Implementing Behavioral Support Systems with Fidelity

Improving outcomes for all students.
Positive, proactive, preventative behavior supports.

NE MTSS
September, 2019

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University of Missouri
Outcomes Today

• By the end of this session you 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 **not** 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.

Traditional School Discipline

• **Reactive** –
  • respond after problem occurs
  • series of increasingly severe punishments for violators

• **Punitive** –
  • did the crime, owe the time
  • learn a lesson

• **Over-reliance on ineffective consequences** –
  • 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 instruction.

• Social behavior challenges tend to be “punished” by applying negative consequences.
Effective School Behavior Support

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

AND 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

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
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 teaching 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
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 TO DO.

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...

<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>NON-CLASSROOM SETTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules that are applicable at all times, regardless of setting</td>
<td>Rules that are applicable to specific areas such as...</td>
</tr>
<tr>
<td>• Follow adult directions</td>
<td>• Restroom</td>
</tr>
<tr>
<td>• Keep hands &amp; feet to self</td>
<td>• Hallway</td>
</tr>
<tr>
<td>• Harmful substances not in use</td>
<td>• Cafeteria</td>
</tr>
<tr>
<td></td>
<td>• Playground</td>
</tr>
<tr>
<td></td>
<td>• Parking Lot</td>
</tr>
</tbody>
</table>
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
## 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
- Walk behind the line
- Stay to the right
- Use stairs properly
- Keep the hallways clean
- Stay to the right
- Use stairs properly
- Keep the hallways clean
- Stay to the right
- Use stairs properly
- Keep the hallways clean
- Stay to the right
- Use stairs properly
- Keep the hallways clean

### 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

### 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
- Keep your bus and after school
- 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

### Residences & Safe

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

**Safe, Offer Kindness, Active Learner & Respectful**
<table>
<thead>
<tr>
<th><strong>Safety First</strong></th>
<th><strong>Work Together Respectfully</strong></th>
<th><strong>Accept Responsibility</strong></th>
<th><strong>Guide Me</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival &amp; Dismissal</td>
<td>Hallway &amp; Transitions</td>
<td>Bathroom</td>
<td>Cafeteria</td>
</tr>
<tr>
<td><strong>Walk</strong> directly to my designated area</td>
<td><strong>Walk</strong> directly to my designated area</td>
<td><strong>Keep</strong> hands, feet, and belongings to myself</td>
<td><strong>Enter and exit</strong> with a pass or my teacher</td>
</tr>
<tr>
<td><strong>Stay</strong> in my area</td>
<td><strong>Walk</strong> quietly in a single, straight, and silent line so that others can continue learning and working</td>
<td><strong>Keep</strong> hands, feet, and belongings to myself</td>
<td><strong>Throw away</strong> my trash and tray</td>
</tr>
<tr>
<td><strong>Talk</strong> softly</td>
<td><strong>Walk</strong> to the right side of the hallway</td>
<td><strong>Allow</strong> for the privacy of others</td>
<td><strong>Clean up</strong> after myself</td>
</tr>
<tr>
<td><strong>Keep</strong> hands, feet, and belongings to myself</td>
<td><strong>Walk</strong> to the right side of the hallway</td>
<td><strong>Conserve</strong> supplies: - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can</td>
<td></td>
</tr>
<tr>
<td><strong>Respect</strong> the space of others</td>
<td><strong>Walk</strong> to the right side of the hallway</td>
<td><strong>Move away</strong> from conflict or distractions</td>
<td></td>
</tr>
<tr>
<td><strong>Keep</strong> to your own business</td>
<td><strong>Walk</strong> to the right side of the hallway</td>
<td><strong>Ask</strong> for help when needed</td>
<td></td>
</tr>
<tr>
<td><strong>Remain</strong> quiet in QUIET ZONES</td>
<td><strong>Walk</strong> to the right side of the hallway</td>
<td><strong>Be patient</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Carry</strong> my own belongings</td>
<td><strong>Walk</strong> to the right side of the hallway</td>
<td><strong>Stay</strong> in line</td>
<td></td>
</tr>
<tr>
<td><strong>Keep</strong> lockers locked</td>
<td></td>
<td><strong>Maintain</strong> a clean space and conversation</td>
<td></td>
</tr>
<tr>
<td><strong>Walk</strong> directly to my designated area</td>
<td></td>
<td><strong>Flush</strong> my hands</td>
<td></td>
</tr>
<tr>
<td><strong>Teachers will supervise groups of students at all times</strong></td>
<td>Teachers will <strong>enforce safety</strong></td>
<td><strong>Use</strong> appropriate fixtures</td>
<td><strong>Be prepared</strong> for instruction with all necessary materials</td>
</tr>
<tr>
<td><strong>Teachers will ensure that they know the location of all students</strong></td>
<td>Teachers will <strong>monitor students by being at their doors and in the hallways</strong></td>
<td><strong>Go</strong></td>
<td></td>
</tr>
</tbody>
</table>

Used with permission, Lindsay Middle School, 2016.
## Incorporating Social-Emotional Competency Instruction into a School-wide Teaching Matrix

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

**Acquisition Lesson Plan**

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

**Maintenance “Booster” Lesson Plan**

<table>
<thead>
<tr>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Behavior(s) and/or Procedures List behavior and steps to complete</td>
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<tr>
<td>Context Identify the locations(s) where behavior is expected</td>
</tr>
<tr>
<td><strong>Teaching All Students</strong></td>
</tr>
<tr>
<td>Pre-correct/ Remind Anticipate and give students a reminder</td>
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<tr>
<td>Generalization Move, scan and interact with students</td>
</tr>
<tr>
<td>Feedback Observe student performance &amp; give positive, specific feedback</td>
</tr>
<tr>
<td>Reteach Practice throughout the day</td>
</tr>
</tbody>
</table>
Data Based Teaching System to Support Adults

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson (Taught during Home Room unless otherwise indicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18</td>
<td>Respect, Responsible, Ready at Genius Middle School</td>
</tr>
<tr>
<td>8/19</td>
<td>Assembly at end of day to encourage staff &amp; students to be respectful, responsible, &amp; ready</td>
</tr>
<tr>
<td>8/19</td>
<td>Store jackets/coats, backpacks, and electronic devices in locker &amp; Arrive on Time</td>
</tr>
<tr>
<td>8/20</td>
<td>Honor dress code</td>
</tr>
<tr>
<td>8/21</td>
<td>Positive Language with peers and adults - Appropriate volume when talking</td>
</tr>
<tr>
<td>8/21</td>
<td>Have materials you need for class</td>
</tr>
<tr>
<td>8/21</td>
<td>Assembly end of day to celebrate first week's work. Send Matrix home via e-mail and flyers</td>
</tr>
<tr>
<td>8/25</td>
<td>Review Week 1 Lessons</td>
</tr>
<tr>
<td>8/26</td>
<td>Actively listen</td>
</tr>
<tr>
<td>8/27</td>
<td>Use restrooms and water fountains for intended purposes</td>
</tr>
<tr>
<td>8/28</td>
<td>Keep all areas of the building free of debris</td>
</tr>
<tr>
<td>8/29</td>
<td>Assembly end of day to celebrate good work and discuss establishing goals for September.</td>
</tr>
<tr>
<td>9-2</td>
<td>Follow directions</td>
</tr>
<tr>
<td>9-8</td>
<td>Positive language with peers and adults</td>
</tr>
<tr>
<td>9-15</td>
<td>Respond Positively when spoken to – Respectful Disagreement</td>
</tr>
<tr>
<td>9-22</td>
<td>Post only approved art</td>
</tr>
<tr>
<td>9-29</td>
<td>Have materials you need for next class</td>
</tr>
<tr>
<td></td>
<td>Assembly end of day to celebrate good work and discuss establishing goals for October</td>
</tr>
<tr>
<td>October</td>
<td>Lessons from data review and Solution Plan</td>
</tr>
<tr>
<td>November</td>
<td>Lessons from data review and Solution Plan</td>
</tr>
<tr>
<td>December</td>
<td>Lessons from data review and Solution Plan</td>
</tr>
<tr>
<td>January 3</td>
<td>Review Respect, Responsible, Ready in Nonclassroom Settings</td>
</tr>
<tr>
<td>January 12</td>
<td>Review classroom rules and routines</td>
</tr>
<tr>
<td>February</td>
<td>Lessons from data review and Solution Plan</td>
</tr>
<tr>
<td>March</td>
<td>Lessons from data review and Solution Plan</td>
</tr>
<tr>
<td>After Spring Break</td>
<td>Review Respect, Responsible, Ready in Nonclassroom Settings</td>
</tr>
<tr>
<td>Before State Tests</td>
<td>Review classroom rules and routines</td>
</tr>
<tr>
<td>April</td>
<td>Lessons from data review and Solution Plan</td>
</tr>
<tr>
<td>May</td>
<td>Lessons from data review and Solution Plan</td>
</tr>
</tbody>
</table>
# School-wide Recognition System

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

**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

**Classroom GRR Expectations**

<table>
<thead>
<tr>
<th>Go Safely</th>
<th>Show Respect</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands, feet, and objects to yourself.</td>
<td>Use appropriate language and volume.</td>
<td>Be on time to class.</td>
</tr>
<tr>
<td>Be aware of people around you.</td>
<td>Show respect for everyone.</td>
<td>Keep cell phones turned off and out of sight during the regular school day.</td>
</tr>
<tr>
<td>Stay in assigned area.</td>
<td>Have required materials.</td>
<td>Accept outcomes of your behavior.</td>
</tr>
<tr>
<td></td>
<td>Raise hand for help.</td>
<td>Actively listen and participate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete your work.</td>
</tr>
</tbody>
</table>

**Middle School Example**
How do we develop them ...?
Derived from common problems
Focused on what TO DO

Classroom Problems
• Late to class
• 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 late
- 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 feedback 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

• “Major” or Office Managed
  • Potentially illegal behavior, serious disruptions to learning, or unsafe behavior that poses danger to the student or others.

• “Minor” or Staff-Managed
  • 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

Indirect Strategies

Direct Strategies

Additional Consequences

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

*Just like you would for academic challenges

More Severe

Staff Managed (Minor)

Office Managed (Major)
Instructional Response Strategies

- When problem behavior is *NOT* occurring teach 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.

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

- Strategies to address behavior without referral

  - Did the behavior change?

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

    - Re却不the appropriate behavior

**Major Incident**

- Major Referral

  - Administrator issues consequences and contacts home

  - Did the behavior change?

    - **Refer to intensive behavior team**
      - Develop Behavior Support Plan
      - Provide more intensive intervention
      - Monitor progress

**Office Managed**

- 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

- Fill out Behavior Incident Form
- Send student to pass room
Continuum of Support for TEACHERS!

**Tier One**
- All students
- Preventive, proactive

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

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

**Academic Systems**
- Individual Classrooms
- Non-Classroom
- School-wide

**Behavioral Systems**
- Individual Students
- Assessment-based
- Intense, durable procedures

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

- All settings & students
- Preventive, proactive
<table>
<thead>
<tr>
<th>Clear Expectations for Instruction &amp; Management</th>
<th>Brief Professional Learning Sessions</th>
<th>Structured Data Collection (SWOM)</th>
<th>Regular Performance Feedback</th>
</tr>
</thead>
</table>

**System of Support for Teachers**
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

Essential Teaching Elements (9)
- Description of the practice
- Impact on student learning
- Strategies for implementation
- Additional resources
- https://docs.google.com/document/d/1mlI5rGkjiT2I_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.
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:
- [ ] Matrix Posted
- [ ] Procedures Observed
- [ ] Use of Attention Signal
- [ ] Active Supervision Used
- [ ] Use of Reinforcement System
- [ ] Precorrects

Practices That Were Observed: [ ]
Opportunities to Respond: [ ]

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

<table>
<thead>
<tr>
<th>Ratio of Interactions</th>
<th>Responding to Positive Behavior</th>
<th>Responding to Negative Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific Positive Feedback</td>
<td>General Positive Feedback</td>
</tr>
<tr>
<td></td>
<td>&quot;Thanks for raising your hand. That's a great way to be respectful.&quot;</td>
<td>&quot;Good job!&quot;</td>
</tr>
<tr>
<td></td>
<td>General Positive Feedback</td>
<td>Corrective Feedback</td>
</tr>
<tr>
<td></td>
<td>&quot;Wow, nice work!&quot;</td>
<td>&quot;Please be safe by keeping your hands and feet to yourself.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ineffective Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Stop&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Shhh&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Don't&quot;</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Behavioral            |                                 |                                  |
| Academic              |                                 |                                  |

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 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 before students have an opportunity to demonstrate them.

Responding to Positive Behavior

<table>
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<td></td>
<td></td>
<td>&quot;Stop&quot;</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Don't&quot;</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Behavioral            |                                 |                                  |
| Academic              |                                 |                                  |

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 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.

Comments:
Performance Feedback - Example

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

<table>
<thead>
<tr>
<th></th>
<th>Total Positive Interactions</th>
<th>Total Corrective Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Correct Statements</td>
<td>0</td>
<td>Specific Behavioral Error Correction</td>
</tr>
<tr>
<td>General Praise</td>
<td>33</td>
<td>Non-Specific Behavioral Error Correction</td>
</tr>
<tr>
<td>Specific Praise</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Total Positive</strong></td>
<td><strong>50</strong></td>
<td><strong>Total Negative</strong></td>
</tr>
</tbody>
</table>
Critical Features of Tier 2 – for Behavior

• Data based identification for students who need additional supports.

• Limited range of evidence-based practices 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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Proficient Score</th>
<th>At-Risk</th>
<th>High-Risk</th>
<th>Date(s) to Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major IBR’s</td>
<td>0-1</td>
<td>2-4</td>
<td>5+</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Minor IBR’s</td>
<td>0-4</td>
<td>5-14</td>
<td>15+</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Absences</td>
<td>5 or less per quarter</td>
<td>6-9 per quarter</td>
<td>10+ per quarter</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Tardy</td>
<td>5 or less per quarter</td>
<td>6-9 per quarter</td>
<td>10+ per quarter</td>
<td>Quarterly</td>
</tr>
<tr>
<td>ISS (.5 Day or more)</td>
<td>0-1</td>
<td>2-3</td>
<td>4+</td>
<td>Quarterly</td>
</tr>
<tr>
<td>OSS (.5 Day or more)</td>
<td>0-1</td>
<td>2-3</td>
<td>4+</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Visits to Health Center</td>
<td>As nominated by staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Grades

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>JCAC</th>
<th>FMS</th>
<th>FHS</th>
<th>NWEA Reading</th>
<th>NWEA Math</th>
<th>Pre-ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All standards at mastery (All 3’s, 4’s)</td>
<td>All proficient grades</td>
<td>Performing below grade level in 1 core subject (D or 1’s &amp; 2’s)</td>
<td>All proficient grades</td>
<td>%ile 41+</td>
<td>%ile 41+</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Performing below grade level in 2+ core subjects (D or 1’s &amp; 2’s)</td>
<td>1 D or F in Core Subject</td>
<td>%ile 21-40</td>
<td>%ile 21-40</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2+ D or F in Core Subject</td>
<td>&lt;21st %ile</td>
<td>&lt;21st %ile</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Data Based Triggers
  - Brings student to attention of Tier 2 Team
  - Consider need for additional support

**Externalizing?**
**Internalizing?**
**Sooner rather than later?**
K-8 Form

*High School form is similar, but with different academic indicators.

Externalizing?
Internalizing?
Sooner rather than later?
**Sample Questionnaire**

**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

<table>
<thead>
<tr>
<th>Social Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temper outbursts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polite and socially appropriate responses toward others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impulsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in academic topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparedness for instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of acceptable work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty working independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distractness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fearfulness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptable to change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty rebounding from setbacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check-in/Check-out (CICO)

Check-in/Check-out Intervention

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

CICO Implemented

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

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

<table>
<thead>
<tr>
<th>Expectations</th>
<th>7:40-9:00 Morning Work &amp; Hornet Time</th>
<th>9:10-10:00 Specials</th>
<th>10:00-10:40 Study Hall</th>
<th>10:40-11:40 ELA w/Jackson</th>
<th>12:30-1:30 Science w/Brady</th>
<th>1:30-2:30 Math w/Hare</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFE</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>RESPECTFUL</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>RESPONSIBLE</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

### Scoring Guide:
- 2 = Great! Always met expectations.
- 1 = Ok. Partially met expectations.
- 0 = Try again. Did not meet expectations.

### Daily Goal Check
- Total Pts. Earned: __________
- Total Pts. Possible: __________
- Percent Earned: ________%
- Goal Met: [ ] Yes [ ] No

### Parent/Guardian 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

## 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

### WOW! Please use this space to comment on student successes.
Example Data

![Graph showing daily % of total points and ODR count over school days, with different data markers and labels for absence, no school, no data, and plan change notes.](image)
Example Data

The diagram shows the following:

- **Daily % of Total Points**
- **ODR Count**

The graph tracks data over specific school days (9/17, 9/24, 10/01, 10/08) with different symbols indicating various statuses:

- **Goal Met**
- **Goal Not Met**
- **Complete**
- **Incomplete**
- **Absent**
- **No Data**
- **No School**
- **Not Applicable**
- **No Entry**
- **Plan Change**
- **Notes Entered**
- **ODR Count**

The data points and bars indicate trends and counts over the specified periods.
The Power of Caring In A Student’s Life

For over 25 years, Check & Connect (C&C) mentors have helped keep thousands of students on track toward graduation. C&C is the only dropout prevention intervention listed on the IES What Works Clearinghouse found to have positive effects on staying in school.

http://checkandconnect.umn.edu
All Students Get “Check”

Systematic Data Collection & Recording

All Students Get “Connect”

Basic (Tier 2)
- Share “check” data
- Provide regular feedback
- Discuss importance of school
- Problem solve about risk

Intensive (Tier 3)
- Basic + Individualized, additional supports matched with need.
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
**Basic Intervention**

- Share “check” data
- Provide regular feedback
- Discuss staying in school
- Problem solve about risk
Critical Features of Tier 3 for Behavior

• Team based approach

• For conducting Functional Behavioral Assessment (FBA)

• Available for any student who needs it regardless of disability status

• Results of FBA are used to identify individualized supports (intervention plan)
Anne Oeth, Director NE PBIS = Anne.Oeth@nebraska.gov
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*
Questions & Information

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University of Missouri
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