



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.


 © Tennessee Department of Education

1

 **Supporting Positive Behavior: Low-Intensity, High-Impact Strategies for All Students**

Tennessee Tiered Supports Center

Add the specific date once known



2

Generative AI Tools

DISCLAIMER

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data.

Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public.

While the State supports your desire to maintain documentation of the meeting and what you learn, **please respect our decision to safeguard information** and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.


 © Tennessee Department of Education

3

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

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 broad academic and behavioral supports.

Assistive Technology
The Assistive Technology Project (ATP) provides direct 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.

Autism
TRAO 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).

Secondary Transition
Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-21) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

Family Engagement
The Arc Tennessee partners with schools and communities of students with disabilities. Family Engagement provides direct support 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.

© Tennessee Department of Education

4

About Us



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



5



Agenda

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

© Tennessee Department of Education

6

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.



7

Accessing Spotlighted Resources

Access the resources shared in this presentation by:

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



8

Understanding Tiered Supports



© Tennessee Department of Education

9

What Is a Tiered System of Support?

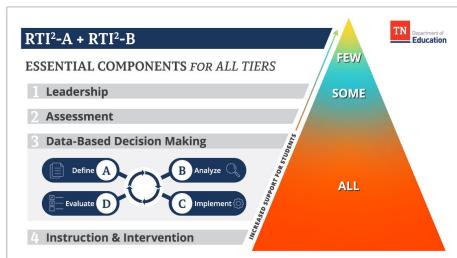
- A tiered system of support is a **prevention-focused approach** to improving the outcomes of all students.
- It provides a conceptual framework for systematically identifying and addressing student needs through instruction and intervention provided at an appropriately matched intensity.
- Educators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



© Tennessee Department of Education

10

RTI²-A + RTI²-B



© Tennessee Department of Education

11

Data-Based Decision Making



© Tennessee Department of Education

12

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



2200-2000-0000-00

13

Virtual Chat

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



14

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.



© Tennessee Department of Education

15

16

Teaching School-Appropriate Behaviors



© Tennessee Department of Education

17

Behavior Expectations

Expectation:

○ → ●

Real Life:

○ → ●

18

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.

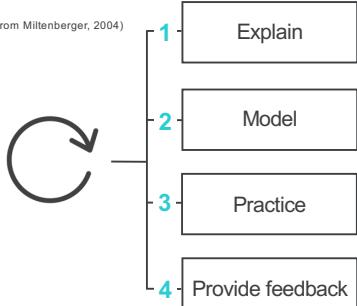


© Tennessee Department of Education

19

Teaching Expected Behaviors

▪ (Adapted from Miltenberger, 2004)



© Tennessee Department of Education

20

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

(Adapted from Fairbanks et al., 2008)

© Tennessee Department of Education

21

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

TN-TAN
Tennessee Department of Education

22

Discussion				
How can a behavior expectation matrix help define expected behaviors when students are upset?				
Be Respectful	<ul style="list-style-type: none"> Give others space. Silence personal devices. Use kind and appropriate language. 	<ul style="list-style-type: none"> Give others space. Allow others to focus on learning. Keep materials in your area. 	<ul style="list-style-type: none"> Dismiss when the teacher signals. Give others space. Use kind and appropriate language. Allow others to focus on learning. Allow others to share ideas. 	<ul style="list-style-type: none"> Dismiss when the teacher signals. Give others space. Use kind and appropriate language.
Be Responsible	<ul style="list-style-type: none"> Arrive on time. Turn in your homework before the bell rings. 	<ul style="list-style-type: none"> Stay on task. Complete assignments on your own. 	<ul style="list-style-type: none"> Stay on task. Contribute to assignments. 	<ul style="list-style-type: none"> Clean up your area. Turn in assignments before leaving class.
Be Safe	<ul style="list-style-type: none"> Bring learning materials to class. Keep your backpack and personal belongings in your locker. Arrive with your student lanyard and ID visible. 	<ul style="list-style-type: none"> Keep your backpack and personal belongings in your locker. Use furniture and equipment appropriately. Ask permission to leave the classroom. 	<ul style="list-style-type: none"> Keep your backpack and personal belongings in your locker. Use furniture and equipment appropriately. Ask permission to leave the classroom. 	<ul style="list-style-type: none"> Push in your chair. Walk when exiting the classroom. Allow the person in front of you to exit first.



23

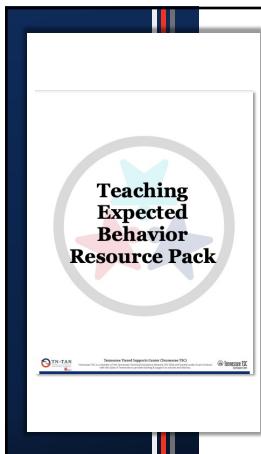
	Arrival	Independent Seat Work	Group Work	Dismissal	When I Feel Upset
Be Respectful	<ul style="list-style-type: none"> Give others space. Silence personal devices. Use kind and appropriate language. 	<ul style="list-style-type: none"> Give others space. Allow others to focus on learning. Keep materials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

(Adapted from Robbie et al., 2022)

TN-TAN

Tennessee Department of Education

24



Resource Spotlight

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

(Tennessee TSC, n.d.)

© Tennessee Department of Education

25

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.

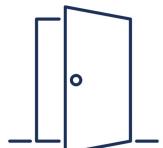
© TN-TAN | © Tennessee Department of Education

26

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.



© TN-TAN | © Tennessee Department of Education

27

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.



28

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)

© Tennessee Department of Education

29

Resource Spotlight

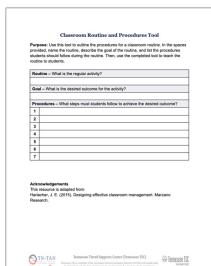
This checklist can be used to identify classroom routines that may benefit from well-defined and well-taught procedures.

(Tennessee TSC, n.d.)

© Tennessee Department of Education

30

Resource Spotlight



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

(Tennessee TSC, n.d.)

31

Acknowledging School-Appropriate Behaviors



© Tennessee Department of Education

32

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)



© Tennessee Department of Education

33

Prevention Strategies (Part 1)

  © Tennessee Department of Education

34

Behavior-Specific Praise

  © Tennessee Department of Education

35

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)

Contingent	Specific
	
Positive	Considerate
	

 © Tennessee Department of Education

36

Examples

Elementary

"You did a great job sitting quietly and listening for what to do next."

Secondary

"Nice organization. You're using the strategies we discussed to improve your writing!"

 TN-TAN |  © Tennessee Department of Education

37

Using Behavior Specific Praise

- Behavior-specific praise can be used with all students to:
 - strengthen instruction on Tier I expectations,
 - strengthen student/teacher relationships, and
 - build and support a positive school and classroom climate.
- It can also be used:
 - to prevent situationally inappropriate behaviors during key times, locations, tasks, etc.;
 - to support specific student needs; and
 - in combination with other strategies to prevent and respond to situationally inappropriate behavior.

 TN-TAN |  © Tennessee Department of Education

38

Resource Spotlight

This Behavior-Specific Praise Data Collection tool can be used to:

- monitor the use of behavior-specific praise,
- set goals, and
- observe and provide feedback to colleagues.

(Tennessee TSC, n.d.)

 TN-TAN |  © Tennessee Department of Education

40

41

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.

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



42

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.

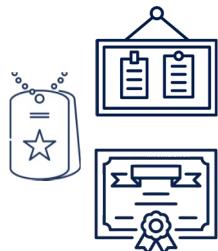
(McIntosh & Santiago-Rosario, 2022)



43

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)

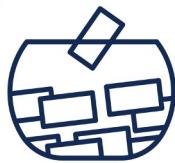


© Tennessee Department of Education

44

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.



© Tennessee Department of Education

45

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)



© Tennessee Department of Education

46

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.

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



49

Resource Spotlight

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

(Tennessee TSC, n.d.)



Acknowledging Expected Behavior Resource Pack

50

Resource Spotlight

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

(Center on PBIS, 2016)



**HIGH SCHOOL
ACKNOWLEDGEMENT
SYSTEMS**

53

Group Contingencies



54

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:

TN-TAN

Group Contingencies

Independent



All students are expected to demonstrate the same behavior. Students earn a reward based on their own performance.

Interdependent



All students are expected to demonstrate the same behavior. The group must meet a specified level of performance to earn a reward.

Dependent



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.

(Litlow & Puroy, 1975)

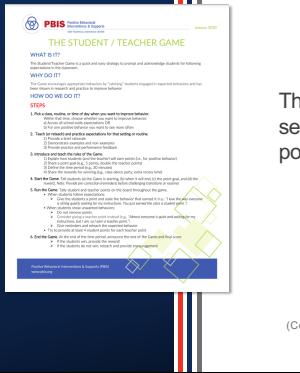
56

Group Contingency Examples

Independent	All students earn points for arriving to class on time. Each student who earns 10 points will receive a homework pass.
Interdependent	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.
Dependent	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.

57

Resource Spotlight



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

(Center on PBIS, 2020)


 TN-TAN
TECHNISCHE
NORMEN
TANZEN

58

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?



59

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

Newsletter



Social Media



@tennesseetsc

60

Wrap-Up

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

Permission is granted to use and copy these materials for non-commercial educational purposes with attribution credit to the "Tennessee Department of Education." If you wish to use the materials for reasons other than non-commercial educational purposes, please contact the office of general counsel at (615) 741-2921.

© Tennessee Department of Education

61

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_085eZrS8I4jZIIC

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.*

© Tennessee Department of Education

62

References

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. Guilford Press.

Center on Positive Behavior Interventions and Supports (November, 2016). *Cultural responsiveness field guide*. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

Center on Positive Behavior Interventions and Supports (September, 2012). *Restorative questions*. <https://www.pbis.org/resource/restorative-questions>

Center of Positive Behavior Interventions and Supports (February, 2020). *The student/teacher game*. <https://www.pbis.org/resource/the-student-teacher-game>

Center on PBIS. (2023). Discipline disproportionality problem solving: A data guide for school teams Center on PBIS, University of Oregon. www.pbis.org

63

References

Chow, J. C., & Gilmour, A. F. (2015). Designing and implementing group contingencies in the classroom. *TEACHING Exceptional Children*, 48, 137-143. doi: [10.1177/0040059915618197](https://doi.org/10.1177/0040059915618197)

Degli Espinosa, F., & Hackenberg, T. D. (2024). Token economies: Evidence-based recommendations for practitioners. *Behavioral Interventions*. <https://doi.org/10.1002/bin.2051>

Eber, L., Barrett, S., Scheel, N., Flammini, A., & Pohlman, K. (November, 2020). Integrating a trauma-Informed approach within a PBIS framework. Center on PBIS, University of Oregon. www.pbis.org.

Ennis, R. P., Lane, K. L., Menzies, H. M., & Owens, P. P. (2018). Pre-correction: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior*, 27(3), 146-152. <https://doi.org/10.1177/1074295618799360>

64

References

Ennis, R. P., Royer, D. J., Lane, K. L., & Dunlap, K. D. (2020). Behavior-specific praise in pre-k–12 settings: Mapping the 50-year knowledge base. *Behavioral Disorders*, 45(3), 131–147. <https://doi.org/10.1177/0198742919843075>

Flannery, K.B., Horner, R., Hershfeldt, P., Martinez, S., & La Salle, T. (March, 2020). High School Acknowledgement Systems: Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

International Institute for Restorative Practices (March, 2014). *Restorative practices: Fostering healthy relationships and promoting positive discipline in schools - A guide for educators*. https://www.iirp.edu/images/2024/K12_Resources/Restorative_Practices_Guide_for_Educators.pdf

65

References

Kim, J. Y., Fienup, D. M., Oh, A. E., & Wang, Y. (2022). Systematic review and meta-analysis of token economy practices in K-5 educational settings, 2000 to 2019. *Behavior Modification*, 46(6), 1460-1487. <https://doi.org/10.1177/01454455211058077>

Lane, K. L., Menzies, H. M., Ennis, R. P., Oakes, W. P., Royer, D. J., & Lane, K. S. (2018). Instructional choice: An effective, efficient, low-intensity strategy to support student success. *Beyond behavior*, 27(3), 160-167. <https://www.jstor.org/stable/26974074>

Litow, L. and Pumroy, D.K. (1975), A brief review of classroom group contingencies. *Journal of Applied Behavior Analysis*, 8, 341-347. <https://doi.org/10.1901/jaba.1975.8-341>

McIntosh, K & Santiago-Rosario, M. R., (June 2022). Equitable classroom acknowledgment systems. Center on Positive Behavioral Interventions and Supports. www.pbis.org

66

References

McLeskey J., Maheady L., Billingsley B., Brownell, M., & Lewis, T. (2022). *High Leverage Practices for Inclusive Classrooms*, 2nd edition. Routledge. <https://doi.org/10.4324/9781003148609>

Nese, R. N. T., Santiago-Rosario, M. R., Nese, J. F. T., Triplett, D., Malose, S., Hamilton, J., Izzard, S., & Newson, A. (July 2023). Instructional and restorative alternatives to exclusionary discipline: A guide to implementing the five components of the inclusive skill-building learning approach (ISLA). Center on PBIS, University of Oregon. www.pbis.org

Robbie, K., Santiago-Rosario, M., Yanek, K., Kern, L., Meyer, B., Morris, K., & Simonsen, B. (August, 2022). Creating a Classroom Teaching Matrix. Center on PBIS, University of Oregon. www.pbis.org

Smith, D., Fisher, D., & Frey, N. (2021). *Removing labels, grades K-12: 40 techniques to disrupt negative expectations about students and schools / Dominique Smith, Douglas Fisher, Nancy Frey*. Corwin.

67

References

Tennessee Department of Education. (August, 2019). *Trauma-informed discipline practices*. https://www.tn.gov/content/dam/tn/education/safety/Trauma_informed_Discipline_Practices_Guidance.docx

Tennessee Tiered Supports Center. (n.d.-a). *Acknowledging expected behaviors resource pack*. https://tennesseetsc.org/wp-content/uploads/2024/03/Acknowledging-Expected-Behavior-Resource-Pack_comms-approved_ready-for-website_3824.pdf

Tennessee Tiered Supports Center. (n.d.-b). *Active supervision strategy check up*. <https://tennesseetsc.org/community-of-practice-supporting-resources/>

Tennessee Tiered Supports Center. (n.d.-c). *Behavior-specific praise data collection tool*. <https://tennesseetsc.org/community-of-practice-supporting-resources/>

68

References

Tennessee Tiered Supports Center. (n.d.-d). *Classroom routines and procedures checklist*. <https://tennesseetsc.org/community-of-practice-supporting-resources/>

Tennessee Tiered Supports Center. (n.d.-e). *Classroom routines and procedures tool*. <https://tennesseetsc.org/community-of-practice-supporting-resources/>

Tennessee Tiered Supports Center. (n.d.-f). *Precorrection checklist: Option A*. <https://tennesseetsc.org/community-of-practice-supporting-resources/>

Tennessee Tiered Supports Center. (n.d.-g). *Precorrection checklist: Option B*. <https://tennesseetsc.org/community-of-practice-supporting-resources/>

Tennessee Tiered Supports Center. (n.d.-h). *Responding to challenging behavior resource pack*. <https://tennesseetsc.org/community-of-practice-supporting-resources/>

69

References

Tennessee Tiered Supports Center. (n.d.-i). *Student, family, and community engagement resource pack*. https://tennesseetsc.org/wp-content/uploads/2024/03/Student-Family-and-Community-Resource-Pack_Comms-approved-ready-for-website_31224.pdf

Tennessee Tiered Supports Center. (n.d.). *Teaching expected behaviors resource pack*. https://tennesseetsc.org/wp-content/uploads/2024/09/Teaching_Expected_Behavior_Resource_Pack.pdf

Treatment and Research Institute for Autism Spectrum Disorders. (October, 2024c). *Token economies: An introduction*. https://cdn.nogalinguru.com/triad.vkclearing.org-0-492/SCORM/ed812ec6-f6a5-4b83-a635-33905583b6bf_f9041/scormcontent/index.html#

Wachtel, T. (2016). *Defining restorative*. International Institute for Restorative Practices. https://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf

70