

# Supporting RTI<sup>2</sup>-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 RTI<sup>2</sup>-B Training [PowerPoint Presentation] Vanderbilt University.



# Welcome to Day 2 of the RTI<sup>2</sup>-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.



**Tennessee Behavior  
Supports Project**

at Vanderbilt University



# 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
<b>Be Responsible</b>	<ul style="list-style-type: none"><li>• Take care of your needs (water, food, restroom)</li><li>• Ask questions</li><li>• Address group before discussing other topics</li></ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"><li>• Turn cell phones off or to “vibrate”</li><li>• Contribute where possible</li><li>• Listen to others attentively by staying quiet while they are speaking</li></ul>
<b>Be Engaged</b>	<ul style="list-style-type: none"><li>• Ask for clarification when needed</li><li>• Share ideas and information with your team</li><li>• Fulfill responsibilities of your RTI<sup>2</sup>-B School Team role</li></ul>
<b>Be Prepared</b>	<ul style="list-style-type: none"><li>• Follow up and complete assigned tasks</li><li>• Take notes and use action plan throughout training</li><li>• Have all training materials ready</li></ul>



# Training Materials

Day 2 Workbook

**RTI<sup>2</sup>-B School Team Workbook**  
**Tier I Day 2 Training**

School:
District:
Date:
Participants:

**Discipline Procedures**

**Activity #11: Strategies to Discourage Problem Behavior**  
 Use this chart to discuss helpful classroom strategies. Then determine which strategies are best to use for the scenario listed on each chart paper.

Strategy	Explanation	Example
<b>Re-redirect</b>	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-redirect includes a specific statement of the school-wide, non-classroom or classroom rule/procedure. A re-redirect 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."
<b>Re-teach</b>	Re-teaching builds on the re-redirect above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the students the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, then specific positive feedback should follow.	"Jason, you need to be responsible by being on-task. That means your desk is clear of everything except your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible, Jason, it looks like you are ready to work. Let me know if you need help."
<b>Provide Choice</b>	Providing choice can be used when re-redirects or re-teaching have not worked. This is the statement of two alternatives: the preferred or	"McKenzie, you are asked to get on-task and begin your work or you can finish the activity later today during our special

Supporting RTI<sup>2</sup>-B in Tennessee Schools:  
Tier I Training  
Session II

TBSB Tennessee Behavior Supports Project

Welcome!

- Find your school sign and sit with your team
- Sign-in using the sheet at your tables
- Tell us if you're receiving TASL credit
  - Offered only to administrators
  - Sign-in on the TASL sheet
  - Complete an attendance card only if you did not complete it on Day 1
  - Place completed attendance card in your table's bin or give to a TBSB consultant

Schedule for Today

Welcome
Problem Behaviors & Discipline Procedures Part 1
Breaks
Problem Behaviors & Discipline Procedures Part 2
Lunch
Data-Based Decision Making
Professional Development & Faculty Involvement
Group Work Time
Wrap-Up

Training Expectations

Expectation	Behavior
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Be Prepared	<ul style="list-style-type: none"> <li>• Take notes and use action plan throughout training</li> <li>• Have all training materials ready</li> </ul>

## Presentation

	Description	What work needs to be completed?	Who will help complete the work?	When will work be completed by?
Day 2 Workbook	<b>Discipline Procedures</b> •Activity #12: Discipline Process Flowchart •Activity #13: Creating ODR Form			
	<b>TFI Items</b> 1.6 - Discipline Policies 1.12 - Discipline Data			
	<b>Data-Based Decision Making</b> •Activity #15: Data Collection Plan			
	<b>TFI Items</b> 1.12 - Discipline Data 1.13 - Data-Based Decision Making 1.14 - Fidelity Data 1.15 - Annual Evaluation			
	<b>Feedback and Acknowledgement</b> •Activity #18: Acknowledgement System Matrix for Students, Staff, and Family/Community			
	<b>TFI Items</b> 1.9 - Feedback and Acknowledgement			
	<b>Student, Family, and Community Involvement</b> •Activity #19: Teaching the Plan to Family & Com.			
	<b>TFI Items</b> 1.11 - Student, Family, and Community Involvement			
	<b>Professional Development</b> •Activity #20: Calendar •Activity #21: Teaching the Plan to Staff			
	<b>TFI Items</b> 1.7 - Professional Development			

## Action Planning Form

Example Binder

**Supporting RTI<sup>2</sup>-B in Tennessee Schools: Tier I Training**

**Middle School Example Binder**

**TBSB** Tennessee Behavior Supports Project

# Accessing Electronic Materials



## Vanderbilt Box:

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



## Our Website:

- [tennesseebsp.org](http://tennesseebsp.org)
- Click on “Team Login”
  - Tier I
  - Password: tbsp1
- Download materials





# Implementation Manual Outlines RTI<sup>2</sup>-B Plan for Staff



**Bramble Middle School**

**Response to Instruction and Intervention  
for Behavior (RTI<sup>2</sup>-B)**

**Implementation Manual**

**2018-2019**

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




RTI<sup>2</sup>-B School Team Workbook: Tier I

[Table of Contents](#)

RTI <sup>2</sup> -B Overview .....	3
Tier I Documents .....	5
Purpose Statement .....	5
Team Meeting Foundations .....	5
Behavioral Expectations and Behavioral Expectations Matrix .....	7
Lesson Plans.....	8
Calendar .....	9
Teaching the Plan.....	10
Planning for Stakeholder Input .....	13
Acknowledgement System Matrix .....	14
Problem Behavior Definitions and Office-Managed vs. Staff-Managed Chart.....	16
Discipline Process Flowchart.....	19
Data Collection Plan.....	21
Appendix.....	22





= 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 <sup>2</sup> -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



- RTI<sup>2</sup>-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 RTI<sup>2</sup>-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



A long, straight brick path lined with trees and street lamps, leading into the distance. The path is made of reddish-brown bricks and is flanked by green grass, young trees, and black street lamps. The path leads towards a horizon under a clear blue sky.

# Discipline Procedures

# Discipline Procedures

## Implementation

### 1.6 Discipline Policies

# Components of a School-Wide Discipline Plan



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



# Shifting Our Way of Thinking

## **Punitive**

“The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student”.

## **Discipline**

“One of the most effective approaches to problem behavior is to view inappropriate behavior as a teaching opportunity to clarify and re-teach expectations”.

# Discipline vs. Punitive

**Discipline**



Short Term Goal:  
Stop a problem behavior.  
Explain/teach the  
expected behavior.



Long Term Goal:  
To teach self-discipline.

**Punitive**



Short Term Goal:  
Stop a problem behavior.



Long Term Goal:  
????

# 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?”

# Problem Behaviors Occur For One of Two Reasons:



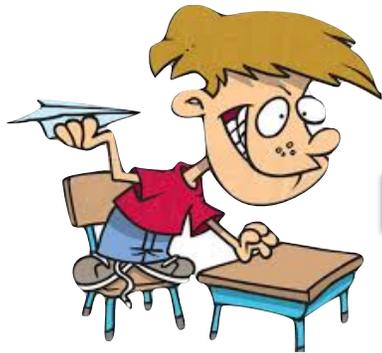
Acquisition skill deficit  
“Can’t do”



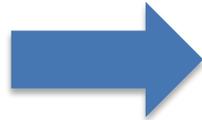
Performance deficit  
“Won’t do”

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.

# 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

# 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



# 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





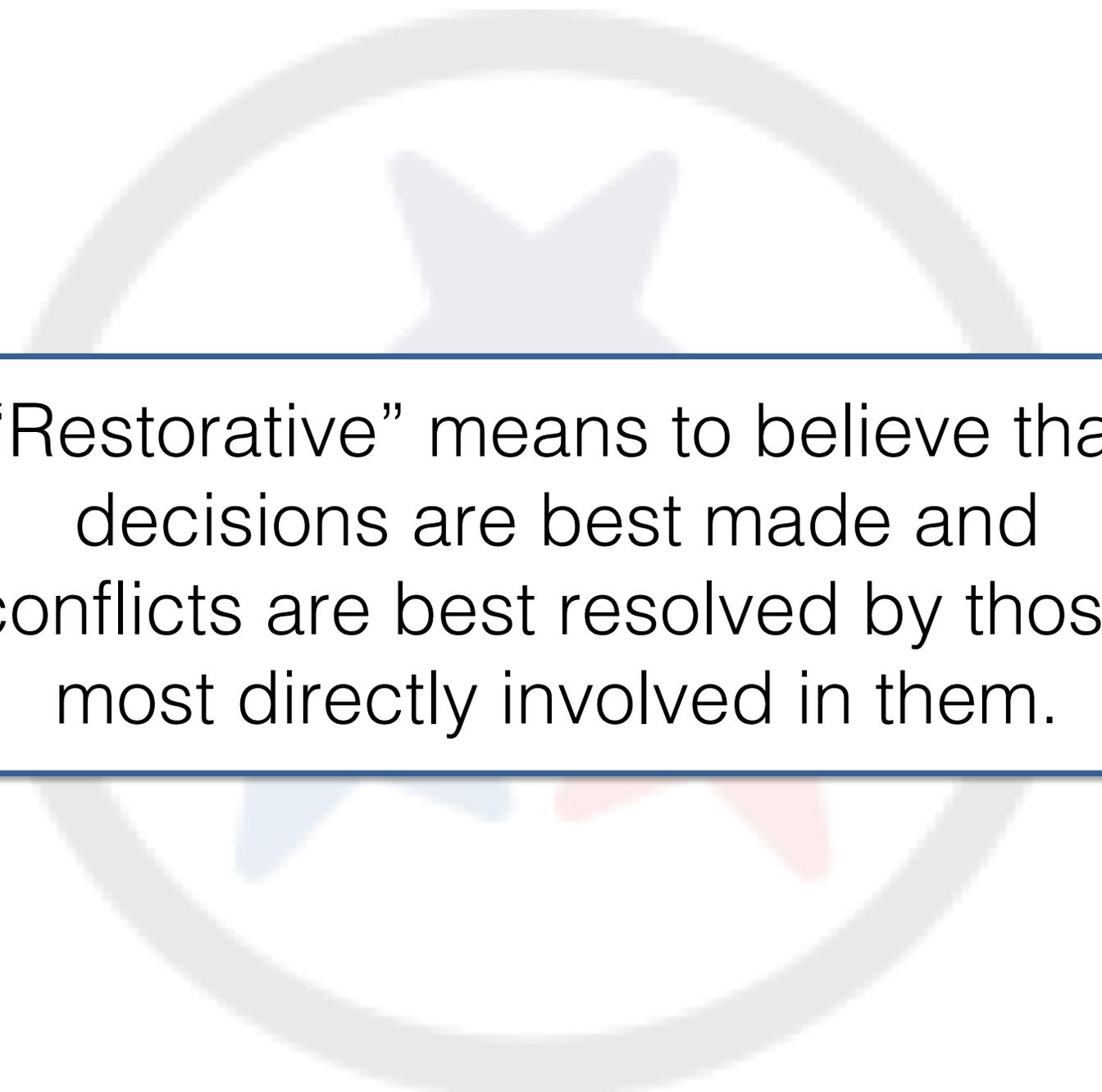
# Responding to Problem Behavior



# 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





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



# Goals of Restorative Practices

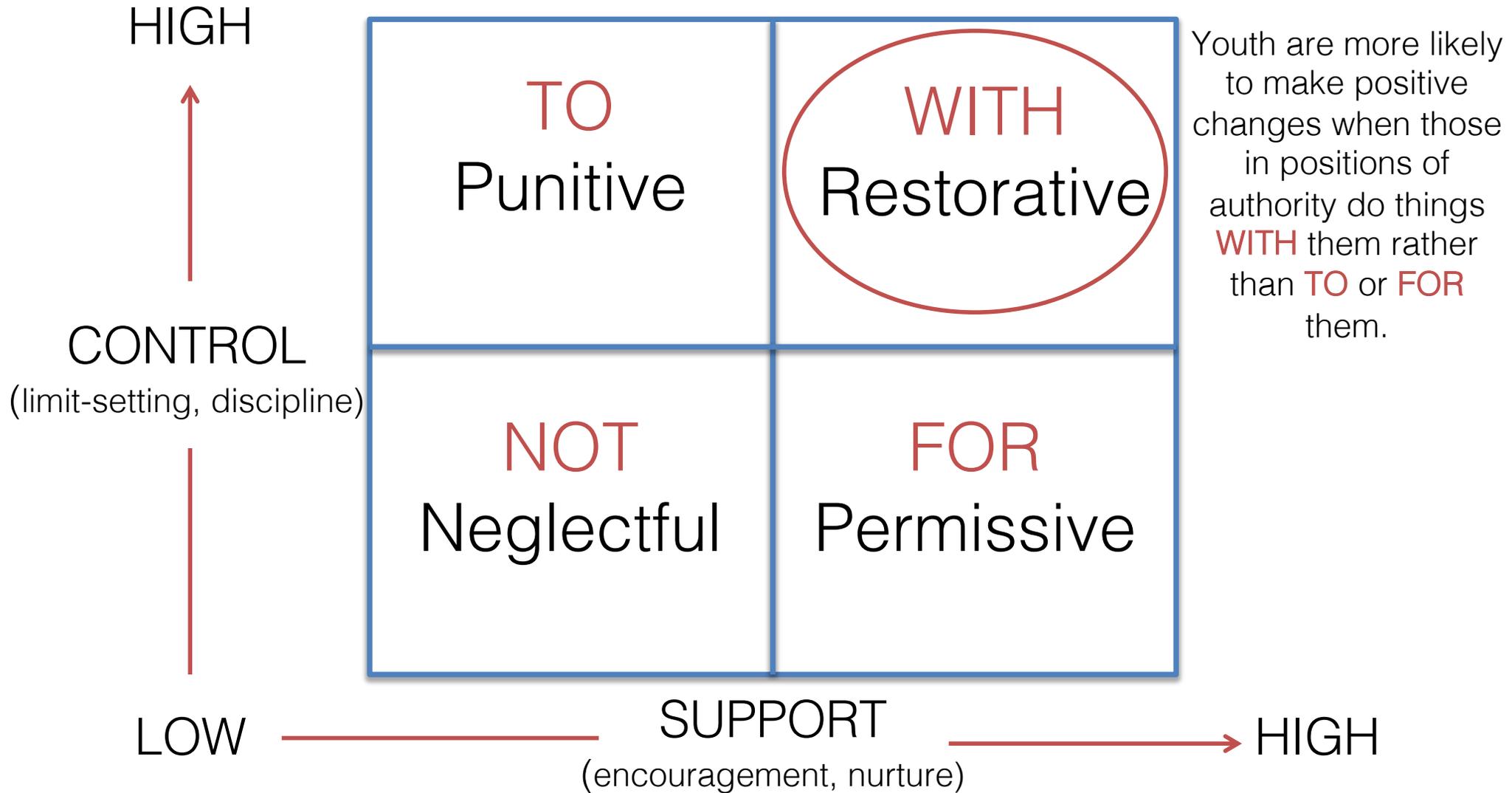
Build  
relationships

&

Build sense  
of community



# Social Discipline Window





# Restorative Practices Continuum

Informal

Formal

Your tone matters

Affective  
Statements

Affective  
Questions

Small  
Impromptu  
Conference

Group or  
Circle

Formal  
Conference

*Proactive circles align with Tier I prevention & skill building for all.  
Circles can be used for morning meetings, social/emotional instruction, or  
staff meetings.*



# 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?



# 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

# Flowchart Components



Behaviors listed as  
office-managed or staff-managed

Next steps for office-managed behavior



Strategies for staff-managed behavior

Clarification for when staff-managed  
behavior becomes office-managed





# Set Decision Rules

Complete an ODR if a problem behavior...

- Interferes with ongoing education of others
- Threatens safety
- Is of a severity requiring more extended intervention

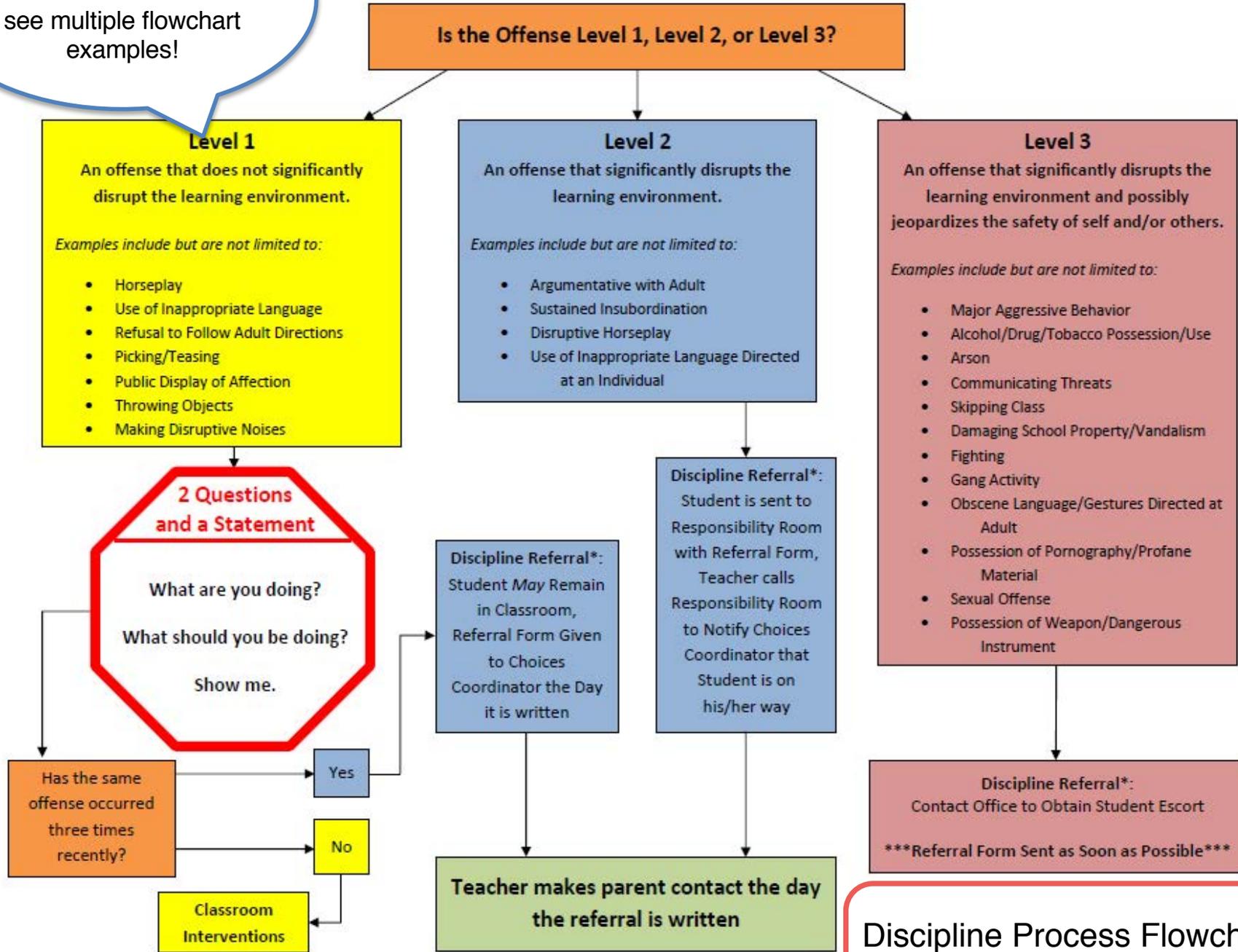
Consider:

- If using behavior management levels, what level receives an ODR? (e.g., Level 3?)

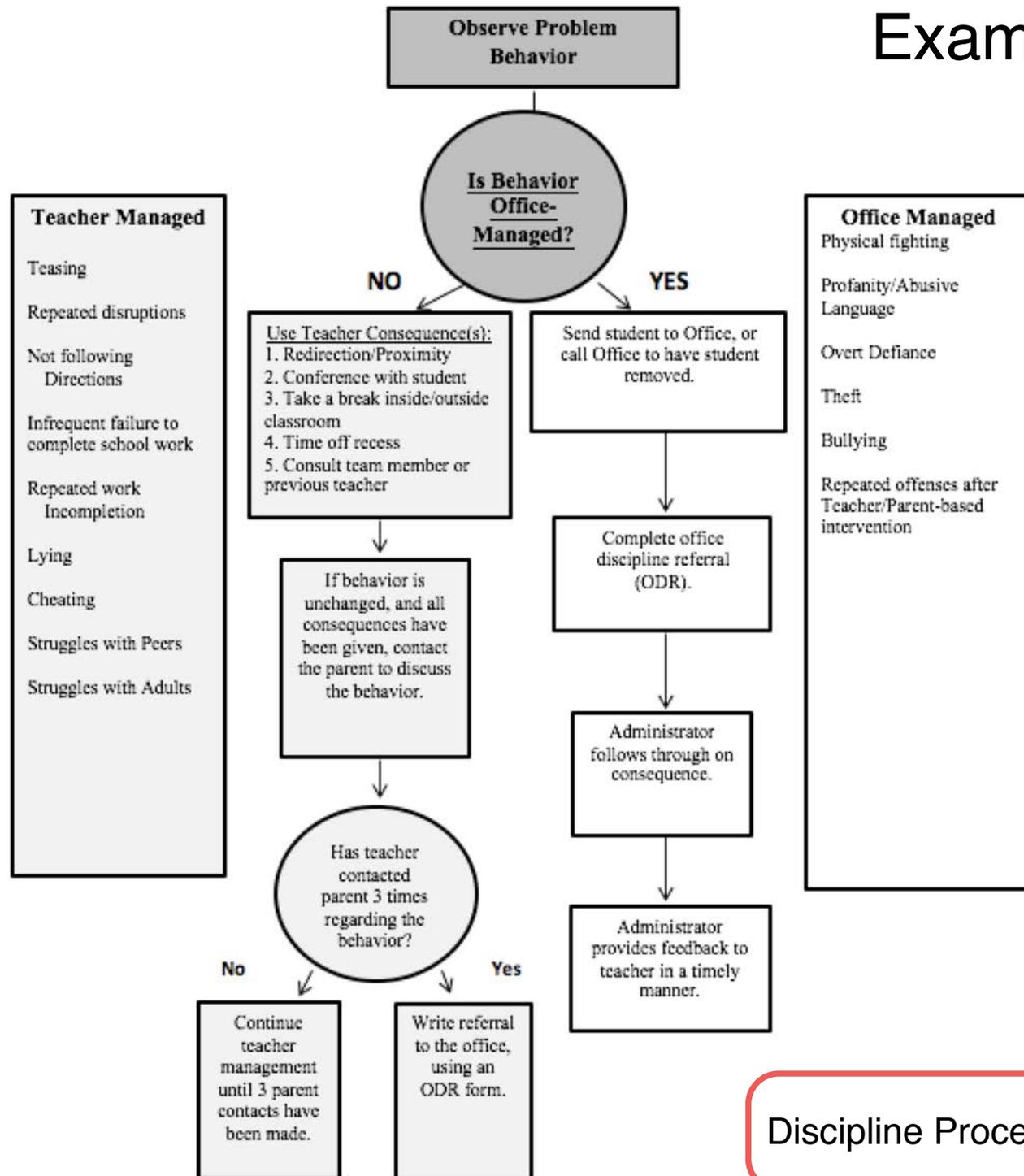
# Example 1



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



# Example 2

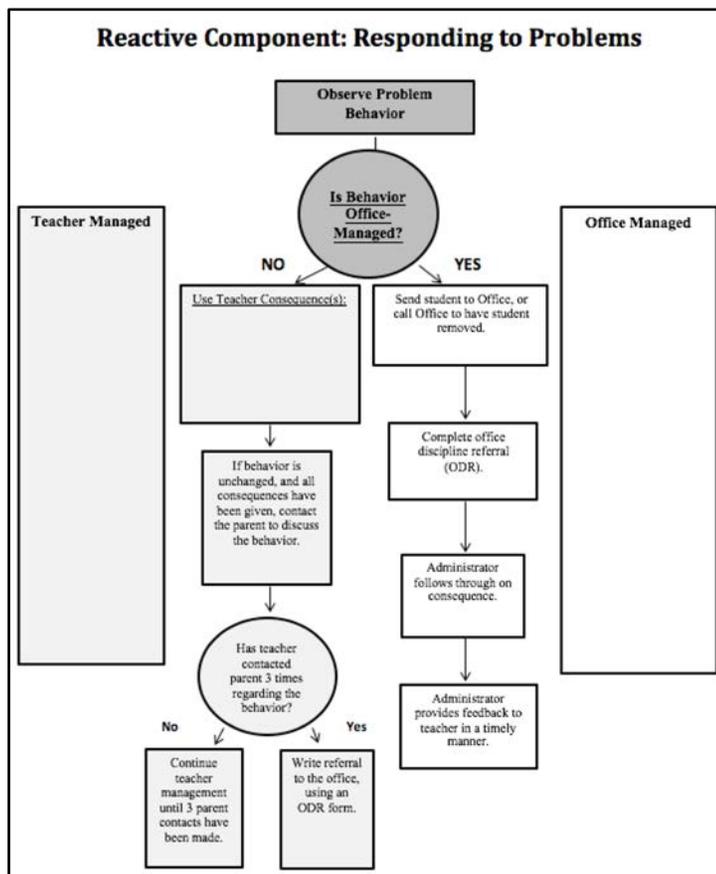




# Activity #12: Discipline Process Flowchart



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





# Role of the Referring Staff Member

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





# How to Administer a Referral

*Delivered in private using a neutral, calm tone.*

Name the problem behavior

Provide feedback on behavior error

State Tier 1 expectation not met

Model expected behavior

Have student demonstrate appropriate behavior

Acknowledged student for performance

Implement discipline referral

# 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

Office Discipline Referral Form		
Name: _____		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: _____ Time: _____		
Teacher: _____		
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 Peer(s) <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 (____ hours/days) <input type="checkbox"/> Out of school suspension (____ hours/days) <input type="checkbox"/> Other: _____		
Parent Signature: _____		Date: _____

10 minutes 

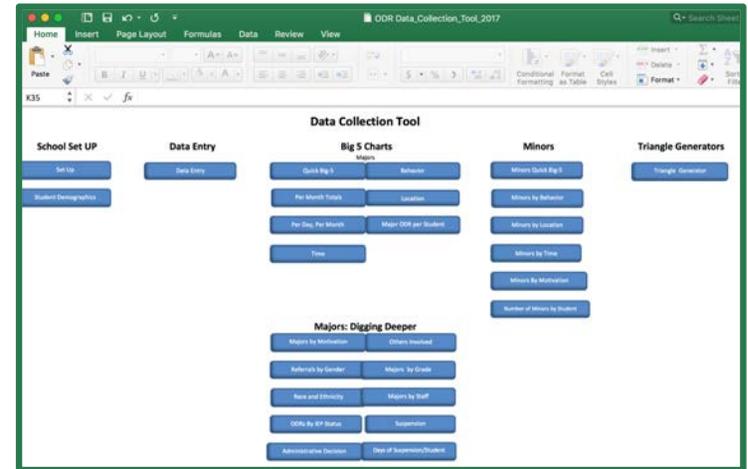
Page 4 

Office Discipline Referral Form 



# ODR Resources

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



ODR Review				
1. Review Dates				
2. Identify Current Status				
<b>Big 5 Report</b>				
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 problem behaviors occurring?				
Who are most frequently engaged in problem behaviors? (i.e. individuals, grade level, team, etc.)				
3. Focus Area				
From Step 2, select ONE area of focus and complete ONE pathway below				
Behavior:	Location:	Time of Day:	Students:	
Where:	Behavior:	Behavior:	Behavior:	
When:	When:	Where:	Where:	
Who:	Who:	Who:	When:	
Precision Statement (complete from information above):				
The focus problem for the month of _____ was _____				
in the _____ at _____ o'clock and performed by _____				
4. Develop Plan				
Use the Action Plan Template on the back of this form to develop next steps based on the precision statement above.				
5. Implement Plan				
How will the team make sure the plan is implemented the way it was intended? (fidelity):				
What is our goal?				
6. Evaluate Plan				
(Circle One)	Goal Not Met	Goal Met		
Not Implemented with Fidelity	Are there obstacles to implementation? If so, modify plan to eliminate obstacles. If implement the plan	Look at data to determine why goal was achieved		
Implemented with Fidelity	Review all data, discuss alternative ideas, modify the plan to address those	Go back to your data, find a new problem area to focus on		

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

ODR Review				
1. Review Dates				
2. Identify Current Status				
<b>Big 5 Report</b>				
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When:	When:	Where:	Where:	
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Adapted from MD SW-PS Data-Based Decision Making Worksheet

# ODR Data Collection Tool

1. Relevant
2. Accurate
3. Timely



A screenshot of a Microsoft Excel spreadsheet titled "ODR Data\_Collection\_Tool\_2017". The spreadsheet is organized into several functional areas, each with a set of blue buttons. The areas are: "School Set UP" with buttons for "Set Up" and "Student Demographics"; "Data Entry" with a "Data Entry" button; "Big 5 Charts" (under the sub-header "Majors") with buttons for "Quick Big-5", "Behavior", "Per Month Totals", "Location", "Per Day, Per Month", "Major ODR per Student", and "Time"; "Majors: Digging Deeper" with buttons for "Majors by Motivation", "Others Involved", "Referrals by Gender", "Majors by Grade", "Race and Ethnicity", "Majors by Staff", "ODRs By IEP Status", "Suspension", "Administrative Decision", and "Days of Suspension/Student"; "Minors" with buttons for "Minors Quick Big-5", "Minors by Behavior", "Minors by Location", "Minors by Time", "Minors By Motivation", and "Number of Minors by Student"; and "Triangle Generators" with a "Triangle Generator" button. The Excel ribbon at the top shows the "Home" tab selected, with various formatting and editing options visible.

# 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 prior to meeting
  1. Amount of ODRs per day per month
  2. Location
  3. Problem Behavior
  4. Time of Day
  5. Students involved

# ODR Review



ODR Review				
<b>1. Review Dates</b>				
<b>2. Identify Current Status</b>	<b>Big 5 Report</b>			
	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 problem behaviors occurring? _____  Who are most frequently engaged in problem behaviors? _____ (i.e. individuals, grade level, team, etc.)			
<b>3. Focus Area</b>	<b>From Step 2, select ONE area of focus and complete ONE pathway below</b>			
	Behavior:	Location:	Time of Day:	Students:
	Where:	Behavior:	Behavior:	Behavior:
	When:	When:	Where:	Where:
	Who:	Who:	Who:	When:
	<b>Precision Statement (complete from information above):</b>			
	The focus problem for the month of _____ was _____ in the _____ at _____ o'clock and performed by _____. (month) (behavior) (location) (time) (students)			
<b>4. Develop Plan</b>	Use the <i>Action Plan</i> Template on the back of this form to develop next steps based on the precision statement above.			
<b>5. Implement Plan</b>	How will the team make sure the plan is implemented the way it was intended? (Fidelity): _____  What is our goal? _____			
<b>6. Evaluate Plan</b>	(Circle One)	<b>Goal Not Met</b>	<b>Goal Met</b>	
	<b>Not Implemented with Fidelity</b>	Are there obstacles to implementation? Y: Modify plan to eliminate obstacles N: Implement the plan	Look at data to determine why goal was achieved	
	<b>Implemented with Fidelity</b>	Relook at data; discuss alternate ideas; modify the plan to address them	Go back to your data; find a new problem area to focus on	

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

Action Plan					
School: _____		Month and Year: _____			
<b>Precision Statement:</b>					
Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Needs to be Communicated to the Staff?	How Will We Make Sure the Plan is Implemented the Way It Was Intended?
<b>Prevention</b> <small>Ex. Clarify expectations increase supervision; adjust task difficulty; increase OTRs, schedule change</small>					
<b>Teaching</b> <small>Ex. Define, re-teach, model, monitor expectations or procedures; create lesson plans</small>					
<b>Acknowledgement</b> <small>Ex. Increase handing out tickets; create special recognition for expected behavior; new incentives</small>					
<b>Response to Problem Behavior</b> <small>Ex. Clarify flowchart; follow through with consistent responses</small>					
<b>Follow Up Date:</b> _____					
Were steps above completed? If not, how will we complete them?					

Adapted from MO 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



# Questions to Consider when Reviewing ODR Data

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

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

# 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?
Day 2 Workbook	<b>Discipline Procedures</b> <ul style="list-style-type: none"> <li>•Activity #12: Discipline Process Flowchart</li> <li>•Activity #13: Creating ODR Form</li> </ul> <b>TFI Items</b> 1.6 - Discipline Policies 1.12 - Discipline Data			
	<b>Data-Based Decision Making</b> <ul style="list-style-type: none"> <li>•Activity #15: Data Collection Plan</li> </ul> <b>TFI Items</b> 1.12 - Discipline Data 1.13 - Data-Based Decision Making 1.14 - Fidelity Data 1.15 - Annual Evaluation			
	<b>Feedback and Acknowledgement</b> <ul style="list-style-type: none"> <li>•Activity #18: Acknowledgement System Matrix for Students, Staff, and Family/Community</li> </ul> <b>TFI Items</b> 1.9 - Feedback and Acknowledgement			
	<b>Student, Family, and Community Involvement</b> <ul style="list-style-type: none"> <li>•Activity #19: Teaching the Plan to Family &amp; Com.</li> </ul> <b>TFI Items</b> 1.11 - Student, Family, and Community Involvement			
	<b>Professional Development</b> <ul style="list-style-type: none"> <li>•Activity #20: Calendar</li> <li>•Activity #21: Teaching the Plan to Staff</li> </ul> <b>TFI Items</b> 1.7 - Professional Development			

How is your action plan looking?





# Data-Based Decision Making

# 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

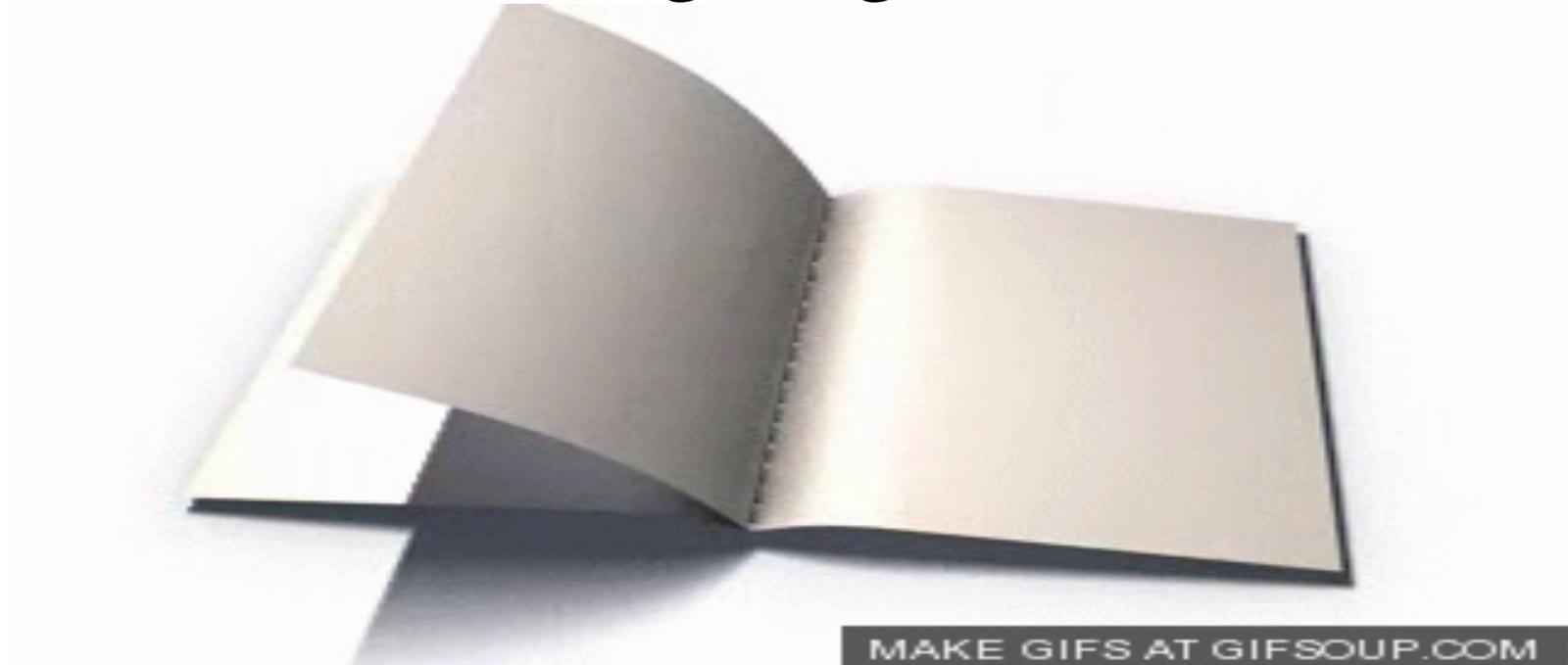


# What's Your School's Story?



The purpose of data collection is to tell a story:

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



# Using Data to Make Decisions



Indicates school climate



Measures student behavior

Helps identify problems



Shows effectiveness of interventions



# Whole Group Activity: What's Our Data Story?

---



1. Using the Post-It notes in your table bin
2. 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



# RTI<sup>2</sup>-B Data to Collect at Tier I

Office Discipline Referrals

Tiered Fidelity Inventory

Primary Intervention Rating Scale

Student Risk Screening Scale

Annual Report



## **Universal Behavior Screener**

systematic assessment of risk for behavioral concerns

### **Student Risk Screening Scale (SRSS-IE)**

Validated, free universal screener

Internalizing and externalizing behaviors

Indicates level of risk associated with behavior

Look at overall level of risk at the school-wide (Tier I) level for all grades

Used with other data to determine the level of support needed for students

Provides additional data for decision-making



# 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

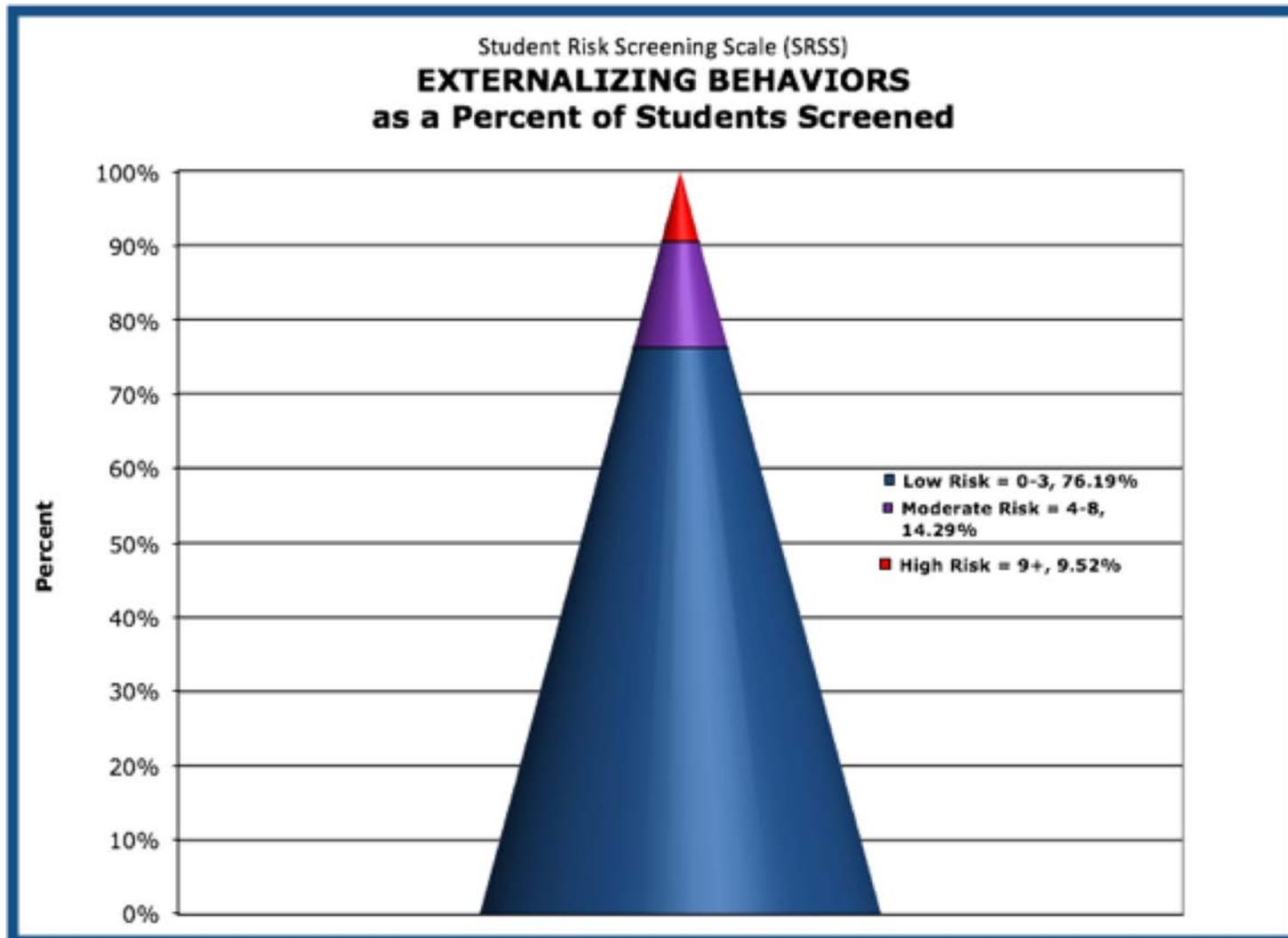
# Teacher Form for Rating Students



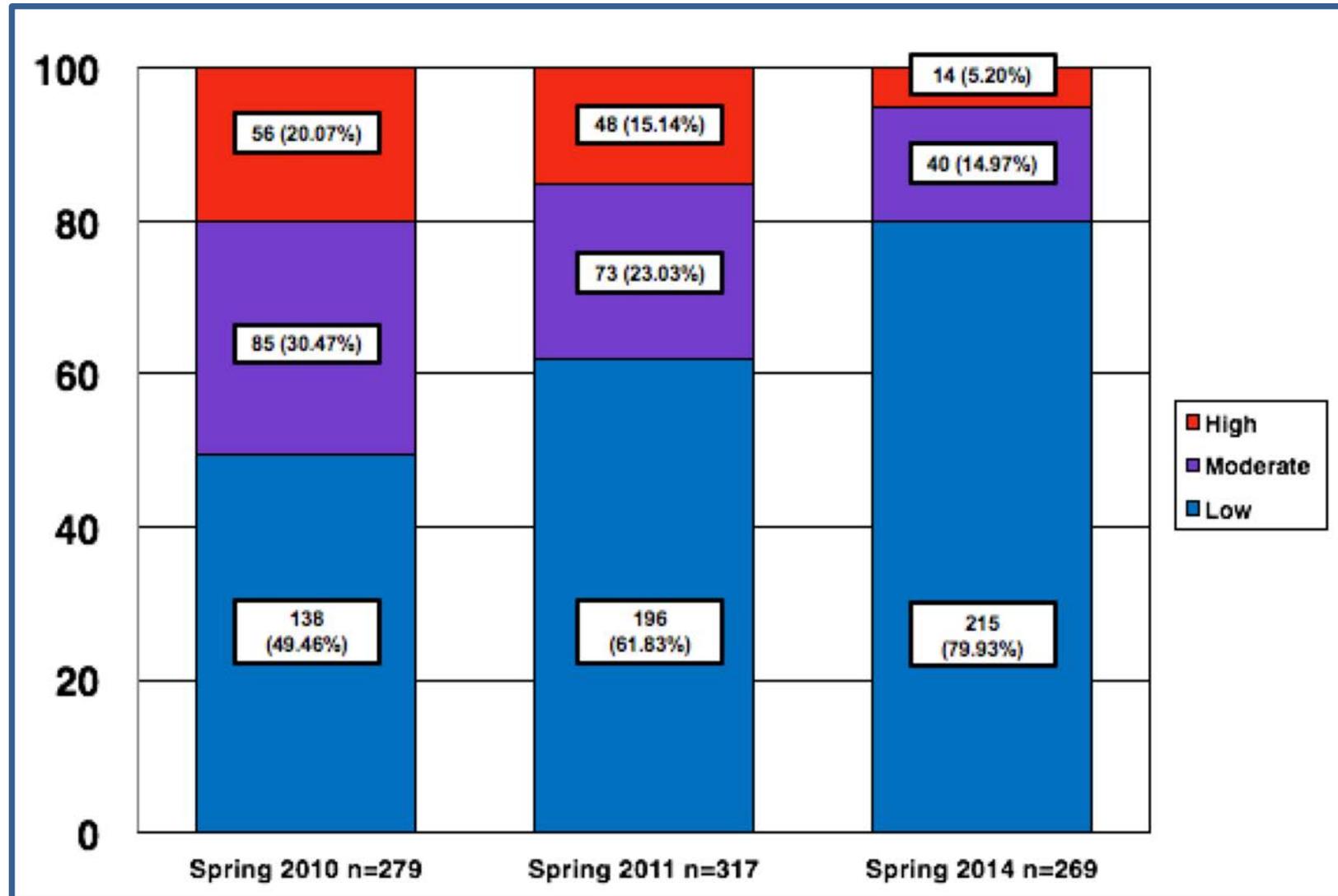
DATE:			Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0 ELEMENTARY USE													
TEACHER NAME:																
0 = Never 1 = Occasionally 2 = Sometimes 3 = Frequently Use the above scale to rate each item for each student.			Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS TOTAL	SRSS-15 TOTAL
Student Name	Student ID	Count														
<i>Example: Smith, Sally</i>	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
		7													0	0
		8													0	0
		9													0	0
		10													0	0
		11													0	0



# 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

Page 1 of 4

The Tennessee Behavior Supports Project (TBSP) requests that the following report be completed and submitted to TBSP 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 project. Please contact your local TBSP consultant if you have questions, or need assistance. Please submit the report by June 14th, 2019. We appreciate your time and effort!

Response was added on 08/20/2019 12:34pm.

Response is Complete

- Middle Region  
 West Region

School District: Honey Bee School District

School Name: Bramble Middle

Person Completing Report: Emily Bee

Email address of person completing report: emily.bee@hbsd.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 school/ junior high
- high school
- K-8/ PreK-8
- 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 (collect ODR data):  Yes  No

Enter the name of the system your school uses to track ODR data (i.e. SWIS, Aspen, Skyward, TBSP or Missouri data tool, etc.): SWIS

Number of students enrolled at your school: 940

Number of school days as of May 1st: 161

Total number of ODRs as of May 1st: 250

Number of students with 0 ODR: 850

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 TBSP 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? (i.e. SRSS-IE): 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@hbsd.org

RTI2-B External Coach Name (TBSP Staff or District Coach): \_\_\_\_\_

RTI2-B External Coach Email (TBSP Staff or District Coach): \_\_\_\_\_

Administrator responsible for overseeing RTI2-B : Queen Bee

# Questions Data Answers

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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: Moderate: High:	Low: Moderate: 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?

<b>Data Review</b> <i>ODR Review for ODRs, SRSS-IE Spreadsheet, TFI Report at pbisassessment.org, PIRS Report, Annual Report</i>					
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<sup>2</sup>-B Data Calendar

2019-2020 School Calendar

July 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

	Universal Behavior Screeners		Annual Report Due
	Tiered Fidelity Inventory		Primary Intervention Rating Scale Sent
	Review RTI <sup>2</sup> -B Data/Team Meetings		

- 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"> <li>• Average number of ODRs per day per month</li> <li>• Problem team is focused on improving and ways the staff can help</li> </ul>	Monthly
SRSS-IE	<ul style="list-style-type: none"> <li>• Overall school risk percentages for internalizing and externalizing</li> <li>• Compare scores year to year</li> </ul>	Fall, Winter, and Spring
TFI	<ul style="list-style-type: none"> <li>• Strengths and areas of need for Tier I</li> <li>• Current practices and implementation efforts</li> <li>• Compare scores across the year</li> </ul>	Fall and Spring
PIRS	<ul style="list-style-type: none"> <li>• Total percentage score</li> <li>• Number of staff who completed the survey</li> <li>• Trends the team will use to make improvements</li> </ul>	Spring
All Data	<ul style="list-style-type: none"> <li>• Areas of success and improvements</li> <li>• Appreciation of their support and efforts</li> </ul>	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](http://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., SWIS, PowerSchool, Infinite Campus, Skyward)	<b>Recommendation:</b> Summarize discipline data monthly  Our plan: We will look at ODR at our monthly meetings.
Universal Behavior Screener	Student Risk Screening Scale for Internalizing and Externalizing Behavior (SRSS-IE)	<b>Recommendation:</b> Three times per year (fall, winter, and spring)  Our plan: Teachers will use the screener in September, December, and April.
Fidelity Data	Tiered Fidelity Inventory (TFI)	<b>Recommendation:</b> Two times per year (fall and spring)  Our plan: The RTI2-B team will complete the TFI at our meetings in October and May.
Social Validity	Primary Intervention Rating Scale (PIRS)	<b>Recommendation:</b> Once per year in the spring  Our plan: All staff will complete the electronic survey emailed to them in February.
Annual Evaluation	Annual School Report	<b>Required:</b> Annually at the end of the school year for implementing schools  Our plan: The RTI2-B Team will complete the Annual Report at the end of the year and submit by June 15th.

Bramble Elementary Tier I Team Meeting Foundations					
Team Norms			Decision Making Procedures		
<ul style="list-style-type: none"> <li>Start and end on time</li> <li>Listen to understand, not reply</li> <li>Use team meeting process</li> <li>Actively participate</li> <li>Assume best intentions</li> <li>Stay on-task</li> </ul>			<ul style="list-style-type: none"> <li>We think about the student first</li> <li>We use data to make decisions</li> <li>Working consensus (everyone comes to an agreement but its ok to have reservations)</li> </ul>		
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		
4 <sup>th</sup> 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 February		Jill – Share report at April faculty meeting		
Annual Report	Kyle – June		Kyle – Complete online report by June 15 <sup>th</sup>		

10 minutes



Page 7



Data Decisions



Lunch





# Feedback and Acknowledgement

# 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

Dinner with friends

Time with family

Talking on the phone

## Tangibles/Activity

Going to the gym

Snacks at a staff meeting

Adult beverage

## Escape Social

Reading a novel

Vacation

Morning Duty Coverage

## Sensory

Listening to music

Wear jeans

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



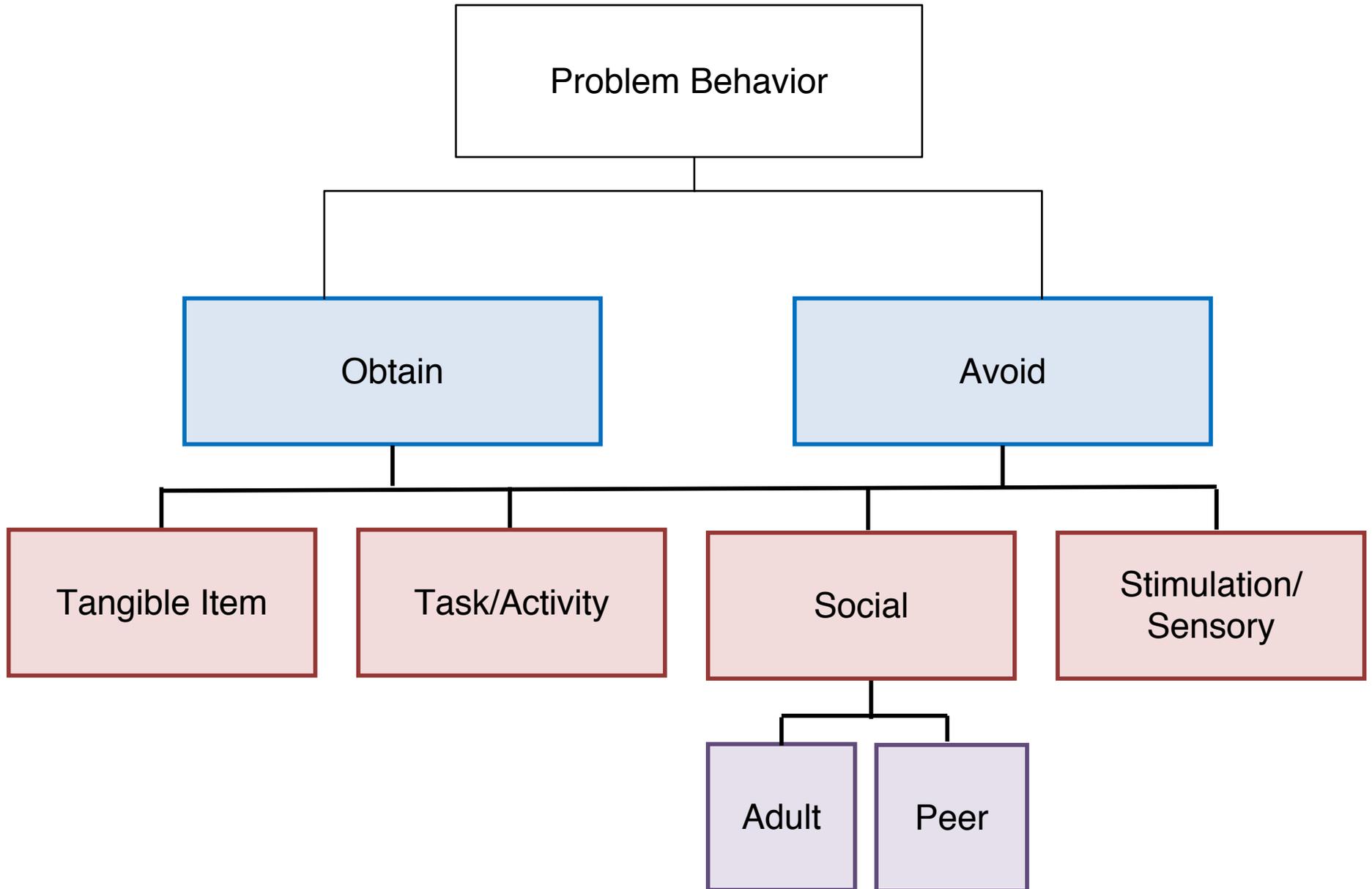
# What is Reinforcement?

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

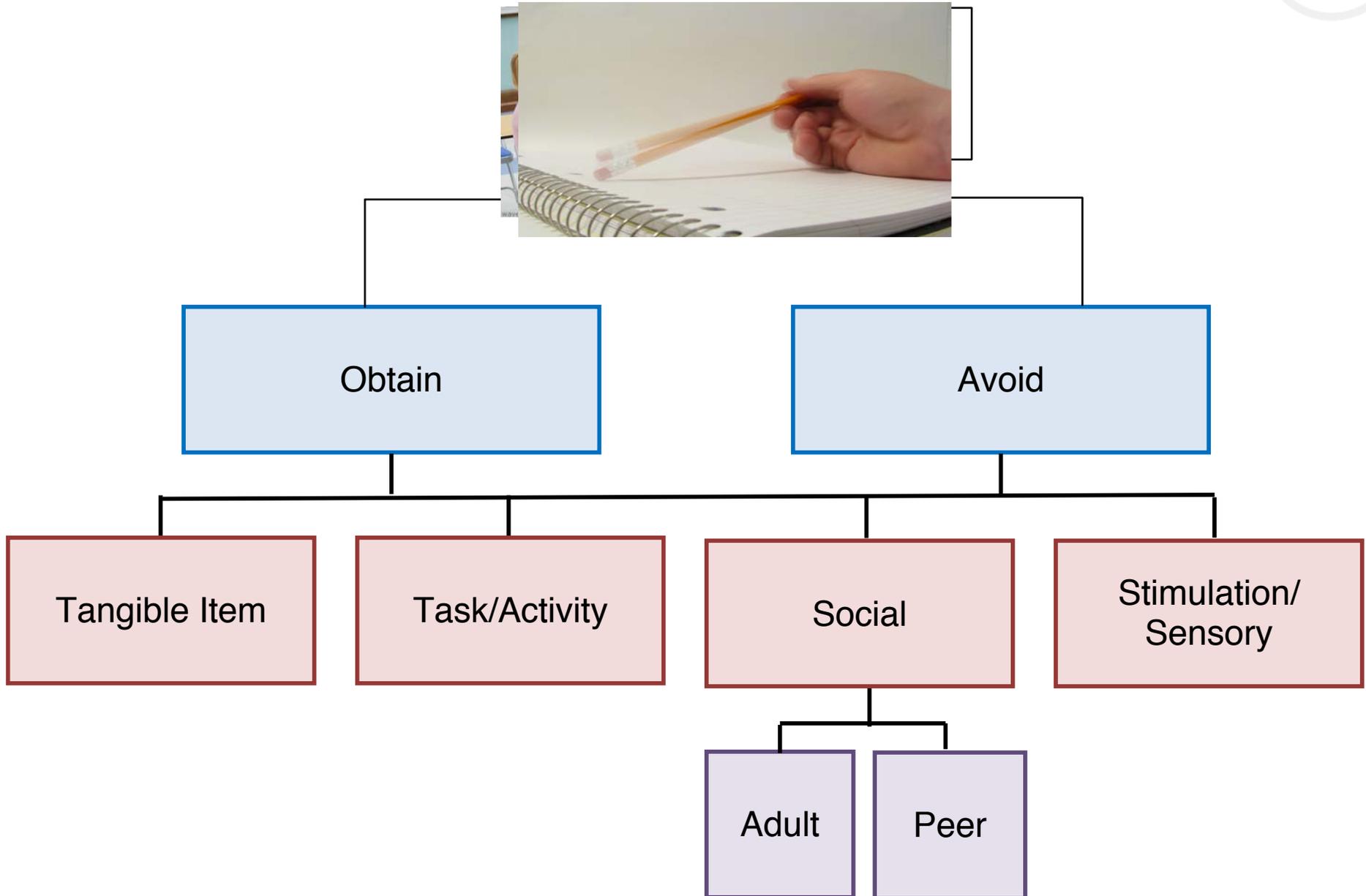




# What's The Function?

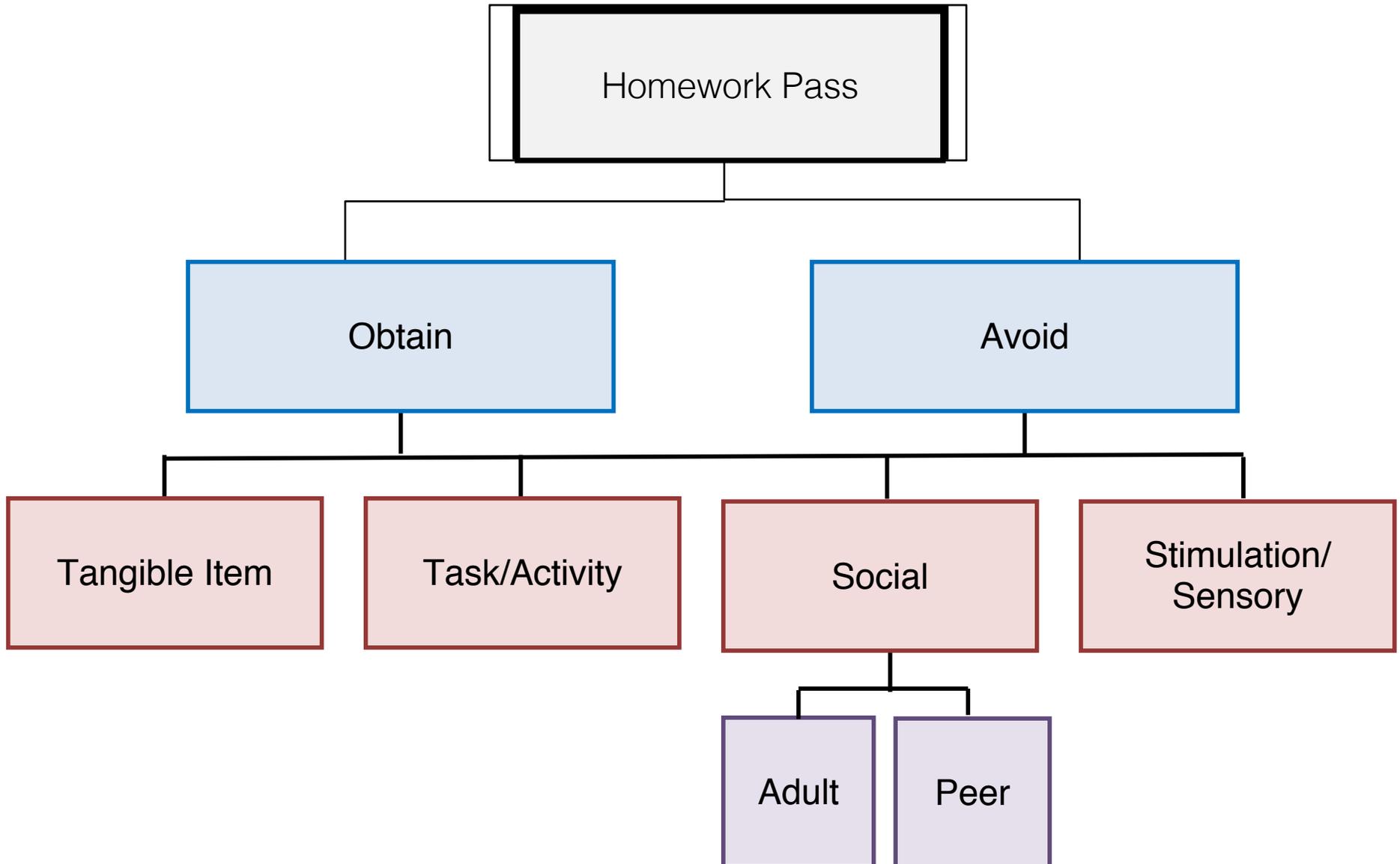


# What's The Function?





# What's The Function?





# Why Use Acknowledgement Systems?

Foster positive relationships

Teach and reinforce behavior



Help students get back on track

Promote positive school climate

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





# 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

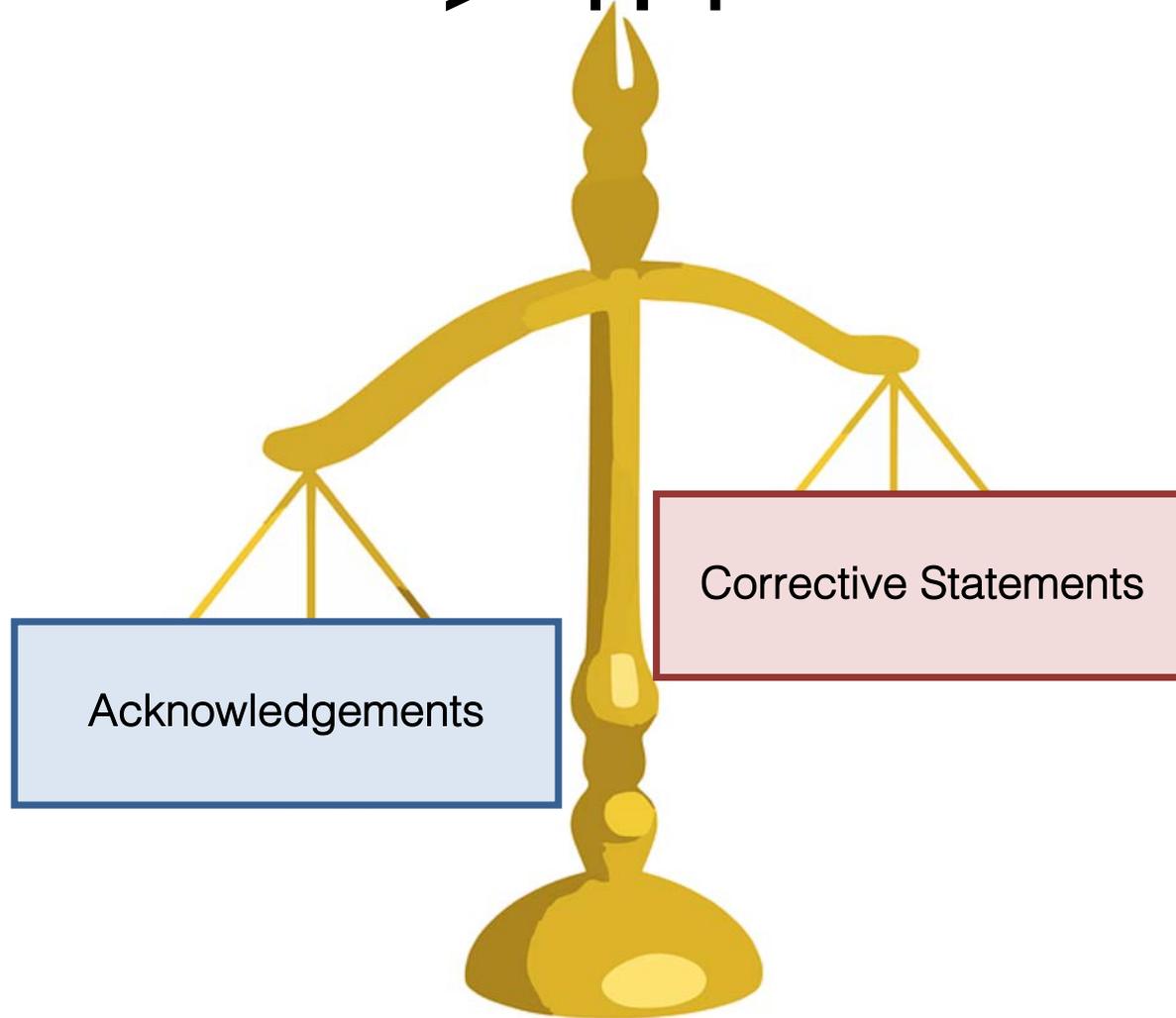
1. Name specific behavior observed
2. Pair with the school-wide expectation
3. Tickets are an adult prompt to give behavior-specific praise





# Providing Effective Acknowledgement

>4:1





# 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



# Providing Effective Acknowledgement

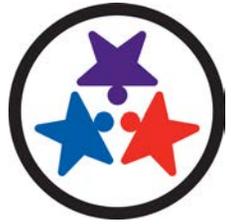


Get student input:

- 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!



1 marker per team

5 minutes



Page 9



Student  
Acknowledgement



# Determining Your System



## Individual

### What:

- Every student earns based on his/her own behavior

### How:

- Times and dates are set for students to trade in their point/ticket

## Class-wide

### What:

- Acknowledges appropriate behavior of the whole class

### How:

- The class sets a goal and works together on showing the behavioral expectations to earn the acknowledgement

## Grade Level

### What:

- Acknowledges appropriate behavior of the whole grade

### How:

- All students in the grade work towards a common goal to earn an acknowledgement

## School-wide

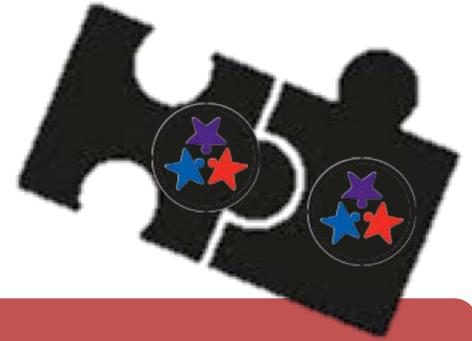
### What:

- Acknowledges appropriate behavior & effort of the whole school (school parties, celebrations, pep rallies)

### How:

- Students use their tickets or points as entry into the event or they are able to redeem them for additional experiences at the event

# Find Your Match



High number of individual students require more frequent feedback/acknowledgement?

Individual

Fewer ODRs across campus, want to boost teamwork efforts?

Class-wide

Certain grade level or setting have high # of ODRs?

Grade level

High number of ODRs coming from the same location on campus?

School-wide



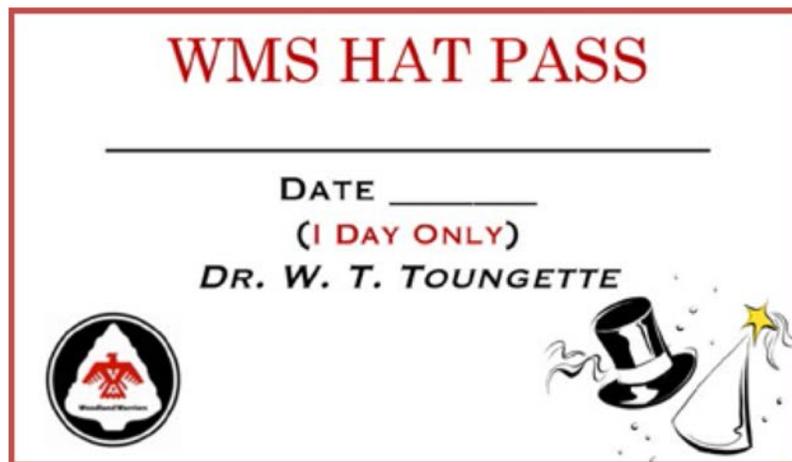
# Acknowledgement System Matrix

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!*



# 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?

$500 \text{ students} \times 1/\text{day} \times 5 \text{ days/week} = 2,500 \text{ tokens weekly}$

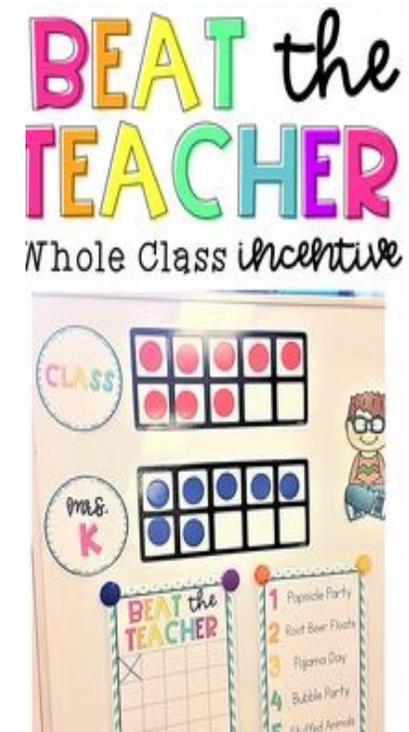
Tangible	Non-Tangible	Non-Tangible	Non-Tangible
Candy	Lunch with a friend	Listen to music while doing independent work	Earn the privilege of emailing a parent at work telling of accomplishment
Stickers	Lunch with the principal	Computer Time	Principal "pop-in" (stopping by your class to come see you)
Athletic event tickets	Lunch with (preferred) teacher	Free time on the iPad	Have teacher share a special skill (e.g. Sing)
Headphones	5 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	Out 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	Tardy 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
Snacks	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	PJ 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	Hallway 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 chair 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	Shadowing 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	Help a younger student in the building
Notebooks	Get a fun worksheet	Erase the whiteboard with whiteboard	
Mini Footballs	Trade jobs in class	Zumba activity	

# Class-wide Acknowledgement Examples

## Build it, Fill it, or Spell it



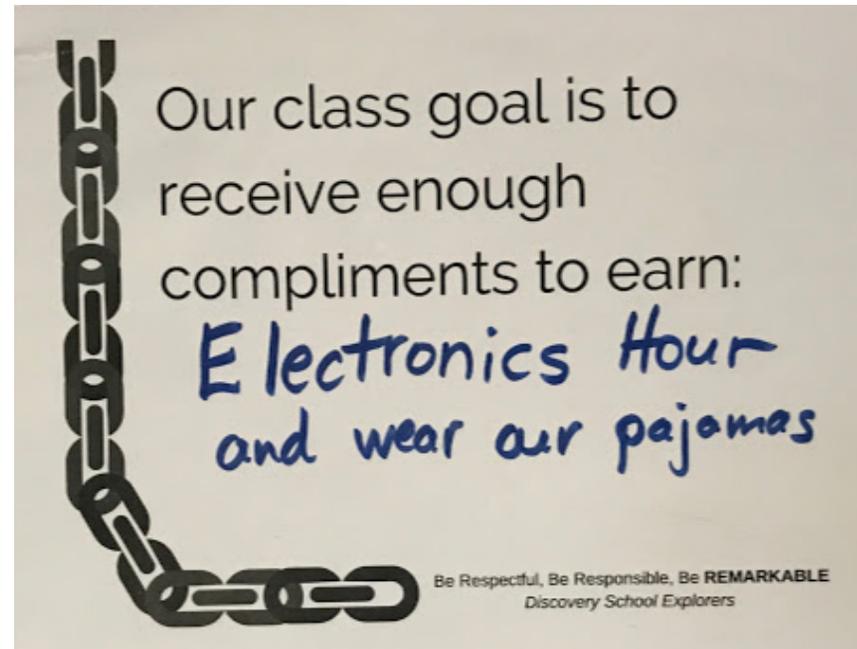
1. Set a goal
2. Explain how displaying behavioral expectations will help them earn reinforcers
3. Provide reinforcers publicly and give to whole class
4. Celebrate together when goal is met





# Additional Class-wide Examples

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

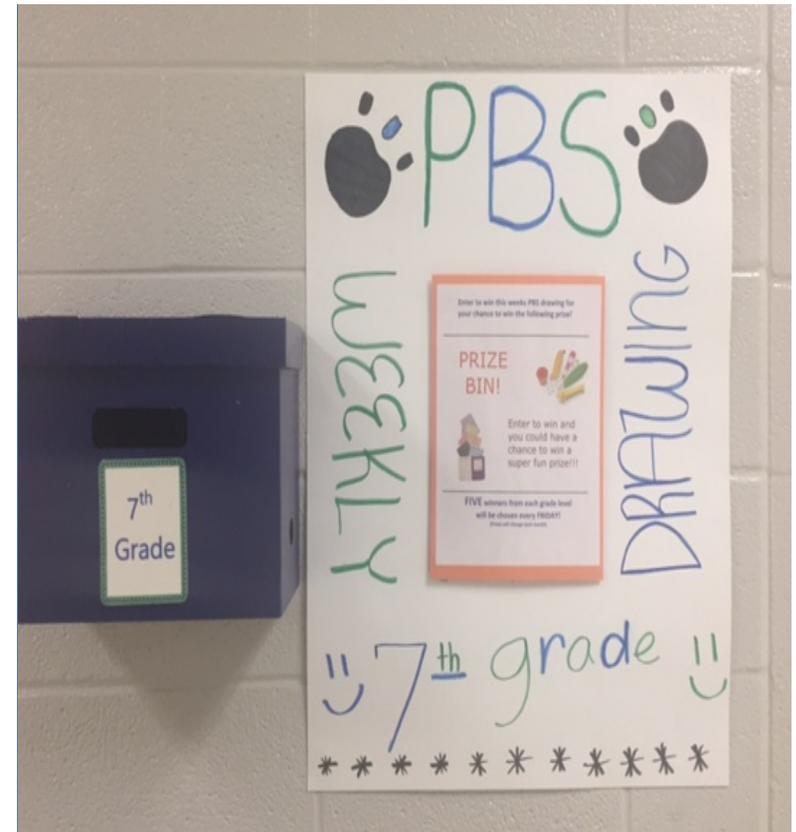
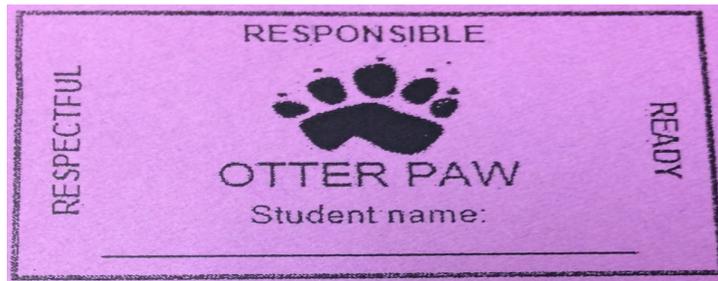


Encourage students to remind each other to display the expected behavior because they are earning the reward together.

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



# 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

School-wide Acknowledgment System Matrix					
	Name	Description	When (frequency)	Where (location)	Who (distributors)
<b>Students</b>					

15 minutes 

Pages 9 & 10 

Student Acknowledgement 



# When to Acknowledge Staff?

## Supporting RTI<sup>2</sup>-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 \_\_\_\_\_



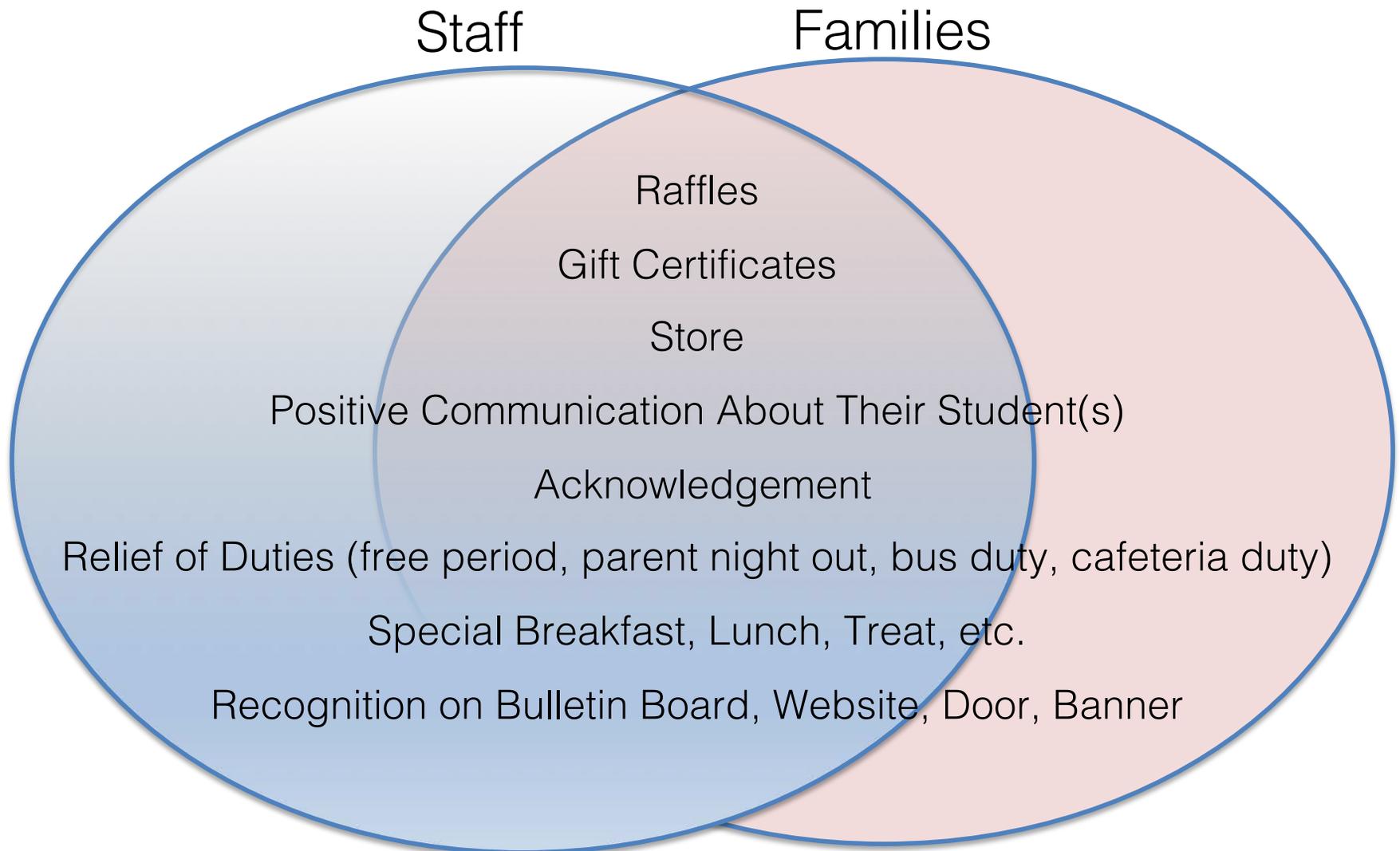


# Acknowledging Staff Examples

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

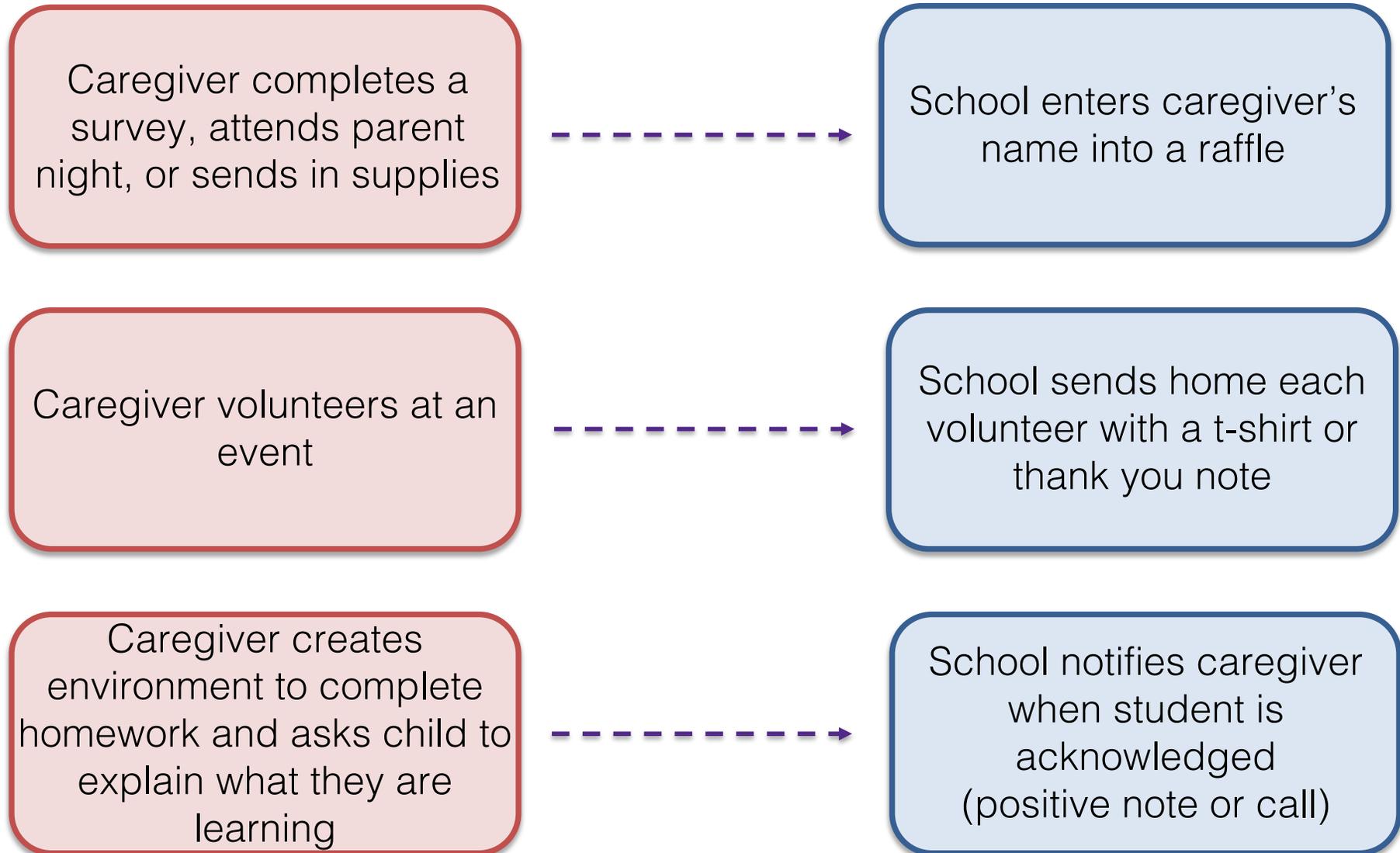


# Acknowledgement for Staff & Families





# 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, and Community Involvement

# Student, Family, & Community Involvement

## Implementation

1.11 Student/Family/Community Involvement



SINCE 1828

JOIN MWU | GAMES | BROWSE THESAURUS | WORD OF THE DAY | VIDEO | WORDS AT PLAY

involvement

DICTIONARY

THESAURUS

# What is

# involvement?

*noun* | in·volve·ment | \in-'vɒlv-mənt, -'vɒlv-\



# Including Students on the RTI<sup>2</sup>-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 RTI<sup>2</sup>-B
  - Advertise expectations and events
  - Plan and host special events
  - Organize acknowledgement system



# Example Student Survey



## Student Perceptions of RTI<sup>2</sup>-B



This survey is designed to gather your thoughts and input on the system of RTI<sup>2</sup>-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.

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

7. RTI<sup>2</sup>-B would be better at my school if:

8. One thing I love about my school is:

Family Involvement



# Guiding Questions for Your Faculty

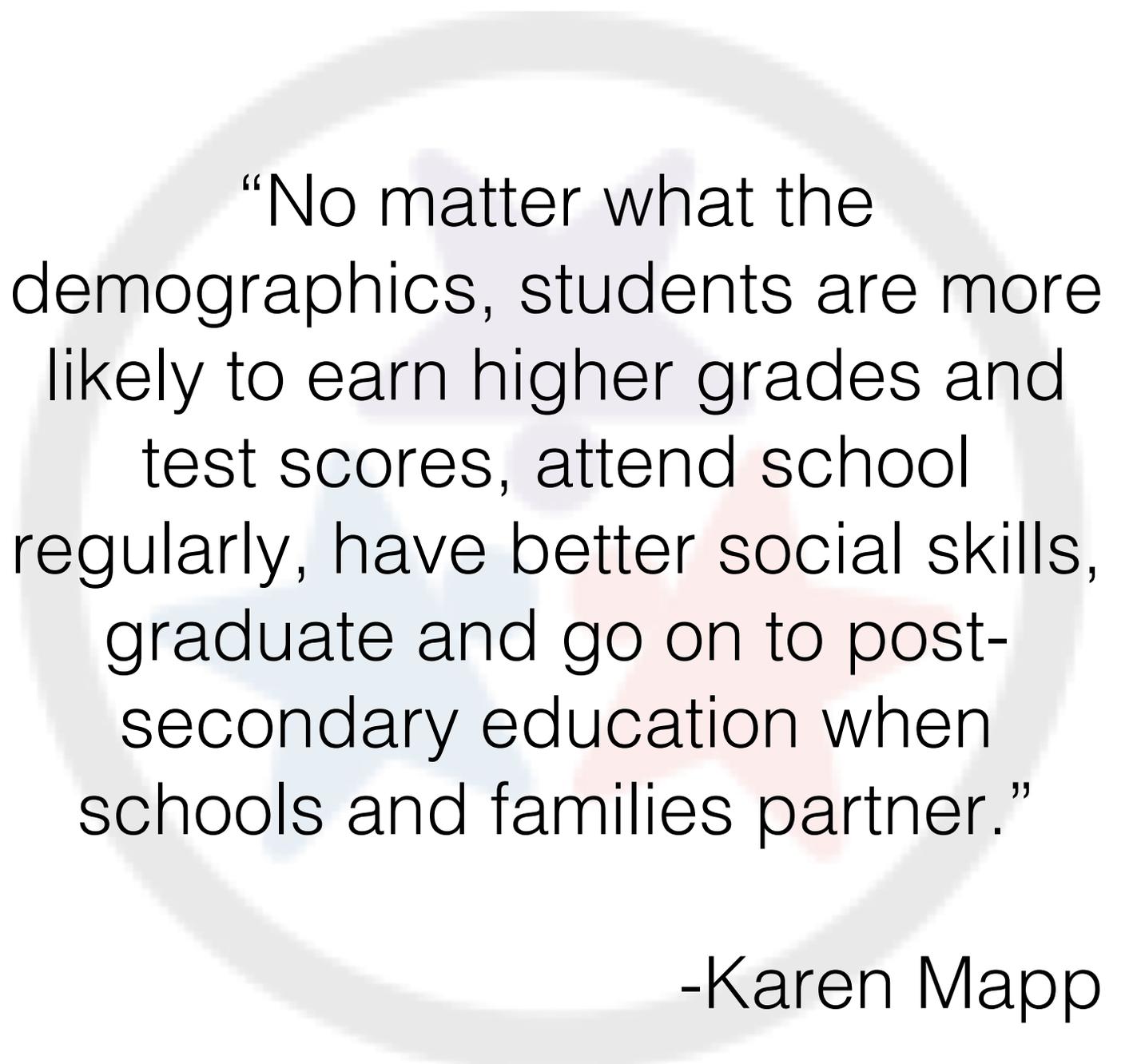
What do you think are the top 3 goals that your families have for your teachers?

## 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





“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

# 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 <sup>2</sup> -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 <sup>2</sup> -B Brochure
Ensure Visitors Feel Welcome	Climate Survey, Engagement Checklist, View Families as Partners
Focus on Partnership: Invite Family Representatives on RTI <sup>2</sup> -B Team	Encourage Input & Involvement from All Caregivers Including Underrepresented Population, Input Survey





# Family Buzz Passport

## GREEN Activities

Choose at least one

*These activities take place at Bramble.*

- Attend Back-to-School Night (Aug. 10<sup>th</sup>)
- Attend Parent-Teacher Conference (October 16-17<sup>th</sup>)
- 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



# RTI<sup>2</sup>-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
<b>H</b> 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
<b>O</b> 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!
<b>M</b> 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
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>



# 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



Community Involvement





# RTI<sup>2</sup>-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

VILLAGE OF  
**FOREST PARK**  
BIG CITY ACCESS  
SMALL TOWN CHARM

**Forest Park Youth will...**

**Be Respectful**  
**Be Responsible**  
**Be Safe**

*Take time for Fun!*  
Park District  
of Forest Park

**POLICE**  
FOREST PARK

APPE



# RTI<sup>2</sup>-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 <sup>2</sup> -B in the home? (e.g., home matrix, home acknowledgement system)
What additional resources can family/community members access for more RTI <sup>2</sup> -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 <sup>2</sup> -B at your school?

10 minutes



Pages 12 & 13



Family Involvement  
Community Involvement



A photograph of three women sitting in a row, likely in a classroom or meeting. They are all looking towards the left side of the frame. The woman in the foreground is in sharp focus, wearing a dark top and a floral hair accessory. The two women behind her are blurred. The background is a light-colored wall with some faint markings.

# Professional Development

# Professional Development

## Implementation

### 1.7 Professional Development

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



Teachers

Support Staff

Front Office

Paraprofessionals

Custodians

Cafeteria Workers

Bus Drivers

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

**Summit High School**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 Location:

Classroom    Bathroom    Hallway  
 Cafeteria    Media Center    Other

Be Accountable  
 Be Civil  
 Be Empowered



Provide materials for acknowledgment

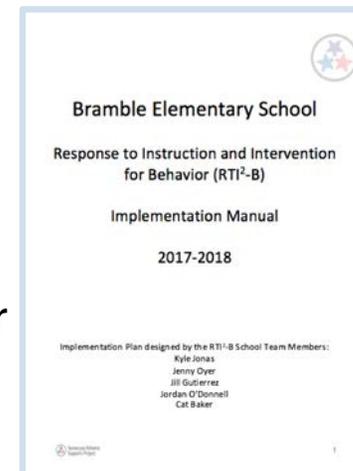
Poplar Grove Middle School  
 School-wide Expectations Lesson Plan: Bathroom  
 Lesson plans should be taught in the area and take 20-25 minutes.

<b>Objective</b>	The students will be responsible, be respectful, and show pride when using the bathroom facilities.
<b>Setting</b>	Bathroom
<b>Expectations</b>	<p><b>Responsible:</b>          *Use facility, between classes or with signed hall pass, appropriately, quickly, and quietly.          *Return to class promptly.</p> <p><b>Respectful:</b>          *Take care of your own business          *One person per stall          *Minimize chatting.</p> <p><b>Show Pride:</b>          *Keep bathroom clean.          *Throw away trash.</p>
<b>Schoolwide Procedure</b>	Students should have a signed hall pass if they must leave class to use the bathroom. Between classes, teachers should monitor hallway and bathroom behavior.
<b>Teach</b>	<p><b>Examples</b></p> <ol style="list-style-type: none"> <li>1. A student uses the restroom, washes hands, and returns quickly to class.</li> <li>2. A student leaving the restroom passes a friend entering the restroom, quietly says "Hi," and continues quickly back to class.</li> <li>3. A student walks into the restroom and sees someone throwing paper towels. She asks them to stop and walks away calmly to report the situation to an adult.</li> <li>4. A student wipes down the sink area after washing hands.</li> </ol> <p><b>Non-Examples for discussion</b></p> <ol style="list-style-type: none"> <li>1. Staying in the restroom after you are done to talk with a friend.</li> <li>2. Writing on the wall of the bathroom stall.</li> <li>3. Using technology in the bathroom for texting or taking a picture.</li> <li>4. Engaging in horseplay.</li> </ol>

Hand out Lesson Plans



Provide expectations poster and matrix



RTI²-B School Team Workbook: Tier 1

Table of Contents

RTI²-B Overview ..... 2  
 Tier I Documents ..... 5  
 Purpose Statement and Desired Outcomes ..... 5  
 Team Composition and Norms ..... 6  
 Behavioral Expectations and Behavioral Expectations Matrix ..... 6  
 Lesson Plans ..... 8  
 Calendar ..... 8  
 Teaching the Plan ..... 8  
 Planning for Stakeholder Input ..... 12  
 Acknowledgment System Matrix ..... 12  
 Problem Behavior Definitions and Office Managed vs. Staff-Managed Chart ..... 15  
 Discipline Process Flowchart ..... 18  
 Office Discipline Referral Form ..... 19  
 Appendix ..... 20

Give everyone a copy of the Implementation Manual





# Additional Documents

**Hillsboro Elementary Middle School:  
School-wide Positive Behavior Support**

**Culinary Staff Bookmark**

**What is HEROES:**  
School-wide Positive Behavior Support (HEROES) is a multi-level strategic intervention system that includes academic, social and behavior support to all students. Based on the three school wide HERO rules - **Be Respectful, Be Responsible, and Be Safe**- HEROES outlines behavior expectations in the following school settings: classroom, hallway, bathroom, cafeteria, car riders area, buses, library, and special areas.

**Purpose:**  
Hillsboro's HEROES program is focused on teaching and modeling, through positive reinforcement, the following HERO traits:

1. Be Respectful
2. Be Responsible
3. Be Safe

**How do I participate in HEROES?**  
A packet of HERO bucks can be found attached to the bookmark. Please complete a HERO buck for appropriate student behaviors you observe throughout the day.

**Be Respectful, Be Responsible, and Be Safe!**



Safety	Responsibility	Respect
<p><b>Classroom</b></p> <p>Students will follow the classroom rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Classroom</b></p> <p>Students will follow the classroom rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Classroom</b></p> <p>Students will follow the classroom rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>
<p><b>Hallway</b></p> <p>Students will follow the hallway rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Hallway</b></p> <p>Students will follow the hallway rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Hallway</b></p> <p>Students will follow the hallway rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>
<p><b>Bathroom</b></p> <p>Students will follow the bathroom rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Bathroom</b></p> <p>Students will follow the bathroom rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Bathroom</b></p> <p>Students will follow the bathroom rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>
<p><b>Cafeteria</b></p> <p>Students will follow the cafeteria rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Cafeteria</b></p> <p>Students will follow the cafeteria rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Cafeteria</b></p> <p>Students will follow the cafeteria rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>
<p><b>Car Riders Area</b></p> <p>Students will follow the car riders area rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Car Riders Area</b></p> <p>Students will follow the car riders area rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Car Riders Area</b></p> <p>Students will follow the car riders area rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>
<p><b>Buses</b></p> <p>Students will follow the bus rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Buses</b></p> <p>Students will follow the bus rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Buses</b></p> <p>Students will follow the bus rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>
<p><b>Library</b></p> <p>Students will follow the library rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Library</b></p> <p>Students will follow the library rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Library</b></p> <p>Students will follow the library rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>
<p><b>Special Areas</b></p> <p>Students will follow the special areas rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Special Areas</b></p> <p>Students will follow the special areas rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>	<p><b>Special Areas</b></p> <p>Students will follow the special areas rules and procedures. They will be respectful to the teacher and peers. They will be responsible for their own work and the work of others. They will be safe and follow safety procedures.</p>

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



**Bramble Elementary School  
Ticket Tip Sheet**

Here are some important tips to remember when handing out Bramble Bucs to acknowledge expected behavior:

1. When giving a ticket for positive behavior, always pair it with behavior-specific praise so the student knows exactly what they did right. Example, "Lori, I like the way you were walking down the hallway with a quiet voice and your hands at your side. For showing responsibility, you have earned a Bramble Buck."
2. In the first days and weeks of implementing RTI-B, flood students with tickets to increase effectiveness. This will help students understand the plan and see how they are acknowledged for engaging in expected behaviors.
3. School staff should be as consistent as possible with ticket distribution. Portions of staff meetings can be used to answer questions about RTI-B and ticket distribution.
4. To ensure student buy-in, survey students to gain an understanding of what reinforcements are meaningful for your students.
5. Explicitly teach students how tickets can be earned and what tickets can be used for once they are received.
6. Explain to students that they need to fill out all of the required information on the ticket in order for it to be valid.
7. Once a student has earned a ticket, never take the ticket back (even if they get in trouble later). Rewards or privileges that they earned should never be taken away even if they receive other consequences for problem behavior later.
8. Students should be able to earn tickets for engaging in the expectations in various settings such as: arrival/dismissal, bus, cafeteria, hallway, playground, library, office, classroom, and specials classes (PE, art, etc.)
9. All staff members (teachers, administrators, bus drivers, custodial and culinary staff, librarians, nurse, etc.) should distribute tickets when appropriate behavior is displayed. Teachers should try and distribute tickets to other students in the school besides those in their own class, because acknowledgement from less familiar adults can be especially meaningful.
10. Tickets can also be used to acknowledge appropriate behavior displayed by some students while decreasing problem behavior in others (e.g., you see a group of students walking down the hall, the first four students are talking and laughing and the others are quiet so you give the students in the back tickets and thank them for walking down the hall quietly).



# When to Train Your Staff

- RTI<sup>2</sup>-B School Team Meetings
- Professional Development
  - Initial Sessions
  - Booster Sessions
  - Technical Assistance
- Roll out of RTI<sup>2</sup>-B components
- Re-teaching RTI<sup>2</sup>-B components
- Celebrations/Assemblies
- Family Nights

Implementation Calendar August 2017				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8 RTI <sup>2</sup> -B Team Meeting	9	10 Parent Night
13	14 Admin. Day	15 Train Staff and issue RTI <sup>2</sup> -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



# Activity #20: Calendar



1. Complete the chart
2. Refer to school calendar

RTI <sup>2</sup> -B Calendar Components	Date(s)
RTI <sup>2</sup> -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

<b>Who will be trained on the plan?</b> <i>(e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers)</i>	
How:	When:
<b>How will you train staff to teach expectations and deliver acknowledgements?</b>	
How:	When:
<b>How will you teach the components of the discipline process to all staff?</b> <i>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</i>	
How:	When:
<b>How will you teach core features of the plan to substitute teachers?</b> <i>(e.g., expectations, acknowledgements, discipline)</i>	
How:	When:
<b>What important dates will you share?</b>	

Homework



Pages 14-16



Professional Development





# Planning Time



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

Tier I Training – Action Planning Form				
School: _____	Date Completed: _____			
Instructions: Complete each activity as a team and delegate unfinished 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?
<b>Discipline Procedures</b> •Activity #12: Discipline Process Flowchart •Activity #13: Creating ODR Form <b>TFI Items</b> 1.6 - Discipline Policies 1.12 - Discipline Data				
<b>Data-Based Decision Making</b> •Activity #15: Data Collection Plan <b>TFI Items</b> 1.12 - Discipline Data 1.13 - Data-Based Decision Making 1.14 - Fidelity Data 1.15 - Annual Evaluation				
<b>Feedback and Acknowledgement</b> •Activity #18: Acknowledgement System Matrix for Students, Staff, and Family/Community <b>TFI Items</b> 1.9 - Feedback and Acknowledgement				
<b>Student, Family, and Community Involvement</b> •Activity #19: Teaching the Plan to Family & Com. <b>TFI Items</b> 1.11 - Student, Family, and Community Involvement				

Day 2 Workbook

45 minutes



Page 17



Example Workbook



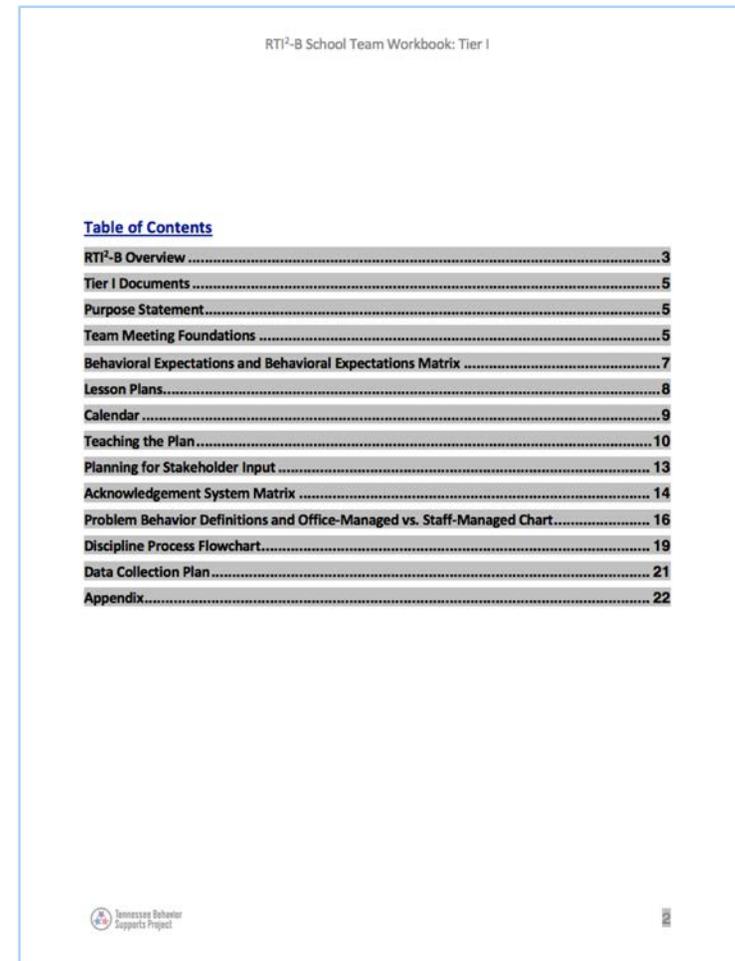
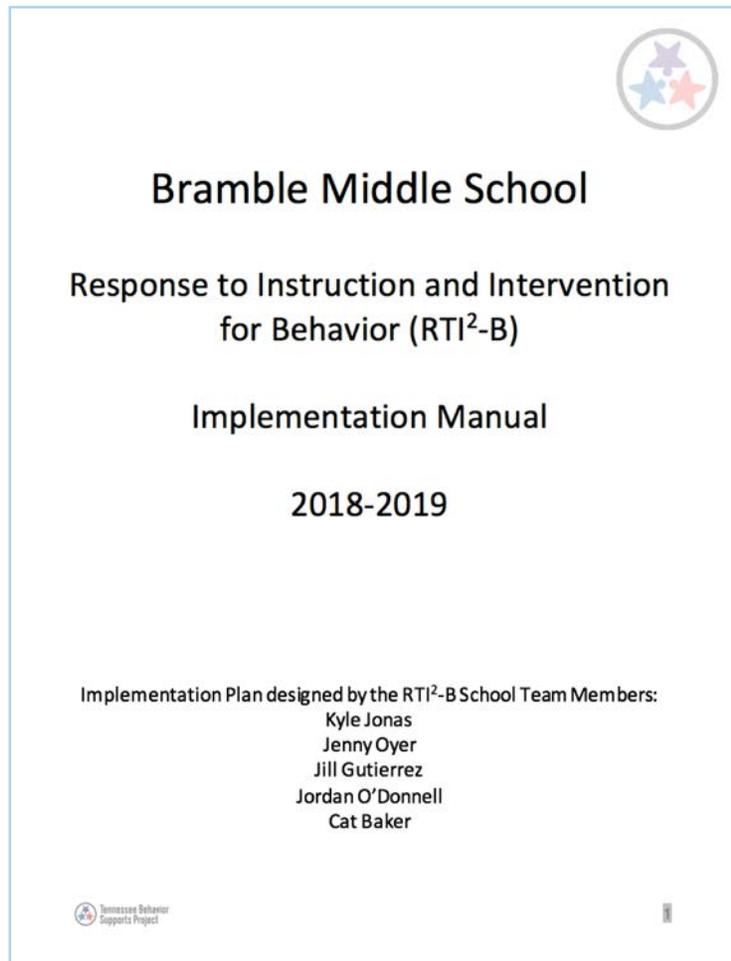
# Wrap-Up

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 RTI<sup>2</sup>-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!

# Send Us Your Implementation Manual

We need a copy before you start implementing!



= Workbook activities to transfer to Implementation Manual



Please complete our  
Tier I Training Evaluation



<https://is.gd/TBSPTierI>



# Upload Workbook to Website Now

[www.tennesseebsp.org](http://www.tennesseebsp.org)



**Tennessee Behavior Supports Project**  
at Vanderbilt University

Supporting RTI<sup>2</sup>-B in Middle Tennessee Schools

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**  
Choose File No file chosen 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



The screenshot shows the website header with the logo, title, and tagline. The navigation menu on the left includes 'YOUR ROLE', 'ABOUT US', 'GETTING STARTED', 'SUCCESS STORIES', 'TIERS', and 'RESOURCES'. The 'TIERS' section is expanded to show 'Tier I', 'Tier II', and 'Tier III'. A red arrow points to the 'Tier I' link. The main content area displays a list of resources under the 'Tier I' heading, including Behavioral Expectations, Acknowledgement System, Problem Behaviors & Discipline Procedures, Family and Community, Tier I Leadership Team, and Data Tools.

**Tennessee Behavior Supports Project**  
at Vanderbilt University

Supporting RTI<sup>2</sup>-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!



Follow  
Us  
on  
Social  
Media

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