




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



2



Generative AI Tools

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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.

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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

TIRAC 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

TIRAC 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.

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.

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 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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
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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
- Prevention Strategies (Part 2)
- Responding Instructionally to Challenging Behavior
- Conflict Resolution
- 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. Differentiate between preventative and reactive behavior support strategies and generate recommendations that promote safe and predictable learning spaces.


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Accessing Spotlghited Resources

Access the resources shared in this presentation by:

- clicking the hyperlinks shared in the chatbox, or
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Understanding Tiered Supports

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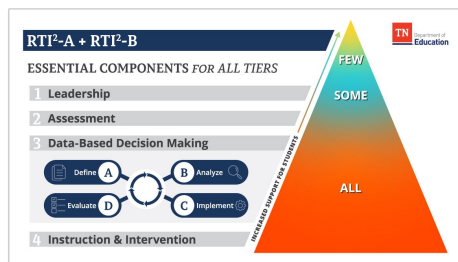
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What Is a Tiered System of Support?

- 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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RTI²-A + RTI²-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

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





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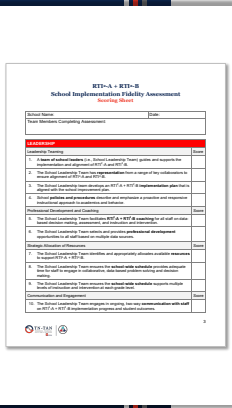
Focusing on Tier I

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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Resource Spotlight

This assessment can be used to evaluate RTI²-A + RTI²-B implementation.

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



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Prevention Strategies (Part 2)



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Precorrections



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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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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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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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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; Evancovich & Kern, 2018; Harfacher, 2015, p. 88)



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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?

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; Evancovich & Kern, 2018; Harfacher, 2015, p. 88

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Based on Colvin et al., 1993; Evancovich & Kern, 2018; Harfacher, 2015, p. 88

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Resource Spotlight

Precorrection Checklist

Directions: Use this tool to monitor and use a precorrection. For each step of the precorrection, mark "Y" if the step was completed or "N" if the step was not completed. For step 7, use the space provided to describe the behavior.

Step	Y	N
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.		
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.		

Step Completed: ☐ Y ☐ N

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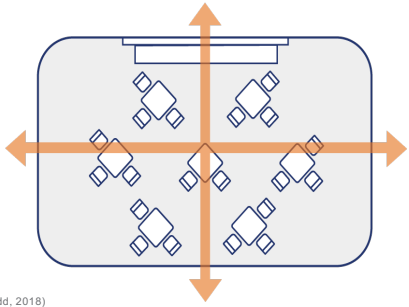
This resource can be used to evaluate the use of precorrection.

(Tennessee TSC, n.d.)





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Four Quadrant Method



(Hunter & Todd, 2018)



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Resource Spotlight

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



Active Supervision: Strategy Check-Up

Use this tool to evaluate your use of active supervision. Record responses to the Strategy Check-Up. This tool was developed by TN-TAN for use by Tennessee's educators and is not intended to be used for evaluation purposes.

During the lesson...	Yes	No
I remain throughout the observation.	Yes	No
I maintain an appropriate level of visibility.	Yes	No
I actively monitor my observation multiple times.	Yes	No
I remain neutral, professional, and respectful at all times.	Yes	No
I provide my time to observe all students.	Yes	No
I use non-verbal communication (e.g., eye contact, posture, hand gestures) to provide feedback.	Yes	No
I did not discuss with the observer my observations.	Yes	No
I provide feedback specific to student engagement and participation.	Yes	No
I provided specific, constructive feedback to students in an efficient and private manner.	Yes	No

When Completed ... / ... / ...

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Opportunities to Respond



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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**.

The teacher presents a question, inquiry, or task.

The students respond.

The teacher provides immediate praise or feedback.

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Response Types

Spoken Responses		<ul style="list-style-type: none">• Individual Responses• Choral Responses• Peer-to-Peer and Small Group
Written Responses		<ul style="list-style-type: none">• Whiteboard Responses• Guided Notes• Exit Tickets
Action Responses		<ul style="list-style-type: none">• Gestures• Response Cards• Technology Tools and Aids

(Harlacher, 2015)

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Opportunity Rates



Simple Questions	Complex Questions and Inquiries	Extensive Inquiries and Tasks

(Simonsen & Meyers, 2015)

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Instructional Choice





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Instructional Choice

- **Instructional choice** involves offering two or more options, allowing students to select an option independently, and making the selected option possible.
- There are two types of instructional choices:
 - **Within-task:** All students are doing variations of the same task at the same time.
 - **Across-task:** Students are doing a variety of different tasks at the same time.

(Lane et al., 2018)





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Within-Task Choice Examples

All students must complete a workbook page.

- **Where:** Students choose where it is completed (e.g., at their desk; on the carpet; at a group table)
- **Who:** Students choose who they partner with to complete the assignment.
- **When:** Students choose whether they want to complete it before or after another assigned task.
- **How:** Students choose whether they use pencils, markers, or crayons when completing it.





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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.


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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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Responding Instructionally to Challenging Behavior

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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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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.



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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)

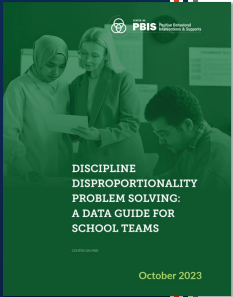
Office Discipline Referral Form - Example Resource #1

Office Discipline Referral Form	
Name	_____ Lastname
Room	_____ Room
Teacher	_____ Teacher
Referring Staff	_____ Referring Staff
Reason for Referral	_____ Reason for Referral
Other	_____ Other
Activity for student was engaged in when the event took place	_____ Activity for student was engaged in when the event took place
Location of incident	_____ Location of incident
Time of incident	_____ Time of incident
Classroom	_____ Classroom
Other	_____ Other
Behavioral Incident	_____ Behavioral Incident
Office Discipline Referral	_____ Office Discipline Referral
Administrative Referral	_____ Administrative Referral
Parental Referral	_____ Parental Referral
Other	_____ Other



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Resource Spotlight

For discipline disproportionality problem-solving support, explore this guide.



(Center on PBIS, 2023)



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Low-Intensity Reactive Strategies

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.



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Conflict Resolution





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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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Conflict Resolution



(Center on PBIS, 2015)



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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.

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Conflict Resolution Strategies

Informal

Formal

- **Affective statements:** The wronged person lets others know how they feel about an incident.
- **Affective questions:** A staff member asks the wrongdoer how the others involved might feel about an incident.
- **Impromptu conference:** The involved individuals briefly discuss a current conflict to resolve it and prevent it from escalating.
- **Group or circle:** The wrongdoer hears from others about how the group was affected and makes amends.
- **Planned conference:** The involved individuals discuss a past conflict once they can regulate their emotions.

(Wachtel, 2016)




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Virtual Chat

Reflect on the strategies to respond instructionally to challenging behavior that we shared today.

What is one important factor to remember when we respond to student behavior?



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Conflict Resolution Questions

Example Question Cards

Questions to Respond to Challenging Behavior

What happened?
What were you thinking of at the time?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?


International Institute for Restorative Practices, www.iirp.org

Questions to Help Those Harmed by Others' Actions

What did you think when you realized what had happened?
What impact has this incident had on you and others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

International Institute for Restorative Practices, www.iirp.org

(Center on PBIS, 2012)



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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 read this for you to _____).")
2. Listen to what the other person has to say.
3. Discuss the problem calmly 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

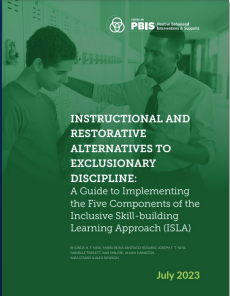
What did both of you agree to do?

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



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Resource Spotlight


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

(Nese et al., 2023)



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Resource Spotlight

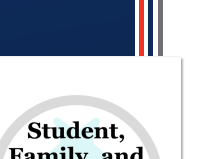
To learn more about de-escalation strategies, explore this module, which is available on TennesseeTSC.org.

(Tennessee TSC, 2024d)



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Resource Spotlight

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


(Tennessee TSC, n.d.)





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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

tennesseestsc.org

Newsletter


Social Media

[@tennesseestsc](https://twitter.com/tennesseestsc)

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This section features a large heading 'Connect with Us' in a dark blue serif font. Below it is a paragraph in a smaller, dark blue sans-serif font. Underneath are three white rectangular boxes with rounded corners, each containing a title, an icon, and contact information. The first box is for the 'Website' with a globe icon and the URL 'tennesseestsc.org'. The second box is for the 'Newsletter' with a QR code. The third box is for 'Social Media' with an 'X' logo and the handle '@tennesseestsc'. The background of the entire slide is a blurred image of students in a classroom. At the bottom right, there is a small logo for 'TN-TAN' and a copyright notice for the Tennessee Department of Education.

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Wrap-Up

- Questions?
- Email: 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_085eZrS8l4jZlIC

Project Provider: *Tennessee TSC*
Event Title: *Part 2 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.
- Differentiate between preventative and reactive behavior support strategies and generate recommendations that promote safe and predictable learning spaces.



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