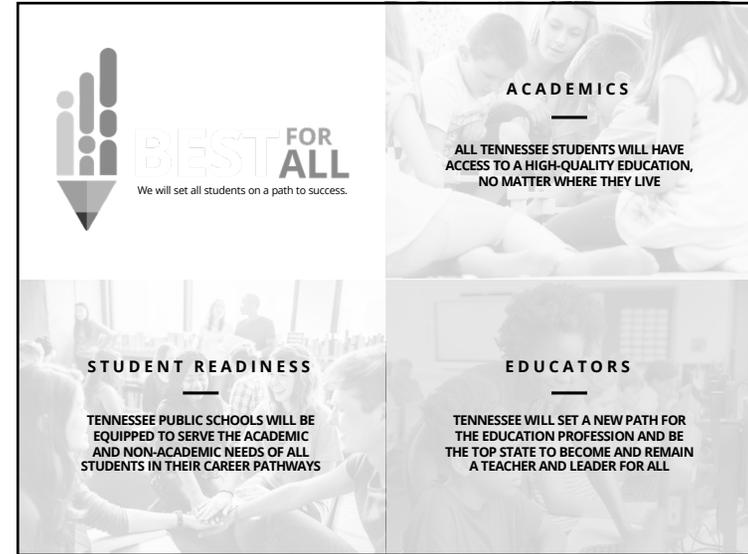
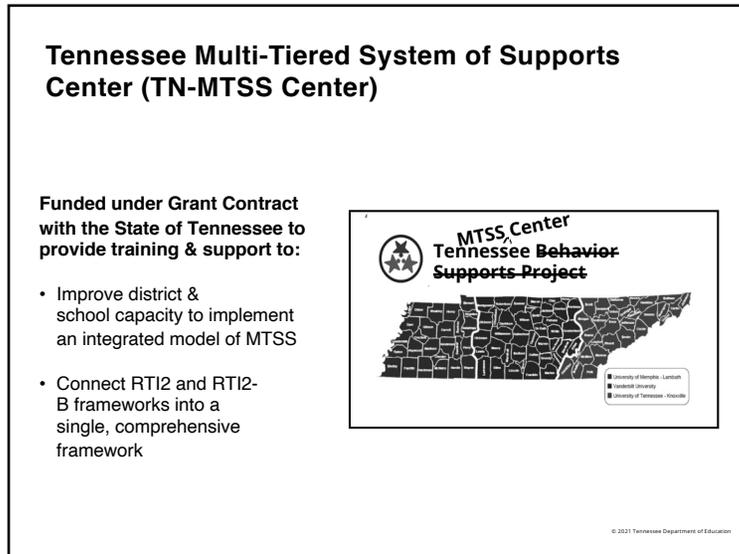




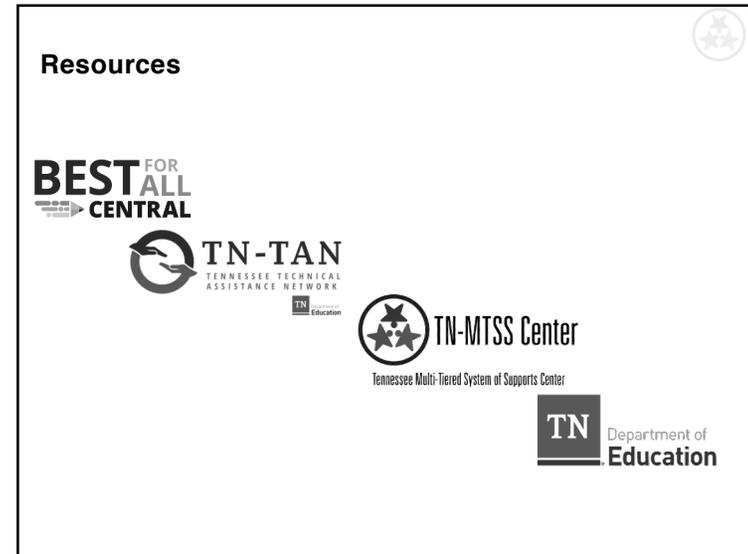
1



2



3



4

Supporting MTSS in Tennessee Schools

Tier I Session 2



TN-MTSS Center
Tennessee Multi-Tiered System of Supports Center




5

All TN-MTSS Center training materials are informed by peer-reviewed research and our own field testing across the state. We make our training materials freely available to districts and schools on the following conditions: (1) the materials are used in a manner consistent with TN-MTSS Center training and recommendations and (2) TN-MTSS Center is cited appropriately. We recommend the following citation for this training: Tennessee Multi-Tiered System of Supports Center (2021). Tier I Training [PowerPoint Presentation] Vanderbilt University.



TN-MTSS Center
Tennessee Multi-Tiered System of Supports Center

6

Welcome to MTSS Tier I Training! Virtual Session 2

1. **Introduce yourself** in the chat box. If you are with your school team please share the name each team member in attendance.
2. **Change your name** on Zoom to first and last name and School Name. If your whole team is together, please just type your school name.
3. Make sure your **audio and video work**
4. **Download all training materials** for this session and make yourself comfortable!



This session will be recorded.

To share with participants and inform trainers.

Administrators: If you need TASL credit, don't forget to sign-in using the REDCap Link in the chat box

7

Online Training Expectations

Expectation	Behavior
Be Responsible	<ul style="list-style-type: none"> •Take care of your needs (water, food, restroom) •Answer polls and chat box promptly •Stay on topic •Use chat to ask for clarification and answer questions
Be Respectful	<ul style="list-style-type: none"> •Mute audio unless speaking •Contribute where possible •Keep video on when possible •Use break out rooms for team discussions
Be Engaged	<ul style="list-style-type: none"> •Ask for clarification when needed in chat feature •Share ideas and information with your team during work time •Fulfill responsibilities of your MTSS School Team role
Be Prepared	<ul style="list-style-type: none"> •Follow up and complete assigned tasks •Take notes and use action plan throughout training •Have materials ready

*All chats, public or private will be printed in the final transcript of this session

8

Accessing Electronic Materials

Our Website:

tnmtsscenter.org

- Click on "Team Login"
 - Tier I
 - Password: tbsp1
- Download materials



Tier I Training Materials 21-22	Tier I Team	Teaching Expected Behavior
Responding to Problem Behavior	Acknowledging Expected Behavior	Data-Based Decision Making
Staff Professional Development	Stakeholder Involvement	Virtual Learning
ODR	SRSS-IE	TFI

9

Training Materials

Implementation Manual



Insert School Name
Tier I Implementation Manual
2021-2022

Implementation Plan designed by the TN-TAN Tier I School Team Members
©2021 TN-TAN ASSISTANCE NETWORK

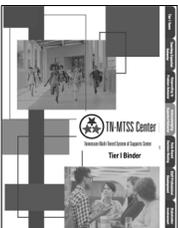
Tier I Resource Binder



Presentation



Action Planning Form



10

Schedule for Today's Session

Problem Behavior Definitions
Discipline Procedures
Office Discipline Referrals
Wrap-Up and Action Plan

11

Learning Objectives

1. Understand the essential features of MTSS and how they relate to the supporting the academic and non-academic needs of students and families
2. Understand the rationale for integrating supports and services across academic and non-academic domains
3. Apply the essential features of MTSS to the development of the Tier I plan for your school




12

What is a multi-tiered system of supports?

- Framework that promotes prevention and rapid response to support academic and non-academic learning
- Systems, processes, and practices are structured to support problem-solving
- High-quality instruction and evidence-based practices are foundational across increasingly intensive tiers of support

Tennessee MTSS Model

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 assessment and ongoing communication with families. 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" for academic or non-academic skills or have not made adequate progress with Tier I supports alone. In general, 10-15 percent of students 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 non-academic skills. Tier III interventions are more explicit and more intensive than Tier II interventions.

(Bruno et al., 2016; Every Student Succeeds Act, 2015; Gresham, 2005; McIntosh & Goodman, 2016; Sugai & Horner, 2006)

13

Previous Experience

Tennessee RTI² Model

TIER I ALL
All students receive research-based, high-quality general education instruction in general education classrooms and meet their needs met by Tier I interventions.

TIER II SOME
In addition to Tier I, extra support is provided to students who have not made adequate progress with Tier I supports alone. In general, 10-15 percent of students will receive Tier II interventions.

TIER III FEW
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 non-academic skills. Tier III interventions are more explicit and more intensive than Tier II interventions.

Tennessee RTI²-B Model

TIER I ALL
All students receive research-based, high-quality general education instruction in general education classrooms and meet their needs met by Tier I interventions.

TIER II SOME
In addition to Tier I, extra support is provided to students who have not made adequate progress with Tier I supports alone. In general, 10-15 percent of students will receive Tier II interventions.

TIER III FEW
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 non-academic skills. Tier III interventions are more explicit and more intensive than Tier II interventions.

14

Essential Components of MTSS

Academic & Non-Academic Learning

Screening

Data-Based Decisions

Progress Monitoring

Multi-Leveled System

High-Quality Instruction

15

Please Note

The resources in this training are designed to help your team establish a safe and welcoming school environment that optimizes learning opportunities and prioritizes high-quality instruction.

These resources emphasize non-academic supports that are intended to complement high-quality academic supports.

The TN-MTSS Center is working to develop a new training series to support a comprehensive, tiered-approach to academic and non-academic learning - stay tuned!

16

Revisit Your Roles

Team Lead

- Guiding Questions Handout
 - Lead team discussions through questions at the beginning of each activity.
- Make sure all team members are following their assigned roles.

Communicator

- Example Binder
 - Reference the Example Binder (notebook or electronic copy) throughout each activity to provide examples to your team.

Recorder

- Tier I School Team Workbook
 - Take electronic notes in the workbook as your team completes each activity
- Implementation Manual
 - On Day 2, begin to transfer specific information from Tier I Team Workbooks to the Implementation Manual

Time Keeper

- Watch Activity Time
 - Keep track of how much time is left for each activity and make sure your team is ready to wrap up their discussions at the end of each activity time.

Back Up Recorder Additional Team Member

- TFI Action Planning Form
 - Make notes on the TFI Action Planning form during each activity so your team knows what needs to be completed after each activity time.

Data Analyst

- TFI Score Report
 - Look at your school's TFI Score Report for each section and share the score with your team.
 - The TFI Roadmap at the beginning of each section of the presentation will identify the topic number on the TFI Score Report.

17

Problem Behavior Definitions

<https://tfc.kr/p/8MMMS>

18

Problem Behavior Definitions

Implementation

1.5 Problem Behavior Definitions

19

Whole Group Activity: Poll Time

- Answer the poll questions honestly
- Remember, answers are anonymous!

Scenario #1:
Think back to worst job you've ever had. Select which reasons made that a negative work environment

Scenario #2:
How would you feel if a portion of your already earned paycheck was taken away for missing a meeting?

20



Whole Group Activity: Poll Time Results



1. Everyone reflected on their worst job
2. What themes were the most common?

- a. I did not get along with my boss.
 - b. I did not feel supported or acknowledged by my boss.
 - c. I only received negative feedback or criticism.
 - d. I was overworked and underappreciated.
 - e. My work environment was negative, overly competitive, and/or not cohesive.
3. How did people feel about losing a portion of their already earned paycheck for missing a meeting...

- a. I would feel positively or ok about this happening to me.
 - b. I would feel negatively or upset about this happening to me.

21

“Punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggression, vandalism, truancy, and dropouts”.

(Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997)

22

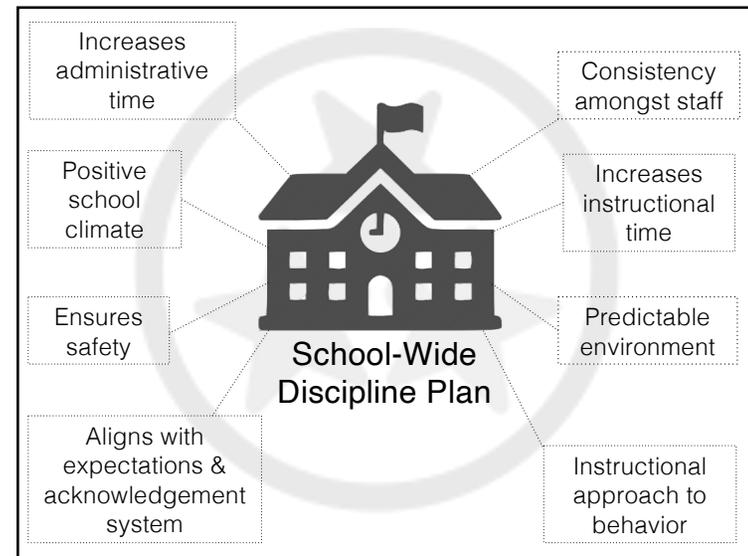
Disclaimer!

Even with the most consistent implementation of...

- Establishing behavioral expectations
- Teaching behavioral expectations
- Acknowledging appropriate behaviors
- Providing training for staff

Problem behaviors are still going to occur!

23



24

“School discipline refers to instruction, rules, policies or practices that are intended to manage student behavior at the classroom and school levels.”

National Clearinghouse on Supportive School Discipline

<https://file.kyr/j/AD6Tf1>

25

Components of a School-Wide Discipline Plan

- Office-Managed vs. Staff-Managed Behaviors
- Problem Behavior Definitions
- Discipline Process
- Office Discipline Referral Form
- Data System



<https://file.kyr/j/rY2G>

26

Organize Problem Behaviors

Why	How
<ul style="list-style-type: none"> • Prepares staff how to respond • Creates consistency throughout building • Clarifies what is minor and what is more serious 	<ul style="list-style-type: none"> • Separate what is office-managed vs. staff-managed • Consider context of your school • Include staff input when separating behaviors

27

Example 1: Organization

Office-Managed (Majors)	Staff-Managed (Minors)
<ul style="list-style-type: none"> • Physical and emotional safety concerns • <i>Examples: weapons, physical aggression</i> 	<ul style="list-style-type: none"> • Teachable moments • Minimal disruption to class • <i>Examples: tardiness, gum chewing, task incomplection</i>

Review examples provided!

28

Example 2: Organization

Level 1 Productive Personal Environment	Level 2 Productive Classroom Environment	Level 3 Orderly Environment	Level 4 Safe Environment
Behaviors that affect only the student:	Behaviors that interfere with others' learning:	Behaviors that affect an orderly environment:	Behaviors that cause harm or are illegal:
<ul style="list-style-type: none"> - Not prepared - Out of seat - Breaking pencils - Not following directions - Whining - Playing in desk - Not doing class work - Bubbles when washing hands - Not in line - Sleeping - Copying behavior - Not listening - Learning in chair - Refusing to work - Crawling on floor - Not taking responsibility for action - No homework 	<ul style="list-style-type: none"> - Talking out / Talking back to adults - Visiting / talking - Inappropriate noise - Tattling - Touching - Poking - Standing on furniture - Constant talking - Out of seat and interfering with others' learning - Inappropriate chair manners - Consistently not following directions - Inappropriate language 	<ul style="list-style-type: none"> - Talking back to adult w/ elevated frequency / intensity - Throwing things - Teasing - Lying - Cheating - Forgery - Truismes - Cutting others' hair - Bathroom – climbing - Bathroom- looking under stalls - Pushing - Disrespect to adults - Disrespect to children - Leaving room without permission - Name calling - Hallway behavior - Banging on window - Profane hand gestures - Inappropriate language 	<ul style="list-style-type: none"> - Actions that cause harm - Stealing - Fighting - Drugs - Weapons - Punching - Biting - Throwing furniture - Threatening to injure a person or property - Sexual harassment - Inappropriate language directed at other students or staff
Level 1 Consequences May Include:	Level 2 Consequences May Include:	Level 3 Consequences May Include:	Level 4 Consequences May Include:
<ul style="list-style-type: none"> - Teacher look - Buddy Classroom (with or without Think Sheet) - Proximity - Discussion / talking - Verbal warning - Timeout in room - Parent contact 	<ul style="list-style-type: none"> - Buddy Classroom (with or without Think Sheet) - Minor Office Discipline Referral - Loss of part of recess - Parent contact - Behavior contract 	<ul style="list-style-type: none"> - Time Out Classroom - In-School Suspension - Out of School Suspension - Major Office Discipline Referral - Admin/parent/student conference 	<ul style="list-style-type: none"> - Per Board of Education Policies - Major Office Discipline Referral

29

Your Turn: Organize Problem Behaviors

Physical contact Defiance/Non-compliance Inappropriate language
Disrespect Chewing gum Bullying

Office-Managed (Majors)

Staff-Managed (Minors)

30

Break Out Room Problem Solving

Click "Ask for Help" in your Breakout Room if you need us!

- If not in the correct break out session, click return to main session (NOT leave meeting)
- Click join breakout room and try to reenter
- You can also try leaving the meeting and reentering, then click breakout room and reenter
- If this does not work, remain in the main session and we will work to reassign you

31

Activity - Part 1: Office-Managed vs. Staff-Managed Chart

1. Click on the **flippity.net** link to sort problem behaviors into columns for Office-Managed, Staff-Managed, or Potentially Both
2. Reference your discipline handbook and/or behavior definitions

10 minutes

Pages 20-21

Problem Behavior Definitions

32

Define Problem Behaviors

Why

- Prepares staff to be ready to respond
- Creates consistency throughout building
- Clarifies what is appropriate vs. inappropriate

How

- Operationally define each behavior
- Include examples and non-examples
- Consider context of your school
- Include staff input

33

Example Problem Behavior Definition

Tardy

Student arrives at class after the bell rings/signal for start of class. Does not include when a student has an excuse note.

Clear
 Measurable
 Observable

Example: student enters classroom after bell rings

Non-example: student has an excused note from office or other staff member in the building

Problem Behavior Definitions

34

Problem Behavior Definitions Chart

Staff-Managed Problem Behaviors			
Violation	Definition	Examples	Non-Examples
Physical Contact:	<ul style="list-style-type: none"> • Student engages in non-serious but inappropriate physical contact. • Inappropriate touching with the hands or feet which did not display perceived threat or result in injury. 	Pushing, shoving, horseplay, kissing	Hugging, high-fiving

Office-Managed Problem Behaviors			
Violation	Definition	Examples	Non-Examples
Fighting/Physical Aggression:	<ul style="list-style-type: none"> • Physical contact with intent or outcome of causing physical injury or harm to others 	Punching, hitting, kicking, spitting	Pushing, shoving, horseplay that does not escalate (falls under staff-managed physical contact)

Problem Behavior Definitions

35

Activity - Part 2: Defining Problem Behaviors

1. List sorted problem behaviors
2. Operationally define each problem behavior
3. Create examples and non-examples
4. Review examples on the Responding to Problem Behavior Light Box on the Tier I Login Page!

Staff-Managed Problem Behaviors

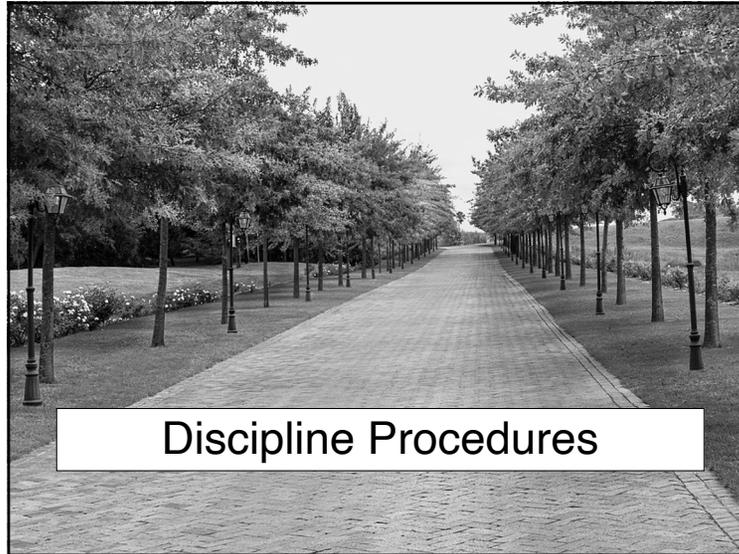
Violation	Definition	Examples	Non-Examples

Office-Managed Problem Behaviors

Violation	Definition	Examples	Non-Examples

15 minutes
Pages 20-21
Problem Behavior Definitions

36



37

Discipline Procedures

Implementation

1.6 Discipline Policies
 School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

38

Components of a School-Wide Discipline Plan

- Office-Managed vs. Staff-Managed Behaviors
- Problem Behavior Definitions
- Discipline Process
- Office Discipline Referral Form
- Data System



<https://flic.kr/g/rK79Q8>

39

Shifting Our Way of Thinking

Punitive

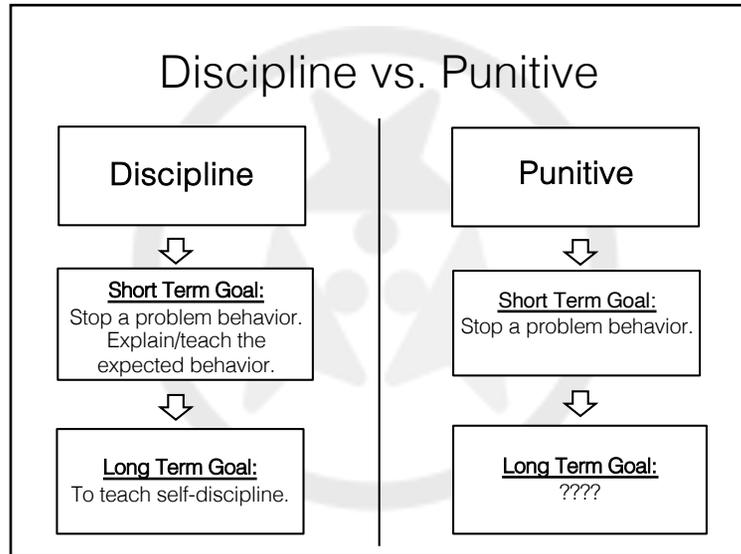
“The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student”.

Discipline

“One of the most effective approaches to problem behavior is to view inappropriate behavior as a teaching opportunity to clarify and re-teach expectations”.

(Alberto & Troutman, 2012)

40



41

Pause and Reflect

When problem behaviors occur, educators should first ask the questions:

- “Do we have clear expectations?”
- “Have they been thoroughly taught?”
- “Are we consistently using strategies to encourage the desired behaviors?”

(MO SW-PBS Tier I Team Workbook)

42

Problem Behaviors Occur For One of Two Reasons:



Acquisition skill deficit
“Can’t do”



Performance deficit
“Won’t do”

Either problem requires more teaching and practice to resolve!

43

Instructional Approach to Problem Behavior



Problem behavior occurs





Teaching opportunity occurs

For minor, infrequent behaviors

1. Identify the misbehavior.
2. Identify the correct behavior.
3. Ask student to perform the behavior. Model behavior if student does not know correct behavior.
4. Praise student for the correct behavior.
5. Move on with the day.

(Gresham et al., 2006)

44

Instructional Strategies to Discourage Problem Behavior

	Active Supervision	Pre-corrects
What	Moving, scanning, and positively interacting with students	A general reminder preceding the context in which the behavior is expected
Why	Sets students up for success and reminds teacher to watch for desired behaviors	Provides students with a reminder to increase the probability of their success

(MO SW-PBS Tier I Team Workbook)

45

Continuum of Strategies to Discourage Problem Behavior

(See workbook for examples)

- Proximity
- Signal/Non-verbal cue
- Ignore/Attend/Praise
- Re-direct
- Re-teach
- Provide choice
- Student conference

(MO SW-PBS Tier I Team Workbook)

46

Whole Group Activity: Discouraging Problem Behavior

1. Read scenario.
2. Select strategy to respond to the scenario from the poll.
3. Using chat box to share additional thoughts or ask questions related to scenarios/strategies.

Scenario:
Mark is talking to friends during independent work.

g 1: Polling Questions

1. What is your favorite color?

Red

Green

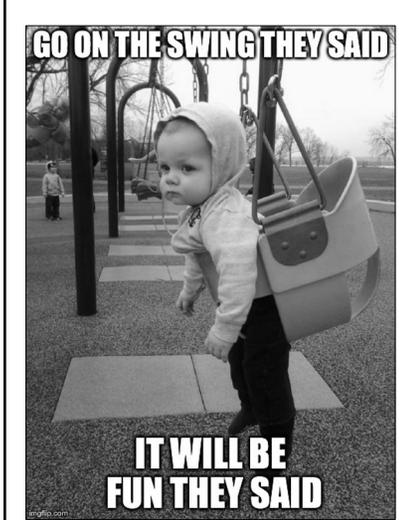
Blue

10 minutes

Pages 25-26

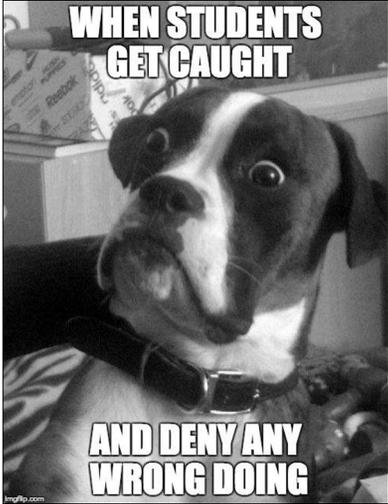
Example Workbook

47



Burke pushes a swing which hits Chloe. He continues to have difficulty using the swings correctly.

48



**WHEN STUDENTS
GET CAUGHT**

**AND DENY ANY
WRONG DOING**

Betty is playing with her cell phone during independent work time.

49

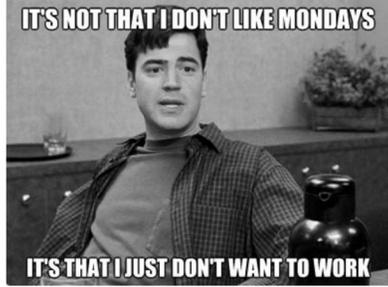


**OH, SO YOU WERE ON THE
WRONG WEBSITE?**

**TELL ME MORE ABOUT HOW
YOU WERE OFF TASK**

Joey repeatedly gets on websites that are not activity-related during computer time.

50

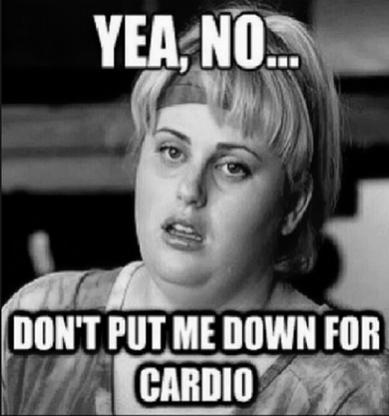


IT'S NOT THAT I DON'T LIKE MONDAYS

IT'S THAT I JUST DON'T WANT TO WORK

Aaron has been sighing, rolling his eyes, and complaining whenever he is assisted with his work for the last couple of days.

51



YEA, NO...

**DON'T PUT ME DOWN FOR
CARDIO**

Fred and Jose run to line up at the door when the teacher announces "time for lunch."

52

Break Time

benieto via Comflight CC BY-NC-SA

53

Let's Discuss the Terry Tate Video You Watched!



54

Alternatives to Suspension

- Reparation
- Restitution
- Problem solving with student
- Contracting with student
- Mediation (e.g. peer mediation)
- Counseling
- Appropriate in-school suspension
 - (e.g., academic tutoring, explicitly instruction in skill-building, clearly defined procedure for returning to class contingent on progress and/or behavior)
- Family involvement

Article in Discipline Process Flowcharts 

55

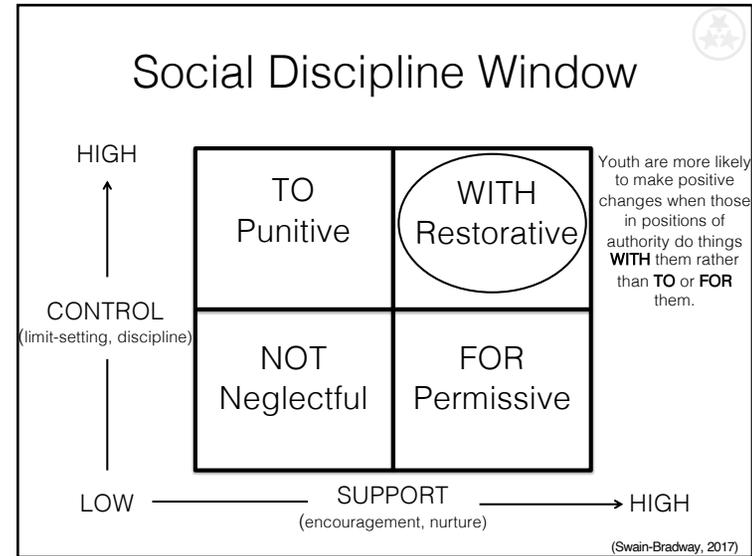
“Restorative” means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them.

(The Restorative Practices Handbook)

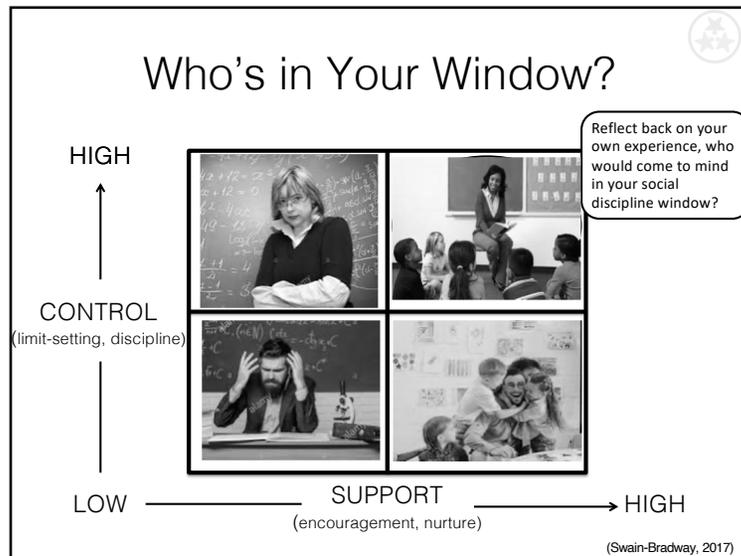
56



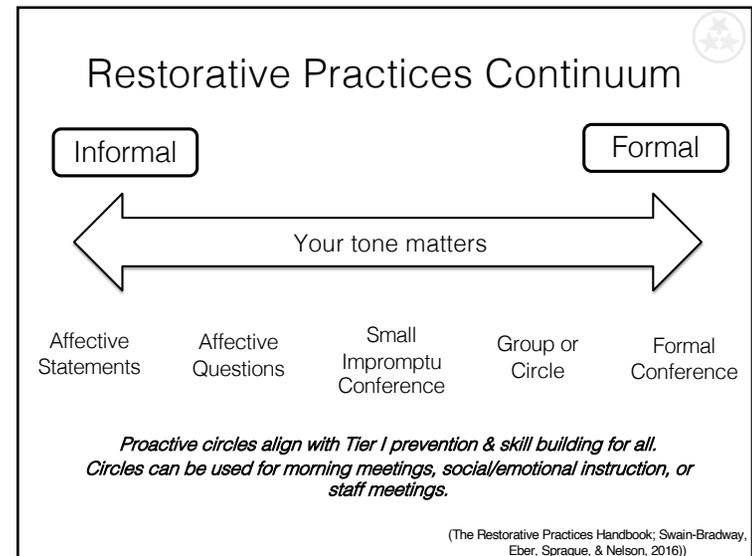
57



58



59



60

The Restorative Chat

(Lucille Eber)

1. Tell me what happened.
2. What you were thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn't happen again?
7. What I can do to help you?



www.ousd.org/restorativejustice

61

Discipline Process Flowchart

Why

- Prepares staff how to respond
- Staff are able to manage behaviors before admin is involved
- Focuses on positive before punitive
- Creates consistency throughout building

How

- Step by step of how staff are expected to respond when behaviors occur
- Differentiate between staff-managed and office-managed
- Consider context of your school
- Include staff input

62

Flowchart Components

 Behaviors listed as office-managed or staff-managed

Next steps for office-managed behavior 

 Strategies for staff-managed behavior

Clarification for when staff-managed behavior becomes office-managed 

63

Set Decision Rules

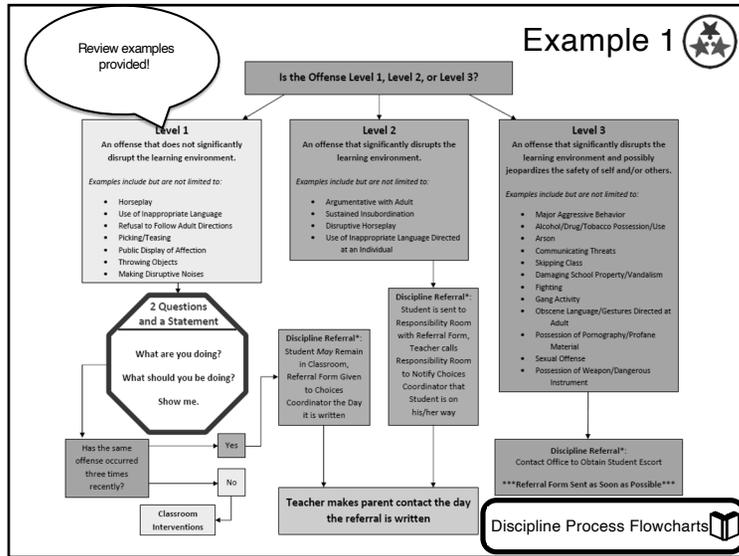
Complete an ODR if a problem behavior...

- Interferes with ongoing education of others
- Threatens safety
- Is of a severity requiring more extended intervention

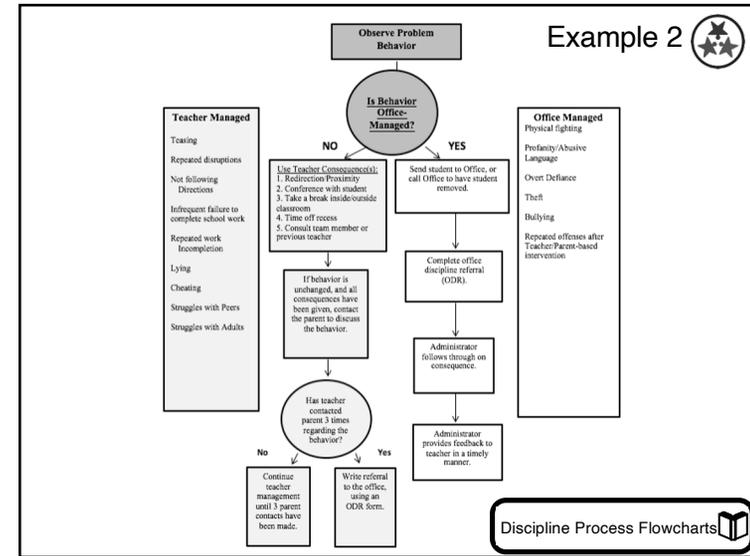
 **Consider:**

- If using behavior management levels, what level receives an ODR? (e.g., Level 3?)

64



65

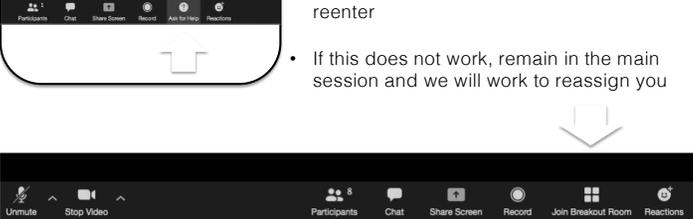


66

Break Out Room Problem Solving

Click "Ask for Help" in your Breakout Room if you need us!

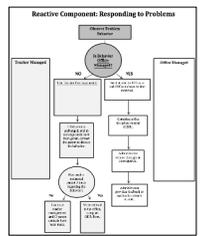
- If not in the correct break out session, click return to main session (NOT leave meeting)
- Click join breakout room and try to reenter
- You can also try leaving the meeting and reentering, then click breakout room and reenter
- If this does not work, remain in the main session and we will work to reassign you



67

Activity: Discipline Process Flowchart

1. Review Discipline Process Flowchart examples on the Responding to Problem Behavior Light Box on the Tier I Login Page
2. Select Discipline Process Flowchart template
3. Refer to Office-Managed vs. Staff-Managed chart



15 minutes

Page 22

Discipline Process Flowcharts

68

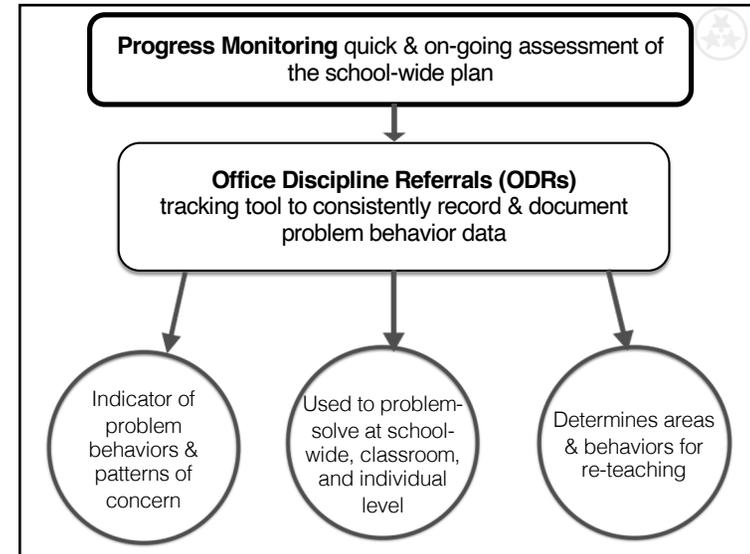
Components of a School-Wide Discipline Plan

- Office-Managed vs. Staff-Managed Behaviors
- Problem Behavior Definitions
- Discipline Process
- Office Discipline Referral Form
- Data System



<https://file:///C:/Users/...>

69



70

Why Do You Care?

Office Discipline Referrals (ODRs)

Identifies 🔍:
Who, What, Where, When, Why, & With Whom

Why we ❤️ it:

- Depersonalize by focusing on behavior & context instead of student
- Easy to monitor



71

Using Office Discipline Referrals (ODRs)

What They Are	What They Are Not
<ul style="list-style-type: none"> • Tracking tool to record and document data consistently • Problem solving and decision making tool <ul style="list-style-type: none"> ○ Problem behavior ○ Possible motivation ○ Antecedent events ○ Possible consequences ○ Administrative decision 	<ul style="list-style-type: none"> • Support to improve behavior • Instructional approach to teach expected behavior • Intervention to change behavior • Sole response to problem behavior

72

Office Discipline Referral Form

Name _____

Date→

Time _____

Staff name _____

Others involved _____

Behavior→

Administrative decision→

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

Office Discipline Referral Form

73

Role of the Referring Staff Member

- Refer students
- Complete the ODR form
- Be prepared to visit with administrator
- Accept the student back into class

(MO SW-PBS Tier I Team Workbook)

74

You Never Forget Your 1st

What was the 1st referral you wrote?

- Did you know what to do?
- Did you overreact? Or underreact?

75

How to Administer a Referral

Delivered in private using a neutral, calm tone.

Name the problem behavior

Provide feedback on behavior error

State Tier I expectation not met

Model expected behavior

Have student demonstrate appropriate behavior

Acknowledged student for performance

Implement discipline referral

FLPBIS

76

Considerations for Handling Referrals in the Office

- Logistics
 - How will students get to the office?
 - Where will students wait?
 - What will students do while waiting?
 - How will office staff will interact with students?
 - How will students return to class?

77

ODR Resources

- Data Collection Tool
- ODR Review
- Questions to Consider

When Reviewing ODR Data





<https://flc.k12/fl/vt/gc>

78

Comprehensive Approach to Discipline

Prevent

- **Teach & reward** appropriate behavior
- Engage in active supervision
- Address environment, curricula, and instruction
- Use pre-corrections/ prompts (verbal, visual, physical)

Respond

- Instruction tied to Tier I Expectations
- Practice appropriate alternatives
- Continuum of responses to behavior
- Hierarchy of consequences (severity, motivation)
- Monitor effectiveness

Follow-Up

- Communication
- Re-entry procedures

FLPBS

79

Break Out Room Problem Solving





Click "Ask for Help" in your Breakout Room if you need us!

- If not in the correct break out session, click return to main session (NOT leave meeting)
- Click join breakout room and try to reenter
- You can also try leaving the meeting and reentering, then click breakout room and reenter
- If this does not work, remain in the main session and we will work to reassign you





80

Activity: Creating ODR Form & Focused Work Time

1. Use template to create an ODR form or compare your ODR form to the examples in the Responding to Problem Behavior Box on the Tier I Login Page
2. Consider procedures to establish for training staff
3. Review Responding to Problem Behavior Resources in Tier I Resource Binder PDF

Section 3 - Responding to Problem Behavior

- o [Ditch the Clip Article](#)
- o [Rethinking Discipline Article](#)
- o [Constructing Your ODR Form](#)
- o [Strategies to Discourage Problem Behavior](#)

30 minutes

Page 23

Office Discipline Referral Form

81

Session 2 Wrap-Up

1. Recorder or Team Lead Updates Action Plan with remaining tasks for team to complete
2. Take Music Poll
3. Review Syllabus for Homework

Tier I Training - Action Planning Form		Date Completed:		
School:		How did you get it?	When completed and use staff input?	When will work be completed?
School Teams	<ul style="list-style-type: none"> +Purpose Statement +Meeting Foundations and Agendas 			
Tier I Items	<ul style="list-style-type: none"> 1.1 - Team Composition 1.2 - Team Operating Procedures 			
Behavioral Expectations	<ul style="list-style-type: none"> +Behavioral Expectations +Behavioral Expectations Matrix 			
Tier I Items	<ul style="list-style-type: none"> 1.3 - Behavioral Expectations 			
Teaching Expectations	<ul style="list-style-type: none"> +Lesson Plans +Teaching the Plan to Students 	List team members responsible for writing each lesson plan here:		
Tier I Items				
Problem Behavior Definitions	<ul style="list-style-type: none"> +Defining Problem Behaviors and Office-Managed vs. Staff-Managed Chart 			
Tier I Items	<ul style="list-style-type: none"> 1.5 - Problem Behavior Definitions 			
Faculty Involvement	<ul style="list-style-type: none"> +Planning for Stakeholder Input 			
Tier I Items	<ul style="list-style-type: none"> 1.10 - Faculty Involvement 			
Discipline Procedures	<ul style="list-style-type: none"> +Discipline Process Flowchart +Creating ODR Form 			
Tier I Items	<ul style="list-style-type: none"> 1.6 - Discipline Policies 1.12 - Discipline Data 			

82

Supporting MTSS in TN Schools:

End of Tier I Session 2

© 2021 Tennessee Department of Education

83