TN-TAN
TENNESSEE TECHNICAL ASSISTANCE NETWORK

Implementing Tier I of RTI²-A + RTI²-B

Tier I Day 2

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Welcome

1. Sit with your school team.
2. Download all training materials for this session, if you haven't already.

WIFI Network:
Password:

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Tennessee Technical Assistance Network (TN-TAN)

TN-TAN provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

Assistive Technology

The Assistive Technology Project for Education (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.

Family Engagement

The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integrates family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in order to ensure a successful school experience.

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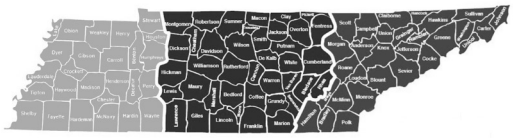
About Us



Vanderbilt University - West TN Team
Vanderbilt University - Middle TN Team
University of Tennessee, Knoxville - East TN Team

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Learning Objectives

1. Understand the importance of implementing effective and engaging Tier I instructional practices.
2. Explore and identify effective and engaging Tier I instructional practices to support academic and non-academic learning.
3. Reflect on existing RTI²-A and RTI²-B practices at Tier I and develop a plan to improve and align them.

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Schedule

Time	*Topic*
8:30 a.m.	Welcome and Introduction
9:15 a.m.	Effective and Engaging Instructional Practices
11:00 a.m.	High-Quality Instructional Materials and High-Leverage, Research-Based Practices
12:30 p.m.	Lunch
1:00 p.m.	Strategies to Promote Student Engagement
2:00 p.m.	Strategies to Promote Academic Success
3:15 p.m.	Wrap-Up

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Norms

1. Keep discussions productive and solution-oriented.
2. Be an active listener. Ask questions!
3. Use electronics respectfully.
4. Avoid sidebar conversations.

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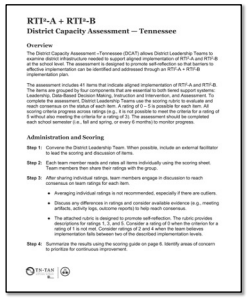
Roadmap



RTI²-A + RTI²-B
District Capacity Assessment – Tennessee

Overview

The District Capacity Assessment –Tennessee (DCAT) allows District Leadership Teams to examine district infrastructure needed to support aligned implementation of RTI²-A and RTI²-B practices in schools. The assessment is designed to promote self-reflection so that barriers to effective implementation can be identified and addressed through an RTI²-A + RTI²-B implementation plan.

The assessment includes 41 items that indicate aligned implementation of RTI²-A and RTI²-B. The items are grouped by four components that are essential to both tiered support systems: Leadership, Data-Based Decision Making, Instruction and Intervention, and Assessment. To complete the assessment, District Leadership Teams use the scoring rubric to evaluate and reach consensus on the status of each item. A rating of 0 – 5 is possible for each item. All scoring criteria progress across ratings (e.g., it is not possible to meet the criteria for a rating of 5 without also meeting the criteria for a rating of 3). The assessment should be completed each school semester (i.e., fall and spring, or every 6 months) to monitor progress.

Administration and Scoring

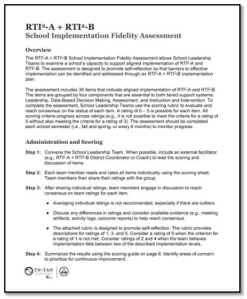
Step 1: Convene the District Leadership Team. When possible, include an external facilitator to lead the scoring and discussion of items.

Step 2: Each team member reads and rates all items individually using the scoring sheet. Team members then share their ratings with the group.

Step 3: After sharing individual ratings, team members engage in discussion to reach consensus on team ratings for each item.

- Averaging individual ratings is not recommended, especially if there are outliers.
- Discuss any differences in ratings and consider available evidence (e.g., meeting artifacts, activity logs, outcome reports) to help reach consensus.
- The attached rubric is designed to promote self-reflection. The rubric provides descriptions for ratings 1, 3, and 5. Consider a rating of 0 when the criterion for a rating of 1 is not met. Consider ratings of 2 and 4 when the team believes implementation falls between two of the described implementation levels.

Step 4: Summarize the results using the scoring guide on page 6. Identify areas of concern to prioritize for continuous improvement.



RTI²-A + RTI²-B
School Implementation Fidelity Assessment

Overview

The RTI²-A + RTI²-B School Implementation Fidelity Assessment allows School Leadership Teams to examine school infrastructure needed to support aligned implementation of RTI²-A and RTI²-B. The assessment is designed to promote self-reflection so that barriers to effective implementation can be identified and addressed through an RTI²-A + RTI²-B implementation plan.

The assessment includes 39 items that indicate aligned implementation of RTI²-A and RTI²-B. The items are grouped by four components that are essential to both tiered support systems: Leadership, Data-Based Decision Making, Assessment, and Instruction and Intervention. To complete the assessment, School Leadership Teams use the scoring rubric to evaluate and reach consensus on the status of each item. A rating of 0 – 5 is possible for each item. All scoring criteria progress across ratings (e.g., it is not possible to meet the criteria for a rating of 5 without also meeting the criteria for a rating of 3). The assessment should be completed each school semester (i.e., fall and spring, or every 6 months) to monitor progress.

Administration and Scoring

Step 1: Convene the School Leadership Team. When possible, include an external facilitator (e.g., RTI²-A + RTI²-B District Coordinator or Coach) to lead the scoring and discussion of items.

Step 2: Each team member reads and rates all items individually using the scoring sheet. Team members then share their ratings with the group.

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Introduction

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Training Review

Day 1	
Aligning Academic and Behavior Support at Tier I	How to apply the essential components of leadership, data-based decision making, assessment, and instruction and intervention
Using Leadership to Support Successful Implementation of Tier I	How to support policy alignment, professional learning & coaching, strategic allocation of resources, scheduling, and communication & engagement
Establishing School Leadership Team Structures	How to align the knowledge, resources, and systems necessary to implement

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Training Review

Day 1	
Supporting Data-Based Decision-Making Teams	How to apply meeting protocols and procedures to current teams
Using Assessment to Understand Learner Needs at Tier I	How to use a screening process to identify and verify risk for academic and behavior needs
Using Data-Based Decision-Making Teams to Address Learner Needs at Tier I	How to use data to determine student need, the effectiveness of Tier I, and which practices may need to be strengthened

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Purpose of School Leadership Team at Today's Training

- Use **data** such as your *Tier I Day 1 Triangle Activity* to pinpoint your schoolwide needs.
- Determine if each training section is an area of focus for your **Annual Implementation Plan.**
- Review instructional practices at Tier I to determine what **infrastructures** (e.g., professional development and coaching, policy alignment, communication and engagement, or strategic allocation of resources) need to be addressed.

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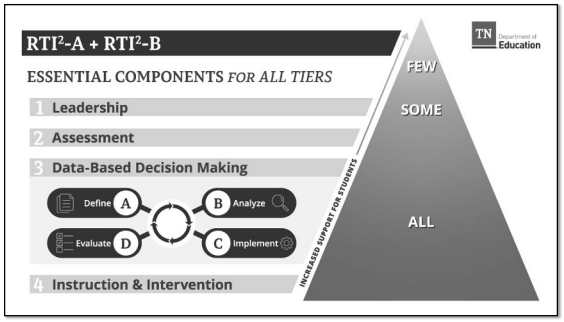

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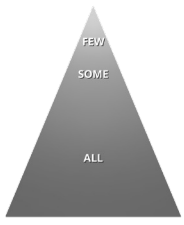
Instruction and Intervention

Tiered supports provide a **continuum** of support that ensures that **all** learners can **access** and **benefit** from **high-quality** educational programming.



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Effective & Engaging Instruction

Engaging and effective instruction is the **foundation** of all student success.

(Brown-Chidsey & Bickford, 2016)

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Effective & Engaging Instruction

Students have **overlapping needs** requiring schools to consider both academics and behavior.

(Campbell, et al., 2018)

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Effective & Engaging Instruction

Instructional practices that are effective for students needing academic support are also known to be effective for students in need of behavior support.

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Effective and Engaging Instructional Practices for Academics and Behavior

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Effective and Engaging Instruction

- Create an environment for learning.
- Use high-quality instructional materials.
- Implement high-leverage, research-based instructional strategies.

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Environment for Learning

An environment that is ready for learning:

- is culturally and linguistically responsive,
- has a positive climate,
- utilizes trauma-informed practices,
- utilizes a continuum of strategies to promote student independence and academic engagement, and
- teaches and reinforces schoolwide expectations for academic success.

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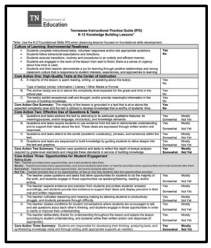
Instructional Practice Guides



Instructional Practice Guides are developed to guide instructional supervisors' observations of instruction and provide support to educators.

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Cultural Responsivity

Using cultural knowledge, prior experiences, frames of references, and the performance style of all students to make learning opportunities more relevant and effective

(Gay, 2010)

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Cultural Responsivity

An instructional practice that supports a classroom culture that is responsive to student interests, experiences, and approaches to learning

(Instructional Practice Guide, TDOE 2021)

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Levels of Culture

Surface	Shallow	Deep
Observable and concrete	Unspoken rules around norms	Tacit knowledge and unconscious assumption

(Hammond, 2014)

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Cultural Responsivity

Instruction should be anchored to students' experiences and cultures to increase their opportunities to learn.

(Milner, Cunningham, Delale-O'Connor, Kestenberg, 2019)

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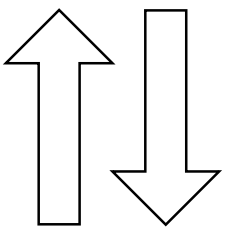
Cultural Responsivity

Outcomes

1. Increased student engagement
2. Improved academic achievement
3. Decreased problem behavior



(Milner, Cunningham, Delale-O'Connor, Kestenberg, 2019)

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High-Quality Instructional Materials

RTI²-A + RTI²-B School Implementation Fidelity Assessment:
Tier I (35)

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High-Quality Instructional Materials

High-quality instructional materials (HQIM) are materials that provide a roadmap for teachers on how to *prepare, teach,* and *assess* student learning throughout the school year.

(TDOE, Best For All Strategic Plan, 2020)

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Why?

Teachers should spend most of their time on delivery of the lesson and assessment. This includes:

- lesson preparation and
- intellectual preparation.

Teachers must use high-quality instructional materials within well designed lessons.

(TDOE, Instructional Practice Guide, 2021)

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HQIM Indicators

- Align to TDOE's K-12 college- and career-readiness standards
- Are research-based
- Provide flexible access for all learners
- Prepare for students who exceed benchmark
- Include a full year's worth of teacher and student material

(AIR, 2020; Southern Regional Education Board, 2016)

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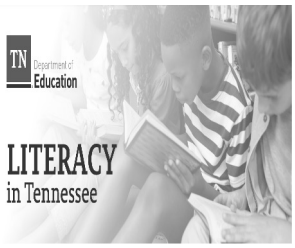
HQIM and Reading 360



Reading 360
A comprehensive vision for Tennessee literacy

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High-Leverage, Research-Based Practices

RTI^2-A + RTI^2-B School Implementation Fidelity Assessment:
Environment for Learning (32-35)

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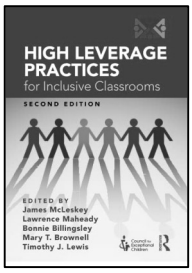
High-Leverage Practices

This session will focus on a *few* High-Leverage Practices that can support the learning of **all students**.



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High-Leverage Practices

- Prepare for and deliver systematically designed instruction with clear goals for learning.
- Use strategies to promote student engagement.
- Use explicit instruction.
- Establish a consistent, organized, and respectful learning environment.
- Use feedback to improve student outcomes.

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High-Leverage Practices

High-Leverage Practices are a set of practices that:

- support student learning;
- can provide flexible access to core curricula for all learners;
- can be taught, learned, and implemented;
- can be applied to the everyday work of teachers; and
- are research-based.

(McLeskey et al., 2015)

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High-Leverage Practices within Tier I Instruction

Educators should prepare to apply these within instruction:

- knowledge and skill-based competencies,
- effective use of questioning, and
- opportunities to provide for checks for understanding.

(TDOE, Instructional Practice Guide, 2021)

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Prepare to Deliver Systematically Designed Instruction: Flexible Access

RTI²-A + RTI²-B School Implementation Fidelity Assessment:
Environment for Learning (34 & 35)

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All Students

Access Points

- Annotations within lesson plans that help teachers determine additional supports for students within the lessons to ensure they can fully engage (e.g., additional vocabulary and explanations).
- High-quality instructional materials provide this naturally within lessons.

Instructional Scaffolds

- A temporary, student-specific support structure designed to maximize access to grade-level concepts and tasks.

IEP, 504, ILP

Accommodations

- An IAIEP/504 team decision based on individual student need that requires a change to **how** the student accesses information, engages in learning, or demonstrates knowledge in a particular setting.

Modifications

- An IAIEP/504 team decision based on individual student need that requires a change to **what** the student is taught or expected to learn.

(Access for All Learning Network, 2022)

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Systematically Designed Instruction

Systematically designed instruction considers:

- If the learning goal is clear to students.
- What skills and knowledge are most important.
- What should be taught first.
- How instruction should be sequenced.
- How to help students make connections.
- How to monitor if students are making progress.

(McLeskey et al., 2015)

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Flexible Access

Tailoring instruction to meet the individual needs of students so that they can **successfully access core curriculum**

(TDOE, 2018)

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Flexible Access

Flexible access allows students to provide multiple means of:

- engagement,
- representation, and
- action and expression.

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Flexible Access

Misconceptions and Truths

Misconception:

Flexible access is giving some students low-level tasks and other students high-level tasks.

Truth:

Flexible access calls for respectful tasks that respond to students' readiness, interests, and learning preferences.

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Flexible Access

Misconceptions and Truths

Misconception:

Flexible access lets some students out of standards.

Truth:

Flexible access is the means by which *all* students make progress toward and beyond standards.

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Instructional Scaffolding

A **temporary**, **student-specific** support structure designed to maximize access to grade-level concepts and tasks.

(TDOE, 2022)

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Flexible Access

Students Who Exceed Benchmark

- Schools and teachers must provide enrichment opportunities for students exceeding benchmark within lessons.
- Preparations should be made for all educators to implement these practices consistently in their classrooms.

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Strategies to Promote Student Engagement: Opportunities to Respond

RTI²-A + RTI²-B School Implementation Fidelity Assessment:
Environment for Learning (32-35)

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Student Engagement

"The positive correlation between active student engagement and academic achievement is one of the most well established and robust findings in **all** of educational research."

(McLeskey et al., 2015)

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Opportunities to Respond

An instructional **question, statement,** or **gesture** made by the teacher **seeking an academic response** from the student

(Sprick, Knight, Reinke, McKale, 2006)

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Opportunities to Respond

- Choral Responding
- Verbal Responding
- Non-Verbal Responding
- Guided Notes
- Think-Pair-Share
- Class Discussion

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Opportunities to Respond

Opportunities to respond (OTRs) are important because they:

- increase student engagement with instruction,
- increase opportunities to practice,
- allow for high rates of positive specific feedback about academic and non-academic behaviors, and
- limit the amount of time students can engage in problem behavior.

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Opportunities to Respond

Choral Responding

Steps to implement choral responding:

1. Develop questions with one right answer that can be answered briefly.
2. Provide think or wait time.
3. Use a clear signal to cue students to respond.
4. Keep a brisk pace.
5. Provide immediate feedback.

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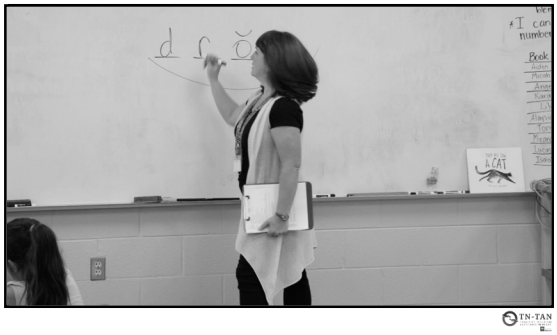
Video: Choral Responding



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Opportunities to Respond

Verbal Responding

Options for implementing include:

- using a seating chart to call on students,
- pulling popsicle sticks with students' names on them to ask students questions,
- asking students to summarize or rephrase what was just shared, and
- having small groups of students create a response to a question to share with the larger group.

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Video: Verbal Responding

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Opportunities to Respond

Non-Verbal Responding

Options for implementing include:

- having students write their answers on a white board and hold them up when asked to respond,
- providing response cards to students,
- non-verbal gestures (e.g., thumbs up/thumbs down),
- giving each student colored cups to indicate the level of assistance they need, and
- providing students with pre-printed answers they can choose from (e.g., "yes" or "no").

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Video: Non-Verbal Responding

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Opportunities to Respond

Guided Notes

Teacher-prepared handouts that lead students through a presentation or lecture with **cues of blank spaces** to write information

Example Guided Notes

1. A sample can _____ energy to another _____.
   a. Examples of energy transfer are electric _____ in a wire, a beam of _____, a moving _____, and a _____ used by a welder.
2. One of the simplest ways energy is transferred is as _____.
   a. Heat: the _____transferred between objects that are at _____.
   b. Energy is measured in _____.
3. The amount of energy transferred from one sample must be _____ to the amount of energy _____ by a second sample.
   a. The _____ energy of the two samples remains exactly the _____.
   b. Which law is this? _____.

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Opportunities to Respond

Think-Pair-Share

Steps to implement the strategy:

1. **Think**
   - Have students write or draw a response
2. **Pair**
   - Ask students to pair up to share their responses
3. **Share**
   - Reconvene the class and ask pairs to report back on conversations

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How Many OTRs?

Simple Teacher-Directed	Complex Responses	Prolonged Tasks
3 to 5 OTRs per minute	As few as 1 OTR per minute	1 OTR per 10-30 minutes

(Simonsen & Myers, 2015)

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Strategies to Promote Student Engagement: Flexible Grouping

RTI²-A + RTI²-B School Implementation Fidelity Assessment:
Environment for Learning (32-35)

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Flexible Grouping

Flexible student grouping allows teachers to create student learning opportunities based on:

- readiness,
- interest,
- learning profile,
- interventions, and
- function of behavior.

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Flexible Grouping

Flexible student grouping is beneficial for:

- providing flexible access to instruction,
- encouraging in-depth academic discussions,
- facilitating collaborative student interactions, and
- promoting academic engagement.

(Sprick, Knight, Reinke, McKale, 2006)

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Flexible Grouping

To implement, educators should:

- Provide clear guidelines for group functioning.
- Ensure students have the prerequisite skills to work together.
- Consider the following questions:
  - What roles are students expected to perform in the group?
  - What task should the group be completing?
  - How much time does the group have?
  - How can students demonstrate expected behavior within the group?

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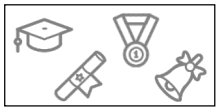
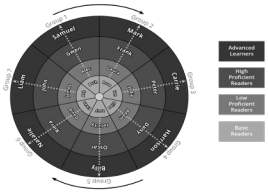
Flexible Grouping: Examples

Interactive Student Folders

Desktop Index Card with Codes



Heterogeneous Student Grouping Wheels



(Byland, 2015)

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Explicit Instruction

RTI²-A + RTI²-B School Implementation Fidelity Assessment:
Environment for Learning (32 &34)

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Explicit Instruction

Explicit Instruction:

- Is a group of research-based instructional behaviors used to design and deliver instruction.
- Provides needed supports for successful learning.
- Promotes active student engagement.
- Assists long-term retention through purposeful practice.

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Explicit Instruction

Components of Explicit Instruction

- Segment complex skills
- Draw student attention to important features of content
- Systematically fade supports and prompts
- Provide opportunities for student response and feedback
- Create purposeful practice opportunities

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Explicit Instruction

Segment Complex Skills

Breaking down complex tasks and strategies into smaller, more manageable units of instruction

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Explicit Instruction

Segment Complex Skills

Academic Example

When teaching order of operations, problems with a small number of operations are introduced first.

Behavior Example

When introducing how to transition to another classroom, students are first taught to line up at the door.

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Explicit Instruction

Draw Student Attention to Important Features of Content

Providing students with clear, concise, and consistent descriptions and demonstrations of how the skill or strategy is performed

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Explicit Instruction

Draw Student Attention to Important Features of Content

Academic Example

When teaching addition with regrouping, students are taught to start in the ones place and then move to the numbers to the left, by demonstrating the task to students.

Behavior Example

Students are taught the steps to lining up using simple and clear directions.

"Stand up. Push in your chair. Walk quietly to the door."

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Explicit Instruction

Systematically Fade Supports and Prompts

Provides initial practice opportunities and promotes student accuracy and confidence by using appropriate levels of guidance or scaffolding through prompts, which are gradually faded

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Explicit Instruction

Systematically Fade Supports and Prompts

Academic Example

When teaching addition with regrouping, students are taught to start in the ones place and then move to the numbers to the left.

Behavior Example

At the start of the year, visuals are taped to the floor to cue spacing between students when lining up. They are removed after the first 9 weeks of school.

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Explicit Instruction

Provide Opportunities for Student Response and Feedback

Frequent student responses are elicited to increase learner attention and engagement and monitor how well students understand what is being taught.

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Explicit Instruction

Provide Opportunities for Student Response and Feedback

Academic Example

Instruction is repeatedly paused so students have opportunities to discuss which operation to compute first.

Behavior Example

Expected behaviors are acknowledged as students line up.

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Explicit Instruction

Create Purposeful Practice Opportunities

Independent practice opportunities are embedded within instruction to help students apply and generalize new skills and knowledge.

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Explicit Instruction

Create Purposeful Practice Opportunities

Academic Example

Problems requiring the use of a newly taught operation are included in an independent assignment.

Behavior Example

After a lengthy break from school, students are asked to describe and model expected behaviors for lining up.

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Explicit Instruction

I Do…

We Do…

You Do…

I Do… The teacher models looking in the text to answer a question and then describes her thought process.

We Do… The teacher asks the students to practice answering questions about the text and provides verbal prompts throughout the activity.

You Do… Students independently answer comprehension questions about text.

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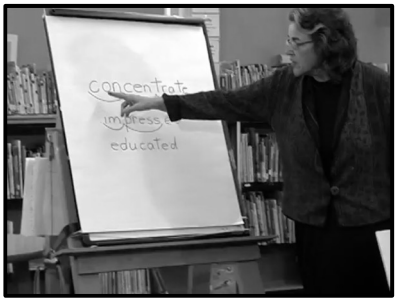
Explicit Instruction in Action



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Instructional Practices

Engaging Key Collaborators

Consider ways to engage families in learning about effective instructional practices.

Family Literacy Night Turn Key Package

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School Climate

RTI²-A + RTI²-B School Implementation Fidelity Assessment:
Environment for Learning (32-35)

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Environment for Learning

- Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
- Students follow behavioral expectations and directions.
- Students are engaged in the work of the lesson from start to finish.
- Students and their teacher demonstrate joy for learning through positive relationships.

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Environment for Learning

Why Should it be Positive?

A positive environment for learning effectively attends to all the behavioral and academic needs of its students.

(National Children Traumatic Stress Network, 2021)

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Features of School Climate

Safety	Engagement	Environment
Emergency Readiness	Cultural Competence	Physical
Physical	Relationships	Instructional
Emotional	School Participation	Mental Health

(Simonsen & Myers, 2015)

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Trauma-Informed Practices

- By age 16, two-thirds of all children in the U.S. will experience a traumatic event.
  - These events can range from emotional neglect to family members diagnosed with mental illness.
- As a result of traumatic events, children may experience adverse reactions, including:
  - grief,
  - difficulties with attention,
  - illness, and
  - academic problems.

(National Children Traumatic Stress Network, 2021)

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Trauma-Informed Practices

Core Areas

- Identification and assessment of traumatic stress
- Prevention and intervention related to traumatic stress
- Trauma education and awareness
- Creation of a trauma-informed learning environment
- Emergency management/crisis response
- Staff self-care and secondary traumatic stress
- Cross system and community practices

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Trauma-Informed Practices

Core Areas

- Partnership with students and families
- Cultural responsivity
- School discipline policies and practices

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Trauma-Informed Practices

How to utilize Trauma-Informed Practices within your school

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Schoolwide Behavioral Expectations to Promote Student Engagement

RTI^2-A + RTI^2-B School Implementation Fidelity Assessment:
Environment for Learning (32-34)

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Schoolwide Expectations

- Create schoolwide expectations that are:
  - brief,
  - positively stated,
  - broad (applicable to all settings and people),
  - memorable,
  - inclusive of classroom routines, and
  - promote academic engagement.
- Consider school details such as school mascot or slogan.

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Falcon Expectations

	Safety	Organization	Achieving Goals	Respect
Hallways	• Walk to class quickly	• Walk to the right	• Arrive on time every day	• Listen for directions
Bathrooms	• Use a bathroom pass • Wash your hands	• Clean up trash and water spills	• Use restrooms during passing period or lunch	• Clean up all trash • Be polite and patient
Cafeteria / Quad	• Walk • Form single-file lines	• Throw away all trash • Have ID card ready	• Get food quickly • Get back to class on time	• Listen for directions
Front of Campus	• Use crosswalks • Look for traffic	• Wait quietly in line • Move to assigned waiting areas	• Leave on time	• Listen for directions
Classroom	• Keep hands, feet, and objects to yourself.	• Come on time, prepared, and ready to work.	• Listen, follow directions, and participate.	• Be truthful, polite, and work cooperatively with others.
Gym	• Walk in single file • Wear appropriate clothing	• Sit with your class	• Be on task	• Follow gym rules • Listen for directions
Library	• Walk in single file • Check out books with Librarian	• Use shelf markers • Bring your ID • Leave the library clean	• Stay quiet • Stay on task • Return books on time	• Follow library rules • Listen for directions

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Schoolwide Expectations
Aligning to Academics

Directly connect expectations to behaviors that promote academic success.

Be Safe	**Read a book quietly if you finish your work early.**

(Center on PBIS, 2022)

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Schoolwide Expectations
Aligning to Academics

Directly connect expectations to behaviors that promote academic success.

Be Respectful	**Listen to other ideas during group discussions.**

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Schoolwide Expectations
Aligning to Academics

Directly connect expectations to behaviors that promote academic success.

Be Responsible	**Make up missed work.**

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PURPLE REIGN

	CLASSROOM	CAMPUS	SCHOOL EVENTS	COMMUNITY	TECHNOLOGY
R RESPECT	• Be kind to your teachers and peers • Allow others the best opportunity to learn • Use appropriate language and volume	• Respect school property • Be polite to staff, students, and visitors • Maintain the appropriate noise level	• Treat other opponents, staff, and spectators politely and respectfully • Exhibit a positive attitude and representation of the school	• Show respect and common courtesy to community members • Be open-minded and practice empathy	• Respect school property and equipment • Respect opinions and cultures of others • Live responsibly in a digital world
E EXCEL	• Do you best work and give 100% • Go above and beyond expectations • Be a confident and creative thinker	• Participate in extracurricular activities • Take on a leadership role • Be a positive role model • Have positive interactions with new people	• Actively participate and show school spirit • Support your fellow Hawks no matter the outcome • Give 100% during practice, events, and performances	• Be informed on events locally and globally • Empower yourself • Be a life-long learner	• Recognize reliable sources and content to promote learning • Be productive and efficient • Use multiple sources to support your understanding
I INTEGRITY	• Be accountable for your actions • Be honest and do your own work • Be a good classroom citizen	• Be accountable to yourself and others • Do what is right and encourage others to do the same • Be safe	• Have good sportsmanship • Present yourself in an appropriate and respectful manner	• Be grateful • Take ownership of everything you do • Represent yourself and your school honorably	• Create a positive and professional online presence • Protect your identity and passwords • Avoid plagiarism by citing your sources
G GIVE BACK	• Help others • Participate • Contribute to academic discussions • Be a positive role model	• Pick up after yourself and do not be ashamed to pick up after others • Take pride in maintaining and protecting the school environment	• Support school organizations with your time and/or talents • Encourage others to participate	• Volunteer in the community • Help others in need	• Ensure your contributions and comments are positive • Help prevent cyber bullying
N NETWORK	• Develop relationships • Collaborate positively • Be accountable for your role	• Strive for positive interactions with others • Build relationships with staff and students • Stand up for others and help prevent bullying	• Continually seeks to improve for the benefit of others • Support your peers positively and appropriately	• Build and maintain quality connections within the community • Seek relationships with purpose	• Utilize social media appropriately • Communicate and collaborate appropriately • Be safe, smart, and aware

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Schoolwide Expectations

Embedding Social and Personal Competencies

Be Safe	Keep hands and feet to self.
	Tell an adult when worried about a friend.

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Schoolwide Expectations

Embedding Social and Personal Competencies

Be Respectful	Use the signal to ask a public or private question.
	Give everyone a turn.

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Schoolwide Expectations

Embedding Social and Personal Competencies

Be Responsible	Turn in all work on time.
	Check in with feelings during the day.

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Behavioral Expectations Matrix

	All Settings	Hallways	Lunch	Bus	Online
Respectful	• Be on time. • Assume positive intent.	• Walk on the right side. • Use a level 2 voice volume.	• Invite those sitting alone to join me.	• Stay in my seat	• Consider the feelings of others before posting. • Be an upstander by speaking up when I see unsafe behavior.
Achieving and Organized	• Keep my hands and feet to myself. • Help and share with others.	• Walk directly to my designated area.	• Have a lunch plan. • Choose a quiet or social lunch area. • Invite friends to join me.	• Have a plan • Use headphones to listen to music	• Check my feelings before I post. • Re-read my message before I post.
Responsible	• Recycle. • Be prepared.	• Pick up litter • Give others physical space.	• Use my breathing technique. • Listen to my signals.	• Watch for where I get off the bus. • Use a level 1 voice.	• Double check sources before I post. • Think before I forward information to others.

(Barret et al., 2018)

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Schoolwide Expectations

Engaging Key Collaborators

- Seek input form key collaborators.
  - Ask families to provide feedback and ideas about how to implement the expectations at home.
  - Ask families how often and the best method to communicate expectations.
- Link expectations to student learning to maximize their impact.
- Gather student feedback on what expectations should look like when developing plans to teach them.

(Weist et al., 2017)

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Teaching Expectations

- Develop lesson plans for every school setting.
- Create lessons that include opportunities to
  - teach,
  - model, and
  - practice expectations.
- Incorporate instructional strategies.

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Acknowledging Expected Behaviors to Promote Student Engagement

RTI²-A + RTI²-B School Implementation Fidelity Assessment:
Environment for Learning (32-34)

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Acknowledging Expected Behavior

What is Reinforcement?

Reinforcement is a consequence that increases the likelihood of a person engaging in that behavior again.

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Acknowledging Expected Behavior

What is an Acknowledgement System?

- A system that reminds adults to praise students for engaging in the desired behaviors
- A system to acknowledge expected behaviors

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Acknowledging Expected Behavior
Providing Effective Acknowledgement

Multiple options for acknowledging expected behavior

- Specific Praise
- Ticket or point system
- Raffle
- Random checks for those meeting expectations

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Acknowledging Expected Behavior

- Work smarter, not harder!
- Consider what your school is already doing
  - Student of the month
  - Safety patrol
  - Star student
  - Golden awards

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Acknowledging Expected Behavior
When to Acknowledge Staff

- Supporting school climate initiatives
- Modeling expectations
- Acknowledging students

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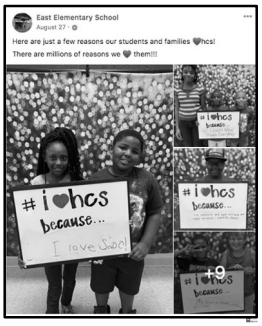
Acknowledging Expected Behavior

Engaging Key Collaborators

- Survey students.
- Consider engaging families by providing resources for acknowledgement.
- Consider how often students need acknowledgement.



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Responding to Challenging Behavior to Promote Student Engagement

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Responding to Challenging Behavior

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

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

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Organizing Challenging Behaviors

Why

- Prepares staff to respond
- Creates consistency
- Clarifies staff-managed versus serious behavioral offenses

How

- **Separate office vs. staff-managed**
- **Consider school context**
- **Gather staff input when organizing behavior**

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Organizing Challenging Behaviors

Office-Managed

- Physical and emotional safety concerns
- Examples include weapons, physical aggression, significant property destruction

Staff-Managed

- Teachable moments
- Minimal disruptions to class
- Examples include tardiness, task incompletion

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Example Definitions

Staff-Managed

Behavior	Definition	Examples	Non-Examples
Physical Contact	Inappropriate touching with hands or feet without perceived threat or resulting in injury	Pushing, shoving, horseplay, kissing	Hugging, high-fiving

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Example Definitions

Office-Managed

Behavior	Definition	Examples	Non-Examples
Fighting/ Physical Aggression	Physical contact with intent or outcome of physical injury or harm to others	Punching, hitting, kicking, spitting	Pushing, shoving, horseplay that does not escalate or cause harm

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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:**
- Not prepared - Out of seat - Breaking pencils - Not following directions - Whining - Playing in desk - Not doing class work - Not in line - Sleeping - Not listening - Refusing to work	- Talking out / Talking back to adults - Inappropriate noise - Tattling - Touching - Standing on furniture - Out of seat and interfering with others' learning - Consistently not following directions - Inappropriate language	- Talking back to adult w/ elevated frequency / intensity - Throwing things - Teasing - Lying - Cheating/Forgery - Tantrums - Inappropriate Bathroom Use - Pushing - Disrespect to adults - Disrespect to students - Leaving room without permission - Profane hand gestures - Inappropriate language	- 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:**
- Proximity - Discussion / talking - Verbal warning - Reteaching - Parent contact	- Buddy Classroom (with or without Think Sheet) - Reteaching - Parent contact - Behavior contract	- Time Out in Classroom - In-School Suspension - Out of School Suspension - Admin/parent/student/teacher conference	- Per Board of Education Policies

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Responding to Challenging Behavior

Continuum of Strategies

- Proximity
- Signal/non-verbal cue
- Ignore/attend/praise
- Re-direct
- Re-teach
- Choice
- Student Conference

(MO SW-PBS Tier I Team Workbook)

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Next Steps with Your District

Discussion

1. Use the *Annual Implementation Plan* to guide your work.
2. Determine the instructional practices your team would like to strengthen through professional development and coaching.
3. Review resources to share with staff.
4. Complete the *SIFA (School Implementation Fidelity Assessment)* twice per year.
5. Attend district-based school team lead meetings.

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Connect With Us

Connect with us online, over email, or on social media for more information on tiered supports, Tennessee TSC, and TN-TAN.

Website
tennesseetsc.org

Newsletter

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Success Stories

We would love to highlight your success implementing tiered supports.

Apply here to be considered as an upcoming **Implementor Spotlight**!

Share your story!

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