Implementing Behavioral Support Systems with Fidelity

Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

NE MTSS
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Barbara Mitchell, Ph.D.
University of Missouri

Outcomes Today

- By the end of this session <u>you</u> will be able to

    - Explain essential features of effective social, emotional, behavioral supports.

    - Describe key elements within each tier
        - Tier 1
        - Tier 2
        - Tier 3

    - Access a variety of freely available resources

The Challenge…

- Increasing diversity of student demographics

- Changing home structures

- Increased exposure to violence

- Students with special needs

- Stringent academic accountability

Not just ONE challenge …
many complex & interrelated challenges

The Challenge

- Approximately **14-20% of young people** experience a social, emotional, behavioral or mental health challenge (EBD) at a given point in time.

(NRC & IOM, 2009, p. 15)

The Challenge

- Many of the students who experience these challenges are <u>not</u> identified as eligible for services.

  - Consistently 1% of less of the school-age population receives special education services for an Emotional/Behavioral Disorder.

This Means ... lots of children in school settings with needs that may not be met!

The Challenge

- Educators typically receive little pre- or in-service training in classroom & behavior management (basics at best).

- Enter the field with with limited skills for addressing challenging behavior.

(Begeny & Martens, 2006; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010)

Traditional School Discipline

- <u>Reactive</u> –
  - respond after problem occurs
  - series of increasingly severe punishments for violators

- <u>Punitive</u> –
  - did the crime, owe the time
  - learn a lesson

- Over-reliance on <u>ineffective consequences</u> –
  - reprimands, demerits, penalties, loss of privileges, detention, suspension, corporal punishment, expulsion etc.

Assumption is "punishment will change behavior"

Academic Problems

- What do we do when a student makes an error in reading or math???

  - **Explain the error**

  - **Give student opportunity to try it again**

  - **Provide feedback & encouragement**

- What do we do if an academic challenge becomes persistent or chronic??

  - **Identify the problem**

  - **Provide targeted, intensified instruction**

  - **Give additional practice & feedback**

Behavior Problems

- What do we do when a student is…
  - Repeatedly late to class?
  - Non-compliant?
  - Disruptive?

- Academic challenges are remediated with <u>instruction</u>.

- Social behavior challenges tend to be <u>"punished"</u> by applying <u>negative consequences</u>.

Effective School Behavior Support

The same principles used to address academic problems can be used to address social behavior problems

<u>AND</u> will lead to better outcomes

MTSS

- A _framework_ for delivery of evidence-based practices that fit the values and needs of students, families, and staff

50 years of research evidence indicates academic & behavior skills are linked

Low Academic Skills

High Problem Behavior

Poor readers are significantly more likely to report symptoms of anxiety & depression

Parents of poor readers are significantly more likely to report delinquent behavior

Arnold et al., 2005; McIntosh & Goodman, 2016;

Implementation Science

Implementation Data is Used to Achieve Socially Significant & Equitable Outcomes in The Formula for Success

Effective Innovations ✖ Effective Implementation ✖ Enabling Contexts = Socially Significant & Equitable Outcomes

The Goal …

- Create safe, predictable learning environment to maximize positive effects of instruction.

Key Elements of Tier 1-
for Behavior

- School-wide expectations & rules

- School-wide procedures/routines

- A system for <u>teaching</u> expectations, rules, procedures

- School-wide system for recognition (i.e., feedback)

Terminology

- *Expectations:* Broadly defines the kind of people that you want your students to be (e.g., respectful, responsible, kind, safe etc.).

Busselton Senior High Expectations

- Respect

- Empathy

- Achieve

- Learn

Lebanon High School Expectations

- As a Student at LHS, I will be . . .
  - – Safe
  - – Responsible
  - – Respectful
  - – A Learner

Extended Goal in Lebanon:

Facilitate Student Transitions to and from High School

Clear Expectations

Be Safe

Act Responsibly

Respect Self & Others

Kindness Towards All

BARK

Gentry Middle School

RRKS Expectations

- Respectful

- Responsible

- Kind

- Safe

Bunbury Primary School Expectations

- Be Responsible

- Be Respectful

- Be Caring

- Be Your Best

Terminology

- *Expectations*: broadly defines the kind of people that you want your students to be (e.g., respectful, responsible, etc.).

- *Rules*: specifies how students are to meet the school-wide expectations. Focus on what <u>TO DO</u>.

Examples
- Follow directions
- Use a pass in the hallway
- Go straight to your destination
- Keep coats, hats, and backpacks in locker
- Keep hands feet and other objects to yourself (KHFOOTY)
- Report problems to an adult

Rules identified for…

ALL SETTINGS	NON-CLASSROOM SETTINGS
Rules that are applicable at all times, regardless of setting • Follow adult directions • Keep hands & feet to self • Harmful substances not in use	Rules that are applicable to specific areas such as… • Restroom • Hallway • Cafeteria • Playground • Parking Lot

Expectations & Rules

SCHOOL-WIDE MATRIX

- Method for documenting and communicating decisions about the school-wide expectations & rules.

- Becomes a teaching tool – every item on the matrix will be taught in a lesson

Reeder Elementary School Common Expectations Matrix

	All Areas	Walking Club	Arrival/Dismissal	Hallway/Stairs	Bathrooms	Playground	Lunch	Assemblies
Be Safe	* Walk the "Reeder Way" * Maintain personal space * Ask permission to leave any setting	* Stay on the sidewalk * Keep moving	* Stay behind the line * Walk your bike, skateboard, etc. when on school grounds	* Keep the hallways clean * Stay to the right * Use stairs properly	* Keep water in the sink	* Use the equipment correctly * Walk to and from the playground * Dress appropriately for the weather	* Walk on the red line * Sit facing forward with feet under table * Wait to be dismissed by your teacher	* Stay with your teacher and sit with your class * Remain seated until dismissed
Be Respectful	* Follow directions from Reeder Staff * Treat others the way you want to be treated * Tell the truth, even if it's hard	* Hands and feet to yourself	* Make eye contact when being greeted * Respond appropriately when greeted	* Keep hands and feet to yourself * Level '0' voice * One finger wave	* Clean up after yourself * Flush the toilet and wash your hands * Put paper towels in the trash can * Respect the privacy of others * Use '0' level voice	* Return all equipment * Play away from windows and building * Use kind words and actions * '0' voice until on sidewalk/woodchips * Use good sportsmanship	* Use a respectful volume * Raise your hand & wait for an adult * Eat appropriately * Use your manners * Hands and feet to yourself * Eat your food only	* Level '1' voice until assembly begins * '0' level voice during assembly (unless asked to participate) * Sit still and on your pockets * Keep hands and feet to yourself
Be Responsible	* Follow the rules even if a teacher is not present * Accept consequences for your behavior * Be an active participant	* Listen for the whistle and finish your lap * Line up with your grade level	* Watch for your car * Pay attention to crosswalk staff * Be on time for your bus, ride, or after school activity * Bring necessary items to and from school * Know your plan after school	* Walk straight to your destination	* Walk straight to your destination * Return to your class when finished	* Line up quickly, carefully, and quietly * Bring all necessary belongings (coats, hats, gloves, etc.) * Be a problem solver and find peaceful solutions	* Know your lunch choice and stick with it * Keep track of your belongings (coats, hats, gloves, etc.) * Put your lunch in your basket * Clean up after yourself	* Give the speaker your attention * Respond to the quiet signal

Respectful, Responsible & Safe

Black Elk Eagles…

	All Settings	Hallways	Restroom	Recess	Lunchroom
S **Safe**	*SHOW lines	*Eyes forward	*Wash hands with soap *Flush when done *Report any concerns to staff	*Use the equipment properly *Be aware of your surroundings	*Eat your own food *Stay seated until adult dismisses you *Report spills to staff
O **Offer kindness**	*SHOW lines in the hallways *Use kind words and actions	*Hold the door for others *Greet others	*Throw away trash *Appropriate use of paper towels/soap	*Include others *Hold the door for others *Share equipment	*Helping others clean up *Be polite and use kind words to adults/peers
A **Active learner**	*SHOW lines * Be prepared and have a positive attitude ready to learn *Be a risk taker	*Follow directions/ procedures	*Use time wisely and return to class *Follow directions/ procedures	*Follow directions/ procedures *Be engaged with peers/adults	*Follow directions/ procedures
R **Respectful**	*SHOW lines	*Go directly to destination	*Throw away trash *Use time wisely and return to class *Give others privacy	*Follow directions by adult *Include others *Play fair *Pick up equipment when recess is over	*Talk to the people at your table *Raise your hand for permission to get up *Inside voices

Safe, **O**ffer Kindness,
Active Learner & **R**espectful

MILLARD PUBLIC SCHOOLS

TEACHING MATRIX

C. Alton Lindsay Middle School
SCHOOL-WIDE BEHAVIOR EXPECTATIONS

	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	Classroom
Safety First	• **Walk** directly to my designated area • **Stay** in my area • **Talk** softly • **Keep** hands, feet, and belongings to myself	• **Walk** directly to my designated area	• **Keep** hands, feet, and belongings to myself • **Allow** for the privacy of others	• **Enter and exit** with a pass or my teacher • **Throw away** my trash and tray • **Clean** up after myself	• **Listen** • **Follow** directions the first time given • **Ask** appropriately for help • **Clean** up after myself • **Follow** lab rules and procedures
Work Together Respectfully	• **Respect** the space of others	• **Walk quietly** in a single, straight, and silent line so that others can continue learning and working • Walk to the right side of the hallway	• **Conserve** supplies: - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can	• **Move away** from conflict or distractions • **Ask** for help when needed • **Be patient** • **Stay** in line	• **Accept** feedback and discipline from staff by listening, asking questions, and following directions the first time. • **Be ready** to learn • **Be present** and **focused** • **Encourage** others
Accept Responsibility	• **Keep** to your own business	• **Remain** quiet in **QUIET ZONES** • **Carry** my own belongings • **Keep** lockers locked • **Walk** directly to my designated area	• **Flush** • **Wash** my hands • **Use** appropriate fixtures • **Go**	• **Maintain** a clean space and conversation • **Keep** food on my tray or in my mouth	• **Attend** class daily and on time • **Clean** up after myself • **Be prepared** for instruction with all necessary materials
Guide Me	• Teachers will **supervise groups of students** at all times • Teachers will ensure that they **know the location of all students**	• Teachers will **enforce safety** • Teachers will **monitor students by being at their doors and in the hallways**	• Teachers will **stand by bathrooms** to monitor the noise and behavior from the hallway	• Teachers will **arrive on time and pick up students on time** • Teachers will walk students directly into the cafeteria	• Teachers will **supervise groups of students** at all times • Teachers will **be prepared for class** - Lesson plans posted - Engaged and present - Observable outcomes

Used with permission, Lindsay Middle School, 2016.

Figure 1
Incorporating Social-Emotional Competency Instruction into a School-wide Teaching Matrix

School-wide Expectations	Incorporate Social-emotional Competencies				
	All Settings	**Hallways**	**Lunch**	**Bus**	**Online**
Respect	Be on time. Assume positive intent.	Walk to the right. Use level 2 voice volume.	*Invite those sitting alone to join.*	Stay in my seat.	*Consider feelings of others before I post.* *Be an upstander—speak up when I see unsafe behavior.*
Achieving and Organized	Hands and feet to self. Help/share with others.	Walk directly to my designated area.	*Have a lunch plan.* *Choose quiet or social lunch area.* *Invite friends to join.*	Have a plan. Use headphones to listen to music.	*Check my feelings before I post.* *Re-read message before I post.*
Responsible	Recycle. Be prepared.	Pick up litter. Maintain physical space.	*Use my breathing technique.* *Listen to my signals.*	Watch for my stop. Use level 1 voice.	*Double check sources before I post.* *Think before I forward.*

Terminology

- *Expectations*: defines the kind of people that you want your students to be (e.g., respectful, responsible, etc.).

- *Behaviors/Rules*: specifies how students are to meet the school-wide expectations. Focus on what TO DO.

- *Procedures:* methods or process for completing specific tasks in non-classroom settings.

Teach & Use Consistently!

Once you have developed <u>school-wide</u> expectations, rules & procedures it is not enough to *have* them, *post* them or simply *tell* them to students….

You must TEACH.

Teaching Behavior

- Provide a rationale (why?)

- Include examples & non-examples

- Allow students to demonstrate

- Practice in relevant settings and with different adults across the school day (art, music, library etc.)

- Recognize "close try" for kids who struggle

TEACH
Tell
Show
Practice
Feedback

Acquisition Lesson Plan

Expectation		
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*		
Context *Identify the locations(s) where behavior is expected*		
Teaching All Students		
Orientation Plan *For underclassmen and new students to the building*		
Tell *Introduce the behavior and why it is important*		
Show *Teacher demonstrates or models the behavior. Teacher models non-examples*		
Practice *Give students opportunities to role play the behavior across all relevant settings*		
Generalization	**Pre-correct/Remind** *Anticipate and give students a reminder*	
	Supervise *Move, scan and interact with students*	
	Feedback *Observe student performance & give positive, specific feedback to students*	
Reteach *Practice throughout the day*		

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Maintenance "Booster" Lesson Plan

Expectation		
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*		
Context *Identify the locations(s) where behavior is expected*		
Teaching All Students		
Generalization	**Pre-correct/ Remind** *Anticipate and give students a reminder*	
	Supervise *Move, scan and interact with students*	
	Feedback *Observe student performance & give positive, specific feedback*	
Reteach *Practice throughout the day*		

EXAMPLE

Missouri Middle School 2017-18 Teaching Schedule

Date	Lesson (Taught during Home Room unless otherwise indicated)
8/18	Respect, Responsible, Ready at Genius Middle School • Assembly at end of day to encourage staff & students to be respectful, responsible, & ready.
8/19	Store jackets/coats, backpacks, and electronic devices in locker & Arrive on Time
8/19	Honor dress code
8/20	Positive Language with peers and adults - Appropriate volume when talking
8/21	Have materials you need for class • Assembly end of day to celebrate first week's work. Send Matrix home via e-mail and flyers
8/25	Review Week 1 Lessons
8/26	Actively listen
8/27	Use restrooms and water fountains for intended purposes
8/28	Keep all areas of the building free of debris
8/29	• Assembly end of day to celebrate good work and discuss establishing goals for September.
9-2	Follow directions
9-8	Positive language with peers and adults
9-15	Respond Positively when spoken to – Respectful Disagreement
9-22	Post only approved art
9-29	Have materials you need for next class • Assembly end of day to celebrate good work and discuss establishing goals for October
October	Lessons from data review and Solution Plan
November	Lessons from data review and Solution Plan
December	Lessons from data review and Solution Plan
January 5	Booster Review Respect, Responsible, Ready in Nonclassroom Settings Review classroom rules and routines
January 12	Lessons from data review and Solution Plan
February	Lessons from data review and Solution Plan
March	Lessons from data review and Solution Plan
After Spring Break	Booster Review Respect, Responsible, Ready in Nonclassroom Settings Review classroom rules and routines
Before State Tests	Responsible – Do your best work
April	Lessons from data review and Solution Plan
May	Lessons from data review and Solution Plan

Data Based Teaching

School-wide Recognition System

Frequent or Daily	Intermittent or Sometimes	Occasional or Once in Awhile
• Specific Verbal Feedback • Schoolwide Tangible / Tickets • Thumbs up, high five, glitter pound	• Note or phone call home • Post Cards • Special Privileges	• School-wide or grade level celebrations in which <u>ALL</u> students participate

REMIND ADULTS to give feedback about social behavior expectations

Applied in Individual Classrooms

Key Elements of Tier 1- _in Classrooms_

- _Classroom_ expectations & rules

- _Classroom_ procedures/routines

- A system for teaching _classroom_ expectations, rules, procedures

- Recognition & feedback about behavior in the _classroom_.

Example Rules –
Individual Classrooms

Middle School Example

How do we develop them …?
Derived from common problems
Focused on what TO DO

Classroom Problems

- Late to class $\longrightarrow$

- Unprepared

- Talking/blurting out

- Slow to start working

- Rude/make fun of others

Classroom Rules

- Arrive on time

- Bring needed materials

- Raise hand, wait to be called

- Get started right away

- Use polite, school appropriate language

Planning for Procedures – Individual Classrooms

- Entering the room
- Exiting the room
- Entering the room <u>late</u>
- Start of class
- Getting teacher attention
- Accessing materials / supplies
- Working independently
- Working in groups

- Movement around the room
- Storing & accessing personal items (hats, backpacks)
- Participating in discussion
- What to do when finished working
- Turning in assignments
- Turning in homework
- Getting work after an absence

Acknowledge the Appropriate

- Students need <u>feedback</u> to know whether they are right or wrong.

- Adults must provide it.

Positive Consequences

Consequences for choosing to meet or exceed the expectations:
1. The joy of learning
2. Verbal praise
3. Merit points
4. BHAG Tickets

What you can earn with BHAG Tickets
- *1 BHAG ticket*
  - Glitter pound
- *2 BHAG tickets*
  - Positive call home
  - Positive note home
- *3 BHAG tickets*
  - Scholar prize bin
  - 1 merit point
- *4 BHAG tickets*
  - Mr. Hester buys you a book of your choosing.
  - 2 merit points

Fair approach for students

SCHOOL-WIDE Instruction & SUPPORTS

And

CLASSROOM Instruction & SUPPORTS

Then

- Respond to problem behavior - *Instructional*

School-wide System – Responding to Problem Behavior

- <u>"Major" or Office Managed</u>
  - Potentially illegal behavior, serious disruptions to learning, or unsafe behavior that poses danger to the student or others.

- <u>"Minor" or Staff-Managed</u>
  - Low level problem behavior that has not become chronic and can generally be corrected, in a brief manner, by staff.

A Continuum of Instructional Responses

Less Disruptive

More Severe

Indirect Strategies

Direct Strategies

Additional Consequences

Staff Managed (Minor)

Office Managed (Major)

Increase the intensity of …
-Re-teaching
-Practice
-Feedback

*Just like you would for academic challenges
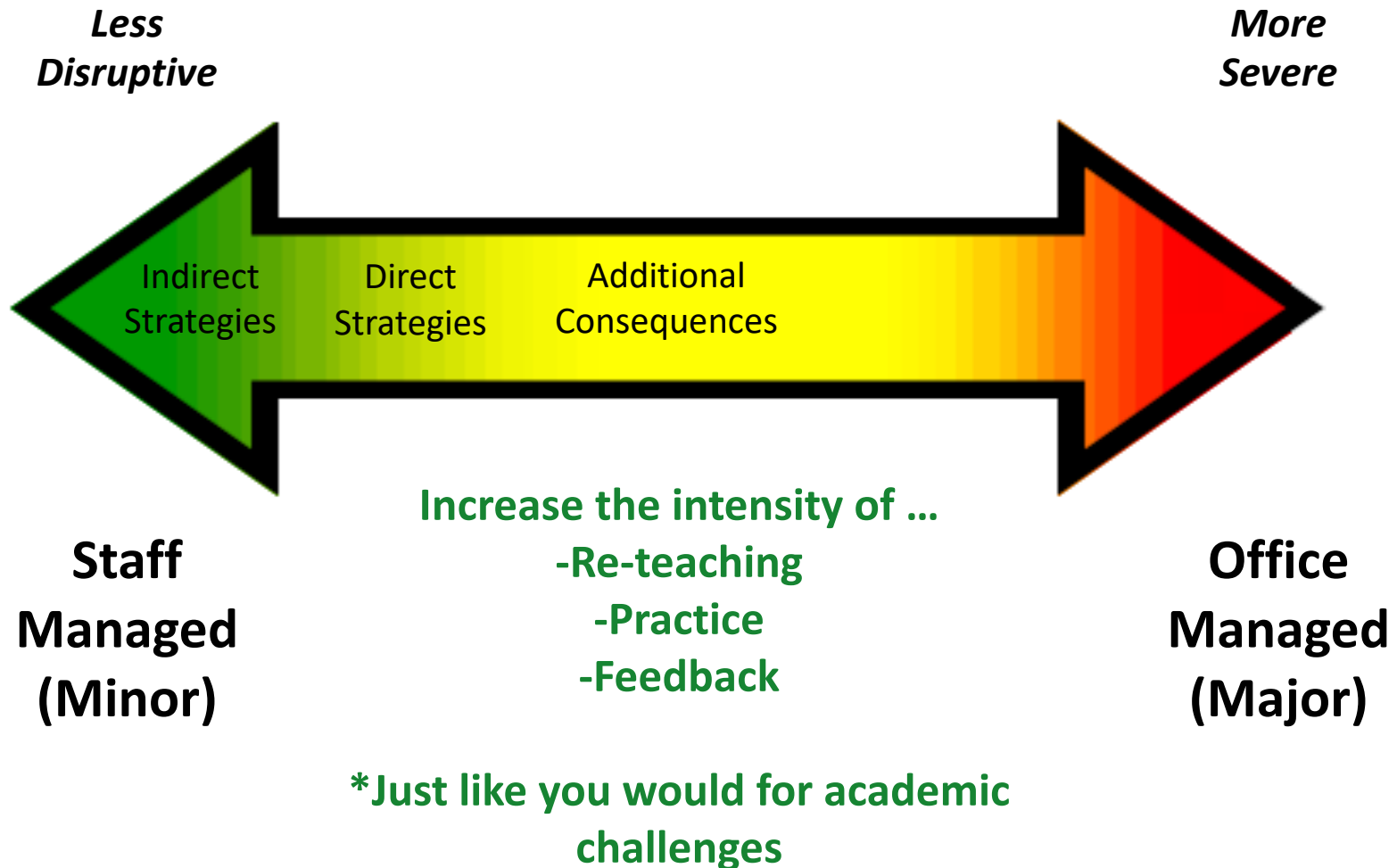
Instructional Response Strategies

- When problem behavior is *NOT* occurring <u>teach</u> your response strategies.

- Present as standard consequences for behavior, not just for an individual student.

- Effective teaching involves repetition and lots of reminders.

- Build and maintain a positive relationship during instruction.

Indirect Strategies	Direct Strategies	Additional Consequences
• Proximity Control • Signal/ Non-Verbal Cue • Ignore/ Attend/ Praise	• Redirect • Reteach • Provide Choice • Student Conference	A menu of mild educational responses that require student effort and leave little incentive to repeat the inappropriate behavior.

Sample "Staff-managed vs. Office-managed" behavior flowchart

Staff Managed

Disrespect
Defiance/non-compliance
Disruption
Physical contact/aggression
Tardy
Technology violation
Dress code

Minor Incident

↓

Reteach appropriate behavior
Request change in behavior
Invitation to self-correct
Modify assignment
Teacher proximity
Visual prompt
Student reflection (think sheet)
Mini-conference with student
Break
Call home

Strategies to
address behavior
without referral

↓

Did the behavior change?

no →

Minor Referral

Fill out Behavior Incident Form
Staff chooses consequences
(e.g., apology, think sheet)
Call home

yes →

Reinforce appropriate
behavior

Office Managed

Major Incident

Defiance/insubordination
Physical aggression
Disruption
Abusive/inappropriate language
Skip class
Harassment
Bullying
Fighting
Inappropriate location/
boundary violation
Forgery/theft
Technology violation
Property damage/vandalism
Lying/cheating
Dress code
Drugs/alcohol/tobacco
Weapons

↓

Major Referral

Fill out Behavior Incident Form
Send student to pass room

↓

Administrator issues
consequences and
contacts home

↓

Did the behavior change?

no →

Refer to
intensive behavior team

Develop Behavior Support Plan
Provide more intensive intervention
Monitor progress

yes →

Reinforce appropriate
behavior

Behavior Referral Flow Chart

Continuum Behavioral Process

Behavior Continuum Mananged or Office Managed

Office Referral Process

Continuum of Correction

- Proximity
- Non-Verbal Prompt
- Verbal Prompt
- Safe Seat
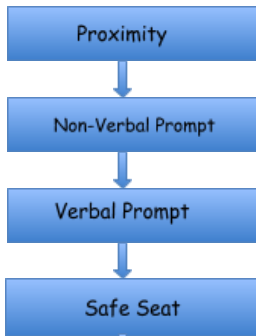
Continuum Managed Behaviors

Annoying Behaviors
Cheating
Crying
Disrespect
Dress Code
Electronic Violations
Following Directions
G-Rated Note Passing
Inappropriate Language (not chronic)
Incomplete Work
Ignoring Directions
Invading Personal Space
Laying Down
Low-Level Frustration
Leaving an Assigned Area
Lying
Making Noises
Name Calling
Not Following Expectations
Non-Stop Talking
Nuisance Items
Off Task Behavior
Out of Seat
PDA
Stealing of Low Monetary Value
Shouting Out
Tattling
Work Refusal

Office Managed Behaviors

Bullying
Chronic Cheating
Chronic Stealing
Fighting
Harassment
Inappropriate Language
Leaving Campus Without Permission
Moving through BIST Continuum
Physical Aggression
Property Damage
Running Away/Hiding
Stealing an Item of High Monetary Value
Threats

- Send Student to Office if Immediate Need
- Fill out Office Referral Form
- De-escalation w/Administrator
- Student Completes Think Sheet
- Administrator Gathers Information
- Administrator Issues Consequence
- Administrator Follows Through/Confers with Teacher
- Student Restitution
- Student is Welcomed Back

Positive Referral Process

- Send Referral to Office
- Administrator Confers with Student
- Administrator Contacts Family
- Office sends home

Continuum of Support for TEACHERS!

Academic Systems

Tier Three
- Individual Students
- Assessment-based
- High Intensity

Tier Two
- Some students (at-risk)
- Rapid response
- First signs of risk

Tier One
- All students
- Preventive, proactive
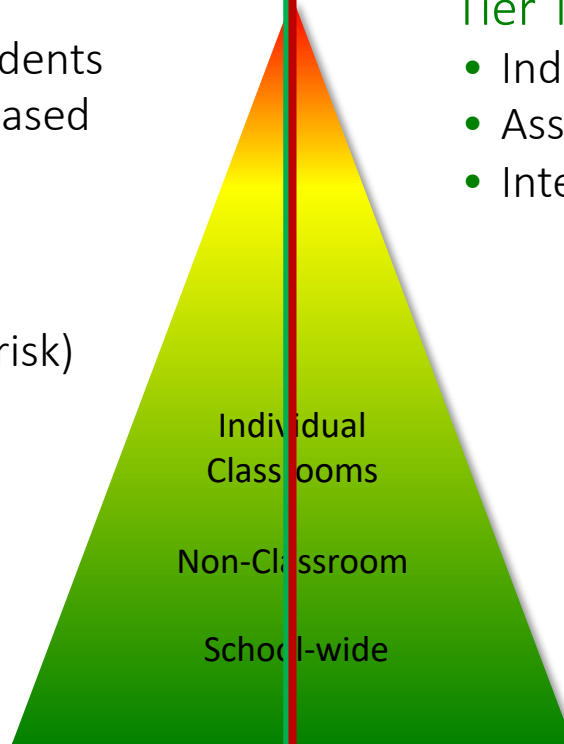
Behavioral Systems

Tier Three
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two
- Some students (at-risk)
- Rapid response
- First signs of risk

Tier One
- All settings & students
- Preventive, proactive

Individual Classrooms

Non-Classroom

School-wide

System of Support for Teachers

| Clear Expectations for Instruction & Management | Brief Professional Learning Sessions | Structured Data Collection (SWOM) | Regular Performance Feedback |

Clear Expectations

- Clear expectations for teachers means…

    - Identify a continuum of evidence-based instructional and classroom management practices that we want them to deliver.

Clear Expectations for Management & Instruction - FPS

Fremont Public Schools Instructional Playbook

TIGERS

FREMONT

We Educate

First Edition 2016-2017

<u>Essential Teaching Elements (9)</u>

- Description of the practice

- Impact on student learning

- Strategies for implementation

- Additional resources

- https://docs.google.com/document/d/1mll5rGkjlT2I_eXYYBLh0Lb1ts2i81jwAGd6LOUmAUc/edit?ts=59416717

Brief Professional Learning

- Sessions use "Tell– Show – Practice" model
  - Explain practice, provide rationale, include examples & non-examples.

  - Use video clips or model effective use of practice.

  - Provide opportunity for behavior rehearsal in the PL setting.

Structured Data Collection

- Facilitated by someone with behavioral expertise. Focused on key management practices & objective, simple data collection

MTSS Team Member

Classroom Teacher

Peer Teacher
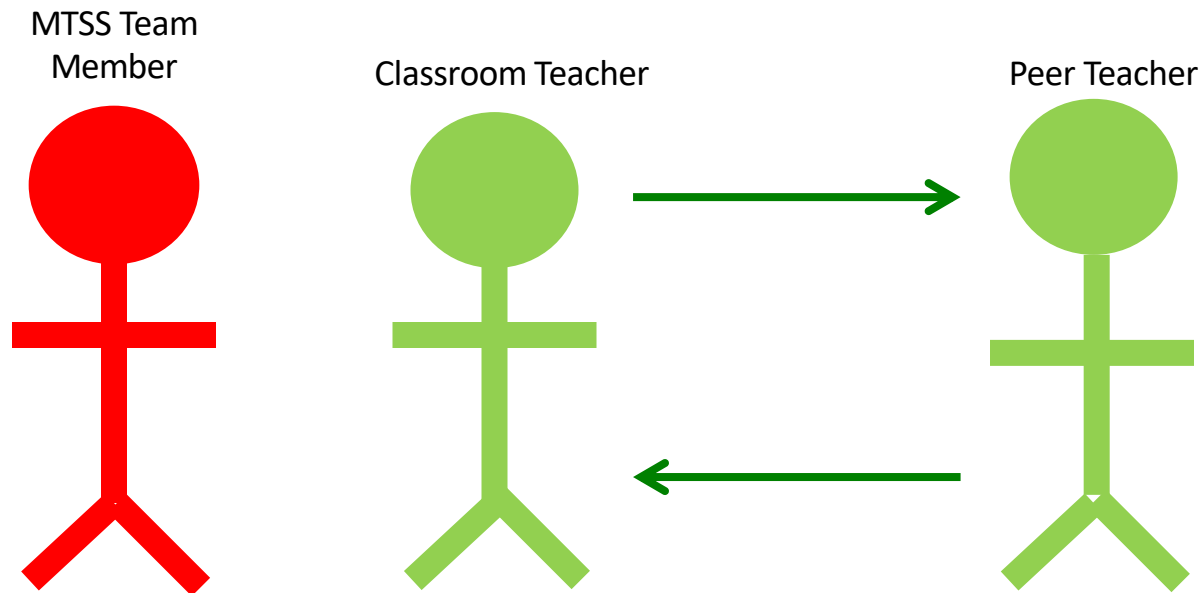
Tier I: School-wide Ongoing Monitoring

Staff Name _____ Date _____ Time _____
Observer _____ Location _____ Subject _____

Data was collected during:			
❏ Independent Work	❏ One-On-One	❏ Small Group	❏ Whole Group

Check any that apply throughout the lesson

Practices That Were Observed:	Opportunities to Respond:
❏ Matrix Posted ❏ Procedures Observed ❏ Use of Attention Signal ❏ Active Supervision Used ❏ Use of Reinforcement System ❏ Precorrects	❏ Individual ❏ Whole Group ❏ Peer to Peer

During a 10-minute observation period, record simple tally marks for each of the following behaviors.

Ratio of Interactions	Responding to **Positive** Behavior		Responding to **Negative** Behavior		Totals
	Specific Positive Feedback *"Thanks for raising your hand. That's a great way to be respectful"*	**General Positive Feedback** *"Good Job"* *"Wow, nice work!"*	**Corrective Feedback** *"Please be safe by keeping your hands and feet to yourself."*	**Ineffective Feedback** *"Stop"* *"Shhh"* *"Don't"*	
Behavioral					
Academic					
				Total Ratio of All Interactions	

Ideal goal - Highest number of Specific Positive Statements

Total Ratio of Behavioral Interactions= ____ : ____ *(Goal is 4:1)*
Total Ratio of Academic Interactions= ____ : ____ *(Goal is 4:1)*
Total Ratio of All Interactions= ____ : ____ *(Goal is 4:1)*

Comments:

Tier I: School-wide Ongoing Monitoring Definitions

Data was collected during:	
Independent Work	Students are working on assignments/tasks independently.
One-On-One	Teacher is working one-on-one with a specific student.
Small Group	Students are working in small groups; either teacher led or collaborative.
Whole Group	Teacher is teaching a lesson to the full group of students.

| Opportunities to Respond:	
Individual	A single student is given the opportunity to respond.
Whole Group	All students are given the opportunity to simultaneously respond.
Peer to Peer	Students work together in pairs or small groups providing each other with opportunities to respond and provide each other feedback.

Practices That Were Observed:	
Classroom Matrix Posted	Classroom matrix is big, bold, and beautiful and posted in the classroom.
Procedures Observed	At least one classroom procedure was observed.
Use of Attention Signal	A signal was used to get all students attention when needed.
Active Supervision Used	Teacher moves around the room frequently.
Use of Reinforcement System	Teacher uses a reinforcement system to acknowledge appropriate student behaviors.
Precorrects	A teacher statement that tells social behavioral expectations, school or classroom routines/procedures <u>before</u> students have an opportunity to demonstrate them.

Ratio of Interactions	Responding to Positive Behavior		Responding to Negative Behavior	
	Specific Positive Feedback *"Thanks for raising your hand. That's a great way to be respectful."*	**General Positive Feedback** *"Good Job!"* *"Wow, nice work!"*	**Corrective Feedback** *"Please be safe by keeping your hands and feet to yourself."*	**Ineffective Feedback** *"Stop"* *"Shhh"* *"Don't"*
	A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did.	A teacher statement that occurs in response to or after a desired behavior that is positive but does not specifically indicate what behavior is being praised.	A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what he/she/they should do instead of the problem behavior.	A teacher statement that occurs in response to or after a problem behavior, that does not provide specific information about what the child should do instead of the problem behavior.

Performance Feedback - Example

Overall Ratio of Positive to Corrective Interactions = 2.71 to 1 (target is 4:1)

Positive to Corrective Interactions
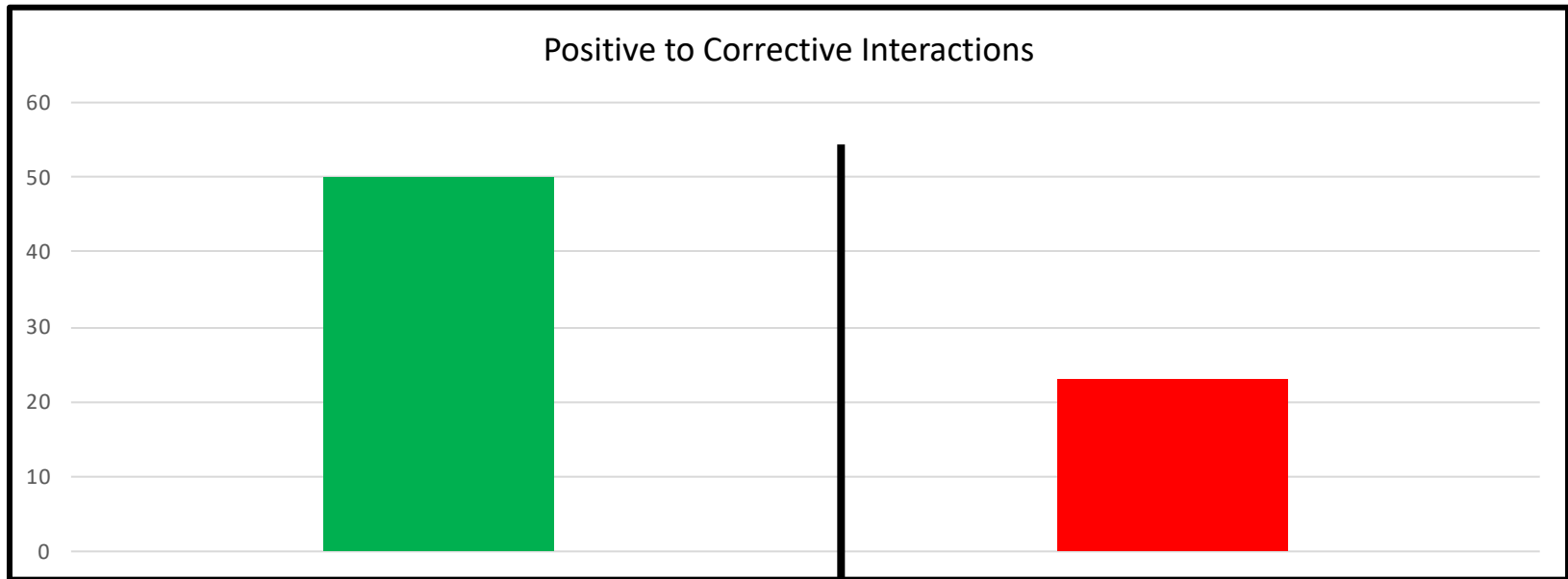
Total Positive Interactions		Total Corrective Interactions	
Pre-Correct Statements	0	Specific Behavioral Error Correction	10
General Praise	33	Non-Specific Behavioral Error Correction	13
Specific Praise	17		
Total Positive	**50**	**Total Negative**	**23**

Critical Features of Tier 2 – *for Behavior*

- <u>Data based</u> identification for students who need additional supports.

- Limited range of *<u>evidence-based practices</u>* that are contextually relevant & fit with mission of school, district, and state.

- Data for monitoring progress & making decisions

Tier 2 - Student Identification

Externalizing Behavior Examples…
- Aggression
- Hyperactivity
- Non-compliance
- Disruptive
- Arguing
- Defiance
- Stealing
- Not following directions
- Calling out

Internalizing Behavior Examples…
- Sad or depressed
- Sleeps a lot
- Is teased/bullied by peers
- Tends not to participate
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Withdrawn
- Anxious or worried

Critical Features of Tier 2 – *for Behavior*

- Data based identification for students with data indicating "non-responsive"

- Data based triggers

- Teacher nominations

- Screening scores

Externalizing
Internalizing
Sooner rather than later

FPS School Data Inventory Tier II Guidelines

Measure	Proficient Score	At-Risk	High-Risk	Date(s) to Review
Major IBR's	0-1	2-4	5+	Quarterly
Minor IBR's	0-4	5-14	15+	Quarterly
Absences	5 or less per quarter	6-9 per quarter	10+ per quarter	Quarterly
Tardy	5 or less per quarter	6-9 per quarter	10+ per quarter	Quarterly
ISS (.5 Day or more)	0-1	2-3	4+	Quarterly
OSS (.5 Day or more)	0-1	2-3	4+	Quarterly
Visits to Health Center	As nominated by staff			
Course Grades				
Elementary	All standards at mastery (All 3's, 4's)	Multiple standards below mastery (1's, 2's)	A majority of grades below mastery (1's, 2's)	Quarterly
JCAC	All proficient grades	Performing below grade level in 1 core subject (D or 1's & 2's)	Performing below grade level in 2+ core subjects (D or 1's & 2's)	Quarterly
FMS	All proficient grades	1 D or F in Core Subject	2+ D or F in Core Subject	Quarterly
FHS	All proficient grades	1 D or F	2+ D or F	Quarterly
NWEA Reading	%ile 41+	%ile 21-40	<21st %ile	Each Trimester
NWEA Math	%ile 41+	%ile 21-40	<21st %ile	Each Trimester
Pre-ACT	TBD	TBD	TBD	Yearly

Data Based Triggers
- Brings student to attention of Tier 2 Team

- Consider need for additional support

Externalizing?
Internalizing?
Sooner rather than later?

FPS Tier II Teacher Nomination Form- K-8

Student Name: _____ Date: _____

Teacher Completing: _____ Grade: _____

ACADEMIC INFORMATION:

Reading Grade: _____

Writing Grade: _____

Math Grade: _____

Do you believe that academic skills, including task completion, are impacting the problem behavior?

____Yes

____No

____Unsure

Standardized Test Scores:

_____Fall NWEA   _____Spring NWEA   _____Winter NWEA

PROBLEM BEHAVIORS:

Internalizing Behaviors:
- ❑ Exhibits sadness or depression
- ❑ Sleeps a lot
- ❑ Is teased or bullied by peers
- ❑ Does not participate in activities
- ❑ Very shy or timid
- ❑ Acts fearful
- ❑ Does not stand up for self
- ❑ Self-injury
- ❑ Withdrawn
- ❑ Frequent requests to leave class
- ❑ Other: _____

Externalizing Behaviors:
- ❑ Out of seat/assigned area
- ❑ Inappropriate Language
- ❑ Fighting/physical aggression
- ❑ Talking out of turn
- ❑ Verbal defiance
- ❑ Not following instructions
- ❑ Technology violations
- ❑ Frequently Tardy
- ❑ Frequent Absences
- ❑ Other: _____

Has major and minor documentation using the school-wide data system? ___Yes ___No

Strategies Tried:	Successful	Somewhat Successful	Not Successful
❑ Establishes and maintains rules and procedures			
❑ Establishes and maintains effective relationship with student			
❑ Consistent use of strategies to discourage inappropriate behavior ❑ (proximity, signal, ignore/attend/praise, re-direct, choice, student conference)			
❑ High levels of specific positive feedback (4:1)			
❑ Retaught expected behavior			
❑ Multiple opportunities to practice expected behavior			
❑ Multiple opportunities to respond during instruction			
❑ High levels of student engagement during instruction			
❑ Modified assignments			
❑ Change of schedule for activities			
❑ Extra assistance			
❑ Parent/Guardian contact			

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K-8 Form
*High School form is similar, but with different academic indicators.

Externalizing?
Internalizing?
Sooner rather than later?
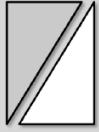
SAEBRS
Social, Academic, & Emotional Behavior Risk Screener

Teacher Rating Scale

Your Name: _____   Student Date of Birth: _____

Student Name: _____   Student Grade: _____

Today's Date: _____

Using the following scale, identify how frequently the student has displayed each of the following behaviors **during the previous month**. Circle only one number for each behavior.

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

Social Behavior

Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness	0	1	2	3

Academic Behavior

Interest in academic topics	0	1	2
Preparedness for instruction	0	1	2
Production of acceptable work	0	1	2
Difficulty working independently	0	1	2
Distractedness	0	1	2
Academic engagement	0	1	2

Emotional Behavior

Sadness	0	1	2	3
Fearfulness	0	1	2	3
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	0	1	2	3
Difficulty rebounding from setbacks	0	1	2	3
Withdrawal	0	1	2	3

Sample Questionnaire

Externalizing?
Internalizing?
Sooner rather than later?

Check-in/Check-out (CICO)
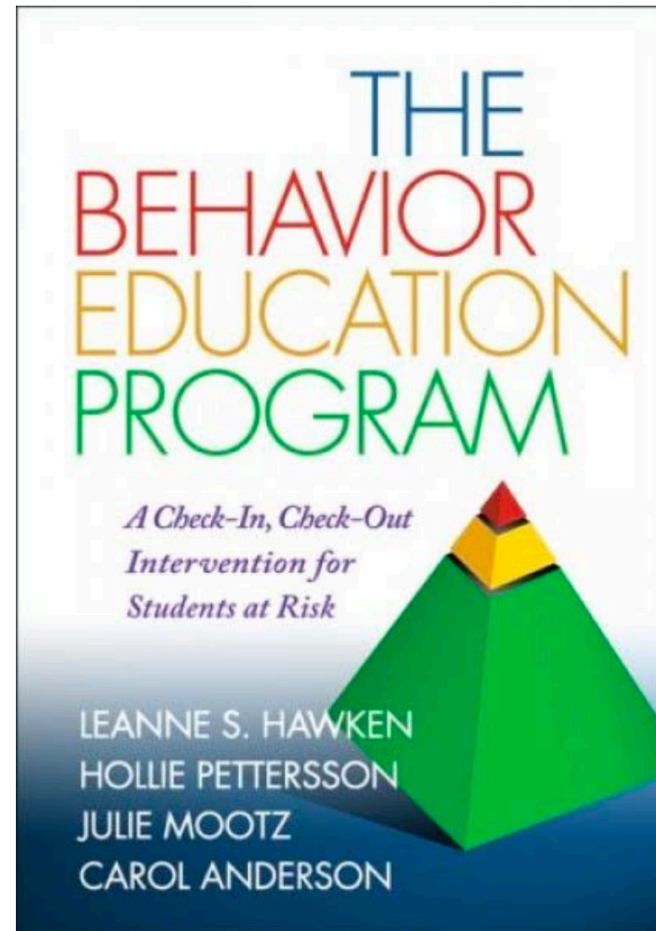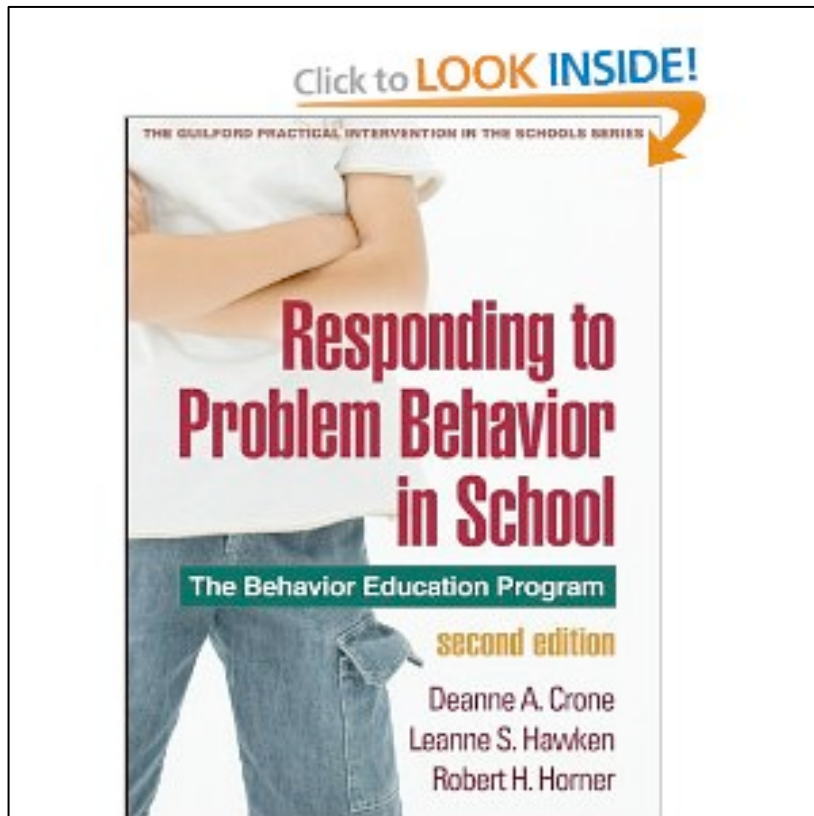
Crone, D. A., Hawken, L. S. & Horner, R. H. (2010). Responding to Problem Behavior in Schools: The Behavior Education Program. New York: Guilford Press.

Check-in/Check-out Intervention

- Attention seeking
- Challenges across multiple classroom settings
- Low-level problem behaviors

CICO Implemented

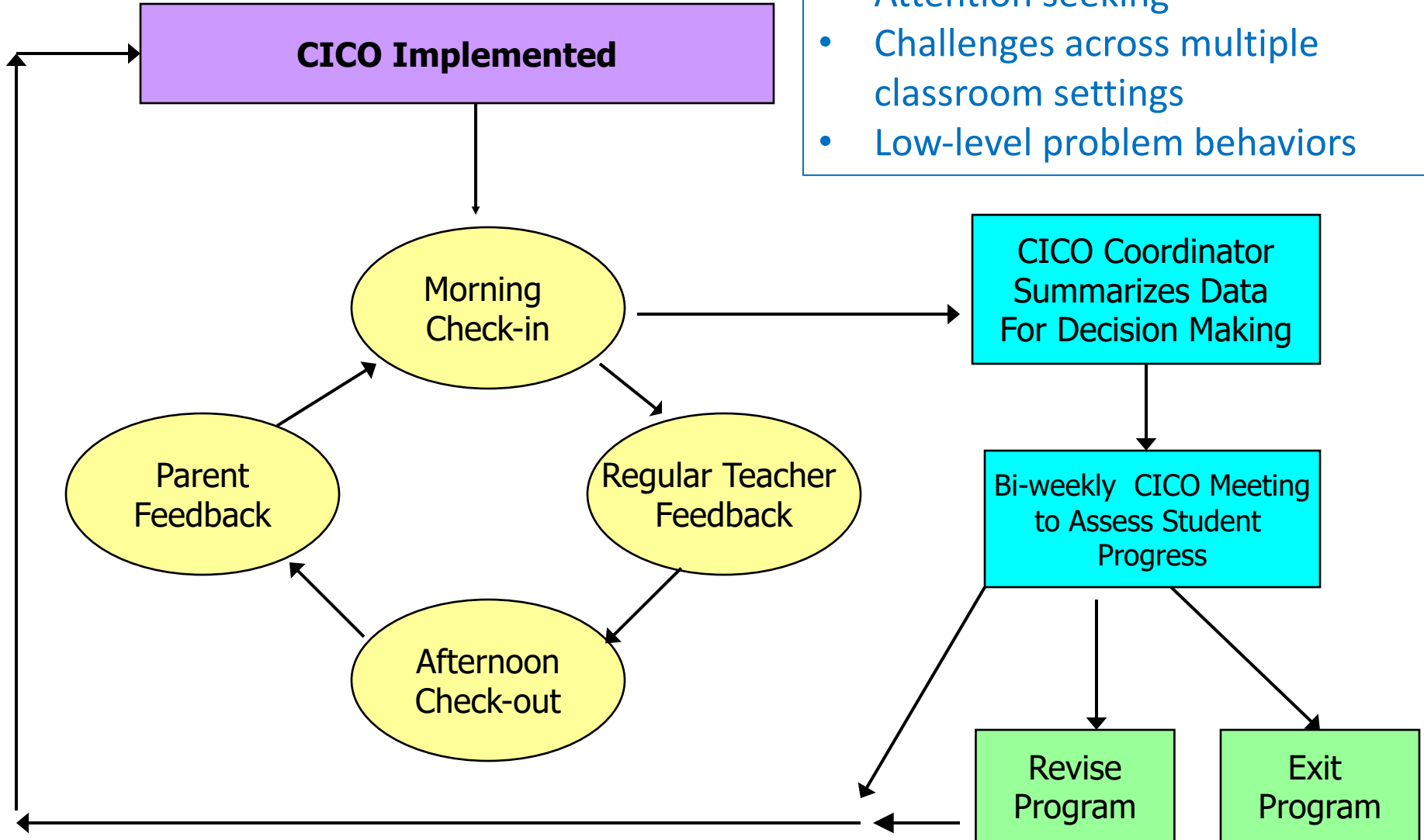Morning Check-in

Regular Teacher Feedback

Afternoon Check-out

Parent Feedback

CICO Coordinator Summarizes Data For Decision Making

Bi-weekly CICO Meeting to Assess Student Progress

Revise Program

Exit Program

Daily Progress Report (DPR)

Check-In / Check-Out

Student Name:

Today's Date: _____/_____/_____

Today's Goal: _____%

Student Signature: _____

Morning Check-In
- ☐ Student checked in
- ☐ Positive greeting
- ☐ Reminder for expectations & daily goal
- ☐ Student and materials ready for class
- ☐ Check for communication from home

Expectations	7:40-9:00 Morning Work & Hornet Time Or _____	9:10-10:00 Specials Or _____	10:00-10:40 Study Hall Or _____	10:40-11:40 ELA w/Jackson Or _____	12:30-1:30 Science w/Brady Or _____	1:30-2:30 Math w/Hare Or _____
SAFE	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
RESPECTFUL	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
RESPONSIBLE	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned						
Teacher Initials						
WOW! Please use this space to comment on student successes.						

Scoring Guide:

2 = Great! Always met expectations.

1 = Ok. Partially met expectations.

0 = Try again. Did not meet expectations.

Parent/Guardian Signature: _____

Daily Goal Check

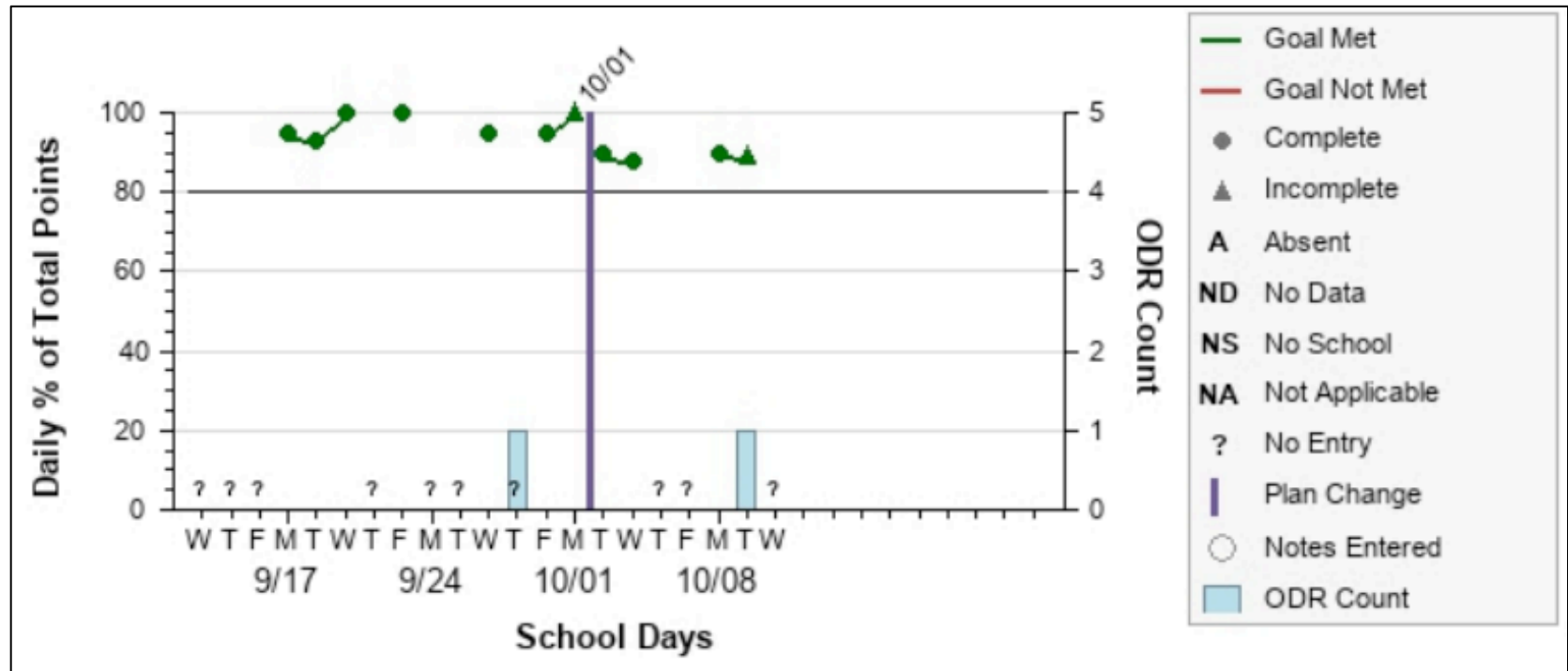Total Pts. Earned: _____

Total Pts. Possible: _____

Percent Earned: _____%
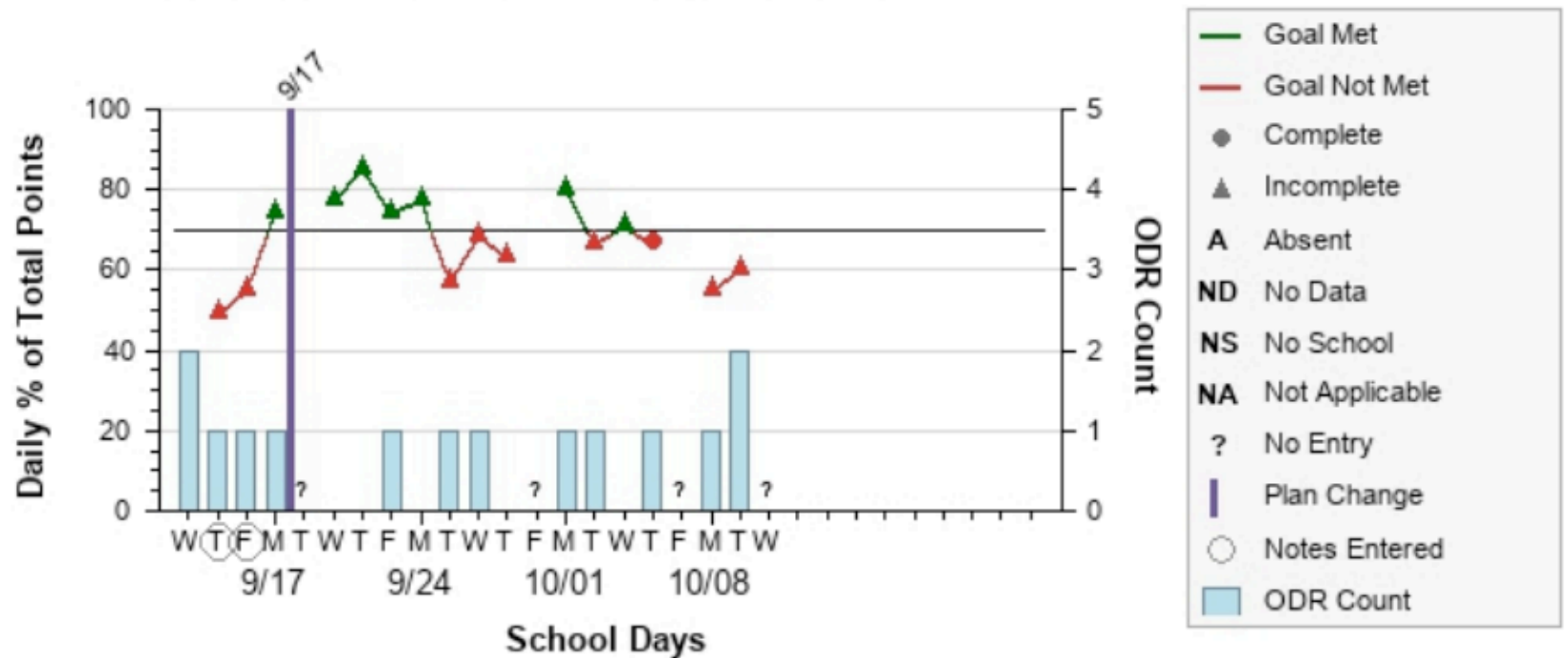
Goal Met: ☐ Yes   ☐ No

Afternoon Check-Out
- ☐ Student checked out
- ☐ Verbal performance feedback
- ☐ Recognition for success and/or encouragement for improvement
- ☐ Home report given and reminder to share with family

Example Data

DS

Example Data

http://checkandconnect.umn.edu

Data Determines Who Needs More Intensive

- Attendance
  - Unexcused Absence
  - Excused Absence
  - Tardy
  - Missed Classes

- Behavior
  - Behavior Referral (IBR)
  - Detention
  - Suspension (in school)
  - Suspension (out of school)

- Course Performance
  - Missing assignments
  - Current grades

- Completed Course Enrollments
  - Credits earned

Attendance | ☑ Remove Focus Area
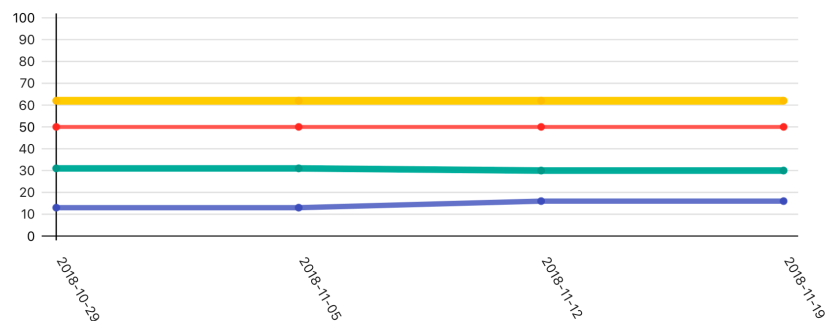
Severity: Less to More

SEPTEMBER
SUN	MON	TUE	WED	THU	FRI	SAT
						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
SUN	MON	TUE	WED	THU	FRI	SAT
	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
SUN	MON	TUE	WED	THU	FRI	SAT
				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	

Behavior | ☐ Set as focus area

Severity: Less to More

SEPTEMBER
SUN	MON	TUE	WED	THU	FRI	SAT
						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
SUN	MON	TUE	WED	THU	FRI	SAT
	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
SUN	MON	TUE	WED	THU	FRI	SAT
				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	

Course Performance | ☐ Set as focus area

Course Performance

- FUND OF FOOD &...
- INTRO TO BUS
- PHYS SCIENCE B
- ENGLISH 9B

2018-10-29　2018-11-05　2018-11-12　2018-11-19

Basic Intervention	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Share "check" data																				
Provide regular feedback																				
Discuss staying in school																				
Problem solve about risk																				

Critical Features of Tier 3 for Behavior

- <u>Team</u> based approach

- For conducting <u>Functional Behavioral Assessment</u> (FBA)

- Available for <u>any student</u> who needs it regardless of disability status

- Results of FBA are used to identify individualized supports (intervention plan)

http://nemtss.unl.edu/

Anne Oeth, Director NE PBIS = Anne.Oeth@nebraska.gov

https://www.education.ne.gov/npbis/

http://www.esucc.org/nebraska-esus/

PBIS National Technical Assistance Center

www.pbis.org

Missouri Resources

www.pbismissouri.org

Professional Learning Modules
http://pbismissouri.org

Classroom Level Supports – Resource

Self-Assessment &
Decision Making Chart

Matrix of Classroom
Intervention &
Support Practices

Example Implementation
Scenarios

- www.pbis.org

Tiered Fidelity Inventory (TFI)

- Describe elements of effective behavioral support systems
  - Tier 1
  - Tier 2
  - Tier 3

*Data-Based Action Planning & Monitor Implementation

www.pbis.org

Questions & Information

Barbara Mitchell
Assistant Research
Professor
University of Missouri
mitchellbs@missouri.edu