|  |  |  |  |
| --- | --- | --- | --- |
| RTI2-B School Team Workbook | | | |
| Tier I Day 2 Training | | | |
| School: |  | | |
| District: |  | | |
| Date: |  | | |
| Participants: |  | | |
|  | |  |  |

**Discipline Procedures**

**Activity #11: Strategies to Discourage Problem Behavior**

Use this chart to discuss helpful classroom strategies. Then determine which strategies are best to use for the scenario listed on each chart paper.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Explanation** | **Example** |
| **Re-direct** | This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific statement of the school-wide, non-classroom or classroom rule/procedure. A re-direct emphasizes the “what” of the behavior instead of the “why.” | “Jason, please begin your writing assignment.” (Later) “Nice job being responsible, Jason, you have begun your assignment.” |
| **Re-teach** | Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the students the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, then specific positive feedback should follow. | “Jason, you need to be responsible by being on-task. That means your desk is clear of everything except your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible, Jason; it looks like you are ready to work. Let me know if you need help.” |
| **Provide Choice** | Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives: the preferred or desired behavior and a less-preferred choice. When options are paired this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, praise. | “McKenzie, you are asked to get on-task and begin your work or you can finish the activity later today during our special activity. I will watch to see if you would rather begin now.”  OR  “Lynn, you can get organized and work here at your seat, or you can work in the quiet area. Which would you prefer?” |
| **Student Conference** | This is a lengthier re-teaching or problem-solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, and a plan is made to ensure the behavior is used in the future. This is to be done when students are calm, not while students are escalated. | “B.J., several times today I have reminded you about being on-task. When you are given an assignment, you need to . . . When you do that, you can finish faster and move on to things you enjoy. Tell me what you will do when given an assignment. Let’s practice . . . How can I help you do that if you get stuck?” (then) “Can I get a commitment from you to do that?” |
| **Proximity** | Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by her proximity. | When Alan is off-task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief specific positive feedback will help maintain the desired behavior. “Thanks, Alan, for showing respect with your attention.” |
| **Signal Non-verbal Cue** | Teachers have a variety of signals that communicate to the student(s) what is expected. These non-verbal techniques include such things as eye contact, hand gestures, picture cues, etc. Such simple cues suggest that the teacher is aware of the student’s behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group. | When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention.  The group of students is getting restless. The teacher uses her hand to signal to regain their attention, then praises the group and reminds them of the expectations for independent work time. |
| **Ignore/**  **Attend/Praise** | This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, then attention and praise are provided. | James is off-task during independent work time. The teacher briefly ignores James and specifically praises a student nearby who is on-task, “LeBron, thank you for working on the correct assignment!” When James begins to get back on-task, then the teacher immediately praises him, “Thanks, James for being on-task. You’ll be sure to get your work done.” |

(Adapted from MO-SWPBS Tier I Team Workbook)

**Activity #12: Discipline Process Flowchart**

Together as a team, create your Discipline Process Flowchart by editing the template below. If you already have a Discipline Process Flowchart, you may also update yours. Remember to refer to your Office-Managed vs. Staff-Managed Chart.

**Observe Problem Behavior**

**Office Managed**

**Teacher Managed**

**NO** **YES**

Administrator provides feedback to teacher in a timely manner.

Administrator follows through on consequence.

Complete office discipline referral (ODR).

Use Teacher Consequence(s):

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

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

**No** **Yes**

Write referral to the office, using an ODR form.

Continue teacher management until 3 parent contacts have been made.

**NO YES**

**Activity #13: Creating ODR Form**

Together as a team, create your Office Discipline Referral Form by editing the template below. If you already have an ODR Form, you may also update yours.

|  |  |  |
| --- | --- | --- |
| **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**

**Activity #14: Practice Using Tier I Data**

**Step 1. Reviewing Tier I ODR Data**

As a team, use the graphs to complete the Big 5 Report section of the ODR Review. Remember that you are focusing on the month of September. When answering “When are most problem behaviors occurring”, your team may want to write a time range.

Then discuss the following questions and take notes in the box on the next page:

* How could the team use this data?
* What steps will your team need to take to make this type of ODR data available for team meetings and decision-making?

|  |
| --- |
| **Big 5 Report**  **What** were the average number of ODRs per day per month for September? \_\_\_\_\_  **Wha**t is the most frequently reported problem behavior? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Where** are most problem behaviors occurring? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **When** are most problem behaviors occurring (time range)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Who** are most frequently engaged in problem behaviors? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (i.e. individuals, grade level, team, etc.) |

|  |  |
| --- | --- |
| **ODR Data Ideas** | |
| Uses for ODR Data: | Steps to Make This Data Available: |
|  |  |

**Step 2. Reviewing the SRSS-IE**

As a team, look at the triangle graphs for a school’s overall levels of risk for internalizing and externalizing behaviors from Fall 2016 and Fall 2017. These triangle graphs summarize universal behavior screener data for all students at this school. As you may remember, the goal is to have 80% of students at Tier I, 15% of students at Tier II, and 5% of students at Tier III. Discuss how the risk percentages changed each year and what the school may have done to help decrease the overall risk.

|  |  |
| --- | --- |
| **Universal Behavior Screener (SRSS-IE) Data Ideas** | |
| Change in Externalizing Risk Levels: | Change in Internalizing Risk Levels: |
| Low:  Moderate:  High: | Low:  Moderate:  High: |

**Step 3. Reviewing Social Validity Data**

As a team, review the blank PIRS survey. Discuss the following questions and take notes in the box provided below:

* Why is it important to get staff input as you implement Tier I?
* How could your team use PIRS survey responses?

|  |  |
| --- | --- |
| **PIRS Survey Data Ideas** | |
| Benefits of Gathering Staff Input: | How to Use Survey Responses: |
|  |  |



**Activity #15: Data Collection Plan**

Use this Tier I data collection chart to complete the data section of your Meeting Foundations Form (located in Activity 3 on page 3 of your Day 1 workbook) and your Post-It note questions about data.

|  |  |  |
| --- | --- | --- |
| **Data** | **Evaluation Tool** | **Collection Schedule** |
| **Office Discipline Referrals (ODR) Data** | Our school uses:  (e.g., SWIS, PowerSchool,  Infinite Campus, Skyward) | ***Recommendation:*** *Summarize discipline data monthly*  Suggested 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)*  Suggested 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)*  Suggested 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*  Suggested 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*  Suggested plan: The RTI2-B Team will complete the Annual Report at the end of the year and submit by June 15th. |

**Feedback and Acknowledgment**

**Activity #16: Myths of Reinforcement**

Together as a team, go to a piece of chart paper that corresponds with your assigned number. Write down one counterargument to the statement on the chart paper. Each statement has to do with concerns about reinforcement systems. Move to the next piece of chart paper and repeat until your team has written one counterargument on each piece of chart paper. The box below is available for you to take notes:

|  |  |
| --- | --- |
| **Myths** | **Counterarguments** |
| Kids should just be good. |  |
| I don’t want to bribe kids. |  |
| If we give them things then they are going to expect things all the time. |  |
| If you reinforce, then there is no punishment. |  |
| Reinforcement decreases intrinsic motivation. |  |
| Why should I reward them for doing what they are supposed to do? |  |
| Reinforcement takes away too much time from teaching. |  |

**Activity #17: Reinforcer Relay**

Your team will need to find the colored paper on your table. When the relay begins, team member will take turns writing down an idea for a reinforcer and pass the sheet to the right. The goal is to write down as many ideas as possible in one minute. The team with the most ideas wins! Space is available below to take notes.

|  |  |
| --- | --- |
| **Reinforcer Relay Notes** | |
| **Ideas for Individual Students** | **Ideas for Groups of Students** |
|  |  |



**Activity #18: Acknowledgement System Matrix**

Complete the matrix on the next page.

Considerations:

* + - * Consider various ideas for acknowledging students/staff/families/community
      * Link system to your behavioral expectations
      * Use across settings
      * Share this acknowledgement system with all stakeholders

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School-wide Acknowledgment System Matrix** | | | | |
|  | Name and Type | Description | When (frequency) | Where (location) | Who (distributors) |
| ***Students*** |  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Staff*** |  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Family/Community*** |  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |
|  | What:  How: |  |  |  |

(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)

**Student, Family, and Community Involvement**

**Activity #19: Teaching to Plan to Family and Community**

Complete the information below for Teaching the Plan to Family and Community.

|  |  |
| --- | --- |
| **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) | |
| *Who will present the plan/share information?*  *What materials will be shared?* | **When:** |
| **How can families incorporate RTI2-B in the home?**  (e.g., home matrix, home acknowledgement system) | |
| *How will these resources will be shared?* | **When:** |
| **What additional resources can family/community members access for more RTI2-B** **information and support?** (e.g., online resources, resources within the district) | |
| *Where can they find these resources?*  *How will these resources be shared?* | **When:** |
| **Who will be the liaison between the school and family/community?** | |
|  | **When:** |
| **How can family/community members get involved with RTI2-B at your school?** | |
|  | **When:** |
| **Does your school have an established parent organization? If so, who will communicate with the parent organization?** | |
|  | **When:** |

**Professional Development**

**Activity #20: Calendar**

Complete the chart to ensure your school calendar includes the RTI2-B Calendar Components.

|  |  |
| --- | --- |
| **RTI2-B Calendar Components** | **Date(s)** |
| RTI2-B School Team Meetings |  |
| Initial Session to Teach Core Components to Staff |  |
| Booster Sessions to Teach Core Components to Staff |  |
| Begin School-wide Implementation  (e.g., Kick-off Celebration) |  |
| Teaching Expectation Lesson Plans to Students in All Settings |  |
| Re-teaching Expectation Lesson Plans to Students in All Settings |  |
| Celebrations/Assemblies |  |
| Family Nights |  |
| Other: |  |

**Activity #21: Teaching the Plan to Staff**

Identify how your team will teach the plan to school staff.

|  |  |
| --- | --- |
| **How will you train staff on the plan?** | |
| *Who will be trained? (e.g. paraprofessionals, teachers, bus drivers, custodial staff, cafeteria workers, office workers)*  *Who will present the information?*  *What materials will you need to train?*  *Where will you train?*  *How long will training last?* | **When:** |
| **How will you train staff to teach expectations and deliver acknowledgements?** | |
| *What materials will you need?*  *Who will present the information?* | **When:** |
| **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)* | |
| *What materials will you need?*  *Who will present the information?* | **When:** |
| **How will you teach core features of the plan to substitute teachers?**  *(e.g., expectations, acknowledgements, discipline)* | |
| *What materials will you need?*  *Who will be responsible for providing materials/informing the substitutes?* | **When:** |

**Training Your Staff for Implementation**

Use this chart to organize the aspects of your Tier I plan that will need to be shared with staff.

|  |  |
| --- | --- |
| **Behavioral Expectations and**  **Teaching Expectations**   * Provide expectations to faculty and staff and provide rationale for why expectations will be similar throughout the school. * Explain the difference between a School-wide Expectation and the behaviors listed in the expectation Matrix. * Ask faculty and staff to review the expectations and see if there are any missing. * Have each table review the matrix and present to other faculty what the expectations look like in each school setting. | **Problem Behavior Definitions and**  **Discipline Procedures**   * Review Problem Behavior Definitions. * To obtain staff buy-in allow faculty and staff to review definitions and sort (whole or small group) into office vs. staff managed * Review Discipline Flowchart * Use Discouraging Inappropriate Behavior Activity to review responses to problem behavior * Review Office Discipline Referral * Create scenarios and have staff practice writing referrals for each scenario. * Review Minor Tracking Procedures * Create scenarios for staff to determine whether each behavior is office or staff managed. |
| **Feedback and Acknowledgement**   * Review Feedback procedures with staff * Discuss the use of acknowledgement at an adult level * Use faculty acknowledgement system during presentation. * Have grade levels or small groups brainstorm acceptable incentives for students (non-tangible or tangible). * Have faculty and staff brainstorm school-wide incentives. | **Faculty Involvement**   * Review expectations for faculty involvement. * Provide all materials to faculty at training * Implementation Manual * Tickets (if applicable) * Problem Behavior definitions * School-wide Expectation Posters * Implementation Calendar * Allow faculty to provide feedback on Tier I plan * Surveys, anonymous comments, grade level chairs |

**Tier I Implementation Checklist**

Use this checklist to determine what your team needs to complete prior to implementing Tier I. This checklist outlines which workbook activities you will need to transfer into you Tier I Implementation Manual, as well as specific materials to finalize before your school begins implementing Tier I.

|  |
| --- |
| **Tier I Implementation Checklist** |
| * Finalize Tier I Implementation Manual * Tier I Team Meeting Foundations Form * Tier I Team Meeting Agenda * Behavioral Expectations Matrix * Lesson Plans * Calendar for Implementation (e.g., staff training, student roll-out, team meetings) * Teaching the Plan to Students, Staff, and Family/Community * Planning for Stakeholder Input * Acknowledgement System Matrix * Problem Behavior Definitions for Office-Managed vs. Staff-Managed Chart * Discipline Process Flowchart * Office Discipline Referral Form * Data Collection Plan * Finalize Materials to Share with Students, Staff, and Family/Community * Behavioral expectations posters for all classrooms and all settings * Tickets or other acknowledgement systems * Ticket/Acknowledgement System Tip Sheet * Reinforcer ideas list * Staff presentation and roll-out plan (including Food Service, Custodial Staff, Transportation, and others as applicable) * Implementation manual for all staff members * Student kick off assembly and roll-out plan * System to teach students the behavioral expectations lesson plans in all settings * Presentation for families * Letter to families * Meet as a team to finalize all materials and set-up plan for student and staff roll-out * Gather staff input on Tier I plan (ongoing) * Send all finalized materials to TBSP at [tennesseebsp@vanderbilt.edu](mailto:tennesseebsp@vanderbilt.edu), your county’s educational consultant, OR upload documents to [tennessebsp.org](http://tennesseebsp.org/) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tier I Training – Action Planning Form** | | | | | | |
| **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | **Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
| **Instructions:** Complete each activity as a team and delegate unfished tasks. Corresponding TFI Items are noted within each section. | | | | | | |
| **Description** | | ***What*** work needs to be completed? | | ***How*** *will you gather and use staff input?* | ***Who*** completes the work? | ***When*** will work be completed? |
| **Day 2 Workbook** | **Discipline Procedures**   * *Activity #12: Discipline Process Flowchart* * *Activity #13: Creating ODR Form*   **TFI Items**  1.6 - Discipline Policies  1.12 - Discipline Data |  | |  |  |  |
| **Data-Based Decision Making**   * *Activity #15: Data Collection Plan*   **TFI Items**  1.12 - Discipline Data  1.13 - Data-Based Decision Making  1.14 - Fidelity Data  1.15 - Annual Evaluation |  | |  |  |  |
| **Feedback and Acknowledgement**   * *Activity #18: Acknowledgement System Matrix for Students, Staff, and Family/Community*   **TFI Items**  1.9 - Feedback and Acknowledgement |  | |  |  |  |
| **Student, Family, and Community Involvement**   * *Activity #19: Teaching the Plan to Family & Com.*   **TFI Items**  1.11 - Student, Family, and Community Involvement |  | |  |  |  |
|  | **Professional Development**   * *Activity #20: Calendar* * *Activity #21: Teaching the Plan to Staff*   **TFI Items**  1.7 - Professional Development |  | |  |  |  |
|  | **Other Tasks**   * *Schedule Tier I Team Planning Meeting* |  | |  |  |  |