



Community Partner Resource Pack

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Purpose of the Community Partner Resource Pack

Response to Instruction and Interventions for Academics and Behavior (RTI²-A + RTI²-B) implementation is strengthened by engagement and communication with community partners. The *Community Partner Resource Pack* provides materials that can be used by community partners to promote student independence, academic engagement, and behaviors that align with school and community expectations.

Community Partner Name: _____

Number of Students: _____ Grade(s): _____

School District: _____

Notes: _____

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Quick Tips: Supporting Students in the Community

Purpose: This resource explains how community partners can teach behavioral expectations, respond to challenging behavior, and encourage desired behavior when working with students.

Teaching Behavioral Expectations

Schools that are implementing RTI²-A + RTI²-B set clear and concise schoolwide behavioral expectations to establish a safe and effective environment for learning. These expectations are broad guidelines for behavior that apply in all settings. Schools teach these expectations by developing a Schoolwide Behavioral Expectations Matrix that clearly defines what each expectation looks and sounds like across different settings.

A *Community Program Behavioral Expectations Matrix* is a tool that can help you teach expected behavior. If you do not have a matrix, then use the sample matrix included in this packet as a model. We recommend that community partners reinforce the behavioral expectations of the school that your students attend. If your agency serves students from multiple schools, you may need to adapt your own set of program expectations.

When students struggle to follow behavioral expectations, it can be frustrating. However, research shows that punishment can be ineffective in reducing challenging behaviors long term. It also shows that addressing challenging behaviors without a proactive, positive, and instructional approach can lead to increases in aggression, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997). Therefore, it is important to ensure that students know exactly what is expected of them by teaching clear and consistent behavioral expectations before problem behaviors occur. Schools often do this by scheduling a time for all educators to follow a scripted lesson plan for teaching and re-teaching behavioral expectations to all students. The *Community Partner Resource Pack* also contains a sample lesson plan that can be adapted to meet your program's needs.

Responding to Challenging Behaviors

To effectively respond to challenging behavior, you can **correct** or **redirect** it by emphasizing the expected behavior(s). A correction involves a privately stated verbal reminder of the expected behavior. Corrections should be calm, brief, and immediate. They should also provide the student with an opportunity to practice the desired behavior and receive feedback. When responding to problem behavior, remind students of the expectations that are included on the behavioral expectations matrix.

Steps to Correct Problem Behavior	Examples
1. Quickly name or signal the error.	"The words you used were very hurtful."
2. Restate the expected behavior.	"We speak kindly to each other to show respect."
3. Provide an opportunity for positive practice.	"Let's try that again. How would you show respect?"
4. Provide the student with positive feedback.	"That was a kind and respectful thing to say."

In some situations, a simple redirection can be quicker than a correction. Here's an example of redirection: "Remember, we stay within the boundary lines during play time. That's the responsible thing to do." A visual reminder, such as a sign at the edge of the play area, can also be helpful.

Encouraging Desired Behavior

Pointing out when students exhibit the correct behavior and delivering behavior-specific praise helps motivate students to follow the expectations on the matrix. When students realize that adults notice what they are doing correctly, they are more likely to repeat the expected behavior. When providing behavior-specific praise, explain what they are doing well by naming specific behaviors. For example, “You are playing exactly where you are supposed to while we are outside! Thank you for being responsible.” Be sure to clearly state why you are giving them praise to ensure they tie it back to the expectation.

References

Center on PBIS and Center on Parent Information and Resources. (2020). Supporting Families with PBIS at Home. <https://www.pbis.org/resource/supporting-families-with-pbis-at-home>

Mayer, G.R., & Sulzer-Azaroff, B. (1990). Interventions for vandalism. In G. Stoner, M.R. Shinn, & H.M. Walker (Eds.), *Interventions for achievement and behavior problems* (monograph). Washington, DC: National Association of School Psychologists.

Skiba, R.J., Peterson, R.L., & Williams, T. (1997). Office referrals and suspension: Disciplinary intervention in middle schools. *Education & Treatment of Children*, 20(3), 295-316.

Helpful Links for Community Partners Supporting Student Learning

Purpose: These resources link to additional information that can be used by community partners to support students.

Tennessee Department of Education: [Best for All Central Website](#)

This website provides resources that support teaching and learning. The website includes a *User Guide Introduction Video* that explains how to navigate the site, video lessons, and featured family resources.

National Parent Teacher Association: [Family Guides to Annual State Tests in Tennessee](#)

This guide breaks down what state testing is, why it is important, and how data is used by school, district, and state leaders. The information is specific to Tennessee assessments. The guide is written in family-friendly language and is available in English and Spanish. As a community partner, the guide can assist you in supporting families to prepare for and understand Tennessee assessments.

Tennessee Department of Education: [Assessments Blueprints](#)

This website provides a summary of skills assessed in each content area on statewide assessments. The resource can be used to prepare students for what they can expect during assessment windows.

Seek Common Ground: [Family Guides](#)

This website links to a variety of grade-level guides to support learning. The guide includes everyday activities community partners can use to support learning.

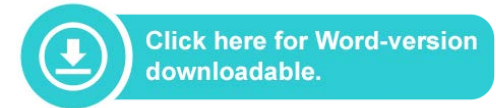
Tennessee Technical Assistance Network: [TN-TAN Website](#)

The Tennessee Technical Assistance Network (TN-TAN) provides school districts, administrators, educators, and families access to high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. The network provides services in the areas of Behavior, Preschool Services, Autism, and RTI² for Academics and Behavior. This website includes a Request for Assistance button to request services provided by the network.

Tennessee Tiered Supports Center: [TN-TSC Website](#)

Tennessee Tiered Supports Center (TN-TSC) is a partner of the Tennessee Technical Assistance Network (TN-TAN). The center provides technical assistance to school districts as they align and implement academic and non-academic student supports through Response to Instruction and Intervention for Academics and Behavior (RTI²-A + RTI²-B).

Community Spaces Behavioral Expectations Matrix



Purpose: This is an example resource that can be adapted to fit the context of your community setting.

	My Neighborhood	After School	The Car/Bus	Community Center	Park	Library	Restaurants	Grocery Stores
Be Respectful	<ul style="list-style-type: none"> ● Use bike lanes and sidewalks. ● Put trash in trash bins. 	<ul style="list-style-type: none"> ● Go straight home. ● Text family if you are delayed. 	<ul style="list-style-type: none"> ● Use please and thank you. ● Talk in a quiet voice. ● Make space for others. 	<ul style="list-style-type: none"> ● Share spaces and games with others. ● Take turns. ● Be kind to others. 	<ul style="list-style-type: none"> ● Stay on walking paths. ● Take turns on the playground equipment. ● Offer to share. 	<ul style="list-style-type: none"> ● Use a quiet voice. ● Use please and thank you. ● Treat books properly. 	<ul style="list-style-type: none"> ● Use a quiet voice. ● Chew with your mouth closed. ● Use please and thank you. 	<ul style="list-style-type: none"> ● Ask before putting items in cart. ● Use a quiet voice. ● Be courteous to others.
Be Responsible	<ul style="list-style-type: none"> ● Walk in the crosswalk. ● Only play/go where you are supposed to go. 	<ul style="list-style-type: none"> ● Tell an adult if your schedule changes. ● Finish your homework. ● Complete all your chores. 	<ul style="list-style-type: none"> ● Be ready to leave on time. ● Follow rules. ● Place trash in trash bins. 	<ul style="list-style-type: none"> ● Listen to staff. ● Walk in the hallways. ● Use websites with permission. 	<ul style="list-style-type: none"> ● One person on the slide at a time. ● Stay where you can see your family/friends. 	<ul style="list-style-type: none"> ● Check out books with the librarian. ● Leave snacks at home. ● Put books back on the shelf where you got them. 	<ul style="list-style-type: none"> ● Use your napkin and your utensils. ● Stack your dishes and utensils when you are done. ● Remain at the table until everyone is finished. 	<ul style="list-style-type: none"> ● Always stay with an adult. ● Place items back where they were. ● Pay for all items you leave with.
Be Safe	<ul style="list-style-type: none"> ● Look both ways before crossing the street. ● Play in designated areas. ● Report anything unsafe to an adult. 	<ul style="list-style-type: none"> ● Have your key ready and lock the door after you come in. ● Go directly home/to the place you are supposed to go. ● Report anything unsafe to an adult. 	<ul style="list-style-type: none"> ● Wear a seatbelt in the car. ● Report to your assigned area during arrival and dismissal. ● Report anything unsafe to an adult. 	<ul style="list-style-type: none"> ● Follow rules. ● Work/play in a safe place. ● Place supplies in the proper place. ● Use supplies properly. ● Report anything unsafe to an adult. 	<ul style="list-style-type: none"> ● Make sure an adult knows who you are with. ● Only go to parks that you have permission to go to. ● Find help if someone gets hurt. ● Report anything unsafe to an adult. 	<ul style="list-style-type: none"> ● Follow library rules. ● Walk. ● Stay within the designated area. ● Report anything unsafe to an adult. 	<ul style="list-style-type: none"> ● Wash your hands. ● Keep chair legs on the floor. ● Use utensils in the correct manner. ● Take small bites. ● Report anything unsafe to an adult. 	<ul style="list-style-type: none"> ● Push the grocery cart properly. ● Walk. ● Ask for help to reach items on high shelves. ● Report anything unsafe to an adult.

Community Spaces Behavioral Expectations Matrix Template

Purpose: This template is an implementation resource that can be adapted and used to establish behavioral expectations for students.

	My Neighborhood	After School	The Car/Bus	Community Center	Park	Library	Restaurants	Grocery Stores
Be Respectful								
Be Responsible								
Be Safe								

Community Programs Behavioral Expectations Matrix

Purpose: This is an example resource that can be adapted to fit the context of your community program.

	Arrival and Check-in	During Classes	Clean-up Time	Time to Relax and Play	Homework Time	Meal Time	Prepping to Go Home
Be Respectful	<ul style="list-style-type: none"> Give your name/ID to the person at the desk. Actively listen to others when they are talking. 	<ul style="list-style-type: none"> Talk quietly. Be on time. Calmly walk in/out of class. Be mindful of others who are still working. 	<ul style="list-style-type: none"> Put away your materials. Return any borrowed items. 	<ul style="list-style-type: none"> Invite others to play and include everyone. Play by the rules. Use good sportsmanship. Take turns. Offer to share. 	<ul style="list-style-type: none"> Work quietly. Complete work in a timely manner. Use your best handwriting. 	<ul style="list-style-type: none"> Stay in seat. Say please and thank you. Clean up after yourself. Chew with your mouth closed. Use good table manners. Keep hands and feet to yourself. 	<ul style="list-style-type: none"> Clean up your area. Patiently wait for instructions. End the day with nice words and thoughts.
Be Responsible	<ul style="list-style-type: none"> Follow adult directions. Make sure you have all the items needed. Submit any papers/work to the proper place. 	<ul style="list-style-type: none"> Pay attention. Talk when you have permission. Follow directions. Keep up with your materials. Only use appropriate materials. 	<ul style="list-style-type: none"> Place trash in the proper place. Check the floor around you. 	<ul style="list-style-type: none"> Stay within the boundary lines. Use equipment appropriately. Play approved games. Wait your turn. Get permission before playing in a new location. 	<ul style="list-style-type: none"> Try to find the answers in your book before asking. When done, put materials back where they belong. Do your best and check over your work when finished. Put your things in your backpack when finished. 	<ul style="list-style-type: none"> Dispose of your trash properly. Only take as much food as you can eat. Keep food on your plate. Follow directions and routines. 	<ul style="list-style-type: none"> Check out with the person at the desk. Pack all the items you will need. Leave your area clean.
Be Safe	<ul style="list-style-type: none"> Make sure an adult knows who you are with. Only go places that you have permission to go to. Report anything unsafe to an adult. 	<ul style="list-style-type: none"> Keep all items in their place. Use all equipment properly. Report anything unsafe to an adult. 	<ul style="list-style-type: none"> Place materials in their proper place. Follow clean-up procedures. Report anything unsafe to an adult. 	<ul style="list-style-type: none"> Wear protective gear if needed. Keep toys off floor after play. Play with toys as they were designed. Report anything unsafe to an adult. 	<ul style="list-style-type: none"> Work in a safe place. Place supplies in their proper place. Use supplies properly. Use websites you have permission to use. 	<ul style="list-style-type: none"> Wash your hands. Keep chair legs on floor. Use utensils in the correct manner. Report anything unsafe to an adult. 	<ul style="list-style-type: none"> Tell your caregiver if your schedule changes. Place materials in their proper place. Report anything unsafe to an adult.

					<ul style="list-style-type: none"> ● Report anything unsafe to an adult. 		
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Community Programs Behavioral Expectations Matrix Template

Purpose: This template is an implementation resource that can be adapted and used to establish behavioral expectations for students.

	Arrival and Check-in	During Classes	Clean-up Time	Time to Relax and Play	Homework Time	Meal Time	Prepping to Go Home
Be Respectful							
Be Responsible							

Be Safe							
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Purpose: This is an example resource that can be adapted and used to teach behavioral expectations.

Community Spaces Behavioral Expectations Plan: The Car or Bus

Lesson plans should be taught and take 10-15 minutes.

Objective: The students will be respectful, responsible, and safe while in the car or on the bus.

Setting: Car or bus

Expectations: Refer to Behavioral Expectations Matrix.

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> • Use please and thank you. • Talk in quiet voice. • Make space for others. 	<ul style="list-style-type: none"> • Be ready to leave on time. • Follow car or bus rules. • Place trash in the trash bin. 	<ul style="list-style-type: none"> • Follow car or bus rules. • Wear your seatbelt in the car. • Report to your assigned area during arrival and dismissal. • Report anything unsafe to an adult.

Purpose of the Lesson

Introduce the lesson by describing the purpose and importance of the new skill(s).

Say: *It is important to be respectful, responsible, and safe while in the car or on the bus so you can get where you need to go. Let's talk about what these expectations look like and do not look like.*

Examples

Teach examples of expected behaviors using the “I do, we do, you do” method. First, model the expected behavior for the student. Then, partner with the student to perform the expected behavior. Once complete, observe the student performing the expected behavior, and provide feedback and praise.

Here are examples of how the “I do, we do, you do” method is used to teach three expected behaviors:

- Talk in a quiet voice.
 1. The teacher models talking in a quiet voice.
 2. The teacher and students talk together in a quiet voice.
 3. The teacher observes the students talking in a quiet voice. The teacher provides feedback and praise.
- Place trash in trash bin.
 1. The teacher models throwing trash in the trash can.
 2. The teacher and students throw trash in the trash can together.
 3. The teacher observes the students throwing trash in the trash can. The teacher provides feedback and praise.
- Wear seatbelt in car.
 1. The teacher models putting on a seatbelt.
 2. The teacher and students put their seatbelts on at the same time.
 3. The teacher observes the students putting on seatbelts. The teacher provides feedback and praise.

Non-Examples

Demonstrate non-examples of expected behaviors for students by modeling them. Here are non-examples you can model:

- Yelling and shouting to others on the bus
- Throwing an apple core on the floorboard
- Not wearing your seatbelt

Follow Through and Practice

Have students practice expected behavior. To do so:

- Set up chairs to mimic bus benches or car seats.
- Practice getting into the car or bus.
- Have students load from back to front.
- Use lights as a signal to practice voices on and off.

Acknowledgement

Determine how expected behavior will be recognized. Consider providing rewards for respectful, responsible, and safe behavior. Here are ways you can reward expected behaviors:

- Give tickets to drivers to distribute.
- Earn time with a friend to play games.
- Become the class greeter.
- Earn a pass to the reading corner to read a book of your choice.

Lesson Plan Template

Purpose: This template is an implementation resource that can be adapted and used to teach behavioral expectations.

Community Spaces Behavioral Expectations Plan:

Lesson plans should be taught and take 10-15 minutes.

Objective: List the objective here.

Setting: List the location here.

Expectations: Refer to Behavioral Expectations Matrix.

Expectation #1	Expectation #2	Expectation #3
<ul style="list-style-type: none">Use the matrix to define this expectation.	<ul style="list-style-type: none">Use the matrix to define this expectation.	<ul style="list-style-type: none">Use the matrix to define this expectation.

Purpose of the Lesson

Introduce the lesson by describing the purpose and importance of new skill(s).

Provide Examples

Teach expected behaviors using the “I do, we do, you do” method.

Provide Non-Examples

Have adults model non-examples of expected behaviors.

Follow Through and Practice

Have students practice the expected behavior.

Acknowledgement

Determine how the expected behavior will be recognized.