



# **RTI<sup>2</sup>-B New District Team Member Handbook**



Tennessee Behavior Supports Project

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Materials to support further questions related to implementing RTI<sup>2</sup>-B, including videos and resources on classroom management and examples shared throughout RTI<sup>2</sup>-B trainings.

- [RTI<sup>2</sup>-B Overview Video](#) - included in RTI<sup>2</sup>-B Presentation for New Team Members
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# Using The Handbook

Welcome to TBSP's RTI<sup>2</sup>-B New District Team Member Handbook

As you explore the resources in this document, here are some tips to help you with navigation.

**Please note: you must have internet access to fully utilize this document as some of the materials included are videos and interactive presentations.**

## Side Tabs

Side tabs are the main way to navigate between sections. They are available on all pages. By tapping one of the binder's side tabs, you will be redirected to that section's title page.

Additionally, the tabs can assist with moving between documents within the same section.

**Example:** You are reading the "RTI<sup>2</sup>-B Overview (one-pager)" in the RTI<sup>2</sup>-B Overview section and you want to find the "Tier I Electronic Resource Binder." Simply select the Overview tab on the right side of the page and you will be returned to the section title page. Now you can once again access all of the RTI<sup>2</sup>-B Overview resources.

## Section Title Page

Located on every section title page, these buttons link back to the handbook's Table of Contents and the Handbook Guide page.



Resources to learn about Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B) including questions to check your own understanding.

RTI<sup>2</sup>-B New Team Presentation

RTI<sup>2</sup>-B Overview Brief

RTI<sup>2</sup>-B Overview (one pager)

Tier I Electronic Resource Binder \*

All resources within the section will have a button on the title page, they will link to the first page of that document.

Located on every page, Side tabs provide navigation between sections and return you to the start of a section.

\* External Link



# RTI<sup>2</sup>-B Overview

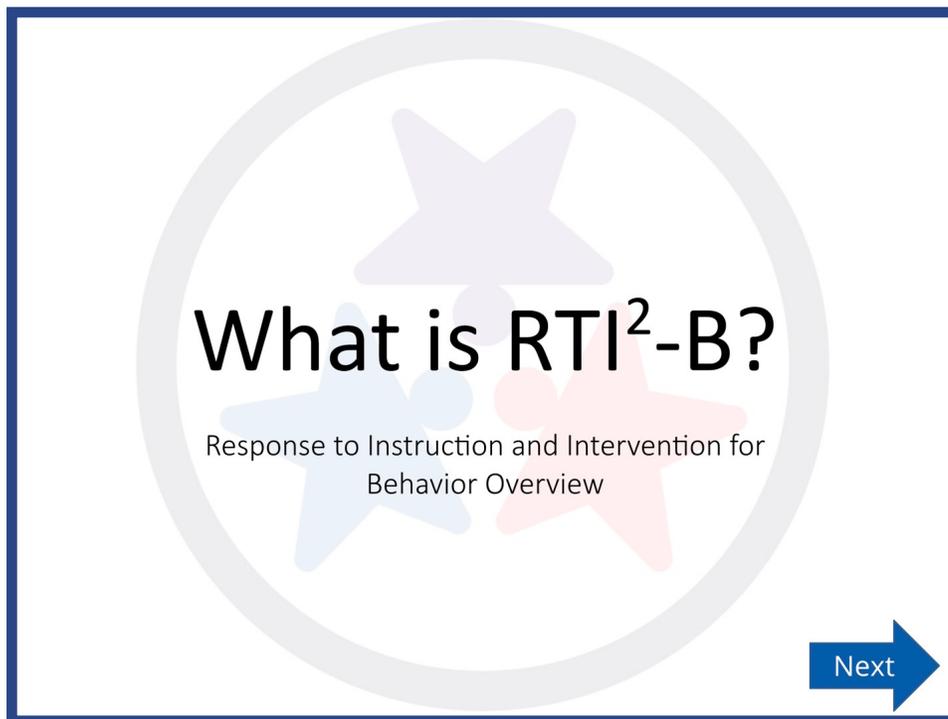
Resources to learn about Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B) including questions to check your own understanding.

\*

\* External Link



Click on the image below and you will be redirected to begin the presentation. Including the two embedded videos, plan for this presentation to take about 30-35 minutes to complete. Once complete, you can return to the handbook for additional information and resources.





## Tennessee Behavior Supports Project at Vanderbilt University

## Supporting RTI<sup>2</sup>-B in Middle Tennessee Schools

APRIL 2016



*This guide was produced by the Tennessee Behavior Supports Project at Vanderbilt University – one of three projects across the state funded by the Tennessee Department of Education to provide training and technical assistance to schools as they address the behavioral needs of students. This brief was authored by Melissa C. Hine, Brooke C. Shuster, Marilynn Porritt, Becky H. Shafer, Abbie Jenkins, Blair P. Lloyd, and Erik W. Carter.*



Two years ago, Bramble Middle School decided something needed to change. An overwhelming number of students received office discipline referrals every day, and there was often a line of students in the office waiting to talk to an administrator. The hallways were loud and chaotic during passing periods, and there was no structure in the cafeteria. Bramble Middle School was not a place where students and staff wanted to be. The principal learned about RTI<sup>2</sup>-B at a local conference and realized that attending training could help her school create a plan to improve their problem areas and the school culture.

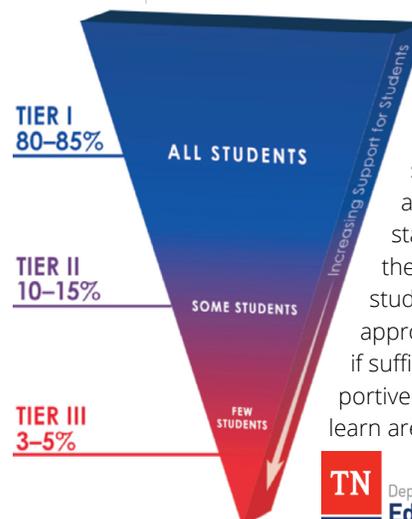
### RTI<sup>2</sup>-B Overview

Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B) is an organized framework to help districts, schools, staff, parents, and students

efficiently align social and behavioral supports into one multi-tiered, problem-solving framework. This customizable framework can help schools create a positive culture for students and staff with the goal of improving academic, behavioral, and social outcomes for all students. RTI<sup>2</sup>-B is beneficial for all schools, even schools without significant discipline concerns. The Tennessee Department of Education has already implemented a multi-tiered system of supports, Response to Instruction and Intervention (RTI<sup>2</sup>), which promotes student academic success. RTI<sup>2</sup>-B is a framework that promotes social and behavioral success. Establishing a positive school climate can be achieved through this Multi-Tiered System of Supports.<sup>1</sup>

The purpose of RTI<sup>2</sup>-B is to teach all students pro-social behavior skills and prevent problem behavior while enhancing positive relationships within the school. Pro-social behavior skills are the “people skills” students need to successfully interact with others and build positive relationships. Implementing RTI<sup>2</sup>-B requires a shared commitment

school-wide to teach and reinforce positive student and staff behavior. It also stresses that staff should adopt the view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided.





## The Purpose of RTI<sup>2</sup>-B

**Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B) is a systems approach to help districts, schools, staff, parents, and students align social and behavioral supports into one sustainable and effective multi-tiered, problem-solving framework.**

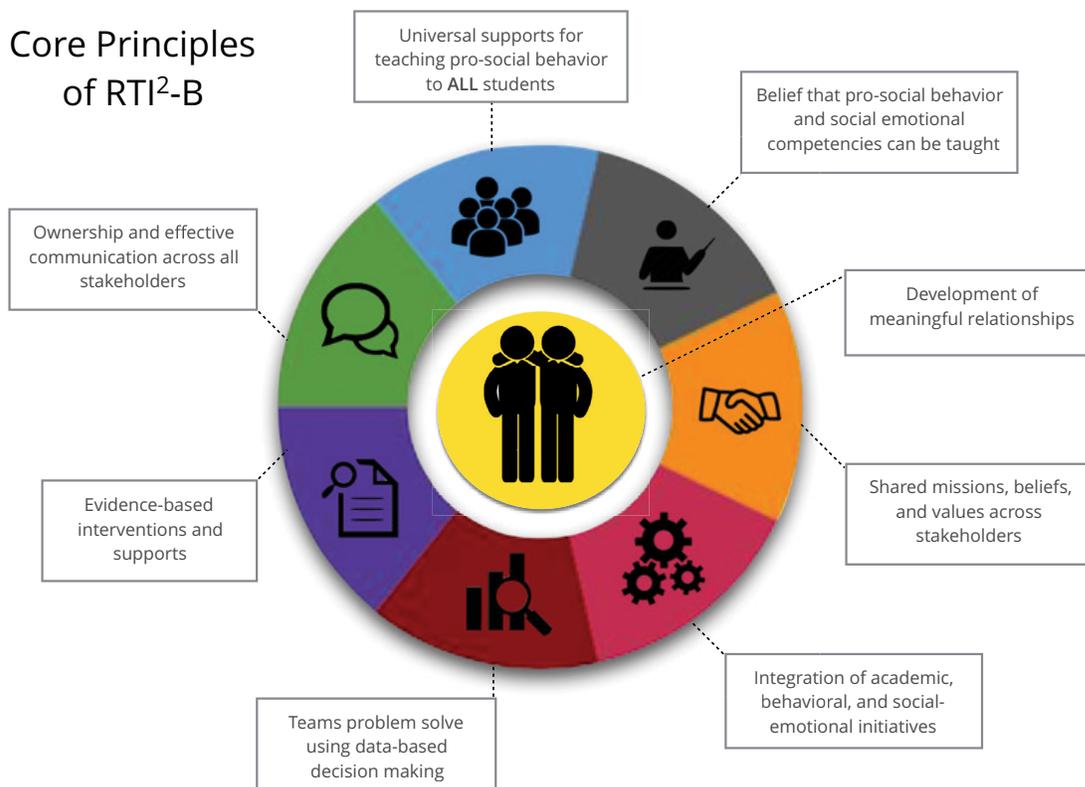
## Core Principles of RTI<sup>2</sup>-B

School stakeholders—including families, students, educators, and other school staff—should have a shared mission and understanding of RTI<sup>2</sup>-B, as well as shared beliefs and values regarding the plan to implement RTI<sup>2</sup>-B at their school. A fundamental belief behind RTI<sup>2</sup>-B is that pro-social behavior and social emotional skills can be taught. Without this shared belief and commitment to teaching these skills, RTI<sup>2</sup>-B will not be successful. RTI<sup>2</sup>-B provides universal supports for teaching pro-social behavior to all students. Stakeholders also need to share ownership of the plan and communicate effectively regarding the plan. RTI<sup>2</sup>-B affects everyone in the

school, so all stakeholders should have the opportunity to learn about the plan and contribute their feedback.

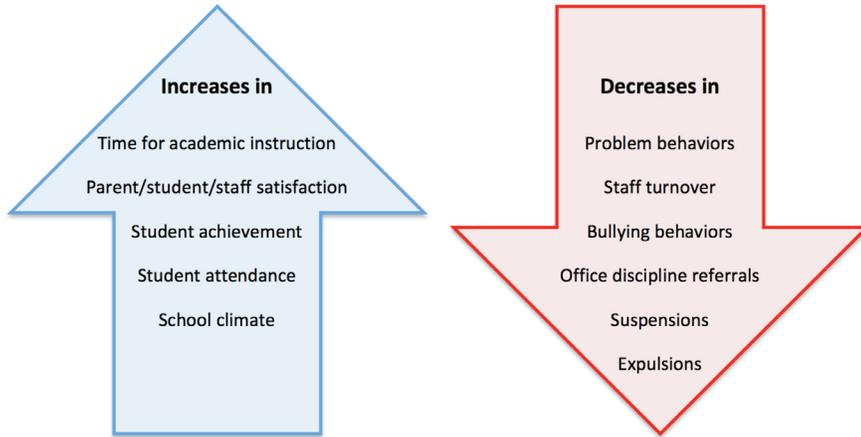
Along with universal supports for teaching pro-social behavior, RTI<sup>2</sup>-B is a framework for implementing a range of evidence-based interventions and supports. Students who need additional support are systematically identified using school data, and appropriate interventions are provided. RTI<sup>2</sup>-B school teams use data-based decision making to solve problems and monitor the effectiveness of the plan. Refer to the figure below to see how the core principles of RTI<sup>2</sup>-B work together.

### Core Principles of RTI<sup>2</sup>-B





## Benefits of RTI2-B in Schools<sup>2</sup>



RTI<sup>2</sup>-B can be customized to meet the specific needs of each school. Implementing RTI<sup>2</sup>-B at your school does not mean other initiatives must be abandoned. Instead, it can be integrated with other academic, behavioral, and social-emotional initiatives. RTI<sup>2</sup>-B is meant to build on what your school is already doing to help students and staff be successful.

### RTI<sup>2</sup>-B and School Climate

School climate refers to aspects of the school environment that make students feel safe, valued, supported, connected to their school, meaningfully engaged, and academically challenged.<sup>3</sup> Building a positive school climate is the responsibility of everyone in the school. School climate can be transformed through policies and practices that promote academic achievement and school success. Relationships are the foundation of school climate, and RTI<sup>2</sup>-B can help schools achieve a positive school climate. School climate is

improved when building relationships are a priority and the academic, behavioral, and social needs of all students are addressed.

### RTI<sup>2</sup>-B Continuum of Supports

RTI<sup>2</sup>-B consists of three tiers of interventions and supports that differ in intensity. Different levels of supports are provided to students based on their response to intervention. RTI<sup>2</sup>-B school teams regularly use data to determine which students will benefit from additional supports or interventions. When using positive behavior supports in all three tiers, schools create a culture where all students and staff feel respected and valued.

#### Tier I

Tier I promotes a positive school climate by focusing on the social and behavioral needs of all students. When establishing Tier I, RTI<sup>2</sup>-B school teams work together to develop a plan for a positive and supportive school environment through

teaching and encouraging school-wide behavioral expectations. Tier I includes teaching all students the pro-social behaviors needed to meet expectations in an effort to prevent problem behaviors. Instruction incorporates both school-wide and class-wide strategies that are applied to address the needs of all students. Instructional practices within Tier I focus on defining, teaching, modeling, and encouraging expectations throughout the school for all students and staff.

RTI<sup>2</sup>-B school teams create a system for acknowledging students' appropriate behavior. Developing a school-wide acknowledgement system helps to foster a more positive school climate because staff members focus on students' pro-social behaviors rather than the problem behaviors. The RTI<sup>2</sup>-B school teams also develop a system for acknowledging faculty and staff participation in the plan.

Consistent and appropriate response to problem behavior is a critical feature of Tier I. RTI<sup>2</sup>-B school teams must work



together to determine what student behaviors are considered inappropriate at their school. School teams can then ensure their system for responding to problem behavior is used appropriately and consistently by all staff.

The RTI<sup>2</sup>-B school teams meet monthly throughout the year to monitor the plan and make data-based decisions regarding the effectiveness of the plan. Teams also use data from sources such as office discipline referrals, universal behavior screeners, and attendance to identify students who may need additional support beyond Tier I.

## Critical Features of Tier I

- RTI<sup>2</sup>-B School Team
- Shared School Vision, Mission, and Purpose
- School-wide Behavioral Expectations
- Instruction on School-wide Behavioral Expectations
- Acknowledgement of Students' Appropriate Behavior
- Consistent and Appropriate Response to Problem Behavior
- Professional Development for Faculty and Staff
- Acknowledgement of Faculty and Staff Participation
- Involvement of Family and Community
- Data-based Decision Making
- Continuum of Supports

## Tier II

Tier II addresses the needs of students who need additional support beyond Tier I. Tier II is a preventative approach to supporting groups of students at one time. Group-based Tier II interventions do not replace Tier I supports but are provided *in addition to* all Tier I supports

and practices. Students needing additional supports are identified using data such as universal behavior screeners, office discipline referrals, attendance, and teacher and/or parent nominations. Students are then grouped together based on similar skill deficits. These interventions should be efficient, easily accessible for students, and provided soon after students are identified. A goal of Tier II is to teach socially successful behaviors before problem behaviors create major concerns and require individualized intervention. In turn, this promotes a positive school climate where students are identified as needing additional support earlier, have rapid access to interventions, and are taught self-monitoring and other pro-social behaviors necessary to succeed in school.

Tier II interventions should be evidence-based interventions that target students' identified behavioral or social-emotional areas of deficit (e.g., self-management, coping, organization). Examples of Tier II interventions include Breaks are Better<sup>4</sup>, Check-In/Check-Out (CICO)<sup>5</sup>, social skills clubs<sup>6</sup>, and mentoring. RTI<sup>2</sup>-B school teams use progress monitoring data to determine the effectiveness of the interventions and decisions are made using the team-based problem solving process.

## Tier III

Tier III addresses the needs of students with behavioral or social difficulties who continue to engage in levels of challenging behavior that interfere with their academic and social progress. Students can be identified for Tier III interventions through universal behavior screeners, office discipline referral data, attendance data, teacher and/or parent nomination forms, and progress monitoring intervention data. Tier III supports are provided *in addition to* Tier I and Tier II supports.

## Critical Features of Tier II

- Built on Tier I Supports and Practices
- Continuum of Supports
- Targeted, Group-based Interventions and Supports
- Evidence-based Interventions
- Preventative Approach
- Data-based Identification of Students Needing Additional Supports
- Rapid Access to Interventions
- Team-based Problem Solving Process
- Progress Monitoring of Interventions

Tier III interventions are evidence-based, individualized, and function-based. Examples of Tier III interventions include functional behavior assessments, function-based interventions, and individual counseling. RTI<sup>2</sup>-B school teams use progress monitoring data at the individual student level, and all team members, including families, should provide input on each student's individual plan.

Tier III interventions promote a positive school climate by ensuring the students with the greatest needs receive a level of support that allows them to thrive in school. Tier III interventions maximize the extent to which these students participate and engage academically and socially in school. These interventions should focus not only on decreasing challenging behaviors in the short term, but on teaching and strengthening pro-social behaviors that will benefit the student in the long term.



## Critical Features of Tier III

- Built on Tier I and Tier II Supports and Interventions
- Continuum of Supports
- Individualized Interventions and Supports
- Evidence-based Interventions
- Function-based Interventions
- Data-based Identification of Students
- Input from All Team Members
- Progress Monitoring of Interventions

## Implementation Case Study

Bramble Middle School began implementing RTI<sup>2</sup>-B last year. They started by creating the RTI<sup>2</sup>-B School Team to plan for implementation. During their initial training, the team learned about the critical features of Tier I and created their plan to meet the specific needs of their school. The components of their plan included behavioral expectations, a way to teach all students the expectations across school settings, a system to acknowledge expected pro-social behavior, clear definitions for problem behaviors, and a discipline process that could be used consistently by all staff. The team chose “Be Prepared, Be Respectful, and Be Safe” as their behavioral expectations and decided to use behavior-specific praise paired with tickets called “Bramble Bucks” as their acknowledgement system. Bramble Bucks are given to students who exhibit the Bramble Behaviors, and they can later be used to earn school-wide celebrations, class-wide rewards, and individual treats and certificates.

The team attended training in the summer, so they were able to take as much time as they needed to plan before implementation. Bramble Middle was ready to start implementing RTI<sup>2</sup>-B when the new school year started, even though other schools in their district decided to take more time for planning.

During staff development before the first day of school, the RTI<sup>2</sup>-B School Team introduced the plan to all faculty and staff, including teachers, cafeteria staff, bus drivers, custodial staff, parent volunteers, and paraprofessionals. This included a raffle for staff members who arrived on time, and the team explained how providing Bramble Bucks to students demonstrating expected pro-social behaviors would also allow staff to be entered into monthly drawings at faculty meetings throughout the year. The team also administered a survey to gain input on the plan and made changes as necessary.

On the first day of school, the RTI<sup>2</sup>-B School Team organized a kick-off presentation for students at the school-wide assembly. They described the three school-wide behavioral expectations, explained Bramble Bucks and the acknowledgement system, pointed out the expectation posters displayed throughout the school, shared the schedule for explicitly teaching and re-teaching the expectations in all settings throughout the school, and discussed how to respond to problem behavior in the school. During the first week of school, the lesson plans were taught to all students by a variety of staff members in every setting,

and students rotated throughout the different settings with their classes during advisement. Bramble Middle re-taught the expectations at quarterly assemblies, in class after each break, and through reminders during daily announcements.

The RTI<sup>2</sup>-B School Team met monthly throughout the school year. Data were discussed at every meeting, and included office discipline referral data, fidelity data, progress monitoring data, universal behavior screener data, survey data, and social validity data. Monitoring these data allowed the team to make informed decisions about which interventions should be modified or implemented to improve the overall quality, safety, and supportiveness of the learning environment. The Tiered Fidelity Inventory (TFI) is a tool the team used to monitor implementation fidelity and identify areas that were going well and areas that needed further attention. Monitoring the RTI<sup>2</sup>-B plan allowed the team to revise and improve the plan to ensure

their school's needs were being met. The team also shared information at monthly faculty meetings, so everyone in the school could be updated on the plan throughout the year.

When Bramble Middle School is ready, they will attend Tier II Training and begin planning for the next phase of RTI<sup>2</sup>-B. All aspects of the framework can be customized to meet the needs of each school, including when they decide to implement Tier II and Tier III.

**Bramble Buck**  
Bramble Middle School

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Expectation Met:

Safe

Respectful

Prepared





## Bramble Behaviors

**Be Prepared  
Be Respectful  
Be Safe**



Bramble Middle School

## Positive Note Home

Earned by: \_\_\_\_\_ Date: \_\_\_\_\_

**This certificate entitles you to a positive note, email, or phone call home from the teacher of your choice!**

For excellence in demonstrating the Bramble Behaviors

### For Further Reading (Resource List)

Algozzine, B., Daunic, A. P., & Smith, S. W. (2010). *Preventing problem behaviors: Schoolwide programs and classroom practices* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.

Bradshaw, C. P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*, 100-115.

Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on child behavior problems. *Pediatrics, 130*, 1136-1145.

Lewis, T., Jones, S., Horner, R. H., & Sugai, G. (2010). School-wide positive behavior support and students with emotional/behavioral disorders: Implications for prevention, identification and intervention. *Exceptionality, 18*, 82-93.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. (n.d.). Retrieved from [www.pbis.org](http://www.pbis.org)

Simonsen, B., Sugai, G., & Negrón, M. (2008). Schoolwide positive behavior supports: Primary systems and practices. *Teaching Exceptional Children, 40*(6), 32-40.

Sugai, G., & Horner, R. (2010). School-wide positive behavior support: Establishing a continuum of evidence-based practices. *Journal of Evidence-Based Practices in Schools, 11*, 62-83.

### Endnotes

<sup>1</sup>Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*, 100-115.

<sup>2</sup>Horner, R. H., Kincaid, D., Sugai, G., Lewis, T., Eber, L., Barrett, S., Rossetto Dickey, C., Richter, M., Sullivan, E., Boezio, C., Algozzine, B., Reynolds, H., & Johnson, N. (2014). Scaling up school-wide positive behavioral interventions and supports: Experiences of seven states with documented success. *Journal of Positive Behavioral Interventions, 16*, 197-208.

<sup>3</sup>Tennessee Department of Education, Office of Safe and Supportive Schools. (2014). *Tennessee safe & supportive schools (S3): School climate and conditions for learning in Tennessee high schools*. Retrieved from [www.tn.gov/education/topic/school-climate](http://www.tn.gov/education/topic/school-climate)

<sup>4</sup>Boyd, R. J., & Anderson, C. M. (2013). Breaks are better: A tier II social behavior intervention. *Journal of Behavioral Education, 22*, 348-365.

<sup>5</sup>Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.

<sup>6</sup>Lane, K. L., Wehby, J., Menzies, H. M., Doukas, G. L., Munton, S. M., & Gregg, R. M. (2003). Social skills instruction for students at risk for antisocial behavior: The effects of small group instruction. *Behavioral Disorders, 28*, 229-248.



VANDERBILT KENNEDY CENTER

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Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B) is a Multi-Tiered System of Supports designed to align social, emotional, and behavioral supports into one sustainable and effective problem-solving framework. This customizable framework is designed to strengthen school climate with the goal of improving academic, behavioral, and social outcomes for all students.<sup>1</sup> Benefits of implementing RTI<sup>2</sup>-B include increases in time for academic instruction, stakeholder satisfaction, student achievement, and student attendance, and decreases in problem behaviors, staff turnover, bullying behaviors, office discipline referrals, suspensions, and expulsions.<sup>2</sup>

The purpose of RTI<sup>2</sup>-B is to take an instructional approach to behavior by explicitly teaching students appropriate school behavior. It focuses on preventing problem behaviors from occurring instead of relying solely on punitive responses. Implementing RTI<sup>2</sup>-B requires a shared commitment school-wide to identify, teach, re-teach, and reinforce behavioral expectations for all students while consistently responding to problem behaviors when they arise. It also stresses building and strengthening positive relationships between school staff, students, families, and the community while enhancing a positive climate in the building.

Along with supporting all students school-wide, RTI<sup>2</sup>-B is a framework for implementing a range of evidence-based interventions and supports. Students who need additional support are identified using multiple data sources; then, appropriate evidence-based interventions are provided. Across all three tiers, school teams use data-based decision making to solve problems, monitor student progress, adjust interventions, and examine the effectiveness of the plan at every tier.

Tier I focuses on providing integrated school-wide interventions to all students. Critical features of Tier I include:

- Teaching school-wide behavioral expectations
- Creating a system to acknowledge behavior
- Using systematic discipline procedures
- Involving families and community
- Gathering staff feedback
- Providing professional development
- Incorporating student involvement
- Strategically using multiple data sources

Tier II is a system of prevention designed to identify students for additional support through targeted interventions for small groups of students. Examples of Tier II Interventions include:

- Check-In/Check-Out (CICO)
- Breaks are Better (BrB)
- Small Group Social Skills Instruction
- Mentoring

Tier III provides the most intensive interventions to address the specific needs of individual students. Examples of Tier III Interventions include:

- Functional Behavior Assessments (FBA)
- Behavior Support Plans (BSP)
- Wrap-around Supports
- Individual Counseling

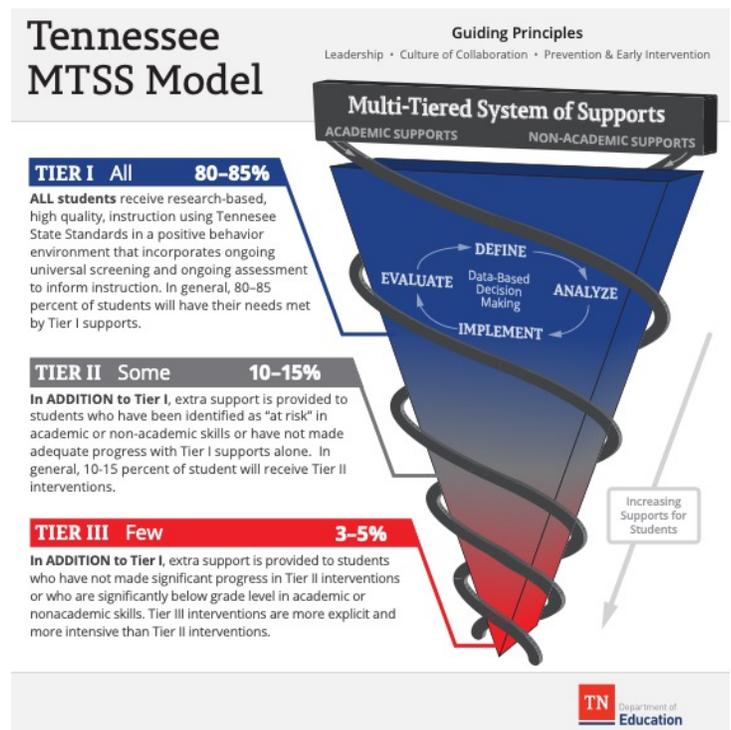
### Endnotes

<sup>1</sup>Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115.

<sup>2</sup>Horner, R. H., Kincaid, D., Sugai, G., Lewis, T., Eber, L., Barrett, S., Rossetto Dickey, C., Richter, M., Sullivan, E., Boezio, C., Algozzine, B., Reynolds, H., & Johnson, N. (2014). Scaling up school-wide positive behavioral interventions and supports: Experiences of seven states with documented success. *Journal of Positive Behavioral Interventions, 16*(4), 197-208.

RTI<sup>2</sup>-B Implementation Self-Assessment Reference:

Orientation descriptions and/or presentations (e.g., 1-page overview, video, website) are developed for describing implementation rationale, process, outcomes, and readiness requirements. Click [here](#) to download a copy of the RTI<sup>2</sup>-B Implementation Self-Assessment.



# RTI<sup>2</sup>-B School Team Member Descriptions & Responsibilities

Information highlighting the main areas of responsibilities within the scope of RTI<sup>2</sup>-B.



## What is the RTI<sup>2</sup>-B District Leadership Team?

A Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B) leadership team should lead the district assessment and implementation plan process. This team may be part of an existing leadership team whose purpose aligns with a behavioral, school improvement focus. The objective of the team is to increase capacity in four primary areas:

1. **Training Capacity** refers to the system's ability to self-assess for specific programmatic and staff development needs and objectives, develop an implementation plan, invest in increasing local training capacity, and implement effective and efficient training activities.
2. **Coaching Capacity** refers to the system's ability to organize personnel and resources for facilitating, assisting, maintaining, and adapting local training implementation efforts. Resources are committed for initial training and on-going support.
3. **Evaluation Capacity** refers to the system's ability to establish measurable outcomes, methods for evaluating progress toward these measurable outcomes, and modified or adapted action plans based on these evaluations.
4. **Coordination Capacity** refers to the system's ability to establish an operational organization and enables effective and efficient utilization of materials, time, personnel, etc. in the implementation plan.

To enable and support the leadership team's efforts, RTI<sup>2</sup>-B implementation must have (a) adequate and sustained **funding support**; (b) regular and meaningful **visibility**; and (c) relevant and effective **political support**.

## Who serves on the RTI<sup>2</sup>-B District Leadership Team?

Members of this team should include individuals whose roles, responsibilities, and activities are associated with the (a) prevention of the development and occurrence of problem behavior, (b) development and maintenance of behavior, and (c) management and evaluation of resources related to the provision of behavioral supports.

Representation may include the following areas:

- Instruction and Curriculum
- Student Services Director
- SST Coordinator/Director
- School Psychology and Counseling
- Safe and Drug Free Schools
- Dropout Prevention
- Data or Information Management
- RTI Coordinator
- Student Health
- Title or other related initiatives
- Parents and family members
- School-wide Discipline
- Special Education
- Character Education

## What are the major responsibilities of the RTI<sup>2</sup>-B District Leadership Team?

- Identifying a District RTI<sup>2</sup>-B Coordinator to manage and facilitate RTI<sup>2</sup>-B implementation
- Creating a multi-year implementation plan
- Establishing quarterly meetings (at least 3 times per year)
- Securing stable funding for implementation, training and other related activities
- Developing a dissemination strategy to establish visibility (website, newsletter, conferences, TV)
- Ensuring student social behavior is the top priority of the district
- Developing coaching supports (each school identifies a school coach to facilitate)
- Evaluating school-wide RTI<sup>2</sup>-B efforts



Tennessee Behavior Supports Project

# District Coordinator

**District Coordinator (DC):** District-level person who collaborates with Tennessee Behavior Supports Project (TBSP) in leading and representing the district-wide implementation and coordination of Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B). The following categories highlight the main areas of DC responsibilities within the scope of RTI<sup>2</sup>-B.

## District Leadership Team (DLT):

- Aid in recruiting and sustaining team membership from a range of stakeholders (i.e., administrators, educators, other MTSS related initiatives, mental health, counseling, behavioral expertise)
- Schedule and communicate meeting location to DLT members
- Collaborate with TBSP on agenda development
- Help lead Quarterly District Leadership Team meetings
- Communicate school updates to the District Leadership Team
- Complete the annual RTI<sup>2</sup>-B District Self-Assessment
- Support the creation and monitoring of annual District Implementation Plan (DIP)
- Compile and review school implementation data with the DLT

## Funding for RTI<sup>2</sup>-B related activities

- Coordinate funding needed for training, professional development, supporting school efforts, and coaching (i.e., stipends, substitute coverage)
- Work with other district-level personnel to identify portions of the district budget that may be allocated to RTI<sup>2</sup>-B related activities
- Seek funds to support curricula and programming needs
- When possible, apply for outside funding to support RTI<sup>2</sup>-B implementation in schools when district financial support is insufficient (e.g., *writing grants, working with community partners, working with families*)

## Visibility/Political Support

- Update Superintendent and RTI<sup>2</sup>-B District Leadership Team on the progress and outcomes of RTI<sup>2</sup>-B
- Deliver presentations/materials to school board members, administrators, community partners, local media, and other groups/organizations as necessary to educate and inform them of RTI<sup>2</sup>-B activities & outcomes
- Include RTI<sup>2</sup>-B information on disseminated materials (e.g., district website, social media, newsletters)
- Recognize RTI<sup>2</sup>-B Model of Demonstration Schools and Schools of Recognition and inform stakeholders

## Communication

- Liaison between school district and TBSP (e.g., administrator changes, policy updates, Model of Demonstration School selection, integrating relevant initiatives)
- Work with leadership at district and school-level to ensure continued implementation which includes District Leadership Team, Superintendent and Upper District Administration, School Board, District Coaches, Team Leads, and School Teams
- Encourage schools to apply for RTI<sup>2</sup>-B Model of Demonstration and School of Recognition status

## **Training, Professional Development, & Coaching**

- Collaborate with TBSP on training cohorts and determining readiness for new and existing RTI<sup>2</sup>-B schools:
  - Identify new schools for RTI<sup>2</sup>-B implementation
  - Identify existing schools in need of re-training, refreshers, Tier II or Tier III training
  - Identify additional training needs
- Work with schools to prepare for training
  - Help teams identify members and team leads
  - Promote buy-in, obtain necessary data, and ensure pre-training activities are complete
  - Provide teams with readiness requirements, registration, and professional development/training information
  - Support readiness activities for new schools
  - Complete pre-implementation TFIs with school teams
- Secure training location and notify schools of training information
- Coordinate professional development credits/in-service points for participating school teams
- Attend and participate in all RTI<sup>2</sup>-B workshops for new teams
- Support the district's coaching network
  - Identify individuals who can coach and support teams in the implementation of tiered supports (e.g., Behavior Support Team, School Psychologist, Behavior Specialist)
  - Assist schools with data collection
  - Perform school site visits as needed to attend RTI<sup>2</sup>-B school meetings and events
  - Work with administrators to ensure continued implementation

## **Data and Evaluation**

- Monitor completion of implementing schools' evaluation activities throughout designated windows
  - Tiered Fidelity Inventory (TFI)
  - Primary Intervention Rating Scale (PIRS)
  - Universal Behavior Screener, if applicable
  - Annual Report Survey
- Ensure District Coach or District Coordinator completes TFI with teams
- Support TBSP in the collection of data
- Review and distribute evaluation results with district personnel, coaches, schools, families, and other groups as appropriate at least once each year
- Use evaluation results to identify next steps and allocate resources for the next school year
- Ensure schools have access to data system that provides performance feedback for regular problem solving and action planning

## District Coordinator RTI<sup>2</sup>-B Training Checklist

### Before Training and Professional Development

- If you have not already, contact teams and introduce yourself as the RTI<sup>2</sup>-B District Coordinator
- Attend your team's Pre-Implementation TFI with TBSP Educational Consultant, if applicable
- Work with TBSP consultant to determine school readiness, training registration, and training logistics
- Collaborate with TBSP consultant on professional development content

### During Training and Professional Development

- Attend training and support teams during activity times
- Prompt teams to review their data and identify areas to strengthen
- Be prepared to speak on district specific topics (i.e., caregiver notification, data systems, related professional development opportunities, connection to district strategic plan)
- Encourage teams to action plan
- Help schools align district initiatives
- Provide feedback to teams regarding their plan

### After Training and Professional Development

- Follow-up and provide feedback with teams about Implementation Manuals and action plans
- Collect updated implementation manuals for TBSP
- Prompt teams to prepare implementation materials (refer to *Implementation Checklists*)
- Remind teams to organize and facilitate roll-out, training, and retraining for faculty, staff, student, and family
- Help teams organize data for problem solving and action planning (i.e., universal behavior screener, ODRs, attendance, teacher nomination, progress monitoring)

### Ongoing Throughout School Year

- Attend school-based team meetings
- Access and disseminate resources from TBSP
- Support schools with problem solving, implementation, data analysis, and sharing data
- Provide prompts for data calendar windows (i.e., review of ODR data, Universal Behavior Screener, TFI, PIRS, Annual Report)
- Co-plan and attend Team Lead Meetings with TBSP
- Notify TBSP of any changes to personnel, policies, and additional related initiatives
- Maintain regular communication with TBSP Educational Consultant

### End of Year/Summer Planning

- Help teams make changes to their plans and implementation manuals after reviewing annual data
- Assist schools with aligning initiatives with RTI<sup>2</sup>-B
- Conduct resource mapping with district and school teams across all tiers

**District Coach:** The RTI<sup>2</sup>-B District Coach coordinates and leads school teams through the process of establishing and implementing Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B). The RTI<sup>2</sup>-B District Leadership Team (DLT) determines their district's coaching model, but the District Coach typically has both building and district level roles and responsibilities. The following categories highlight the main areas of a District Coach's responsibilities within the scope of RTI<sup>2</sup>-B, as well as guidance for the DLT on developing their coaching system.

## Expectations for District Coaches:

- Coordination
  - Promote the selection, adoption, alignment, and integration of evidence-based practices across a continuum of behavior support
  - Attend District Leadership Team meetings, if member
  - Participate in district level review of school data for data-based decision making
  - Facilitate communication among leadership, trainers, and team members (liaison between TBSP, district leadership team, and school team)
  - Collaborate with District Coordinator and DLT to provide targeted assistance to schools
  - Link to implementation across schools by helping schools link other initiatives and connect to resources
- Training
  - Attend Tier I, II, and III trainings provided by TBSP with their school teams
  - Help school teams problem-solve, action plan, and prepare for implementation throughout training
  - Assist teams in selecting appropriate team members prior to training
- Technical Assistance
  - Review implementation manuals and provide feedback
  - Actively participate in monthly leadership team meetings at their schools (this may decrease as teams' fidelity scores increase)
  - Help schools action plan and problem solve throughout meetings
  - Provide support to team leads
  - Collaborate with District Coordinator to identify topics for district team lead meetings
- Evaluation
  - Assist school teams with data collection efforts at each Tier
    - Tier I (TFI, PIRS, ODRs, SRSS-IE, Annual Report, academic data)
    - Tier II (TFI, ODRs, SRSS-IE, Annual Report, progress monitoring data)
    - Tier III (TFI, ODRs, SRSS-IE, Annual Report, intervention-specific data)
  - Participate in discussions with school teams regarding their data
    - Model and prompt use of data for decision-making
    - Facilitate data-based problem solving and conflict resolution
  - Facilitate team sustainability and accountability
    - Provide technical assistance and problem solving
    - Provide positive reinforcement to team members
    - Deliver prompts for implementation of each tier

### **Support for District Coaches:**

- Attend quarterly district coaches' meetings with District Coordinator
- Attend coaches' meetings, trainings, and webinars provided by TBSP
- Receive technical assistance on coaching from TBSP
- Participate in opportunities to train with TBSP (e.g., Team Lead Meetings, Refresher Trainings) to eventually become district-level RTI<sup>2</sup>-B trainers, if interested

### **Specific Knowledge and Skills to Build:**

- Coaching
  - Flexible schedule with ability to attend meetings at schools
  - Ability to support three or more schools
  - Experience developing, coordinating, and facilitating staff development activities
  - Other qualifications deemed necessary
- Implementation
  - Essential features of RTI<sup>2</sup>-B
  - How to run effective team meetings
  - Variations of implementation practices
  - Principles of reinforcement
  - Applied Behavior Analysis (ABA)
  - Functional Behavior Assessment
  - Behavior Support Plans
  - Classroom management
- Evaluation
  - Fluency with data collection tools (TFI, PIRS, SRSS-IE)
  - Data collection systems
  - Data-based decision making
  - Monitoring interventions

## Guidance for the RTI<sup>2</sup>-B District Leadership Team (DLT) on Developing a Coaching System

### Selection of Coaches:

- Determine district coaching model with support from TBSP
- Create description of a coach
- Nominate and identify district coaches
- Create and share district coach application, if applicable (see example below)
- Allow coaches the opportunity to accept or decline the nomination
- Host initial district coaches meeting to discuss roles and responsibilities before schools attend Tier I Training

### Example RTI<sup>2</sup>-B District Coach Application

#### Bedford County Schools RTI<sup>2</sup>-B District Coach



#### Goals

- Support RTI<sup>2</sup>-B teams to fully implement and sustain RTI<sup>2</sup>-B with fidelity
- Assist teams in using data for decision-making
- Provide knowledge and support for RTI<sup>2</sup>-B
- Facilitate ongoing district level support for school teams
- Support district-wide scaling-up and sustainability
- Provide training and assistance for new team members

#### Knowledge

- Strong instructional practices
- General classroom management
- Individual student behavior strategies
- RTI<sup>2</sup>-B systems and practices
- Use of data

#### Responsibilities

- Two-year commitment
- Participate in district and building level team meetings
- Become familiar with district and school policies and procedures
- Oversee progress of school teams
- Collaborate with district coordinator to obtain data from PBIS surveys
- Assist school in sustaining RTI<sup>2</sup>-B in coordination with TBSP
- Lead and facilitate meetings
- Communicate with stakeholders
- Provide trainings for staff and new teachers

*Application for Bedford County Schools RTI<sup>2</sup>-B District Coach*

Name \_\_\_\_\_

School \_\_\_\_\_

Current Role \_\_\_\_\_

Describe your experience with RTI<sup>2</sup>-B/TBSP

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Describe your leadership experience

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Explain your philosophy for school discipline

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*The Tennessee Behavior Supports Project would like to express our sincere thanks to Bedford County Schools for allowing us to share their document as an example.*

# RTI<sup>2</sup>-B Examples to Reference and Adapt

Example materials from implementing districts and schools across Middle Tennessee to reference as examples of aligning initiatives, promoting RTI<sup>2</sup>-B, and involving stakeholders.

\*

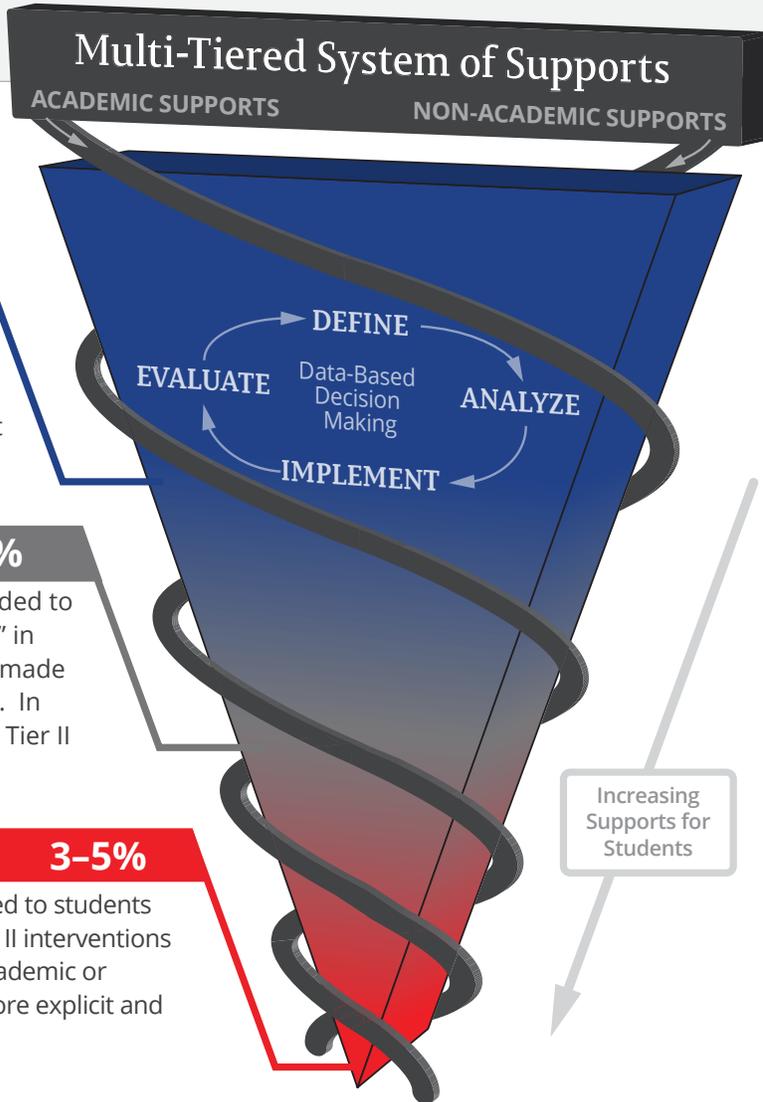
\* External Link



## Tennessee MTSS Model

### Guiding Principles

Leadership • Culture of Collaboration • Prevention & Early Intervention



### TIER I All 80-85%

**ALL students** receive research-based, high quality, instruction using Tennessee State Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction. In general, 80-85 percent of students will have their needs met by Tier I supports.

### TIER II Some 10-15%

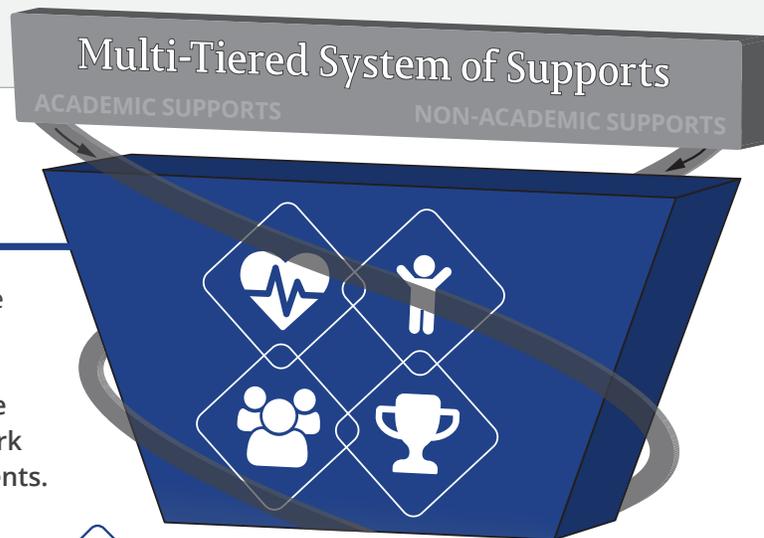
**In ADDITION to Tier I**, extra support is provided to students who have been identified as “at risk” in academic or non-academic skills or have not made adequate progress with Tier I supports alone. In general, 10-15 percent of student will receive Tier II interventions.

### TIER III Few 3-5%

**In ADDITION to Tier I**, extra support is provided to students who have not made significant progress in Tier II interventions or who are significantly below grade level in academic or nonacademic skills. Tier III interventions are more explicit and more intensive than Tier II interventions.

# Tennessee MTSS Model

## Effective Tier I Practices



**TIER I All 80–85%**

**ALL students** receive research-based, high quality, general education instruction using Tennessee State Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction. **Effective Tier I practices within the MTSS framework include the following four main components.**



### Health and Wellness

Prioritizing resources to address health issues—both physical and mental—improves academic and life outcomes for students. Some universal strategies that support health and wellness include student access to licensed health professionals, school breakfast programs, providing comprehensive health education for all students, and student health screenings.



### Climate and Student Engagement

School climate and connectedness are critical for students, staff, and families to feel valued, as well as physically and emotionally safe. Universal strategies for building a strong, positive school climate that fosters student connection include consistent schoolwide behavior expectations, student leadership opportunities in developing school policies and practices, positive behavior acknowledgment system, and schoolwide discipline policy utilizing restorative practices.



### Social and Personal Competency Instruction

Social and personal competence is necessary for children and adults to manage emotions, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions. Universal strategies that promote social and personal competence include class meetings, cooperative learning groups, and student focus groups.



### Engaging Academic Instruction

Schools and classrooms that teach the Tennessee State Standards through engaging practices optimize student potential for success. Engaging academic instruction includes differentiating content, process, and product through consideration of student readiness, interests, and learning styles. Examples include the use of technology to increase opportunities to respond, varying response formats to increase access for students who struggle with reading and writing, and providing choice in academic tasks.

# Aligning District Initiatives: Example 1

Social Emotional Learning	School Mental Health	Response to Instruction and Intervention - Behavior	Restorative Practices
<ul style="list-style-type: none"> <li>- Class Meetings</li> <li>- SEL Curriculum</li> <li>- Bullying Prevention</li> <li>- School Climate Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Youth Mental Health First Aid</li> <li>- ACEs Training</li> <li>- Building Stronger Brains Training</li> <li>- Self-care for Staff</li> </ul>	<ul style="list-style-type: none"> <li>- School-wide Behavior Expectations</li> <li>- Acknowledge Positive Behaviors</li> <li>- Data-based planning</li> </ul>	<ul style="list-style-type: none"> <li>- Affective Statement</li> <li>- Affective Questions</li> <li>- Circles</li> <li>- Data-based planning</li> </ul>
<ul style="list-style-type: none"> <li>- Targeted Social Skills Instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Group counseling/support groups</li> <li>- Staff &amp; family referral process</li> </ul>	<ul style="list-style-type: none"> <li>- Check-In/Check-Out</li> <li>- Check &amp; Connect</li> <li>- Social/Academic Instructional Groups</li> <li>- Breaks are Better</li> </ul>	<ul style="list-style-type: none"> <li>- Informal Conferencing</li> <li>- Problem-Solving Circles</li> </ul>
<ul style="list-style-type: none"> <li>- Individual Social Skills Instruction</li> <li>- Bounce Back Groups</li> </ul>	<ul style="list-style-type: none"> <li>- Crisis Counseling</li> <li>- Centerstone Counseling</li> <li>- E-SAP</li> <li>- Mental Health First Aid</li> </ul>	<ul style="list-style-type: none"> <li>- Wraparound Services</li> <li>- Functional Behavior Assessments/Behavior Support Plans</li> <li>- Individual Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Family group conferencing</li> <li>- Community conferencing</li> </ul>

# Aligning District Initiatives: Example 2

Attendance	Nonviolent Crisis Intervention <i>Crisis Prevention Institute (CPI) Training</i>	Response to Instruction and Intervention - Behavior	Restorative Practices
<ul style="list-style-type: none"> <li>- Monthly attendance data</li> <li>- Clarify Attendance Expectations</li> <li>- Establish positive and engaging school culture</li> <li>- Educate and engage student and family</li> <li>- Recognize good and improved attendance</li> </ul>	<ul style="list-style-type: none"> <li>- Integrated Experience</li> <li>- Supporting Response to Anxiety</li> <li>- Personal Space and Body Language</li> <li>- Paraverbal Communication</li> <li>- Empathic Listening</li> <li>- Precipitating Factors</li> <li>- Rational Detachment</li> <li>- Postvention (TR)</li> </ul>	<ul style="list-style-type: none"> <li>- School-wide Behavior Expectations</li> <li>- Acknowledge Positive Behaviors</li> <li>- Data-based planning</li> <li>- Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>- Relationship Building Circles</li> <li>- Restorative Chats</li> <li>- Circles to establish expectations (group/behavioral)</li> <li>- Data-based planning</li> </ul>
<ul style="list-style-type: none"> <li>- Provide Personal Outreach</li> <li>- Attendance mentor/buddy</li> <li>- Meet with student and faculty to develop plan</li> </ul>	<ul style="list-style-type: none"> <li>- Precipitating Factors and Rational Detachment</li> <li>- Verbal Escalation Continuum</li> <li>- Keys to Limit Setting</li> <li>- Postvention (TR)</li> </ul>	<ul style="list-style-type: none"> <li>- Check-In/Check-Out</li> <li>- Check &amp; Connect</li> <li>- Social/Academic Instructional Groups</li> <li>- School-Based Intervention Plan</li> <li>- Data-Based Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Alternatives to Suspensions</li> <li>- Peer Jury</li> <li>- Conferencing</li> <li>- Problem-solving circles</li> <li>- Circles to restore/repair in the classroom</li> <li>- Truancy</li> </ul>
<ul style="list-style-type: none"> <li>- Intensive Case Management with school and legal agencies</li> </ul>	<ul style="list-style-type: none"> <li>- Staff Fear and Anxiety</li> <li>- Personal Safety Techniques</li> <li>- Team Intervention</li> <li>- Nonviolent Crisis Intervention</li> <li>- Postvention (TR)</li> </ul>	<ul style="list-style-type: none"> <li>- Wraparound Services</li> <li>- Functional Behavior Assessments/Behavior Support Plans</li> <li>- Individual Planning</li> <li>- Data-Based Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Family group conferencing</li> <li>- Community conferencing</li> <li>- Reentry</li> <li>- Restitution Planning</li> <li>- Victim-Offender Meetings</li> </ul>

## District Resource Map: Current Programs and Initiatives

List your district's programs and initiatives that are in place, what tier they are used for, who supports them at the district level, and how are they monitored or evaluated. If an initiative is being used across multiple tiers, please describe use in separate rows.

District Programs and Initiatives	Applicable Tier(s) Tier I = all students Tier II = small groups of students with similar needs Tier III = individual students	Applicable Grade Level(s)	Implementation Status IP/PP/NP IP = In Place PP = Partial in Place NP = Not Place	Support Person(s)/ Department *include Community Partners if applicable	Data Source How do you know it is working?	Funding Source(s)	Additional Comments (e.g., when available, school use)
Example: Skill Streaming (social skills & self-management)	Tier I	K-5	IP in schools with universal behavior screener data indicating need	Title I Office	Progress monitoring data is built in to the program and universal behavior screener data	Title I	Will review data next fall to determine effectiveness of school-wide intervention
Example: Skill Streaming (social skills & self-management)	Tier II	K-5	PP own curriculum but not currently being used	Student Support Services (Counseling)	Progress monitoring data is built in to the program	Materials already purchased, but would like to provide training to school counselors	Would Title IV cover professional development time for counselors?
RTI <sup>2</sup> -B/MTSS/PBIS (Framework for school-wide social & behavioral needs)	Tier I	Pre-K to 8	IP	Attendance & Federal Programs	SRSS-IE ODRs Attendance PIRS TFI	In-house fundraising; Title IV	Explore funding for a coverage?
CICO (students for attention-maintained behaviors)	Tier II	Currently piloting 4-5	PP	Attendance & Federal Programs	TFI ODRs DPR SRSS-IE	In-house fundraising	May use Title IV in the future if PBIS Rewards is purchased

Why Try (social skills & self-management)	Tier I	K-4	PP (Linda using, could train staff so it is more broad scope)	RTI	Teacher observation	General Funds	Seek opportunity to train others as appropriate on how to use
Why Try (social skills & self-management)	Tier II	K-12	PP	RTI	Teacher observation MS- pre & post test from the publisher	General Funds	Seek opportunity to train others on how to use; Need funds for Secondary visuals.
Centerstone (counseling)	Tier II	K-12	IP	Sped	School staff or parent nomination	Centerstone	Find out exit criteria?
Centerstone (counseling)	Tier III	K-12	IP	Sped	School staff or parent nomination	Centerstone	Find out exit criteria?
Lion's Quest (character education)	Tier I	K-4	NP	Elem Principal	Pre & post tests	From Lion's Club	Not currently in use, seek a retraining/refresher training for staff
Educator's Take a B.I.T.E. of Bullying	Tier I	3-8	NP	Elem Principal	Pre & post tests	General Funds?	Review for applicability

Intervention	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individual Counseling (Tier III)	<p><u>What:</u> Student will receive individual counseling for around 6 sessions to work with a student on a specific skill deficit or with a student that has experienced a stressful life event. <i>Must notify parents that their child is receiving individual counseling.</i></p> <p><u>Who:</u> School Counselors</p> <p><u>When:</u> TBD by teacher</p>	<p>Student is unresponsive to Tier 1 school-wide supports and <u>needs one-on-one help with a specific skill deficit or help with coping with some type of stressful life event.</u></p> <p>Student can enter by one or more of the following:</p> <ul style="list-style-type: none"> <li>-Teacher Nomination form</li> <li>-SRSS behavioral data (either moderate or at risk)</li> <li>-Data decision</li> </ul> <p>The information will then be discussed with the Tier 2 Team PLC meetings and a decision will be made.</p>	TBD by student need.	Student has shown growth on that specific skill within the 6 sessions and the Tier 2 team and teach agree with exiting.
STARS Counseling (Tier III)	<p><u>What:</u> Students will receive individual counseling. Duration and frequency will be determined by the counselor. Student must not be receiving any type of outside counselor. Students with no insurance can be seen. <i>Must notify parents that their child is receiving individual counseling.</i></p> <p><u>Who:</u> Emily Hughes</p> <p><u>When:</u> Monday</p>	<p>Student is unresponsive to Tier 1 school-wide supports and <u>needs one-on-one help with a specific skill deficit or help with coping with some type of stressful life event. The student is in need of more counseling support than what the school counselors are able to provide.</u></p> <p>Student can enter by one or more of the following:</p> <ul style="list-style-type: none"> <li>-Teacher Nomination form</li> <li>-SRSS behavioral data (either moderate or at risk)</li> <li>-Data decision</li> </ul> <p>The information will then be discussed with the Tier 2 Team PLC meetings and a decision will be made.</p>	TBD by student need.	TBD by STARS Counselor.
Centerstone Counseling (Tier III)	<p><u>What:</u> Students will receive individual counseling. Duration and frequency will be determined by the counselor. Student must not be receiving any type of outside counselor. Students only on TNCare can be seen. <i>Must notify parents that their child is receiving individual counseling.</i></p> <p><u>Who:</u> Renada Trotter</p> <p><u>When:</u> Monday-Friday</p>	<p>Student is unresponsive to Tier 1 school-wide supports and <u>needs one-on-one help with a specific skill deficit or help with coping with some type of stressful life event. The student is in need of more counseling support than what the school counselors are able to provide.</u></p> <p>Student can enter by one or more of the following:</p> <ul style="list-style-type: none"> <li>-Teacher Nomination form</li> <li>-SRSS behavioral data (either moderate or at risk)</li> <li>-Data decision</li> </ul> <p>The information will then be discussed with the Tier 2 Team PLC meetings and a decision will be made.</p>	TBD by student need.	TBD by Centerstone Counselor.

## Tier II Intervention Grid

Support	Logistics	Data	
<b>Check-In/ Check-Out (CICO)</b>	<b>Description:</b> CICO is a group-based intervention where students receive frequent feedback from teachers about their behavior. Students earn and track points towards daily behavioral goals using a Daily Progress Report. A mentor is assigned to each student to check-in and check-out with in the morning and afternoons.		<b>Entry Criteria:</b> meets at least 2 criteria from cut-off score grid at moderate risk level OR 2 moderate risk and one high risk  <b>Progress Monitoring Source:</b> Daily Progress Report  <b>Exit Criteria:</b> student performs at or above goal line during week 3 of phase 2 of fading the intervention
	<b>Staff Roles:</b> CICO Coordinator CICO Mentor(s) Classroom Teachers Substitute Mentor(s)	<b>Student Characteristics:</b> behavior maintained by adult attention	
	<b>Frequency of Intervention:</b> daily; morning and afternoon check-ins with feedback sessions throughout the day		
<b>Breaks are Better (BrB)</b>	<b>Description:</b> BrB is an intervention similar to CICO, but includes structured opportunities for students to request and take breaks throughout the day		<b>Entry Criteria:</b> meets at least 2 criteria from cut-off score grid at moderate risk level OR 2 moderate risk and one high risk  <b>Progress Monitoring Source:</b> Daily Progress Report  <b>Exit Criteria:</b> student performs at or above goal line during week 3 of phase 2 of fading the intervention
	<b>Staff Roles:</b> BrB Coordinator BrB Mentor(s) Classroom Teachers Substitute Mentor(s)	<b>Student Characteristics:</b> behavior maintained by escape from or avoidance of academic tasks	
	<b>Frequency of Intervention:</b> daily; morning and afternoon check-in with feedback sessions throughout the day and three 2-minute break opportunities per class period		
<b>Social Skills Improvement System (SSIS) Intervention Guide</b>	<b>Description:</b> The SSIS Intervention Guide is a small-group instructional program that addresses basic social competencies and promotes use of prosocial behaviors. Instructional uses a role-play format covering 20 keystone social skills behaviors.		<b>Entry Criteria:</b> meets at least 2 criteria from cut-off score grid at moderate risk level OR 2 moderate risk and one high risk *one must be SRSS-IE  <b>Progress Monitoring Source:</b> Goal Attainment Scale Worksheet & Social Skills Training Group Progress Chart  <b>Exit Criteria:</b> after completion of week 15 unit 20 the Tier II team will evaluate intervention outcomes and determine next steps
	<b>Staff Roles:</b> Group Leader	<b>Student Characteristics:</b> best fit for students with social skills acquisitions deficits; includes strategies to address social skills performance deficits	
	<b>Frequency of Intervention:</b> two 45-min sessions per week		

## Examples

Positive culture and climate in a school directly impacts the academic success of students. The inclusion of goals that focus on the social, emotional and behavioral health of students promotes a positive climate and is an indicator of the overall health of a school and/or district's RTI<sup>2</sup>-B system. The Self-Assessment-Survey suggests that the organizational leadership team prioritize this area in their top five permanent goals or priorities for 3 to 5 years.

### **District Examples:**

#### **Lebanon Special School District:**

The District Leadership Team will partner with TBSP to create and provide staff development opportunities to increase district and school level behavioral expertise.

#### **Montgomery County Schools:**

Revise student code of conduct to reflect a positive, proactive, and instructive approach to student behavior.

Establish a foundation of support so stakeholders (e.g., teachers, caregivers, community partners, administrators, district leadership, etc.) are knowledgeable and confident in supporting the whole child through the MTSS framework.

#### **Maury County Schools:**

Align, monitor, and support the integrated implementation of SEL, Equity, discipline policies within MTSS-B.

#### **Rutherford County Schools:**

Training, coaching, and support are expanded to provide our 29 current schools to establish and sustain RTI<sup>2</sup>-B implementation, by providing learning opportunities that align other behavioral and social emotional initiatives within the framework.

### **School Examples:**

#### **Liberty Elementary:**

Create safe and healthy learning environment for our students.

#### **Eastside:**

Eastside will continue to develop a culture to support safe and healthy students and staff.

#### **Randolph Howell Elementary STEM School:**

Create "Houses" to build relationships.

#### **Discovery School:**

Social/Emotional Health- students will be engaged in our comprehensive school program through leadership, small groups, mindfulness, and mentorships with peer and adult stakeholders.

*The Tennessee Behavior Support Project would like to express our sincere thanks to Lebanon Special School District, Montgomery County Schools, Maury County Schools, Rutherford County Schools, Liberty Elementary School, Eastside School, Randolph Howell Elementary School and Discovery School for allowing us to share their documents as examples.*

Click [here](#) to download a copy of the RTI<sup>2</sup>-B Implementation Self-Assessment referenced above.

A best practice within multi-tiered systems of support such as RTI<sup>2</sup>-B is that districts post and distribute policy, technical briefs and procedural guides that inform all stakeholders of the use of RTI<sup>2</sup>-B in the management of student discipline. This language comes from the RTI<sup>2</sup>-B Implementation Self-Assessment that districts complete on an annual basis to evaluate their overall implementation of RTI<sup>2</sup>-B. The Self-Assessment specifically states, "Policy, technical briefs, and procedural guides are posted and distributed at least annually". These policies recommend the teaching of appropriate behaviors and a tiered process in managing student behavior. These postings are often found in the section titled "Code of Conduct" in board policy manuals or student handbooks. Below are examples of RTI<sup>2</sup>-B Policy statements from several school districts in Tennessee.

**Rutherford County Schools Code of Conduct:**

<b>Rutherford County Board of Education</b>			
Monitoring: <b>Review: Annually, in March</b>	<b>Code of Conduct</b>	Descriptor Code: <b>6.300</b>	Issued Date: <b>01/30/20</b>
		Rescinds: <b>6.313</b>	Issued: <b>06/05/19</b>

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of conduct  
 2 which are appropriate for each level of school. Codes of conduct for students in pre-kindergarten or  
 3 kindergarten shall utilize alternative disciplinary practices such as restorative practices, RTI<sup>2</sup>B, multi-  
 4 tiered system of supports, and behavior intervention plans. Exclusionary discipline shall only be used as  
 5 a measure of last resort. The development of each code shall involve principals and staff members of  
 6 each level and shall be consistent with the relevant policies as adopted by the Board.<sup>1</sup>

7 The principal of each school shall be responsible for implementation and administration in his or her  
 8 school and shall apply the Code uniformly and fairly to each student at the school.

9 The Code shall be referenced in all school handbooks. All teachers, administrative staff, and parents  
 10 shall be provided or made aware of copies of the Code electronically or in print. <sup>1</sup>

11 The following levels of misbehavior and disciplinary procedures and options are standards designed to  
 12 protect all members of the educational community in the exercise of their rights and duties and to  
 13 maintain a safe learning environment where orderly learning is possible and encouraged.<sup>2</sup> These  
 14 misbehaviors apply to student conduct on school buses, on school property, and while students are on  
 15 school-sponsored outings. Staff members shall ensure that disciplinary measures are implemented in a  
 16 manner that:<sup>3</sup>

- 17 1. Balances accountability with an understanding of traumatic behavior;
- 18
- 19 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not  
 20 allowed at school;
- 21
- 22 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and  
 23 behavioral intervention plans;
- 24
- 25 4. Creates consistent rules and consequences; and
- 26
- 27 5. Models respectful, non-violent relationships.

28 In order to ensure that these goals are accomplished, the school district shall utilize the following  
 29 trauma-informed discipline practices: restorative practices, RTI<sup>2</sup>B, multi-tiered system of supports, and  
 30 behavior intervention plans.

# Bedford County Public Schools Code of Conduct:

## Bedford County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Code of Conduct</b>	Descriptor Code: <b>6.300</b>	Issued Date: <b>08/18/20</b>
		Rescinds: <b>6.300</b>	Issued: <b>08/20/98</b>

1 The Board delegates to the Superintendent of Schools the responsibility of developing specific codes of  
2 conduct which are appropriate for each level of school. Codes of conduct for students in pre-  
3 kindergarten or kindergarten shall utilize alternative disciplinary practices such as RTI<sup>2</sup>B.  
4 Exclusionary discipline shall only be used as a measure of last resort. The development of each code  
5 shall involve principals and staff members of each level and shall be consistent with the relevant  
6 policies as adopted by the Board.<sup>1</sup>

7 The following levels of misbehavior and disciplinary procedures and options are standards designed to  
8 protect all members of the educational community in the exercise of their rights and duties and to  
9 maintain a safe learning environment where orderly learning is possible and encouraged.<sup>2</sup> These  
10 misbehaviors apply to student conduct on school buses, on school property, and while students are on  
11 school-sponsored outings. Staff members shall ensure that disciplinary measures are implemented in a  
12 manner that:<sup>3</sup>

- 13 1. Balances accountability with an understanding of traumatic behavior;
- 14
- 15 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not  
16 allowed at school;
- 17
- 18 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and  
19 behavioral intervention plans;
- 20
- 21 4. Creates consistent rules and consequences; and
- 22
- 23 5. Models respectful, non-violent relationships.

24 In order to ensure that these goals are accomplished, the school district shall utilize the following  
25 trauma-informed discipline practices: restorative practices, RTI<sup>2</sup>B, positive school climate, ACES  
26 training, and multi-tiered system of supports.

### 27 **Positive Practices to Promote Positive School Discipline**

28 Balancing appropriate school discipline with school safety, classroom effectiveness, and positive  
29 outcomes for students can be a challenge. However, the benefits of using positive school discipline are  
30 many, including: students are more engaged and on task; classrooms are managed well; parents feel  
31 welcome and are engaged; office disciplinary referrals, as well as suspensions and expulsions, reduced;  
32 academic achievement, attendance, and graduation rates improved. Positive, trauma-informed  
33 approaches to school discipline have been promoted as more effective alternatives to harsh and  
34 exclusionary discipline. Positive approaches emphasize strengthening, not lessening, the capacity of

## Cheatham County Public Schools:

<b>Cheatham County Board of Education</b>			
Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Code of Conduct</b>	Descriptor Code: <b>6.300</b>	Issued Date: <b>09/03/20</b>
		Rescinds: <b>6.300</b>	Issued: <b>07/09/20</b>

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of  
2 conduct which are appropriate for each level of school. Codes of Conduct for students in pre-  
3 kindergarten through 12<sup>th</sup> grade shall utilize alternative disciplinary practices such as ACES/Building  
4 Stronger Brains Trainings, behavior intervention plans, RTI<sup>2</sup>B- Response to Instruction and  
5 Intervention – Behavior, multi-tiered system of supports, positive school climate practices, and  
6 restorative practices. In these grades, exclusionary discipline shall only be used as a measure of last  
7 resort. The development of each code shall involve principals and faculty members of each level and  
8 shall be consistent with the relevant policies as adopted by the Board.<sup>1</sup>

9 The following levels of misbehavior and disciplinary procedures and options are standards designed to  
10 protect all members of the educational community in the exercise of their rights and duties and to  
11 maintain a safe learning environment where orderly learning is possible and encouraged.<sup>2</sup> These  
12 misbehaviors apply to student conduct on school buses, on school property, and while students are on  
13 school sponsored outings. Staff members shall ensure that disciplinary measures are implemented in a  
14 manner that:<sup>3</sup>

- 15 1. Balances accountability with an understanding of traumatic behavior;
- 16 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not  
17 allowed at school;
- 18 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and  
19 behavioral intervention plans;
- 20 4. Creates consistent rules and consequences; and
- 21 5. Models respectful, non-violent relationships.

22 In order to ensure that these goals are accomplished, the school district shall utilize the following  
23 trauma-informed discipline practices: ACES/Building Stronger Brains Trainings, behavior intervention  
24 plans, RTI<sup>2</sup>B – Response to Instruction and Intervention- Behavior, multi-tiered system of supports,  
25 positive school climate practices and restorative practices.

For more information, review the PBIS Technical Assistance Center's practice guide titled, *Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams* which can be found [here](#).

Click [here](#) to download a copy of the *RTI<sup>2</sup>-B Implementation Self-Assessment* referenced above.

The Tennessee Behavior Support Project would like to express our sincere thanks to Rutherford County Board of Education, Bedford County Board of Education and Cheatham County Board of Education for allowing us to share their documents as examples.

Making RTI<sup>2</sup>-B a part of the district vision and/or mission statements is an indicator of success per the Self-Assessment Survey. The survey states, “RTI<sup>2</sup>-B vision statement (and clear rationale) supporting importance of school climate (and how RTI<sup>2</sup>-B can improve both school climate and academic achievement) is developed and endorsed by lead state/district/school administrators.

### **District Examples:**

#### **Murfreesboro City Schools:**

It is the mission of the MCS system to assure academic and personal success for each child. The purpose of the MCS RTI<sup>2</sup>-B is to support that mission by providing comprehensive integrated multi-tiered levels of support that address the behavioral, social, and emotional development of each child. RTI<sup>2</sup>-B promotes safe classrooms and healthy environments conducive to learning for all students.

#### **Maury County Public Schools:**

In order to promote the 7 Keys of College and Career Readiness and foster thriving schools, MCPS will promote programs and initiatives that encourage social, emotional, and academic growth through a tiered behavioral intervention framework. In Tennessee, this framework is known as Response to Instruction & Intervention for Behavior (RTI<sup>2</sup>-B). Schools have received ongoing training, support, and resource allocation through a partnership with Tennessee Behavior Supports Project.

### **School Purpose Statement Examples:**

#### **Halls Elementary:**

Students, staff, families, and the community will work together to create an enriched learning environment where Halls Elementary students will experience increased motivation in achieving: academic, social, emotional, and behavioral success.

*The Tennessee Behavior Support Project would like to express our sincere thanks to Murfreesboro City Schools, Maury County Public Schools, and Halls Elementary for allowing us to share their documents as examples.*

RTI<sup>2</sup>-B Implementation Self-Assessment References:

Click [here](#) to download a copy of the RTI<sup>2</sup>-B Implementation Self-Assessment referenced above.

District Leadership Team and Tier I Team members are encouraged to disseminate information regarding RTI<sup>2</sup>-B to various stakeholders, including other school staff, families/caregivers, and community members. This suggestion comes from the Annual Self-Assessment Survey that District Leadership Teams complete on an annual basis to evaluate their district's implementation, which states "Stakeholders assist in disseminating information and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports)." Information about RTI<sup>2</sup>-B can be shared via school and district websites, social media sites such as Facebook or Twitter, newsletters presentations during meetings (e.g., School Board meetings, PTO/PTA meetings), conferences, media (e.g., videos about RTI<sup>2</sup>-B), and/or annual progress reports. See examples below from various districts in Tennessee.

### Murfreesboro City Schools Newsletter:



**Murfreesboro**  
City Schools

**December 2019 Newsletter**

**WINTER BREAK**  
December 20, 2019- January 6, 2020

**Congratulations!**

Congratulations to the following schools who have been named RTI<sup>2</sup>-B Model of Demonstration schools by the Tennessee Behavior Supports Project at Vanderbilt:

**Gold Level:**

- Northfield

**Silver Level:**

- Black Fox
- Bradley
- Cason Lane
- Hobgood
- John Pittard
- Overall Creek
- Reeves-Rogers
- Scales

**Bronze Level:**

- Discovery
- Erma Siegel

**RTI<sup>2</sup>-B MODEL OF DEMONSTRATION SCHOOLS**

**2019-20 MIDDLE TENNESSEE SCHOOLS**

The Tennessee Behavior Supports Project at Vanderbilt's RTI<sup>2</sup>-B Model of Demonstration school process acknowledges schools "for exemplary implementation of Response to Instruction and Intervention for Behavior." The purpose of this recognition is to highlight and promote schools successfully implementing RTI<sup>2</sup>-B so their practices can serve as models across the state.

# Rutherford County Newsletter:



RTI<sup>2</sup>-B: PREVENT-TEACH-SUPPORT

## RTI<sup>2</sup>-B Updates March 2021

### Let's Celebrate: RTI<sup>2</sup>-B Leadership Remains Strong!

In mid-February, a virtual meeting was hosted by Vanderbilt TBSP (Tennessee Behavior Supports Project) to allow leads from Rutherford County RTI<sup>2</sup>-B teams to share practices with one another. Typically, this meeting is held two to three times each year. We were happy to have 20 out of our 32 implementing schools represented in the meeting. Topics discussed included:

- how to celebrate positive student behavior safely during the pandemic
- take-aways from administration of the optional December behavior screener (SRSS-IE)
- ideas for acknowledgement systems for virtual learners
- strategies to support staff wellness

Despite challenges that this school year has presented us, here are some of the responses from team leads when asked the question, "With regards to RTI<sup>2</sup>-B in your school, what is going well?" "Positive office referrals," "Meetings are running smoothly," "Our Tier 2 Team works really well together to support our students in need!" "Data collection has finally come together consistently," "Great teamwork," "Behavior has stayed overwhelmingly positive," "We have continued our school store in spite of COVID," "Kids are excited about earning Cash," "Student Shoutouts," "Using SRSS to identify Tier 2 students," "Our RTIB team is collaborating very well!", "Morale for students and teachers has been high in spite of the challenges."

\*\*\*Thank you to administrators and teams for continuing to find creative ways to teach and recognize positive behaviors and support our students who struggle. Keep up the good work!\*\*\*

### Supporting Students who have Experienced Trauma

Many of our students come to us having experienced adverse childhood experiences (ACES) or trauma. Learn how ALL students can benefit emotionally and academically when teachers use strategies tailored to children who have experienced trauma: [Getting Started with Trauma-Informed Practices](#)

If you enjoy this video, you can find out more by registering for a FREE account with Sanford Harmony. They provide SEL curricula for K-6 students, but they have PD that is relevant to all grade levels with multiple learning modules on "Building Teaching Practices" and "Developing SEL Capacity." Check it out: [Sanford Harmony](#)

### Saving Money with Positive Behavior Supports

Recent research out of Johns Hopkins and University of Virginia confirms the immediate and long-term cost savings associated with implementation of PBIS (referred to as RTI<sup>2</sup>-B in Tennessee.) Significant findings and implications are:

- PBIS implementation is associated with significant cost savings for schools across all academic, behavioral, and mental health outcomes.
- Cost savings were highest for
  - gains in standardized testing for reading and math for both elementary and secondary students
  - reductions in aggressive and disruptive behaviors, and bullying behavior for elementary students
  - net total cost savings by investing in PBIS was valued at \$3680.00 per student in elementary school and \$860.00 per student in secondary school

You can access the complete research study [here](#).

### Mark your Calendars!

TFI (Tiered Fidelity Inventory) window: April 1 through May 21, 2021 (you will be contacted by Mrs. Parker to schedule this)

# OCE PARENT Newsletter

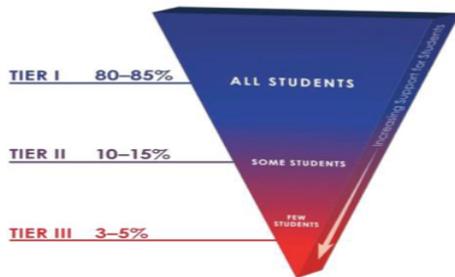
## RTI2-B

January 2021

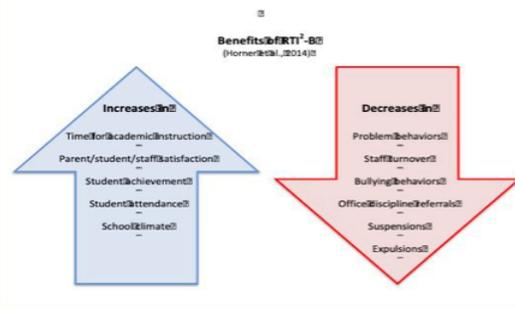
### \*RESPECTFUL\* RESPONSIBLE \*READY

#### What is the RtI2-B Program?

Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-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.



Within the multi-tiered framework of RTI<sup>2</sup>-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.



### Tier 1 Info

#### OCE's Behavioral Expectations:

##### "Otters" R

1. Respectful
2. Responsible
3. Ready

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.

#### School-Wide DoJo:



Otter Paw/DoJo point goal is 3,000, which earns a School-wide Celebration!

#### HOUSES:

All students, teachers, and staff will be sorted into one of five houses that reflect our Tennessee S.T.E.M. Accreditation: House of Einstein (Science), House of Lumiere (Technology), House of Tesla (Engineering), House of da Vinci (Arts), and House of Newton (Math). The HOUSES allow us to build community and togetherness within our school!



*continued from page 1*

The styles available in this template allow you to



# Freedom Middle School PBIS Newsletter



## What is PBIS?

Freedom is in its second year of implementing PBIS, which stands for **Positive Behavior Intervention Support**. The goal of this program is to create a safe and effective learning environment by reducing discipline issues and increasing instructional time. Faculty and staff focus on encouraging desirable student behaviors and building relationships with students. This year our school has earned the distinction as a RtI<sup>2</sup>B Bronze Level Model of Demonstration School for the State of Tennessee.

## STARbucks Daily Classroom Incentives

Students earn "STARbucks" by exhibiting appropriate behaviors outlined on the STAR Behavior Matrix. These are posted in the classrooms and in the hallways, we even have a matrix for virtual learning. Students have various ways that they can choose to spend or use their STARbucks both in the classroom and at a school level. Every adult in the building has



STARbucks and can reinforce student behaviors anywhere they see them happening. This includes before and after school, hallway behavior, and cafeteria. Teachers are expected to give out 50 tickets each week. When students receive a ticket they should



mark what it was for and write

their first and last name on the ticket. Virtual students can earn virtual points which can be used for in-class incentives or virtual student drawings.



## STAR Student of the Month

(Recognizing Positive Student Behavior)

Each month students are nominated by faculty and then 4 students from each grade are selected as our FMS STAR Students of the Month. These students are rewarded with breakfast or lunch with the administration. During this time, students are able to openly speak about student life at FMS.



*December students of the month attended a breakfast with School Board Member Kevin Townsel for School Board Appreciation Week*

Students share things they like, dislike, strengths, and areas we can improve. Their photo is taken and put on display in the lobby of the school for a month and their names are added to a plaque that is also on display. Not only do we enjoy recognizing these students for the positive impact on our school, but our administrative team also value the conversations and input from these students about their experience at FMS. A list of 2020-2021 Students of the Month can be found on the next page.

## Spending STARbucks

Students have a variety of ways to spend their STARbucks at FMS:

- ★ Treat Trolley (Thursday mornings)
- ★ STARbucks Store (Tuesday at lunch)
- ★ Weekly Drawings (for gift cards and spirit wear)
- ★ Concessions on event days
- ★ Virtual Spinning Wheel
- ★ BIG Prizes Drawings--AirPods, Video Games, Gift Cards, etc.



(bottom) Mrs. Beaman has a cell phone charging station, students show accountable behavior by putting their phones in a safe place while helping them focus on learning. (left) A student receives a ticket for being trustworthy and staying on teacher approved sites during instruction.



## STAR Students of the Month

August - Babadara Abijo, Martin Allerano Godínez, Savannah Cullum, Sophie Cummins, Margaret Beshears, Travon Hartwell, Tiffany Morales, Marlette Southall

September - Chloe Elam, Shelby Kolton, Diana Lopez Zamudio, Ian Santano, Seanna Bucknor, Sabrina Fisher, Joey Olavarria, Emmalyn Reyes

October - Charlotte Driver, Angel Garcia-Reyes, Robert Mason, Karmyn Patton, Tyler Krizman, Marlene Lopez Zamudio, Denise Perez Cervantes, Kory Stiles

Nov/Dec - Rousse Alvarez, Elise Marlow, Jeremiah Rodriguez, Isamar Sorto, Nevaeh Leach, Tahla Mayes, Jordan Myers, Will Osteen



(top left) Students Blakely and Andee shop for items at the STARbucks store. (top center) The 12 Days of Giveaways was a hit for both virtual and in-person learners during December--4,878 tickets were turned in in the hopes of being drawn for one of the 78 prizes given out over 12 days.

(top right) Emmalyn poses with her SuperStar pack that she won from a weekly drawing in January. (bottom left) Mrs. Hacker and Mrs. Guder arrive early on Thursday mornings for the Treat Trolley--students line up to use their STARbucks. (bottom right) Cameron and Charlotte Anne enter their tickets in the weekly drawing, popular prizes included Lululemon, Foodlocker, Starbucks, GameStop and Amazon Gift Cards



### STARBUCKS TEACHERS OF THE MONTH:

THESE TEACHERS HAVE BEEN SPOTTED GOING ABOVE AND BEYOND IN PASSING OUT STARBUCKS TICKETS AND WILL EACH GET A STARBUCKS GIFT CARD!

ELISA BAUGHMAN - RELATED ARTS  
RANDY STEVENS - 5TH GRADE SOCIAL STUDIES  
BRENDA LEE - STUDENT SUPPORT TEAM

### Virtual Spinning Wheel

This is new this semester and provides a consistent way for virtual students to enter their names for drawings using their virtual tickets that they have earned throughout the day. Students should email their teachers if they would like to cash in their virtual tickets and be entered on the wheel. Drawings take place every two weeks.



### How Can Parents and Community Members Help?

Our Treat Trolley, STARbucks Store, and Concessions run primarily on donations from parents and the community!

#### Current needs:

Water Bottles, Mini Drinks, Multi-packs of Individual Chips, Candy, fun ink pens, notepads, sketch pads, small gift cards for \$5 or \$10, individually wrapped snacks, seasonal items, or ask your student what they would like to see on the Treat Trolley or in the STARbucks Store.

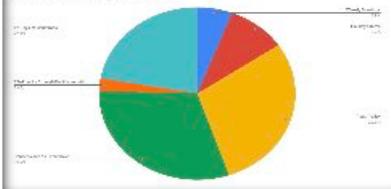
We also accept monetary donations or larger gift cards to Kroger/Publix/Wal-Mart/Target that the PBIS committee can use to purchase "BIG" items for students rewards. If you know of a company or corporation that might be interested in sponsoring some of our rewards or donating to our program, please let us know.

E-mail Hollie Osteen if you have questions or ideas for our PBIS Rewards! osteenhol@fssd.org

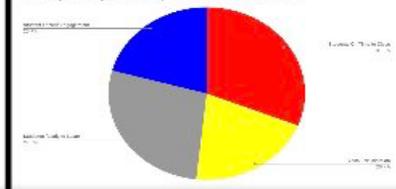
## DATA CORNER

The PBIS team uses data from parent, teacher, and student surveys as well as discipline data and ticket distribution/ticket spending to evaluate and make changes to our program. Please look for a parent survey in the coming weeks to provide feedback about PBIS at FMS.

### How Students Spend Tickets



### Faculty Survey: Most Improved Behaviors at FMS



### FMS PBIS Team

Megan Ash  
Denise Beaman  
Nicole Goode  
Brooke Grider  
Jennifer Hacker  
Brittany Kriesky  
Brenda Lee  
Hollie Osteen  
Beth Simpson  
Andre White

The Tennessee Behavior Support Project would like to express our sincere thanks to Murfreesboro City Schools, Rutherford County Schools, Overall Creek Elementary School and Freedom Middle School for allowing us to share their documents as examples.

Click [here](#) to download a copy of the RTI<sup>2</sup>-B Implementation Self-Assessment referenced above.

The Primary Intervention Rating Scale (PIRS; Lane, Kalberg, Bruhn, Driscoll, Wehby, & Elliot, 2009) is one way to gather input from staff, but how does your team gather input from additional stakeholders throughout the year? Research on Multi-Tiered Behavioral Frameworks suggests that the most successful schools build their framework by including the priorities and voices of their stakeholders.

Schools should provide multiple, accessible methods for gathering input. This can be accomplished by delivering in-person or virtual town hall events, hosting coffee with administrators, using physical or virtual comment boxes, encouraging email or phone communication, and strategically using surveys. When planning to involve stakeholders, schools should seek input from many different voices. This should include not only Parent Teacher Organizations and Student Leadership Groups, but input should also be gathered from diverse groups of stakeholders who accurately represent the entire school community (e.g., students with disabilities, students with non-biological caregivers, caregivers who do not frequently volunteer at school). Below are suggestions to improve student, family, and community involvement.

### **Establish Stakeholder Representation on RTI<sup>2</sup>-B Teams**

Having student, family, and community representation on your RTI<sup>2</sup>-B team is a critical way to gather consistent input and facilitate involvement. As stakeholders are invited to join the Tier I RTI<sup>2</sup>-B School Leadership Team or participate in sub-committees, it is essential to define their roles and key responsibilities. [This description](#) is an example of what could be embedded within a school's RTI<sup>2</sup>-B Tier I Implementation Manual. Tier I meetings are a time to review school-wide data and discuss how to strengthen and implement components of the plan. These meetings are not a time to discuss confidential information such as individual students.

Tier I teams should revisit school-wide behavioral expectations annually to ensure the values of the school community are reflected. Getting input from staff, students, and families on the school-wide behavioral expectations matrix helps create consistency across all settings, including home and the community. The Appendix of the [PBIS Cultural Responsiveness Field Guide](#) has excellent examples of how to do this meaningfully.

### **Involve Students**

Review the following briefs from the TBSP's Student Involvement Series to guide teams while meaningfully including students in the development, implementation and evaluation of the Tier I plan.

[What is Student Involvement?](#)

[Meaningful Involvement](#)

[Student Leadership Teams](#)

[Working with Elementary, Middle, and High School Students](#)

[Focus Groups](#)

Researchers in Washington developed SPBD Support, which is a collection of tools to gather input from staff and students on Multi-Tiered Behavioral Frameworks in their building. The Staff Perceptions of Behavior and Discipline (SPBD; Feuerborn, Tyre, & King, 2015) and the Student Perceptions of Behavior and Discipline (StPBD; Feuerborn, Tyre, Beaudoin, & Zecevic, Under review) are designed to help teams plan and implement their school-wide framework. These surveys and reports are free of charge and can be requested directly from their [website](#).

Without being told the “why” behind the school's RTI<sup>2</sup>-B framework, students may not buy into the plan. The TBSP's [Teaching the Plan to Students](#) presentation should be adapted to share with students to help them better understand the rationale for RTI<sup>2</sup>-B while highlighting how the system is more than just celebrations.

## **Involve Families**

It is important to gather input on all aspects of the school's RTI<sup>2</sup>-B plan, including the acknowledgment system and discipline process. Review this example [RTI<sup>2</sup>-B Survey for Families](#) for inspiration on how school teams can ask questions regarding various topics. To improve communication and strategic relationship building with families, consider adapting this [Beginning of the Year Questionnaire](#).

Stakeholders are best prepared to share input when they have information about their school's RTI<sup>2</sup>-B framework. This [RTI<sup>2</sup>-B at Home](#) presentation shares an overview of what RTI<sup>2</sup>-B looks like at home and in the community. [This video](#) outlines steps to consider as you enhance your Family and Community Engagement.

Survey families to gather input on activities and resources of interest. Virtual or in-person family nights are often scheduled and added to the calendar without any input from the people the event is designed to support. Questions to consider include:

- Are families looking for tips on how to support behavior at home?
- Do families need information on requesting assistance for academic, social, or behavioral needs?
- Do families want help preparing for an upcoming transition?
- Would it be helpful to have community partners provide information on available resources?

If attendance has been an issue, including questions about time, day, and childcare needs could help improve the ability of families to attend.

Survey and school-level data helps teams plan which topics to include at family night events, but data should also be used to measure the effectiveness of those events. Evaluation forms about the family night can quickly be completed in-person or electronically, so the team has specific information on which aspects were most beneficial. Consider customizing the Department of Youth & Community Development's [Workshop Evaluation Form](#). An evaluation form could compliment the school's acknowledgment system because families and caregivers who complete the form could earn a treat at the event, be entered into a drawing, or mark it off on their [Family Involvement Passport](#). Just because family nights tend to follow the same formula every year does not mean there isn't room for improvement! Review [this brief](#) for more information about acknowledging family and community members as part of the Tier I plan.

## **Involve Community Members**

Students, families, and school staff are a part of a larger community; therefore, community partners should be informed of how they can carry out the school's Tier I plan. This [Community Partners Resource](#) shows how the school's RTI<sup>2</sup>-B framework can be adapted for different settings, including links and helpful tips to help reteach behavioral skills to students.

In addition to outside community partners, the School Board should be included in school and district implementation of RTI<sup>2</sup>-B. This [guide](#) and [example school board presentation](#) can be adapted to promote RTI<sup>2</sup>-B and share areas of success. Invite members of the RTI<sup>2</sup>-B teams to highlight the extraordinary work done by all of their schools to promote a positive school climate!

## **Summary**

We know stakeholder involvement is no small feat. As schools plan to increase stakeholder involvement, it is important to identify simple action steps (e.g., asking families to complete an exit survey at a family night) as a starting point. Over time schools will recognize the benefits of involving students, families, and community members, and then additional ways to include these stakeholders will naturally evolve!

## **References**

Feuerborn, L., Tyre, A., Beaudoin, K., & Zecevic, M. (Under review). Student perceptions of behavior and discipline: A PBIS survey for student voice.

Feuerborn, L., Tyre, A., & King, J. (2015). The staff perceptions of behavior and discipline (SPBD) survey: A tool to help achieve systemic change through schoolwide positive behavior support. *Journal of Positive Behavior Interventions*, 17(2), 116-126.

Lane, K. L., Kalberg, J. R., Bruhn, A. L., Driscoll, S. A., Wehby, J. H., & Elliott, S. N. (2009). Assessing social validity of school-wide positive behavior support plans: Evidence for the reliability and structure of the Primary Intervention Rating Scale. *School Psychology Review*, 38(1), 135-144.

# EXAMPLE SCHOOL

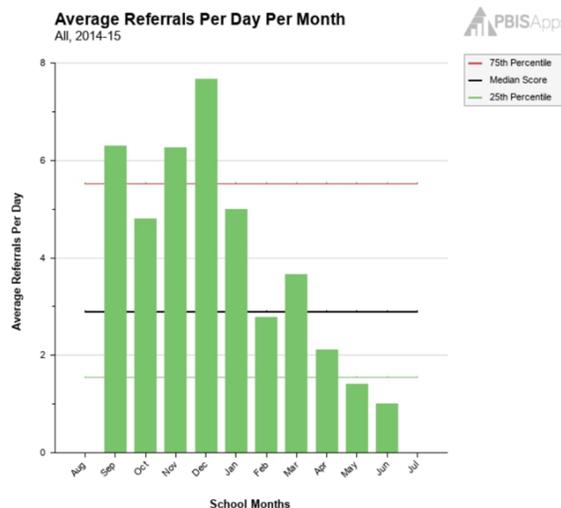
**Positive Behavioral interventions & Supports (PBIS)**  
**Annual Summary** **2016-2017**

### How are we implementing PBIS at our school in Tier I?

The Tiered Fidelity Inventory (our PBIS assessment) indicates that we are implementing all tiers of PBIS at or above the benchmark. We have identified the items from each tier that we want to improve, and we have included them in our Action Plan at the end of this report. We want to include family members on our PBIS Tier I team.

### What is our Office Discipline Referral rate?

Our referral rate was above the nation average the first part of the year. After we retaught expectations and were consistent with our acknowledgement and consequence systems, there was a decline in the average referrals per day. We ended the year at well below the national average for our size and level of school. We will celebrate this accomplishment with our students at our year end assembly on June 1<sup>st</sup> at 2:00 pm in the gym.



### How is our attendance?

Last Year: 83.5%      This Year: 93.5%

Our Attendance Initiative is producing excellent results and we are working to continue to improve our attendance. Thanks to all our families for the help with this wonderful progress.

### How effective are our Tier II Interventions?

We provide interventions for students needing additional support. Our interventions of Check-In/Check-Out, Social Skills Groups, and Homework Club were successful this year. We have items in our Action Plan to improve the outcomes of the Anger Management group for next year.

Tier II Interventions	Success Rate
Check-In/Check-Out	80%
Social Skills	30%
Anger Management	33%
Homework Club	71%

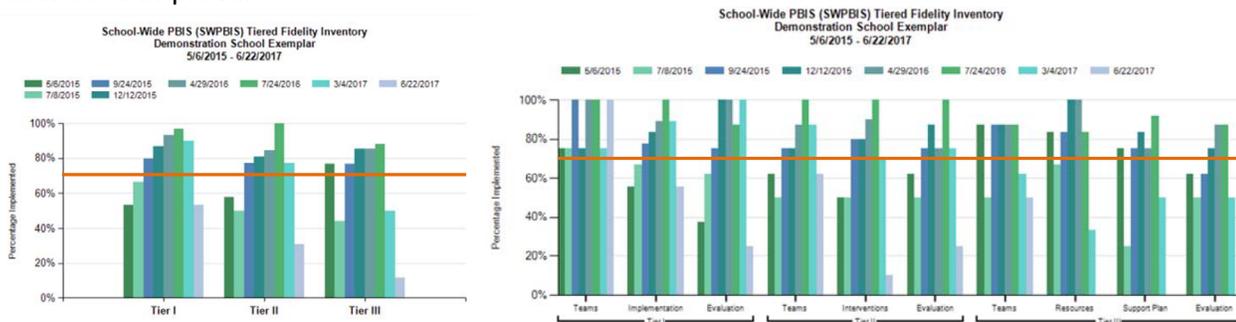
## How effective are our Tier III Interventions?

We provide Tier III Interventions for students needing individualized supports. Our Behavior Support Plans and the Attendance Initiative Intervention have been successful. We want to improve the outcomes of our Wraparound program which is included in our Action Plan.

Intervention	# of Students	# of Students Meeting Goal	% Successful
Behavior Support Plans	5	4	80%
Wraparound	3	1	33%
Attendance Initiative	2	2	100%

## How are we implementing all Tiers of PBIS at our school?

The graphs below show that we are above the benchmark (70%) in almost all areas. We are excited about our PBIS implementation and our Action Plan includes steps to help us sustain our program and continue to improve.



## Our Action Plan for 2017-18:

1. We will expand our PBIS Team to include more representative teaching staff and will also include a family member. Our Tier I team will meet monthly, the third Wednesday of every month, alternating before and after school.
2. Change the format of the Anger Management group to assess the student needs and focus on specific social/emotional skills.
3. Review our Wraparound Intervention and plan ways for the community partners to have more involvement.
4. Continue to sustain our strong PBIS implementation across all tiers, with our goal of helping all children to be successful.

### Contact Us

Please call or email us with your questions or comments.

### Example School PBIS Team

Joan Smith, Facilitator

(999)999-0123

email@example.com

# Roosevelt School

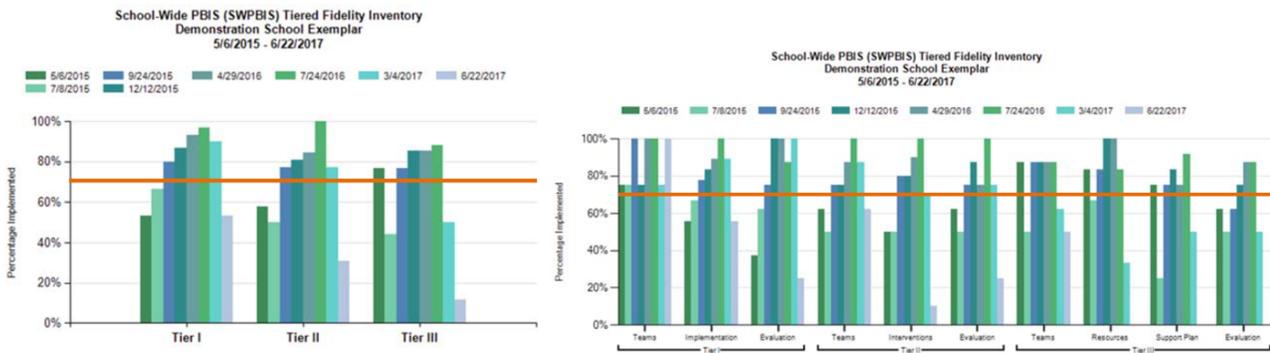
## Annual School Summary – Tier II example

### How do students access Tier II Interventions?

Families and staff members can complete a request for assistance indicating the student’s need for additional supports. Students are generally identified through major office discipline referrals, attendance issues, difficulty in school and/or student referral. The Tier II team reviews the referrals biweekly and makes decisions about which Tier II Intervention would best fit the student. Parent permission is given prior to any student beginning a Tier II or Tier III intervention.

### What is the status of PBIS implementation?

The TFI indicates that we are implementing both Tier I and Tier II with Fidelity. Within the care features, we are strong in all areas, except for Tier II Interventions.



### How effective are our Tier II Interventions?

Intervention	# of Students	# of Students Meeting Goal	% Successful
Check-In/Check-Out	25	20	80%
Social Skills Groups	30	27	90%
Anger Management	15	5	33%

### Action Plan for Next School Year:

1. Increase our number of students in CICO by adding another CICO Mentor
2. Change the format of the Anger Management group to assess the student needs and focus on specific social/emotional skills.
3. Consider adding a recess intervention: Recess Academy for students needing the intervention.



# Questions to Ask Your RTI<sup>2</sup>-B District Coordinator or TBSP Consultant

Information to ensure you are prepared to contribute to your next District Leadership Team Meeting.

- 1. Does our district use a shared drive for resources and materials related to RTI<sup>2</sup>-B? If so, can I gain access to that drive along with our district's data collection system?**
- 2. Who are the other members of the District Leadership Team?**
- 3. Why was I selected to join the District Leadership Team based on my role, and how can I best contribute?**
- 4. Where are the following district documents for the current school year?**
  - a. RTI<sup>2</sup>-B Implementation Self-Assessment Survey
  - b. District Implementation Plan
  - c. District Alignment, Resource Mapping, and/or Intervention Grid
- 5. What is our district's RTI<sup>2</sup>-B Coaching Model?**
- 6. Which schools are implementing RTI<sup>2</sup>-B?**



To access the other examples in each Tier, click the button and enter the provided password.

**Tier I**

**password: tbsp1**

**Tier II**

**password: tbsp2**

**Tier III**

**password: tbsp3**

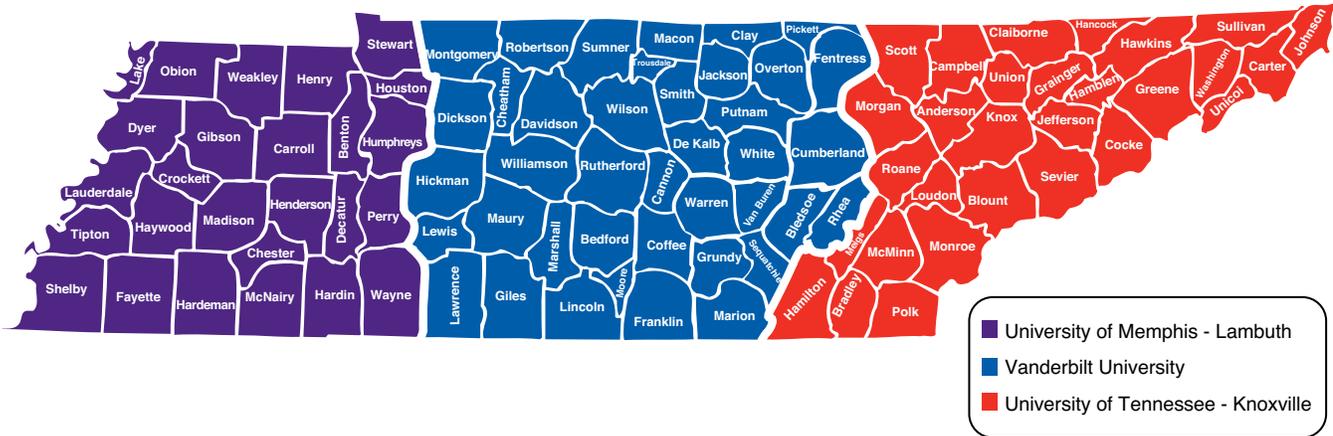
**District Coaches  
and Team Leads**

**password: tbspcaches**

A.P.B.S.	Association of Positive Behavior Supports
B.I.P.	Behavior Intervention Plan
B.R.B.	Breaks Are Better
C.I.C.O.	Check-In Check-Out
C.O.P.	Communities of Practice
D.C.	District Coordinator
D.I.P.	District Implementation Plan
D.L.T.	District Leadership Team
D.P.R.	Daily Progress Report
F.A.C.T.S.	Functional Assessment Checklist for Teachers and Staff
F.B.A.	Functional Behavior Assessment
I.S.F.	Interconnected Systems Framework
M.O.D.	Model of Demonstration
M.T.S.S.	Multi-Tiered System of Supports
O.D.R.s	Office Discipline Referrals
O.T.R.	Opportunities to Respond
P.B.I.S.	Positive Behavior Interventions and Supports
P.I.E.	Partners in Education
P.I.R.S.	Primary Intervention Rating Scale
P.T.R.	Prevent Teach Reinforce
RTI <sup>2</sup> -B	Response to Instruction and Intervention for Behavior
S.E.L.	Social-Emotional Learning
S.O.R.	School of Recognition
S.R.S.S.-I.E.	Student Risk Screening Scale-Internalizing/Externalizing
S.S.T.	Student Support Team
S.W.I.S.	School-wide Information System
T.B.S.P.	Tennessee Behavior Supports Project
T.D.O.E.	Tennessee Department of Education
T.F.I.	Tiered Fidelity Inventory
T.I.C.	Trauma Informed Care



## Tennessee Behavior Supports Project by Region: 2015-2020



The Tennessee Behavior Supports Project (TBSP) is funded by the Tennessee Department of Education and consists of three regional support contracts: University of Memphis – Lambuth Campus, Vanderbilt University, and University of Tennessee – Knoxville. TBSP is responsible for providing training and technical assistance to schools as they address the behavioral needs of students through Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B). To locate the project assigned to your region, see below.



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