What is MTSS for Behavior/SEL?: Reviewing Tiers 1, 2 & 3

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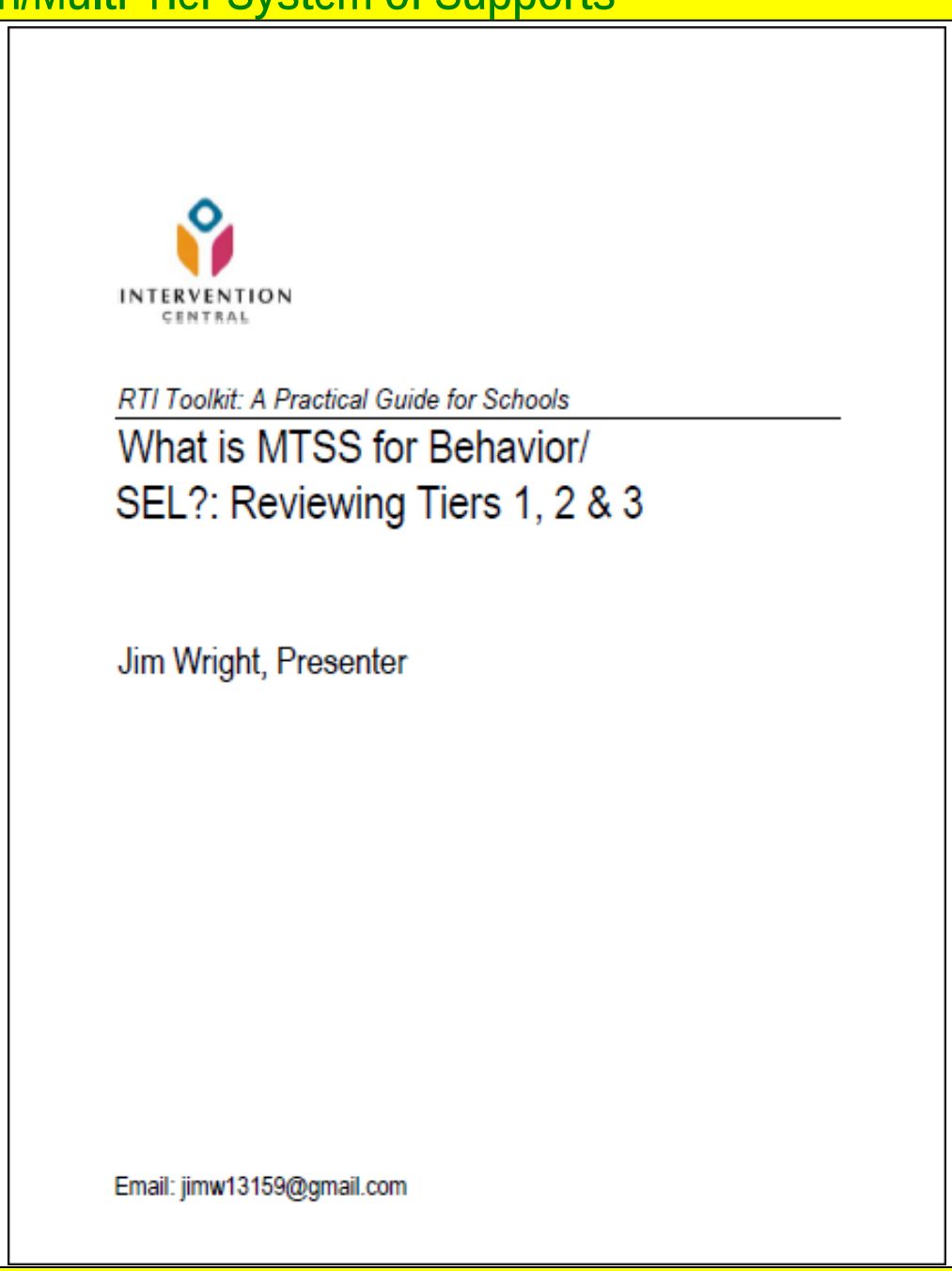
About Jim Wright

Jim Wright is a presenter, trainer and author on topics that cover the essentials and beyond of Response to Intervention and Multi-Tiered System of Supports.

He has worked for 17 years in public education as a school psychologist and school administrator. Jim has published *"The RTI Toolkit: A Practical Guide for Schools"* and is the creator of the InterventionCentral.org website.

Handout 1


INTERVENTION
CENTRAL
RTI Toolkit: A Practical Guide for Schools
What is MTSS for Behavior/
SEL?: Reviewing Tiers 1, 2 & 3
Jim Wright, Presenter
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Handout 2

BELIEFS ABOUT BEHAVIOR – 4th Edition
Diana Browning Wright and Clayton R. Cook, 3/2012

This is an anonymous survey designed to look at one's beliefs with regard to behavior.
(Please respond by marking the box that applies to how you honestly feel about the statement)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Survey Items:
☐	☐	☐	☐	☐	1.	My main responsibility is to teach academics, not to teach students how to behave.
☐	☐	☐	☐	☐	2.	A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
☐	☐	☐	☐	☐	3.	My students must respect me before I can show respect to them.
☐	☐	☐	☐	☐	4.	If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
☐	☐	☐	☐	☐	5.	I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
☐	☐	☐	☐	☐	6.	How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
☐	☐	☐	☐	☐	7.	For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
☐	☐	☐	☐	☐	8.	Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
☐	☐	☐	☐	☐	9.	If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
☐	☐	☐	☐	☐	10.	Praise and positive recognition are powerful tools to get students to behave well in school.
☐	☐	☐	☐	☐	11.	If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
☐	☐	☐	☐	☐	12.	Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
☐	☐	☐	☐	☐	13.	It is unfair if some students receive individual incentives and rewards, while others do not.
☐	☐	☐	☐	☐	14.	Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
☐	☐	☐	☐	☐	15.	Students should behave and study to learn the material. This is their responsibility, not mine.

Find a link to today's PowerPoint and other resources at:

http://www.interventioncentral.org/Jeff_Lewis_BOCES

MTSS for Behavior: Workshops

GOAL: Your school will have key parts of MTSS-Behavior in place by June 2025.

Session 1: 6 Dec 2024: 6 Hours

Topic: What is MTSS for Behavior/SEL?: Reviewing Tiers 1, 2 & 3

Session 2: 25 Feb 2025: 6 Hours

Topic: Building a Tier 1/Classroom Behavioral/SEL Toolkit

MTSS-Behavior: Agenda:

1. Understand the **rationale** for schools to adopt a positive approach to behavior management.

2. Review the 3 Tiers/Levels of the MTSS-Behavior model, with **particular** emphasis on Tier 1/School-Wide and Classroom.

3. Investigate how staff attitudes toward positive behavior management are **crucial** in promoting MTSS-Behavior in any school.

Preparing for Today's Work…

In this session, your teams will learn about and begin planning an MTSS-Behavior model for your school.

This training will include:

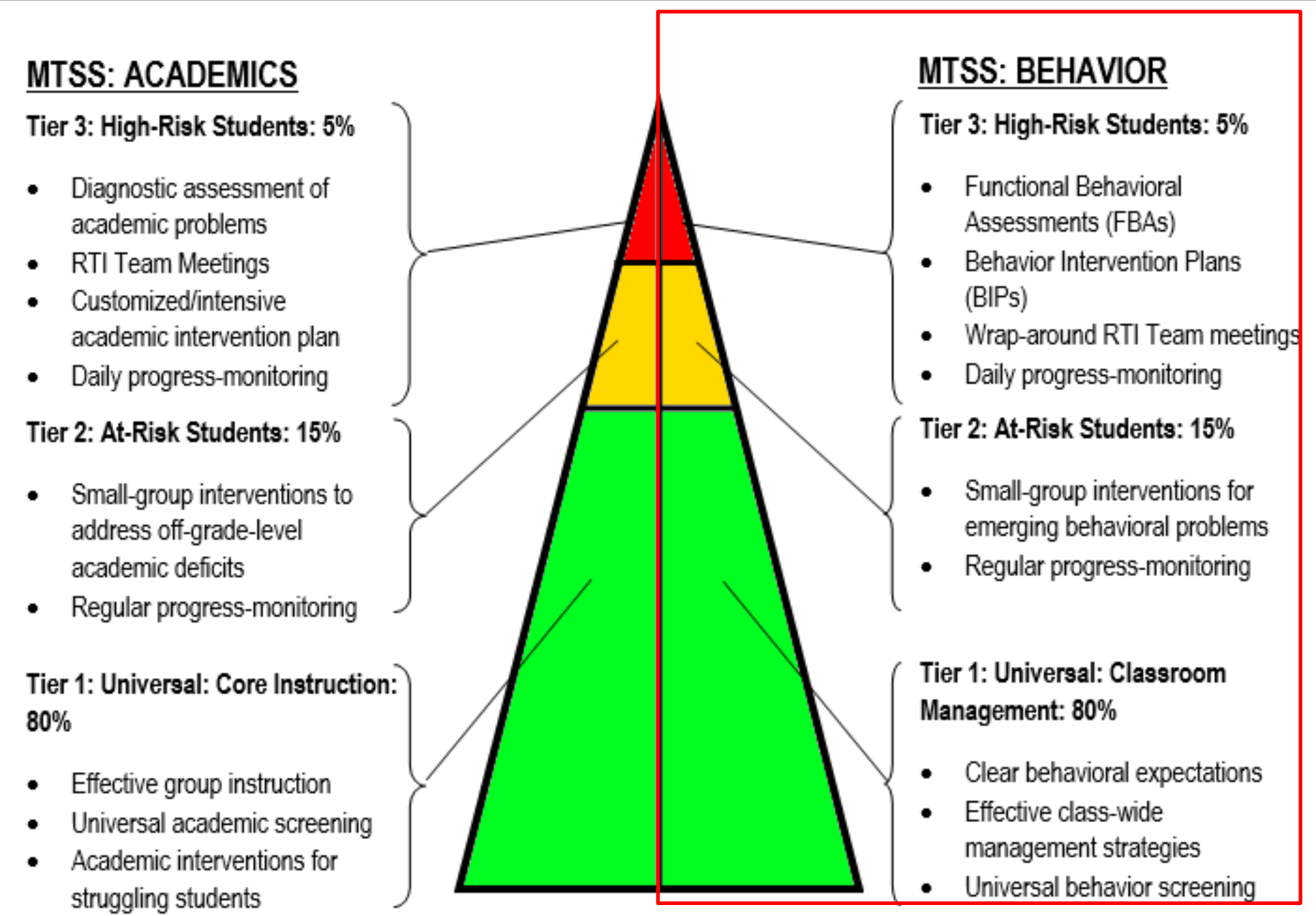
- Information about best practices in MTSS-Behavior.
- Time for your teams to discuss workshop content and discuss its application at your schools.
- Models of team discussion that you will sample today and can take back to your schools.
- A chance to network with other schools.

To begin, appoint a recorder and spokesperson.

Today's Schedule

- 8:30-10:00 Workshop
- 10:00-10:15 BREAK
- 10:15-11:30 Workshop
- 11:30-12:30 LUNCH
- 12:30-1:45 Workshop
- 1:45-2:00 BREAK
- 2:00-2:30 Workshop

RTI/MTSS for Behavior: The Research. Why are schools adopting the RTI/MTSS model for behavior?



Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

Why is a Social-Emotional RTI Model Needed?: Zero-Tolerance Discipline Policies: The Hidden Cost

Schools that adopt a 'zero-tolerance' policy for student misbehavior:

- have higher rates of school suspension and expulsion
- spend a "disproportionate amount of time" on discipline
- have lower rates of schoolwide academic achievement.

Source Skiba, R. J., Reynolds, C. R., Graham, S., Shera, P., Conoley, J. C., & Garcia-Vazquez, E. (2006). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. Report by the American Psychological Association of the Zero Tolerance Task Force. Washington, DC: American Psychological Association. Retrieved on January 18 2015 from http://www.apa.org/pubs/info/reports/zero-tolerance.pdf.

"**Hidden curriculum** refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. …the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school."

Source Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from http://edglossary.org/hidden-curriculum

Behavior as the "Hidden Curriculum": Teaching Through Punitive Consequences

In traditional classrooms, behavioral expectations are often part of the "hidden curriculum".

They are not explicitly taught but are instead conveyed indirectly through punitive disciplinary consequences, such as:

- warning
- time-out
- phone call home
- Office Disciplinary Referral/classroom removal

Source: Leach, D., & Helf, S. (2016). Using a hierarchy of supportive consequences to address problem behaviors in the classroom. Intervention in School and Clinic, 52(1), 29-33.

ABA & Related Movements: A Brief History

- Early to mid-20th century: **Behaviorism**. Used human and animal models to analyze principles of behavior, develop a methodology of 'behavior modification'.

- Mid-20th century to present: **Applied Behavior Analysis**. Seeks to extend and apply knowledge of effective behavior-shaping practices to address social problems.

- 1990's to present: **Positive Behavioral Interventions & Supports** (PBIS). A national movement and organization that helps districts to improve behavioral climate through school-wide teaching and reinforcement of expected behaviors. PBIS uses 'positive' ABA tools. It regards 'misbehavior' as an opportunity to reteach and encourage the student to demonstrate goal behaviors.

The (Positive) Purpose of Behavior Management…

“*Teachers must remind themselves of the purpose of delivering consequences following problem behaviors.*

This purpose should be to redirect the student to desirable behavior as quickly as possible to allow learning to continue for the student and other classmates.

Leach & Helf, 2016; p. 30”

Source: Leach, D., & Helf, S. (2016). Using a hierarchy of supportive consequences to address problem behaviors in the classroom. Intervention in School and Clinic, 52(1), 29-33.

PBIS & Behavior as the "Open Curriculum": Teaching Through a Hierarchy of Positive Consequences

PBIS classrooms with a positive behavior focus have consequences that quickly reengage the student in learning with the least effort. Ideas include:

- reinforcing desirable behaviors while **not** reinforcing problem behaviors ("differential reinforcement of alternative behavior"): e.g., planned ignoring/scheduled attention
- giving a non-verbal reminder
- giving a verbal reminder
- offering assistance or modifying the task
- providing a safe space for de-escalation

Source: Leach, D., & Helf, S. (2016). Using a hierarchy of supportive consequences to address problem behaviors in the classroom. Intervention in School and Clinic, 52(1), 29-33.

RTI/MTSS for Behavior: Minimizing Risk…

RTI/MTSS for behavior helps schools to reduce 'risk'—the risk that instructional time will be lost because of behavioral issues like these…

- *There is general and prolonged confusion as students enter the classroom.*  4 minutes
- *The teacher stops instruction at several points during a lesson to reprimand problem behaviors.*  3 minutes
- *During a small-group activity, the noise level escalates until the teacher puts the class on 'time-out' to restore calm.*  2.5 minutes
- *The class is slow to transition to productive work after lunch.*  5 minutes
- *A student gets into a power struggle with the teacher about independent work.*  8 minutes

2 Powerful Ideas to Inform Today's MTSS-Behavior Training

1. Expected classroom behaviors should be taught explicitly as part of the 'open' curriculum.
2. Students usually change behaviors only after adults first change their behaviors.

Positive Behavior Interventions & Supports (PBIS)

"[School-wide] PBS is ….a prevention framework or approach that highlights the organization of teaching and learning environments for the effective, efficient, and relevant adoption and sustained use of research based-behavioral interventions for all students, especially those with serious behavior challenges." p. 228

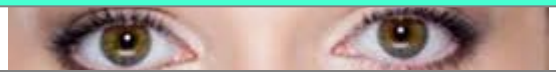
Source: Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. Exceptionality, 17, 223-237.

RTI Tier	Who Oversees?	Who is the Target?	What Supports for Students?	What Supports Needed for Teachers?
3	Intensive intervention team; case manager	Individual students	FBA-BIP (Customized intervention plans)	Demonstration of strategies Performance Feedback Intervention Integrity Check
2	TIPS Team (Team-Initiated Problem-Solving Model)	Groups of students via SWIS data	•PBIS Package: Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement •Use corrective consequences Standard Protocol Tier 2 Behavior social-emotional programs	Demonstration of strategies Performance Feedback Intervention Integrity Check
1	Schoolwide PBIS implementation team	Entire student population	PBIS Package: •Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement	Refresher on Schoolwide Behavioral expectations Strategies to manage low-level classroom issues

SWPBIS: Behavior

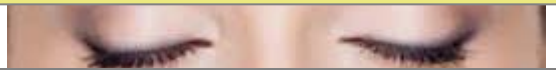
Classroom Behavior Management: Eyes Open or Eyes Shut?

Behavior Management: EYES OPEN



- Knows that classroom factors influence student behaviors.
- Seeks to establish personal relationships with all students.
- Experiments with instructional elements that boost student engagement and success.
- Views misbehavior as an opportunity to re-teach, reinforce behavioral expectations.
- Regards praise as a powerful behavior-shaping tool.
- Appreciates teacher interactions as a means to promote optimism & engagement.

Behavior Management: EYES SHUT



- Views behavior problems as mostly originating within the student ("*Apathetic*", "*Doesn't value school*").
- Fails to connect with students.
- Views praise as 'coddling'.
- Misses opportunities to select motivating elements of instruction (e.g., high-interest texts, collaborative learning).
- Associates misbehavior with punitive consequences.
- Discounts the power of teacher interactions as motivational tool.

RTI/MTSS for Behavior: The Model. What do the 3 Tiers of the RTI/MTSS-Behavior model look like?

Handout 1
pp. 3-10

RTI/MTSS for Behavior: District-Wide Planning Tool

Directions: Use this planning tool to audit your district or school RTI/MTSS system for behavioral/social-emotional support and select those priority goals that should be addressed immediately. To complete it:

- appoint a recorder.
- review each RTI/MTSS goal and rate on a scale of 0 (low) to 3 (high), the goal's current priority for your district.
- use the Discussion Notes column to record any notes from your discussion.
- when you have completed this planning tool, count up the goals with priority ratings of 2 or higher. Use this sub-set of priorities as a starting point for generating an RTI/MTSS-behavior plan for your school or district.

Tier 1: School-Wide Behavioral Expectations. The school has defined universal [illegible] staff—and trained the school community in

be taught.

☐ **[B.1.4] Reinforce Positive Behaviors.** The school adopts a building-wide system to consistently acknowledge and reinforce positive student behaviors. This system includes adoption of tokens to be distributed contingent on positive behavior (e.g., 'good behavior tickets'), a mechanism to redeem earned tokens for individual or group rewards, and linking of awarded tokens to praise for the observed positive behaviors.	Low Priority | High Priority 0.....1.....2.....3

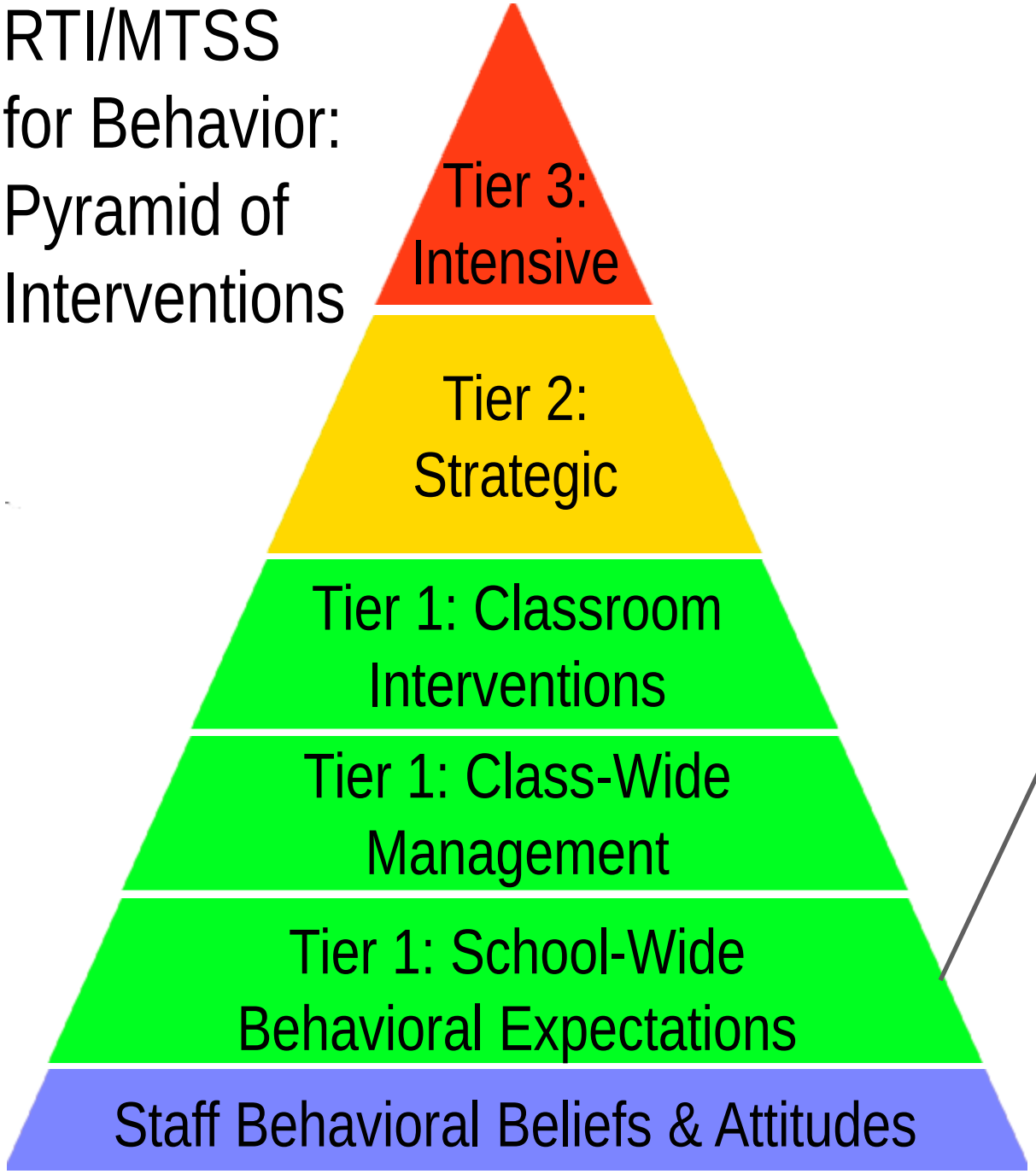
Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.1.1] Develop School-Wide Behavioral Expectations.** To establish its "behavior curriculum", the school develops a general set of universal behavioral expectations that apply in any setting.	Low Priority | High Priority 0.....1.....2.....3	

RTI/MTSS-Behavior: Quality Indicators

Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

Handout pp. 11-23

RTI for Behavior at Tier 1: Establishing a Shared Building-Wide Framework for Positive Behavior in 5 Steps

Schools implementing RTI for behavior teach appropriate behavior explicitly at Tier 1—as its own curriculum. Educators typically refer to these guidelines for conduct as "behavioral expectations". They are derived from the school community's larger values and sum up the positive attributes we wish to see displayed by all of our students.

Schools that successfully introduce a positive behavioral approach across all classrooms and settings follow a 5-step process: (1) develop school-wide behavioral expectations; (2) from those expectations, draft specific rules for classrooms and other locations; (3) teach students these behavioral expectations and rules; (4) reinforce students for displaying positive behaviors; and (5) monitor staff buy-in and behavioral outcomes across the building. Those steps are explained below:

Step 1: Develop School-Wide Behavioral Expectations. To establish its "behavior curriculum", the school first develops a general set of universal behavioral expectations that apply in any setting. This set should be:

- brief enough to be easily remembered by both students and adults. Try to limit your list to between 4 and 8 individual expectations.
- broad in focus. Because these expectations must apply across numerous situations and settings, state them in general, student-centered terms (e.g., "I take pride in my work").
- phrased in positive terms whenever possible. In crafting your expectations, state what the student is expected to do (e.g., "I concentrate on doing my best work."), rather than actions that the student should *not* do.

In framing these behavioral expectations, then, your school is establishing the foundation for your behavioral curriculum. Here are additional tips for drafting your school-wide expectations for student conduct:

- *Cover the "Big 4".* Schools can write expectations to cover any kind of behavior. The good news, however, is that expectations can be narrowed to 4 manageable categories that apply to most if not all student behaviors: (1) SCHOOLWORK: self-management and engagement in schoolwork; (2) COMPLIANCE: complying with adult directives; (3) PEER INTERACTIONS: ability to get along with and work productively with peers; and (4) RULE-FOLLOWING: obeying school rules (Farmer, Reinke & Brooks, 2014).

- *Link Expectations in an Acronym.* Since our goal is for both students and adults to easily remember your list of school-wide behavioral expectations, consider turning them into a simple, easy-to-memorize acronym if possible. Here is an example:

  S: I support my classmates. [PEER INTERACTIONS]

  O: I obey school rules. [RULE-FOLLOWING]

  A: I achieve to the best of my ability. [SCHOOLWORK]

  R: I respect my teacher and other adults. [COMPLIANCE]

Step 2: Translate School-Wide Expectations into Site-Specific Rules. Students encounter constantly changing situations and settings throughout the school day. In these different settings, they will need site-specific rules to guide their conduct. So, in this step, the school (1) identifies the range of different settings in which students are expected to function, (2) determines the adult(s) responsible for managing behavior in each of these settings, and (3) enlists these supervising adults to translate building-wide expectations for behavior into more detailed site-specific rules. Here are details about how this process unfolds:

School-Wide Behavioral Expectations: Building a Foundation: 5 Steps

Schools implementing RTI for behavior teach appropriate behavior explicitly at Tier 1—as its own curriculum.

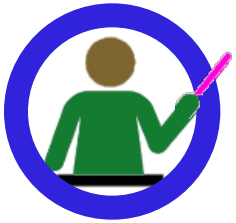
Educators typically refer to these guidelines for conduct as “behavioral expectations”.

They are derived from the school community’s larger values and sum up the positive attributes we wish to see displayed by all of our students.

RTI-Behavior at Tier 1: 5 Steps

Step 1: Develop School-Wide Behavioral Expectations.

Step 2: Translate School-Wide Expectations into Site-Specific Rules.



Step 3: Teach Expected Behaviors to Students.

Step 4: Reinforce Positive Behaviors.

Step 5: Monitor Program Implementation and Impact.

Step 1: Develop School-Wide Behavioral Expectations.

The school first develops a general set of universal behavioral expectations that apply in any setting. This set should be:

- brief enough to be easily remembered (between 4 and 8 expectations).
- sufficiently broad in focus to apply across numerous situations and settings (e.g., “I take pride in my work”).
- phrased in positive terms. State what the student is expected to do (e.g., “I concentrate on doing my best work.”), rather than actions that the student should *not* do.

Handout: p. 15

ACTIVITY: Step 1: Develop School-Wide Behavioral Expectations. PART 1: Review the list of positive 'values'. Circle those that you feel are MOST important values for your school. PART 2: Draft a set of behavioral expectations to apply across all settings at your school. Consider creating an acronym to make them easier to remember.

SCHOOLWORK: _____

_____

COMPLIANCE: _____

_____

PEER INTERACTIONS: _____

_____

RULE-FOLLOWING: _____

_____

Behavioral Expectations: "Values" Terms. Review the terms below for ideas in phrasing your set of school-wide behavioral expectations.

Acceptance	Courage	Fortitude	Making a difference	Realism	Sympathy
Accomplishment	Courtesy	Friendship	Mastery	Reason	Synergy
Accountability	Creativity	Generosity	Maturity	Reflection	Teaching
Accuracy	Credibility	Giving	Mindfulness	Reliability	Teamwork
Achievement	Curiosity	Grace	Modesty	Resilience	Thankfulness
Attentiveness	Dependability	Gratitude	Motivation	Resolution	Thoroughness
Awareness	Determination	Growth	Obedience	Resourcefulness	Thoughtfulness
Belonging	Devotion	Guidance	Openness	Respect	Tidiness
Calmness	Dignity	Happiness	Optimism	Responsibility	Tranquility
Camaraderie	Diligence	Harmony	Order	Restraint	Trustworthiness
Candor	Direction	Health	Organization	Reverence	Understanding
Capability	Discipline	Heart	Originality	Rigor	Uniqueness
Care	Discovery	Helpfulness	Partnership	Sacrifice	Unity
Carefulness	Diversity	Honesty	Patience	Sagacity	Utility
Challenge	Drive	Imagination	Passion	Satisfaction	Valor
Change	Duty	Independence	Peace	Self-control	Vigor
Charity	Effectiveness	Individuality	Perceptiveness	Selflessness	Virtue
Commitment	Efficiency	Industry	Perseverance	Self-reliance	Vision
Community	Empathy	Inquisitiveness	Persistence	Self-respect	Volunteering
Compassion	Encouragement	Insightfulness	Pleasantness	Sensitivity	Warmth
Competence	Endurance	Inspiration	Practicality	Serenity	Watchfulness
Composure	Enthusiasm	Integrity	Pragmatism	Service	Willingness
Concentration	Excellence	Inventiveness	Precision	Sharing	Wisdom
Confidence	Excitement	Involvement	Preparedness	Significance	Wonder
Connection	Expertise	Joy	Presence	Silence	Zeal
Consistency	Exploration	Judiciousness	Pride	Sincerity	
Contentment	Expressiveness	Justice	Proactivity	Skillfulness	
Continuity	Fairness	Kindness	Professionalism	Spirit	
Contribution	Fearlessness	Knowledge	Prudence	Stability	
Control	Flexibility	Leadership	Punctuality	Strength	
Cooperation	Fluency	Learning	Rationality	Success	
Cordiality	Focus			Support	

LAB WORK: ACTIVITY: Step 1: Develop School-Wide Behavioral Expectations. PART 1: Review the list of positive 'values'. Circle those that you feel are MOST important values for your school.

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Care	Discovery	Helpfulness	Partnership	Sacrifice	Unity
Carefulness	Diversity	Honesty	Patience	Sagacity	Utility
Challenge	Drive	Imagination	Passion	Satisfaction	Valor
Change	Duty	Independence	Peace	Self-control	Vigor
Charity	Effectiveness	Individuality	Perceptiveness	Selflessness	Virtue

Step 1: Develop School-Wide Behavioral Expectations.

Here are additional tips for drafting your school-wide expectations for student conduct:

Cover the "Big 4". Write your statements to match these 4 categories:

- SCHOOLWORK: self-management and engagement in schoolwork
- COMPLIANCE: complying with adult directives.
- PEER INTERACTIONS: ability to get along with and work productively with peers.
- RULE-FOLLOWING: obeying school rules

Step 1: Develop School-Wide Behavioral Expectations.

Here are additional tips for drafting your school-wide expectations for student conduct:

Link Expectations in an Acronym. Consider turning your expectations into a simple, easy-to-memorize acronym. Here is an example:

- S: I support my classmates. [PEER INTERACTIONS]
- O: I obey school rules. [RULE-FOLLOWING]
- A: I achieve to the best of my ability. [SCHOOLWORK]
- R: I respect my teacher and other adults. [COMPLIANCE]

Handout p.15

ACTIVITY: Step 1: Develop School-Wide Behavioral Expectations. PART 1: Review the list of positive 'values'. Circle those that you feel are MOST important values for your school. PART 2: Draft a set of behavioral expectations to apply across all settings at your school. Consider creating an acronym to make them easier to remember.

SCHOOLWORK: _____

_____

COMPLIANCE: _____

_____

PEER INTERACTIONS: _____

_____

RULE-FOLLOWING: _____

_____

Behavioral Expectations: "Values" Terms. Review the terms below for ideas in phrasing your set of school-wide behavioral expectations.

Acceptance	Courage	Fortitude	Making a difference	Realism	Sympathy
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Community	Empathy	Inquisitiveness	Persistence	Self-respect	Volunteering
Compassion	Encouragement	Insightfulness	Pleasantness	Sensitivity	Warmth
Competence	Endurance	Inspiration	Practicality	Serenity	Watchfulness
Composure	Enthusiasm	Integrity	Pragmatism	Service	Willingness
Concentration	Excellence	Inventiveness	Precision	Sharing	Wisdom
Confidence	Excitement	Involvement	Preparedness	Significance	Wonder
Connection	Expertise	Joy	Presence	Silence	Zeal
Consistency	Exploration	Judiciousness	Pride	Sincerity	
Contentment	Expressiveness	Justice	Proactivity	Skillfulness	
Continuity	Fairness	Kindness	Professionalism	Spirit	
Contribution	Fearlessness	Knowledge	Prudence	Stability	
Control	Flexibility	Leadership	Punctuality	Strength	
Cooperation	Fluency	Learning	Rationality	Success	
Cordiality	Focus			Support	

LAB WORK: ACTIVITY: Step 1: Develop School-Wide Behavioral Expectations. PART 2: Draft a set of behavioral expectations to apply across all settings at your school. Consider creating an acronym to make them easier to remember. (See model on handout p. 11.)

SCHOOLWORK: _____

_____

COMPLIANCE: _____

_____

PEER INTERACTIONS: _____

_____

RULE-FOLLOWING: _____

_____

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

Students encounter constantly changing situations and settings throughout the school day. Math class and the lunch-room are very different places!

So, the school must translate the general behavioral expectations into site-specific rules to guide conduct in each building location. The process unfolds in 3 stages…

- S: I support my classmates.
- O: I obey school rules.
- A: I achieve to the best of my ability.
- R: I respect my teacher and other adults.

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

1. *Identify the Range of Site-Specific Settings.* The school consults a building map, lists each space appearing on that map, and identifies each space as 'classroom' or 'common area'.
   - *Classrooms* are spaces for instruction overseen by one or more teachers.
   - *Common areas* (e.g., hallways, cafeteria) serve non-academic functions for students across the school.

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

2. *Determine Who Manages Behavior in Each Setting.* The school next lists the adults responsible for behavior management in each of the classroom or common-area settings.

   – In common areas where supervision changes in shifts, the school can list supervising personnel by shift.

   – In common areas where supervision is fluid (e.g., hallways) the school may identify all staff as potential behavior managers.

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

Location	Supervising Staff	Time [Optional]	Location	Supervising Staff	Time [Optional]
Cafeteria	Principal, Assistant Principal, Psychologist, Lunch Monitors	11:00 am-1:15 pm	Classrooms-Grade 5	Abel, Smith, Renard, LaBelle	

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Handout p. 16

ACTIVITY: Step 2: Translate School-Wide Expectations into Site-Specific Rules. List the separate classroom and common-area locations in your school. For each entry, record location, supervising staff, and [optionally] the time(s) when the location is used. Remember to include hallways and special-area classrooms. See examples below:

Location	Supervising Staff	Time [Optional]	Location	Supervising Staff	Time [Optional]
Cafeteria	Principal, Assistant Principal, Psychologist, Lunch Monitors	11:00 am-1:15 pm	Classrooms-Grade 5	Abel, Smith, Renard, LaBelle	

Location	Supervising Staff	Time [Optional]	Location	Supervising Staff	Time [Optional]

LAB WORK: ACTIVITY: Step 2: Translate School-Wide Expectations into Site-Specific Rules. List the separate classroom and common-area locations in your school. For each entry, record location, supervising staff, and [optionally] the time(s) when the location is used. Remember to include hallways and special-area classrooms.

Location	Supervising Staff	Time [Optional]	Location	Supervising Staff	Time [Optional]

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

3. *Enlist Supervising Adults to Create Specific Rules*. Adults responsible for managing students in various settings will translate the general, building-level behavioral expectations into site-specific rules.

   For example, a 5th-grade teacher or cafeteria lunch monitor will translate "I respect my teacher and other adults" into specific rules describing what "respect" looks like for their respective settings.

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

3. *Enlist Supervising Adults to Create Specific Rules (Cont.)*. Rule-sets for both classrooms and common areas should be:
   - few in number (e.g., between 4 and 8)
   - stated in simple, clear language, and
   - framed whenever possible as desired behaviors rather than as behaviors to avoid.

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

3. *Enlist Supervising Adults to Create Specific Rules (Cont.)*. Here are additional considerations:
   - Teachers at each grade level should work together to create consistency in classroom rules.
   - Special-area teachers (e.g., physical education, art, music, etc.) will typically generate their own rules to accommodate their unique activities, spaces, and materials.
   - In common areas (e.g., cafeteria), support staff who help to maintain order should assist in generating behavioral rules.
   - In areas overseen by *all* adults (e.g., hallways), feedback from the entire staff is used to establish rules of conduct.

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ACTIVITY: Step 2: Translate School-Wide Expectations into Site-Specific Rules. Take one or more of the school-wide behavioral expectations you created (Step 1) and translate them below into site-specific rules for a typical classroom in your school.

School-Wide Expectation 1: Schoolwork: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

School-Wide Expectation 2: Compliance: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

School-Wide Expectation 3: Peer Interactions: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

School-Wide Expectation 4: Rule-Following: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

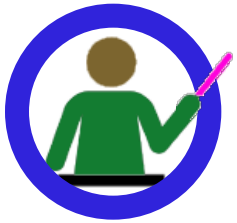
LAB WORK: ACTIVITY: Step 2: Translate School-Wide Expectations into Site-Specific Rules. Take one or more of the school-wide behavioral expectations you created (Step 1) and translate them below into site-specific rules for a classroom or other setting.

School-Wide Expectation 1: Schoolwork: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

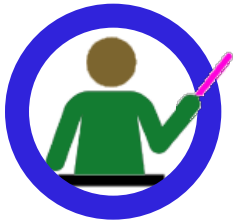


Step 3: Teach Expected Behaviors to Students.

The school-wide behavioral expectations and site-specific rules represents a sizable and explicit behavioral curriculum.

Because students must master behavior rules for a variety of settings, the initial instruction of rules across the building should be coordinated and completed within a week.

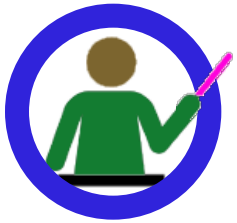
- *Building-Wide Introduction.* As a kick-off to this behavioral training, the collection of school-wide behavioral expectations can be efficiently presented in a multi-grade assembly.



Step 3: Teach Expected Behaviors to Students.

Site-Specific Rules Training. Rules for each location will then be presented in a lesson plan by the educators overseeing those spaces.

- The educator describes and demonstrates each rule & connects it to the relevant school-wide behavioral expectation.
- For example, a teacher may present the class rule: "I raise my hand to be recognized before answering a question." The teacher then links that class rule to the school-wide behavioral expectation: "I respect my teachers and other adults."
- The educator next reviews examples of student behavior that conform to the site-specific rule, then asks students to give additional examples.



Step 3: Teach Expected Behaviors to Students.

Site-Specific Rules Training (Cont.). To sustain behavioral learning after the initial training:

- The educator reviews rules on a daily basis until students can clearly and easily identify them.
- Both the school-wide and site-specific rules are posted in every setting for easy reference.
- After the initial training, the educator reinforces the rule-set by frequently acknowledging and praising students who observe the rules, citing their positive behavior in specific terms.

Step 4: Reinforce Positive Behaviors.

Once behavioral expectations and rules are taught, educators will want to regularly acknowledge and reinforce positive behaviors.

While reinforcement of behaviors could be left to individual teachers, schools are likely to see greater impact when they coordinate a consistent, building-wide reinforcement system consisting of praise, positive-behavior tickets, and rewards:

Step 4: Reinforce Positive Behaviors.

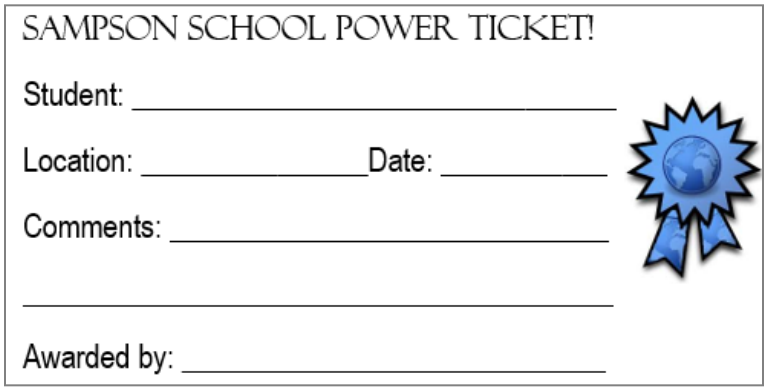
- *Give Praise.* At a minimum, staff should use frequent praise that describes the positive behavior observed and links it to the relevant rule.

  These praise statements function as a positive coaching tool, as they highlight exemplary student performance.

  Because students find praise reinforcing, its regular use will accelerate their adoption of positive behavior.

Step 4: Reinforce Positive Behaviors.

- *Award Tickets/Rewards.* While optional, schools can increase student investment in a positive-behavior program through use of a school-wide ticket/reward system:



1. Create Positive-Behavior Tickets. The school designs paper slips ("tickets") to be awarded to students recognized for positive behaviors. The tickets can include blanks for the adult to write in the student name, time, location, and/or an account of the positive behavior that was observed.

Step 4: Reinforce Positive Behaviors.

- *Award Tickets/Rewards (Cont.).*

2. Train Staff to Use Behavior Tickets. Adults throughout the school receive a supply of tickets to award for exemplary behavior. When awarding a ticket, the adult is trained to:
   - praise the student
   - explicitly name the behavior that earned the ticket, and
   - connect that behavior to the rule/behavioral expectation that it supports.

   Adults are also given a recommended quota of tickets to award within a class period or school day.

Step 4: Reinforce Positive Behaviors.

- *Award Tickets/Rewards (Cont.).*

3. Link Tickets to Reinforcement. Each classroom will have a system for tickets to be redeemed for rewards. Staff can develop rewards to fit their circumstances.
   - For example, a classroom teacher may promise extra recess when the class earns a certain number of tickets. Daily ticket totals are plotted on a class graph. Once the goal is reached, the teacher selects a new prize activity.
   - Or a special-area instructor may award tickets during classes, deposit all earned tickets in a jar, and at the end of class draw one or more tickets for prizes.
   - Students awarded tickets in common area (e.g., hallways) can add them to their class ticket total.

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ACTIVITY: Step 4: Reinforce Positive Behaviors. This step requires that school staff consistently recognize, acknowledge, and reinforce positive behaviors through praise, awarding of positive-behavior tickets, and delivery of earned rewards.

What are possible obstacles in your school to the timely, regular, and consistent reinforcement of positive behaviors? For each obstacle, what are solutions?

School-Wide Reinforcement of Positive Behaviors	
Obstacle	Solutions

- LAB WORK: ACTIVITY: Step 4: Reinforce Positive Behaviors. This step requires that school staff consistently recognize, acknowledge, and reinforce positive behaviors through praise, awarding of positive-behavior tickets, and delivery of earned rewards.

- What are possible obstacles in your school to the timely, regular, and consistent reinforcement of positive behaviors? For each obstacle, what are solutions?

School-Wide Reinforcement of Positive Behaviors	
Obstacle	Solutions

Step 5: Monitor Program Implementation and Impact.

The final step in rolling-out your "behavioral curriculum" is to evaluate implementation and positive impact.

Staff Implementation. Your program's success depends on adults supervising locations to carry out the correct procedures.

Staff implementation can be measured directly through observation—for example, viewing cafeteria personnel's instructing a 5th graders in expected lunch-room behaviors.

Staff participation in the program can also be monitored by collecting daily tallies from each supervised school location of the number of positive-behavior tickets awarded.

Step 5: Monitor Program Implementation and Impact.

Program Impact. The goal for positive behavior program is that student academic performance will increase as behavioral interruptions to classroom instruction decrease.

- The school can monitor data on Office Disciplinary Referrals (ODRs) to judge whether the teaching and reinforcement of positive behaviors results in fewer students being removed from the classroom.

Handout
pp. 19-23

ACTIVITY: Create an Action Plan. Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school. For an explanation of what each step entails, review the guide *RTI for Behavior at Tier 1: Establishing a Shared Building-Wide Framework for Positive Behavior in 5 Steps.*

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

Step 1: Develop School-Wide Behavioral Expectations.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

- LAB WORK: ACTIVITY: Create an Action Plan. Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school.

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

Step 1: Develop School-Wide Behavioral Expectations.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				

- LAB WORK: ACTIVITY: Create an Action Plan. Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school.

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				

- LAB WORK: ACTIVITY: Create an Action Plan. Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school.

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

Step 3: Teach Expected Behaviors to Students.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				

- LAB WORK: ACTIVITY: Create an Action Plan. Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school.

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

Step 4: Reinforce Positive Behaviors.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				

- LAB WORK: ACTIVITY: Create an Action Plan. Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school.

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

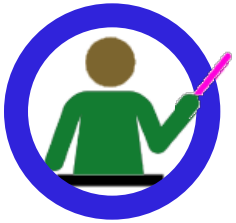
Step 5: Monitor Program Implementation and Impact.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				

RTI-Behavior at Tier 1: 5 Steps

Step 1: Develop School-Wide Behavioral Expectations.

Step 2: Translate School-Wide Expectations into Site-Specific Rules.



Step 3: Teach Expected Behaviors to Students.

Step 4: Reinforce Positive Behaviors.

Step 5: Monitor Program Implementation and Impact.

RTI/MTSS-Behavior Needs Assessment.

What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?

Handout 1
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RTI/MTSS for Behavior and Social-Emotional Concerns (RTI/MTSS-B): School / District Needs Assessment

Directions: Review these 10 behavioral challenges. Select up to 4 that you believe are of greatest concern in your school/district. Rank your selected challenges in descending order of importance (e.g., great challenge = "1", etc.)

Ranking	Behavioral Challenge	NOTES
	1. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.	
	2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for substantial number of learners.	
	3. **Disruptive Classroom Behavioral Climate.** Problem behaviors across classrooms commonly interfere with effective instruction.	
	4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention resources.	
	5. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."	
	6. **Limited Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.	
	7. **No Decision Rules for Behavioral 'Non-Responders'.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require more intensive RTI/MTSS or special education services.	
	8. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'proactive/ positive' viewpoints about how to manage student misbehavior.	
	9. **Variability of Behavior-Management Skills.** Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of--and/or willingness to implement--positive behavior management practices.	
	10. **'System' Breakdowns in Supporting Students with Intensive Needs.** For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.	

Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges

- Schools have limited resources to implement RTI/MTSS for behavioral and social-emotional issues.

  They should, therefore, conduct an RTI-Behavior **needs assessment** to better understand what goals to work toward, how to allocate their limited resources, and how to prioritize their efforts.

Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges

1. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.
2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for substantial number of learners.
3. **Disruptive Classroom Behavioral Climate.** Problem behaviors across classrooms commonly interfere with effective instruction.

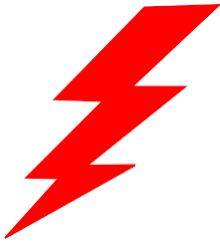
Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)

4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention res
5. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."
6. **No Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.

Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)

7. **No Decision Rules for Behavioral 'Non-Responders'.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require more intensive RTI/MTSS or special education services.
8. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'proactive/ positive' viewpoints about how to manage student misbehavior.

Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)



9. **Variability of Behavior-Management Skills.** Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of--and/or willingness to implement--positive behavior management practices.
10. **'System' Breakdowns in Supporting Students with Intensive Needs.** For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.

Activity: Behavior Needs Assessment

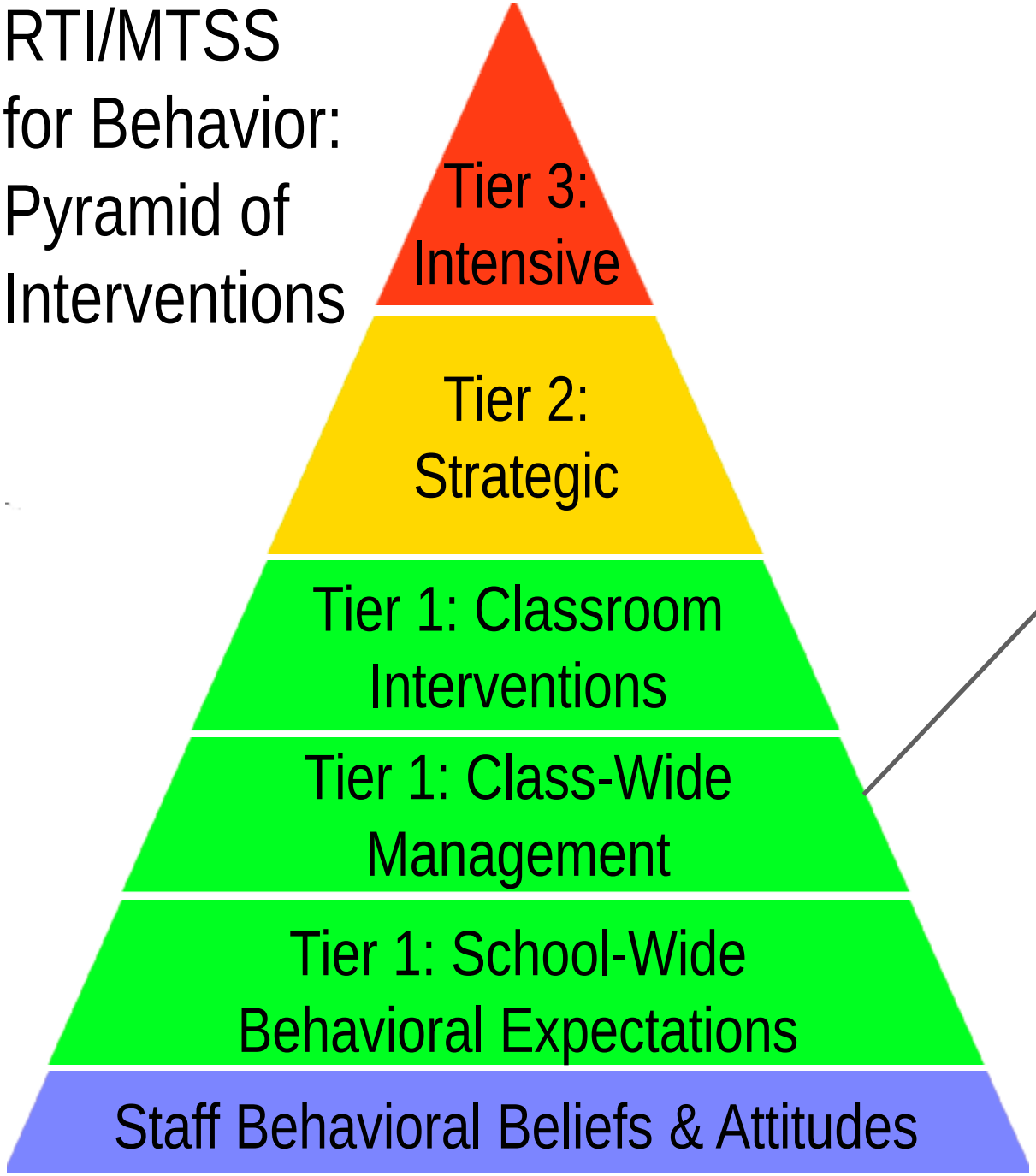
- Review these 10 items from your school/district behavioral needs assessment (p. 48).
- Select up to 4 items from this list that you feel MOST impact your school or district.
- Rank your choices in descending order of importance (e.g., greatest challenge ="1", etc.).

Behavioral Needs-Assessment Items:

1. Motivation
2. Bullying
3. Disruptive Classroom Behavioral Climate
4. High-Amplitude Behaviors
5. Vague Descriptions of Student Problems
6. Limited Data on Behavioral Interventions
7. No Decision Rules for Behavioral 'Non-Responders'.
8. Differing Philosophies about Behavior Management
9. Variability of Behavior-Management Skills
10. 'System' Breakdowns in Supporting Students with Intensive Needs

Tier 1: Class-Wide Management. What checklist can help teachers to build an 'intervention pathway' that promotes effective classroom management?

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

Handout pp. 25-30

This resource can be used for teacher training and as a framework for classroom coaching.

Tier 1: Class-Wide Management: MTSS-Behavior Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an 'intervention pathway' that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

---

1. **Behavioral Expectations**. Students receive explicit training and guidance in expected classroom behaviors--to include:

☐ **[1.1] Teaching Behavioral Expectations.** Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

☐ **[1.2] Posting Positive Classroom Rules.** The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

☐ **[1.3] Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:

- Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
- Assigning and collecting homework and classwork
- Transitioning students efficiently between activities
- Independent seatwork and cooperative learning groups
- Students leaving and reentering the classroom
- Dismissing students at the end of the period

---

2. **Instruction That Motivates**. Academic instruction holds student attention and promotes engagement--to include:

☐ **[2.1] Delivering Effective Instruction.** The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):

- *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
- *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
- *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.

Tier 1: Class-Wide Management: Foundation

Well-managed classrooms are built on a foundation that includes:

5. Individual Behavior Management

4. Student Relationships

3. Group Behavior Management

2. Instruction That Motivates

1. Behavioral Expectations

1. Behavioral Expectations

Students receive explicit training and guidance in expected classroom behaviors--to include:

1. Behavioral Expectations

- [1.1] Teaching Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis.

1. Behavioral Expectations

- [1.2] Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed.

1. Behavioral Expectations

- [1.3] Training Students in Basic Class Routines. The teacher has clearly established routines to deal with common classroom activities. These routines include:
  - engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
  - assigning and collecting homework and classwork
  - transitioning students efficiently between activities
  - independent seatwork and cooperative learning groups
  - students leaving and reentering the classroom.

2. Instruction That Motivates

Academic instruction holds student attention and promotes engagement--to include:

2. Instruction That Motivates

- [2.1] Delivering Effective Instruction. The teacher's lesson and instructional activities include these components:
  - *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
  - *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
  - *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.

2. Instruction That Motivates

- [2.2] Maintaining a Brisk Pace of Instruction. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during roll-taking or transitioning between activities) when student misbehavior can start.

2. Instruction That Motivates

- **[2.3] Giving Clear Directions.** When delivering directions to the class, the teacher uses strategies that increase the likelihood that all students hear and clearly understand them.

  For large groups, such strategies might include using a general alerting cue (e.g., 'Eyes and ears on me') and ensuring group focus before giving directions. Multi-step directions are posted for later student review. For individual students, the teacher may make eye contact with the student before giving directions and ask the student to repeat those directions before starting the assignment.

2. Instruction That Motivates

- **[2.4] Offering Student Choice.** The teacher provides the class or individual students with appropriate choice- opportunities when completing in-class academic tasks.

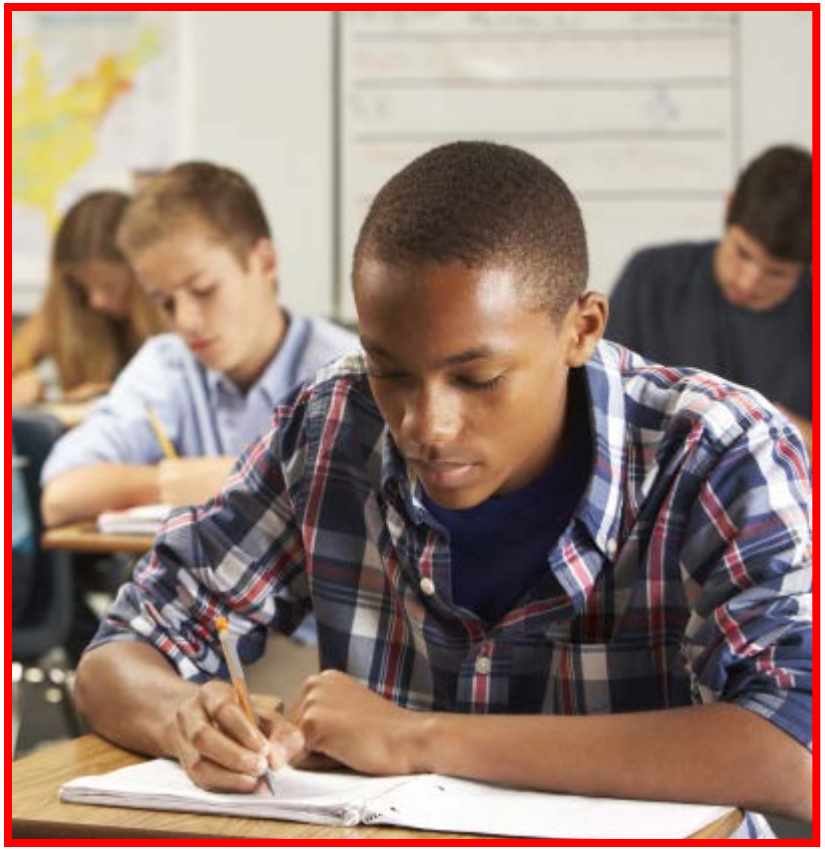
  Offering choice options to students can increase academic motivation and focus while reducing problem behaviors. Examples include allowing students to choose (1) an assignment from among two or more alternative, equivalent offerings; (2) what books or other materials are to be used to complete an assignment; (3) who to work with on a collaborative task.

2. Instruction That Motivates

- [2.5] Avoiding Instructional 'Dead Time'. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during attendance-taking or transitioning between activities) when student misbehavior can start.

3. Group Management

The teacher uses active, positive techniques to manage the classroom--to include:



3. Group Behavior Management

- **[3.1] Employing Effective Verbal Commands.** The teacher delivers clear directives to students that (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one directive at a time and appropriately paced to avoid confusing or overloading students.

  These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.

3. Group Behavior Management

- [3.2] **Providing Active Supervision.** The teacher frequently moves through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task. As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors , and praises examples of appropriate student behavior.

3. Group Behavior Management

- [3.3] Using Group Prompts to Hold Attention. The teacher gives brief reminders of expected behaviors at the 'point of performance'—the time when students will most benefit from them.

  To prevent student call-outs, for example, a teacher may use a structured prompt such as: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student."

4. Student Relationships

The teacher uses strategies to promote in students a sense of classroom connection and belonging--to include:

4. Student Relationships

- **[4.1] Greeting Students at the Classroom Door.** A personalized greeting at the start of a class period can boost class levels of academic engagement. The teacher spends a few moments greeting each student by name at the classroom door at the beginning of class.

4. Student Relationships

- **[4.2] Shaping Behavior Through Praise.** The teacher praises the student in clear, specific terms whenever the student engages in that behavior.

  The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.

4. Student Relationships

- [4.3] Maintaining a High Rate of Positive Interactions Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).

Handout pp. 25-27

Tier 1: Class-Wide Management: MTSS-Behavior Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an 'intervention pathway' that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

---

1. Behavioral Expectations. Students receive explicit training and guidance in expected classroom behaviors--to include:

☐ **[1.1] Teaching Behavioral Expectations.** Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

☐ **[1.2] Posting Positive Classroom Rules.** The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

☐ **[1.3] Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:

- Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
- Assigning and collecting homework and classwork
- Transitioning students efficiently between activities
- Independent seatwork and cooperative learning groups
- Students leaving and reentering the classroom
- Dismissing students at the end of the period

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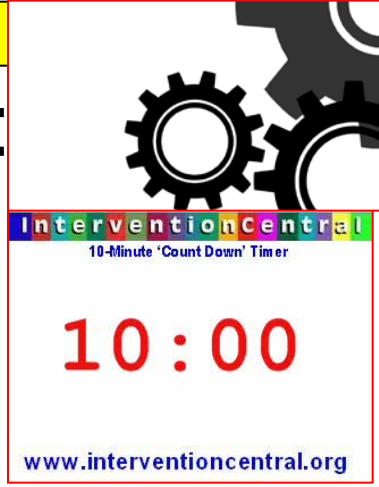
2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:

☐ **[2.1] Delivering Effective Instruction.** The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):

- *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
- *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
- *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.



PART 1: Tier 1: Class-Wide Management: Which Practices Require More Training?

1. Look over the behavior-management practices in the first 4 sections of the Class-Wide Management handout (pp. 25-27): *1. Behavioral Expectations; 2. Instruction That Motivates; 3. Group Behavior Management; 4. Student Relationships.*
2. Identify up to **3 practices** your group believes will require extra support (e.g., training, modeling, coaching) to ensure that teachers use them optimally.
3. For each selected practice, list the type(s) of training support you think might be helpful for teachers.

5. Individual Behavior Management

The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:

Handout
pp. 27-28

4. **Student Relationships**. The teacher uses strategies to promote in students a sense of classroom connection and belonging--to include:

☐ **[4.1] Greeting Students at the Classroom Door.** A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007). The teacher spends a few moments greeting each student by name at the classroom door at the beginning of class.

☐ **[4.2] Shaping Behavior Through Praise.** To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior (Kern & Clemens, 2007). The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.

☐ **[4.3] Maintaining a High Rate of Positive Interactions** Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).

5. **Individual Behavior Management**. The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:

☐ **[5.1] Giving Pre-Corrections as Behavioral Reminders.** The teacher heads off a problem behavior by proactively prompting or reminding the student to show appropriate behaviors (De Pry & Sugai, 2002). Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-corrects' by reminding the student of appropriate behavioral expectations.

☐ **[5.2] Emphasizing the Positive in Teacher Requests.** Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won't help you with your assignment until you return to your seat."). When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance (Braithwaite, 2001).

☐ **[5.3] Asking Open-Ended Questions to Understand the Problem.** The teacher asks neutral, open-ended questions to collect more information before responding to a student who is upset or appears confrontational (Lanceley, 1999). The teacher can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions (e.g., "What do you think made you angry when you were talking with Billy?"). Teachers should avoid asking 'why" questions because they can imply that the teacher is blaming the student.

☐ **[5.4] Keeping Responses Calm and Brief.** The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief (Sprick, Borgmeier, & Nolet, 2002; Walker &

5. Individual Behavior Management

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  Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-corrects' by reminding the student of appropriate behavioral expectations.

5. Individual Behavior Management

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5. Individual Behavior Management

- [5.4] Keeping Responses Calm and Brief. The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief.

  The teacher avoids getting 'hooked' into a discussion or argument with that student. Instead the teacher repeats the request calmly and—if necessary-- imposes a pre-determined consequence for noncompliance.

5. Individual Behavior Management

- **[5.5] Accessing an Array of Supportive Responses to Problem Behavior.** The teacher employs a continuum of ascending positive-behavior responses when problem student behaviors occur, such as:

1. give a non-verbal reminder
2. give a verbal reminder
3. offer assistance or modify the task
4. provide a safe space for de-escalation.

5. Individual Behavior Management

- [5.6] Selecting Behavior Management Strategies Matched to Student Need. The teacher is able flexibly to match behavior management strategies to the needs of specific students, demonstrating their understanding that one type of intervention strategy cannot be expected to work with all learners.

5. Individual Behavior Management

- **[5.7] Employing Negative Consequences Sparingly.** The teacher makes limited use of 'contingent' (negative) consequences to reduce inappropriate behavior.

  The instructor accesses negative consequences only after first (a) trying supportive consequences, and (b) ruling out explanations for the misbehavior that lie beyond the student's control (e.g., a skill deficit prevents the student from showing the desired replacement behavior).

5. Individual Behavior Management

- [5.8] Documenting Classroom Removals. Students may be removed from the classroom for disciplinary reasons or to help them to calm down or deescalate problem behaviors.

  All classroom removals are recorded, including information such as date and time/duration of the removal and a brief narrative of the event.

5. Individual Behavior Management

- **[5.9] Holding 'Reentry' Conferences**. Soon after any significant in-class incident of student non-compliance, defiance, or confrontation, the teacher makes a point to meet with the student individually to discuss the behavioral incident, identify the triggers in the classroom environment that may have led to the problem, and brainstorm with the student to create a plan to prevent the reoccurrence of such an incident.

  Throughout this conference, the teacher maintains a supportive, positive, polite, and respectful tone.

Handout
Worksheet
p. 30

Tier 1: Class-Wide Management: Estimate Teacher Implementation

Directions: Review the 9 'capacity-building' elements of individual behavior management below. For each item, estimate the **percentage** of classrooms in your school that you believe consistently use it in their behavior management.

1. **Individual Behavior Management.** The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:

[5.1] Giving Pre-Corrections as Behavioral Reminders.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.2] Emphasizing the Positive in Teacher Requests.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.3] Asking Open-Ended Questions to Understand the Problem.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.4] Keeping Responses Calm and Brief.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.5] Accessing an Array of Supportive Responses to Problem Behavior.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.6] Selecting Behavior Management Strategies Matched to Student Need.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.7] Employing Negative Consequences Sparingly.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.8] Documenting Classroom Removals.

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

[5.9] Holding 'Reentry' Conferences.

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Tier 1: Class-Wide Mgt: Estimate Teacher Implementation

- **Directions:** Review the 9 'capacity-building' elements of individual behavior management below. For each item, estimate the percentage of classrooms in your school that you believe consistently use it in their behavior management. (See pp. 27-28 for full explanation of elements.)

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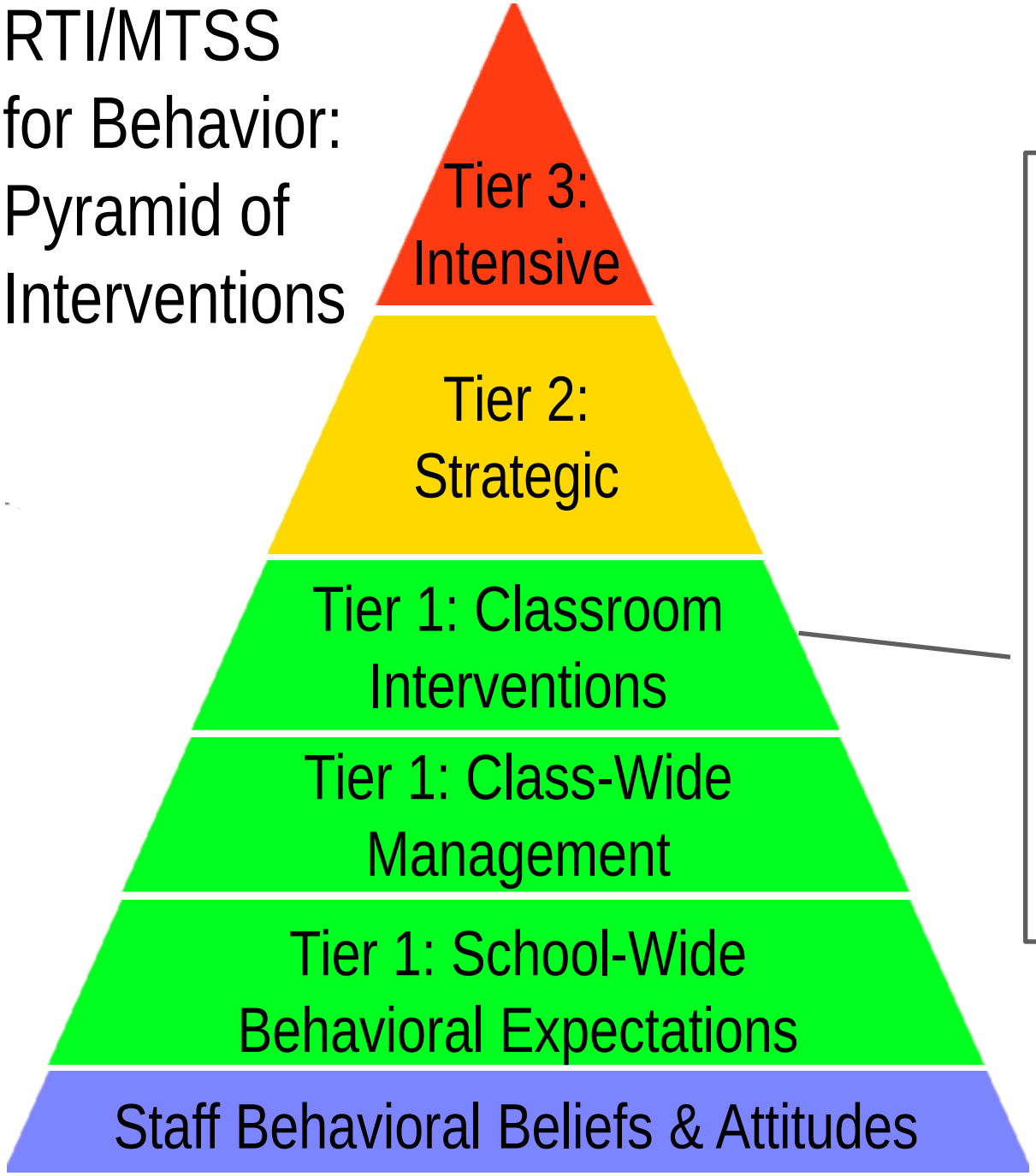
Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

RTI/MTSS for Behavior: Pyramid of Interventions



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Tier 1/Classroom Support Plan: 4-Step Flowchart

1. IDENTIFY. The teacher identifies in clear & specific terms 1-2 academic or behavioral areas in which the student needs classroom intervention support.

2. PLAN. The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. MONITOR. The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. CHECK UP. The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

RTI Files

Russell

Problem:
Attendance and preparedness

Intervention:
Learning Contract

RTI Files

- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.
- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **learning contract**.

Learning Contracts: Put Student Promises in Writing…

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Mr. Rappaport	Russell B.	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contracts: Put Student Promises in Writing…

Benefits. Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

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Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

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Learning Co

Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

ntract: Science 10

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Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Name:	Russell B.	Teacher:	Mr. Rappaport	Class/Course:	Science 10	Date:	Feb 4, 2018

Russell B: Success Contract: Science 10

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Student Responsibilities

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1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, note assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course.

Sign-Offs

Mr. Rappaport	Russell B.	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

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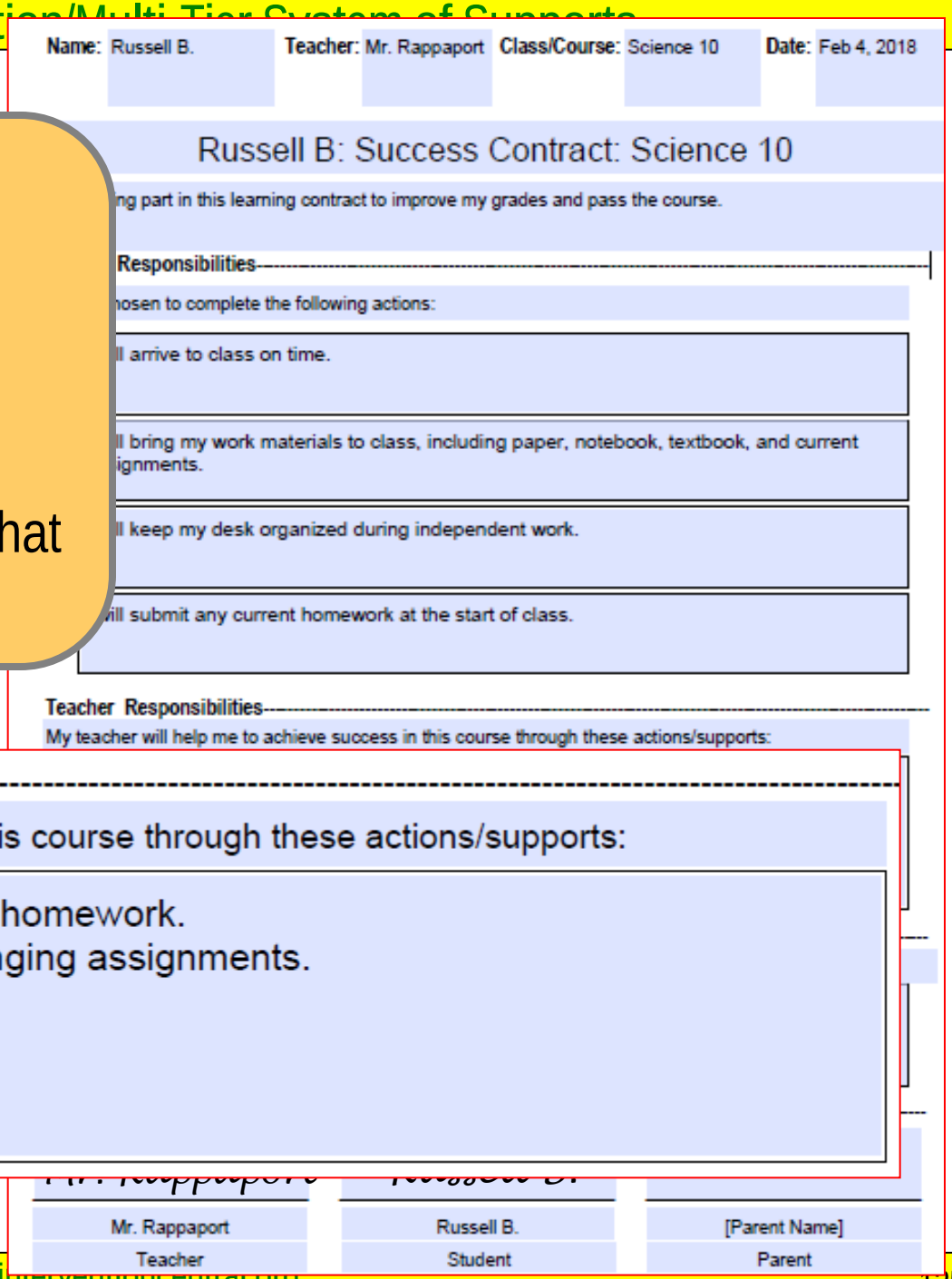
Teacher	Student	Parent

Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.



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Russell B: Success Contract: Science 10

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Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

Mr. Rappaport — Teacher

Russell B. — Student

[Parent Name] — Parent

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

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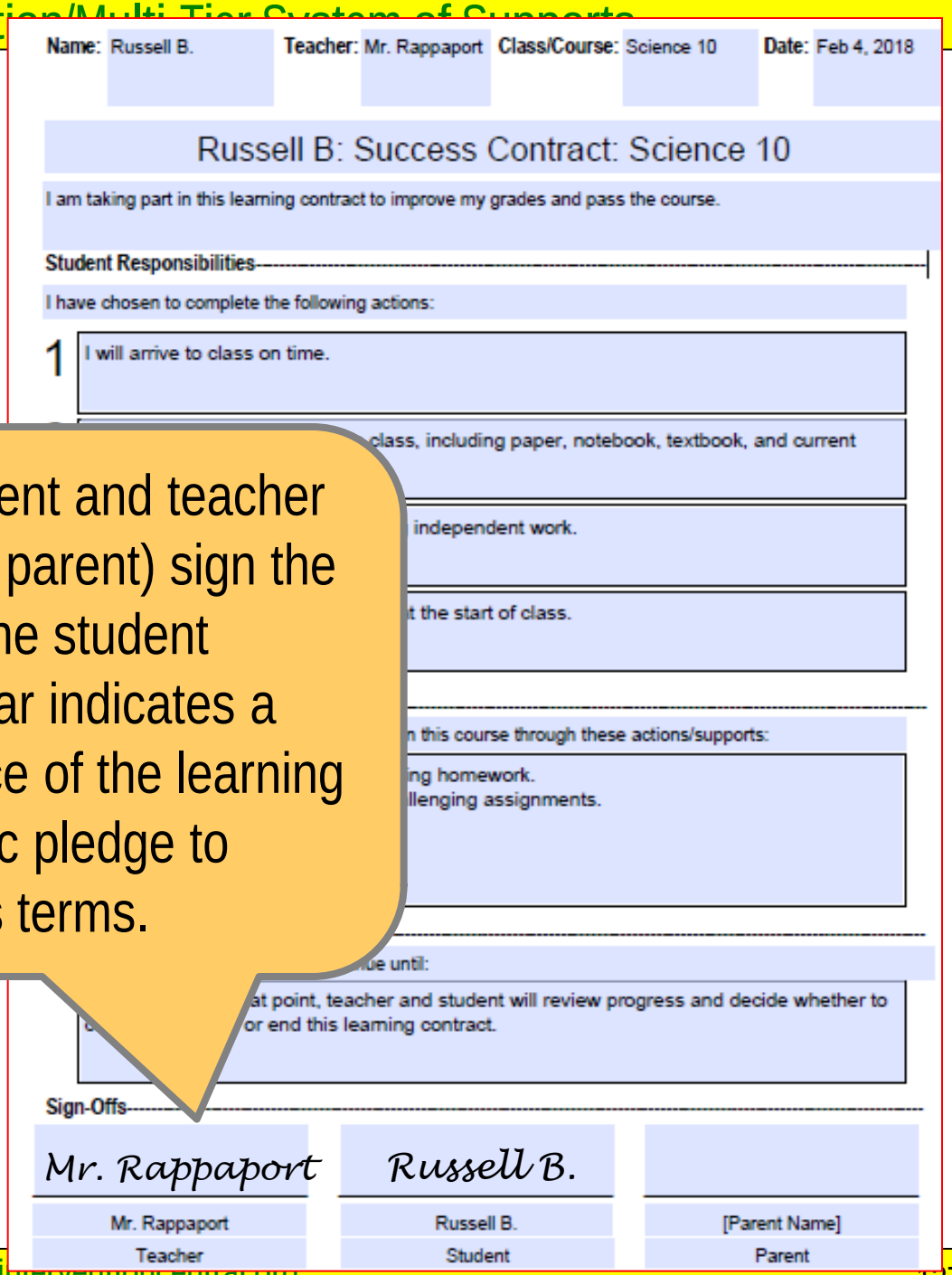

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at point, teacher and student will review progress and decide whether to
or end this learning contract.

Sign-Offs

Mr. Rappaport — Teacher

Russell B. — Student

[Parent Name] — Parent

Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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Sign-Offs

Mr. Rappaport	Russell B.	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

RTI Files

- **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0— so Russell can earn a maximum of 4 points per day.

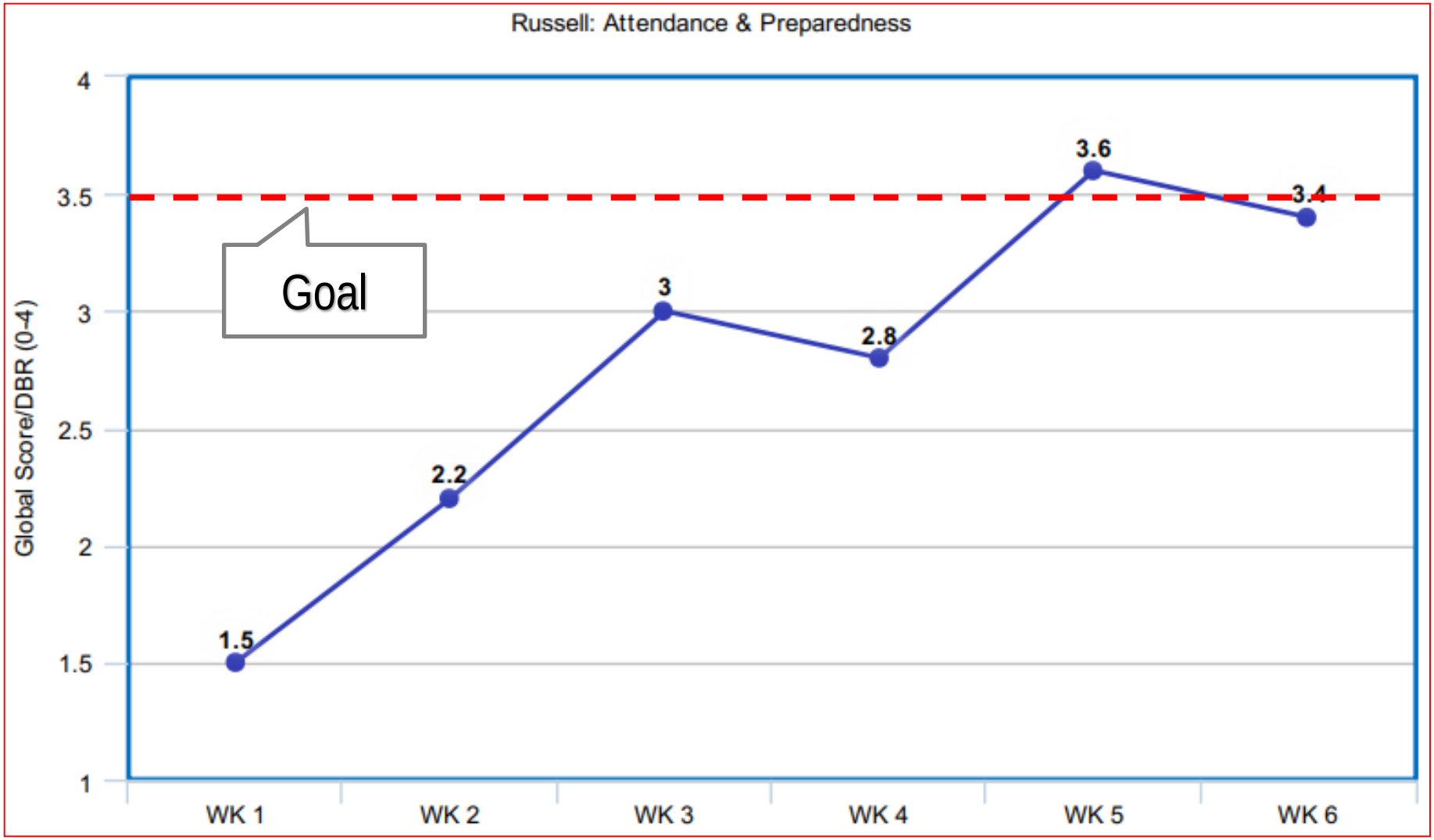
Russell was on-time to science class.

❑ YES ❑ NO

To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.

RTI Files

Russell: Grade 10: Attendance & Preparedness



RTI Files: Take-Away

- **Learning Contracts** are a great tool to record the outcome of parent conferences.

  The list of strategies coming out of teacher/parent conferences to help a struggling learner are likely to qualify as 'RTI plans'—but only if they are written down. The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.

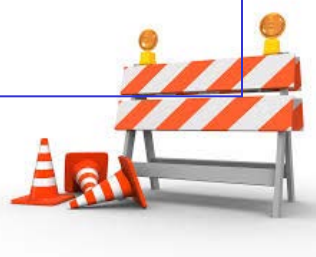
ROADBLOCKS: Tier 1: Individual Classroom Behavioral Interventions

Consultant Support: Teachers do not have easy access to behavioral consultants for help when creating classroom plans.

Intervention Bank: Teachers do not have a collection of research-based behavior intervention ideas ('intervention bank') to review.

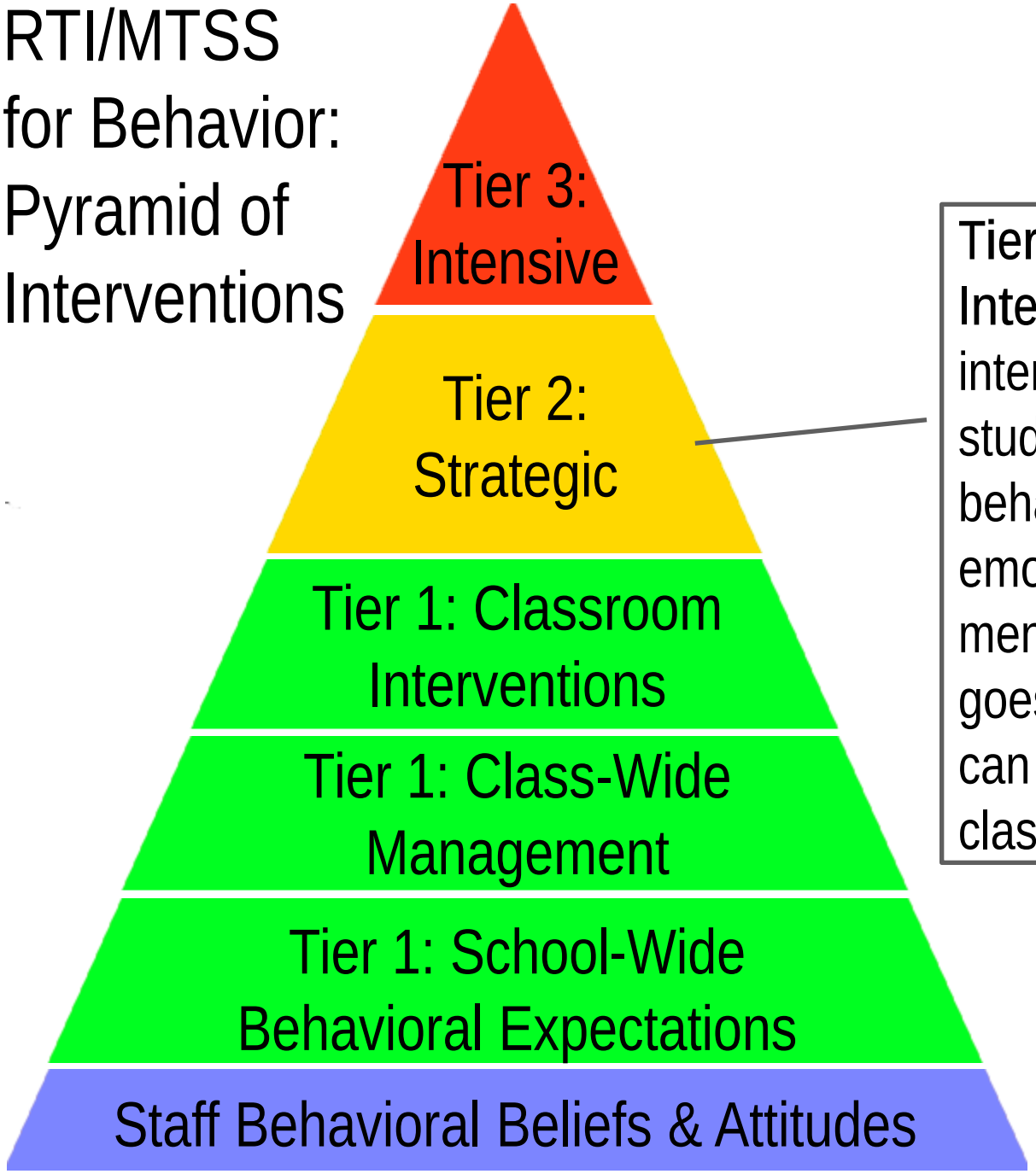
Documentation: Teachers do not write down their intervention plans, preventing them from sharing the plans and outcomes with other school stake-holders.

Multiple Staff: When several staff implement the same behavior-intervention plan for a single student, they are inconsistent in carrying out that plan.



Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support that goes beyond that which can be provided in the classroom. Tier 2 interventions are often 'standard-protocol' programs that match common student intervention needs in a school.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

Handout 1:
pp. 31-33

MTSS-Behavior: Selecting Programs to Provide Tier 2/Strategic Support

Schools implementing MTSS for behavior will want to establish several intervention options at Tier 2 for those students whose emerging behavioral for social/emotional concerns negatively important aspect(s) of their school experience. Students targeted for MTSS Tier 2 interventions show current evidence of problem behaviors and/or negative social/emotional symptoms that impact school success but have manageable mental-health needs that can still be appropriately addressed through efficient 'standard-treatment' approaches such as social-skills training or mentoring. The goal of Tier 2 services is to address students' emotional difficulties to permit them eventually to drop back to Tier 1/school-wide supports— rather than escalating to require Tier 3 resource-intensive, individual treatment plans (Mitchell et al., 2011).

A building-wide system of Tier 2 social-emotional/behavioral assistance offers intervention options that students can access quickly (e.g., within 1-2 weeks of referral), use data periodically to determine which students should enter or exit Tier 2 services, and are able to accommodate up to 10-15 percent of the school population in Tier 2 programming at any one time (Mitchell et al., 2011).

Schools used a variety of sources to identify students who qualify for Tier 2 services, including Office Disciplinary Referrals (ODRs), attendance, grades, teacher/administrator referrals, and brief norm-referenced behavior-rating questionnaires (Mitchell et al, 2011; Rodriguez et al, 2016).

Below are descriptions of 5 types of support most frequently defined by schools as Tier 2 MTSS-behavioral services. For each of the program options listed, it is expected that students will be taught behavioral expectations and given opportunities to practice desired behaviors with adult performance feedback. Furthermore, parents should receive regular communications about their child's Tier 2 progress (Rodriguez et al, 2016).

Behavior Education Program/Check In-Check Out

Description. The Behavior Education Program/Check In-Check Out (CICO) connects at-risk students to assigned educators. CICO includes individualized student contact, behavior training, data collection, and parent communication (Mitchell et al, 2011). The student starts and ends each day by briefly checking in with their CICO educator contact. During the day, teachers working with the student complete a progress report rating that student's classroom behaviors. A goal of CICO is consistently to teach and reinforce positive student behaviors.

Considerations. When selecting educators to serve as CICO contacts, schools should strive to recruit adults who project warmth and caring.

Resource. Responding to Problem Behaviors in Schools: The Behavior Education Program is an excellent manual written by the BEP/CICO program creators and available through booksellers (ISBN-13: 978-1606236000).

Mentoring

Description. School-based mentoring programs match educators or other adult volunteers with at-risk children or youth. Through the mentoring relationship, the mentor can help the student to avoid risky activities or behaviors and to increase school engagement. In a typical mentoring relationship, the mentor and student meet for about an hour per week, during or after school (Bernstein et al., 2009).

Considerations. A mentoring program is most likely to be successful when the school (1) designs it to meet the needs of a specific student risk profile (e.g., academic disengagement), (2) trains mentors in techniques to build effective relationships with their mentees, (3) makes available a welcoming space and activity materials (e.g.,

Supplemental Behavioral Interventions

Guiding Points for Educators…

- Tier 2 behavioral/social-emotional interventions should be efficient to deliver, matched to student needs, and monitored for effectiveness.
- Schools should inventory their Tier 2 behavior services to ensure that they are research-based and adequately address the needs of the student population.

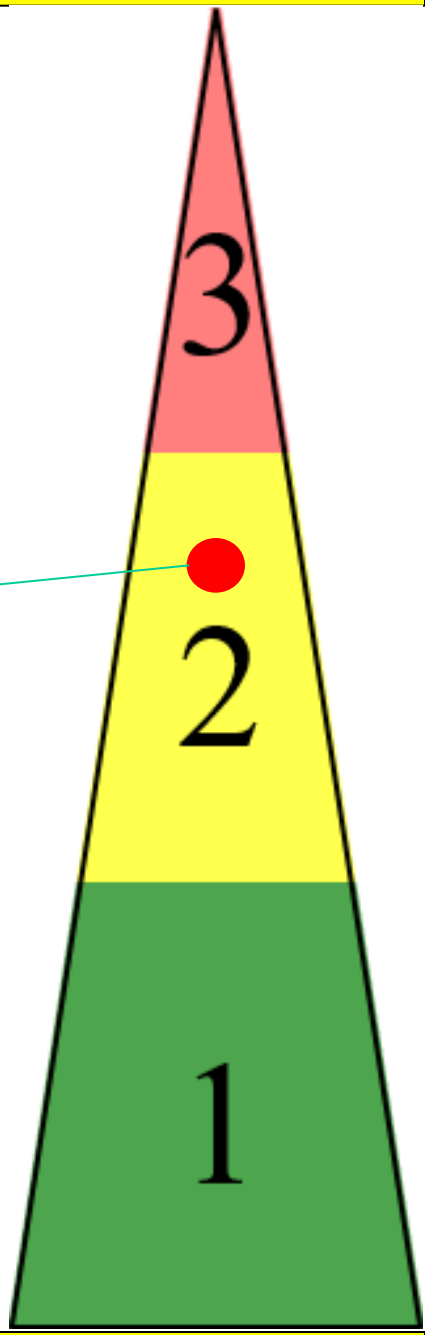
Tier 2: Strategic Interventions.

- [B.2.1] Inventory Evidence-Based Services. The school has inventoried its Tier 2 services and verified that all are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008).

Tier 2 Programming Options
1. Behavior Education Program/Check In-Check Out
2. Mentoring
3. Solution-Focused Brief Counseling
4. Social Skills Training
5. Behavior Contracts

MTSS-Behavior: Tier 2 Intervention Example

Jada: Mentor



Mentor. Jada has a sense of 'learned helplessness' toward mathematics. She often fails to even attempt assignments. Jada is assigned for daily check-ins with a school-based mentor who provides encouragement and homework coaching and checks her math homework for completion before she turns it in.

RTI/MTSS for Behavior: Critical Issues…

Counseling Services: 3-Session Rule. Like any RTI/MTSS resource, individual counseling should be carefully matched to student needs and include periodic 'check-ups' to ensure that it is still needed.

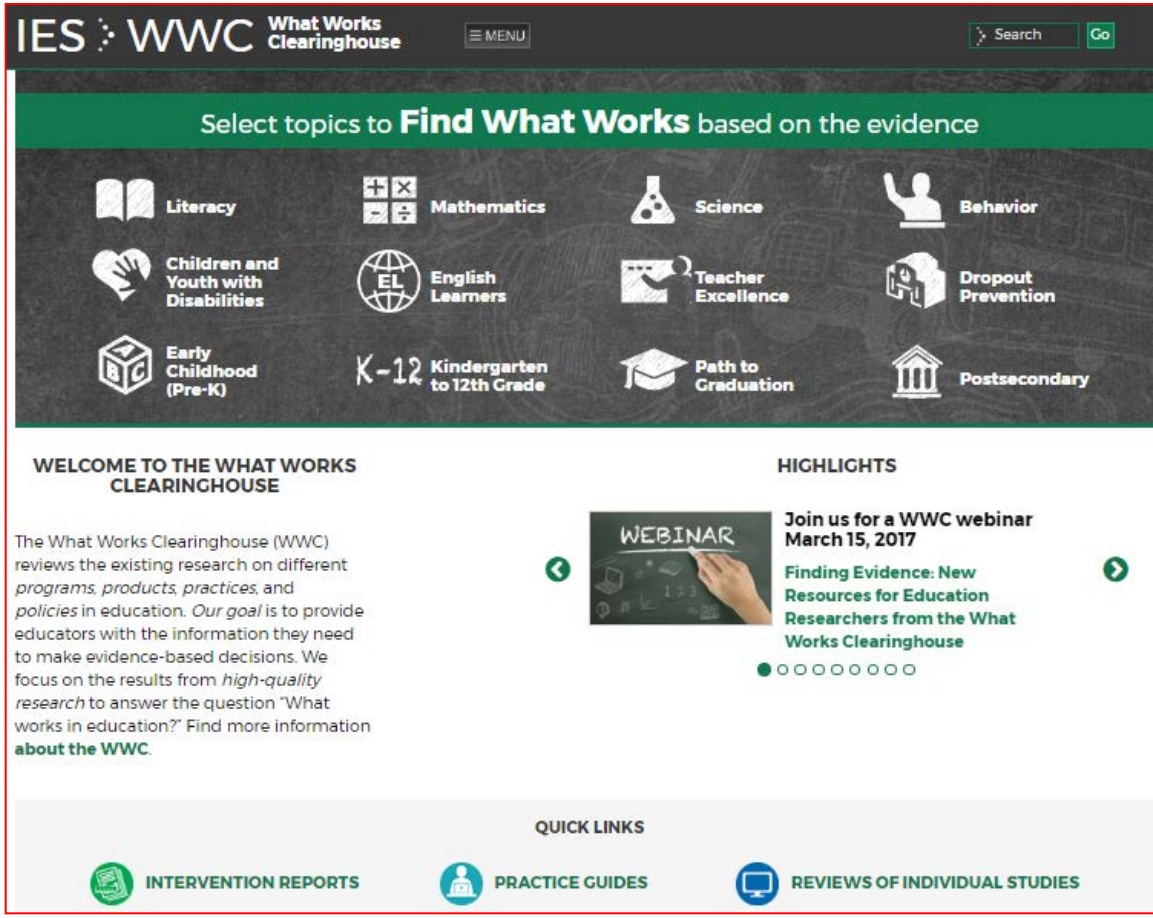
To maximize efficiency, schools should consider the '3-session' rule: The counselor can see any student for any reason for up to 3 sessions. If, after these sessions, the counselor judges that the student should continue in counseling, the counselor brings that student up to the RTI/MTSS Team, creates a formal counseling plan with outcome goals, and includes a date (e.g., in 6 weeks) to evaluate the intervention plan.

Where to Find Tier 2 Behavioral Interventions:

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

This website reviews core instruction and intervention programs in student behavior and dropout prevention, as well as number of academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.

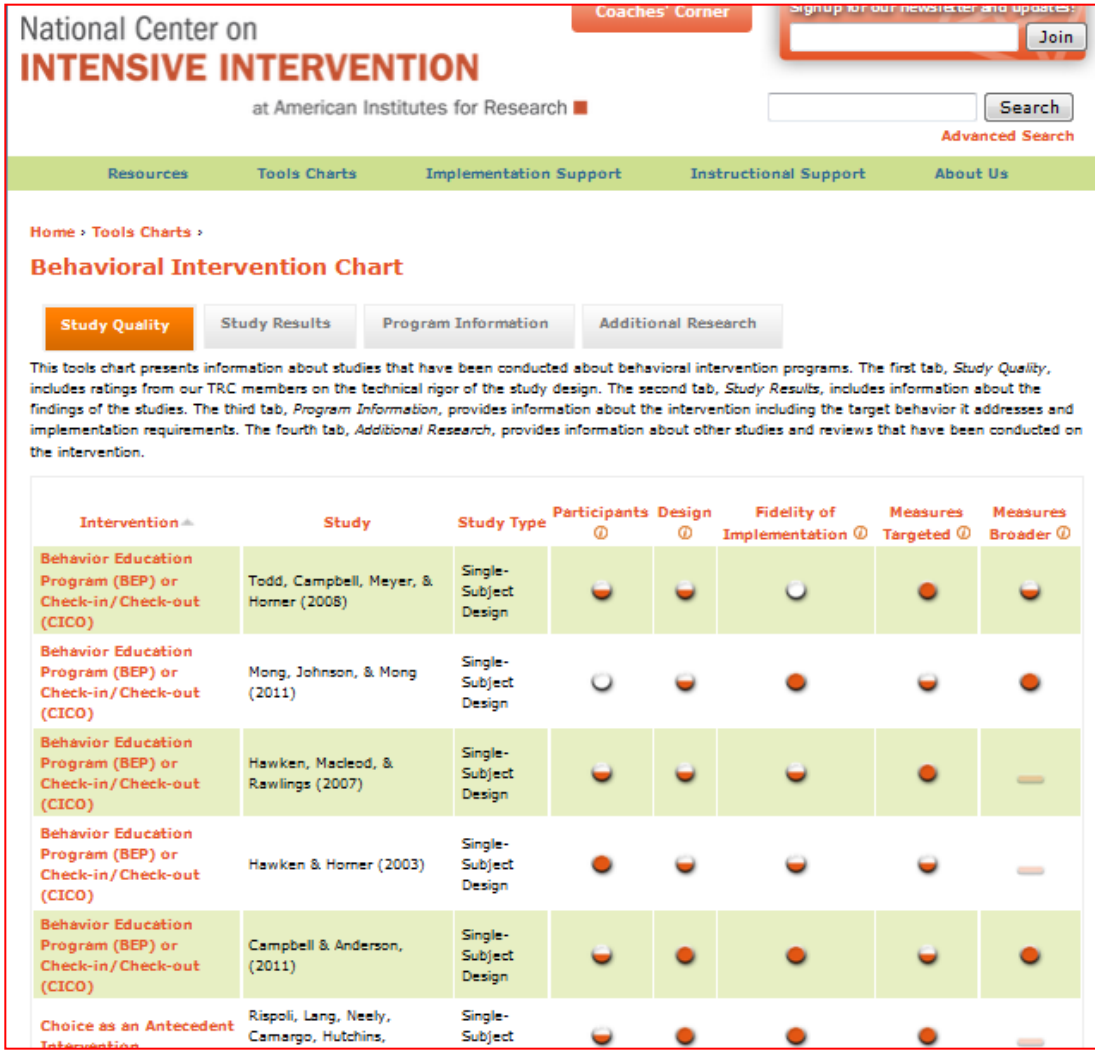


Where to Find Tier 2 Behavioral Interventions:

National Center on Intensive Intervention Behavioral Intervention Tools Chart https://charts.intensiveintervention.org/bintervention?

Sponsored by the National Center on Intensive Intervention, this page provides ratings for behavior intervention programs.

Users can streamline their search by subject and grade level (elementary or middle school).



Tier 2: Strategic Interventions.

Handout 1: pp. 5,6,7

- [B.2.2] Use Data for Recruitment. At several checkpoints during the instructional year, the school identifies students for Tier 2 services through use of one or more objective data sources (e.g., school-wide behavioral screening tools; attendance records; Office Disciplinary Referrals) with specific cut-points (Grosche & Volpe, 2013; McIntosh, Chard, Bolan, & Horner, 2006).

Tier 2: Strategic Interventions.

- **[B.2.3] Convene Team to Place Students in Tier 2 Services.** The school convenes a team (e.g., 'Data Analysis Team') that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont & Gage, 2011).

- **[B.2.4] Make Timely Assignments.** Once identified as qualifying for Tier 2 services, students are placed in those services with little or no delay (e.g., within 1-2 weeks of initial referral) (Mitchell, Stormont & Gage, 2011).

Tier 2: Strategic Interventions.

- [B.2.5] Exit Students. At the start of any RTI-behavioral intervention, the school establishes clear outcome goals/criteria for success to allow it to exit students whose data indicate that they no longer require Tier 2 support (Hawken, Vincent & Schumann, 2008).

- [B.2.6] Verify Quality of Implementation. 'Intervention integrity' data are collected periodically (e.g., via direct observation; interventionist self-rating; and/or permanent products from the intervention) to verify that the Tier 2/3 intervention plan is carried out as designed (Gansle & Noell, 2007; Roach & Elliott, 2008). NOTE: Student attendance is a key aspect of intervention integrity and should equal or exceed 80%.

Tier 2: Strategic Interventions.

- [B.2.7] Track Student Progress. Every Tier 2 intervention plan has at least one source of data (e.g., Behavior Report Card; behavioral frequency count) to be used to track the student's targeted behavior(s) (Grosche & Volpe, 2013). Tier 3 plans have at least 2 data sources.

  Before beginning the intervention, the school establishes a desired outcome goal that defines the minimum level of acceptable improvement during the intervention timespan. During the intervention, data are collected periodically (e.g., daily; weekly) to assess progress toward the outcome goal.

RTI/MTSS-Behavior Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool.*
- Rate each goal, using this scale:

Low Priority|High Priority

0.....1.....2.....3

Tier 2: Strategic Interventions: B.2.1-B.2.7.

Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support that goes beyond that which can be provided in the classroom. Tier 2 interventions can take the form of small group programs, mentoring support, or individual counseling. Tier 2 interventions are often 'standard-protocol' programs that match common student intervention needs in a school.

RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.2.1] Inventory Evidence-Based Services.** The school has inventoried its Tier 2 services and verified that all are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008). This inventory may include: • group-delivered interventions (e.g., social-skills training programs); • mentoring programs (e.g., Check & Connect); • individual counseling (e.g., Solution-Focused Brief Counseling); • individualized behavior plans to be implemented across at least 2 instructional	Low Priority|High Priority 0.....1.....2.....3	
☐ [illegible]	Low Priority|High Priority 0.....1.....2.....3	
☐ [illegible] 'Data Analysis Team') that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont & Gage, 2011).	Low Priority|High Priority 0.....1.....2.....3	
☐ **[B.2.4] Make Timely Assignments.** Once identified as qualifying for Tier 2 services, students are placed in those services with little or no delay (e.g., within 1-2 weeks of initial referral) (Mitchell, Stormont & Gage, 2011).	Low Priority|High Priority 0.....1.....2.....3	
☐ **[B.2.5] Exit Students.** At the start of any RTI-behavioral intervention, the school establishes clear outcome goals/criteria for success to allow it to exit students whose data indicate that they no longer require Tier 2 support (Hawken, Vincent & Schumann, 2008).	Low Priority|High Priority 0.....1.....2.....3	

Pivot Points. What are key classroom competencies that ANY student needs for school success?

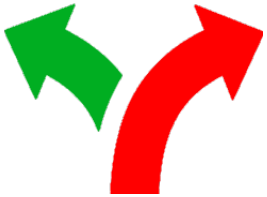
Workshop Page

The Struggling Student in a General-Education Setting: Pivot Points

Directions. The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. Number in descending order the **5** competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

Ranking	Student Competency
	A. **Basic Academic Skills**. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.
	B. **Academic Survival Skills**. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
	C. **Work Completion**. The student independently completes in-class work and homework.
	D. **Transitions**. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
	E. **Attentional Focus**. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.
	F. **Emotional Control**. The student manages emotions across settings, responding appropriately to setbacks and frustrations.
	G. **Peer Interactions**. The student collaborates productively and has positive social interactions with peers.
	H. **Self-Efficacy**. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').
	I. **Self-Understanding**. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.
	J. **Self-Advocacy**. The student advocates for their needs and negotiates effectively with adults.

The Struggling Student in a General-Education Setting: Pivot Points



Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

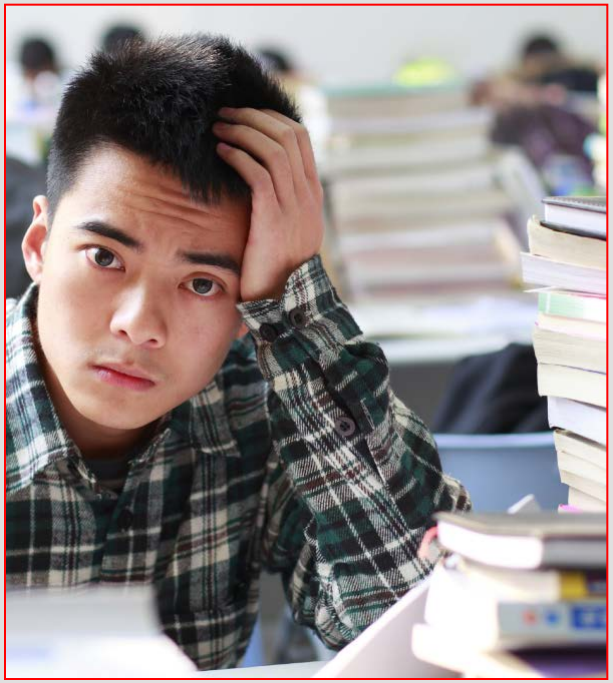
Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.

Pivot Points: Strengthening the Student Skillset

Basic academic skills

Emotional control

Academic 'survival skills'



Peer interactions

Work completion

Self-efficacy

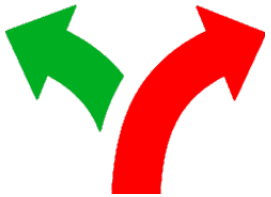
Transitions

Self-understanding

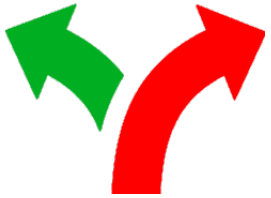
Attentional focus

Self-advocacy

Pivot Points: The Struggling Student in a General Education Setting

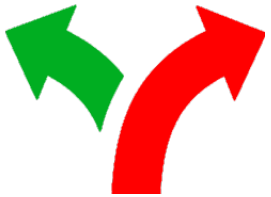


1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

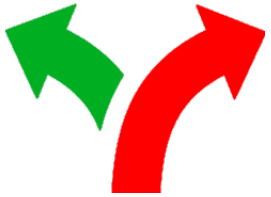


2. **Academic Survival Skills.** The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.

Pivot Points: The Struggling Student in a General Education Setting

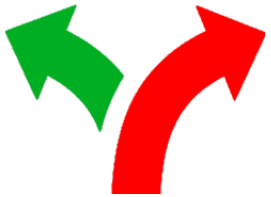


3. **Work Completion.** The student independently completes in-class work and homework.

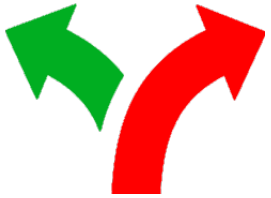


4. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).

Pivot Points: The Struggling Student in a General Education Setting

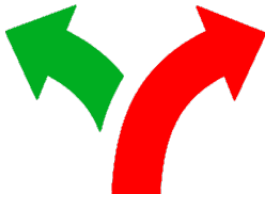


5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.

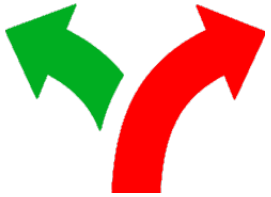


6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.

Pivot Points: The Struggling Student in a General Education Setting

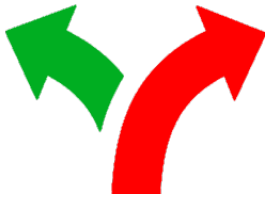


7. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.

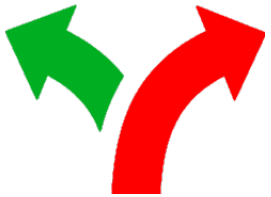


8. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').

Pivot Points: The Struggling Student in a General Education Setting

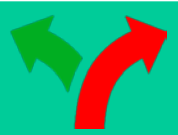


9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.



10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY



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…demic survival skills (e.g., homework …e their learning.

…-class work and homework.

…mic routines and behavioral expectations …ecials).

…priate ability to focus attention in large and …

… settings, responding appropriately to …

…as positive social interactions with peers.

DIRECTIONS. Review the 10 'pivot points' discussed today.

1. Select the **one** that you or your school find most challenging.

2. Be prepared to report out.

8. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes.

9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.

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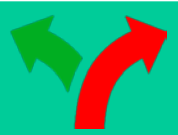
Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY



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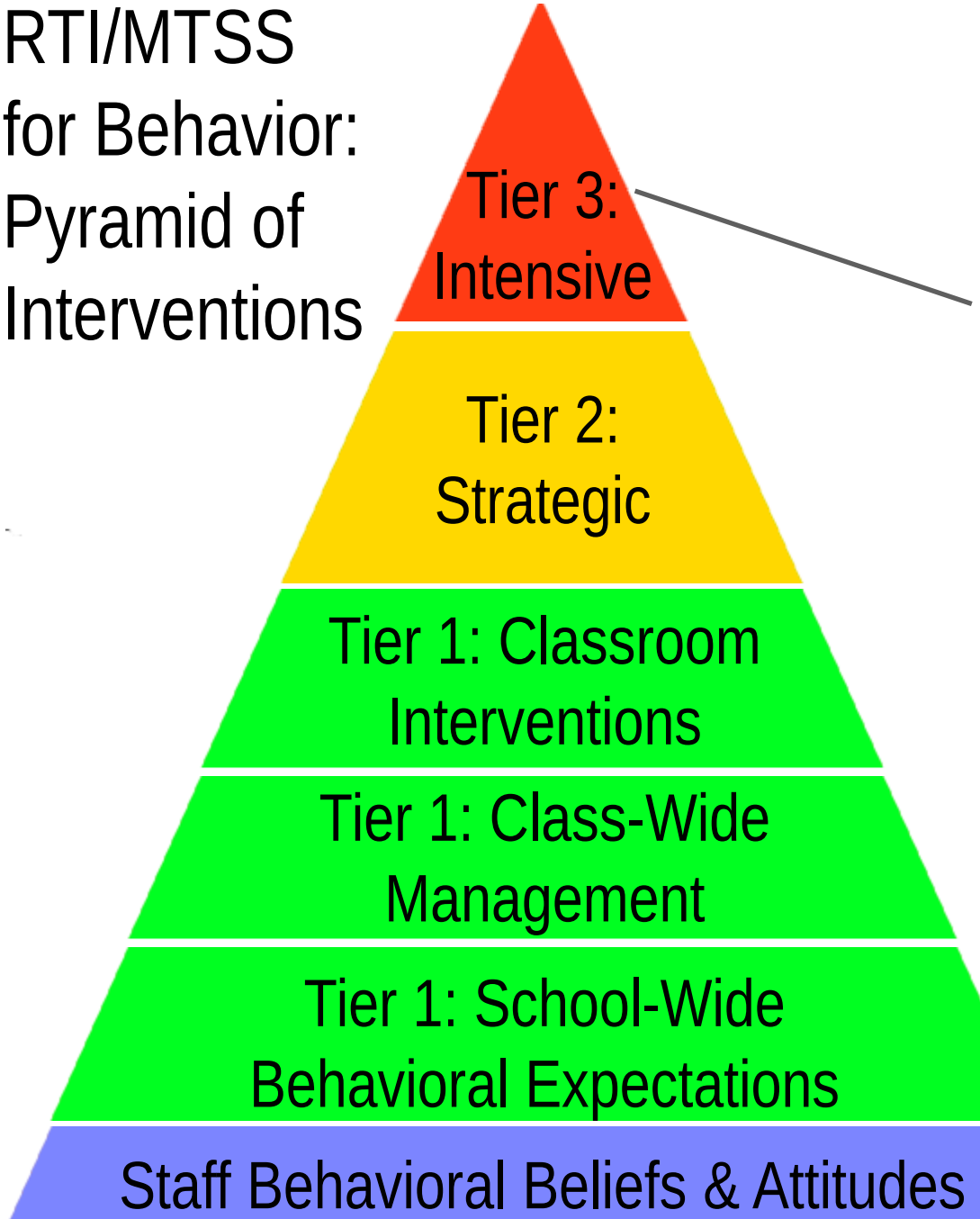
Tier 3: Intensive: RTI/ MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services require the RTI/MTSS Problem-Solving Team, which follows a customized, team-based ‘problem-solving’ approach.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services are high-stakes cases that require the RTI/MTSS Problem-Solving Team. This team follows a customized 'problem-solving' approach.

RTI/MTSS Problem-Solving Team
Guiding Points for Educators…

- The RTI/MTSS Team is a crucial component of the RTI/MTSS model for behavior.

  Students with significant behavioral/social-emotional needs require a structured, individualized problem-solving meeting to sort out issues and develop a customized plan.

Tier 3: Intensive Interventions: “How does a student ge to the RTI-B Team?”: 5 Referral Scenarios:

1. Tier 2 Non-Responder. The student has received Tier 2 services but has failed to adequately improve behavior or attain social-emotional goals.
2. FBA/BIP. The student has a history of serious, escalating problem behavio or social-emotional issues unresolved at earlier, less-intensive levels of problem-solving. The RTI Team meets to recommend and coordinate the conducting of a Functional Behavior Assessment (FBA) and accompanying Behavior Intervention Plan (BIP).
3. Community Agency/School Wraparound Planning. The student receive intensive community-based mental health services. The school invites parent(s) and agency personnel to an RTI Team wraparound meeting to coordinate the student's therapy/intervention plans across settings.

Tier 3: Intensive: RTI/MTSS Problem-Solving Team.

Handout 1: pp. 7, 8

- [B.3.1] Establish a Tier 3 RTI/MTSS Problem-Solving Team. The school has an 'RTI Problem-Solving Team' to create customized intervention plans for individual students who require Tier 3 (intensive) social-emotional and/or behavioral interventions (Eber, Sugai, Smith & Scott. (2002).

Tier 3: Intensive: RTI/MTSS Problem-Solving Team.

- [B.3.1] Establish a Tier 3 RTI/MTSS Problem-Solving Team (Cont.)
  The RTI/MTSS Problem-Solving Team:
  - has created clear guidelines for accepting a Tier 3 referral.
  - identifies the function(s) that support problem behaviors of any referred student to better select appropriate interventions.
  - follows a consistent, structured problem-solving agenda.
  - schedules (1) initial meetings to discuss student concerns and (2) follow-up meetings to review student progress and judge whether the intervention plan is effective.
  - develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings people.
  - builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns.

RTI Problem-Solving Team Roles

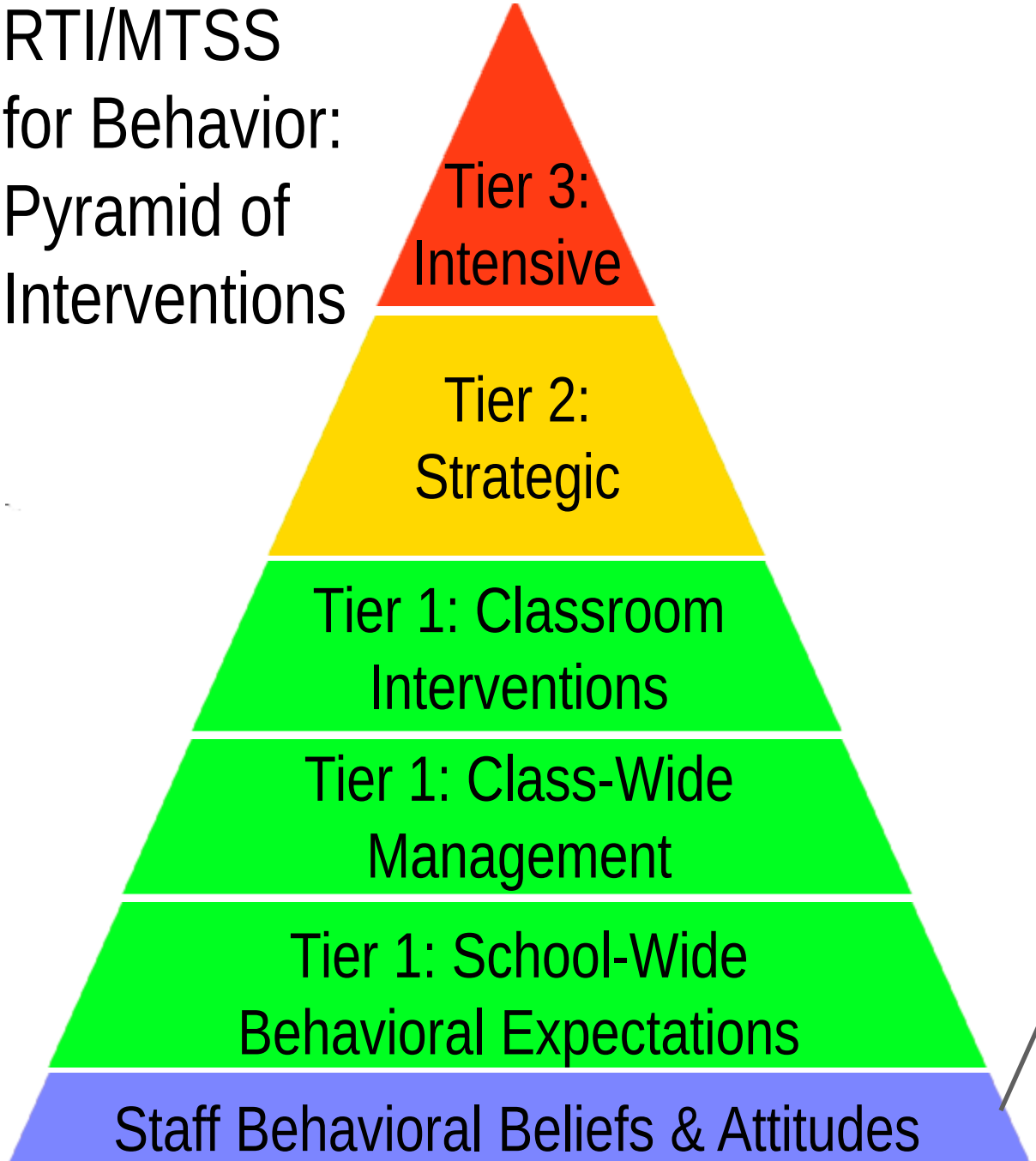
- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

Tier 3: RTI Team: Meeting Format

- Introductions/Talking Points
- Step 1: Select Intervention Target(s)
- Step 2: Inventory Student's Strengths, Talents, Interests, Incentives
- Step 3: Review Background/Baseline Data
- Step 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- Step 5: Design an Intervention Plan
- Step 6: Share RTI Intervention Plan With Parent(s)
- Step 7: Review the Intervention and Progress-Monitoring Plans

The Power of Beliefs. Staff beliefs & attitudes toward student behavior act as a hidden but powerful catalyst—either encouraging or discouraging adoption of RTI/MTSS for behavior.

RTI/MTSS for Behavior: Pyramid of Interventions



Staff Beliefs. Staff across the school/district understand & accep their role in the positive teaching and managing of student behaviors.

> *The continued use of ineffective exclusionary practices has very little to do with a student's behavior and very much to do with a teacher's behavior.*
> -John W. Maag

Source: Maag, J. W. (2012). School-wide discipline and the intransigency of exclusion. *Children and Youth Services Review, 34*, 2094

Response to Interventi

Handout1
p. 35

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

Directions: Read through each of the possible reasons listed below for why a teacher may be 'reluctant' to move from punitive to positive behavior management strategies. Select the 1-2 reasons that you believe MOST apply to your school.

	1. **Teachers lack the skills to use positive behavior strategies** (Bear 2013). Instructors lack the training to refocus their management strategies in a positive direction.
	2. **Teachers hang on to their current disciplinary procedures as familiar, comfortable** (Thaler & Sunstein, 2009). Whenever people (including teachers) are asked to change important aspects of their professional behavior, there is a tendency to cling to known and comfortable routines—even when we get mediocre results. This reluctance to give up the familiar and embrace change is universal--and is known as the 'status quo' bias.
	3. **Teachers are pulled into confrontational situations because students control the interactions** (Conroy et al., 2009). Teachers may have good intentions to adopt positive practices. However, when students are defiant or non-compliant, these educators find themselves 'pulled' into a confrontation. So the student actually controls the interaction.
	4. **Teachers are (negatively) reinforced by use of punishment** (Maag, 2012). When teachers send students with challenging behaviors to the office, this can be 'negatively reinforcing' to the instructor-thus increasing the likelihood that the teacher will use the strategy repeatedly.
	5. **Teachers use punishment because they see that it works—for most** (Maag, 2001). In a typical student population, sending a student to the principal's office is quite effective for the 95% who show few behavior problems. The same disciplinary response is ineffective with about 5% of students, who either don't care or wish to escape the classroom. The teacher, however, may assume that these recalcitrant students simply need more of the same punishment for it to be effective--so problem interactions intensify.
	6. **Teachers see 'zero tolerance' of misbehavior as an important teaching tool** (Skiba et al., 2006). The teacher believes that having the student experience punitive consequences such as class removal or suspension will teach important life lessons about consequences in the 'real world' (Skiba et al., 2006).

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

There are several reasons why teachers may continue to react to student misbehavior with **punitive responses**—including removal from the classroom—rather than adopting actions that reinforce learning and a **positive** classroom environment.

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

1. **Teachers lack the skills to use positive behavior strategies** (Bear 2013). Instructors lack the training to refocus their management strategies in a positive direction.

Source: *Bear, G. G. (2013). Teacher resistance to frequent rewards and praise: Lack of skill or a wise decision? Journal of Educational*

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

2. **Teachers hang on to their current disciplinary procedures as familiar, comfortable** (Thaler & Sunstein, 2009). Whenever people (including teachers) are asked to change important aspects of their professional behavior, there is a tendency to cling to known and comfortable routines—even when we get mediocre results. This reluctance to give up the familiar and embrace change is universal--and is known as the 'status quo' bias.

Source: *Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness. New York: Penguin*

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3. **Teachers are pulled into confrontational situations because students control the interactions** (Conroy et al., 2009). Teachers may have good intentions to adopt positive practices. However, when students are defiant or non-compliant, these educators find themselves 'pulled' into a confrontation. So the student actually controls the interaction.

Source: *Conroy, M., Sutherland, K., Haydon, T., Stormont, M., & Harmon, J. (2009). Preventing and ameliorating young children's chron*

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

4. **Teachers are (negatively) reinforced by use of punishment** (Maag, 2012). When teachers send students with challenging behaviors to the office, this can be 'negatively reinforcing' to the instructor-thus increasing the likelihood that the teacher will use the strategy repeatedly.

Source: *Maag, J. W. (2012). School-wide discipline and the intransigency of exclusion. Children and Youth Services Review, 34, 2094-*

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

5. **Teachers use punishment because they see that it works—for most** (Maag, 2001). In a typical student population, sending a student to the principal's office is quite effective for the 95% who show few behavior problems. The same disciplinary response is ineffective with about 5% of students, who either don't care or wish to escape the classroom. The teacher, however, may assume that these recalcitrant students simply need more of the same punishment for it to be effective--so problem interactions intensify.

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

6. Teachers see 'zero tolerance' of misbehavior as an **important teaching tool** (Skiba et al., 2006). The teacher believes that having the student experience punitive consequences such as class removal or suspension will teach important life lessons about consequences in the 'real world' (Skiba et al., 2006).

Source: *Skiba, R. J., Reynolds, C. R., Graham, S., Shera, P., Conoley, J. C., & Garcia-Vazquez, E. (2006). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. Report by the American Psychological Association of the Zero Tolerance Task Force. Washington, DC: American Psychological Association. Retrieved on January 18 2015 from*

Activity: Why the Teacher Reluctance?

- Discuss the reasons shared here for why teachers may be reluctant to move from punitive to positive behavior intervention strategies.
- Select 1-2 reasons that you believe might be MOST prevalent in your school .
- For each reason selected, come up with positive ideas to address that roadblock.

6 Reasons for 'Reluctance' in Moving fro Punishment to Positive Strategies

1. Teachers lack the skills to use positive behavior strategies
2. Teachers hang on to their current disciplinary procedures as familiar, comfortable
3. Teachers are pulled into confrontational situations because students control the interactions.
4. Teachers are (negatively) reinforced by the use of punishment.
5. Teachers use punishment because they see that it works—for most.
6. Teachers see 'zero tolerance' of misbehavior as a teaching tool.

Handout 2: Beliefs About Behavior Survey (BABS): 30-Item Staff Questionnaire

BELIEFS ABOUT BEHAVIOR – 4th Edition
Diana Browning Wright and Clayton R. Cook, 3/2012

This is an anonymous survey designed to look at one's beliefs with regard to behavior.
(Please respond by marking the box that applies to how you honestly feel about the statement)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Survey Items:
❑	❑	❑	❑	❑	1.	My main responsibility is to teach academics, not to teach students how to behave.
❑	❑	❑	❑	❑	2.	A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
❑	❑	❑	❑	❑	3.	My students must respect me before I can show respect to them.
❑	❑	❑	❑	❑	4.	If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
❑	❑	❑	❑	❑	5.	I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
❑	❑	❑	❑	❑	6.	How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
❑	❑	❑	❑	❑	7.	For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
❑	❑	❑	❑	❑	8.	Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
❑	❑	❑	❑	❑	9.	If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
❑	❑	❑	❑	❑	10.	Praise and positive recognition are powerful tools to get students to behave well in school.
❑	❑	❑	❑	❑	11.	If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
❑	❑	❑	❑	❑	12.	Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
❑	❑	❑	❑	❑	13.	It is unfair if some students receive individual incentives and rewards, while others do not.
❑	❑	❑	❑	❑	14.	Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
❑	❑	❑	❑	❑	15.	Students should behave and study to learn the material. This is their responsibility, not mine.

Beliefs About Behavior Staff Questionnaire: How to Use…

- Research indicates that when the attitudes of 80% of a group are in alignment, that group can reach a 'tipping point' where positive change can occur across your system (e.g., school building).
- The BAB can provide insight into those beliefs about student behavior held by the majority of your staff.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
❑	❑	❑	❑	❑	1.	My main responsibility is to teach academics, not to teach students how behave

Beliefs About Behavior: Scoring.

- Review the optimal answers to this questionnaire.
- Award yourself a point for every response that falls in the right direction for a question: e.g., *Agree/Strongly Agree* or *Disagree/Strongly Disagree*.
- Total your points to get your final score.

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(Please respond by marking the box that applies to how you honestly feel about the statement)

Page 1 of 2

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Survey Items:
☐	☐	☐	☐	☐	1.	My main responsibility is to teach academics, not to teach students how to behave.
☐	☐	☐	☐	☐	2.	A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
☐	☐	☐	☐	☐	3.	My students must respect me before I can show respect to them.
☐	☐	☐	☐	☐	4.	If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
☐	☐	☐	☐	☐	5.	I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
☐	☐	☐	☐	☐	6.	How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
☐	☐	☐	☐	☐	7.	For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
☐	☐	☐	☐	☐	8.	Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
☐	☐	☐	☐	☐	9.	If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
☐	☐	☐	☐	☐	10.	Praise and positive recognition are powerful tools to get students to behave well in school.
☐	☐	☐	☐	☐	11.	If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
☐	☐	☐	☐	☐	12.	Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
☐	☐	☐	☐	☐	13.	It is unfair if some students receive individual incentives and rewards, while others do not.
☐	☐	☐	☐	☐	14.	Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
☐	☐	☐	☐	☐	15.	Students should behave and study to learn the material. This is their

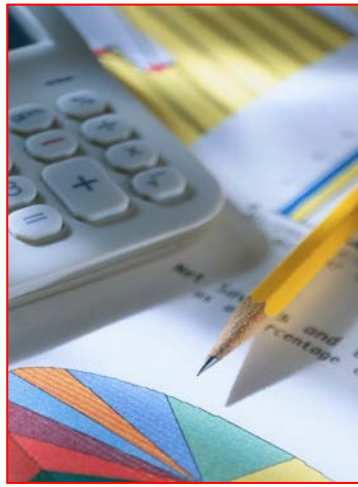
Beliefs About Behavior: Scoring.

- Review the optimal answers to this questionnaire.
- Award yourself a point for every response that falls in the right direction for a question: e.g., *Agree/Strongly Agree* or *Disagree/Strongly Disagree*.
- Total your points to get your final score.

Page 2 of 2

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Survey Items:
☐	☐	☐	☐	☐	*16.*	Students who do not respond well to basic classroom management should receive evidence based interventions to address their behavior before evaluation for special education or more restrictive placements is considered.
☐	☐	☐	☐	☐	*17.*	Even without parental involvement and support, schools can effectively teach students' behavioral expectations and social skills.
☐	☐	☐	☐	☐	*18.*	All my students are entitled to positive interactions with me, regardless of whether they have behavior problems that disrupt my teaching.
☐	☐	☐	☐	☐	*19.*	Proactive, positive behavioral interventions and strategies produce longer lasting behavioral change than punishment based strategies.
☐	☐	☐	☐	☐	*20.*	Only students with IEPs are entitled to function-based behavior plans.
☐	☐	☐	☐	☐	*21.*	Students with emotional and behavior disabilities should be educated outside of general education classes.
☐	☐	☐	☐	☐	*22.*	I do not have the time to implement individual interventions or behavior plans for students who engage in behavior problems.
☐	☐	☐	☐	☐	*23.*	Adolescent students with emotional and behavioral problems can respond well to school-based supports.
☐	☐	☐	☐	☐	*24.*	The primary reason students misbehave in school is their lack of parent support.
☐	☐	☐	☐	☐	*25.*	An incentive program is an important component to building an effective behavior support program, so students can be provided or earn access to items, activities, and/or privileges when they engage in deisred behaviors.
☐	☐	☐	☐	☐	*26.*	Fairness is not every student getting the same treatment. Instead fairness is everyone getting what they need to be successful in school.
☐	☐	☐	☐	☐	*27.*	Motivational systems that provide extrinsic rewards harm intrinsic motivation.
☐	☐	☐	☐	☐	*28.*	Just like we teach academics, schools should set aside time to teach all students important social-emotional skills, such as managing one's emotions, demonstrating care and concern for others, and problem-solving interpersonal conflicts.
☐	☐	☐	☐	☐	*29.*	Collecting and reporting data to a school team on students' behavior is important and I believe it is worth the time.

Beliefs About Behavior Staff Questionnaire: How to Score…



- Have all staff complete the 30-item BAB survey.
- Score each survey, awarding a point for every response that is 'favorable or supportive' of positive behavior management. Add up all earned points to assign the survey a global score (max score = 30).
- Rank survey scores for all building staff in descending order
- Find the score at the point in your school list that includes 80% staff cut-off. That number gives you an indicator of current staff attitudes toward student behavior.

Beliefs About Behavior: School Survey Examples

School A. Staff survey shows that 80% of staff responded with 15 or more supportive ratings.

Ranking	Total Pts
1	30
2	28
3	22
4	22
5	21
6	20
7	19
8	15
9	12
10	6

80 %

School B. Staff survey shows that 80% of staff responded with 25 or more supportive ratings.

Ranking	Total Pts
1	30
2	30
3	29
4	28
5	27
6	27
7	26
8	25
9	22
10	7

80 %

Action Team Activity…

Discuss either of these questions:

1. How might you use the Beliefs About Behavior Survey in your school to measure staff attitudes?

   OR

2. What are other methods that you could use to discover staff beliefs about student behavior?

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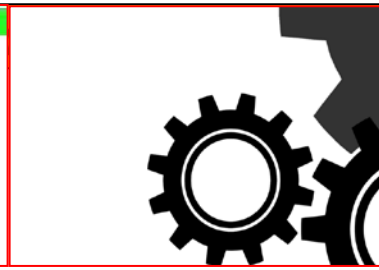
MTSS-Behavior: Agenda:

1. Understand the **rationale** for schools to adopt a positive approach to behavior management.

2. Review the 3 Tiers/Levels of the MTSS-Behavior model, with **particular** emphasis on Tier 1/School-Wide and Classroom.

3. Investigate how staff attitudes toward positive behavior management are **crucial** in promoting MTSS-Behavior in any schoo



MTSS-Behavior: Next Steps

Directions: Consider the content of today's workshop. Select 2-3 'next steps' to begin implementation of MTSS for behavior in your school.

Be prepared to report out.