



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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1

TN-TAN
TECHNOLOGICAL
ASSISTANCE NETWORK

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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2

Generative AI Tools

DISCLAIMER

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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.

3

1

 **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 tiered academic and behavioral supports.

Assistive Technology
The Assistive Technology Program (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 (14-22) 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.

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4

About Us



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

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5



Agenda

- Welcome and Attendance
- Tiered Systems of Support
- Prevention Strategies (Part 2)
- Responding Instructionally to Challenging Behavior
- Conflict Resolution
- Wrap-Up

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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. Differentiate between preventative and reactive 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



9

What Is a Tiered System of Support?

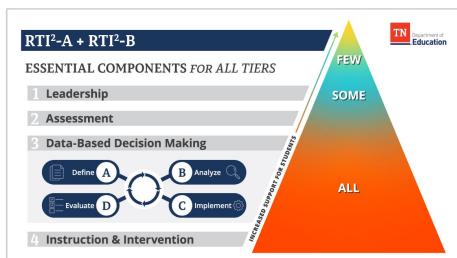
- A tiered system of support is a **prevention-focused approach** to improving the outcomes of all students.
- It provides a conceptual framework for systematically identifying and addressing student needs through instruction and intervention provided at an appropriately matched intensity.
- Educators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



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10

RTI²-A + RTI²-B



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11

Data-Based Decision Making



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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



13

Virtual Chat

How can focusing on Tier I practices support core instruction and positive student outcomes?



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.



15

16

Prevention Strategies (Part 2)

17

Precorrections

18

Precorrection

Precorrection is the proactive use of strategies to teach, remind, prompt, and reinforce desired behaviors **before** challenging behavior occurs.



Focuses on what "to do"



Supports acquisition of new skills



Increases time on task and decreases levels of challenging behavior

(Archer & Hughes, 2011; Ennis et al., 2018)



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19

Precorrection Example

Mr. Rito notices a pattern of trash on the floor at the end of the day. To address the problem, he:

- posts a sign that reads "Keep Your Area Clean,"
- reminds his students each morning about where to place trash,
- moves trash receptacles near each door, and
- provides behavior-specific praise to students who meet his expectations.



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20

Precorrection Steps

- 1 Identify when and where challenging behaviors are likely to occur and what factors may contribute to them.
- 2 Determine appropriate replacement behaviors.
- 3 Modify the context to support the replacement behaviors.
- 4 Teach the replacement behaviors and provide opportunities to practice them in the natural context.

(Based on Colvin et al., 1993; Evanovich & Kern, 2018; Harlacher, 2015, p. 88)



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21

Precorrection Steps

- 5 Provide a reminder of the replacement behaviors before transitioning to the challenging context.
- 6 Prompt the replacement behaviors while in the challenging context.
- 7 Reinforce occurrences of the replacement behaviors.

(Based on Colvin et al., 1993; Evanovich & Kern, 2018; Harlacher, 2015, p. 88)



22

Discussion

Precorrection involves modifying the environment so that it supports desired behaviors.

How might a classroom environment be modified to support task engagement during group assignments?

23

Resource Spotlight

This resource can be used to evaluate the use of precorrection.

24

Resource Spotlight

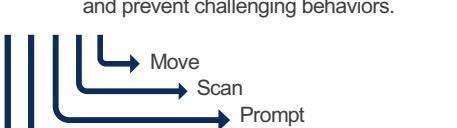
25



26

Active Supervision

Active supervision involves **circulating**, **scanning**, and **interacting** with students to promote expected behaviors and prevent challenging behaviors.

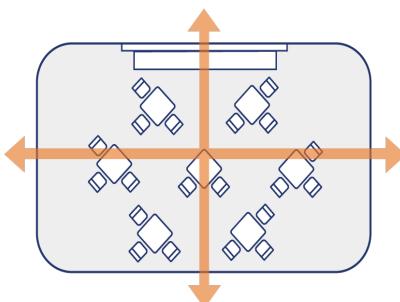


The diagram illustrates the Active Supervision cycle as a continuous loop. It begins with a large, dark blue 'Move' arrow pointing right. This is followed by a 'Scan' arrow, a 'Prompt' arrow, an 'Anticipate' arrow, and finally an 'Interact' arrow, all in a dark blue color. The arrows are curved, creating a sense of motion and flow.

(Gage et al., 2020; Menzies et al., 2018)

27

Four Quadrant Method



(Hunter & Todd, 2018)

.....

28

Resource Spotlight

Active Supervision® Strategy Check-Up	
Use this form to evaluate the Active Supervision® Strategy you are using to manage the classroom. How "F" the box is completed is the best way to comprehend the strategy.	
Rate the following statements on a scale from 1 to 100, where 100 = "Yes" and 1 = "No".	
During the lesson:	Yes to No (Circle)
I used the 4 phases of supervision to scaffold students' learning.	Fee
I limited 1 student's right to speak.	Fee
I usually selected 1 student to answer questions.	Fee
I used the 4 phases of supervision to scaffold students' communication.	Fee
I limited 1 student's right to speak.	Fee
I used non-verbal communication (e.g., a smile, gesture, hand placement) to scaffold students' learning.	Fee
I did not reward the same students the same.	Fee
I used the 4 phases of supervision to scaffold students' inquiry behaviors.	Fee
I used 1 student's inquiry feedback as an efficient and private reward.	Fee
Steps Completed <input type="text" value="_____"/>	

This resource can be used to evaluate the use of active supervision.

(Tennessee TSC, n.d.)

TN-TAN | *

29

Opportunities to Respond



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30

Opportunities to Respond

An opportunity to respond is an instructional **question**, **statement**, or **gesture** made by the teacher, peer, or technology that elicits an academic response from the student and is followed by **feedback**.



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31

Response Types

Spoken Responses



- Individual Responses
- Choral Responses
- Peer-to-Peer and Small Group

Written Responses



- Whiteboard Responses
- Guided Notes
- Exit Tickets

Action Responses



- Gestures
- Response Cards
- Technology Tools and Aids

(Harlacher, 2015)

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32

Opportunity Rates

Simple Questions

3 to 5 per minute

Complex Questions and Inquiries

As few as 1 per minute

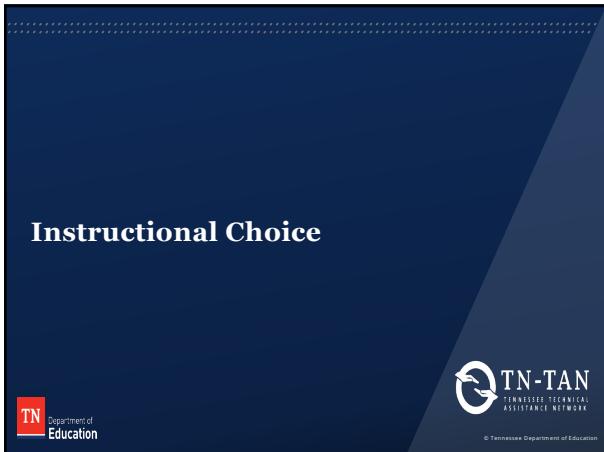
Extensive Inquiries and Tasks

1 per 10-30 minutes

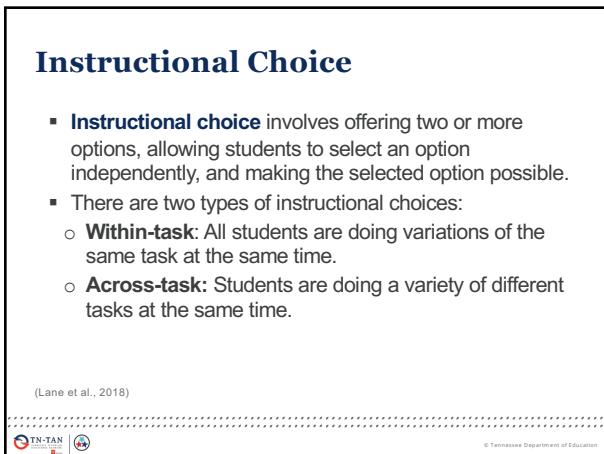
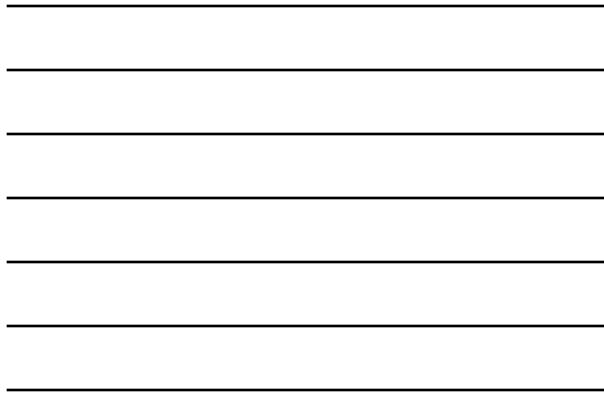
(Simonsen & Meyers, 2015)

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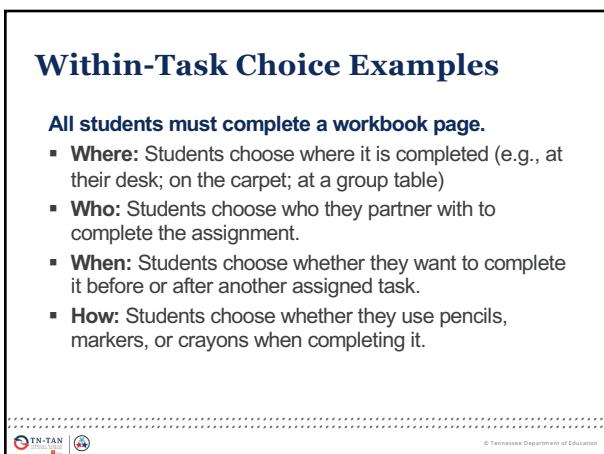
33



34



35



36



Across-Task Choice Example

All students must determine an author's point of view and analyze how the author distinguishes it from others' points of view.

- **Option A:** Create an illustration that reflects the author's point of view and how it is different than others' points of view.
- **Option B:** Provide written responses to prompts about the author's point of view and how it is different than others' points of view.
- **Option C:** Give a brief presentation on the author's point of view and how it is different than others' points of view.



37

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?



38

Responding Instructionally to Challenging Behavior



39

Responses to Challenging Behavior

Responses to challenging behavior should be:

- focused on skill building,
- respectful,
- relationally based,
- logically connected to the behavior,
- reasonable,
- matched to the severity of the behavior,
- fair,
- age and developmentally appropriate, and
- timely.

(Nese et al., 2023; TDOE, 2019)



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40

Schoolwide Discipline Plan

A **schoolwide discipline** plan should:

- Describe the school's approach to teaching expected behaviors and preventing challenging behavior.
- Identify and define challenging behaviors that will be addressed.
- Indicate who is responsible for addressing the defined behaviors.
- Describe a continuum of potential consequences for challenging behavior and decision-making informed by data.



41

Data-Informed Decisions

- Schoolwide data should be used to identify behavioral patterns and make decisions about universal supports.
- Example data sources include:
 - universal behavior screeners,
 - office-discipline referrals,
 - suspensions records, and
 - teacher, parent, and student reports.

(For example form, see Tennessee TSC, n.d.-h, p.12)

TN-TAN
TERMINAL TANAH
INDONESIA

42

The image shows the front cover of a guide titled "DISCIPLINE DISPROPORTIONALITY PROBLEM SOLVING: A DATA GUIDE FOR SCHOOL TEAMS". The cover features a photograph of three people in a school setting: a woman in a hijab, a woman in a blazer, and a man in a suit, looking at a document together. The PBIS logo is at the top, and the text "October 2023" is at the bottom. The background of the slide has vertical red, white, and blue stripes on the right side.

43

<h2>Low-Intensity Reactive Strategies</h2>	
Strategy	Description
Ignore-Attend-Praise	Intentionally ignore minor challenging behavior. Attend to and praise desired behaviors.
Redirect	Shift attention away from people or activities that are competing with desired behavior. Direct attention toward the desired focus.
Offer Choices	Provide options for demonstrating the desired behavior.
Reteach	Tell and model how to meet the expectations.

44

Conflict Resolution

45

Conflict Resolution

Conflict resolution involves proactive and reactive strategies that can be used to:

- provide an educative approach to discipline,
- hold individuals and groups accountable,
- repair harm, and
- restore relationships.



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46

Conflict Resolution



47

Conflict Resolution

Within conflict resolution, supportive relationships look like:

- accepting others for who they are, and where they are;
- focusing on character strengths;
- creating a safe space for feelings;
- focusing on understanding instead of responding;
- offering nonjudgmental feedback about others' thoughts, behaviors, or circumstances; and
- engaging in dialogue that is solution-focused.

(Center on PBIS, 2019; Nese et al., 2023; TDOE, 2019; Wilson-Ching & Berger, 2023)



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48

Conflict Resolution Conferencing

Example Conference Guide

Before Your Meeting at the Peace Table	
What is your name?	_____
What is the name of the other person?	_____
What do you believe the disagreement is about?	
Write an "I" statement that explains the way you feel:	
When you _____	I feel _____
I would like _____	_____
Write an "I" statement you believe the other person might say:	
When you _____	I feel _____
I would like _____	_____
During Your Meeting at the Peace Table	
1. Use an "I" statement to explain how you're feeling ("When you _____, I feel _____"). I would like for you to _____.	
2. Listen to the other person and let them have a say.	
3. Discuss the problem until you arrive at a solution both of you can agree on.	
If you cannot agree, ask the teacher for a meeting.	
After Your Meeting at the Peace Table	
What did both of you agree to do?	

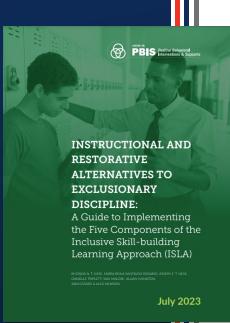
(Smith et al., 2021, p. 43)



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52

Resource Spotlight



To learn more about instructional alternatives to exclusionary discipline, explore this guide.

(Nese et al., 2023)



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53

Resource Spotlight



To learn more about de-escalation strategies, explore this module, which is available on TennesseeTSC.org.

(Tennessee TSC, 2024d)



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Student, Family, and Community Engagement Resource Pack

TS-TAN Tennessee Rural Agency Network Survey 2018
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Resource Spotlight

This contains resources designed to build supportive relationships with a school community.

(Tennessee TSC, n.d.)

TN-TAN
Tennessee Rural Agency Network Survey 2018
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55

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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



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56

Wrap-Up

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

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57

19

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_085eZrS8I4jZIC



58

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64

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66