TN-TAN
TENNESSEE TECHNICAL ASSISTANCE NETWORK

TN-MTSS Center/August 2021

TN Department of Education

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1

BEST FOR ALL
We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

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Tennessee Multi-Tiered System of Supports Center (TN-MTSS Center)

Funded under Grant Contract with the State of Tennessee to provide training & support to:

- Improve district & school capacity to implement an integrated model of MTSS
- Connect RTI² and RTI²-B frameworks into a single, comprehensive framework

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Resources

BEST FOR ALL CENTRAL

Online resource hub for high-quality resources to support teaching, learning, and family and community engagement

https://bestforall.tnedu.gov

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Resources

TN-TAN Tennessee Technical Assistance Network

Coordinated network of technical assistance services, supports, and resources

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Resources

BEST FOR ALL CENTRAL

TN-TAN Tennessee Technical Assistance Network

TN-MTSS Center
Tennessee Multi-Tiered System of Supports Center

Temporary access to behavior-focused MTSS resources

https://tnmtsscenter.org

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Resources

BEST FOR ALL CENTRAL

TN-TAN Tennessee Technical Assistance Network

TN-MTSS Center
Tennessee Multi-Tiered System of Supports Center

TN Department of Education

Information on Tennessee's Model of Student Supports and MTSS

https://www.tn.gov/education/student-support/student-supports-in-tn.html

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Supporting MTSS in Tennessee Schools

Tier I
Session I

TN-MTSS Center
Tennessee Multi-Tiered System of Supports Center

TN-TAN Tennessee Technical Assistance Network

TN Department of Education

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Welcome to MTSS Tier I Training! Virtual Session 1

1. ***Introduce yourself*** in the chat box. If you are with your school team please share the name each team member in attendance.
2. ***Change your name*** on Zoom to first and last name and School Name. If your whole team is together, please just type your school name.
3. Make sure your ***audio and video work***
4. ***Download all training materials*** for this session and make yourself comfortable!

This session will be recorded.

To share with participants and inform trainers.

Administrators: If you need TASL credit, don't forget to sign-in using the REDCap Link in the chat box during every session!

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All TN-MTSS Center 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 TN-MTSS Center training and recommendations and (2) TN-MTSS Center is cited appropriately. We recommend the following citation for this training: Tennessee Multi-Tiered System of Supports Center (2021). *Tier I Training* [PowerPoint Presentation] Vanderbilt University.

TN-MTSS Center

Tennessee Multi-Tiered System of Supports Center

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Online Training Expectations

Expectation	Behavior
Be Responsible	•Take care of your needs (water, food, restroom) •Answer polls and chat box promptly •Stay on topic •Use chat to ask for clarification and answer questions
Be Respectful	•Mute audio unless speaking •Contribute where possible •Keep video on when possible •Use break out rooms for team discussions
Be Engaged	•Ask for clarification when needed in chat feature •Share ideas and information with your team during work time •Fulfill responsibilities of your MTSS School Team role
Be Prepared	•Follow up and complete assigned tasks •Take notes and use action plan throughout training •Have materials ready

*All chats, public or private will be printed in the final transcript of this session

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Accessing Electronic Materials

Our Website:

tnmtsscenter.org

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

Tier I Training Materials 21-22	Tier I Team	Teaching Expected Behavior
Responding to Problem Behavior	Acknowledging Expected Behavior	Data-Based Decision Making
Staff Professional Developement	Stakeholder Involvement	Virtual Learning
ODR	SRSS-IE	TFI

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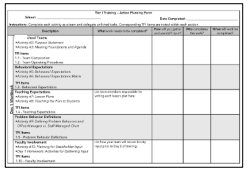
Training Materials

Implementation Manual

Presentation



Action Planning Form

Tier I Resource Binder

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Schedule for Today

MTSS Overview
MTSS School Teams
Behavioral Expectations
Behavioral Expectations Matrix
Teaching Expectations
Wrap-Up and Action Plan

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Learning Objectives

1. Understand the essential features of MTSS and how they relate to supporting the academic and non-academic needs of students and families
2. Understand the rationale for integrating supports and services across academic and non-academic domains
3. Apply the essential features of MTSS to the development of the Tier I plan for your school

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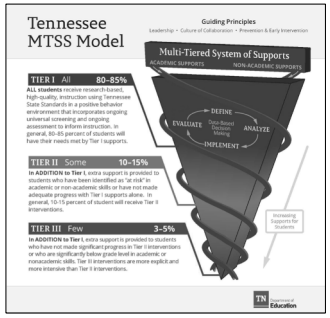
What is a multi-tiered system of supports?

- Framework that promotes prevention and rapid response to support academic and non-academic learning
- Systems, processes, and practices are structured to support problem-solving
- High-quality instruction and evidence-based practices are foundational across increasingly intensive tiers of support



(Bruns et al., 2016; *Every Student Succeeds Act*, 2015; Gresham, 2005; McIntosh & Goodman, 2016; Sugai & Horner, 2006)

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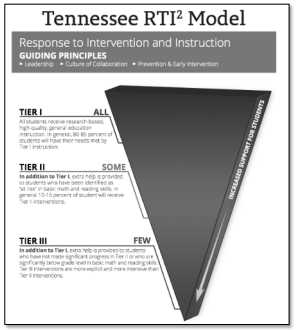
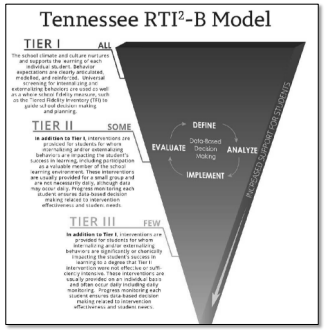
Previous Experience





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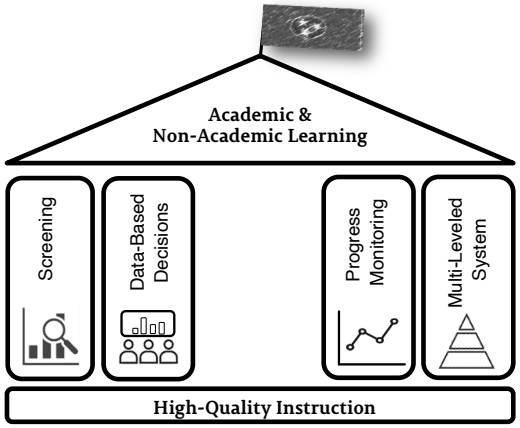
Essential Components of MTSS



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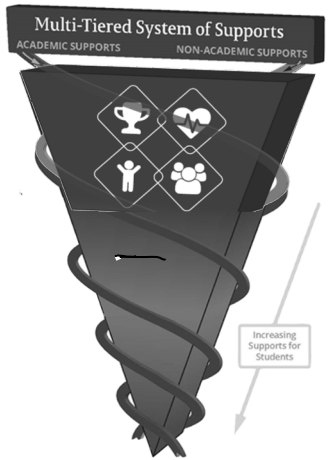
Coherence is key.



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TN Initiative Examples

Engaging Academic Instruction

- TN Promise
- College Technical Education
- Work Based Learning
- College and Career Readiness

Health and Wellness

- TN Schools Prepare
- Alternative Breakfast Program
- TN AWARE

School Climate And Connectedness

- PBIS
- Restorative Practices
- School Climate Surveys
- Renaissance Program

Social and Personal Competence

- ASCA Mindsets and Behaviors
- Social Emotional Learning
- ACEs/Trauma Informed Schools

(TN Department of Education, 2018)

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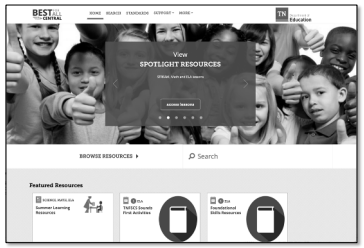
Foundational Beliefs



Engaging instruction is *the* most important factor in supporting student success.

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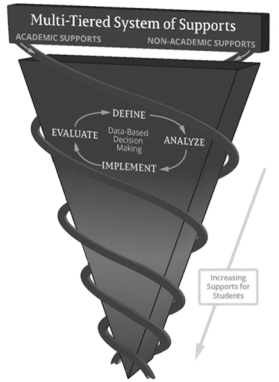
Foundational Beliefs

Implementation is student-focused and should vary intentionally in design between schools and be regularly refined.



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Please Note

The resources in this training are designed to help your team establish a safe and welcoming school environment that optimizes learning opportunities and prioritizes high-quality instruction.

These resources emphasize non-academic supports that are intended to complement high-quality academic supports.

The TN-MTSS Center is working to develop a new training series to support a comprehensive, tiered-approach to academic and non-academic learning - stay tuned!

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Tier I Mindset

Behavior can be taught.

Adult behaviors impact student outcomes.

The environment impacts learning and behavior.

Relationships are critical.

Behavior can be taught.

- Students are NOT born bad.
- Behavior is learned.
- Critical to take an instructional approach to behavior.

How on-task a non-disruptive student was in P.E.

(Lewis, 2017)

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Tier I Mindset

Behavior can be taught.

Adult behaviors impact student outcomes.

The environment impacts learning and behavior.

Relationships are critical.

We are changing adult behavior to improve student outcomes.

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

How on-ta
non-disrup
student wa
P.E.

(Lewis, 2017)

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Tier I Mindset

Behavior can be taught.

Adult behaviors impact student outcomes.

The environment impacts learning and behavior.

Relationships are critical.

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

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

How on-ta
non-disrup
student wa
P.E.

(Lewis, 2017)

26

Tier I Mindset

Behavior can be taught.

Adult behaviors impact student outcomes.

The environment impacts learning and behavior.

Relationships are critical.

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

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

How on-tas
non-disrupt
student wa
P.E.

(Lewis, 2017)

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Building Positive Relationships

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

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

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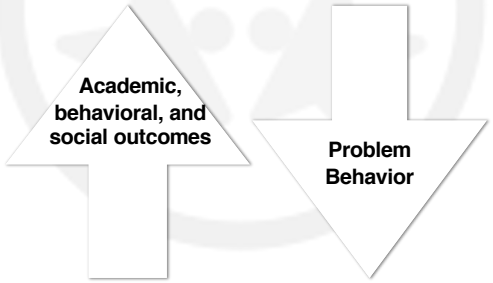
Building Positive Relationships

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



(Baker, 2006)

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What's the Impact?

Students:

- Recognize Tier I as their school's acknowledgement system
- View Tier I as a system to change behavior
- Can understand the big picture, if we share it
- Are more engaged if they see their teachers are engaged
- Want to be more involved in the process
- Enjoy being asked their opinion

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School Climate

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

1. Engagement
2. Safety
3. Environment

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

(Bradshaw, 2017)

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Video to Consider

Let's watch Atlanta Speech School's video!

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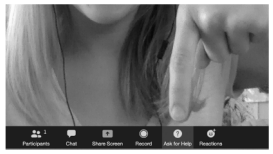
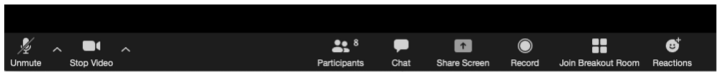
Break Out Room Problem Solving



Click "Ask for Help" in your Breakout Room if you need us!

- If not in the correct break out session, click return to main session (NOT leave meeting)
- Click join breakout room and try to reenter
- You can also try leaving the meeting and reentering, then click breakout room and reenter
- If this does not work, remain in the main session and we will work to reassign you



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Activity: Dream Climate

1. What is your dream school climate?
2. Prioritize:
   - Engagement
   - Safety
   - Environment
3. Be ready to share a picture, words, or meme that represents your school's dream climate

10 minutes

Page 5

SIP & Mission

Bramble Middle Dream Climate

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

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Fidelity measures extent to which intervention is being implemented as intended

Tiered Fidelity Inventory (TFI)
Efficient & valid index assesses Tier I core features are in place

- Address all three tiers
- Complete with team in Fall & Spring
- Shows areas of implementation strengths & needs

PBISapps

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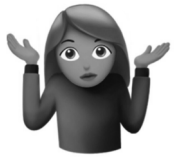
Why Do You Care?

Tiered Fidelity Inventory (TFI)

Identifies 🔍:
- Strengths to celebrate
- Weaknesses to target

Why we ❤️ it:
- Free
- Provides guidance
- Supports action planning
- Graphs year-to-year progress



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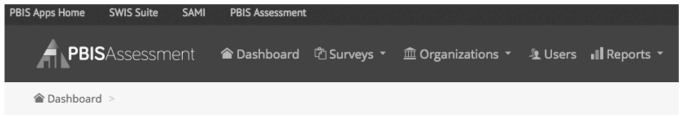
Collecting and Summarizing TFI Data



PBIS Assessment

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

TN-MTSS Center can help you set up your free account!

PBIS Assessment Demo Website

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TFI Roadmap

Team

1.1 Team Composition
1.2 Team Operating Procedures

Evaluation

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

Implementation

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

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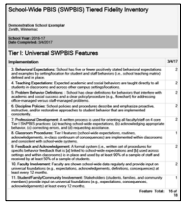
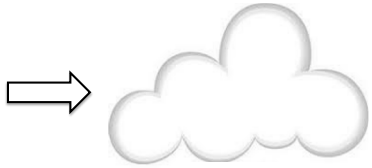
TFI Connection to Dream Climate


School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Tier I: Universal SWPBIS Features



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

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Why Do We Need a School-Wide System?

- To promote consistency
- To align initiatives throughout the school
- To support the development of the "whole child"
- To "grow the blue"

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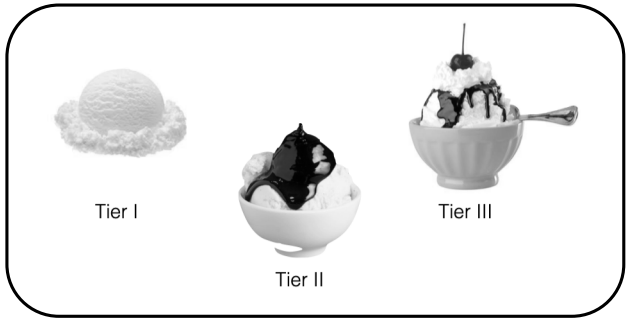
Implement Each Tier When Ready



Adapted from Midwest PBIS Network

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MTSS School Teams

https://flic.kr/p/qcRn5m

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MTSS School Teams

Team

1.1 Team Composition
1.2 Team Operating Procedures

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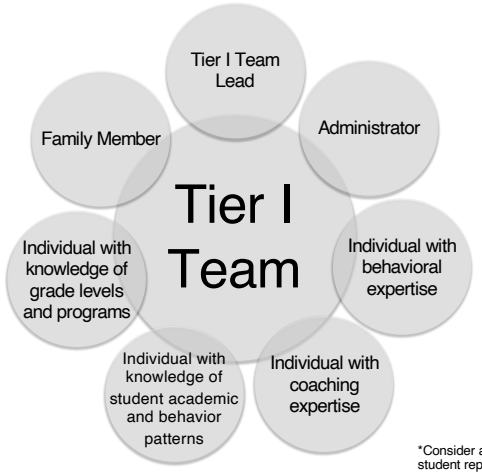
Who Sits at the Tier I Table?



*Consider adding high school student representative

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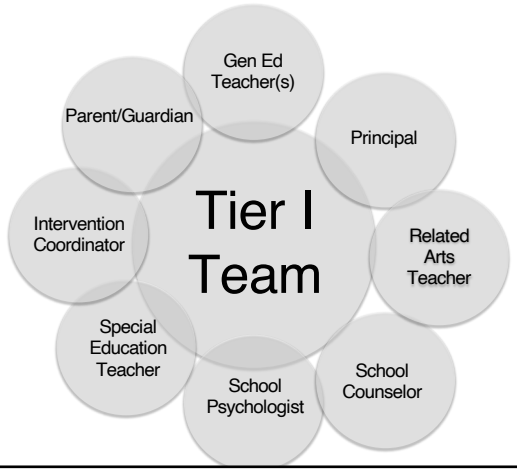
Who Sits at the Tier I Table?



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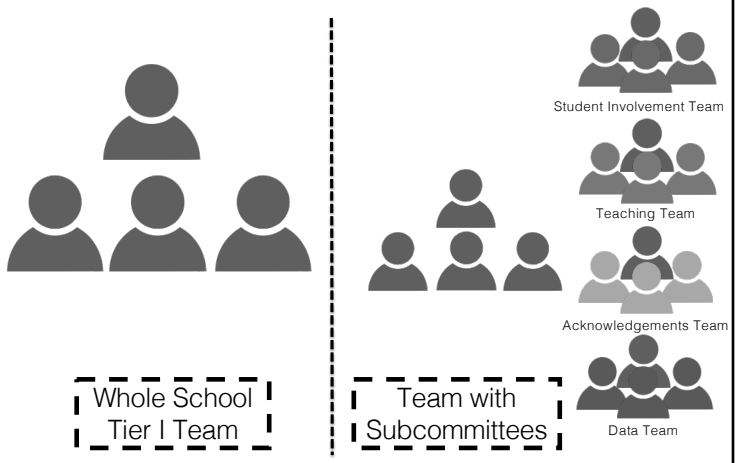
Tier I Team Structures



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Student Involvement

- Include a diverse group of students on subcommittees
- Assign faculty advisors to student workgroups for training and ongoing support
- Allow students to share ownership with adults for improved motivation and buy-in

(Flannery & Sugai, 2009)

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Tier I Team Responsibilities

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

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Meeting Conversations

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

Tier II = Team conversations about groups of students within interventions

Tier III = Team conversations about individual students

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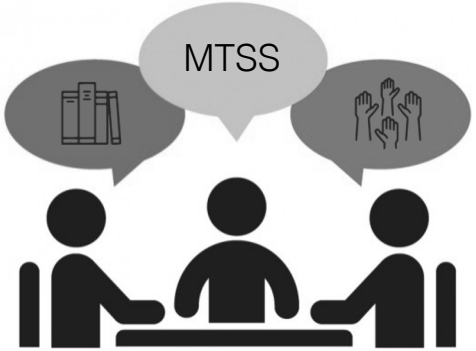
Do these conversations already occur in your MTSS Academic meetings?

If so, how can we integrate the conversation to include behavior?



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Building a Successful Team Meeting

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

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Why Have Meeting Foundations?

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Meeting Foundations

Team Norms

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

Decision Making

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

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Meeting Foundations

Team Roles & Responsibilities

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

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Meeting Foundations

Schedule Regular Meetings

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

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

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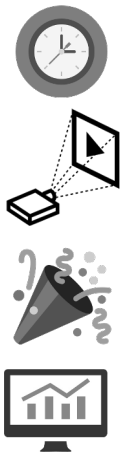
Meeting Foundations

Establish Agenda



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

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Example Meeting Foundations Form

We will discuss Data Tools on Day 2!

Bramble Elementary Tier I Team Meeting Foundations

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

Team Roles & Responsibilities

	Team Lead	Recorder	Data Analyst	Communicator	Time Keeper
Primary	Kyle Jonas	Jenny Oyer	Jordan O'Donnell	Jill Gutierrez	Cat Baker
Back Up	Jenny Oyer	Cat Baker	Jill Gutierrez	Jordan O'Donnell	Kyle Jonas
Responsibilities	Meeting Agenda	Meeting Notes	Data Reports	Shares updates to staff	Keeps team on track

Team Meeting Schedule

When	Where	Start/End Time	Agenda & Minutes Location
4th Wednesday of every month	Conference room	3:30-4:30	RTI²-B folder in T-Drive

Data Tool	Data Collection & Data Entry Schedule *Who & When*	Report Generation *What, Who & When*
Tiered Fidelity Inventory (TFI)	Abbie (RTI²-B Coach) – October & May	Jordan – Share TFI report to faculty in November
Universal Behavior Screener (SRSS)	Kyle – September, December, & April	Kyle – Share SRSS triangle data to faculty in October
Office Discipline Referrals (ODRs)	Jordan – Monthly	Jordan – Share monthly ODR reports at team meeting
Staff Feedback (PIRS)	Kyle – Remind staff to take survey in Februrary	Jill – Share report at April faculty meeting
Annual Report	Kyle – June	

Example Manual

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Building a Successful Team Meeting

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

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Meeting Agenda & Minutes

Data in Tier I Meetings

- More information later in training
- Data tools correspond with the Meeting Foundations Form

Action Items & Summary

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

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Example Meeting Minutes Form

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

Tier I Team Members (Place "X" to left of name if present)

X	Kyle Jonas	X	Jordan O'Donnell	X	Cat Baker		Robert Smith
X	Jenny Oyer	X	Jill Gutierrez	X	Ann Kinsmon	X	Lorraine Southview

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

Administrative/General Information and Issues

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

Agendas

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Meeting Agenda & Minutes

Additional Options

EXAMPLE Tier I Agenda
Date: Tuesday April 3rd, 2018 Time: 8:30 – 4:00

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

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

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

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

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

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

EXAMPLE Tier I Agenda
Date: Tuesday April 3rd, 2018 Time: 8:30 – 4:00

Introductions:

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

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

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

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

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

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

Agendas

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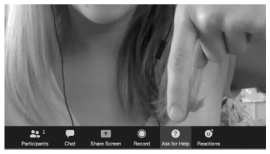
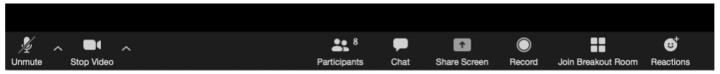
Break Out Room Problem Solving



Click "Ask for Help" in your Breakout Room if you need us!

- If not in the correct break out session, click return to main session (NOT leave meeting)
- Click join breakout room and try to reenter
- You can also try leaving the meeting and reentering, then click breakout room and reenter
- If this does not work, remain in the main session and we will work to reassign you



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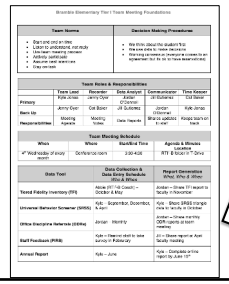
Activity: Meeting Foundations & Agenda

1. Assign Team Roles
2. Complete Meeting Foundations Form
3. Determine Meeting Agenda
4. Review Tier I Team Resources in Tier I Resource Binder PDF



Section 1 - Tier I Team
- Team Ideas for Success
- Additional High School Resources Handout

Wait for Session 4 of training to complete the Data Tool section!

10 minutes

Pages 6-9

Agendas

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Break Time

benleto via Compfight cc

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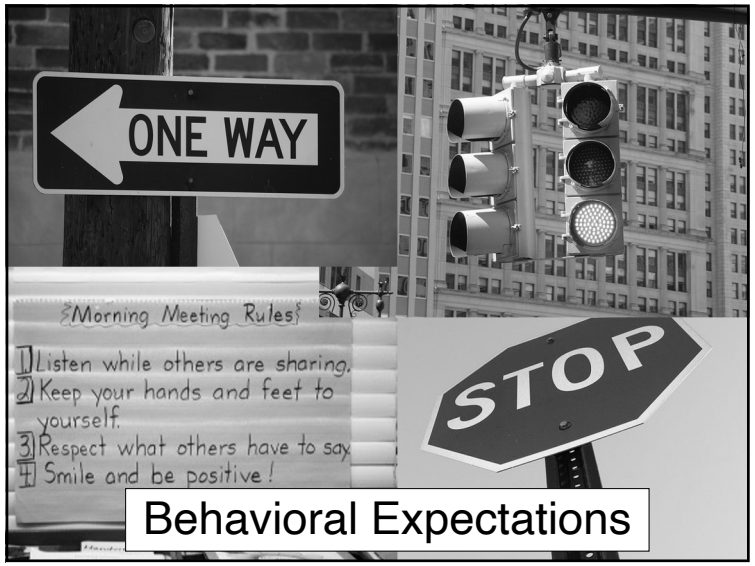

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Why We Teach Behavioral Skills

Need social and emotional skill development while learning expected behavior

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

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

Students learn best in a safe & predictable environment

(TDOE; SEL Teacher Toolkit, 2015)

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Something to Consider…

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

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

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

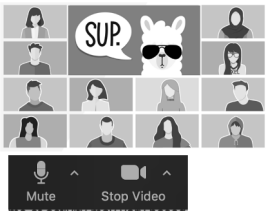
69

Whole Group Activity: Reframing

1. Read the "No" or "Don't" statement you may have heard in your building
2. Unmute yourself or use the chat box to share how you would rewrite each negative statement into a positive statement

Statement:
"No running!"

OR



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Whole Group Activity: Reframing

"Don't talk while I'm talking."

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Whole Group Activity: Reframing

"No phones at your desk."

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Whole Group Activity: Reframing

"Don't be late."

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Behavioral Expectations

Implementation

1.3 Behavioral Expectations

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Behavioral Expectations

Select 3 to 5 Behavioral Expectations

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

Consider School Details

- School Mascot or Name
- School Slogan

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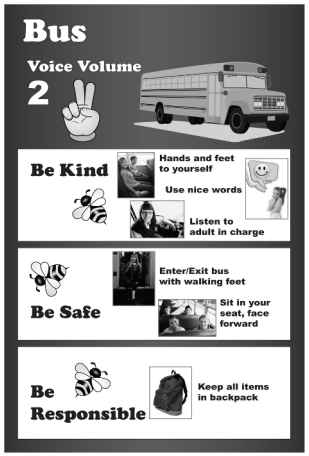
Most Common Behavioral Expectations



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

(Lynass, Tsai, Richman, & Cheney 2012)

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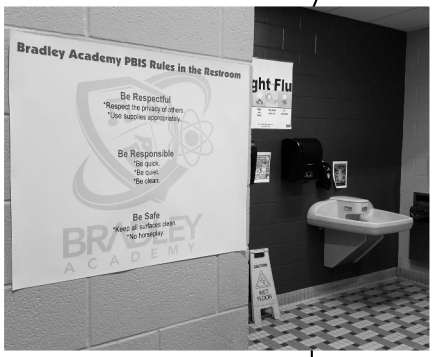
Behavioral Expectations



Display Posters In All Settings

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

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Schools revamped expectations by gathering student input

Surveys were used and results were analyzed by Student Leadership Teams

(adapted from Flannery & Ingram, 2018)

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Tier I Rules

Definition and Guidelines

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

FLPBIS

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Expectations & Rules Comparison

SIMILARITIES

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

DIFFERENCES

Expectations	Rules
1. Broad categories	1. Describe specific behaviors
2. Apply in all settings	2. Apply to specific settings
3. Apply to everyone	3. Apply to specific groups
	4. Measurable & observable
	5. Clarify expectations

FLPBIS

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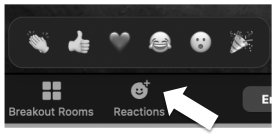
Whole Group: *Pop Quiz*

Expectation 👏 or Rule 👍?



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

FLPBIS

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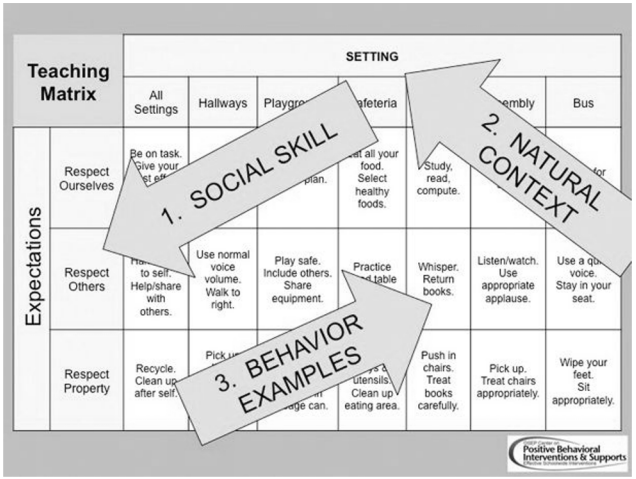
School-wide Behavioral Expectations Matrix



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Examples in the Classroom

Respect

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

(Lane, Oakes, & Menzies, 2010)

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Examples in the Cafeteria

Responsibility

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

Lane, Oakes, & Menzies, 2010)

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Falcon Expectations

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

Expectations Matrix

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Viking Style

Be Responsible, Be Respectful, Be Ready

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

Expectations Matrix

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Northland Pines Eagles

PINES PRIDE – High School Example

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

Expectations Matrix

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Integrate Initiatives Using the Matrix

Trauma Informed Practices

Social and Personal Competencies

College and Career Readiness

Virtual Learning

Leadership & Character Initiatives

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Consider Public Health as a Behavioral Expectation (Refer to District Policy)

	Class	Hall	Gym
Be Respectful	Positive comments to each other	Talk Quietly	Share
Be Responsible	Have books and pencil *Only touch your belongings	Walk on Right *Stay 6-feet apart	Wear Soft-Soled Shoes *Wear a mask
Be-There Be-Ready	Get to Class on Time	Go to your next class without stopping to chat	Sit down in your spot

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Consider Public Health as a Setting (Refer to District Policy)

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

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Include SPCs and Behavioral Skills

Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self.
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time.
	Check in with my feelings during the day.

MIBLSI
(Barret & Perales, 2018)

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Include SPCs and Behavioral Skills

Expectations	All Settings	Halls	Lunch	Playground
Respectful	Be on task Give your best effort Be prepared	Walk	Invite those sitting alone to join in	Have a plan
Achieving & **O**rganized	Be kind Ha	indoor volume alk to the right	Have a lunch plan and choose quiet or social lunch area Invite friends to join me	
Responsible	Recycle	physical space	Use my breathing technique Listen to my signals	Use prop Put li garbage can

1. Expectations
2. Natural Context (Locations)
3. Rules or Specific Behavior

MIBLSI

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College and Career Readiness

Constructs of CCR	Potential Expectation Matrix Definitions
Academic Engagement	• arrive and leave prepared • attend every class • complete homework • maintain focus on the lesson • stay on task
Mindset	• push yourself to achieve your best • ask for help appropriately • communicate concerns to staff • talk with your teachers about improving your grade • find resources to pass every class • give your best effort
Learning Processes	• use time productively • carry planner at all times • develop good study habits • check grades weekly

Constructs of CCR	Potential Expectation Matrix Definitions
Critical Thinking	• practice academic honesty • give and receive feedback respectfully • create authentic work • think critically, creatively, and collaboratively to overcome challenges • know the resources available
Social Skills	• treat each other kindly • use appropriate language with peers and staff • honor others' personal space • handle conflict appropriately • be courteous
Transition Knowledge	• monitor your lunch account • plan for the future • maintain personal hygiene

(Lombardi & Freeman, 2015)

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Stewardson-Strasburg High School Behavior Matrix

Expectations	Hall	Cafeteria	Classroom	Bus	Locker Room/ Gym	Parking Lot	Extra-Curricular	All Settings
Respectful	Avoid distracting students in the classroom Walk at all times Be quiet Avoid physical contact	Practice good manners Wait your turn Talk quietly	Address peers and staff appropriately Honor others personal space	Use proper language Obey the bus driver Talk quietly	Follow instructions Be courteous Encourage others Follow school dress code	Follow rules of the road Be courteous Be considerate of other's property	Participate in a positive manner Encourage others	Be courteous Avoid physical contact Use appropriate language Practice good manners Talk quietly Comply with all rules
Responsible	Leave no trace Have your planner with you Take most direct route	Dispose of garbage Pick up around your eating area	Use equipment appropriately Bring all necessary materials to class	Follow all safety rules Help younger students when needed	Lock up all items Pick up after yourself Use equipment appropriately	Drive cautiously Do a safety check of your vehicle and the area around it	Leave no trace Adhere to daytime school rules	Follow directions and procedures Do your own work Listen carefully Follow school dress code
Ready to Succeed	Take all needed materials to class from locker Maintain a clean and organized locker	Finish eating in a timely manner Monitor your lunch account balance	Be attentive and ready to learn Use correct English and grammar	Be at bus stop on time Have all items needed for the school day	Never less than your best Display a positive attitude	Keep vehicle clean and organized Bring all needed items for the day into the building	Display a positive attitude	Be prepared for classes and other activities Have goals and a plan to achieve them Carry planner at all times

Expectation focused on leadership & post high school success

Expectations Matrix

(Lombardi & Freeman, 2015)

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Online Learning

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	• Choose a distraction-free space • Use equipment as intended • Use kind words and faces	• Ask in chat if you need help • Use kind words and faces	• Use kind words and faces	• Use "stop-leave-talk" when you hear disrespect • Encourage others to participate • Use kind words and faces
Respectful	• Video on at all times • Audio off • Use chat with classmates for first 5 minutes	• Video on at all times • Audio off • Answer questions in chat box on cue • Answer polls promptly	• Video on at all times • Audio on • Listen attentively • Answer questions out loud on cue	• Video on at all times • Audio on • One speaker at a time: wait or use chat to respond when others are talking • Respect others' cultures, opinions, and viewpoints
Responsible	• Be on time and ready to learn • Start class charged or plugged in • Have materials ready	• Ask questions (voice or chat) when you have them • Be present – avoid multitasking	• Ask questions out loud when you have them • Try your best • Be present – avoid multitasking	• Encourage each other to stay on topic • Complete the work together • Use "Ask for Help" button if you have questions • Be present – avoid multitasking

Expectations Matrix

(Center on PBIS, 2020)

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Creating your Behavioral Expectations Matrix

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

3-5 descriptions per box

Positively Stated

Clear and Concise

Technology can be included as a setting

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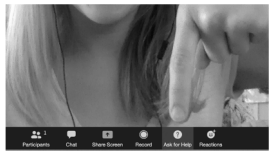
Break Out Room Problem Solving



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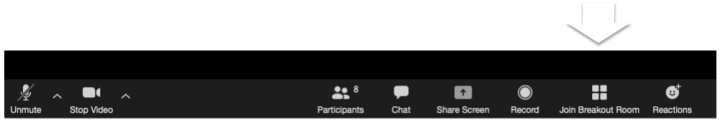

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Activity: Behavioral Expectations and Expectations Matrix

1. Develop or re-examine your school-wide behavioral expectations
2. Choose matrix layout
3. Add behavioral expectations and locations
4. Fill in the matrix <u>one</u> location at a time
   a. Define expected behavior
   b. Identify common behavioral errors
   c. Create positive alternatives

15 minutes

Pages 10-11

Expectations Matrix

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Teaching Expectations to Students

https://flic.kr/p/jBb83N

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Teaching Expectations to Students

Implementation

1.4 Teaching Expectations

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Teaching

Academics
Behavior

Define (tell)
Simplify

Model (show)

Practice (do) in setting

Monitor

Adjust (re-teach) for efficiency

101

Using Your Behavioral Expectations Matrix

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

Cafeteria Lesson Plan Teaches Behaviors Listed on the Matrix

- Follow staff directions
- Use conversational voice level
- Stay seated in your area
- Wait your turn
- Clean up after yourself
- Walk
- Follow gym rules

Teaching Expectations

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Teaching Expectations

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

Expectations Matrix

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

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

Creating Effective Classroom Environments Social Skills Lesson Plan Template

Educator Name: *Add* Grade Level/Period: *Middle School* Date Updated: *Add*

Lesson Focus:
Demonstrating keeping myself healthy in the cafeteria.

Teaching Objective:
Following instruction, students will demonstrate keeping myself healthy in the cafeteria by completing social story book and demonstrating correct expectations across 4 out of 5 sampled opportunities.

Teaching Examples:

Positive Examples (Looks, sounds, & feels like…)	*Negative Examples (Does NOT look, sound, & feel like…)*
• Wearing mask over nose and mouth • Using hand sanitizer correctly • Standing on a designated spot alone and keeping a calm/safe body	• Improper mask wearing • Playing with or not sanitizing hands • Not staying on designated spot

Lesson Materials:
Access to cafeteria for modeling appropriate expectations, badge buddy for middle school (1 per student), lamination,

Lesson Activities:
Model (I do): Transitions students to cafeteria, or use virtual model/walkthrough of cafeteria if available. Model each expectation concretely (wearing mask, sanitizing hands, waiting on a designated spot, sitting one seat away from others, throwing away trash, waiting on instructions). Having students in the physical cafeteria space, when/if possible, will show concretely what is expected and how they should behave in that environment under new regulations.

Lead (We do): Back in the classroom, using the badge buddy for middle schoolers, prompt students through each step and expectation of keeping oneself healthy in the cafeteria. Allow students to share their responses and ideas about additional ways. They should decorate and personalize the badge buddy, so that when finished and laminated, it can serve as a visual reminder for each student of the expectations. Additional public health school expectations can be added to badge buddy for student reference.

(Optional): Kahoot! on expectations and what that might look like in the cafeteria/hallways. https://create.kahoot.it/share/keeping-myself-and-others-healthy-new-cafeteria-and-hallways-expectations/0816ef5c-e135-4cd8-b8a2-d6402a480f4d

Test (You do): Students should be given the opportunity to create posters, signage, presentations, visual reminders, videos, podcasts, etc explaining the new public health guidelines and expectations in the hallways and lunchrooms. A sample rubric is provided below for grading final product. A handout is provided to guide students.

Teaching Expectations

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Considerations For Teaching

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

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Additional Ways to Teach Expectations

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

  Go, Flush, Wash, Leave

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

Teaching Expectations

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Let's Discuss the Expectations Video You Watched!

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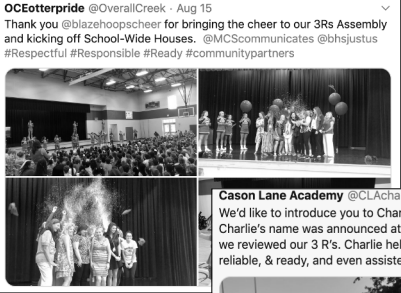
OCEotterpride @OverallCreek · Aug 15
Thank you @blazehoopscheer for bringing the cheer to our 3Rs Assembly and kicking off School-Wide Houses. @MCScommunicates @bhsjustus #Respectful #Responsible #Ready #communitypartners



KICK OFF

Cason Lane Academy @CLAchargers · Aug 16
We'd like to introduce you to Charlie the Charger! Our students voted & Charlie's name was announced at our first school-wide assembly, where we reviewed our 3 R's. Charlie helped us review how to be responsible, reliable, & ready, and even assisted with traffic during dismissal!

Murfreesboro City Schools

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Example Behavioral Expectations Lesson Passport

MNS Leader Expectation Passport

Name_____

Grade_____

Teacher_____

FRONT PAGE

Arrival/ Dismissal

Be a Respectful Leader!

Be a Responsible Leader!

Be a Safe Leader!

BACK PAGE

Hallway

Cafeteria

Classroom

Playground

Bathroom

Assemblies

INSIDE PAGES

(Mitchell-Neilson Elementary)

Teaching Expectations

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Reteaching Expectations

- Special Events: pep rally, sporting events, homecoming, mid-terms and finals

Homecoming Expectations for Dress codes—Be Responsible

Assembly and Activity Rules for Behavior – Be Respectful

Go Spartans!!

Be Respectful!
Be Responsible!
Be Involved!

Homecoming Edition

- Booster Sessions: kick-off in August and then booster for underclassmen in October, Cash Elevator, Pie in Face

(Photo from Flannery & Ingram, 2018)

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Where To Begin

Invest in Freshmen

- First 6 weeks are critical to build foundation
- Easier to pilot by utilizing existing freshmen supports
- Research shows Freshmen need the most support

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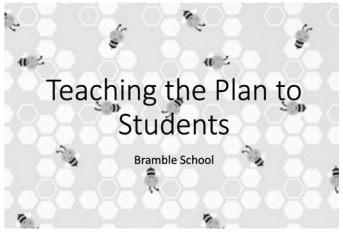
Teach the Full Plan to Students

- Explain why your school is implementing Tier I
- Teach all Tier I components
- Remind students how they can be involved
- Adapt our example presentation!



Student Involvement

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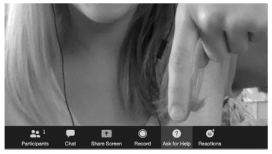
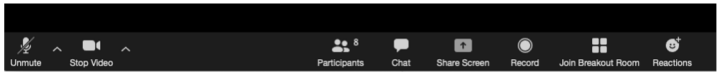
Break Out Room Problem Solving



Click "Ask for Help" in your Breakout Room if you need us!

- If not in the correct break out session, click return to main session (NOT leave meeting)
- Click join breakout room and try to reenter
- You can also try leaving the meeting and reentering, then click breakout room and reenter
- If this does not work, remain in the main session and we will work to reassign you



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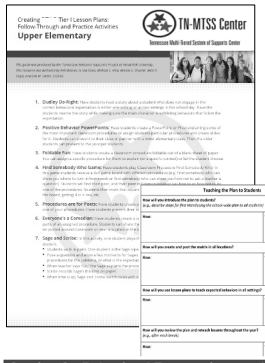
Activity: Lesson Plans & Teaching the Plan to Students



1. Read the Unique Lesson Plan Briefs in the Tier I Resource Binder PDF
2. Review Example Lesson Plans on the Teaching Expectations Light Box of the Tier I Login Page on our Website
3. Decide the lesson plan(s) each team member is writing

Complete the "Teaching the Plan to Students" chart

10 minutes

Page 12

Teaching Expectations Example Manual

Section 2 - Behavioral Expectations and Teaching Expected Behavior

- o Unique Lesson Plan Briefs (Lower ES, Upper ES, Middle, High)
- o Building Relationships Resource

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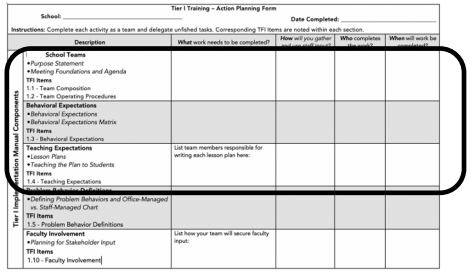
Session 1 Wrap-Up

1. Recorder or Team Lead Updates Action Plan with remaining tasks for team to complete
2. Take Music Poll
3. Review Syllabus for Homework



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.

Tier I Implementation Manual Components	Description	What work needs to be completed?	How will you gather the data and/or review?	Who completes the work?	When will work be completed?
	School Teams •*Purpose Statement* •*Meeting Foundations and Agenda* **TFI Items** 1.1 - Team Composition 1.2 - Team Operating Procedures				
	Behavioral Expectations •Behavioral Expectations •Behavioral Expectations Matrix **TFI Items** 1.3 - Behavioral Expectations				
	Teaching Expectations •Lesson Plans •Teaching the Plan to Students **TFI Items** 1.4 - Teaching Expectations	List team members responsible for writing each lesson plan here:			
	Problem Behavior Definitions •*Defining Problem Behaviors and Office-Managed vs. Staff-Managed Chart* **TFI Items** 1.5 - Problem Behavior Definitions				
	Faculty Involvement •*Planning for Stakeholder Input* **TFI Items** 1.10 - Faculty Involvement	List how your team will secure faculty input:			

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TN-TAN

Supporting MTSS in TN Schools:

End of Tier I Session 1

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