



## Welcome and Attendance

1. Complete the attendance survey using the QR code.
2. Introduce yourself in the chat box by sharing your:
  - name,
  - district, and
  - position.

  
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**Supporting Positive Behavior: Low-Intensity, High-Impact Strategies for All Students**  
**Tennessee Tiered Supports Center**  
Add the specific date once known  




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## Generative AI Tools

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### Tennessee Technical Assistance Network (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

TRAC 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

TRAC at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and systemwide 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 (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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## Agenda

- Welcome and Attendance
- Tiered Systems of Support
- Teaching Expected Behaviors
- Acknowledging Expected Behaviors
- Prevention Strategies (Part 1)
- Wrap-Up

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### Learning Objectives

1. Understand the importance of integrating universal strategies that foster supportive relationships and create positive, safe, and predictable learning spaces into a multi-tiered framework for responsive student support.
2. Draw connections between student data and the continuous improvement of behavioral supports.
3. Examine preventative behavior support strategies and generate recommendations that promote safe and predictable learning spaces.

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### Accessing Spotlighthted Resources

Access the resources shared in this presentation by:

- clicking the hyperlinks shared in the chatbox, or
- photographing the QR code on this slide.



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### Understanding Tiered Supports

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## What Is a Tiered System of Support?

- A tiered system of support is a **prevention-focused approach** to improving the outcomes of all students.
- It provides a conceptual framework for systematically identifying and addressing student needs through instruction and intervention provided at an appropriately matched intensity.
- Educators continuously monitor student progress, using multiple data sources to evaluate the effectiveness of instruction and intervention and optimize its impact.

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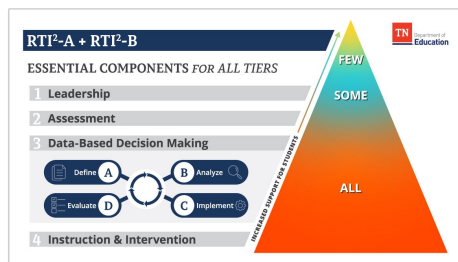
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## RTI<sup>2</sup>-A + RTI<sup>2</sup>-B



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## Data-Based Decision Making



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### Example Tier I Data Sources

- School Leadership Teams should use **multiple** data sources to evaluate and make instructional decisions for Tier 1 behavior core instruction.
- Example data sources include:
  - Discipline
  - School climate
  - Behavior screenings
  - Attendance
  - Teacher nominations
  - Caregiver requests
  - Teacher report
  - Student input
  - Classroom observations
  - School Implementation Fidelity Assessment
  - Academic
  - Resource maps

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### Virtual Chat

What types of expertise should be reflected in Tier I data-based decision-making teams?



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### Focusing on Tier I

This presentation:

- emphasizes teaching and reinforcing school-appropriate behaviors that empower students to access Tier I instruction fully;
- provides low-intensity strategies that foster supportive relationships and create positive, safe, and predictable learning spaces for all students; and
- prioritizes data-driven decisions and continuous improvement of student support through a larger, tiered system.

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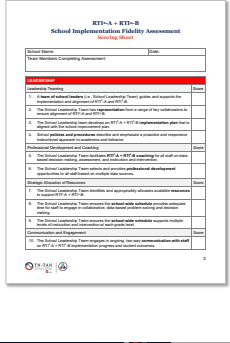
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### Resource Spotlight

This assessment can be used to evaluate RTI<sup>2</sup>-A + RTI<sup>2</sup>-B implementation.

The *School Implementation Fidelity Assessment* is available on our website at [Tennesseeetsc.org](https://tennesseetsc.org).

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## Teaching School-Appropriate Behaviors



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### Behavior Expectations

**Expectation:**

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**Real Life:**

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## Schoolwide Behavior Expectations

- **Schoolwide behavior expectations** are used to establish common values critical to educational success.
- Schoolwide expectations:
  - reflect the culture and perspectives of all students, families, and staff;
  - are developmentally appropriate;
  - are positively stated;
  - are easy to remember;
  - support the development and maintenance of positive relationships; and
  - are applied equally to all staff and students.



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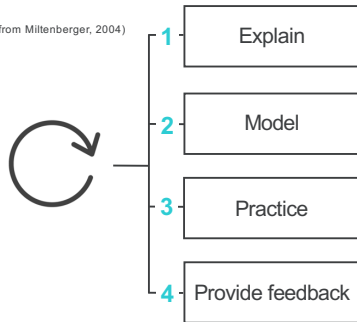
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## Teaching Expected Behaviors

▪ (Adapted from Millenberger, 2004)



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	Whole-Class Activities	Small-Group Activities	Independent Work	Transitions
Be Respectful	<ul style="list-style-type: none"><li>▪ Raise your hand to share and wait to be called on.</li><li>▪ Give others space.</li><li>▪ Allow others to focus on learning.</li></ul>	<ul style="list-style-type: none"><li>▪ Give others space.</li><li>▪ Share materials.</li><li>▪ Take turns.</li><li>▪ Allow others to focus on learning.</li></ul>	<ul style="list-style-type: none"><li>▪ Keep materials in your area.</li><li>▪ Focus on your work.</li><li>▪ Allow others to focus on learning.</li></ul>	<ul style="list-style-type: none"><li>▪ Give others space.</li><li>▪ Allow others to focus on learning.</li><li>▪ Allow the person in front of you to go first.</li></ul>
Be Responsible	<ul style="list-style-type: none"><li>▪ Participate in instruction.</li><li>▪ Stay focused on the activity.</li></ul>	<ul style="list-style-type: none"><li>▪ Stay with your group.</li><li>▪ Contribute to assignments.</li><li>▪ Clean up your area.</li><li>▪ Use time wisely.</li></ul>	<ul style="list-style-type: none"><li>▪ Stay in your seat or area.</li><li>▪ Complete assignments on your own.</li><li>▪ Clean up your area.</li><li>▪ Use time wisely.</li></ul>	<ul style="list-style-type: none"><li>▪ Ask permission to leave the class.</li><li>▪ Go straight to your destination.</li></ul>
Be Safe	<ul style="list-style-type: none"><li>▪ Keep your hands to yourself.</li><li>▪ Use materials carefully.</li><li>▪ Keep chairs on the floor.</li></ul>	<ul style="list-style-type: none"><li>▪ Keep your hands to yourself.</li><li>▪ Use materials carefully.</li><li>▪ Keep chairs on the floor.</li></ul>	<ul style="list-style-type: none"><li>▪ Keep your hands to yourself.</li><li>▪ Use materials carefully.</li><li>▪ Keep chairs on the floor.</li></ul>	<ul style="list-style-type: none"><li>▪ Push in your chair.</li><li>▪ Walk to your destination.</li></ul>



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	Arrival	Independent Seat Work	Group Work	Dismissal
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Give others space.</li> <li>Silence personal devices.</li> <li>Use kind and appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Give others space.</li> <li>Allow others to focus on learning.</li> <li>Keep materials in your area.</li> </ul>	<ul style="list-style-type: none"> <li>Give others space.</li> <li>Use kind and appropriate language.</li> <li>Allow others to focus on learning.</li> <li>Allow others to share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Dismiss when the teacher signals.</li> <li>Give others space.</li> <li>Use kind and appropriate language.</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Arrive on time.</li> <li>Turn in your homework before the bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task.</li> <li>Complete assignments on your own.</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task.</li> <li>Contribute to assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your area.</li> <li>Turn in assignments before leaving class.</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Bring learning materials to class.</li> <li>Keep your backpack and personal belongings in your locker.</li> <li>Arrive with your student lanyard and ID visible.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your backpack and personal belongings in your locker.</li> <li>Use furniture and equipment appropriately.</li> <li>Ask permission to leave the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your backpack and personal belongings in your locker.</li> <li>Use furniture and equipment appropriately.</li> <li>Ask permission to leave the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Push in your chair.</li> <li>Walk when exiting the classroom.</li> <li>Allow the person in front of you to exit first.</li> </ul>

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## Discussion

How can a behavior expectation matrix help define expected behaviors when students are upset?



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	Arrival	Independent Seat Work	Group Work	Dismissal	When I Feel Upset
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Give others space.</li> <li>Silence personal devices.</li> <li>Use kind and appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Give others space.</li> <li>Allow others to focus on learning.</li> <li>Keep materials in your area.</li> </ul>	<ul style="list-style-type: none"> <li>Give others space.</li> <li>Use kind and appropriate language.</li> <li>Allow others to focus on learning.</li> <li>Allow others to share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Dismiss when the teacher signals.</li> <li>Give others space.</li> <li>Use kind and appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Ask for a break.</li> <li>Express feelings using an "I" statement.</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Arrive on time.</li> <li>Turn in your homework before the bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task.</li> <li>Complete assignments on your own.</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task.</li> <li>Contribute to assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your area.</li> <li>Turn in assignments before leaving class.</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help.</li> <li>Ask for permission to leave your area.</li> <li>Apologize for mistakes.</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Bring learning materials to class.</li> <li>Keep your backpack and personal belongings in your locker.</li> <li>Arrive with your student lanyard and ID visible.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your backpack and personal belongings in your locker.</li> <li>Use furniture and equipment appropriately.</li> <li>Ask permission to leave the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your backpack and personal belongings in your locker.</li> <li>Use furniture and equipment appropriately.</li> <li>Ask permission to leave the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Push in your chair.</li> <li>Walk when exiting the classroom.</li> <li>Allow the person in front of you to exit first.</li> </ul>	<ul style="list-style-type: none"> <li>Use a cool off strategy, like counting or deep breathing.</li> <li>Talk to a trusted adult.</li> </ul>

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## Resource Spotlight

This resource pack includes ideas and resources for teaching expected behaviors.

(Tennessee TSC, n.d.)

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## Routines



- A **routine** is a sequence of activities or procedures that frequently occurs in a classroom.
- Routines help to prevent situationally inappropriate behaviors that can occur in predictably challenging situations.

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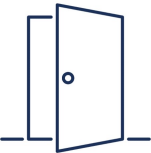
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## Example Routine for a Daily Activity

### Entering the Classroom

1. Enter quietly before the bell rings.
2. Turn in your homework on the way to your seat.
  - Make sure your name is on your paper.
  - Place your work in the homework basket.
3. Go to your seat.
4. Respond to the writing prompt written on the board.



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## Example Routine for Self-Regulation

### Re-Focusing Attention

1. Take a deep cleansing breath.
2. Count to 10 as you exhale.
3. State the goal for the activity.
4. Focus your attention to the task at hand.



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## Resource Spotlight

This strategy brief helps educators make positive student greetings a daily routine that builds supportive relationships and a positive climate.



(Center on PBIS, 2019)

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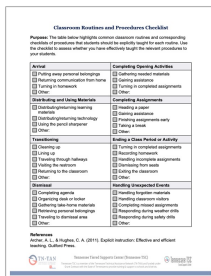
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## Resource Spotlight

This checklist can be used to identify classroom routines that may benefit from well-defined and well-taught procedures.



(Tennessee TSC, n.d.)

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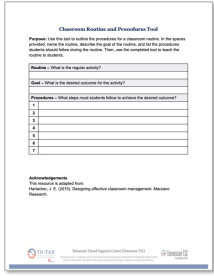
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### Resource Spotlight



**Classroom Routine and Procedures Tool**

**Purpose:** Use this tool to outline the procedures for classroom routines. In the space provided, outline the routine, describe the steps for the routine, and list the materials students should have during the routine. Then, use the completed tool to teach the routine to students.

**Student:** What is the routine activity?

**Goal:** What is the desired outcome for the activity?

**Procedures:** What steps must students follow to achieve the desired outcome?

**Acknowledgments:**  
This resource is a collaborative effort.  
Developed by: T. J. (2019). Classroom routine and procedures management. Nashville, Tennessee: TSC.

TN-TAN Tennessee Technical Assistance Network

This tool can be used to outline and teach procedures for a classroom routine.

(Tennessee TSC, n.d.)

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### Acknowledging School-Appropriate Behaviors



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### Positive Feedback

- Feedback is recognized as one of the most powerful influencers of students' academic and behavioral learning.
- One way to teach **and maintain** school-appropriate behaviors is to provide positive feedback (or acknowledgment) to the student when those behaviors occur.
- These positive feedback strategies can be used with all students and adapted to address different needs:
  - behavior-specific praise,
  - acknowledgment systems, and
  - group contingencies.

(Ennis et al., 2020; Hattie & Temperley, 2007)

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# Prevention Strategies (Part 1)



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# Behavior-Specific Praise



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# Behavior-Specific Praise

- Behavior-specific praise is a positive statement that acknowledges **what** an individual or group of individuals has done well.
- It is often cited as one of the **most powerful influencers** of students' academic, social, and behavioral learning.

(Ennis et al, 2019; McLeskey et al., 2022, p. 120)

<b>Contingent</b> 	<b>Specific</b> 
<b>Positive</b> 	<b>Considerate</b> 



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# Acknowledgement Systems



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# Acknowledgment Systems

- An **acknowledgment system** is a structured approach to recognizing and reinforcing behaviors that align with schoolwide expectations.
- When used schoolwide, the system has clear procedures for providing positive behavior feedback. The procedures should be:
  - linked to school-wide behavior expectations,
  - used across settings and within classrooms,
  - used by all school staff who interact with students,
  - used equitably with all students, and
  - created with input from students and families.

(Algozzine et al., 2019; McIntosh & Santiago-Rosario, 2022)



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# Acknowledgement Systems

- The system allows planned and unplanned acknowledgments of student behavior.
- The system recognizes that students have different preferences for acknowledgment, such as public versus private recognition.
- The system may include:
  - behavior-specific praise,
  - public displays,
  - raffles,
  - token economies, and
  - group contingencies.

(McIntosh & Santiago-Rosario, 2022)



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## Public Displays

- Students receive public recognition for meeting predetermined criteria.
- Examples of public recognition include:
  - posted 'gotchas,'
  - student lanyards with school charms, and
  - recognition certificates.



(McIntosh & Santiago-Rosario, 2022)



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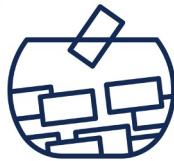
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## Raffle

- Students receive raffle tickets for demonstrating expected behaviors and new skills.
- Tickets are collected and randomly drawn to reward student behavior.
- Tickets can be used as a data source for identifying areas to improve the delivery of positive feedback.
- Raffle systems can be used at schoolwide and classroom levels.



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## Token Economy

- Students receive tokens for demonstrating positive behaviors.
- Students have regular opportunities to exchange tokens for rewards from a reward menu.
- The reward menu includes options that are aligned with student preferences.



(Kim et al., 2022)



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### Token Economy Tips

- Select tokens that are easy to carry and store and not easily duplicated by students.
- Explicitly teach students how and when tokens are earned and exchanged.
- Ensure all students have opportunities to earn tokens and access to rewards.
- Provide tokens soon after positive behaviors and more often for behaviors you want to strengthen.
- Allow students to keep earned tokens – don't take them away.
- Use a preference assessment to inform reward options.
- Systematically fade access to rewards over time.

(Harlachar, 2015; Kim et al., 2022; Lane et al., 2011)

  
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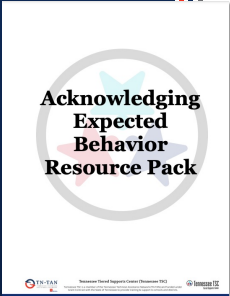
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### Resource Spotlight

This resource pack can be used to support the design of an acknowledgment system.

(Tennessee TSC, n.d.)

  
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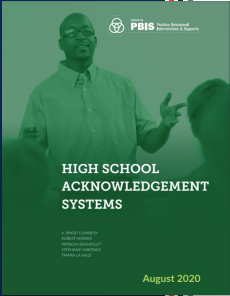
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### Resource Spotlight

To learn more about acknowledgement systems in high schools, explore this implementation brief.

(Center on PBIS, 2016)

  
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# Group Contingencies



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# Group Contingencies

- Students earn rewards contingent on behavior criteria that are given to a group.
- The group can be a whole class or a team of students.
- The contingency can be:
  - independent,
  - dependent, or
  - interdependent.

**Contingency**  
*If this expectation is met:*  
\_\_\_\_\_, *then this*  
*reward will be earned:*  
\_\_\_\_\_.

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# Group Contingencies

<b>Independent</b> 	All students are expected to demonstrate the same behavior. Students earn a reward based on their own performance.
<b>Interdependent</b> 	All students are expected to demonstrate the same behavior. The group must meet a specified level of performance to earn a reward.
<b>Dependent</b> 	All students are expected to demonstrate the same behavior. One or some members must meet a specified level of performance for the entire group to earn a reward.

(Littlow & Puroy, 1975)

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### Group Contingency Examples

<b>Independent</b> 	All students earn points for arriving to class on time. Each student who earns 10 points will receive a homework pass.
<b>Interdependent</b> 	All students are expected to stay in a designated area during recess. If all class members meet this expectation, the entire class will earn extra recess.
<b>Dependent</b> 	All students are expected to keep their phones in their lockers. If two randomly selected students meet this expectation, the entire class will earn lunch outside.

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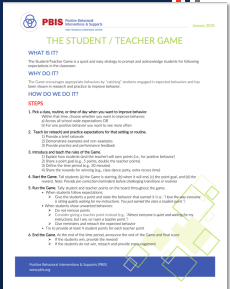
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### Resource Spotlight

This resource outlines steps for setting up a group contingency point game.

(Center on PBIS, 2020)

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### Virtual Chat

Reflect on the prevention-focused strategies shared up to this point.

What is one way you can apply these strategies in your own classroom or when providing coaching support?



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### Connect with Us

To learn more about our services, connect with us on our website, through our newsletter, and on social media.

Website




[tennesseetsc.org](https://tennesseetsc.org)


Newsletter




Social Media



@tennesseetsc





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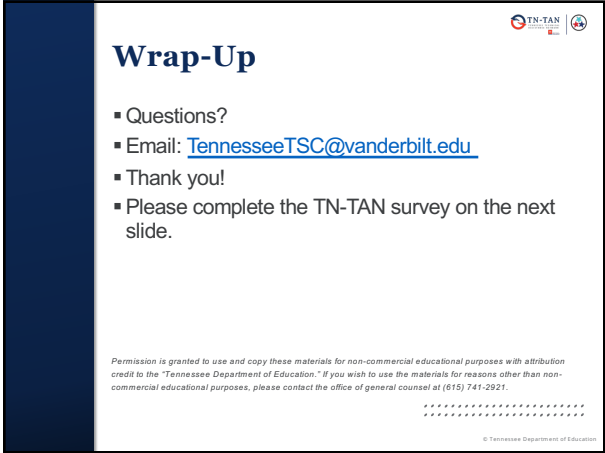
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### Wrap-Up

- Questions?
- Email: [TennesseeTSC@vanderbilt.edu](mailto:TennesseeTSC@vanderbilt.edu)
- Thank you!
- Please complete the TN-TAN survey on the next slide.

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### TN-TAN End of Session Survey

TESS-Full

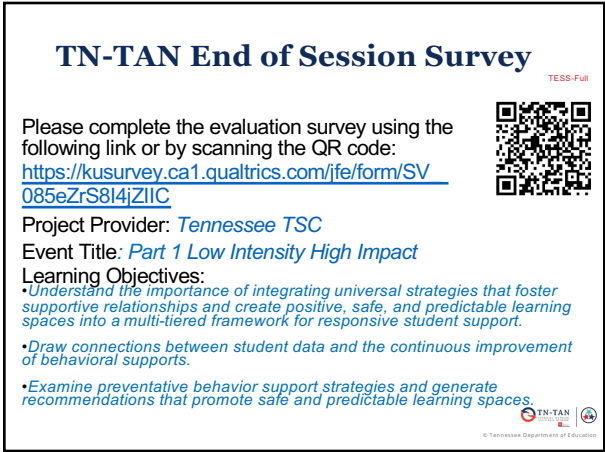

Please complete the evaluation survey using the following link or by scanning the QR code:  
[https://kusurvey.ca1.qualtrics.com/jfe/form/SV\\_085eZrS8I4jZlIC](https://kusurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8I4jZlIC)


Project Provider: *Tennessee TSC*

Event Title: *Part 1 Low Intensity High Impact*

Learning Objectives:

- *Understand the importance of integrating universal strategies that foster supportive relationships and create positive, safe, and predictable learning spaces into a multi-tiered framework for responsive student support.*
- *Draw connections between student data and the continuous improvement of behavioral supports.*
- *Examine preventative behavior support strategies and generate recommendations that promote safe and predictable learning spaces.*





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