

I want to give a shout out to _____

They did a great job by _____

From _____



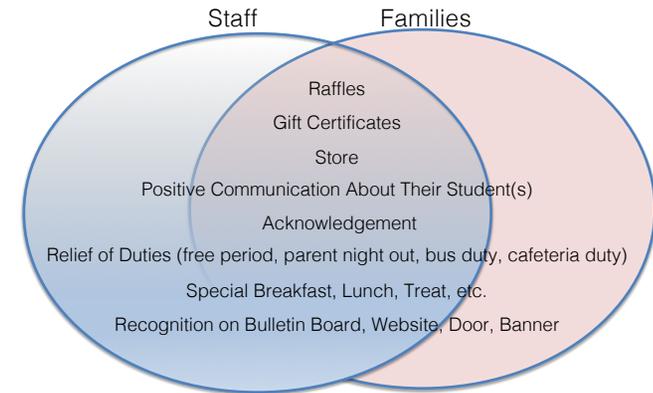
(McIntosh, Nease, & Pinkelmann, 2016)

Acknowledging Staff Examples

Administrators can distribute tickets/acknowledgements to teachers when a teacher is seen acknowledging student behavior or doing a great job teaching students the expectations tickets each month receives a reinforcer

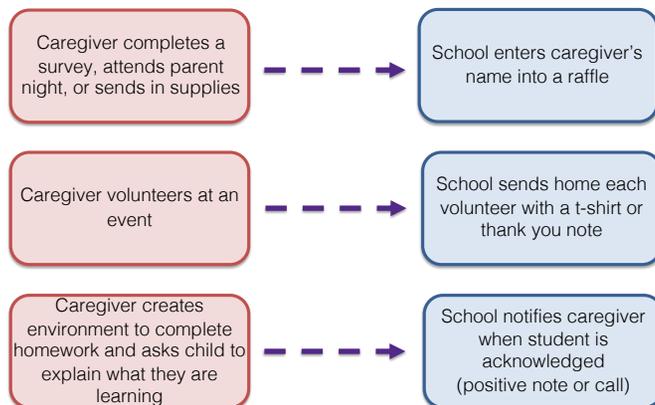


Acknowledgement for Staff & Families



Staff Acknowledgement

When to Acknowledge Families?



Acknowledging Family and Community Examples Bramble High School

"Yellow Jacket Supporters"

- Monthly recognition Bulletin board in front office
- Shows the names of volunteers and what they did
- Acknowledges participation and volunteering

"Yellow Jacket Gratitude"

- Annual celebration event where families are invited
- Food, cards, music, projected movie
- Acknowledges involvement throughout the year



Activity #18: Acknowledgement System Matrix

Complete matrix for Staff & Family/Community

School-wide Acknowledgment System Matrix					
	Name	Description	When (frequency)	Where (location)	Who (distributors)
Staff					

10 minutes

Pages 10 & 11

Staff Acknowledgement
Family Involvement
Community Involvement



Student, Family, & Community Involvement

Implementation

1.11 Student/Family/Community Involvement

Merriam-Webster

SINCE 1828

involve-ment

DICTIONARY THESAURUS

What is

involve-ment?

noun | in-volve-ment | \in-'v\u0254lv-m\u0259nt, -'v\u0254lv-\u0259

Including Students on the RTI²-B School Team

- Prioritize doing things with students rather than to students
- Gather student input
- Meet with student leadership team or panel
- Ask students to help:
 - Teach or mentor other students on RTI²-B
 - Advertise expectations and events
 - Plan and host special events
 - Organize acknowledgement system



Example Student Survey

Student Perceptions of RTI²-B

This survey is designed to gather your thoughts and input on the system of RTI²-B in your school. Your responses are anonymous and will be used to help improve the system at your school. Please mark (X) one response per item.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My school has a positive climate and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers at my school believe in students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students are supportive of one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have been taught the school-wide expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have been asked to share my thoughts and ideas about RTI ² -B this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I would recommend my school to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. RTI²-B would be better at my school if:

Family Involvement

8. One thing I love about my school is:

Guiding Questions for Your Faculty

What do you think are the top 3 goals that your families have for your teachers?

Guiding Questions for Your Faculty on Family Involvement

1. What are the top 3 goals that your teachers have for families?
2. What do you think are the top 3 goals that your families have for your teachers?
3. What steps are you taking to help meet those goals?
4. What are you doing to make the decision-making process around key policies (e.g., discipline) more inclusive/reflective of family voice?
5. What are some of the challenges in incorporating family voice, and how are you addressing those challenges?

Family Involvement

(McIntosh & Rose, 2017)

“No matter what the demographics, students are more likely to earn higher grades and test scores, attend school regularly, have better social skills, graduate and go on to post-secondary education when schools and families partner.”

-Karen Mapp

Benefits of Family and Community Involvement

- Improved test scores
- Higher grades
- Increased attendance
- Greater levels of homework completion
- More positive student motivation
- Improved attitudes about school work

(Darsch, Miao, & Shippen, 2004)

Family Involvement

What?	How?
Promote Initiatives & Events	Calendar of Events, Announcements, Successes, Survey for Best Time for Events
Engage in Training & Resources	Letter Explaining RTI ² -B, Home Matrix, Articles, Involvement Nights, Sporting Events, Share School-wide Data & Problem Solve Together
Two-way Communication: Multiple Languages & Modalities	Letters, Phone Calls, Website, Messengers, RTI ² -B Brochure
Ensure Visitors Feel Welcome	Climate Survey, Engagement Checklist, View Families as Partners
Focus on Partnership: Invite Family Representatives on RTI ² -B Team	Encourage Input & Involvement from All Caregivers Including Underrepresented Population, Input Survey

Family Involvement

Family Buzz Passport

GREEN Activities
Choose at least one
These activities take place at Bramble.

- Attend Back-to-School Night (Aug. 10th)
- Attend Parent-Teacher Conference (October 16-17th)
- Pre-arrange with your child's teacher a time to visit the classroom
- Attend PTO Meeting

FIRST TRIMESTER VALIDATION
Authorized Staff Initials: _____
Date: _____

Be Safe, Respectful, and Responsible!
(Lewis, 2017)

BLUE Activities
Choose at least two
These activities take place in school and with family involvement.

- Have breakfast or lunch with your child at school
- Go on your choice of a family outing
- Provide a family photo for the "Bramble Family Bulletin Board" at school
- Have a "No TV" night at home

Be Safe, Respectful, and Responsible!

RED Activities
Choose three activities
These activities take place outside of school and with family involvement.

- Have your child(ren) read a story to the family
- Eat dinner together as a family and discuss each person's day
- Play a board game together
- Go for a walk together in your neighborhood or a park

Family Involvement

RTI²-B Home or Vacation Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	-Make your bed -Clothes in hamper	-Have your backpack, lunch, notes, keys	-Do your chores	-Clean up after yourself -Play quietly	-Put your things in your backpack when finished	-Set the table -Put dishes away	-Brush your teeth -Dirty clothes in hamper
O OWN YOUR BEHAVIOR	-Get up on time -Get cleaned up and dressed on time	-Be ready to leave on time	-Clean up after yourself	-Ask before you borrow -Ask to change stations	-Complete your homework on time -Do your best!	-Use kind words and "I statements" -Recognize mistakes and apologize	-Get to bed on time!
M MANNERS COUNT	-Try a morning SMILE! -Thank your family for helping	-Say, "thanks for the ride." -Say, "have a nice day."	-Ask politely for help	-Respect other's things -Offer to share	-Ask for help respectfully -Say, "thanks for the help."	-Say, "please" and "thank you" -Use your napkin	-End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y

Family Involvement

Community Resources

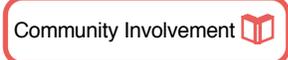
- Boys and Girls Club
- Police and Fire Departments
- Library
- Resource Centers
- Food Banks
- Recreation Centers
- Kroger
- Faith-Based Organizations
- Local Businesses
- Community Organizations (i.e., Rotary Club, Junior League, Lions Club, Leadership Memphis/Nashville/Knoxville)
- Organizations Providing Support to Students (i.e., mental health counseling, treatment facilities, TRIAD)
- Parent Organizations









RTI²-B in the Community

- Seeing consistency in the community helps generalize desired behavior
- Increase awareness and post expectations
 - Parks
 - Community Center
 - Library
 - Police Department
 - Businesses



RTI²-B in the Community

Bramble Behaviors in the Community

Student Name: _____ Location: _____

Displayed the Bramble Behavior of: (circle one)



Respect

Responsibility

Caring

Citizenship

Signature: _____ Date: _____

Feel free to write more details of what you observed on the back.

Thank you for supporting our youth!

Ask community locations to acknowledge students who engage in behavioral expectations.

Activity #19: Teaching the Plan

1. Complete “Teaching the Plan to Family and Community” chart

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)
How often will information about the plan be shared with family/community members?
How can families incorporate RTI ² -B in the home? (e.g. home matrix, home acknowledgment system)
What additional resources can family/community members access for more RTI ² -B information and support? (e.g. online resources, resources within the district)
Who will be the liaison between the school and family/community?
How can family/community members get involved with RTI ² -B at your school?

10 minutes


Pages 12 & 13


Family Involvement
Community Involvement




Professional Development

Implementation

1.7 Professional Development

Consider Who Will Need to Be Trained on the Tier I Plan

Teachers	Custodians
Support Staff	Cafeteria Workers
Front Office	Bus Drivers
Paraprofessionals	Substitutes

What to Include When Training Staff

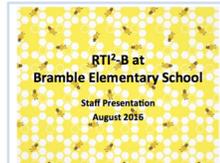
Implementation

- 1.3 Behavioral Expectations
- 1.4 Teaching Expectations
- 1.5 Problem Behavior Definitions
- 1.6 Discipline Procedures
- 1.9 Feedback and Acknowledgement
- 1.10 Faculty Involvement

Refer to "Training Your Staff for Implementation" on page 15 of your workbook!

Steps For Training Staff

- Schedule time to train faculty
 - allow for 1-3 hours
- Review Tier I plan using PowerPoint template
 - plan for staff who do not attend PLC/faculty meetings
- Provide calendar with key dates
 - dates for teaching lessons, kick-off, screener
 - windows, when to re-teach expectations
- Create Tier I folders for staff



Adapt our example presentation



Provide expectations poster and matrix



Provide materials for acknowledgment



Hand out Lesson Plans



Give everyone a copy of the Implementation Manual

Professional Development

Additional Documents



- Newsletters
- Emails
- Announcements
- Discussions at faculty meetings
- Bookmarks
- Ticket tip sheets
- Posters in classrooms and all common areas



Professional Development

When to Train Your Staff

- RTI²-B School Team Meetings
- Professional Development
 - Initial Sessions
 - Booster Sessions
 - Technical Assistance
- Roll out of RTI²-B components
- Re-teaching RTI²-B components
- Celebrations/Assemblies
- Family Nights

Implementation Calendar August 2017

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8 RTI-B Team Meeting	9	10 Parent Night
13	14 Admin. Day	15 Train Staff and issue RTI-B notebooks	16 School Professional Development	17 First Full Day for Students First Day of School Assembly
20 Teach Cafeteria Lesson	21 Teach Classroom Lesson	22 Teach Arrival and Dismissal Lesson	23 Teach Restroom Lesson	24 Teach Gym Lesson
27 Teach Hallway Lesson	28 Teach Technology	29	30	31 Teach Recess

Professional Development

Activity #20: Calendar

1. Complete the chart
2. Refer to school calendar

RTI ² -B Calendar Components	Date(s)
RTI ² -B Leadership Team Meetings	
Initial Session to Teach Core Components to Staff	
Booster Sessions to Teach Core Components to Staff	
Begin School-wide Implementation (e.g., Kick-off Celebration)	
Teaching Expectation Lesson Plans to Students in All Settings	
Re-teaching Expectation Lesson Plans to Students in All Settings	
Celebrations/Assemblies	
Family Nights	
Other:	

Homework

Page 13

Professional Development

Activity #21: Teaching the Plan

1. Complete "Teaching the Plan to Staff" chart

<small>Who will be trained on the plan? (e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers)</small> How: _____ When: _____	
<small>How will you train staff to teach expectations and deliver acknowledgements?</small> How: _____ When: _____	
<small>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)</small> How: _____ When: _____	
<small>How will you teach core features of the plan to substitute teachers? (e.g., expectations, acknowledgements, discipline)</small> How: _____ When: _____	
<small>What important dates will you share?</small> _____	

Homework

Pages 14-16

Professional Development

Planning Time

1. Use Action Planning Form to delegate unfinished activities
2. Reference examples

	School: _____	Date Completed: _____			
	Description	What work needs to be completed?	How will you get it done and on staff support?	Who completes the work?	When will work be completed?
Day 1 Workbook	Discipline Procedures				
	• Activity #12: Discipline Process Flowchart				
	• Activity #13: Creating ODR Form				
	TI Items				
	1.1: Discipline Policies				
	1.12: Discipline Data				
	Data-Based Decision Making				
	• Activity #15: Data Collection Plan				
	TI Items				
	1.13: Discipline Data				
1.14: Data-Based Decision Making					
1.14: Priority Data					
1.15: Annual Evaluation					
Day 2 Workbook	Feedback and Acknowledgment				
	• Activity #18: Acknowledgment System Matrix for Students, Staff, and Family/Community				
	TI Items				
1.19: Feedback and Acknowledgment					
Student, Family, and Community Involvement					
• Activity #19: Teaching the Plan to Family & Com.					
TI Items					
1.11: Student, Family, and Community Involvement					

45 minutes

Page 17

Example Workbook

Wrap-Up

1. Update Tier I Training Action Planning Form
2. Upload Day 1 and Day 2 Workbooks to website for feedback
3. Schedule a team workday
 - Share this date with your RTI²-B Coach
 - Create an agenda for your meeting
 - Complete all activities
 - Transfer completed activities to Implementation Manual

Refer to the Implementation Checklist on page 16!

TBSP Tennessee Behavior Supports Project

Send Us Your Implementation Manual

We need a copy before you start implementing!

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:
Kylie Jones
Jenny Oyer
Jill Guarnieri
Jordan O'Donnell
Cat Baker

RTI²-B School Team Workbook, Tier I

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- Regular Review Schedule 18
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= Workbook activities to transfer to Implementation Manual

WE WANT
YOUR
FEEDBACK

Please complete our Tier I Training Evaluation

<https://is.gd/TBSPTierI>

Upload Workbook to Website Now

www.tennesseebsp.org

Tennessee Behavior Supports Project
at Vanderbilt University

Supporting RTI²-B in Middle Tennessee Schools

Search

YOUR ROLE

ABOUT US

GETTING STARTED

SUCCESS STORIES

EVENTS

RESOURCES

VIDEOS

CONTACT US

TEAM LOGIN

You must be logged in to view the Team Content. Choose your content option below. Contact us to register and receive your login information.

TIER I

TIER II

TIER III

DISTRICT COACHES

Upload Document

Name *

First LAST

Email *

School Name *

File

Accepted file types: pdf, jpg, png, docx, doc.

1. Click "Team Login"
2. Enter your information
3. Upload file
4. Click Submit

Access Resources on Our Website

Tennessee Behavior Supports Project
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Supporting RTI²-B in Middle Tennessee Schools

Search

YOUR ROLE

ABOUT US

GETTING STARTED

SUCCESS STORIES

TIERS

Tier I

Tier II

Tier III

RESOURCES

Tier I

- + Behavioral Expectations
- + Acknowledgement System
- + Problem Behaviors & Discipline Procedures
- + Family and Community
- + Tier I Leadership Team
- + Data Tools

We have How-To Videos, Tip Sheets, and more!



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