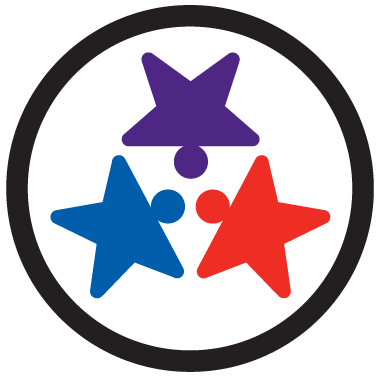
****

BRAMBLE ELEMENTARY SCHOOL

Response to Instruction and Intervention for Behavior (RTI2-B)

Implementation Manual

2018-2019

Implementation Plan designed by the RTI2-B School Team Members:

Kyle Jonas, Jenny Oyer, Jill Gutierrez, Jordan O’Donnell, Cat Baker

Table of Contents

[RTI2-B Overview 3](#_Toc520895356)

[Tier I Documents 5](#_Toc520895357)

[Purpose Statement 5](#_Toc520895358)

[Tier I Team Roles & Responsibilities 6](#_Toc520895359)

[Tier I Team Meeting Foundations Form 7](#_Toc520895360)

[Tier I Team Meeting Agenda 8](#_Toc520895361)

[Behavioral Expectations and Behavioral Expectations Matrix 9](#_Toc520895362)

[Lesson Plans 11](#_Toc520895363)

[Calendar 11](#_Toc520895364)

[Teaching the Plan 12](#_Toc520895365)

[Planning for Stakeholder Input 15](#_Toc520895366)

[Acknowledgement System Matrix 16](#_Toc520895367)

[Problem Behavior Definitions and Office-Managed vs. Staff-Managed Chart 18](#_Toc520895368)

[Discipline Process Flowchart 20](#_Toc520895369)

[Office Discipline Referral Form 21](#_Toc520895370)

[Data Collection Plan 22](#_Toc520895371)

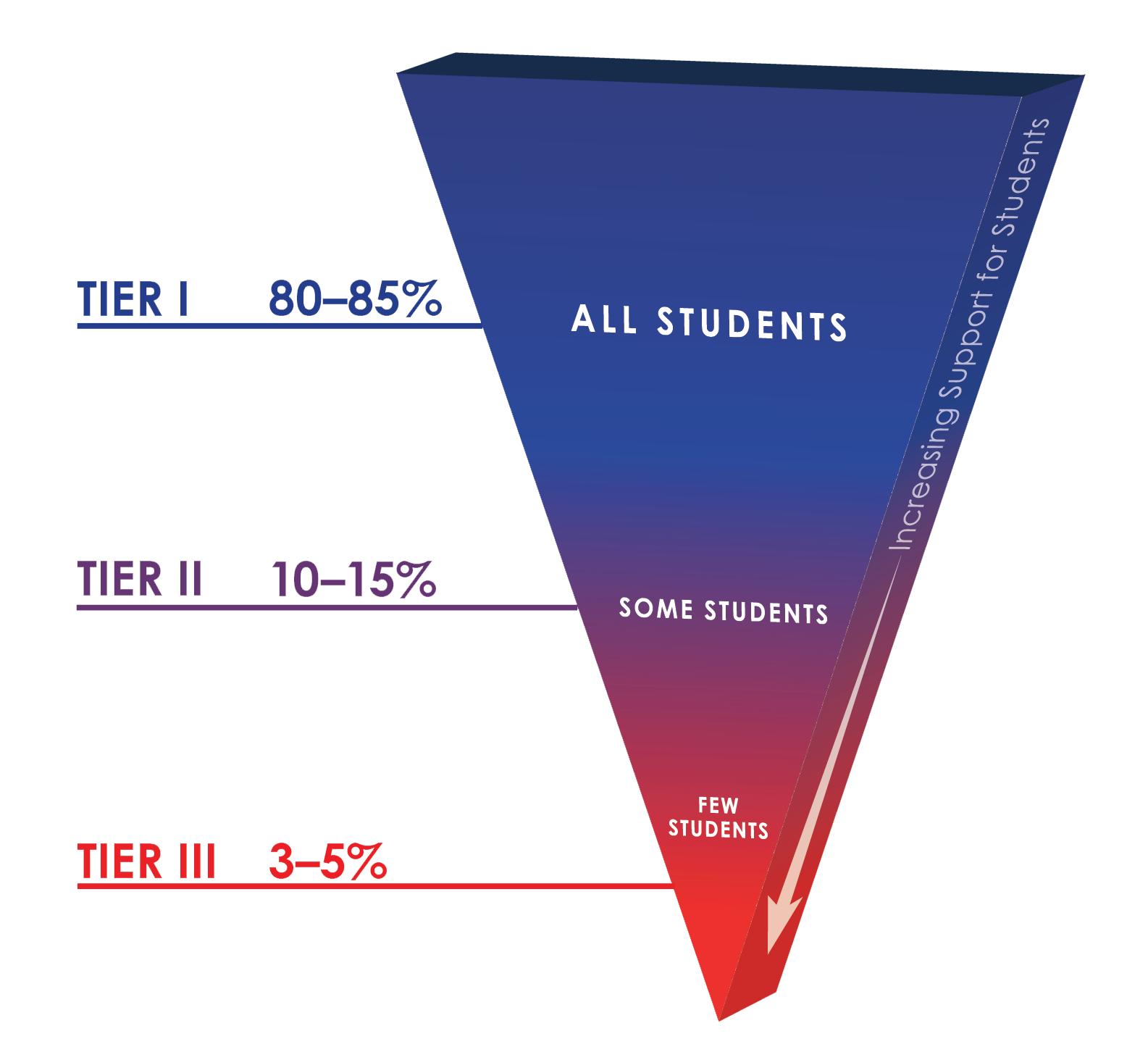
[Appendix 23](#_Toc520895372)

# RTI2-B Overview

Response to Instruction and Intervention-Behavior (RTI2-B) is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools.

RTI2-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). All of these efforts require a shared school-wide commitment to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided. When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see, as opposed to punishing the behaviors we don’t want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

The purpose of RTI2-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Tennessee Behavior Supports Project can help schools meet that goal.

**** 

Within the multi-tiered framework of RTI2-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

**Tier I:** Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings throughout the school, positively acknowledging students and staff who follow these expectations, having a formal system for responding to inappropriate behavior, and maintaining a school-wide system where all stakeholders’ opinions are valued.

**Tier II:** Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

**Tier III:** Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Examples of Tier III supports include individualized counseling and function-based interventions.

****

# Tier I Documents

# Purpose Statement

The purpose of our RTI2-B Team is to help develop a school-wide plan to improve school climate for all students, staff, and families. We will encourage building relationships between all stakeholders and will use input to when creating and modifying our plan to make sure all voices are heard.

**RTI2-B School Team**

# Tier I Team Roles & Responsibilities

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Before** Meeting | **During** Meeting | **After** Meeting |
| **Team Lead** | * Schedules meetings * Sets meeting agenda * Sends meeting reminders | * Facilitates discussion * Follows meetings norms and provides input | * 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 in meetings | * Shares minutes with team * Completes assigned tasks |
| **Data Analyst** | * Prepares data and graphs * Review Agenda | * Leads discussion on data * Respectfully participates in meetings | * Completes assigned tasks |
| **Communicator** | * Collects input from staff to share at the meeting * Review Agenda | * Represents staff voice * Considers what training staff will need * Respectfully participates in meetings | * 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 in meetings | * Completes assigned tasks |

# Tier I Team Meeting Foundations Form

Our RTI2-B Tier I Team reflected on the professional behaviors that characterize efficient and effective meetings during their training. The working agreements are listed below in an effort to support the team’s productivity.

|  |  |
| --- | --- |
| **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 & Meeting Minute 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-IE)** | | | Kyle – September, December, & April | | | | Kyle – Share SRSS triangle data to faculty in October | |
| **Office Discipline Referrals (ODRs)** | | | Jordan – Monthly | | | | Jordan – Share monthly ODR reports at team meeting | |
| **Staff Feedback (PIRS)** | | | Kyle – Remind staff to take survey in February | | | | Jill – Share report at April faculty meeting | |
| **Annual Report** | | | Kyle – June | | | | Kyle – Complete online report by June 15th | |

# Tier I Team Meeting Agenda

Our RTI2-B Tier I Team selected an agenda to use at every team meeting. This will help us have efficient and effective meetings.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Meetings:** | **Date/Time:** | **Location:** | **Team Lead:** | **Recorder:** | **Data Analyst:** | **Communicator:** | **Time Keeper:** |
| Today’s Meeting |  |  |  |  |  |  |  |
| Next Meeting |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tier I Team Members** (Place “X” to left of name if present) | | | | | | | |
|  | Kyle Jonas |  | Jordan O’Donnell |  | Cat Baker |  | Robert Smith |
|  | Jenny Oyer |  | Jill Gutierrez |  | Ann Kinsmon |  | Lorraine Southview |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Administrative/General Information and Issues** | | | | |
| Issue/Information | Discussion/Decision/Task | By When? | Who? | Staff Communication |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Review**  *ODR Review for ODRs, SRSS-IE Spreadsheet, TFI Report at pbisassessment.org, PIRS Report, Annual Report* | | | | | |
| Data Tool | Discussion/Decision/Task | Goal | By When? | Who? | Staff Communication |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Behavioral Expectations**

# Behavioral Expectations and Behavioral Expectations Matrix

Our school’s agreed upon behavioral expectations are operationally defined with examples of what the expected behavior looks like in each location. This will improve clarity and consistency of what is expected throughout the school.

|  |
| --- |
| Our Bramble Elementary School Behavioral Expectations are called:  Bramble Behaviors |
| 1. Be Safe  2. Be Respectful  3. Be Responsible |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| *Locations* | **CAFETERIA** | -Hold tray with 2 hands  -Keep food to self without sharing | -Use an inside talking voice  -Use a napkin to clean self and spills | -After getting lunch and all utensils, choose a seat and stay there  -Dump tray and recycle milk carton in appropriate place |
| **RECESS** | -Use equipment appropriately  -Keep hands and feet to self | -Practice good sportsmanship  -Take turns and share equipment | -Line up when the bell rings  -Put equipment away |
| **HALLS** | -Stay with line  -Walk | -Keep hands off walls  -Be quiet in halls and commons | -Go directly to where you need to go  -Look to your teacher for directions |
| **ARRIVAL/**  **DEPARTURE** | -Cross only at cross walk even when adults are present  -Walk inside and outside on school grounds | -Follow directions of Safety Patrol members  -Wait with a calm body and quiet voice in line | -Be on time  -Go directly to destination |
| **CLASSROOM** | Keep hands, feet, and objects to self  Walk | -Listen to speaker  -Wait your turn | -Follow class rules at all times  -Finish work |
| **RESTROOM** | -Use soap and water for washing hands  -Keep restrooms clean and dry | -Honor privacy  -Wait patiently for your turn | -Flush toilet after use  -Use quickly, then leave |
|  | **GYM/PE** | -Use equipment appropriately  -Keep hands and feet to self | -Follow teacher directions | -Put equipment away |
| **BUS** | -Stay in seat  -Keep hands, feet, and objects to self | -Use a quiet voice  -Follow bus driver directions | -Get to bus on time  -Walk on and off quickly |
| **ASSEMBLIES/**  **SPECIAL EVENTS** | -Sit correctly on floor (criss-cross applesauce)  -Keep hands and feet to self | -Sit quietly | -4 A’s of Audience: attend, appreciate, applaud, allow |

**Teaching Expectations to Students, Staff, Family and Community**

# Lesson Plans

Lesson Plans are an important way to consistently teach all students the behavioral expectations in all locations throughout the school. Together as a team, we created lesson plans for every setting, and the completed lesson plans are located in the appendix of this implementation manual.

# Calendar

The RTI2-B School Team added the RTI2-B Calendar Components to our school calendar in an effort to organize our implementation efforts.

|  |  |
| --- | --- |
| **RTI2-B Calendar Components** | **Date(s)** |
| RTI2-B School Team Meetings | 2nd Thursday of each Month |
| Initial Session to Teach Core Components to Staff | Thursday, August 1st (all day workshop) |
| Booster Sessions to Teach Core Components to Staff | Monthly at faculty meetings |
| Begin School-wide Implementation  (e.g., Kick-off Celebration) | Friday, August 9th 9:00 – 9:30 AM |
| Teaching Expectation Lesson Plans to Students in All Settings | During Related Arts Monday, August 12th |
| Re-teaching Expectation Lesson Plans to Students in All Settings | Quarterly Assembly (last Friday of Quarter) |
| Celebrations/Assemblies | Quarterly Assembly (last Friday of Quarter) |
| Family Nights | Thursday, August 23rd  Thursday, December 10th  Thursday, April 17th |
| Other: |  |

# Teaching the Plan

Our RTI2-B Team worked through the logistics of teaching the plan to all students, staff, family and community in our school, and the details are listed in the charts below.

|  |  |
| --- | --- |
| **Teaching the Plan to Students** | |
| **How will you introduce the plan to students?**  *(e.g., describe steps for first introducing the school-wide plan to all students)* | |
| *How:*  Students will receive tickets and school-wide Behavior Expectations will be posted throughout the school, they will then attend an assembly introducing the RTI2-B plan to them | *When:*  First day of school before the brunch schedule begins (9:00 – 9:30) |
| **How will you create and post the expectations in all locations?** | |
| *How:*  RTI2-B team members will make copies on the school poster maker during the summer planning day | *When:*  Will be hung before the first day of school |
| **How will you review the plan and reteach lessons throughout the year?**  *(e.g., after each break)* | |
| *How:*  - Quarterly assemblies will be held where students re-teach Behavior Expectations  - After each break classroom teachers will revisit expectations in the classroom,  - Behavior Expectations will be announced daily during announcements | *When:*  Assemblies – quarterly  Classroom – after each break  Behavior Expectations – Daily during announcements |
| **How will you teach the plan to new students throughout the year?** | |
| *How:*  Students and school counselor will have a “welcoming committee” Behavior Expectations will be taught to new students. | *When:*  Beginning of each month |

|  |  |
| --- | --- |
| **Teaching the Plan to Family and Community** | |
| **How will core features of the plan be shared with family/community members at the beginning of the school year?** (e.g. expectations, acknowledgements, discipline) | |
| The school administrators will start the open house with an overview of the RTI2-B plan and its benefits to the school. Each classroom teacher will review specifics of the plan in their classroom during their time with parents. | **When:**  During Back to School Night |
| **How can families incorporate RTI2-B in the home?**  (e.g., home matrix, home acknowledgement system) | |
| A home matrix will be provided to parents with the same school-wide behavior expectations with home settings. During parent trainings, ways to incorporate different strategies used within the RTI2-B plan in the home will be discussed. | **When:**  Fall and Spring Parent Night, posted on website |
| **What additional resources can family/community members access for more RTI2-B** **information and support?** (e.g., online resources, resources within the district) | |
| Tennessee Behavior Supports Project website ([www.tennesseebsp.org](http://www.tennesseebsp.org)), parent trainings provided at school each semester, school counselor will pull together family resources to share on school website. | **When:**  Ongoing reminders for parents to check the website |
| **Who will be the liaison between the school and family/community?** | |
| The school will have a PTO representative that will act as the liaison between the school team and the family/community. | **When:**  Ongoing |
| **How can family/community members get involved with RTI2-B at your school?** | |
| Through the PTO there will be opportunities to help create materials, support celebration or raffles, participate in acknowledging staff during appreciation breakfasts, and help share information about the plan with other parents. | **When:**  Ongoing |
| **Does your school have an established parent organization? If so, who will communicate with the parent organization?** | |
| PTO Representative | **When:**  Ongoing |

|  |  |
| --- | --- |
| **Teaching the Plan to Staff** | |
| **How will you train staff on the plan?** | |
| All support staff will be trained (e.g., cafeteria staff, custodial staff, office staff, bus drivers) during an ins-service. They will also provide all materials needed to faculty. | **When:**  August 1st at 8 AM |
| **How will you train staff to teach expectations and deliver acknowledgements?** | |
| We will have an RTI2-B Workshop during in-service. During that time, the school team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty.  Staff will practice using behavior-specific praise and utilizing the Bramble Bucks with each other and a raffle will be held during the day. | **When:**  Thursday, August 1st (all day workshop) |
| **How will you teach the components of the discipline process to all staff?**  *(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)* | |
| We will have a RTI2-B Workshop during in-service. During that time, the school team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty. | **When:**  Thursday, August 1st (all day workshop) |
| **How will you teach core features of the plan to substitute teachers?**  *(e.g., expectations, acknowledgements, discipline)* | |
| Substitutes will have a 1 page handout that reviews the important features of the RTI2-B plan, a packet of Bramble Bucks, and Office Discipline Referral forms and Behavior definitions in their substitute folder. | **When:**  Ongoing |

# Planning for Stakeholder Input

Our RTI2-B team discussed possible ways to involve our school community (students, staff, family/community) in developing the RTI2-B framework at our school. We hope to receive their input and continued feedback.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Behavioral Expectations** | **Teaching and**  **Re-teaching of Expectations** | **Acknowledgement System** | **Discipline**  **Process** |
| **Staff** | A draft of the RTI2-B handbook will be sent to faculty and staff for feedback through grade level chairs | Lessons will be sent to each grade level chair to be reviewed and suggestions offered before RTI2-B workshop day | A draft of the RTI2-B handbook will be sent to faculty and staff for feedback through grade level chairs | All behaviors will be sorted with the staff into office vs. classroom managed during the RTI2-B workshop, team will create definitions, faculty and staff will provide examples and non-examples |
| **Students** | Student Leadership team will review and provide feedback | Different classes will be responsible at quarterly assemblies to review Behavior Expectations and teach lessons on them | Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input | Have student be part of the discipline process using restorative circles, student leaders will provide input on how to create student ownership at the school |
| **Family/**  **Community** | All parts of the plan will be reviewed with family and community during back to school night.  Administrators will ask for feedback from PTO  representative  School will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night.  Administrators will ask for feedback from PTO  representative  School will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night.  Administrators will ask for feedback from PTO  representative  School will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night.  Administrators will ask for feedback from PTO  representative  School will recruit a parent team member for the RTI2-B School team |

**Acknowledgment System**

# Acknowledgement System Matrix

Our RTI2-B team discussed possible ways to acknowledge students, staff, and family/community throughout the school year in an effort to acknowledge expected behaviors and show appreciation of their continued support.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School-wide Acknowledgment System Matrix** | | | | |
|  | Name and Type | Description | When (frequency) | Where (location) | Who (distributors) |
| ***Students*** | The Beehive | What: A large beehive of recognition will be posted on a main wall in the building.  How: As students earn acknowledgements (Bramble Bucks), they get stapled onto the beehive. Bramble Bucks can be stapled onto the wall every Friday after students and teachers have the opportunity to document how many Bramble Bucks each student has earned over the course of the week. When the beehive is full, the whole school earns a celebration. | Bramble Bucks given on daily basis and posted on beehive. Celebration earned when beehive is full (e.g., monthly) | Bramble Bucks given in all settings in school. Beehive posted in main entrance area of school where all students and staff can see it. | All staff responsible for distributing tickets. RTI2-B school team and office staff responsible for upkeep of beehive. |
| The Honey Pot | What: A Honey Pot to display on the table  How: The Honey Pot reward will be given to the table of students that exhibits the most respectful, responsible, and safe behaviors in the cafeteria for a week. The following week, that table will have the Honey Pot displayed in the middle of their table. | Weekly | Cafeteria | Cafeteria staff |
| Bramble Bucks | What: Paper slips of recognition  How: Bramble Bucks will be given to individual students for exhibiting Bramble Behaviors (behaviors that are safe, respectful, and responsible (see Behavioral Expectations Matrix). Upon receipt of a Bramble Buck, students will write their name and teacher’s name on ticket. Each classroom should have a system for organizing students’ Bramble Bucks. Every Friday, students/teachers should count and document how many Bramble Bucks each student has earned for the week. The Bramble Bucks will then be delivered to the office for the office staff and RTI2-B School Team to put on the Beehive board. | Daily | All settings | All staff responsible for distributing Bramble Bucks |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Staff*** | Worker Bee Award | What: A Worker Bee poster will be displayed on the classroom door of a teacher (selected by the administrator and RTI2-B school team). The poster remains on the classroom door for a one week period. At that point, it is given to another teacher.  How: Teachers are given the Worker Bee Award (poster) for the following behaviors: doing an exceptional job teaching/re-teaching Bramble Behaviors, acknowledging students, etc. | Weekly | Worker Bee Award poster displayed on teachers’ classroom doors | Administrator and RTI2-B School Team |
| Raffles | What: A prize drawing for teachers  How: Once the Beehive is full and the school has earned its celebration, the Bramble Bucks posted on the Beehive will be taken down and placed in a box/bucket. At the next staff meeting, one or two Bramble Bucks will be drawn. The teachers’ whose names are on the Bramble Bucks will win a prize. | Approximately monthly (whenever Beehive is full) | All Settings; drawings happen at staff meetings | All staff responsible for distributing Bramble Bucks; RTI2-B School Team responsible for setting up drawings |
| Beekeeper Breakfast | What: A breakfast to say “thank you” for participating in RTI2-B at the school.  How: The PTO and RTI2-B School Team will host a quarterly appreciation breakfast for all staff members. | Quarterly | Teacher’s Lounge or Meeting Area | PTO & RTI2-B School Team |
| ***Family/Community*** | Busy Bees | What: A community member recognition bulletin board  How: Community groups and family members will be acknowledged for their participation (i.e., donations, volunteer time, etc.) in the RTI2-B framework. A bulletin board will be kept in the front office/entry area of the building. Each month, new community groups/family members will have their names/pictures displayed, along with a large “thank you” sign. | Monthly | Front Office/Front Entry Area | Office Staff & RTI2-B School Team |
| School Website | What: A running banner on the school website highlighting participation from the community and families.  How: The RTI2-B School Team will keep track of community participation and work with the school’s tech representative to post about those contributions on the school website. | Ongoing (changed out monthly or quarterly) | Website | RTI2-B School Team and tech person |
| Thanking Members of our Beehive | What: An annual celebratory event to thank family and community members who have been involved with RTI2-B over the course of the year.  How: The RTI2-B team, with help from school staff and students, will host a party for family and community members at the end of the school year. The event could involve students performing for the guests, making cards/pictures to give to the guests, food, etc. | One time per year (at end of school year) | TBD | RTI2-B School Team, Office Staff, Administrator; all teachers and students to assist |

**Problem Behavior Definitions and Discipline Procedures**

# Problem Behavior Definitions and Office-Managed vs. Staff-Managed Chart

Our school categorizes problem behaviors as office-managed and staff-managed. We used our school’s discipline handbook and the behavior definitions to determine which problem behaviors will be office-managed and which will be staff-managed in our discipline process. We also agreed on the definitions, examples, and non-examples listed below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
| **Lying/Cheating:** | Lying – Making a statement to which one knows to be untrue.  Cheating – using dishonest methods to gain academic advantage. | Cheating on tests  Copying work (without teacher permission)  Lying to an adult | Teacher approved: Cooperative Learning  Sharing  Projects |
| **Inappropriate Verbal Language or Nonverbal Language (Disrespectful):** | Student engages in low-intensity instance of inappropriate language toward other students Calling names  Use of inappropriate vocal tones | Stupid, ugly, shut-up, sucks, freakin’, etc.  Eye rolling, mumbling disrespectful statements under breath | Swearing or cursing toward any individual teacher or another adult, yelling at adult, flipping the middle finger |
| **Physical Contact:** | Student engages in non-serious, but inappropriate physical contact.  Inappropriate touching with the hands or feet which **did not display of perceived threat or result in injury.** | Pushing, shoving, horseplay, hugging, kissing | Punching, hitting, kicking |
| **Disruption/ Noncompliance:** | Student engages in brief or low-intensity failure to respond to adult requests.  Refusing to obey; challenging or resisting authority; engaging in power struggles | Talking back, not following teacher or staff directions | Yelling at the teacher, leaving class without permission |
| **Disruption:** | Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one’s self or others. | Talking, tapping pencils, repeated noises, blurting out, out of seat, passing gas, burping | Yelling, turning over furniture |
| **Property Misuse:** | Use of Property in a way in which it was not designed, **does not cause physical harm or injury to one’s self or others.** | Kicking furniture, purposefully breaking classroom materials (e.g., pencils, crayons) | Breaking classroom items, throwing desks, chairs, computers |
| **Forgery/Theft:** | Forgery – Signing someone else’s name or taking credit for something which is not yours.  Theft – Taking someone else’s property without permission | Taking someone else’s pencil or other property valued of $5, turning in someone else’s work as your own, signing your parent’s name. | Stealing school or teacher’s property |
| **Teasing/ Taunting:** | Inappropriate comments and/or unwanted verbal, physical, or emotional advances. | Making faces, shooting a bird, calling other student’s names, using sexual, racial, or intellectual slurs, without the receiver feeling unsafe, intimidated or excluded. | Bullying, repeated verbal abuse, inappropriate touching, inappropriate gestures, pictures, or notes. |
| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Office-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
| **Abusive Language:** | Swearing or curse words directed toward others in a demeaning or provoking manner, words used to hurt or demean | Calling others names, making racial or sexual slurs | Saying stupid, ugly, shut up, etc. to other students, profanity |
| **Defiance:** | Leaving classroom without permission, repeated verbal defiance over 5 minutes or direct refusal to obey (after two directives) | “I’m not going to!”  “You can’t make me”  Refusal to go to the office | Not completing work, talking back, not following directions, eye rolling, mumbling disrespectful statements under breath |
| **Disruption:** | Any disturbance or interference that takes away from the learning environment causing potential harm to one’s self or others | Prolonged yelling, turning over furniture, escalated confrontation between students, slamming books or knocking books to the floor in anger, acts of rage | Talking, tapping pencils, repeated noises, yelling for under a minute. |
| **Fighting/Physical Aggression:** | Physical contact with intent or outcome of causing injury or harm to others | Punching, hitting, kicking, spitting, causing physical harm to another | Pushing, shoving, horseplay that does not escalate |
| **Theft:** | Stealing school, student or teacher’s property over a value of $10 | Taking money, calculators, teachers’ editions or other books, taking valuable property that belongs to the school or another student, taking money | Turning in someone else’s work as your own, signing your parent’s names |
| **Harassment/Threats:** | Repeated verbal abuse, inappropriate touching, threats of physical harm, including threats of weapons | Repeated inappropriate comments or physical contact that makes the receiver fee unsafe, intimidated, or excluded. “You better watch yourself!” | Horseplay actions or comments that do not make the receiver feel threatened, unsafe, intimidated or excluded. |
| **Property Damage:** | Intentional destruction of property belonging to the school or the teacher, or students through misuse or aggressive behavior. | Breaking classroom materials, throwing desks, chairs, and computers. Destroyed textbooks, urination/defecation in inappropriate places, placement of bodily fluids on community property | Kicking furniture, breaking pencils, crayons, leaving caps off markers, etc. |
| **Weapons:** | Having possession of a weapon or weapon look alike capable of causing bodily harm | Knives or guns (real or look alike) or other objects readily capable of causing bodily harm found on the student or in lockers, backpacks, purses, etc. (including cigarette lighters) | Pencils, scissors, and toys when being used properly |
| **Drugs and Alcohol:** | Any possession of drugs and alcohol including cigarettes will be considered a major behavior and will be handled by the office. | Alcohol, cigarettes, or drugs found in a student’s locker, backpack, purse, jackets, etc. or found in the pockets or hands of the student. | Tylenol  Prescriptions with a note from home/doctor  Cough drops |
| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. | | | | |

# Discipline Process Flowchart

Together as a team, we updated our Discipline Process Flowchart and it is provided below. This will help improve consistency on the steps to take when problem behaviors occur.

**Observe Problem Behavior**

**Observe Problem Behavior**

**NO**

**YES**

Send student to Office, or call Office to have student removed.

Use Teacher Consequence(s):

1. Redirection/Proximity

2. Conference with student

3. Take a break inside/outside classroom

4. Time off recess

5. Consult team member or previous teacher

**Teacher Managed**

* *Lying*
* *Disrespect*
* *Physical Contact*
* *Noncompliance*
* *Disruption*
* *Property Misuse*
* *Forgery/Theft*
* *Teasing/Taunting*

**Office Managed**

* *Abusive Language*
* *Defiance*
* *Disruption*
* *Fighting/Aggression*
* *Theft*
* *Harassment/Threats*
* *Property Damage*
* *Weapons*
* *Drugs & Alcohol*

Complete office discipline referral (ODR).

If behavior is unchanged, and all consequences have been given, contact the parent to discuss the behavior.

Administrator follows through on consequence.

**No**

**Yes**

Administrator provides feedback to teacher in a timely manner.

Write referral to the office, using an ODR form.

Continue teacher management until 3 parent contacts have been made.

# Office Discipline Referral Form

Office Discipline Referral Forms are an important way to collect data on problem behaviors occurring in our school. Together as a team, we checked to see if the essential elements are included in our school’s ODR form, and our updated form is located below.

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

**Data-Based Decision Making**

# Data Collection Plan

This chart is a document the team used to organize Tier I school data. Data will be collected in various ways throughout the year, and the team will look at this data to make decisions.

|  |  |  |
| --- | --- | --- |
| **Data** | **Evaluation Tool** | **Collection Schedule** |
| **Office Discipline Referrals (ODR) Data** | Our school uses: \_SWIS\_\_  (e.g., SWIS, PowerSchool,  Infinite Campus, Skyward) | ***Recommendation:*** *Summarize discipline data monthly*  Our plan: We will look at ODR at our monthly meetings. |
| **Universal Behavior Screener** | Student Risk Screening Scale for Internalizing and Externalizing Behavior (SRSS-IE) | ***Recommendation:*** *Three times per year (fall, winter, and spring)*  Our plan: Teachers will complete the screener in September, December, and April. |
| **Fidelity Data** | Tiered Fidelity Inventory (TFI) | ***Recommendation:*** *Two times per year (fall and spring)*  Our plan: The RTI2-B team will complete the TFI with an RTI2-B District Coach at our meetings in October and May. |
| **Social Validity** | Primary Intervention Rating Scale (PIRS) | ***Recommendation:*** *Once per year in the spring*  Our plan: All staff will complete the electronic survey emailed to them in February. |
| **Annual Evaluation** | Annual School Report | ***Required:*** *Annually at the end of the school year for implementing schools*  Our plan: The RTI2-B Team will complete the Annual Report at the end of the year and submit by June 15th. |

# Appendix

**Our Lesson Plans for each setting**

**Bramble Elementary (Lower Elementary)**

**School-wide Expectations Lesson Plan: Cafeteria**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all cafeteria routines.*** |
| **Objective** | The students will use safe, respectful, and responsible behaviors when in the cafeteria for all meals. |
| **Setting** | School cafeteria |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:** Hold tray with two hands. Keep food to self without sharing.  **Respectful:** Use an inside talking voice. 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 way and have students tell you how to fix what you are doing incorrectly. 2. Have students play “I have who has...”. Give some students cards with pictures of the appropriate behavior and some students a card with a picture symbol and word representing the behavioral expectation (i.e. safe, respectful, responsible). 3. Students will need to find their match between the behavioral expectation and appropriate behavior. 4. Students tell each other and/or show each other the appropriate behavior (i.e. carrying a tray with two hands or using their inside voice level). |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the cafeteria. Teacher pairs Bramble Bucks with behavior-specific praise. 2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors. |

**Bramble Elementary (Lower Elementary)**

**School-wide Expectations Lesson Plan: Restroom**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all restroom procedures.*** |
| **Objective** | The students will use safe, respectful, and responsible behaviors when using the restroom. |
| **Setting** | Classroom bathroom or school-wide bathroom. |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:** Use soap and water for washing hands. Keep restrooms clean and dry.  **Respectful:** Honor privacy. Wait patiently for your turn.  **Responsible:** Flush toilet after use. Use quickly, then leave. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Students will knock on the bathroom door or stall door, and then wait patiently away from the door if it is in use. 2. Students will flush toilet when they are done, pick up any garbage that may have dropped, and exit the bathroom stall. 3. Students will go to sink and wash their hands using soap and water. 4. Students will wipe down around sink with a paper towel if it is wet. |
| **Non-Examples: Model Only** | 1. Opening the door when someone says they are in there. 2. Not flushing the toilet. 3. Leaving without washing hands. 4. Leaving water all over the sink area. 5. Hanging out and talking in the bathroom. |
| **Follow Through and Practice** | 1. Students will use either a paper copy or technology version (e.g. a PowerPoint, or ActivInspire Workbook) of matching a picture to the expectation. 2. Students will say the expectation represented by the picture, and either the teacher or students will match the written expectation to the picture. 3. It can be made into a class activity by having students model the exemplar behavior while you take pictures for the matching game. 4. For maintenance, in the beginning of the day or before the class uses the restroom after lunch the teacher can lead to students to do a brain blurt in which they say every expectation about using the restroom they can think of and the teacher will write down what the students say. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the restroom. Teacher pairs Bramble Bucks with behavior-specific praise. 2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors. |

**Bramble Elementary**

**School-wide Expectations Lesson Plan: School Bus**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will show citizenship and arrive at school on time and in a safe manner. |
| **Setting** | School Bus |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:** Stay in seat. Hands, feet, and objects to self.  **Respectful:** Quiet voice. Follow bus driver directions.  **Responsible:** Get to bus on time. Walk on and off quickly. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Keeping hands, objects, and body to self 2. Bottom to bottom, back to back 3. Conversational voice level |
| **Non-Examples: Model Only** | 1. Arguing/fighting over seats (e.g., yelling, shouting, pushing, hitting, etc.) 2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.) |
| **Follow Through and Practice** | 1. **Behavior Expectation Scavenger Hunt:** Have students go through the room and find the behavioral expectations that match the area of the school (e.g. provide the student with a worksheet that says bus, and in the room the students will find the list of appropriate behavior expectations for the bus such as stay in seat, keep hands and feet to self, use a quiet voice). This can be done by having students scan QR codes in which the expectations are revealed when the code is scanned. 2. Set up classroom chairs to mimic school bus benches. Practice walking on bus. Have students load from back to front. 3. Use classroom lights as a signal to practice voices on and off. 4. **Foldable Fun**: Have students create a classroom procedure foldable out of a blank sheet of paper. You can assign “The Bus” for them to explain. Each side of the foldable can represent one category on the matrix (safe, respectful, responsible). These can be hung and reviewed as the students exit the classroom.   *\*Practice signals to use:* “Peace Sign” means silent voice. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Before dismissal each day for the first weeks of school and when a refresher is needed have students do a Brain Blurt. During a Brain Blurt the teacher will state a topic or write it on a board. Students have one-minute to think and then brainstorm as many behaviors that are safe, respectful, and responsible for the bus; students have the option of stating the answers and a scribe recording them or each student can write their answer(s) on a post-it and stick it to the board. 2. Give Bramble Bucks to bus drivers to distribute. |

**Bramble Elementary (Upper Elementary)**

**School-wide Expectations Lesson Plan: Classroom**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all classroom routines (e.g., sharpening pencils, lining up to leave classroom, transitioning between centers, turning papers in, asking for help, working with a partner, etc.)*** |
| **Objective** | The students will use safe, respectful, and responsible behaviors when in the classroom setting and during all classroom routines. |
| **Setting** | Grade-Level Classrooms and Related Arts Classrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:** Hands, feet, and objects to self. Use walking feet.  **Respectful:** Listen to speaker. Wait your turn.  **Responsible:** Follow class rules at all times. Finish work. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Students put materials away in desk upon teacher’s signal and walk to the rug at the front of the room. 2. Students use walking feet and line up single file at the door. 3. Eyes on teacher with a quiet mouth when teacher is talking. 4. Soliciting teacher assistance by raising hand without talking and waiting for teacher. |
| **Non-Examples: Model Only** | 1. Running in the classroom 2. Interrupting teacher while teacher is talking 3. Pushing peers while standing in line. |
| **Follow Through and Practice** | 1. Have students read a short story about students who are not following the classroom procedures. 2. Have students rewrite the story, making sure the main character is following the classroom procedures according to the behavior expectations. 3. Have students write a song that covers the important parts of one of the classroom procedures. Assign small groups or partners procedures and allow them to present their song to the class. 4. Have students play “Back to School Procedures: Find Somebody Who...” give students a 4 x 4 grid of statements such as “Find somebody who knows where you should turn in your homework” or “Find somebody who can tell you what NOT to do if you have a question.” Have the students circulate around the classroom to find these people, and the peer they find must demonstrate the behavior and then sign their sheet. Offer incentives for filling up their entire sheet, getting 4 in a row, etc. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the classroom. Teacher pairs Bramble Bucks with behavior-specific praise. 2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors. |

**Bramble Elementary**

**School-wide Expectations Lesson Plan: Gym/P.E.**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will exhibit safe, respectful, and responsible behaviors in P.E. |
| **Setting** | Gym/P.E. |
| **Expectations** | **Safe:** Use equipment appropriately. Keep hands and feet to self.  **Respectful:** Follow teacher directions.  **Responsible:** Put equipment away. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. When on scooters, hold onto the inside of the handle. 2. Being a “good sport” (e.g., using kind words with peers, cheering on teammates, tolerating losing without getting upset, etc.). 3. Sitting quietly, listening to instructions given by teacher. 4. Practice putting equipment away properly. |
| **Non-Examples: Model Only** | 1. Running in the wrong direction. 2. Pushing another student too hard instead of lightly tagging them when playing a game of tag. 3. Being a “poor sport” (e.g., calling other students names, crying/throwing a tantrum if team/student has lost, etc.). |
| **Follow Through and Practice** | 1. Spread equipment around and have students pick up and return to proper place. 2. Practice freezing on signal. 3. Practice finding a partner quickly and quietly. 4. Class watches small groups follow the directions and provide feedback about what the small groups did well and behaviors to improve upon. 5. Have students play **Find Somebody Who...** In this game students receive a 4x4 game board with different procedures (e.g. Find somebody who can show you where to turn in homework, or find somebody who can show you how not to ask a teacher a question). Students will find their peer, and their peer will demonstrate or say how to or how not to do one of the procedures. Students then mark that square off. Teachers can offer incentives for completing the board, getting 4 in a row, etc.   *\*Practice signals to use:* Whistle blow; practice use of any class signals teacher uses in the gym/P.E. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Prior to starting P.E. class have students play a whole group game of **Two Truths and a Lie.** The teacher will state two appropriate behaviors and one inappropriate behavior for the gym and the students will identify the inappropriate behavior. 2. Provide Bramble Bucks and praise for good decision-making and safe, respectful, responsible participation. |

**Notes on updating your Implementation Manual**

1. The Table of Contents automatically adjusts and reformats according to any changes you make. Use the following steps as a guideline to update page numbers:
   1. Click on the title “Table of Contents”
   2. A box should appear above where you clicked that says “Table” with an arrow
   3. Click on the arrow that appears in the box
   4. Click on “Update Table”
   5. Click on “Update Page Numbers Only
   6. Click “OK” and the page numbers should update
2. Insert the listed items where called for, as indicated by yellow highlights. Delete the highlighted instructions when finished adding the materials. All requested items should be copy and pasted directly from the RTI2-B School Team Workbook that was completed during training.