Multi-Tiered Systems of Support (MTSS)

Tier 1 Toolkit for Behavior

BOSTON Public Schools
Focus on Children

Boston Public Schools
Every Child Deserves a Safe and Supportive School

Boston Children's Hospital
Until every child is well™

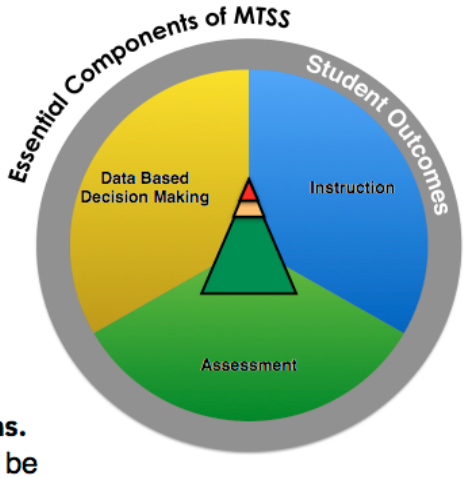
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MTSS Tier I Quick Guide

What is MTSS?

Multi-Tiered Systems of Support (MTSS) is a term used to describe an evidence-based model for education that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that students get the support they need, when they need it, so that all students can be successful at school.



What is Tier 1?

The goal of MTSS Tier I is to **promote success and prevent problems.** Core Instruction, or instruction that is provided for all students, should be sufficient to meet the needs of 80% or more students. Core instruction - whether for reading, math or behavior - should be evaluated to ensure that it does in fact meet the needs of at least 80% of students. If fewer than 80% of students are successful through core instructional programs alone, then schools should adjust core instruction to better meet students needs.

Tier 1 Essential Components

for behavior

INSTRUCTION

PBIS is a framework for teaching students about behavioral expectations throughout the school building

SEL Curricula are instructional programs that teach students how to manage emotions, maintain positive relationships, and make responsible decisions

Want to know more?

www.pbis.org
www.casel.org

ASSESSMENT

Universal Screening is completed for all students to help schools understand student strengths and needs

Boston Public Schools use the following universal screening tools for behavior:

Grades K2-12: BIMAS

Grades K0 & K1: BESS

DATA BASED DECISION MAKING

Problem Solving Processes help school teams use screening and progress monitoring data to make decisions about core instructional programming

School teams should use a variety of data sources for problem solving

For example:

Universal Screening Data
Attendance Data
School Climate Data
Discipline Data

PBIS = Positive Behavioral Interventions and Supports
SEL = Social Emotional Learning Curricula
BIMAS = Behavioral Intervention & Monitoring Assessment System
BESS = Behavioral and Emotional Screening System

Problem Solving Process at Tier I



Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*. Ed. K.P. Boudett, E.A. City, R.J. Murnane. (Cambridge, MA: Harvard Education Press, 2013).

Examples of Tier I Problem Solving *for behavior*

IF throughout inquiry your team finds…	**THEN** potential "actions" could include…
BIMAS results show a large (>10%) of students with "high risk" in one or more area Discipline data indicates an increase in disciplinary referrals or suspensions A significant percentage of students (>40%) receive 1 or more office discipline referral TFI Tier 1 score is less than 80%	Consider modifying *universal* supports to improve overall system Examine fidelity of implementation of PBIS and SEL curricula across grade levels
A significant percentage of disciplinary referrals (>35%) are coming from non-classroom settings A significant percentage of students (>15%) are referred from non-classroom settings	Consider enhancing universal behavioral practices (teach, pre-correct, & positive behavior and routines; increase active non-classroom settings)
Disciplinary referrals are occurring in a specific location of the school, time of day, or activity	Consider revisiting school-wide behavior supports to problem-solve and design appropriate interventions that match the reason why the problem is occurring (e.g. re-teach or revisit PBIS lesson plans)
Most disciplinary referrals (>50%) are coming from many classrooms	Consider providing training and support to the entire school in implementing school-wide behavior supports within the classrooms and effective classroom management
Most of the disciplinary referrals (>50%) are coming from <10% of the classrooms Many students are receiving referrals from the same classroom	Consider providing classroom behavior management consultation, training, supports and strategies to those targeted classrooms

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INTRODUCTION

The Boston Public Schools' Comprehensive Behavioral Health Model (CBHM) is designed to provide a system-wide framework for the implementation of behavior intervention and supports, including tiered interventions and the collection of data to examine effectiveness. The CBHM is built on the premise that by integrating behavioral health services into schools, we will create safe and supportive learning environments that optimize academic outcomes for all students.

This model outlines strategies for the district to provide high-quality behavioral health services that can be equitably accessed by all students. It begins at the school level with universal screening to identify students with elevated risk for developing behavioral health issues, and then organizes and monitors targeted interventions for those with an elevated risk and/or behavioral health needs. Over time, this information will guide district-wide planning and will initiate more effective referral processes with partnering mental health agencies, particularly for those students with the greatest needs.

The Comprehensive Behavioral Health Model (CBHM) was developed in collaboration between Boston Public Schools' Behavioral Health Services Department, the Boston Children's Hospital (BCH) and UMASS Boston/School Psychology. The CBHM provides a district-wide framework for the implementation of behavior intervention and support. It is conducted within the context of a data-driven format of evidence-based service delivery with the goal of providing high quality behavioral health services to all students of the Boston Public Schools (BPS). This is accomplished in partnership with school staff, community agencies and parents.

ESSENTIAL COMPONENTS OF MTSS

CBHM is a Multi-Tiered System of Support for behavioral health. MTSS systems (sometimes called Response-to-Intervention or RTI) have essential components that are indicative of an MTSS framework. These essential components are present in academic models as well as behavioral models, and may help provide clarity for teachers, families and administrators.

These essential components include:

1. Instruction
2. Assessment
3. Data Based Decision Making

The combination of these three essential components is what drives student outcomes.

ORGANIZATION OF THIS TOOLKIT

This toolkit includes two sections to support school staff in understanding and implementing MTSS at a Tier 1 level.

OVERVIEW

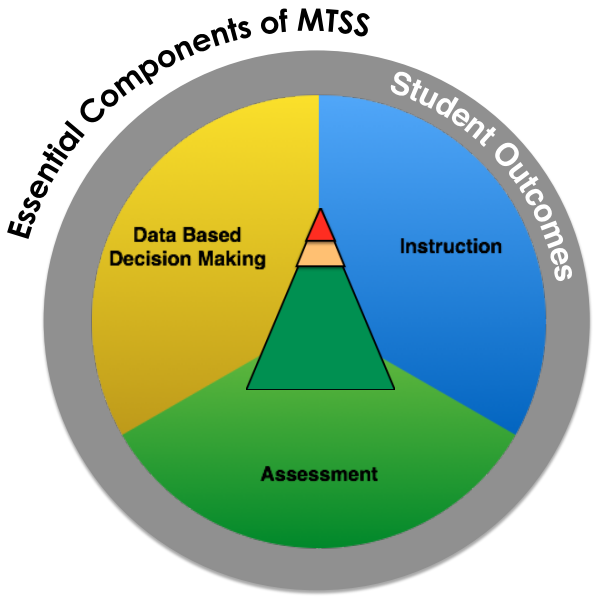
In the first section, an overview of the **Essential Components of MTSS** is provided. This section gives the reader an overall understanding of each essential component, as well as important background information.

IMPLEMENTATION
The next section provides much more specific information regarding the implementation of each essential component of MTSS at Tier 1.

TEMPLATES
Examples of completed forms, as well as blank templates for school teams to use can be found in the Templates section of this document.

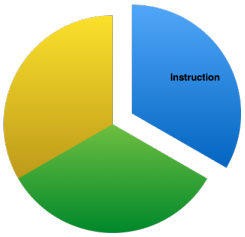
RESOURCES
Finally, additional resources – including websites and related articles – are provided in the Resources section of this document.

OVERVIEW OF ESSENTIAL COMPONENTS



Tier 1 Essential Components At-A-Glance

	WHAT	WHY	HOW
INSTRUCTION	• School Wide Positive Behavioral Interventions and Supports (SWPBIS)	Students need to know behavioral expectations throughout the school building in order to be successful in the school environment	Organize the school environment to prevent problem behaviors and reinforce positive behaviors
	• Social Emotional Learning (SEL) Curricula	Students need social and emotional skills to successfully navigate interactions with peers and adults	Instruction in fundamental social skills, such as empathy, relationship building, and conflict management
ASSESSMENT	• Universal Screening	Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.	Collect objective information that can be used to guide instruction at multiple levels (e.g. school, grade, class, and individual student)
DATA BASED DECISION MAKING	• Problem Solving Teams & Data Based Decision Making	School teams need to understand how to use universal assessment data to make systemic decisions about instruction	School teams are effectively organized to promote efficient data-based decision making.



INSTRUCTION

School Wide Positive Behavioral Interventions and Supports (SWPBIS)

School Wide PBIS is a framework for organizing school environments to prevent problem behaviors and reinforce positive behaviors. SWPBIS includes various activities across Tier I, Tier II and Tier III.

Here we will focus on the **SWPBIS Tier I Essentials**. SWPBIS Tier I Essentials include: (1) Defining Expectations, (2) Teaching Expectations, (3) Developing a Reinforcement System, (4) Developing a Consequence System, and (5) Developing Data Systems.

1. *Expectations Defined*
   Five or fewer positively stated behavioral expectations, and examples by setting/location for student and staff behaviors

2. *Expectations Taught*
   Expected academic and social behaviors are taught directly to all students in classrooms and other campus settings/locations

3. *Reinforcement System*
   A written set of procedures for specific behavior feedback that is:
   [a] linked to school-wide expectations and
   [b] used across settings and within classrooms

4. *Consequence System*
   Clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed vs. staff-managed problems

5. *Data System*
   Teams use multiple sources of data at least monthly for decision-making

Social Emotional Learning Curricula

What is Social Emotional Learning?

Social Emotional Learning (SEL) is the process through which we all develop the skills, knowledge and beliefs to effectively navigate social situations. It is these skills, knowledge and beliefs that allow us to maintain healthy relationships and make responsible decisions.

Why does Social Emotional Learning Matter?

Anyone working in education can easily identify the barriers that behavior and social emotional development can present to learning. Research repeatedly demonstrates that strategic efforts to address social and emotional learning in schools is associated with positive gains, not only in behavior and social emotional learning, but also in academics and school climate.[1]

Can we really teach Social Emotional Learning?

Yes! Just as a reading curriculum is essential to teaching reading, a social emotional learning curriculum is fundamental in guiding our instruction of social emotional learning skills. While SWPBIS structures such as the Behavior Matrix and Lesson Plans set our school up for success, students will still need more concrete skills associated with interacting with adults and peers.

Elementary and Middle School

At the Elementary and Middle School levels, SEL curricula are available which cover a broad range of social and emotional skills. One example is Second Step, a curriculum which is a universal social emotional learning curriculum for preschool through grade 8. Using Second Step lessons, teachers introduce empathy, social skills, executive functioning and problem solving strategies in the classroom. Lessons are designed to be developmentally appropriate and engaging for students at each grade level. Second Step is recognized in The National Institute of Justice's CrimeSolutions.gov as an “effective” program to address criminal justice outcomes.

High School

At the High School level, SEL curricula are more often topical in nature, so schools may elect to choose several different programs most relevant to their students and families:

[1] Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg. H. J. (Eds.). (2004). Building academic success on social and emotional learning: What does the research say? New York: Teachers College Press.

Signs of Suicide (SOS) is a universal suicide prevention program, which equips students, staff and families with an understanding of how they can best support themselves or others around suicide prevention.

Break Free From Depression (BFFD) is a curriculum that was developed by Boston Children's Hospital and is designed to increase awareness around adolescent depression that can be used in high school settings.





ASSESSMENT

Universal Screening

Schools routinely screen all students to efficiently address problems with vision, hearing, or learning difficulties. Screening allows for the early identification of risk, so that schools can provide supports and interventions to prevent problems.

There is strong evidence that behavioral and emotional problems are risk factors for later problems, both within school and in the community. Universal screening for such problems has been recommended as a systematic process for determining overall levels of need, and ensuring that the social and emotional needs of *all* students are being addressed.[2]

Researchers[3] have recommended that the following considerations be taken into account when universal screeners for behavioral and emotional difficulties are selected:

(1) Universal Screeners should be **cost effective**.

Schools rarely have a lot of extra money available, so screening instruments must be selected that are reasonable. The "cost" of a universal screener should not include strictly financial costs. In addition to financial costs, districts need to consider the time required for training users, completing screenings, and analyzing the results.

(2) Universal Screening Instruments must be **accurate**

Universal Screening Instruments must be psychometrically strong, resulting in information that is valid. Some approaches to screening such as reviewing office disciplinary referrals (ODRs) or asking teachers to self-select students with behavioral difficulties has been shown to result in the overrepresentation of students of color, boys, and students with externalizing concerns.[4] Typically externalizing – or acting out – problems are easier to identify, because they become very disruptive in schools. However, internalizing behaviors like anxiety and depression can often go un-noticed, particularly if they do not cause a

[2] Severson, Walker, Hope-Doolittle, Kratochwill & Gresham (2006). Proactive, early screening to detect behaviorally at-risk students: Issues, approaches, emerging innovations and professional practices. Journal of School Psychology, 45, 193-223; Kamphaus, DiStefano, Dowdy, Eklund & Dunn (2010). Determining the presence of a problem: Comparing two approaches for detecting youth behavioral risk. School Psychology Review, 39(3), 395-407.
[3] Glover, T & Albers, C (2007). Considerations for evaluating universal screening assessments. Journal of School Psychology, 45(2), 117-135.
[4] Morrison, G. M., & Skiba, R. (2001). Predicting violence from school misbehavior: Promises and perils. Psychology In The Schools, 38(2), 173.

disruption. Standardized screening instruments are developed to identify students at risk for both externalizing and internalizing problems.

(3) Acceptable Degrees of Specificity and Sensitivity

In addition to being valid, universal screening information must be meaningful. For example, simply knowing which students struggle with "behavior problems," schools must be able to look at specific areas of concern in order to develop solutions. For example, a schools approach to a large number of students with acting out problems may look different than a schools approach to a large number of students with internalizing concerns such as anxiety or depression.

(4) Incorporate multiple methods & informants

We know that students' behavior may look very different in different settings. As a result, comprehensive solutions for problems are strengthened by the collection of information across settings. Universal screening instruments in schools are typically designed for homeroom teachers to complete; however, tools which allow for additional raters – such as guidance counselors, parents, or students themselves – provide a much more robust level of analysis, and lead to more effective solutions for schools and students.

BPS has selected both the BIMAS (K2-12th) and the BESS-3 (K0/K1) screening tools for these reasons for use in CBHM schools. Both screening instruments were chosen following a rigorous review of available research, and an extensive piloting of each tool with relevant school staff. Based on input from teachers, principals and behavioral health staff, the BIMAS and the BESS-3 were selected for use in all CBHM schools.

Non-CBHM schools that are interested in implementing universal screening can choose to either purchase the BIMAS and/or BESS-3 tools, or consider the following free options:

Student Risk Screening Scale (SSRS; Drummond, 1994) – Teachers rate each student according to seven areas of risk. Total scores are calculated to determine an overall level of risk.

Paper version available at:
>http://miblsi.cenmi.org/LinkClick.aspx?fileticket=3k1hUgxe6hM%3d&tabid=2135

Electronic entry could be coordinated using Google Forms

Office Discipline Referrals – Schools may choose to examine ODR rates to identify students in need of additional support. Given the concerns around accuracy of ODR data mentioned above, standard protocols for ODRs are essential to ensuring data is accurate and useful.

More information available at:
>https://www.pbis.org/common/cms/files/Newsletter/odr_trajectory_brief.pdf
>https://www.pbis.org

Teacher Nominations – Schools may elect to use teacher nominations to identify students in most need of additional support. For example, teachers may nominate the top five students with externalizing concerns in their classroom, and the top five students with internalizing concerns in their classroom. In order for this information to be useful, schools should be sure to provide staff with consistent training in what constitutes externalizing and internalizing concerns.



DATA BASED DECISION-MAKING

The final *Essential Component* of Tier 1 is aligning school teams to use a data based decision-making process to make collaborative data-based decisions about universal or core instruction. While many problem-solving models exist, they typically involve a progression thorough various stages. A Data Inquiry Process, as detailed in Data Wise[5], includes the progression through 8 unique steps. At the "end" of the process, teams begin the process again, this time identifying a new area of focus.



Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*. Ed. K.P. Boudett, E.A. City, R.J. Murnane. (Cambridge, MA: Harvard Education Press, 2013).

[5] Boudett, K. P., City, E., & Murnane, R. (2005). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Harvard Education Press.

The Data Inquiry Process described in Data Wise progresses through eight steps, each of which will be described in more detail in the "Implementation" Section of this toolkit (Page 30).

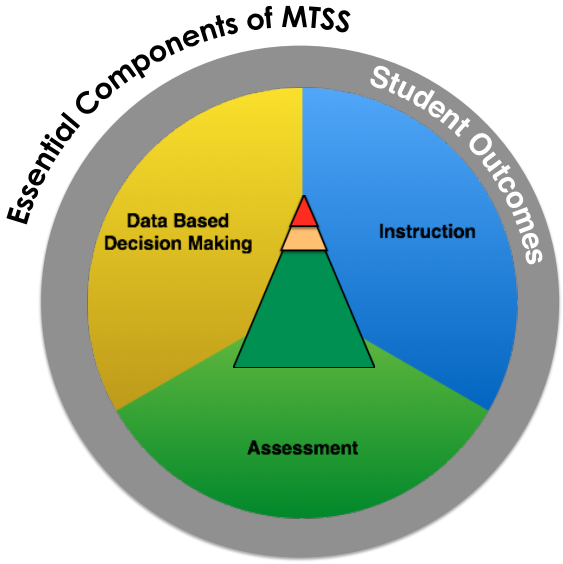
Each step in the Data Inquiry Process falls into one of the three categories:

1. **Prepare:** School teams are led through important first steps in organizing around data based decision-making, and developing consistent understanding of relevant assessments and data sources.

2. **Inquire:** School Teams complete various protocols to examine data and build a shared understanding of the questions and data at hand.

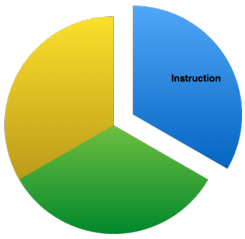
3. **Act:** School Teams reach consensus on addressing the issues at hand, and evaluating the success of various instructional strategies or interventions.

IMPLEMENTATION OF ESSENTIAL COMPONENTS



Tier 1 Essential Components At-A-Glance

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INSTRUCTION

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Before beginning to work on each Tier I Essential, there are various "First Steps" that must be addressed. These First Steps include organizing a school team – either new or existing - around this work, and establishing a shared vision for the team.

First steps

The first step in systematically addressing behavior in your school is to identify a **SWPBIS Leadership Team**. It is recommended that your SWPBIS Leadership team include:

- ❒ Members who are representative of your school and community demographics
- ❒ 1-2 individuals with behavior/classroom management competence
- ❒ An administrator as an active member
- ❒ A schedule for presenting to all school staff at least monthly
- ❒ A schedule for team meetings at least monthly
- ❒ Integration with other MTSS initiatives and programs
- ❒ Appropriate priority relative to school and district goals
- ❒ Rules and agreements established regarding voting, confidentiality and privacy, conflict/problem solving, record-keeping, etc.
- ❒ A schedule for annual self assessments using the Tiered Fidelity Inventory (See **Data Systems** section below for more information on the TFI)
- ❒ Coaching Support

Next, each school should develop a **brief statement of purpose** relative to the development and support of the social and behavioral climate of the school. Purpose statements should be:

[6] Much of this section is from PBIS Getting Started Workbook, Center on Positive Behavioral Interventions and Supports, University of Oregon & Connecticut, Ver. June 22, 2014

- ❒ Positively Stated
- ❒ 2-3 sentences in length
- ❒ Supportive of Academic Achievement
- ❒ Contextually/Culturally Appropriate (e.g. age, grade level, language)
- ❒ Comprehensive in scope (school-wide – ALL students, staff, and settings)
- ❒ Communicated to stakeholders (e.g., families, community members, district administrators)
- ❒ Included in school publications (e.g., handbook, posters, newsletters)

Once your school has a leadership team and a purpose statement, you are ready to begin working on the **SWPBIS Tier 1 Essentials**.

1. Expectations Defined

What Is It?	What Do I Need To Do?	Examples
Five or fewer positively stated behavioral expectations, and examples by setting/ location for student and staff behaviors.	✓ Identify Core Values ✓ Develop a Behavior Matrix	Brighton High School Examples provided in *Templates* section

Your **Core Values** and **Behavior Matrix** should be:

- ❒ Linked to social culture of school (e.g., community, mascot)
- ❒ Considerate of social skills and rules that already exists
- ❒ 3-5 in number (core values)
- ❒ 1-3 words per expectation (behavior matrix)
- ❒ Positively stated
- ❒ Supportive of academic achievement
- ❒ Comprehensive in scope (school-wide – ALL students, staff, and settings)
- ❒ Mutually exclusive (minimal overlap)
- ❒ Contextually/culturally appropriate (e.g., age, level, language)
- ❒ Agreement by >80% faculty and staff
- ❒ Communicated to stakeholders (e.g., families, community members, district administrators)
- ❒ Included in school publications (e.g., handbook, posters, newsletters)

2. Expectations Taught

What Is It?	What Do I Need To Do?	Examples
Expected academic and social behaviors are taught directly to all students in classrooms and other campus settings/locations	✓ Develop SWPBIS Lesson Plans ✓ Implement Lesson Plans	Sumner Elementary Bathroom Lesson Plan provided in *Templates* section

Lesson plans should be:

- ❒ Considerate of main school settings and contexts (e.g., classroom, common areas, hallways, cafeteria, bus)
- ❒ Considerate of lessons that already exist
- ❒ Specification of 2-3 positive observable behavior examples for each expectation and each setting/context
- ❒ Teach social behavior like academic skills
- ❒ Involvement by staff, students, families in development
- ❒ Contextually/culturally appropriate (e.g., age, level, language)
- ❒ Schedule for initial instruction in natural and typical contexts
- ❒ Schedule for regular review, practice, and follow-up instruction
- ❒ Prompts, reminders, or precorrections for display of behaviors in natural contexts and settings
- ❒ Feedback (corrections and positive acknowledgements) for displays of behaviors in natural contexts and settings
- ❒ Procedures for providing instruction to new faculty, staff, students
- ❒ Procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)
- ❒ Agreement by >80% faculty and staff
- ❒ Schedule for continuous evaluation of effectiveness, efficiency, and relevance of teaching
- ❒ Procedures in place for identifying and supporting students whose behaviors do not respond to teaching school-wide behavior expectations
- ❒ Included in school publications (e.g., handbooks)

3. Reinforcement System

What Is It?	What Do I Need To Do?	Examples
A written set of procedures for specific behavior feedback that is: [a] linked to school-wide expectations and [b] used across settings and within classrooms	✓ Clearly articulate school-wide structures, as well as classroom based strategies	Winship Elementary School Reinforcement System Description provided in *Templates* section

Decades of research have shown that positive reinforcement is more apt to produce changes in human behavior than punishment. Based on these findings, your SWPBIS initiative should focus first on **reinforcing positive behaviors**, before identifying procedures for responding to negative behaviors.

It is important that recognition or reinforcement systems provide positive performance feedback in a manner that is considerate of the student's developmental and cultural characteristics and learning history. School staff are encouraged to provide positive recognition/reinforcement using a three step process:

(1) First, identify the specific skill or core value that the student demonstrated.
(2) Next, identify the specific behavior that the student engaged in that demonstrated that core value (e.g. waiting your turn)
(3) Finally, identify the context in which that value and skill was shown.

For example:
"Felix, thank you for **being respectful** and **waiting your turn** while we were discussing an **argument in the classroom**.

Spend more time discussing the desired social skill, rather than the problem behavior or error. As humans, we are programmed to identify inconsistencies, so we tend to naturally point out errors more often than reinforcing positives. Switching this dynamic requires dedicated efforts to change your own adult behavior, and observing how it changes your students' behaviors.

Do not engage in withholding or removing positive feedback that has been earned. In order for students to learn the connection between their own behavior and their outcomes or consequences, it is essential that rewards and consequences are consistent. If a student earns a reward that is later removed, than the student learns that they are not in control of their outcomes. Instead, if a student earns a reward and then later engages in problem behavior, the consequence system (the next Tier 1 essential!) that your school will develop should be followed for the specific problem behavior observed.

In addition, to these suggestions, SWPBIS Teams should consider the following guidelines when developing their school reinforcement system:

- ❒ Easy and quick form of acknowledgement (e.g., object, event) for all staff members to use
- ❒ Considerate of strategies/processes that already exists
- ❒ Contextually appropriate name for acknowledgements
- ❒ Culturally, developmentally, contextually appropriate/relevant form of acknowledgement
- ❒ Back- or follow-up acknowledgements
- ❒ Schedule for daily, weekly, monthly, quarterly feedback to students and staff
- ❒ Use by all staff (e.g., office, security, supervisors, bus drivers)
- ❒ Schedule for initial introduction of acknowledgements
- ❒ Schedule for regular boosters or re-implementation of acknowledgements
- ❒ Procedures for providing orientation to new faculty, staff, students
- ❒ Procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)
- ❒ Procedures in place for identifying and supporting students whose behaviors do not respond to school-wide acknowledgements
- ❒ Included in school publications (e.g., handbooks)
- ❒ Instructions and practice on how to pair acknowledgements with positive social acknowledgements
- ❒ Means for keeping track of number of acknowledgements versus number of disciplinary or corrective actions for violations of behavior expectations
- ❒ Schedule and procedures for regular review and enhancement of acknowledgements

4. Consequence System

What Is It?	What Do I Need To Do?	Examples
Clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure for addressing office-managed vs. staff-managed problems	✓ Define office-managed behaviors and classroom-managed behaviors ✓ Clarify Behavior Reporting Processes	Hernandez K-8 Consequence System Flowchart provided in Templates Section Henderson K-12 Office Discipline Referral Form provided in Templates section

Definitions for Violations of School-wide Behavior Expectations

- ❒ Contextually appropriate labels/names
- ❒ Definitions represent continuum of severity (e.g., minor, major, illegal)
- ❒ Definitions comprehensive in scope (school-wide)
- ❒ Definitions in measurable terms
- ❒ Mutually exclusive (minimal overlap)

Procedures for Processing Violations of School-wide Behavior Expectations

- ❒ Agreement regarding office staff versus teacher/staff responsibilities
- ❒ Office discipline form for tracking discipline events that specifies the following:
  - Who violated rule (name, grade)
  - Who observed and responded to the violation of behavior expectations
  - When (day, time) the violation of behavior expectation occurred
  - Where the violation of behavior expectation occurred
  - Who else was involved in the problem situation
  - What was the possible motivation or purpose of the problem behavior
  - What school-wide behavior expectation was violated
- ❒ Agreement regarding options for continuum of consequences
- ❒ Data decision rules for intervention and support selection

Implementation of Procedures

- ❒ Use by all staff (e.g., office, security, supervisors, bus drivers)
- ❒ Schedule for teaching to students and staff members
- ❒ Schedule for regular review of use and effectiveness
- ❒ Procedures for providing orientation to new faculty, staff, students
- ❒ Procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)
- ❒ Agreement by >80% faculty and staff
- ❒ Included in school publications (e.g., handbooks)
- ❒ Means for keeping track of number of acknowledgements versus number of disciplinary or corrective actions for violations of behavior expectations
- ❒ Schedule and procedures for regular review and enhancement of acknowledgements

- ❒ Schedule for daily, weekly, monthly, quarterly feedback to students and staff
- ❒ Included in school publications (e.g., handbook, posters, newsletters)
- ❒ Procedures in place for identifying and supporting students whose behaviors do not respond to school-wide continuum of consequences for violations of behavior expectations
    - Pre-referral intervention or behavior support team
    - Data-decision rule for initiating positive behavior support (e.g., 3 office discipline referrals for major rule violating infraction)
    - Pre-correction intervention to prevent future occurrences of problem behavior
    - Formal procedures for teaching, practicing, and reinforcing positively positive behaviors to replace problem behaviors
    - Adult mentor/advocate

5. Data Systems

What Is It?	What Do I Need To Do?	Examples
Teams use multiple sources of data at least monthly for decision-making	✓ Identify most relevant data sources ✓ Schedule regular review of all relevant data sources ✓ School Teams complete Tiered Fidelity Inventory (TFI) to monitor implementation	Perry K-8 Data System Screen Shots provided in *Templates* section TFI paper form provided in *Templates* section Taylor Elementary TFI Action Plan provided in *Templates* section

When developing data systems related to SWPBIS, teams should consider the following guidelines:

Student Data

General data collection procedures

- ❒ Data collection procedures that are integrated into typical routines (e.g., office discipline referrals, attendance rolls, behavior incident reports)
- ❒ Data collection procedures regularly checked for accuracy of use
- ❒ Data collection limited to information that answers important student, classroom, and school questions
- ❒ Structures and routines for staff members to receive weekly/monthly data reports about the status of school-wide discipline
- ❒ Decision rules for guiding data analysis and actions
- ❒ Schedule for daily, weekly, monthly, quarterly feedback to students and staff
- ❒ Data system managed by 2-3 staff members
- ❒ No more than 1% of time each day for managing data system
- ❒ Efficient, timely, and graphic displays of data

Office discipline referral procedures

- ❒ Agreed upon definitions of violations of behavior expectations organized in a continuum of increasing intensity
- ❒ A form for documenting noteworthy behavior incidents (e.g., office discipline referral form, behavior incident report)
- ❒ School-wide procedures for processing or responding to violations of behavior expectations
- ❒ Efficient and user-friendly procedures for inputting and storing information
- ❒ Efficient and user-friendly procedures for summarizing and analyzing information
- ❒ Efficient and user-friendly procedures for producing visual displays of the data
- ❒ Procedures for presenting data to staff on routine basis
- ❒ Procedures for making decisions and developing actions based on the data

Implementation Data: Tiered Fidelity Inventory (TFI)

School Teams (e.g. PBIS/Climate, SST, Administration, etc.) are required to complete the Tiered Fidelity Inventory at least once a year in order to monitor overall implementation fidelity.

"The primary purpose of the TFI is to guide implementation to support improved student outcomes as well as enhance the work of PBIS Teams" – Kelsey Morris

The TFI asks teams about implementation across all tiers. In order to collect the most accurate data, the TFI may require multiple teams to submit responses. For example, while the PBIS or Climate team at your school may be the most appropriate team to answer questions regarding Tier I/Universal supports, the special education or Student Support Team (SST) may be called upon to answer questions about Tier 2/Targeted or Tier 3/Intensive supports. In these cases, it may be helpful to have teams complete their sections on paper, and have one person enter all responses online.

The TFI is completed online at www.pbisapps.org. Results are automatically graphed to give teams visual representations of their data to support action planning and data based decision-making around implementation goals.

Social Emotional Learning Curricula

What Is It?	What Do I Need To Do?	Examples
Instruction in fundamental social skills, such as empathy, relationship building, and conflict management	✓ Select curricula ✓ Implement curricula ‣ Train School Staff ‣ Incorporate SEL into school/class schedules ‣ Monitor fidelity of implementation	**Elementary Curricula** Second Step Open Circle **Middle School Curricula** Second Step Restorative Justice **High School Curricula** Signs of Suicide (SOS) Break Free From Depression (BFFD) Restorative Justice

When selecting a Social Emotional Learning Curricula, schools should consider the following:

Resources Available: Many schools already have existing programs (or parts of programs). To maximize available resources, teams may consider whether existing programs are effective, and discuss opportunities for supporting increased implementation of the program, if at all possible.

Example A:
Boston Elementary has a 13 XXX kits available. All of the kits are unopened, and are being stored in the gym. A former gym teacher was trained in the program, and previously coordinated the XXX initiative. Teachers seemed interested in the program, but the training was cancelled because of a snow day.

In this situation, school teams may consider increased implementation of the existing program, rather than utilizing resources to obtain a new program.

Example B:
Boston Middle School has YYY binders in every classroom. All teachers were trained in YYY, but implementation was low. Teachers reported feeling that their students were not engaged in the activities, and felt that the language demands of the curricula prevented many English language learners from participating in the lessons.

In this situation, school teams may choose not to revisit the YYY program, and opt instead to use resources to obtain a new program.

Student, Parent & Family Engagement: Strong collaboration and communication between schools and families is crucial to students' ability to generalize social emotional skills across settings. Including students and parents/families in the decision making process is recommended to ensure a good fit between selected programs and communities served.

Evidence Based Interventions: A number of resources exist to help school teams select programs and interventions that have already demonstrated effectiveness in similar school settings. It is recommended that teams consult with Behavioral Health Services Staff who are well versed in the strengths and limitations of different SEL programs. In addition, the following websites have registries or indexes that may be helpful in selecting programs.

- Collaborative for Academic, Social and Emotional Learning
  http://www.casel.org/
- What Works Clearinghouse
  http://ies.ed.gov/ncee/wwc/
- National Institute of Justice, Office of Justice Programs
  https://www.crimesolutions.gov/resources.aspx
- Substance Abuse and Mental Health Services Administration, National Registry of Evidence Based Programs and Practices
  http://nrepp.samhsa.gov/
- Center for School Mental Health
  https://csmh.umaryland.edu/



ASSESSMENT

Universal Screening

CBHM Schools in BPS utilize two primary tools for universal screening of behavior. Screeners were selected following a thorough review of available tools. Tools were selected based on psychometric properties (e.g. how well the tool measures what it is designed to measure) as well as teacher reports of usability and ease.

It is very important that universal screening be truly *universal*. Because universal screening information is used for data based decision making at the systems level, in addition to individual student level, it is important for school teams to have information based on their entire student population. As a result, schools are strongly encouraged to include all students in universal screening, regardless of their educational needs or classroom settings.

For both tools, Universal Screening occurs **twice** each school year for all students. Teachers complete ratings once in the fall (October-November) and once in the spring (March-April).

TOOL	AGES	GRADES	DESCRIPTION
BIMAS – **Behavioral Intervention Monitoring Assessment System**	5 to 18	K2 to 12th	34 items 4 point scale SCALES: Conduct Negative Affect Cognitive/Attention Social Skills Academic Functioning Can be completed by Teachers, Parents and Students (6th – 12th grade)
BESS – **Behavioral and Emotional Screening System, Preschool Form**	3 to 5	K0 & K1	20 items 4 point scale SCALES: Behavioral and Emotional Risk Index (BERI) SUBSCALES: Externalizing Risk Index (ERI) Internalizing Risk Index (IRI) Adaptive Skills Risk Index (ARI) Can be completed by Teachers and Parents

Non-CBHM schools that are interested in implementing universal screening can choose to either purchase the BIMAS and/or BESS-3 tools, or consider the following free options:

Student Risk Screening Scale (SSRS; Drummond, 1994) – Teachers rate each student according to seven areas of risk. Total scores are calculated to determine an overall level of risk.

> Paper version available at:
> http://miblsi.cenmi.org/LinkClick.aspx?fileticket=3k1hUgxe6hM%3d&tabid=2135
>
> Electronic entry could be coordinated using Google Forms

Office Discipline Referrals – Schools may choose to examine ODR rates to identify students in need of additional support. Given the concerns around accuracy of ODR data mentioned above, standard protocols for ODRs are essential to ensuring data is accurate and useful.

> More information available at:
> https://www.pbis.org/common/cms/files/Newsletter/odr_trajectory_brief.pdf
> https://www.pbis.org

Teacher Nominations – Schools may elect to use teacher nominations to identify students in most need of additional support. For example, teachers may nominate the top five students with externalizing concerns in their classroom, and the top five students with internalizing concerns in their classroom. In order for this information to be useful, schools should be sure to provide staff with consistent training in what constitutes externalizing and internalizing concerns.

Identify Raters

The first step in Universal Screening Administration is selecting **who** will screen each student. This decision will vary depending on your school level (e.g. elementary or high), daily schedule, and term schedule.

Often elementary aged students remain with one teacher for the entire school day. In this case, it makes the most sense to select the homeroom teacher.

In middle or high school when students rotate between teachers, schools must be more intentional. Some schools choose homeroom or advisory teachers, when students remain in the same homeroom or advisory throughout the year. Another way to select screeners is by choosing one period on one day (e.g. 3rd Period on Wednesday).

Universal Screening occurs **twice** each school year: once in the Fall and again in the Spring. Schools should select raters who will work with the same students **at both times**.

Universal Screening should be completed based on ***behaviors observed recently***. Therefore raters must meet with students frequently enough to complete valid ratings.

Universal Screening items should be completed by **one** rater. Often teams ask whether two teachers who work with the same students can complete ratings together. For validity reasons, it is recommended that only one rater answer each item.

In some cases, schools may choose to use multiple raters for students whom they are concerned about. In these cases, one rater should be selected to complete the Universal Screener, and other professionals may complete individual assessments. Individual Assessments include the very same items as the Universal Screener, but are not included in district-, school- and grade level reports.

Scheduling the Screening

The next step in Universal Screener administration is to identify **when** screening will occur. Possible opportunities for screening include:

- Whole School Staff Meetings
- Grade Level Team Meetings
- Common Planning Time

When identifying a time to complete the screening, schools should consider the following factors:

- **Training**. Have all staff completed the screener previously? Are there any new staff who did not attend original training sessions?
- **Technology**. All universal screeners are completed online. Staff should be reminded to bring laptops to complete screenings.
- **Timing**. Each screener takes approximately 3 to 5 minutes per student. Sufficient time should be provided to complete all screeners.

Notify Parents

Because universal screeners for behavioral health are somewhat unique in nature, BPS has determined that all parents shall be both:

1. Notified that the screening will take place, and
2. Provided an opportunity to opt out of the screener, if they wish.

A letter that can be used to notify parents about the screener is available in the Templates section of this document.

- ❒ Letters must be sent to parents **at least one week** before the first (UA1) screening is to be completed.

In addition to sending home a letter, schools are asked to also include information about MTSS overall, including the universal screener, during family engagement events, including back to school night, parent-teacher conferences, parent council, etc.

Completing the Screening

Step-by-step directions for completing all screeners can be found in the **Templates** section of this document.

Analyzing Results

BIMAS Results can be reviewed by any user who has access to a class or a school.

At this time, BESS Results are only available to CBHM Coaches and building principals. We are currently working with the developers to be able to provide teachers with access to reports on their own students.

Step-by-step directions for accessing summary reports for all screeners can be found in the *Templates* section of this document.

In order to facilitate problem-solving and data based decision making, schools are encouraged to share Universal Screening results with all relevant school teams.



DATA BASED DECISION-MAKING

Data based decision-making and formal problem solving processes are the foundation of Multi-Tiered Systems of Support (MTSS).

While many problem-solving processes exist, we recommend the use of a Data Inquiry Process, as delineated in Data Wise, to integrate data with collaborative problem solving.

The Data Inquiry Process is represented by the following swoosh:

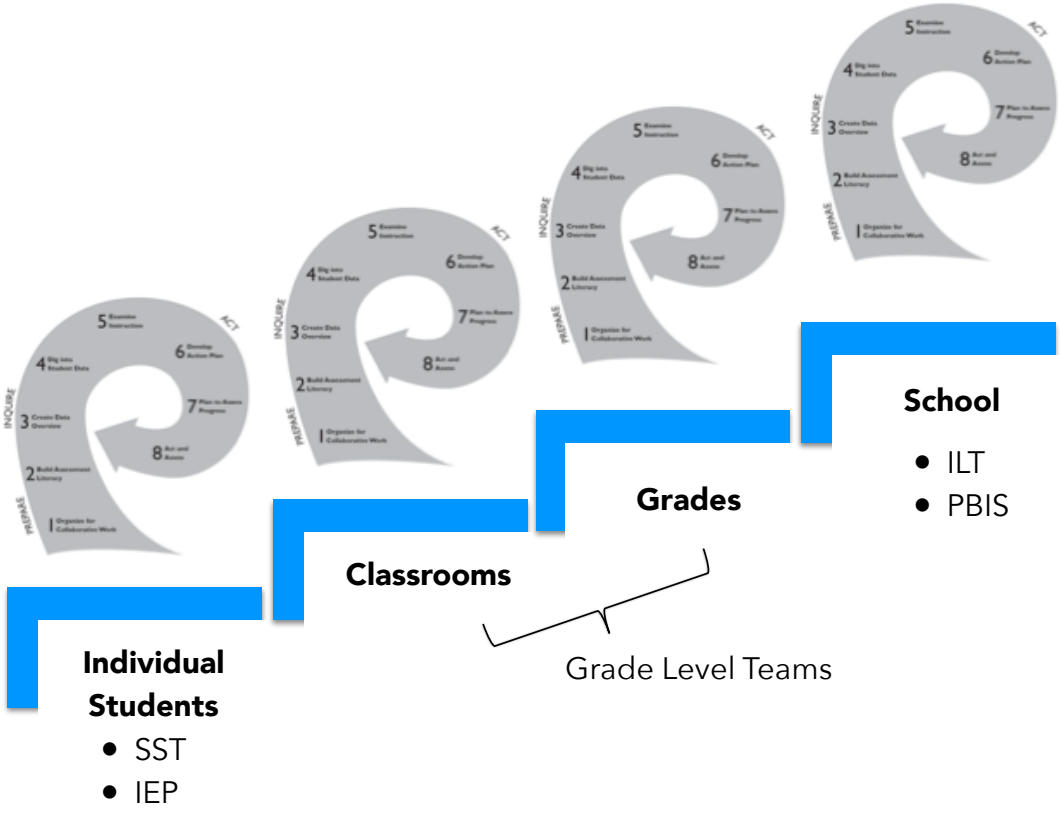


Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*. Ed. K.P. Boudett, E.A. City, R.J. Murnane. (Cambridge, MA: Harvard Education Press, 2013).

In addition to the Data Inquiry Process “swoosh”, data inquiry is supported by the ACE habits of mind:

Shared commitment to **A**ction, assessment and adjustment
Intentional **C**ollaboration
Relentless focus on **E**vidence

Many BPS schools may have received training for a specific team within their building in the Data Inquiry Model, through the Office of Data and Accountability. This training provides a unique opportunity for leaders within your building to share the data inquiry process with the rest of your staff and teams. The goal of MTSS is for all school teams to be utilizing the Data Inquiry Model for various levels of school based decision-making. For example, while grade level teams may complete a data inquiry process based on math interim scores, your Instructional Learning Team (ILT) may choose to complete a data inquiry process on behavioral outcomes across the school. The image below explains how all school teams will eventually practice Data Inquiry Processes for various levels of school data:



As you can see, the data inquiry process becomes a common process through which all school teams can operate.

In order to effectively organize school teams to use a Data Inquiry model, it is helpful to clearly articulate the purpose of each school team, as well as the general structure for team meetings. For example:

Boston Elementary School
School Wide Team Matrix

Team Name	Purpose of Team	Structure of Meetings	Team Members
Instructional Leadership Team	Review school-wide trends to improve effectiveness of universal/core instruction.	Meets Monthly for 1 Hr. 30 min – academic data 30 min – behavioral data	Building Administrator Lead Teachers Parent Rep(s) Support Staff
Grade Level Team	Review grade and class level data to identify patterns, and design supports for groups of students.	Meets Weekly Alternate weekly between behavioral and academic data	Grade Level Teachers Special Education Teachers Support Staff
Student Support Team	Review individual student progress to develop individualized support plans for struggling learners.	Meets Weekly Meetings organized by grade level to discuss students identified through Grade Level Team process.	General Education Teachers Special Education Teachers Speech and Language Behavioral Health Staff Support Staff

With this information clearly articulated to each school team, individual teams may begin to progress through the steps of the Data Inquiry Process.

1. **Organize for Collaborative Work.** During the first step of the Data Inquiry Process, teams will identify team norms, define roles and responsibilities, and take steps to ensure that the Data Inquiry Process is effective and efficient for their team.

2. **Build Assessment Literacy.** Once teams are aligned for collaborative work, each team will begin by familiarizing themselves with the data available to them that relates to their specific area of focus. Data which is collected and used to support data based decision-making within schools should always be linked to instructional standards.

   Each team may draw upon slightly different sources of data. For example, school-wide teams such as your ILT or PBIS/Climate Team will focus on what universal data is

available for students at every grade level, while grade level teams may also draw upon specific data is available for their grade level only (e.g. unit tests, exit tickets, etc.).

The goal of the Data Inquiry Process is **not** to increase the number of assessments that schools or teams use, but instead to ensure that data that is *already* being collected, is also being used to support data based decision making.

3. **Create Data Overview.** Once the team has a shared understanding of the relevant instructional standards and data sources available to them, teams will begin to identify a list of many questions that they are interested in exploring. Once a long list is generated, the team will work together to specify one specific question that they will begin to address through their work.

4. **Dig into Student Data.** After establishing a priority issue, the team will dig deep into student data. Teams will use triangulation strategies to draw conclusions based on multiple sources of data, and collaboratively interpret the "story" that their data tells. Based on that story, teams will identify one **learner-centered problem**.

5. **Examine Instruction.** After identifying a learner-centered problem, teams will reflect upon instruction related to their priority issue. Through a similar triangulation of data (including formal, standardized data as well as personal experience, reflection and dialogue), teams will identify one **problem of practice**.

6. **Develop an Action Plan.** Once the team has identified both a learner centered problem, as well as a related problem of practice, teams can begin to develop an action plan. Action plans articulate what instruction will be provided to address the priority issue identified. Tasks and responsibilities are delineated so that the team has a clear plan to implement.

7. **Plan to Assess Progress.** Once a plan is developed, teams must incorporate opportunities to assess the progress of their plan. Progress should be discussed, both in terms of Action Plan implementation as well as student learning.

8. **Act and Assess.** During the final stage, several meetings are held to both fine tune the action plan developed, as well as assess results. Teams will collaboratively decide whether their action plan was effective or not. If the plan is deemed by the team to have been effective, they can begin to tackle other questions or issues that they developed in Step 3, or they may decide upon a new issue (based on their Data Inquiry Process, or new issues that has arisen) to delve into next.

Different school based teams will progress through the Data Inquiry Process steps at different rates based upon both their specific area of focus as well as their meeting structure/timelines. For example, an ILT may meet quarterly while an SST may meet twice a month. While these teams will progress through this Data Inquiry Process at different rates depending on the scope

of their team, it is important to note that the overall process for collaborating and data-based decision making is consistent throughout the school.

TEMPLATES

The following templates are provided in this section:

TEMPLATE	EXAMPLE	BLANK FORM
Purpose Statement	✓	
Core Values	✓	
Behavior Matrix	✓	
Lesson Plans	✓	✓
Reinforcement Systems	✓	
Consequence Flowchart	✓	
Office Discipline Referral Form	✓	
Data Systems	✓	
Tiered Fidelity Inventory (TFI)		✓
TFI Action Plan	✓	✓
Parent Notification Letter	✓	
Directions for Completing Screeners	✓	
Directions for Running Screening Reports	✓	
Tier 1 Data Based Decision Making Procedures	✓	

Statement Of Purpose

Example:

We believe optimal student achievement (academic and behavior) can be attained by utilizing a proactive systems approach for creating and maintaining a safe and effective learning environment. This includes the use of a systematic approach to understand student strengths and needs, teach positive behaviors, reinforce positive behaviors, and respond effectively to problematic behaviors.

Core Values

Brighton High School's Core Values are:

RESPEPCT	INCLUSIVITY	RIGOR

Behavior Matrix

Example provided on the next page is from Brighton High School.

BHS	Earn PAWS for RESPECT	Earn PAWS for INCLUSIVITY	Earn PAWS for RIGOR
Classroom	- Arrive to class on time - Behave in a way that allows you & others to learn - Respect physical and personal boundaries - Use academic language - Engage in learning - Bring materials and assignments to class	- Listen to others - Respect all opinions - Learn about others - Be willing to work with and help others - Embrace new ideas and concepts - Think of all students as learning partners - Demonstrate tolerance	- Come ready to learn - Challenge yourself - Be present - Ask questions & give feedback - Actively participate - Be a positive role model - Take advantage of available supports
Hall & Shared Spaces	- Make way for others - Smile and greet others - Throw away trash - Move to your destination quickly - Use appropriate language - Respect physical and personal boundaries	- Be welcoming - Be Positive - Demonstrate tolerance - Commitment to whole school improvement - Follow directions from all adults	- Be on time to class - Help others make good choices - Follow School Rules - Look out for each other
Cafeteria	- Be polite to cafeteria staff - Throw away trash - Be friendly	- Sit with new people - Use appropriate language - Share table space	- Look out for each other - Clean up trash that is not yours
Library	- Return materials on time - Use quiet voices - Take care of materials - Be friendly - Keep space tidy - Be polite to library staff	- Work with others - Be accepting of new ideas and concepts - Share materials	- Check out and read books - Use library space productively - Explore new topics - Take advantage of available supports

Lesson Plans

The following pages are examples of a lesson plan from the Sumner Elementary School to teach appropriate bathroom behavior.

Next, a blank template that can be modified and used to teach behavior in a variety of settings throughout your school is included.

C. SUMNER ELEMENTARY SCHOOL

KIND I RESPECTFUL I BEST YOU CAN BE

Bathroom Lesson Plan

KIND	RESPECTFUL	BE THE BEST YOU CAN BE
• Use a pass & return it when done • Flush • Wash your hands (2 pumps of soap & 1 towel) • Put towel in trash	• Respect the privacy of others	• Return to class promptly

Expectations being taught: **CHAMPION** behaviors in the bathroom.	**Instructional Locations:** Bathroom Classroom

Introduction & Rationale

All students deserve a safe and orderly environment throughout the school building. Relate these expectations to the Sumner **CHAMPION** expectations.

*Reflect with students: "*Why do you want the bathrooms to be safe and orderly?" – Shape their responses into observable behaviors (matrix behaviors above).

Teacher Model

Take your class for a "practice" lesson in the bathrooms.

- Point out the expectations on the walls.
- Walking past the stalls quietly. Moving from the stall and going to the sink to wash hands (2 pumps & 1 towel).
- Signing out the bathroom pass in the classroom.
- Tell students about possibility of earning the special bathroom tickets (TBD) [note: for use when the lesson plan is first being implemented or at points during the year deemed by the teacher or CHAMPION Team]

Role-Play

Example*:* Demonstrate the expected behavior (voice volume, obtaining a pass, walking to stall, washing hands with soap, throwing towel in trash can).

Nonexamples*:* Show what the behavior should **not** look like (e.g., splashing water, yelling, jumping up and down, hanging onto the tops of the stall doors, throwing paper towels on the floor, leaving without washing your hands).

Student Example*:* Choose a couple of students to "show" examples of following the expectations.

(You may want to invite older students who can serve as role models to co-teach the lesson plan.)
Student Example: Ask students to write one problem they have witnessed in the bathroom. Collect and read a few anonymously. Students can then role-play how to solve that problem.
Debrief the role-play: What worked? What didn't work? What would have been an appropriate way to behave? Review why it is important to respect others' privacy, clean up after yourself, wash your hands, and use slow feet.

Signal (2")

Demonstrate the universal school symbol for quiet (two fingers raised into the air?) and what is expected when an adult displays the symbol. Discuss why silence is needed in the bathrooms.

Review

Repeat these practice runs in the bathroom several times to reinforce appropriate behaviors when introducing this lesson plan and revisit as needed.
Raise to level of awareness that this is an area the WHOLE school wants to improve and they can be a part of it!!!

Practice throughout the Day

Before leaving the classroom for a bathroom break, pre-correct the skills that you feel might be most challenging to your students. Cue them by asking them to, "Please show me what …… looks like." Reinforce those doing the right thing BEFORE correcting those who are not doing the right thing.

Homework

When transitioning in the bathrooms, be aware of **CHAMPION** for the next few days – pay attention to your own behavior and check to see how you are doing. Remind your friends about being **CHAMPIONS** in the bathroom.

Supplemental Activities

- Have students pair/share: "Tell you neighbor the behavior expectations for the bathroom." Teachers walk around to assess understanding and stamp or give out tickets.
- Circle Map: Students write "bathroom" in the middle circle and then write everything they know about the bathroom rules in the outer circle as well as their frame of reference in the rectangle.
- Once students return to the classroom, have them write important safety points for the bathroom and post them in the bathroom.
- Formatively assess student knowledge through classroom questions, group discussion and/or ask each student to give an example of **CHAMPION** behavior as an exit slip.

Reinforcement Activities

- Hand out tickets for those demonstrating **CHAMPION** behaviors; use 2-week period to hand out special bathroom tickets.
- Have a criterion for classes to meet in order to win a special incentive. Post the winning classes throughout the school.
- Follow the yearlong schedule for teaching behavior lesson plans (including reviews after vacations).

Lesson Plan to Address Behavior

Step 1: Identify the desired behavior and describe if in observable, measurable terms.

Step 2: List a rationale for teaching the behavior (Why is it important?)

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
•	• .
•	•
•	•

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read two scenarios. The teacher discusses why second scenario is an example of target behavior.

Lead students through behavior (We do): Teacher(s) present another two scenarios. Students will discuss which scenario is an example of target behavior.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

-

Adapted from: Langland, S., Lewis-Palmer, T., & Sugai, G. (1998)

Reinforcement System

The next page describes the reinforcement system being used at the Harvard Kent Elementary School

Harvard Kent Hallway Behaviors

The Bucks White= 1 Buck (given to individual students) Blue= 5 Bucks (given to whole class) Bucks should never be taken away once a student or class earns them If you need more bucks please see our banker: Brendan Brett On Thursday of each week you will receive a link to a google doc in your email to record how many bucks your class earned that week	**The Rewards** **Weekly** ❖ Go to lunch and recess early on Friday ❖ Banner to hang outside classroom ❖ Class announced over the intercom **Monthly** ❖ Class announced over the intercom ❖ Entire class (and teacher!) attend a lunch at Warren Tavern
The Hallway Matrix Will be displayed in the hallways You can reference the matrix at anytime	**Student Rollout** Jason will be speaking with the students on Friday May 1st at each of the dances
The lesson Plan Present to your class May 4th. Practice appropriate hallway behavior Coordinate with other classrooms to avoid being in the hallway at the same time as many other classrooms	**Questions/Feedback?** E-mail a member of the Climate Team!

Consequence Flowchart

The following page includes a consequence flow chart from the Rafael Hernandez K-8

RHS Student Behavior Procedural Flowchart

(Rev 11/2/15)

Handled in classroom

RJ Circles/Second Step (Skills & Relationship Building)

Review expectation and redirect to activity

Resolved

Not Resolved

Components of Behavior Management systems

Redirect behavior/Encourage student
Reminder of expectations
Reinforce positive behavior
De-escalation/trauma sensitive strategies
Use of breaks
Conference/circles with student (s) (solution focused)
Second step lessons to address class wide difficulties.
Peer support/classroom support (time in another class)
Communicate with parent
Consequences to discourage (-) behavior:

- Repair harm/Make up work/ Loss of rewards/ lunch with teacher(e.g.use of extra computer time)/Before or afterschool detention

Resolved

Not Resolved After Utilizing Multiple Strategies

Refer to Office

No

Is the Behavior Major?

Yes

Managed in Classroom

Lack of caring words

Lack of caring for others

Lack of caring for environment

Not prepared to learn

Disrupting the learning environment

Using technology inappropriately

Difficulty following directions / listening

Managed out of classroom

Use of abusive language

Physical aggression

Property damage

Consistent disengagement

Constant disruption

Repetitive and extreme abuse of technology

Open Defiance /Non-compliance

Incident Report needs to be filed in ASPEN

Support: School Leaders

Ana-Jess-Anthony
Genevieve- Renee

Check in with student/Check with adult

RJ conferencing/Assist with return to class

Call family/documentation of next steps
K1-1st. (Ana & Genevieve)
2nd-4th (Anthony & Renee)
5th-8th (Jess & Vanessa)

- Community service
- Detention
- In-house suspension
- Suspension

Resolved

Further problem Solving/Strategies to address student's needs

Student Support Team
Supports students in Tiers II & III

Office Discipline Referral Form

The following is an example of the office discipline referral currently in use at the Henderson K-12 school.

HENDERSON K-12 SCHOOL
OUT OF CLASS REFERRAL FORM

STUDENT NAME _____ **GRADE** _____ **DATE** _____

REFERRING STAFF _____ **TIME** _____

OTHERS INVOLVED ☐ No One ☐ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown

MAJOR PROBLEM BEHAVIOR	LOCATION	PERCEIVED MOTIVATION
❒ Physical Aggression	❒ Classroom	❒ Attention from Peers
❒ Controlled Substance	❒ Hallway	❒ Attention from Adults
❒ Major Disruption	❒ Playground	❒ Obtain Item or Activity
❒ Abusive Language	❒ Cafeteria	❒ Avoid Peers
❒ Sexual Harassment	❒ Bathroom	❒ Avoid Adults
❒ Left Class without Permission	❒ Bus Loading Zone	❒ Avoid Work or Activity
	❒ Office	❒ Don't know
❒ Fighting	❒ Other:_____	❒ Other:_____
❒ Electronics		
❒ Other:_____		

INCIDENT DESCRIPTION _____

ACTION(S) TAKEN PRIOR TO REFERRAL

❒ Detention	❒ Conference with Student	❒ Parent Contact
❒ Loss of Privilege(s)	❒ Time Out or Break	❒ Other:_____

Details: _____

ACTION(S) TAKEN BY ADMINISTRATION

❒ Lunch Detention	❒ Parent Conference	❒ In School Suspension
❒ After School Detention	❒ Referral to Counseling	❒ Out of School Suspension
❒ Parent Contact	❒ Written or Verbal Apology	❒ Other:

Details: _____

Initiate Action in ASPEN? ☐ Yes ☐ No

Follow Up Agreement

1. What core value did I violate?

☐ Respect ☐ Responsibility ☐ Determination ☐ Inclusion

2. What can I do differently next time?

_____

_____

_____

_____

_____

_____

_____

_____

_____

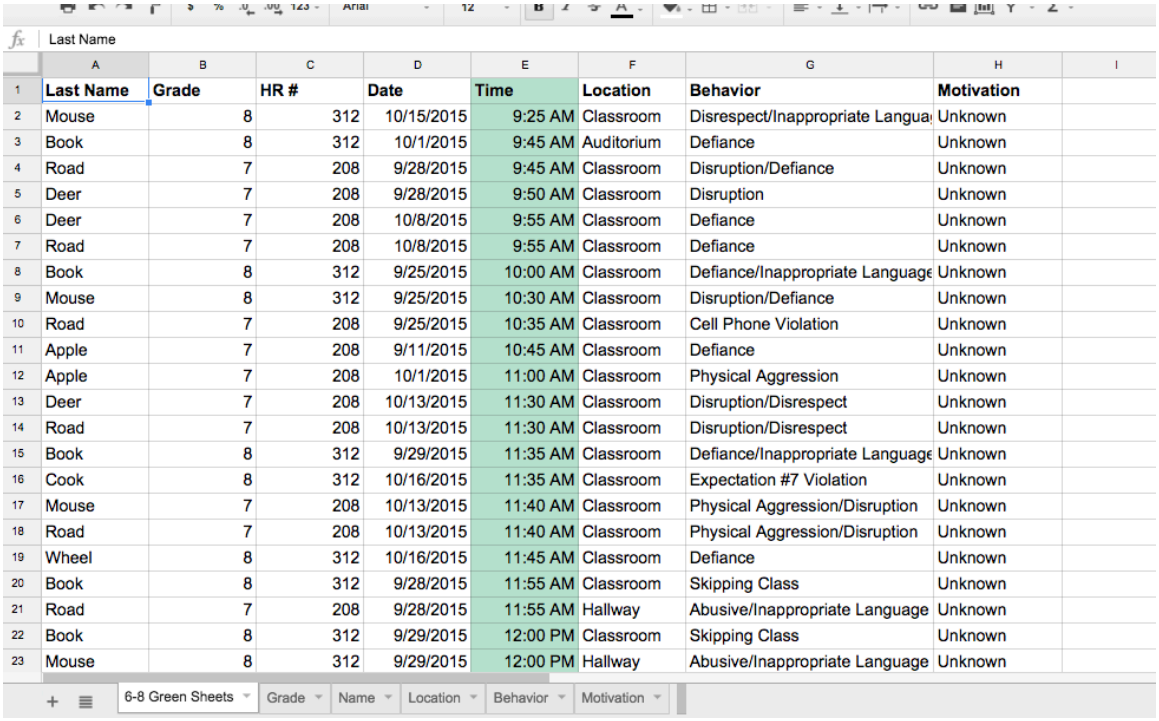
Student Signature _____

Adult Signature _____

Data Systems

The following is examples of data currently being used by the Perry K-8 School to analyze trends in school wide behavior.

1. ODR data is entered into a google spreadsheet:

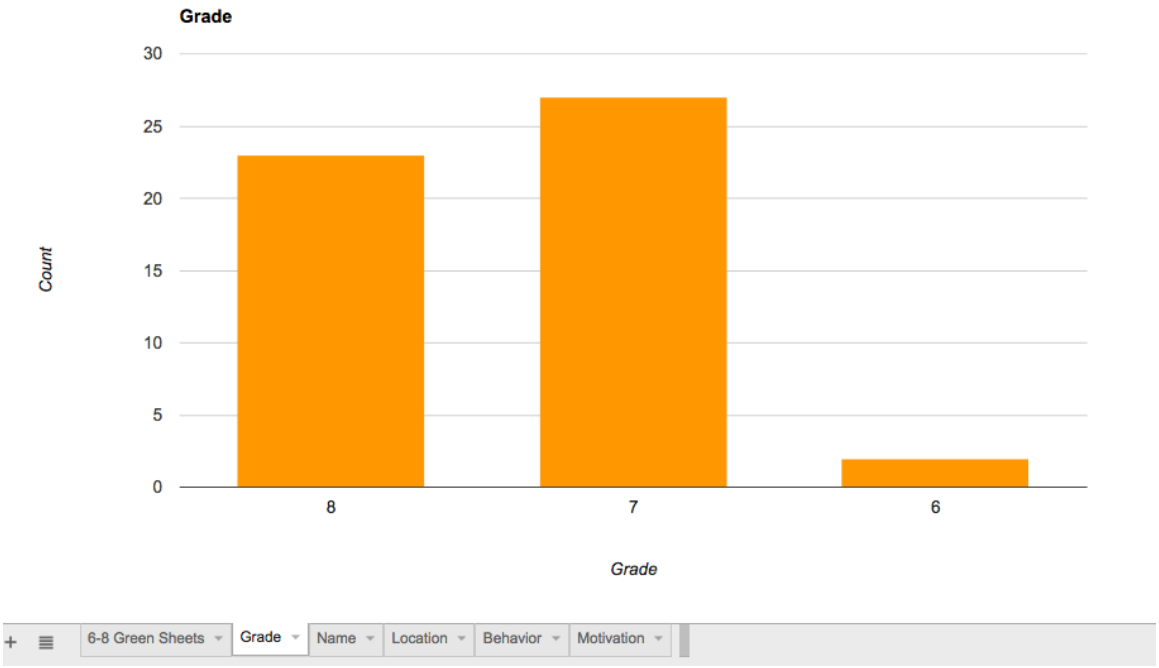


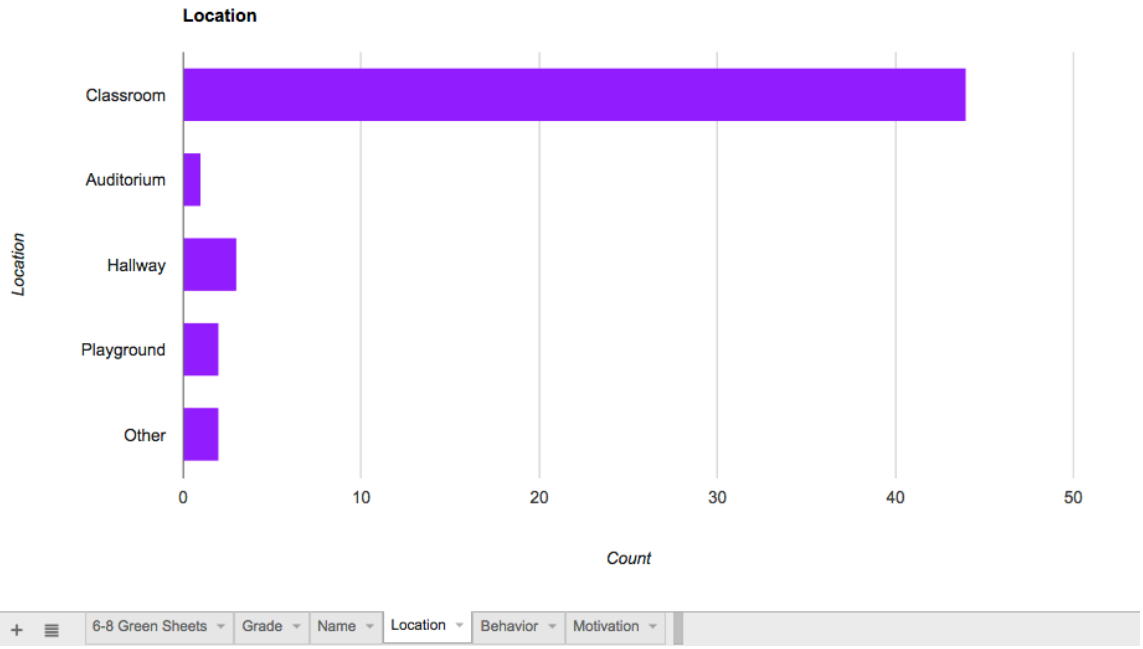
Last Name

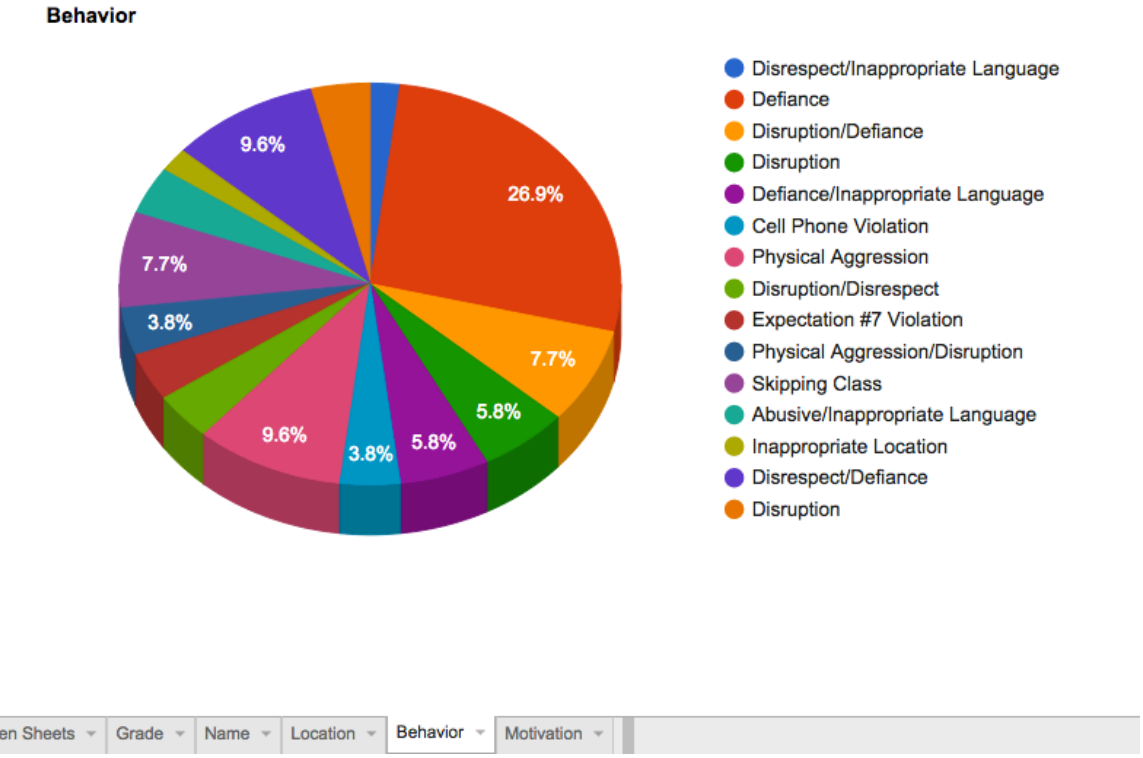
	A	B	C	D	E	F	G	H	I
1	**Last Name**	**Grade**	**HR #**	**Date**	**Time**	**Location**	**Behavior**	**Motivation**	
2	Mouse	8	312	10/15/2015	9:25 AM	Classroom	Disrespect/Inappropriate Langua	Unknown	
3	Book	8	312	10/1/2015	9:45 AM	Auditorium	Defiance	Unknown	
4	Road	7	208	9/28/2015	9:45 AM	Classroom	Disruption/Defiance	Unknown	
5	Deer	7	208	9/28/2015	9:50 AM	Classroom	Disruption	Unknown	
6	Deer	7	208	10/8/2015	9:55 AM	Classroom	Defiance	Unknown	
7	Road	7	208	10/8/2015	9:55 AM	Classroom	Defiance	Unknown	
8	Book	8	312	9/25/2015	10:00 AM	Classroom	Defiance/Inappropriate Language	Unknown	
9	Mouse	8	312	9/25/2015	10:30 AM	Classroom	Disruption/Defiance	Unknown	
10	Road	7	208	9/25/2015	10:35 AM	Classroom	Cell Phone Violation	Unknown	
11	Apple	7	208	9/11/2015	10:45 AM	Classroom	Defiance	Unknown	
12	Apple	7	208	10/1/2015	11:00 AM	Classroom	Physical Aggression	Unknown	
13	Deer	7	208	10/13/2015	11:30 AM	Classroom	Disruption/Disrespect	Unknown	
14	Road	7	208	10/13/2015	11:30 AM	Classroom	Disruption/Disrespect	Unknown	
15	Book	8	312	9/29/2015	11:35 AM	Classroom	Defiance/Inappropriate Language	Unknown	
16	Cook	8	312	10/16/2015	11:35 AM	Classroom	Expectation #7 Violation	Unknown	
17	Mouse	7	208	10/13/2015	11:40 AM	Classroom	Physical Aggression/Disruption	Unknown	
18	Road	7	208	10/13/2015	11:40 AM	Classroom	Physical Aggression/Disruption	Unknown	
19	Wheel	8	312	10/16/2015	11:45 AM	Classroom	Defiance	Unknown	
20	Book	8	312	9/28/2015	11:55 AM	Classroom	Skipping Class	Unknown	
21	Road	7	208	9/28/2015	11:55 AM	Hallway	Abusive/Inappropriate Language	Unknown	
22	Book	8	312	9/29/2015	12:00 PM	Classroom	Skipping Class	Unknown	
23	Mouse	8	312	9/29/2015	12:00 PM	Hallway	Abusive/Inappropriate Language	Unknown	

6-8 Green Sheets | Grade | Name | Location | Behavior | Motivation

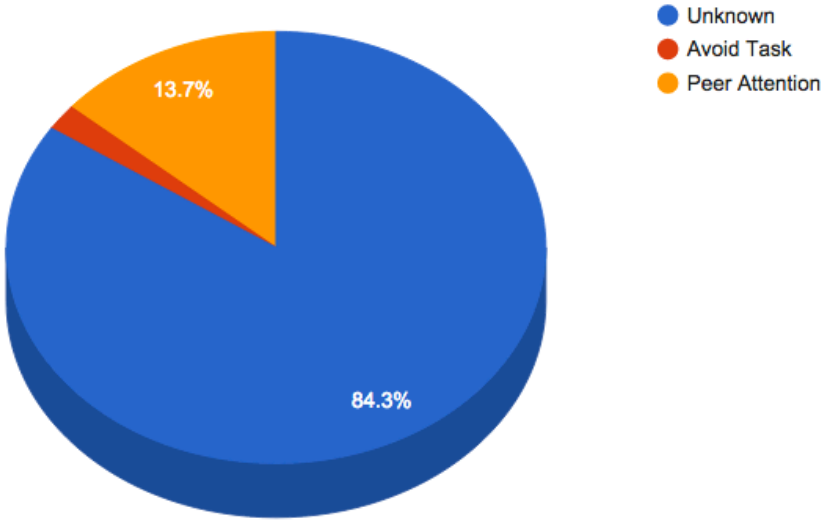
2. Reports are created which update automatically as new data is entered:




Location
Classroom
Auditorium
Hallway
Playground
Other
Location
0
10
20
30
40
50
Count
6-8 Green Sheets
Grade
Name
Location
Behavior
Motivation


Behavior
26.9%
7.7%
5.8%
5.8%
3.8%
9.6%
3.8%
7.7%
9.6%
Disrespect/Inappropriate Language
Defiance
Disruption/Defiance
Disruption
Defiance/Inappropriate Language
Cell Phone Violation
Physical Aggression
Disruption/Disrespect
Expectation #7 Violation
Physical Aggression/Disruption
Skipping Class
Abusive/Inappropriate Language
Inappropriate Location
Disrespect/Defiance
Disruption
een Sheets
Grade
Name
Location
Behavior
Motivation

Motivation



Tiered Fidelity Inventory

The Tier I TFI items are included here to demonstrate the items teams will respond to.

As a reminder, TFI responses must be entered online at pbisapps.org.

Images in this section are from the following document:
Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory.* OSEP Technical Assistance Center on Posi- tive Behavioral Interventions and Supports. www.pbis.org.

Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 **Team Composition:** Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 **Team Operating Procedures:** Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.3 **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations
1.4 **Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations
1.5 **Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
1.6 **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices
1.8 **Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
1.9 **Feedback and Acknowledgement:** A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
1.10 **Faculty Involvement:** Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
1.11 **Student/Family/Community Involvement:** Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
1.12 **Discipline Data:** Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 **Data-based Decision Making:** Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports
1.14 **Fidelity Data:** Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
1.15 **Annual Evaluation:** Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tiered Fidelity Inventory: Action Plan

The TFI results can be used to generate an action plan to support implementation. The next section provides an example of a TFI action plan that was put together at the Taylor Elementary School

A blank copy has also been provided for your team to use.

Tier I					
Subscale	**Item**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	1.1 Team Composition	1	• Reach out to Parent Site Council for family perspective on Tier 1 (create guiding questions or survey) • Reach out to staff who coordinates student council for student perspective on Tier 1 (create guided questions or survey)	Donna L.	by 2/8/16 meeting
	1.2 Team Operating Procedures	1	• Create specific action items at each meeting to work on btw meetings and/or check back on at next meeting	BTF members	ongoing
Implementation	1.3 Behavioral Expectations	2			
	1.4 Teaching Expectations	1	• Create & implement a documented teaching schedule to teach lesson plans throughout the school year (particularly after returning from school vacations)	BTF members	create @ 4/9/16 mtg
	1.5 Problem Behavior Definitions	1	• Share Problem Behavior Definitions with families and students - determine how BTF wants to do this	BTF members	discuss @ 3/28/16 mtg; plan for fall 2016 roll-out
	1.6 Discipline Policies	1	• Check-in with Ms. Marks about the consistency of the use of proactive, preventative approaches across staff.	Ms. Marks	discuss @ 4/27/16 mtg
	1.7 Professional Development	2	• Have all members of BTF do the fall PBIS booster session at opening PD • Create one page description of PBIS procedures for substitutes & volunteers; have available in classrooms for easy use	BTF members	fall 2016 4/27/16
	1.8 Classroom Procedures	2			
	1.9 Feedback and Acknowledgment	2			

	1.10 Faculty Involvement	1	• Create & then implement a regular communication loop to ensure staff is shown behavioral data 1x/month (e.g., # of dojo points rewarded per month, 2x/year BIMAS data, # ODR)	BTF	Create system at 5/15/16 meeting; implement in fall 2016
	1.11 Student/Family/Community Involvement	0	• Ask for yearly feedback from student/family/community (how to get this information - decide on whether to use a survey or other mechanism • Ask about Community Partners that should be engaged for Tier 1 input	BTF Members Ms. Marks	create survey at 5/15/16 meeting
Eval	1.12 Discipline Data	1	• Create centralized data system to collect and organize behavior incident data	Katie Vozzella	January 2016?
Evaluation	1.13 Data-based Decision Making	0	• Implement monthly system of looking at behavioral data at BTF	BTF	January 2016
	1.14 Fidelity Data	2	• Fidelity data for Open Circle collected annually • Complete TFI at least annually		
	1.15 Annual Evaluation	0	• Create annual reporting form for sharing with staff, families, community & district on fideltiy and effectiveness. • Distribute annual report	BTF Members	May 2016 June 2016

TFI Action Plan

Tier I					
Subscale	**Item**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	1.1 Team Composition		•		
	1.2 Team Operating Procedures		•		
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations		•		
	1.5 Problem Behavior Definitions		•		
	1.6 Discipline Policies		•		
	1.7 Professional Development		•		
	1.8 Classroom Procedures		•		
	1.9 Feedback and Acknowledgment		•		
	1.10 Faculty Involvement		•		
	1.11 Student/Family/Community Involvement		•		

Evaluation	1.12 Discipline Data		•		
	1.13 Data-based Decision Making		•		
	1.14 Fidelity Data		•		
	1.15 Annual Evaluation		•		

Universal Screening: Parent Notification Letter

The following is a form letter that can be used to notify parents of the universal screening for behavior, as well as an opt out form.

[Date]

Dear [School Name] Family Members,

In our continuing efforts to support the well-being of all our students, we will be administering a universal assessment of behavioral health. This assessment helps us to understand the needs of all our students and to make effective plans at the whole school, class, and individual level. We are always working to support the needs of our school community, including school-wide programs such as positive behavioral interventions and supports and our social-emotional learning curriculum. It is important that your child feel that academic learning is their focus at school and that the adults they work with each day are doing all they can to create a safe and supportive environment.

If you would like more information about the universal assessment and the other supports we have at our school please join us on [date, time, place]. There is also the option we present to all families for their child to not participate in the screener. If that is your choice, please request an opt-out form from [insert process here].

Thank you,

[principal signature]
[principal name]
[school name]

UNIVERSAL ASSESSMENT I OPT-OUT FORM

School:

Student Name:

Date of Birth:

Grade:

Date:

I have been informed about the universal assessment for behavior taking place at my child's school. It is my choice that my child not be included in the universal assessment this school year.

_____

Parent/Guardian Signature

Universal Screening: Directions for Completing Screenings

I. BIMAS Screening Directions – UA1 FALL
II. BIMAS Screening Directions – UA2 SPRING
III. BESS Screening Directions (FALL & SPRING)

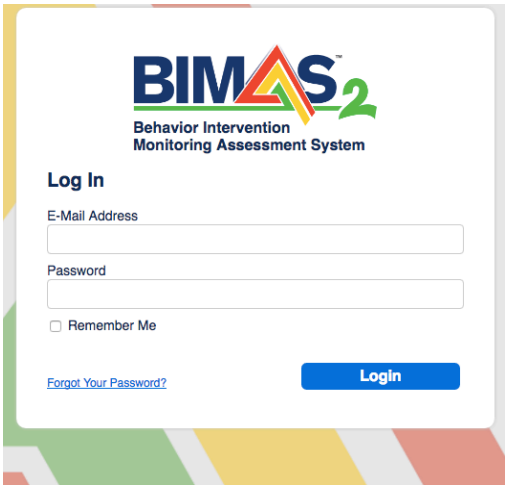
BIMAS SCREENING DIRECTIONS

You will receive an e-mail from Edumetrisis (noreply@edumetrisis.com) with a temporary password. Use this temporary password to log in for the first time.

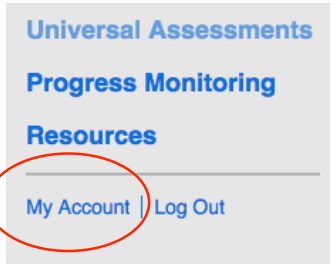
Log In

app.edumetrisis.com

E-mail Address: your BPS e-mail address (example@bostonpublicschools.org)
Password: temporary password has been e-mailed to you

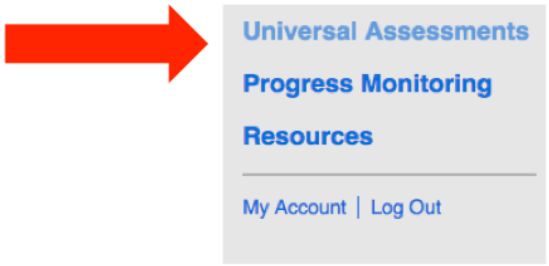


Once you have logged in, click on "**My Account**" on the left side of the screen. Click change password to create your own.



Finding your class list

Click on Universal Assessments to see a student list



If you see a student on your list that is **not in your class**, click the in the same row as the student's name under "Remove from my list"

Student Name	MTSS	Test 09/30/16 - 10/01/16	Remove From My List	Conduct
Nemo, Finding	1			-

REMOVE STUDENTS IF:

-they have moved

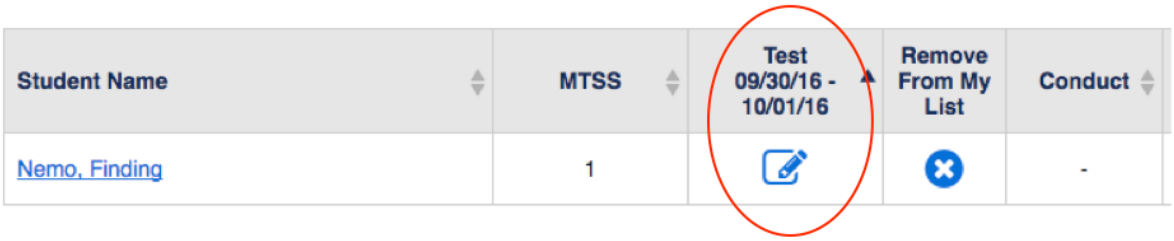
-you don't teach them

DO *NOT* REMOVE STUDENTS IF:

-you are not worried about their behavior

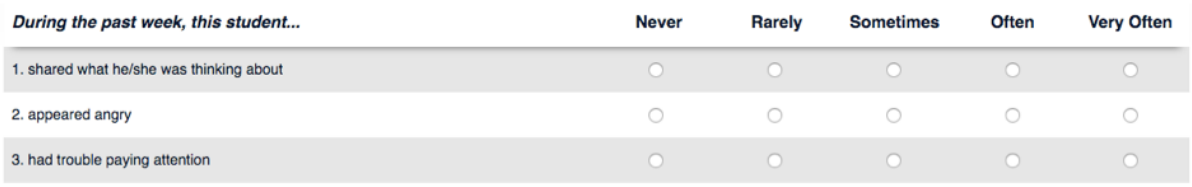
-parent opt out

Complete screening for a student



Click the  icon to complete the screening for an individual student

Select your ratings for the student for the 34 numbered items



COMMENT BOX – Remember that any notes you add in to the comment box on the BIMAS become part of the students' educational record, and are made available to parents/guardians upon request.

Click "**save for later**" if you want to finish the rating at another time

Click "**submit**" if you want to submit the scores for the particular student

Click "**submit and score next student**" if you want to submit the scores for the particular student and bring up the next student to rate



You will know a screening is completed if there is a green check mark under the column



If you want to look at scores for any individual student, click on the student's name

III. BESS SCREENING DIRECTIONS (FALL & SPRING)

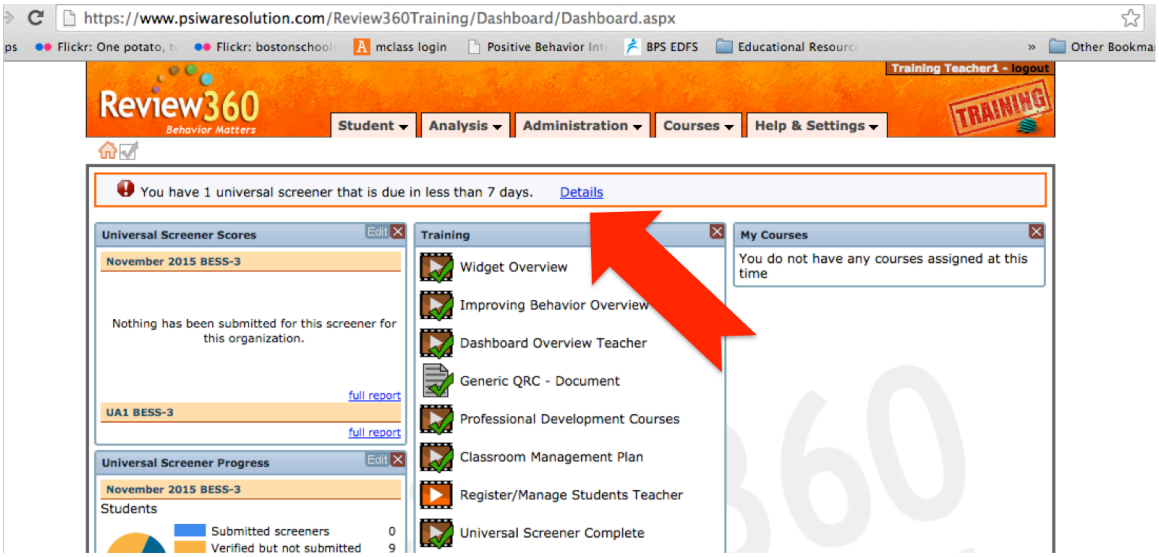
1. Open safari or chrome

2. In the address bar, type http://r360.psiwaresolutions.com/

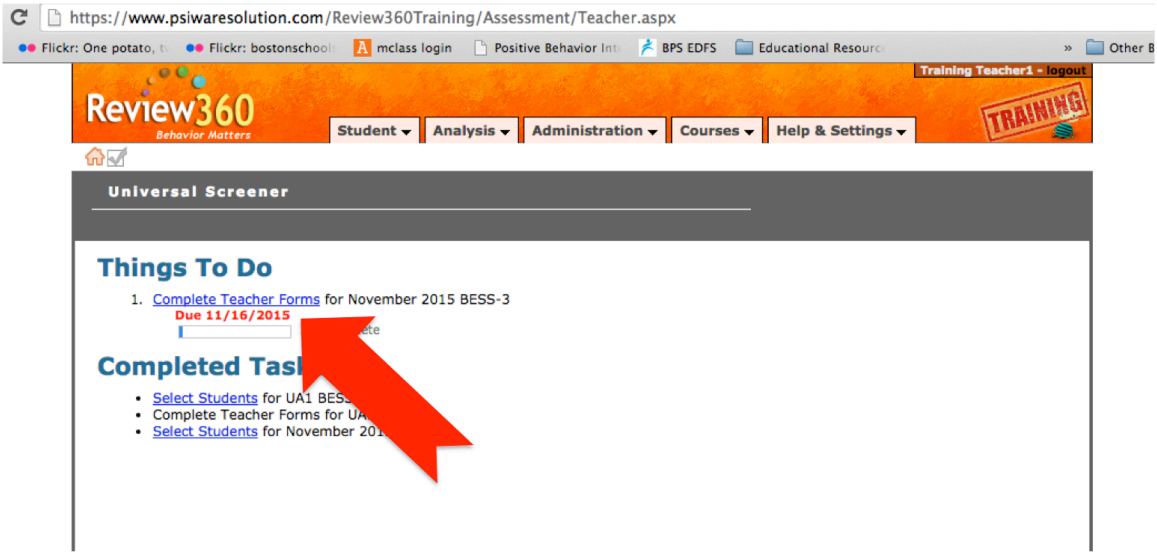
3. Login Information

a. Username: your BPS email address
b. You set up your own password. If you have forgotten your password, click “forget password” prompt and follow instructions sent via email.

4. When you login you will see a banner on the top of your dashboard that alerts you that Universal Screeners are due. Click on “details” to complete screenings.

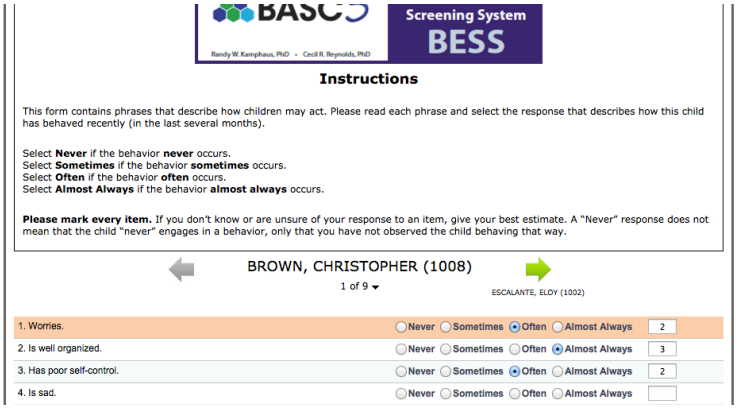


5. Next, you will see a “Things to Do” list. Follow the prompts for that list to complete universal screeners. As you complete one task, it will be removed from your “Things to Do” list.



6. Complete screenings for each student by filling in your responses for each question.
   - The first thing you will be asked to do is very your student roster. Uncheck any students who are no longer in your class or school.

   - Next, you will be asked to complete the screener for each student. Move to the next student screener by clicking the GREEN ARROW.



- If you do not finish an entire screening before logging out, the system will remember your responses, and you will be prompted to finish the remaining items the next time you log in.

- Once you have completed all items for all students, you must select “Submit Responses” in order to complete the screening.

Tier I Data Process

A procedure to help teams begin a data-based problem solving process at the Tier I level is provided in this section.

PHASE 1: Prepare
Step 1. Organize for Collaborative Work - Use the Tier 1 team to make collaborative data-based decisions. Identify data sources (BIMAS, Review 360, Office Discipline Referrals, Attendance, Suspensions, TFI Survey).
Step 2. Build Assessment Literacy – Train the team on how to look at social-emotional-behavioral data.

PHASE 2: Inquire
Step 1. Create Data Overview – What do you want to know?
Step 2. Dig into Student Data - What does "it" look like now? Are we satisfied with how "it" looks? What would we like "it" to look like? What would we need to do to make "it" look like that?
Step 3. Examine Instruction – Is the social-emotional learning curriculum being taught with fidelity? Are the key features of PBIS being implemented with fidelity?

PHASE 3: Act
Step 1. Develop Action Plan - How should we structure student supports to meet the identified needs? What supports do staff need to meet our goal? What time period does our Action Plan cover?
Step 2. Plan to Assess Progress – What progress monitoring tools do we use to measure outcomes?
Step 3. Act and Assess – Implement the plan for a des

BIMAS DATA – Consider the areas of greatest strength & concern on your BIMAS data scales:
1. **Behavioral Concern Scales** - Conduct, Negative Affect, Cognitive/Attention
2**. Adaptive Scales -** Academic Functioning, Social Functioning
Set a goal for improvement by the universal assessment in the spring.

Behavioral Concern Scale: _____ % of students at Low Risk in _____ Scale
Adaptive Scale: _____ % of students at Typical and Strength in _____ Scale

RESOURCES

WEBSITES

Collaborative for Academic, Social and Emotional Learning (CASEL)
http://www.casel.org/

Positive Behavioral Interventions and Supports, OSEP Technical Assistance Center
http://www.pbis.org/

VIDEOS

TFI Walkthrough Video
https://www.pbisapps.org/Resources/Pages/School-Wide-Tiered-Fidelity-Inventory-(TFI)-Walkthrough.aspx

RECOMMENDED ARTICLES

Educators' social and emotional skills vital to learning
http://www.garrisoninstitute.org/component/docman/doc_download/1007-jones-2013-educators-social-and-emotional-skills-vital-to-learning?Itemid=243

What's Your Plan? Accurate Decision Making within a Multi-Tier System of Supports: Critical Areas in Tier 1
http://www.rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1