Kansas Multi-Tier System of Supports

● Structuring Guide: Module 2 Behavior

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www.kansasmtss.org

Introduction to Document

The *Kansas Multi-Tier System of Supports: Structuring Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document serves as a workbook for either schools working with Recognized MTSS Trainers (a current list can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system. Content area specific documents for reading, mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of a MTSS and what each looks like when fully implemented, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for a MTSS.

Acknowledgements

A significant commitment of time and energy from numerous Kansas educators, their districts, organizations, and partners made this document possible. Their efforts to learn and help others understand what it takes to make a MTSS a reality within schools is reflected in this document. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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Introduction

In order for students to attain high levels of achievement, teachers must be effective in their delivery of instruction and classroom management. It is important not to overlook the significance of classroom management when planning to provide students with a tiered support system. Marzano, Waters, and McNulty (2005) found that, out of 228 possible variables, classroom management has the greatest impact on student achievement. Marzano and colleagues (2005) defined effective classroom management as the artful joining of the following teacher actions: (1) establishing and implementing rules and procedures, (2) establishing and implementing appropriate consequences, (3) maintaining effective teacher and student relationships, and (4) maintaining a "healthy emotional objectivity regarding management issues" (p. 92). Marzano's (2003) review of existing research concluded that educators who address all four areas are more effective classroom managers, and this management increases the likelihood of student achievement.

The MTSS for behavior framework assumes that most buildings already have a system of classroom management in place, and that prior training in classroom management has taken place. Building leadership teams need to identify the programs, practices, and strategies that are expected to be used by building staff for effective classroom management, and make sure that all current staff members have been provided with training in this classroom management system.

TEAM DISCUSSION
1. When you walk into a classroom where the teacher is an effective classroom manager, what do you…?   a. See?   b. Hear?   c. Feel?
2. How do the items you listed relate to the four points outlined by Marzano and colleagues?

<table>
<tr><td colspan="1" align="center">**TEAM DISCUSSION**</td></tr>
<tr><td>3. Are staff members using the current classroom management system with fidelity? How do you know?</td></tr>
<tr><td>4. Are there any professional learning needs with regard to the system of classroom management expected to be used within your building?</td></tr>
</table>

Educators intuitively understand that student behavior and academic outcomes are linked. However, the pressures to meet achievement standards are often emphasized to the extent that teachers and administrators alike believe that they must focus their attention solely and foremost in the academic arena. Because school success— and, indeed, even teacher success—is being measured by student academic outcomes, the push to meet those academic standards is creating school environments that allow for little flexibility and choice for students. This exclusive and intense focus on academic outcomes crowds out all "extras," including time for teachers to build relationships with students.

Ensuring that students feel close to at least one supportive adult at school is one component of improving students' connection to school. The research indicates that, when students experience connectedness to school, educational motivation, classroom engagement, and attendance all improve (Croninger & Lee, 2001). Although taking time to build relationships with students may seem a daunting task, two ways to begin this shift are to 1) increase the ratio of positive to corrective interactions (ideally 4:1) and 2) provide noncontingent, positive attention to students. The following practices can all help foster school connectedness:

- Implement high standards and expectations, and provide academic support to all students.
- Apply fair and consistent disciplinary policies that are collectively agreed upon and fairly enforced.
- Create trusting relationships among students, teachers, staff, administrators, and families.
- Hire and support capable teachers who are skilled at content teaching techniques and classroom management to meet each learner's need.
- Foster high parent/family expectations for school performance and school completion.

Why is School Connectedness Important?

Fostering School Connectedness

Building Relationships

- Ensure that every student feels close to at least one supportive adult at school.
    (Blum, 2005)

Cultural View of Student Behavior

It is commonly held in our culture that children should know how to behave. Yet most people would agree that children are not born with "bad behavior." So where does "bad behavior" originate? Behavior, like any other skill, is learned. Children, like adults, learn which behaviors to use in order to get their needs met. Sometimes the ways in which people go about getting their needs met are undesirable, to say the least, to others. However, if behavior is learned, it can also be unlearned. Better, more socially appropriate behaviors that still function to meet their needs can be learned so that the undesirable behavior is no longer the only way to get one's needs met.

Unfortunately, many people believe that delivering a punitive consequence following an undesirable behavior (or even the threat of that consequence) should eliminate the behavior. The problem is that if the behavior functions to meet a need, then punishment for the behavior will not eliminate the perceived or real need. Therefore, the behavior is likely to recur in an attempt to get the need met, particularly if that behavior has repeatedly resulted in the desired outcome. For example, imagine a student does not have a trusting relationship with a teacher in a subject class that is particularly difficult for him. Attending this class becomes highly aversive to the student due to the fact that he is already having difficulty with the content, coupled with the periodic clashes with the teacher, who believes the student is lazy. In frustration, the student shoves the materials off his desk and curses, which results in an office discipline referral and a trip to the principal's office. The student leaves the room and spends the rest of the class period waiting to see the principal. For this student, this outcome is much less aversive than sitting in the class feeling "stupid." His need to escape the uncomfortable situation was met when his behavior resulted in escape from that situation, increasing the likelihood of that behavior occurring again under similar circumstances. A potential behavioral issue has just begun, and this student may ultimately experience both academic and behavioral challenges.

TEAM DISCUSSION
After reading the situation described above, think about your own beliefs about behavior.
1. Have you experienced a similar situation?
2. How have you responded in similar situations?
3. How could you have responded differently?
4. How could you have used the opportunity as a teachable moment?

If the building culture is one in which adults view inappropriate student behaviors as a result of students' "laziness" or "disrespect," the culture may be fostering unproductive attitudes with respect to changing inappropriate behavior. In many instances, it is necessary to change the nonproductive educational culture in a building. In the previous example, a few factors could have made a difference. First, because the teacher and student did not have a positive relationship established, the scenario played out negatively for both. The student's trust in adult assistance was eroded and the teacher's belief that the student was not worth the time was reinforced. The teacher is likely to respond similarly to other students who present similar issues. Second, the opportunity to recognize the academic deficit and obtain needed support for the student was lost as a result of preconceived notions and the lack of a positive relationship. Too often adults miss opportunities to support students because of personal beliefs about student behavior and why it occurs. Indeed, Ginott (1972) said it eloquently when he asserted:

> I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether the crisis will be escalated or de-escalated, and a child humanized or dehumanized (pp. 15-16).

Educators have a tremendous responsibility that requires them to work with what they are given. As Knoster (2008) points out, "parents

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If you've told a child a thousand times and she/he still doesn't understand, then it is not the CHILD who is the slow learner!
- Anonymous
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"Every adult in the building must become part of the solution."
- Randy Sprick

send the best kids they have to school; they do not keep the better ones at home" (p. 10). Shifting the focus from punitive, reactive measures of controlling behavior to building relationships and teaching students what is expected of them is a step in the right direction. Less consensus exists regarding the behaviors that children "should know" when they come to preschool, and a greater expectation is evident that appropriate behaviors will need to be taught to all children as a part of their preschool experience. However, the behavioral expectations for preschoolers vary widely and are influenced greatly by the child's experience in the home, in childcare settings, and throughout the community. The child's culture may also influence the socialization practices, which might be reflected in:

- Beliefs about how early in life children should demonstrate independence (Weisz & Sigman, 1993).
- Expectations of how children should express their emotions (Kopp, 1982) and behave in different settings (Barbarian, 2002).
- Interactions between parents' beliefs about their role and the practices and expectations of the school (Barbarian, 2002).

Children are naturally motivated to cooperate with adults, especially those with whom they have a healthy emotional attachment. Punitive discipline—even when it results in compliance—does little to build empathy and a stronger conscience (Thompson, 2002). In preschool, nurturing and responsive care-giving relationships and high quality supportive environments for all children are the foundation for core instruction (Fox, Carta, Strain, Dunlap & Hemmeter, 2009). Blum (2005) found this to be true for children of all ages.

Shifting the Culture

The focus on behavior within the Kansas MTSS is to create a proactive, preventative system to meet the needs of all students. Building staff will collaboratively create and define common expectations for all (i.e., students and adults), explicitly teach the expectations, recognize and encourage the appropriate behaviors, and use data to drive their practice and to make modifications for more effective practices, rather than wait for students to misbehave and then deliver consequences meant to eliminate those behaviors (which rarely works!). Although consequences for unacceptable behavior are still necessary, the proactive focus of the system is on ensuring that students know what is expected of them. In this manner, a positive, engaging school culture can be established.

Often a shift in adult thinking must take place for a school-wide positive system of behavior support to be truly effective. Although educators have no qualms with the instruction that is necessary for the acquisition of academic skills to occur, many take issue with the idea of "teaching" behavior to students. For whatever reason, it is often believed that students should come to school knowing such

Shifting the
Culture

behavior or that their parents should have taught them that. Whether such beliefs hold true or not, one thing is sure: students often come to school without the behavioral skills necessary for success in the school setting. For this reason, supporting behavior within the Kansas MTSS moves away from "traditional behavior management" and advocates for a "positive behavioral support" approach (Lombardo, 1997), as cited in the Maryland State Department of Education (2002) report on Behavioral Assessment and Interventions:

Traditional Behavior Management	Positive Behavioral Support
1. Views the individual as "the problem."	1. Views systems, settings, and skill deficiencies as "the problem."
2. Attempts to "fix" the individual.	2. Attempts to "fix" systems, settings, and skills.
3. Extinguishes behavior.	3. Creates new contacts, experiences, relationships, and skills.
4. Sanctions aversives.	4. Sanctions positive approaches.
5. Takes days or weeks to "fix" a single behavior.	5. Takes years to create responsive systems and appropriate empowering skills.
6. Implemented by a behavioral specialist often in atypical settings.	6. Implemented by a dynamic and collaborative team using person-centered planning in typical settings.
7. Often resorted to when systems are inflexible.	7. Flourishes when systems are flexible.

The information in this guide draws on the rich, research-validated practices of School-wide Positive Behavioral Interventions and Supports (SW-PBS, PBIS); for preschool, it relies on program-wide implementation of the Teaching Pyramid Model (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Hemmeter, Ostrosky, & Fox, 2006; Powell, Dunlap, & Fox, 2006) and applications of this model within Program-Wide Positive Behavioral Interventions and Supports (PW-PBIS). The Teaching Pyramid Model is based on research and evidence-based practices that proactivly promote young children's healthy social and emotional development through the specific application of teaching and intervention strategies that are applied at the universal, secondary, and tertiary levels.

At the universal level, strategies are put into place to establish and maintain relationships and environments that are both responsive to and nurturing for all children, staff, and families, thereby enabling

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Web Resources
Technical Assistance Center on Social Emotional Intervention for Young Children
www.challengingbehavior.org

School-wide Positive Behavioral Interventions and Supports
www.pbis.org
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Preschool Clarification

children to learn, practice, and receive reinforcement for exhibiting positive social behaviors. For some children, the need for additional attention beyond those provided through universal supports may be necessary. Children identified for Tier 2 support may need more focused and explicit instruction for identifying and communicating their emotions, self-regulating their behavior, solving problems, and making and keeping friends, to name a few. Finally, within Tier 3, the Teaching Pyramid identifies additional evidence-based practices to be implemented for those children who continue to exhibit intense and/or chronic challenging behavior. In many states, preschool programs implement the Teaching Pyramid Model using a Program-Wide Positive Behavior Interventions and Supports (PW-PBIS) framework. The Kansas MTSS guidance materials have integrated preschool classrooms using a school-wide approach—that is, preschool classrooms located in elementary schools, following the Kansas MTSS framework, are considered part of the building in which they reside and, therefore, should have appropriate representation on the building leadership team (rather than establishing a separate preschool leadership team). Elementary schools with and without preschool programs may find that information designated for preschool may at times be more appropriate for early primary grades as well.

The Kansas MTSS should become the overarching framework that guides the improvement processes and planning, including early identification and quick response to the needs of all learners. Thus, the building school improvement plan and results-based staff development plan should focus on the underlying ideas behind the principles and practices of the Kansas MTSS. The Kansas MTSS framework seeks to be prevention oriented and promote the use of research-supported practices throughout the educational system. In addition to the information provided in this guide, references for other resources helpful for building the MTSS framework for behavior can be found in the Appendix.

Behavior MTSS Structuring Components

Building-Wide Behavioral Expectations

Research demonstrates that students come to school with a variety of experiences and expectations about acceptable behavior and social interactions based on their home and cultural environments (Bireda, 2002; Tatum, 1997). Younger children are just beginning to recognize that adult expectations may differ from one setting to the next (Thompson, 2002). Regardless of the age of the child, the school is very much a melting pot when it comes to understanding expected school behaviors. In order for both students to be successful, there must be consistent expectations regarding acceptable behavior and social interactions. For these reasons, leadership teams and their building staff should agree on, explicitly teach, and model the positively stated expectations for student and adult behavior.

In many school environments, learning expected behaviors may not be as easy as it may seem. For example, imagine being a student in elementary, middle, or high school who happens to have seven different teachers. If each of these teachers has an average set of 7 classroom rules, the student would have to remember and appropriately apply 49 potentially different rules within 7 different settings. Those 49 rules would not even include the rules in settings such as the hallway, cafeteria, playground, bus, bus stop, and assemblies. To create consistency within the school setting, the leadership team is charged with developing a clear set of five or fewer (for preschool, three or fewer) positively stated building-wide expectations that will apply to both students and staff. These expectations should be used to help organize and identify the more specific desired behaviors that should occur in each school setting (for preschool, the setting or routine). As such they are referred to as "rules" (Stormont, Lewis, Beckner, & Johnson, 2008). It is important that these behaviors/rules be positively stated and be both observable and measurable. In this way, positively stated expectations serve as the basis of the core curriculum. Determining the behaviors that need to be addressed can be accomplished by reviewing behavioral data, for example, discipline data such as office discipline referrals (ODRs) or Behavior Incident Reports (BIRs). In addition, administering a school-wide culture survey may reveal the commonly held beliefs about adult expectations, problem areas, and general building culture that can be helpful in refining the expectations. The survey can be a site-based creation or a normed instrument. The results of such a survey can help inform the school's core curriculum (see resources for a list of sources for climate surveys).

School-wide behavior expectations for elementary and secondary school settings define expected behaviors that facilitate the teaching and learning process. It is important to remember that a proactive approach to school-wide positive behavior support focuses on behavior that is desirable. For example, in addressing common problem behaviors, schools should endeavor to teach, develop, and maintain

Positively
Stated
Expectations
Grades K-12

the desirable behaviors. If disrespect is a relatively common problem behavior in the school, the desirable behavior to be emphasized might be "Be Respectful," which would be further defined for each setting.

Some examples of positively stated behavior expectations include, but are not limited to:

- Be Respectful.
- Be Responsible.
- Be Safe.
- Be Honest.
- Be Engaged.

When identifying the expected behaviors for preschoolers, the leadership team should consider the expectations identified for the entire building and determine which of the expectations can be applied appropriately to this age group. From this list, the leadership team should select no more than three behavioral expectations. The team will also need to determine if a need exists to adapt the wording in a way that is more developmentally appropriate and understandable to very young learners. It may be possible for the leadership team to identify developmentally understandable language such as "Be Kind" to represent terms such as "Be Respectful" selected for the elementary grades. These terms, although different, can represent very similar behaviors (Stormont et al., 2008). However, the leadership team may decide that using the term "Be Respectful" is appropriate for preschoolers as long as the examples and methods for teaching the term and behaviors are developmentally appropriate. Considering the five behavioral expectation examples listed above, the terms *honest* and *engagement* are not easily understood by young children; therefore, they are not appropriate for use with the preschool classroom. The following three preschool expectations would be appropriate:

- Be Kind (respectful).
- Be Safe.
- Tell the Truth.

Remember, these expectations will become the basis of the school-wide core behavior curriculum and hold true for the adults as well as the students. For truly effective change, the adults must be models worthy of imitation! According to Colvin (2007), some aspects of being models worthy of imitation include: "1) act as a role model for good behavior, 2) show respect and courtesy to each other, 3) continually emphasize positive aspects of the discipline plan, and 4) solicit student input and involvement" (p. 58).

TEAM DISCUSSION
1. What behaviors constantly need addressing or redirection? (Review ODR/BIR data)
2. Which behaviors would help to positively change the culture of the building if displayed more regularly (by both students and adults)?
3. How does adult behavior need to change to address consistent "hot spot" issues?
4. How would directly addressing these expectations impact students for their own betterment? (Likewise for adults!)
5. Are the expectations to benefit the students and the community rather than for adult convenience?

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Assessment
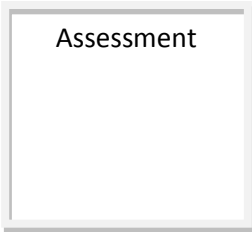
Assessment

In implementing the Kansas MTSS, the creation of a comprehensive assessment system is one of the major structuring tasks that must be completed by the leadership team. In addition to the creation of the assessment system, the structures for data-based decision making at all levels—building, grade, class, small group, and individual student—must be established. The comprehensive assessment system gathers the information that will be used for data-based decision making. The quality of the decision-making process relies on the accuracy and usefulness of the data collected. For this reason, it is critical that the data collected be trustworthy (i.e., reliable and valid). It is also important that the system obtains the right types of data for analysis. When the right types of data are collected, the information can be used to make decisions about the effectiveness of the curriculum and instruction being used within the tiers and the effectiveness of the Kansas MTSS system as a whole.

In order to make appropriate educational decisions, data will become increasingly important throughout this process. The building leadership team will create a system to collect, analyze, distribute, and communicate data associated with student behavior at the building, classroom, and individual student level. There are multiple ways to accomplish these data collection and analysis tasks, including the use of commercial programs such as the School Wide Information System (SWIS) or developing a spreadsheet system using a program such as Microsoft Excel. The building leadership team will also develop a plan for regularly communicating these data with all stakeholders. At a minimum, the building leadership team needs to meet monthly for data review and data-based decision making; however, weekly data meetings at the administrative level are highly encouraged.

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Web Resource
School Wide Information System (SWIS)
www.swis.org

TRENDS
http://www.pacificnwpublish.com/trends/index.html
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When developing a comprehensive assessment system for behavior, begin by taking stock of the school's current behavioral data and assessment instruments. For schools integrating preschool classrooms into the MTSS, additional investigation may be required to identify data/instruments routinely conducted for that age group or target population. Some assessments currently used might provide adequate data for data-based decision making, whereas others might provide additional validation for a student's placement into a more targeted curriculum. The building leadership team should review and evaluate each assessment currently being used or those being considered for future use with regard to reliability, validity, and a clear understanding of the purpose and population for which the assessment was intended and validated. Just because an assessment has been published does not mean that the instrument has adequate

technical validity. Ensuring the technical adequacy of all selected assessments is critical within the Kansas MTSS framework.

Data will drive decisions regarding effectiveness of the core instruction (e.g., behavioral expectations implemented building wide), targeted curricula, and student progress (i.e., determining when students are ready to exit tiered supports or require additional supports). Regular review of the data is also a critical component in driving instruction and ensuring success for all students.

<table>
<tr><td colspan="2" align="center">**TEAM DISCUSSION**</td></tr>
<tr><td colspan="2">Consider the following questions related to current data collection and use (including preschool, if integrated into the MTSS):</td></tr>
<tr><td>1.</td><td>What behavioral data are currently being collected?</td></tr>
<tr><td>2.</td><td>Who reviews the data?</td></tr>
<tr><td>3.</td><td>How are the data used?</td></tr>
<tr><td>4.</td><td>Are the data shared beyond a small group or the single person who enters them?</td></tr>
<tr><td>5.</td><td>How often are the data reviewed and/or analyzed? By whom?</td></tr>
<tr><td>6.</td><td>Are any data not being collected that would be useful and informative?</td></tr>
<tr><td>7.</td><td>Are any unnecessary/uninformative data being collected?</td></tr>
</table>

Defining Major and Minor Behavioral Offenses

Most elementary and secondary schools have procedures in place for referring students exhibiting problem behavior to the building principal for disciplinary actions, often referred to as ODRs. Similarly, preschool staff may find it necessary to report concerning behaviors to the building administrator and family, although such reports may not result in disciplinary actions. Young children commonly demonstrate challenging behavior (e.g., throwing tantrums, throwing objects, pushing, kicking, biting) from time to time—behavior that is typically addressed within the classroom, but may be significant enough to warrant further attention. Recently, preschool programs (as well as some early primary grade levels) have found the use of documenting

Major and Minor Offenses

challenging behavior through a BIR to be a developmentally appropriate and effective means for collecting and analyzing important behavioral data (Fox et al., 2009). The collection and analysis of ODR/BIR information serve as one component of universal screening for schools implementing the Kansas MTSS. However, before this information can be used in a reliable and valid manner, the leadership team will need to ensure that all staff are responding and reporting behavioral problems in a consistent and predictable manner.

As previously discussed, many schools have a formally adopted set of consequences, policies, and procedures in place for handling students' misbehavior. The formality of these procedures range greatly from building to building, and the consistency by which individual staff members may apply such procedures may also vary. Taking stock of current ODR/BIR reporting and procedural practices is a critical first step for the leadership team. The following questions should be asked regarding current practice:

1. Have "problem behaviors" been defined in a way that is understood in a consistent manner by all staff?
2. Are standard disciplinary procedures in place and is problem behavior reported and documented consistently?
3. Is there a clear delineation between <u>major</u> offenses (office-managed behavior incidents) and <u>minor</u> offenses (classroom-managed behavior incidents)? (For preschool, behaviors that seem alarming and/or persist despite redirection would be considered major offenses for behavior incident reporting.)

The building leadership team is responsible for facilitating the discussion and ultimately making decisions with respect to major and minor behavioral offenses that result in disciplinary action. The intent of the conversation and planning is to ensure that all staff respond in a consistent, predictable manner when behavioral offenses occur.

Consistent with the need for expectations to be developmentally and contextually appropriate, the designation of major and minor offenses could vary within an elementary building that includes a preschool program or within a secondary school with a vocational training program. Just as building expectations can be translated into developmentally appropriate classroom rules, descriptions of major and minor offenses can include behaviors and exemptions specific to expectations for very young children. For example, something that might be identified as a major offense for a fifth grader, like pushing or kicking a peer, would likely be considered a minor offense in a preschool classroom and would be handled by the teacher, rather than an administrator.

On Your Own

In order for consistency to be achieved in responding to challenging behaviors when they do arise, it is essential that minor and major

offenses be clearly delineated and defined by the leadership team. Depending on the building, it may also be appropriate to involve the larger faculty group and perhaps even a focus group of students and family members in these discussions and/or decisions. In addition to distinguishing between major and minor offenses, it is important to help staff identify what are minor offenses. Because many buildings collect and analyze data on minor offenses as well as major offenses, sometimes school staff members are overwhelmed by the thought of having to track every occurrence of misbehavior throughout the school day. It is important to be clear that minor offenses do not include misbehavior that is dealt with through typical classroom management practices. Tracking minor offenses is encouraged because minor offenses may indicate the need for additional consequences or supports for an individual student or within a specific school setting. Minor offenses include the following:

- Misbehavior that takes time away from instruction
- Misbehavior that has become a chronic issue
- Misbehavior that constitutes an unusual change in a student's typical behavior.

While going through the process, it is likely that school teams will discover a vast gray area regarding what different members of the faculty currently consider minor or major offenses. For this reason, once the minor and major offenses have been defined, it is necessary to ensure that all adults who might write ODRs/BIRs in the building receive explicit instruction on these definitions. Keep in mind that if the adults in the building are not clear about what constitutes a minor offense and what constitutes a major offense, then the students are left wondering what the expectations are from classroom to classroom. This creates unnecessary confusion and mixed messages for students. The need for preschool staff to clarify and come to a consistent understanding regarding behaviors that warrant documentation on the BIR and behaviors that are less significant (minor) is equally important. Preschool children are frequently supervised by more than one adult (e.g., preschool teacher, paraprofessionals, aides, volunteers), so the need for consistency in understanding and application still applies. In addition, because these offenses will serve as a screening measure, it is critically important that their observance be accurately and consistently tracked, reported, and monitored so that student supports can be implemented as soon as issues are detected.

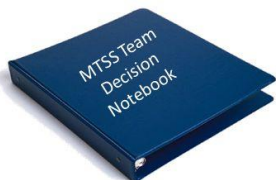| TEAM DISCUSSION |
|---|
| Consider the following questions when reviewing the building's minor and major offenses (including preschool, if integrated into the MTSS): |
| 1. Are the violations defined for the convenience of the adults, or do they aim to teach students responsibility and to develop social competence and healthy relationships?

For example, are students required to walk down the hall in silence with their arms crossed in front of their chest and with exactly two feet between each student? If so, who benefits from this behavior? Are students learning anything meaningful? |
| 2. Are the offenses and their consequences developmentally and contextually appropriate for the student?

For example, would they be the same for students of all ages, across home, school and community, or is it appropriate to differentiate across those variables? |
| 3. Does the offense necessitate absence from instructional time to be dealt with, or is there a simple strategy to correct the behavior in class?

For example, is it in everyone's best interest for a student to miss instructional time (and an administrator to take time away from another, higher priority issue) because the student forgot a pencil? Even if this is a repeated behavior, in what other way could this behavior be dealt with? |
| 4. Do the expectations apply to the adults as well as the students?

For example, do students receive an ODR for bringing a drink to class while the teacher has a piping hot cup of coffee on his desk? |

The discussion within the leadership team is only the beginning of the discussion. Because of the importance of having all building staff implement the plan consistently, it is critical for the entire staff to be included in discussions of major and minor offenses so that they can

come to an agreement. When the building staff comes to an agreement, the Defining Major and Minor Behavioral Offenses worksheet in the Decision Notebook should be used to document the decisions.

The Universal Screening Process for Behavior

Disciplinary Data

The data needed to establish a baseline for subsequent comparison and focus on issues that need to be addressed at the building level can be gleaned from many sources that are already being collected in most buildings. This should be a multi-step process that includes a review of the following data: ODRs/BIRs, in-school and out-of-school suspensions (ISS & OSS), detentions, and any student monitoring system that might already be in place.

Disciplinary Data as Universal Screening

The five critical components of ODR/BIR data that <u>must</u> be tracked are:

- WHAT behavior?
- WHICH student?
- WHERE (location of incident)?
- WHEN (time of incident, day of week)?
- WHO made the referral?

For preschool and/or other early primary classrooms using the BIR to track concerning behaviors, the following data may also be useful:

- What activity (e.g., arrival, snack, transition, story, dramatic play)?
- What grouping (e.g., independent, small group, large group)?
- Which adult noted the behavior (in classrooms where more than one adult may be included)?

TEAM DISCUSSION

Determine if the data system has the capacity to disaggregate and graph the necessary data.

It is critical that the data management system in use have the capacity to disaggregate and produce graphic displays of the data into the five categories previously defined. These data must be collected, disaggregated, graphed, and analyzed regularly; teams may also opt to collect additional data (such as the category "activity in which the student was engaged," as on the BIR). Many school buildings have organized the data collection system to include information for required state reporting. Data systems that are set up to meet the

minimum requirements for state reporting are typically insufficient to meet the requirements of screening for the Kansas MTSS behavior framework and will need to be modified to allow for adequate disaggregation of the data. Leadership teams will learn more during Implementation training about how these data will be used to make decisions regarding changes in the building. For example, if there are consistent problems in the cafeteria, but no other problem areas have been identified, focusing efforts on the cafeteria area makes sense. However, if the cafeteria, main hallway, and drop-off area are all high referral areas, then the team will need to determine how all of these areas might be targeted at the same time while maintaining a school-wide focus.

It is important to remember that often the most effective behavior change can result from environmental modifications without the need for any other change in adult behavior. Be sure to consider this as the first point of examination for change, before looking at changing adult behavior directly. For example, in a middle school, an abundance of students were tardy to class, resulting in numerous referrals. The school implemented a musical cue that began one minute prior to the end of passing period with music that got progressively faster, culminating in the "William Tell Overture" just before the bell rang. This modification was easy to implement and resulted in a marked decrease in tardy students and related ODRs. In addition, the students became invested in the program when the building administration solicited student input on the music to use.

When undertaking structuring for the Kansas MTSS, many buildings find that, although significant amounts of data have been collected for years, the data have often not been reviewed to the full potential for school and student improvement. For instance, data on the incidence of ODRs related to time of day or specific locations may never have been analyzed, despite the fact that the data were collected. An analysis of those data could reveal consistent problems, such as ODRs at 10 a.m. This piece of data then opens up the discussion around what is happening at 10 a.m. and how modifications might be made for student success at that time.

The move to a data-based decision-making approach to support student behavior will take time and require an ongoing commitment from all staff. If the school's ODR/BIR data are not a sufficiently sensitive measure of problem behavior, locations, students, etc., the school should consider a school-wide tracking system to monitor student progress toward exhibiting acceptable behaviors. The tracking system can also serve as a tool to provide positive recognition of students who demonstrate acceptable behaviors on a consistent basis as well as to identify students who might need additional instruction in specific skills (Tier 2).

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│                    TEAM DISCUSSION                       │
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│ Discuss revisions needed in the ODR/BIR form to reflect  │
│ changes in definitions of minor/major offenses and the   │
│ critical components of ODR/BIR data.                     │
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Formal Screening Measures

It is also important to determine additional measures for identifying students who experience significant behavior problems that do not result in frequent ODR/BIRs, such as those who exhibit "internalizing" behaviors. The behavior resources for Structuring includes a table entitled "Screening Instruments at a Glance" (Missouri Schoolwide Positive Behavior Support, 2010) to help the leadership team select assessments that are appropriate for identifying students with internalizing behaviors. These students need support as well and should not be overlooked because they do not show up on the ODR/BIR radar. As delineated by Walker and Severson (1992), internalizing behaviors include:

- Having low or restricted activity levels.
- Not talking with other students.
- Being shy, timid, or unassertive.
- Avoiding or withdrawing from social situations.
- Preferring to spend time alone.
- Acting in a fearful manner.
- Not participating in games and activities.
- Being unresponsive to social initiations by others.
- Not standing up for oneself (p. 9).

In addition to these behaviors, self-injurious behavior (e.g., cutting) is also indicative of internalizing behavior.

For leadership teams integrating preschool classes into the school-wide system, it is important to determine if the preschool program in their building is designed for a targeted population and therefore requires the administration of specific social emotional screening tools and/or collection of additional information that might be useful as an additional screening measure. If the preschool program is designed to meet the needs of an at-risk population, the information collected on formal screening measures may be useful—not only for indicating the need for more intensive support for individual children, but also for identifying the need for class-wide prevention and support strategies. For more specific information related to formal preschool screening, the leadership team may wish to refer to the document "Roadmap to Effective Intervention Practices: Screening for Social Emotional Concerns" (Henderson & Strain, 2009) as well as review information

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Structuring Resources
Screening Instruments
at a Glance
Tables summarizing technically adequate assessments available for screening internalizing and externalizing behaviors are located in behavior resources for Structuring.

Roadmap to Effective Intervention Practices:
Screening for Social Emotional Concerns (preschool)
http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf
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┌─────────────────────┐
│  Formal Screening   │
│     Assessment      │
│                     │
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related to specific screening instruments in the resource section of this guide.

Using a screening tool enables schools to catch at-risk students early, rather than relying on "failures" (i.e., ODRs, suspensions) before intervening. Screening tools such as the Student Risk Screening Scale (SRSS; Drummond, 1994) and the Strengths & Difficulties Questionnaire (SDQ; Goodman, 1997) can be helpful as universal screeners, enabling teams to identify students in grades K-12 who may be at risk before their behavior escalates or results in disciplinary action. These tools are quick screeners completed by teachers and require little time investment, but could prove invaluable in early identification of students who may need additional supports. For optimal effectiveness, these screeners are completed three times a year, with the first administration approximately six weeks after the start of the school year, the second before winter break, and the third administration approximately six weeks before the end of the school year. Although the SRSS was originally developed to identify students with externalizing behavioral risks in grades K-6, recent research suggests that it is also valid and reliable when identifying students at the secondary level (Lane, Kalberg, Parks, & Carter, 2008; (Lane, Parks, Kalberg, & Carter, 2007) and may also reliably identify students with internalizing behaviors (Lane, et al., 2009). The Early Screening Project (Walker, Severson, & Feil, 1995) is an example of a universal screening tool for identifying three- to five-year-olds with either internalizing or externalizing behaviors. The Social Skills Improvement System (Gresham & Elliott, 2008), developed for students 3 to 19 years of age, is an example of a universal screening process linked to class-wide and individual interventions.

TEAM DISCUSSION
1. What will be the implications of using such a screening tool in a proactive system of behavior support?
2. What challenges might result from implementing this type of behavioral assessment?
3. How will the building leadership team address potential challenges with the building staff?
4. Are school culture and climate assessments currently used in the district/building?

Using School Culture and Climate Data for Systemic Planning

Although school culture surveys, such as the Communities that Care (CTC) survey (Hawkins & Catalano, 1992), school climate surveys, and bullying prevention surveys, are useful for assessing the building culture as a whole, they will not serve as screening measures for individual students. If a school culture survey is utilized, it should be given to a large sampling of stakeholders, including parents, students, and staff, as early in the school year as possible. The following data should be extracted from the survey results: school strengths, most common social/behavioral problems, and school-wide curricula already in place. Reviewing these data from year to year can help ascertain improvements in school culture and/or areas that, globally, still require addressing.

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Resources
School Climate Surveys
A list of sample school culture and climate survey is available in Behavior Resources.
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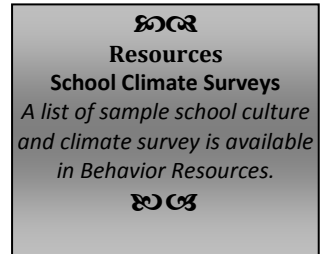
TEAM DISCUSSION

1. Create a list of behavior-related assessments and data collected in the building to determine which, if any, might serve as an assessment of school culture or climate.

2. If the building assesses culture, how will the leadership team use those data in creating the action plan?

Decision Rules for Universal Screening

Guidelines for using building-level discipline data to make decisions for systems changes will be provided during Implementation training. Most formal screening assessments provide norms or recommended ranges that should be adhered to when creating decision rules for identifying at-risk students. For the purposes of structuring, teams are advised to use published cut scores for screening assessments.

ODRS, in-school and out-of-school suspension (ISS & OSS), and detention data should be reviewed on an ongoing basis. This review should be held at the earliest point in the school year that these data are available and monthly thereafter. The purpose of this data review is to identify students who may need additional support, identify hot spots (Mendler, 2007) or areas of concern within the school that require increased supervision, schedule revisions, and identify teachers who may need additional support to implement effective behavior/classroom management skills.

Progress
Monitoring

Progress Monitoring Assessment

Progress monitoring data are collected to inform staff of student growth in exhibiting acceptable behavior and social skills. If the building is using a school-wide student monitoring chart, these data

could be considered progress monitoring for all students. This chart is directly tied to the acceptable behavioral expectations established by the building leadership team, and it allows teachers to identify which students are applying the social skills taught to them in support of the common school-wide rules. These data also allow teachers to identify groups and individual students who may need additional instruction on specific expectations.

For students receiving supplemental (Tier 2) and intensive (Tier 3) instruction, progress monitoring data are collected much more frequently and are used to chart the growth of individual students. Progress monitoring for students receiving supplemental or intensive instruction answers two questions:

1. Is the behavioral instruction working?
2. Does the effectiveness of the instruction/curriculum warrant continued, increased, or decreased support?

Progress monitoring data at the supplemental and intensive tiers are typically collected by using individual behavioral charts or point sheets on a daily basis, in addition to ongoing measures of ODRs/BIRs, suspensions, and other data already in use.

Diagnostic Assessments and Procedures

Diagnostic
Assessments

The building leadership team must also identify the diagnostic assessments and/or procedures that will be made available within the comprehensive assessment plan. When selecting diagnostic assessments, the team should ensure the technical adequacy of each assessment.

Diagnostic assessments are designed to provide more precise and detailed information on the function of student behavior so that instruction (including intensive curriculum strategies) can be more precisely planned. An important consideration at this point is to determine whether problem behaviors are resulting from academic deficits.

Behavioral assessment instruments that will serve a diagnostic purpose include functional behavior assessments (FBAs), behavior assessment checklists, and social skills rating systems. More training about diagnostic assessment will occur during Tier 3 training during Implementation.

Outcome
Assessments

Outcome Assessments

ODRs/BIRs serve as outcome measures and are used to evaluate the overall system's success. If a building uses climate surveys, bullying prevention surveys, or similar surveys or observation tools (e.g., for preschool, the Teaching Pyramid Observation Tool [TPOT]) that are administered over time (e.g., from year to year), these may also serve

as valid outcome measures that will indicate the degree to which positive change has been achieved in a building. Buildings may also consider data on GPA, suspensions, expulsions, detentions, etc. For preschool programs funded by IDEA, data reported on Early Childhood Outcome 1: Positive Social-Emotional Skills (including Social Relationships) can be used as a measure of progress in this area by students with Individual Education Plans (IEPs). It is important that these data be reviewed regularly to determine if there has been positive change and whether further changes at the system level need to be implemented.

If the building utilizes a school culture/climate survey, those data should be reviewed annually to determine if changes have occurred in areas identified as discrepant in the initial administration. For instance, if in the initial administration 98% of staff reported that they "treat students with respect" but only 51% of students reported that they were "treated with respect by teachers," this would be a discrepancy that the building leadership team should address. As an outcome measure, the team would need to focus on these data over time to determine if the discrepancy is closing.

As the team works through this process, keep in mind that the more often the school data are reviewed by the building leadership team, the more natural it will become to work with it. At a minimum, data are reviewed on a monthly basis by the team. Frequent review will allow developing trends to be caught early. It is the task of the building leadership team to develop a comprehensive plan for consistently communicating these data with all stakeholders. Obviously, confidentiality cannot be breached in the process of sharing data; however, staff and the broader parent community can become enthusiastic allies when they see that positive changes are occurring because of their efforts.

Early in the implementation process it is possible that ODRs/BIRs will increase. This is more likely a result of clarifying behavioral definitions, delineating minor and major offenses, and ensuring staff consistency in responding to behavior than an indication that student behavior is deteriorating. With consistency and regularity of data review, continued spikes in ODRs will become apparent and can be dealt with systemically without causing concern.

On Your Own

Professional Development for Assessments

Once the assessment protocols have been selected, it is necessary to provide professional development that is comprehensive, sustained, and intensive enough to support all staff. Staff must have a working knowledge of the assessments and interpretation of data. Building leadership must set clear expectations that assessments will be administered and interpreted with fidelity and provide professional development to ensure that this is occurring.

Professional development activities must be differentiated in order to support the individual needs of staff members as they acquire the necessary knowledge and skills to enable them to administer and interpret the assessment with fidelity. Initial and ongoing training needs to be differentiated based upon expectations of use, alignment of practices, and prior knowledge; it should also build upon prior professional development activities.

Staff expected to administer specific assessments must be trained in all aspects of the tool, including administration, scoring, and data analysis. Staff whose primary role is to review the data and work with others in a data-based decision-making process may not need to be fully trained on the instrument, but may require professional development to have a complete understanding of what the data means and how to apply that information appropriately when making instructional decisions.

With regard to discipline data as an assessment tool, staff will require professional development on the definitions of major and minor behavioral infractions. In addition, staff will need explicit instruction on the proper and consistent use of the ODR/BIR. Training for staff on the revised ODR/BIR form must occur prior beginning to use the revised form in order to ensure validity of the data.

Ensuring Fidelity of Assessments

The professional development plan for assessment is dynamic in nature and results in the use and interpretation of assessment results with fidelity. It is a plan that proactively identifies activities based on individual staff learning needs and results in the knowledge and skills necessary to administer and score specific assessment tools as well as analyze the data appropriately. It ensures that staff are accessing and utilizing the assessments in the expected manner by planning for and conducting intermediate and follow-up activities. To accomplish this, the building leadership team establishes methods for monitoring the use of the assessments from which information is collected and utilized to differentiate ongoing professional development and support for each staff member.

Activities designed to monitor the fidelity of assessment implementation by individuals is not intended to be punitive; rather, it should be understood as a piece of the overall professional development plan, resulting in further staff support as needed. To accomplish this, a method to check for the correct use of the assessments needs to be established. It is the building leadership team's responsibility to establish a plan to monitor and support the correct and effective use of assessment tools.

Professional development for staff is best scheduled just before the assessments are given so the scoring rules can be practiced and

reinforced. To minimize scoring errors and ensure fidelity, make sure that individuals responsible for assessment administration have:

- Excellent training.
- Opportunities to practice.
- Periodic ongoing training.
- Experienced examiners to check first-time examiners' scores.
- Opportunities to shadow score.

Within the professional development plan, pair staff new to administration of the assessment with experienced staff and provide opportunities for shadow scoring in order to obtain the most reliable assessment results. These types of opportunities need to be included within the larger professional development plan being designed, implemented, and monitored by the leadership team.

In planning professional development, it is helpful for the leadership team to consider these questions specific to each assessment method:

TEAM DISCUSSION
1. Which staff members are expected to write ODRs/BIRs or administer the formal screening assessment?
2. Which staff members will not be administering the assessment, but will be involved in interpreting instructional implications of the results?
3. Which staff members have experience with or have previously received professional development on the assessment?
4. Which staff members need to attend initial professional development on administration of the assessment (e.g., new definitions of majors/minors, how to use new ODR form)?
5. Which staff members need to attend initial professional development on interpretation of the assessment?
6. When (i.e., on what date) will staff first be expected to administer the assessment?

TEAM DISCUSSION
7. When (i.e., on what date) will initial professional development be provided?
8. Who will provide the professional development?
9. Who will monitor the correct administration/use (fidelity) of assessment?
10. What method will be used to monitor the correct administration (fidelity) of the assessment?
11. How frequently will the administration (fidelity) of the assessment be monitored?
12. When and how will ongoing professional development for staff be provided?
13. When and how will professional development for staff needing additional support in correct administration of the assessment be provided?
14. Who is responsible for and how will professional development for new staff be provided?
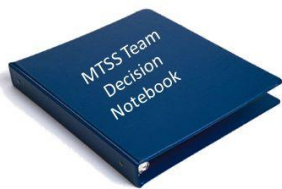
These questions are designed to help leadership teams as they begin the development of an overall professional development plan. Once specific decisions are made, the building leadership team can record the results on the building's results-based staff development plan and/or on the Professional Development Planning tool in the Decision Notebook.

Review Policies and Practices for Assessment

Now that the comprehensive assessment plan has been completed, it is important to review building and district policies and practices regarding assessment to identify whether policies and practices need to be changed to align with the comprehensive assessment plan.

TEAM DISCUSSION
1. Are there any practices that might belong on the Stop-Doing List?
2. Are there any items that require action?
3. Document changes on either the Stop-Doing List or the Action Plan in the Decision Notebook.

## Review the Communication Plan Related to Assessment

Now that you have finalized your comprehensive assessment plan, review the plan for communication that needs to take place regarding assessment.

TEAM DISCUSSION
1. Does the communication plan need to be modified?
2. Are there steps that need to be carried out to communicate decisions about assessment?
3. Document decisions that have been made on the Communication Plan.

Curriculum

As the team works through this section, keep in mind that curriculum is what we teach whereas instruction is how we teach. The term *curriculum* refers to the content and skills that, as determined by the leadership team, need to be taught as well as other curriculum programs the district or school already owns (e.g., character education, bullying prevention programs, preschool curriculum that includes social-emotional content such as Creative Curriculum and High Scope). For the purpose of this guide, the focus for curriculum is on determining the degree to which the content and sequence of skills are understood within and across each grade level and represented in the selection of curricular materials.
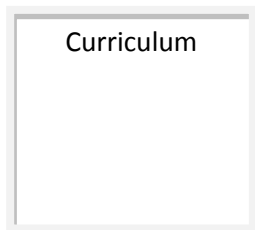
Curriculum

A school system must strive to have strong, evidence-based curricula that cover all content areas being taught, meeting all district and state mandates (e.g., counseling standards, Social-Emotional Character Development [SECD] Standards, Kansas Early Learning Standards, and Early Childhood Outcomes for early childhood special education). A core curriculum represents essential learning for all students to meet standards. They are the skills, concepts, and ideas that provide the foundation on which subsequent learning and student success will be built. The curriculum focuses on a variety of topics and encompasses other initiatives that may already be in place, such as character education, bullying prevention, conflict resolution, and specific social skills instruction.

The tasks in this section of the guide will lead building teams through the process of evaluating, selecting, and preparing for the effective implementation of curriculum that will be used to support instruction at each level (i.e., core, supplemental, intensive).

Core Curriculum

At all levels, staff members need to consider what core skills and knowledge will be required of all students and what core curriculum materials will be used to provide the relevant instruction. The purpose of the core curriculum is for each school to establish and provide curriculum materials that will be used to teach core skills, strategies, and knowledge. Materials that comprise the core curriculum must support good quality classroom instruction. In addition, for young children, the core curriculum should include opportunities to learn explicit social skills and competencies through modeling, labeling, and practicing within a meaningful context, such as the daily preschool routine. Building leadership team members will report and consult with peers throughout the process to ensure that all voices are heard.

Building-Wide Behavioral Expectations

The foundation of the behavioral core curriculum is the previously developed building-wide behavioral expectations. The other components of the core curriculum will be based on these expectations, and any subsequent revisions to the other components must be aligned with the building-wide behavior expectations. The leadership teams should ensure that the building-wide expectations are recorded in the Decision Notebook.

Rules to Define Expected Behavior

As previously mentioned, positively stated expectations will need to be supplemented with a rules matrix informing students and adults of acceptable behavior in all settings (for preschool, this includes acceptable behavior in specific classroom activities). Examples of K-12 settings might include the hallways, classroom, cafeteria, restroom, assemblies, locker room, and, for elementary, the playground. Preschool activities might include arrival, circle time, small group, learning centers, and transitions. Using the expected behavior "Be Safe" as an example for an elementary/secondary setting, the leadership team may identify the rule "walk in the hallway." For a preschool classroom, the rule "use inside voices during learning center time" would also support the expectation "Be Safe" by promoting an environment where the noise level would not prohibit an adult from aiding a child who was accidently hurt (Stormont et al., 2008). After reviewing available data, the leadership team may wish to identify specific settings/activities that appear to require immediate focus.

For purposes of clarity, and with an eye toward teaching the expected behaviors, it is essential that the rules be written and/or graphically depicted according to five criteria. The rules should be stated in terms that are:

1. Observable.
2. Measurable.
3. Positively stated.
4. Applicable.
5. Understandable.

If the rules meet these criteria, there is some level of assurance that they can be separated into component skills and taught. Although it may be tempting to include rules such as "think ahead" or "know your limits," these are not observable behaviors and can be difficult to teach. As the team moves into implementation, the behavior matrix becomes the foundation of the core curriculum. In the Instruction chapter, which follows, lesson plans will be created for use by all staff to teach the common expectations and rules across the entire school setting.

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Resources
Rule Writing Activity
Use this activity to begin creating rules for the Behavioral Expectations Matrix.
Use this activity to align classroom rules with building-wide expectations.
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Classroom Rules?

Building Rules?

Considerations When Writing Rules
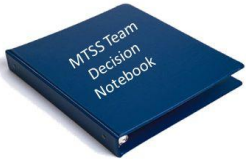
For young children in preschool or the early primary grades, the leadership team should promote the use of visual reminders—posted at students' eye level—and other strategies (e.g., rules sung to the tune of a favorite song) to provide multiple opportunities to see, hear, and practice expected behaviors throughout the day. Visual reminders may include actual pictures of children performing the expected behavior or other pictures that can be easily interpreted as examples. Simple songs may be created that include a recitation of the rules to help young children commit the rules to memory.

The leadership team may use the Rule Writing Activity to begin creating rules for the behavior expectations matrix. When the behavior matrix is complete, record it in the Decision Notebook.

Continuum of Consequences and Supports

Developing a Continuum of Consequences/Supports for Misbehavior

At times, misbehavior will occur, even after behavioral expectations have been explicitly taught and reinforced. This necessitates the need for the creation of a continuum of consequences (for preschool, logical consequences) or supports to be utilized by the building. This important universal support strategy is a key feature in tiered support models, proactively supports the ability of staff to address misbehavior in a consistent and instructional manner (Stormont et al., 2008), and provides a mechanism for reporting students' unacceptable behavior to their families. When misbehavior is addressed in the same manner and all staff members consistently provide consequences and supports when misbehavior occurs, students gain a clear picture of what will and will not be tolerated and are consequently more likely to acquiesce quickly.

When creating a continuum of "logical" consequences for preschool children, the leadership team will take similar steps. However, the focus of a continuum of logical consequences is to identify and come to a consensus regarding procedures and responses that appropriately match the intensity of a response to the intensity of the problem behavior. In addition, the continuum will reflect attempts to first exhaust proactive strategies in response to problem behavior, utilizing the occurrence as an opportunity to teach expected behavior. In doing so, "enforcing the rules" becomes more of a procedure for consistent teaching, maintaining safety, and setting appropriate boundaries for young children while relying less on the perceived "punishment" of misbehavior as a teaching tool.

Resource
Discipline Flow Chart
A sample flow chart for dealing with misbehavior can be found in the behavior resources for Structuring.

To create a continuum of consequences/logical consequences and supports, the leadership team may first wish to review the expected behavior rubric and identify potential "non-examples" of the misbehaviors that could be listed across settings (and/or activities for preschool). Just as with the expected behaviors, misbehaviors will also need to be defined in observable and measurable terms. When identified in this manner, replacement behaviors can easily be

identified for specific problem behaviors and used as a teaching tool. Once the list of misbehavior is agreed upon and consensus exists on the definitions, the leadership team can determine a progressive level of consequences or supports for misbehavior (i.e., first offense, second offense) and decide which behaviors and/or how many behavioral offenses will constitute a major or minor infraction, thereby necessitating documentation on the ODR/BIR. The leadership team is encouraged to make connections between the behavior continuum of consequences/supports and the identification of major and minor offenses. The behaviors on the continuum of consequences/supports should include behaviors identified as major offenses (i.e., those that will be handled by the administration) as well as minor offenses that can accumulate to result in a major ODR/BIR.

During this process, the building leadership team should review current practice, develop a continuum of supports/consequences for discouraging unacceptable behavior, and communicate this information to parents and students. Consequences for students not exhibiting acceptable behavior should be documented on a consequences/supports rubric that will be communicated and distributed to all stakeholders prior to implementation. This continuum should be transparent, meaning that students, family members, and staff will know ahead of time the possible disciplinary actions that may be taken when students make choices contradictive to the school-wide expectations.

When developing a behavior continuum of consequences/supports, it is best to start with the end in mind. Consider the following questions, adapted from Mendler (2007, p. 19):

TEAM DISCUSSION
1. What outcome does the leadership team want to achieve?
2. Which teachers and staff members are getting positive results?
3. If consequences/supports are already in place, are they working?
4. Do the consequences allow students to maintain their dignity or do they humiliate the students?

| TEAM DISCUSSION |
| --- |
| 5. Is the method based on obedience or does it teach responsibility? |
| 6. How does the consequences/supports affect the students' motivation to learn? |
| 7. Are students provided with the opportunity to "right the wrong"? |
| 8. Are consequences consistent with family, cultural, and community values and practices? |

Remember that the goal is not to humiliate students and expect them to behave differently next time. Punishment, although often effective in the short term, does not provide lasting behavior change, nor does it teach students what behavior they should have demonstrated instead. The best results will ensue when the focus is on teaching the desired behaviors and providing guidance and support, as well as boundaries. Ultimately, students should be taught responsibility and therefore exhibit the desired behaviors even in the absence of an adult. It is also just as important to recognize that "backsliding" or reverting to an earlier undesirable behavior may occur during the acquisition of new behaviors, particularly when the reinforcers for undesirable behavior are strong and have a long history.

When the continuum of consequences/supports is complete, record it in the Decision Notebook.

Developing a System for Recognizing Expected Behavior
Another critical piece of the core curriculum is the recognition system. Once a behavioral curriculum has been identified and the expected behaviors have been taught, students should be acknowledged for demonstrating these positive behaviors. This practice helps build understanding of when they have mastered a particular skill, increases the probability of that skill being repeated in the future, and provides a model that will likely be imitated by peers (Kern & Clemens, 2007). To do this, the leadership team will develop a formalized system for acknowledging when groups and/or individual students conform to the identified school-wide expected behaviors.

There are multiple reasons for establishing a recognition system for expected behaviors. In addition to increasing the likelihood that newly exhibited desired behaviors will be replicated and later maintained, a

Recognition System for Students
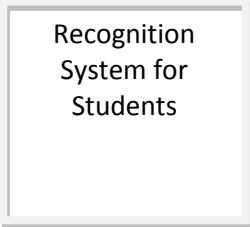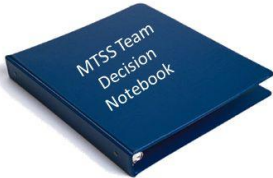
recognition system also serves as a means to prompt the adults to encourage and acknowledge appropriate, desired behavior and, when appropriate, involve students in conversations about that behavior (McIntosh, Filter, Bennett, Ryan, & Sugai, 2010). The general consensus in the field is that, when it comes to positive interactions, students should experience a ratio of five positives (positive verbal feedback/praise, positive nonverbal feedback/smiles, nods, etc.) for every one negative interaction (e.g., behavioral correction, ignoring behavior). When adults and students are engaged in such interchanges, the overall school climate improves.

To create a recognition system, the leadership team should first identify an easy method by which individual staff members can provide recognition of students for performing expected behaviors. Tangible rewards, often referred to as "currency or tokens," can be provided to the student, which in turn is exchanged for some type of reward in the form of material objects, access to privileges or preferred activities, and/or social recognition.

Technically speaking, a reinforcer is defined as a consequence (stimulus) that increases the likelihood that the behavior that it follows will be repeated in the future. Often this piece of the system brings up philosophical disagreements among staff, with reinforcers even sometimes being compared to bribery. As Lane, Kalberg, and Menzies (2009) point out, "bribery is using strategies to increase the likelihood of people doing things that are *not* in their best interest" (p. 73). Although it is not unusual for praise and other forms of recognition to be used in K-12 settings with regard to academic behaviors (e.g., correct answers, grades, student of the month), there is often resistance in overtly recognizing expected social behaviors. It is important to remember that most new behaviors or skills, particularly in the initial acquisition stage, require encouragement if they are to be strengthened. Although maintenance by natural consequences may be the end goal, in the beginning, reinforcement must be systematically planned for and delivered to strengthen the desired behaviors in the school setting. According to Lane, Kalberg, and Menzies (2009):

Motivation

> It is easy to forget how difficult school can be for some. It is an environment that offers few opportunities for choice and provides real challenges for many students. Helping teachers to remember to pay attention to positive behaviors and rewarding students for displaying them helps foster an environment where these behaviors are performed for the intrinsic satisfaction they provide (p. 73).

Using a recognition system serves to prompt and remind the adults to encourage and acknowledge appropriate, desired behavior and, when appropriate, involve students in conversations about that behavior

(McIntosh, Filter, Bennett, Ryan, & Sugai, 2010). In some cases, building teams have established minimum numbers of tickets (or whatever form is chosen) to be distributed in a given time period. For example, teachers may find 10 tickets in their mailboxes at the start of each day, all of which should be used by day's end to recognize desired student behavior. A recognition system can also be used as a tool to help measure how frequently individual staff members recognize students demonstrating desirable behavior(s).

Students need positive, immediate, frequent, and tangible recognition delivered contingently upon exhibiting acceptable behavior (i.e., school-wide expectations). In general, adults should strive for a ratio of five or more positive acknowledgements to each single corrective statement or reprimand. When giving students positive recognition, it is imperative for staff to specifically tell the student what he/she did to earn the acknowledgment. For example, "Sue, thank you for remembering to 'be safe' by walking in the hallway." (Examples of positive tangible recognition might include tickets, tokens, dollars, postcards, etc.) The recognition system a school chooses to develop and employ must be easy and simple not only for students to understand, but also for staff to implement. It is advised that the leadership team develop a school-wide recognition system that uses a variety of strategies to acknowledge appropriate behavior, keeping in mind that small, frequent reinforcers are most effective for the acquisition of new skills or behavior.

In addition, the following should be considered regarding how to deliver recognition:

- Clear and specific: In simple terms, let the person know exactly what is being recognized.
- Age Appropriate: Consider the student/adult being recognized and adjust accordingly.
- Public vs. Private: Know the students well enough to determine if recognition in front of others or delivered quietly in private will be more meaningful.
- Genuine: Mean what you say in order to avoid sounding artificial and insincere.

It is absolutely critical to remember that never, under any circumstances, should tangible recognition be taken away from a student once it has been earned. If a student engages in behavior that is unacceptable, the protocols established in the continuum of consequences for undesirable behavior should be followed.

In addition, tailor recognition to meet the needs of all, students and adults alike. Be sure to take different types of recognition into account when designing the system:
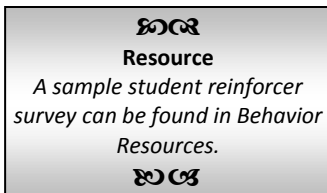
- Auditory recognition: People in this category want to *hear* the recognition.
- Visual recognition: People in this category want to *hold* and *see* something that symbolizes the recognition.
- Kinesthetic: People in this category want *physical connection* and *motion*, such as a handshake, side-hug, or high five (Hodges, 2005).

It is essential when designing the system that the criteria for recognition and reinforcement be set so that the majority of students will have no problem reaching the goals. It is also important that consideration be given to both short- and long-term goals (Hall, 2007). A strong recognition system will need to include the following components:

> *Daily recognition for individual students*, such as tickets, tokens, postcards, "bucks," and positive referrals, which can be traded for access to items, activities, special events, and privileges

> *Group (intermediate) contingencies*, such as classroom ticket goals, grade-level goals, cafeteria goals, and bus goals.

> *Long-term goals (K-12)*, such as quarterly school-wide celebrations for reduced tardies, improved attendance, safety records, specified number of tickets accumulated across the school or in specific settings, reduced ODRs, and other behaviors that relate to the school-wide expectations.

For young children, token systems should be age-appropriate, brief, and noncompetitive in nature.

TEAM DISCUSSION
1. How will student input for the reinforcement system be solicited?
2. How will family input for the reinforcement system be solicited?

Remember to solicit student input regarding items, activities, and privileges that are meaningful to them for maximum effectiveness. In preschool classrooms, soliciting this input from family members is also appropriate. This can be done with a simple reinforcer survey that is distributed to students during a predetermined time (e.g., homeroom, seminar, classroom meeting). Each student completes the survey and

returns it to the teacher, who passes the survey on to the leadership team for review and analysis. Reinforcement surveys for preschoolers can be completed by family members at enrollment or sent home with students early in the year. The results of the surveys can then be used to determine the menu of items that students can access with accumulated reinforcers (i.e., tickets, tokens). In this way, students will be more invested in the system and, because the available back-up reinforcers are meaningful to the students, the system will be stronger.

The ultimate goal of any reinforcement system is to gradually transfer reliance from external motivators to natural consequences, or "doing the right thing because it's the right thing to do." Planning for this transfer must be deliberate and thoughtful. Often, a student has had no contact with the natural consequence of an action because the misbehavior has been reinforced (for example, acting out in class that results in raucous laughter from classmates) and has thus become a part of the student's repertoire. *Indeed, even if a student has encountered the natural consequence, it may not be as strong a motivator for the student as the result derived from engaging in misbehavior.* According to Mendler (2007):

> Good long-term discipline that teaches responsibility focuses on getting students to do the right thing because it is the right thing to do. Therefore, methods of behavior modification can be used to change behavior fast, but in order to make these changes last, methods that teach responsibility are necessary. Our work is not done if students comply in our presence but misbehave in our absence (p. 23).

Remember, relationships matter. In contrast to the traditionally held views of some caregivers and teachers, children are motivated to cooperate with adults with whom they have a healthy emotional attachment whereas punitive discipline, even when it results in compliance, does little to build empathy and a moral conscience (Ewing Marion Kauffman Foundation, 2002).

The building leadership team is charged with planning assemblies and opportunities to recognize students who consistently demonstrate acceptable peer-to-peer and/or peer-to-adult behavior as defined by the school-wide rules. *Be sure to provide positive recognition to those students showing improvement as well.* Incentives need not be expensive. Examples at the elementary level include award certificates, raffle drawings, phone call home by the principal or staff, name on marquee, or a special activity with the principal such as playing a board game or lunch. Some examples at the secondary level include raffle drawings, reserved parking spaces, phone call home by principal or staff, coupons redeemable either for school activities or at community merchants, and lunch with the principal. Empowering

students by soliciting their feedback with respect to incentives they would find most meaningful is recommended. When the recognition system is complete, record it in the Decision Notebook.
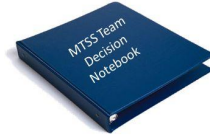
Recognizing Staff

In order for systemic change to be successful and sustainable, it is just as important to recognize adults for their efforts as it is to recognize students. This recognition and praise will help reinforce the faculty's support of the school's multi-tiered approach to behavior (Crone & Horner, 2003). There are numerous ways to accomplish this that will succeed in acknowledging the adults without creating additional layers in the system. For example, staff members might distribute raffle tickets to students demonstrating acceptable behavior. Students deposit their tickets in a central location for a school-wide drawing. Each ticket bears not only the student's name but the awarding faculty member's name as well. As tickets are drawn, the student's and faculty member's names are announced over the intercom and both receive recognition. Another example provides a short form that allows anyone (e.g., student, parent, building staff) to submit a positive comment about an adult in the building. These could be posted, distributed to the nominee, or submitted for a drawing in which the principal takes the class for 45 minutes on Friday afternoons while the recognized teacher is allowed to leave early. These are just a few examples, but the possibilities are endless!

Logistically, procedures for distributing tangible recognition will need to be established, as well as defining what the system will look like in operation. Some questions to ask include:

TEAM DISCUSSION
1. What type(s) of tangible (currency) do you want to use? *Examples include tickets, tokens, "bucks," and "positive referrals."*

2. How will your system look in operation?
 	
    a. How will input be obtained from students? From parents?
 	
    b. How will the system be introduced to the adults? To the students?
 	
    c. How will immediate, intermediate, and long-term goals be built in?

Joy Patrol

Fidelity of Implementation – Core Curriculum

The core (Tier 1) curriculum, when implemented with fidelity, should be effective for a vast majority of the students in the building. For preschool classrooms providing services to at-risk students, additional curricular materials (e.g., published social skills curriculum) may need to be added to strengthen the basic core curriculum; however, the leadership team may wish to analyze preschool classroom data before making such an assumption. For the K-12 grades, if a large percentage of the student population requires support beyond the core curriculum, then either the core curriculum needs refinement or fidelity of implementation requires examination. In addition, if an inordinate number of ODRs/BIRs are coming from specific teachers, it may be indicative that the teacher needs further support and, perhaps, training. Several tools can be used to assess the fidelity of implementation; examples include the School-Wide Evaluation Tool (SET) (available at http://www.pbis.org/evaluation/evaluation_tools.aspx) or the Benchmarks of Quality (BOQ) (available at http://www.pbis.org/common/pbisresources/tools/ BenchmarksScoringForm2005.pdf).

Developing a tiered approach to teaching and supporting student behavior will ultimately change the culture of the school. For example, many parents are only accustomed to hearing from the school when a child is in trouble. Imagine their delight to receive positive communication! One secondary school initiated cultural change by having faculty make five positive phone calls home each week, ensuring that all students received a positive phone call home during the year. These calls were logged on a shared Excel spreadsheet and reviewed by the building leadership team once a month. Teachers could not call the same student's parents more than twice per school

year, and they were encouraged to find a positive reason to contact parents who might otherwise receive only negative communication.

Curricula for Supplemental and Intensive Instruction

In most cases, no core behavior curriculum has been in place with fidelity; thus, the bulk of work during the structuring process will be devoted to building the core curriculum and moving toward implementation of that curriculum. Just as a building would not begin filtering students into supplemental and intensive supports in reading without first having a core curriculum solidly in place, the importance of establishing a core behavior curriculum that is implemented with fidelity will take precedence in the initial structuring and implementation. In other words, start by creating a prevention system for all students. Do not start with a high-intensity intervention for a few kids. **The goal in this is to organize the system to first maximize the success of the majority of students at Tier 1** (Horner, 2010).

Supplemental and intensive supports are designed to meet the needs of students by providing additional interventions that are aligned to the core. In the Kansas MTSS, interventions should become increasingly intense and customized as learners' needs increase. When fully implementing the Kansas MTSS, supplemental and intensive support is provided through a hybrid model that combines a protocol and problem-solving approach to ensure a rapid response to students' needs as they occur. The protocol aspect of the hybrid model requires each building to preselect a set of interventions to use as student data indicate a need in a particular skill area. For supplemental supports, curriculum materials must provide focused, skill-based instruction (e.g., targeted social skills instruction). For intensive supports, curriculum materials often differ from those used for supplemental support because students who are missing many skills or concepts require a more comprehensive intervention. From this foundation, the problem-solving aspect of the Kansas MTSS hybrid model is used to further intensify and customize supports for students, especially at the intensive level. The first step in creating the intervention supports your building will offer is to choose curriculum materials that will support supplemental and intense interventions around all essential skills. Just as the core curriculum was reviewed and evaluated by staff, it is imperative to review current supplemental and intensive materials to determine what will work best to meet the behavioral/social needs of students.

> Supplemental and Intensive Curricula

When beginning to plan for supplemental and intensive curricula (Tiers 2 and 3), take inventory of the resources individual teachers have in their classrooms as well as the school's social workers, counselors, psychologists, counseling curriculum and resources, and materials owned by the school or district (use the Behavior Resource List). In line with the protocol approach, the building leadership team

should identify specific curricula, programs, and strategies in advance to provide rapid response to the needs of students beyond core. When identifying resources, teams should consider mental health supports provided by the district as well as those found within the local community. As an example, preschool mental health consultation is a service integrated into all Head Start programs. Many communities have agencies that will provide support free of charge or on a sliding scale. For example, colleges offering counseling degrees often provide local communities with individual and/or family counseling conducted by degree-seeking students. Once the building leadership team has ascertained programs/curricula currently in use or available as resources, it is important to determine if those programs are research or evidence based.

During Implementation, the building leadership team will choose supplemental and intensive curricula. Specific curricula will need to be identified for supporting students based on student needs as determined by the data. In addition, student support teams will use the problem-solving process to develop customized plans of instruction for individual students who do not respond sufficiently within Tiers 1 and 2.

TEAM DISCUSSION
As the team begins to define supplemental and intensive supports, some questions to consider are:
1. What decision rules will be used regarding student placement in small group instruction for behavioral issues?
2. Are placements related to specific behavioral needs?
3. Do the interventions teach socially acceptable replacement behaviors for problem behaviors rather than just attempt to eliminate undesirable behaviors?
4. Can the interventions be taught or generalized across school, home, and community settings?
5. Are interventions based on the function of the behavior (e.g., adult attention, escape from task)?

| TEAM DISCUSSION |
|---|
| 6. Are the interventions actually addressing the student's motivation that results in the undesirable/unacceptable behavior? |

Decisions about intervention cannot be based solely on what the behavior looks like. For maximum effectiveness, the function of the behavior needs to be assessed so that an appropriate intervention can be determined (refer back to Diagnostic Assessments and Procedures in the Assessment section of this guide).

Professional Development

Professional development is an essential component of the Kansas MTSS. Supporting the professional development around the school's use of positive behavior supports requires a carefully designed and executed plan. It is imperative that the building leadership team deliberately plans for the significantly challenging task of providing ongoing support to staff. Rarely have educators received intensive training in effective classroom management and/or responding to challenging student behaviors. For some, it may have only been covered through field experiences; no two educators are necessarily exposed to the same challenges or mentored by teachers skilled in effective behavior-management practices. Recognizing the variance of skills and experience within a staff, the building leadership team should plan to differentiate professional development around effective classroom management practices, positive behavior supports, and the school's behavior curriculum. Staff will need opportunities to practice, receive periodic ongoing training, observe colleagues, and receive feedback.

It is the responsibility of the building leadership team to develop a comprehensive professional development plan that is designed in such a way to ensure that all staff members receive initial training and implementation support and that systems are in place to monitor fidelity and provide ongoing support. Remember that all building staff will be responsible for teaching the core (Tier 1) behavioral curriculum. It will be the task of the leadership team to ensure that sufficient time is set aside for this training prior to the intended delivery of instruction with students. Consistency in implementation is critical to the success of a school-wide behavior system. Areas that will require professional development for all building staff include:

- Understanding of definitions of major/minor offenses.
- Proper use of behavior-tracking forms (ODR/BIR).
- School-wide expectations and rules.
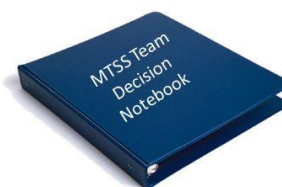
- Use of the school-wide recognition system.
- Continuum of consequences for undesirable behavior.
- Use of common lesson plans across the building to teach behavioral expectations.

In addition, decisions need to be made regarding who will be responsible for teaching supplemental and intense curricula. It is important to remember that individuals should be selected based on their qualifications and skills. Building leadership teams are advised to create a management system to ensure that staff members have access to the curricular resources they are responsible for teaching and/or leading.

In addition to planning for the immediate professional development needs, a plan for future professional development and ongoing support and coaching needs of new staff is necessary to create a sustainable system.

As part of the ongoing professional development, a plan for monitoring fidelity also needs to be developed. This includes developing a system that not only proactively trains staff, but also has processes in place to ensure that all staff members have access to the curricular materials they are expected to use. The entire process of training, providing materials, and monitoring the use within classrooms needs to be part of the larger professional development plan. This should not be viewed as a punitive activity, but rather should be carried out through ongoing coaching for staff.

Ensuring Fidelity of Curricula

The professional development plan for curricula implementation is dynamic in nature and results in the curriculum being implemented with fidelity. It is a plan that proactively identifies activities that are based on individual staff learning needs and will result in the knowledge and skills necessary to utilize the curriculum. It ensures that staff are accessing and utilizing curricular materials in the expected manner by planning for and conducting intermediate and follow-up activities. To accomplish this, the building leadership team establishes methods for monitoring the use of the curriculum by individual teachers from which information is collected and utilized to differentiate ongoing professional development and support for each staff member.

Activities for monitoring the fidelity of curriculum implementation are not intended to be punitive; rather, they should be understood as a piece of the overall professional development plan, resulting in further staff support as needed. To accomplish this, a method to check for correct use of the curricula materials needs to be established. Many purchased curricula and programs come with fidelity-monitoring tools, such as observation or walk-through forms. It is the building

leadership team's responsibility to establish a plan to monitor and support the correct and effective use of curricula materials.

The building leadership team will identify the professional development needs related to curriculum implementation by identifying and considering the targeted staff and the qualities of each specified curriculum.

The following questions will help in the development of an overall professional development plan. In planning professional development, it is helpful for the leadership team to consider these questions specific to each behavioral curriculum selected:

TEAM DISCUSSION
1.   Which staff members are expected to implement the curriculum?
2.   Which staff members, if any, will not be implementing the curriculum but will be expected to align instruction with it?
3.   Which staff members, if any, have experience with or have previously received professional development on the curriculum?
4.   Which staff members need to attend initial professional development on the curriculum?
5.   When (i.e., on what date) will staff first be expected to use the curriculum?
6.   When (i.e., on what date) will initial professional development be provided?
7.   Who will provide the professional development?
8.   Who will ensure that staff members have all materials necessary to implement the curriculum and how will this be confirmed?

TEAM DISCUSSION
9.   Who will monitor the use/implementation (fidelity) of the curriculum?
10.   What method will be used to monitor the use/implementation (fidelity) of the curriculum?
11.   How frequently will the use/implementation (fidelity) of the curriculum be monitored?
12.   When and how will ongoing professional development for staff using the curriculum be provided?
13.   When and how will professional development for staff needing additional support to use the curriculum effectively be provided?
14.   Who is responsible for and how will professional development for new staff be provided?
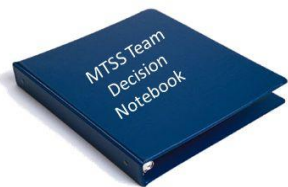
Once specific decisions are made, the building leadership team may record the results on the building's results-based staff development plan and/or on the Professional Development Planning tool in the Decision Notebook.

Review Policies and Practices for Curriculum
When the curriculum has been completed, the leadership team must review district and building policies and practices regarding curriculum to identify whether policies and practices need to be changed to align with the curriculum matrix. Consider the following questions when making such decisions.

| TEAM DISCUSSION |
|---|
| Are there any policies (rules/guidelines) that require, prevent, or otherwise influence how, when, and what curricula is used for: |
| 1.   Teaching building-wide expectations and rules in all settings? |
| 2.   Creating and consistently using a recognition system for behavioral expectations? |
| 3.   Creating and consistently using a continuum of consequences for misbehavior? |
| What are the beliefs, routines, and/or traditions that prevent or otherwise influence how, when, and what features of the core curriculum are used to: |
| 1.   Teach building-wide expectations and rules in all settings? |
| 2.   Develop and consistently use a recognition system for behavioral expectations? |
| 3.   Develop and consistently use a continuum of consequences for misbehavior? |

As the team begins to work on building the core behavior curriculum, which items identified in the discussions thus far would immediately benefit from creating an action plan for the team? Are there any practices that might belong on the Stop-Doing List? Record any additions to the Stop-Doing List or any action plan in the Decision Notebook.
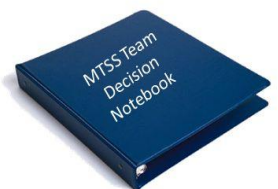
Review the Communication Plan Related to Curriculum
When the curricula matrix has been finalized, review the plan for communication that needs to take place regarding curriculum.

- Does the communication plan need to be modified?
- Are there steps that need to be carried out to communicate decisions about curriculum?
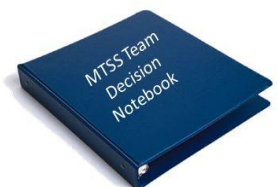
Make any changes or additions to the communication plan in the Decision Notebook.

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Instruction

Teachers serve multiple roles every day. They are responsible for delivering quality instruction and ensuring harmonious classroom and school environments that are predictable, consistent, positive, and safe. A teacher's most important role, according to Marzano (2003), is that of classroom manager. For effective management of behavior, teachers must be aware not only of what is going on in their own classrooms for individual students, but also what is going on throughout the school. "Being aware of these behaviors includes systematically collecting and analyzing school-wide and individual student data in order to determine factors that contribute to inappropriate behavior, such as time of day, location in the school, or specific teacher or subject matter" (Shores, 2009, p. 44). Shores & Chester (2009), citing the work of Kounin (1970) and Marzano (2003), identified teachers who are skillful in classroom management as having mastered four essential skills: "withitness, smoothness and momentum during presentations, clear expectations, and variety and challenge during seatwork" (p. 64). Furthermore, a recent research report from the Foundations of Learning (FOL) early childhood demonstration project suggested that what matters most in improving preschool quality through classroom management is improving the quality of the interactions between teachers and children (Lloyd, Bangser, & Parkes, 2009).

Consequences alone cannot change behaviors; changing behavior patterns takes time, structure, and support. The act of disciplining a student should not be punitive in nature, but rather serve as an opportunity through instruction to teach a child with respect to the acceptable behavior and to recognize the potential consequences of the choices he or she makes. In order for this to occur, students must be **explicitly taught** to demonstrate the school's expectations for acceptable behavior in a systematic and common approach. In the same way that teachers instruct children in academics, so must instruction be provided to students regarding behavior.

Ideally, in a well-functioning MTSS, the core curriculum and instruction should be expected to meet the needs of the majority of a school's learners. (Note: This hypothesis may not hold true for preschool programs, especially those targeting children who meet specific at-risk criteria.)

TEAM DISCUSSION
1.   How is behavioral instruction provided to all students in the building?
2.   What strategies are currently employed to teach behavior?
3.   How is the effectiveness of behavioral instruction that is occurring assessed?

In working toward this goal, the core is strengthened through the use of evidence-based instructional practices and differentiated instruction. Differentiating instruction is an important component when meeting the needs of all students in the core content curriculum. This is one of the conceptual differences between the core instruction represented in the Kansas MTSS and what may have been occurring in previous systems. In the Kansas MTSS, intervention to support students begins in the core. For the purposes of this guide, differentiated instruction is defined as a way of teaching in which teachers modify curriculum, teaching methods, resources, learning activities, and student products to address the needs of individual students and/or small groups of students in order to maximize the learning opportunity for each student in the classroom (Tomlinson & Allan, 2000).

As the leadership team considers the instructional practices used in the core, the team also develops a plan to ensure that these practices are used in the delivery of the core curriculum. The critical steps of the plan include:

- Selecting evidence-based practices to be used by all staff.
- Implementing these practices (making sure everyone knows when, where, and how).
- Conducting walk-throughs/classroom observations (e.g., Teaching Pyramid Observation Tool – TPOT for preschool).
- Identifying any professional development needs based on the walk-throughs, observations, and staff feedback.

Critical features of well-designed instructional programs include such things as:

- Differentiated instruction.
- Explicit instructional strategies.
- Systematic instruction.

Effective Instruction

- Scaffolded instruction.
- Ample practice opportunities with corrective feedback.

Consistent with all of the above is the practice of embedding instruction into developmentally appropriate child-initiated and adult-directed activities and routines within the preschool classroom (DEC, 2006).

Differentiated Instruction

Differentiated instruction is an organized way of proactively adjusting teaching and learning to meet kids where they are and help them achieve maximum growth as learners. The differentiation of teacher-directed instruction is a teacher's response to learners' needs guided by general principles of differentiation, such as use of data, sequence of instruction, flexible grouping, materials and resources, and teachers and/or coaches collaborating in planning. It involves using multiple approaches to content, process, product, and learning environment. Teachers can differentiate instruction by content (what students learn), process (how students learn), product (how students demonstrate what they learn), and learning environment (the "weather" of the classroom) according to students' readiness based on data, students' interests, and time and group size. Such instruction maximizes each student's growth and individual success by meeting each student where he or she is and assisting in the learning process (Hall, 2007). This supports the effective teaching and learning of students with widely varied abilities in the same class. The intent of differentiating instruction is to modify the learning process so that each student is successful. Instruction is differentiated by providing flexibility in the:

- Presentation of information.
- Ways students demonstrate knowledge.
- Content of lessons and assignments, including providing diversity and choice.

Explicit Instruction

In explicit instruction, students are told what they will learn and are given the procedural knowledge to learn. In practice, explicit instruction employs three types of instruction:

- Declarative: The teacher tells the students <u>what</u> concept or strategy they need to learn.
- Procedural: The teacher explains and models <u>how</u> to use the concept or strategy.
- Conditional: The teacher explains <u>when</u> the student will use the concept or strategy.
      (Adapted from Pearson & Dole, 1987)

Systematic Instruction

In systematic instruction, teachers provide instruction using a step-by-step method, with careful planning of the instructional sequence, including the sequence of examples. This increases the likelihood of early success with new concepts and problems, which can then be supported by sequencing examples of increasing complexity. This ensures opportunities to apply student knowledge to a wide range of material, consequently promoting the transfer of knowledge to unfamiliar examples (Jayanthi, Gersten, & Baker, 2008).

Scaffolded Instruction

Scaffolded instruction is the systematic sequencing of tasks, teacher and peer support, content, and materials to improve student learning (Dickson, Chard, & Simmons, 1993). Scaffolding is a process in which students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992). In preschool settings, adults use scaffolding to support and extend the demonstration of desired expectations during ongoing activities and routines (Fox, Hemmeter, & Jack, 2010).

When students are learning new or difficult tasks, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for their learning, the teacher provides less support.

The following framework may be helpful when incorporating scaffolding during a lesson. In this evidence-based practice, the teacher:

- Models and explains the concept and/or strategy being taught **(I Do).**
- Provides guided practice with students practicing what the teacher modeled while the teacher provides prompts and feedback to support the beginning application of the concept or strategy **(We Do)**.
- Provides opportunity for independent practice so that students may internalize the concepts and/or strategies **(You Do)**.

Ample Practice Opportunities with Corrective Feedback

Opportunities for practice need to be provided to students with corrective feedback and should follow in a logical relationship with what has just been taught in the program.

In this evidence-based practice, students are provided supported opportunities to apply what they have been taught in order to

accomplish specific tasks as well as independently apply previously learned information once skills are internalized.

To expand on the strategies outlined above, Sprague and Golly (2005, p. 55) summarized the components of instruction on behavior as:

1. Teach through demonstrating and modeling, rehearsal and guided practice, corrective feedback and regular reviews.
2. Teach through multiple examples and non-examples.
3. Teach in the setting where the problems are occurring.
4. Give frequent practice opportunities.
5. Provide useful corrections.
6. Provide positive feedback.
7. Monitor for success.

Establish Procedures and Routines

Effective educators (e.g., Ostrosky, Jung, Hemmeter, & Thomas, 2003; Sprick, 2006; Wong & Wong, 2009) advocate teaching procedures and routines to students right from the outset when school begins. Research indicates that establishing routines is one of many factors in the teacher's control that aids in building students' connectedness to school, which has been shown to increase overall student school success (Blum, 2005). By teaching basic procedures that result in classroom routines, the classroom can run smoothly and efficiently, with responsibility for carrying out routine tasks put on the students and with less time spent on an ongoing basis correcting, redirecting, or deciding how things are to be done each time.

| TEACH What You Expect! |

Teachers are often frustrated by behaviors that could be averted if the routines for carrying out standard tasks were established. For instance, think about how differently classrooms might run if there was an established procedure for turning in homework daily. Imagine that this procedure is well defined and thoughtfully planned, and then taught and practiced with students right from the first day of school. Furthermore, having this procedure designed assists the teacher in getting into a regular routine of collecting homework and creates predictable consistency within the classroom.

Here is one example of a classroom procedure for turning in homework:

- All homework must include your name, date, and class hour in the top left corner of the front page (show example to students).
- Upon arrival at your desk, place homework face up in the right-hand corner of your desk.
- When the bell rings, I will collect all homework individually while students copy the homework assignment for the current day from the board into their agenda.

Classroom transitions are another example of routines for which expectations can be taught so that students become more independent while significantly reducing time spent in adult redirection and corrective feedback. Step-by-step procedures and tools for teaching early childhood (pre-K through grade 3) students to transition independently can be found in the Project SLIDE Teacher's Manual (Carta, Estes, Schiefelbusch, & Terry, 2000), including:

- Observation of student behavior during target transitions.
- Establishment of goals and expectations for target transitions.
- Development of classroom rules for transition times.
- Environmental arrangement to support transition procedures.
- Effective instruction to promote desired behavior during transitions.
- Problem-solving common transition difficulties.
- Monitoring and maintaining independent transition behaviors.

While it may seem simple and obvious, establishing procedures and routines early in the school year eliminates wasted instructional time—not to mention the frustration that can result when students "just don't seem to get it." Establishing procedures and routines puts structure into place for students (and adults) that can then be referred to when students deviate from those procedures. In addition, responsibility for ordinary, daily tasks is shifted from the adults to the students.

There are many times during any given school day or even within any class period when procedures could be taught for establishing routines in the classroom. Consider what routines might be established for the following:

- Arrival to class.
- Transitions between activities.
- Coming prepared to class.
- Turning in homework.
- Requests to leave the classroom.
- Turning in class work.
- Taking attendance.
- Getting the teacher's attention.
- Finishing work early.
- Asking questions.
- Arriving late to class.
- Dismissal from class.

In creating the procedures that students and adults are to follow, it is important that the behavior be defined explicitly and operationally (i.e., what does the desired behavior look like) and that the steps to

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Resources
The First Days of School (Wong 2009)
CHAMPS (Sprick 2006)
Discipline in the Secondary Classroom (Sprick 2009)
Project SLIDE (Carta et al., 2000)
Creating Teaching Tools for Young Children with Challenging Behavior (Lentini, Vaughn, & Fox, 2008)
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complete the routine as expected be taught to the students and adhered to by the adults. Establishing, teaching, and practicing procedures and routines with students that address daily classroom operations will go a long way in creating an efficient learning environment where instruction is the focus. This is simply good practice and is essential to a healthy proactive, preventative building-wide system for addressing student behavior.

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TEAM DISCUSSION

1.   What classroom procedures and routines are already in place?

2.   What procedures and routines, if established, could eliminate confusion and potential problem behaviors in the classroom?

3.   Are there chronic behaviors that teachers are constantly redirecting or correcting that could be addressed through teaching and consistently carrying out a routine in the classroom?

4.   Where would establishing procedures and routines be most beneficial to students and staff? (HINT: Look at discipline data from the classrooms to identify areas where new or improved procedures and routines might be most beneficial to begin the process.)

5.   How will professional development for classroom procedures and routines be provided to all staff?

6.   When might it be appropriate to share this information with family members (particularly at the preschool level)?

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Lesson Planning for Teaching Expected Behaviors

Once teams have defined their building-wide expectations and further refined those expectations with the rules for each expectation across settings, it is necessary to create lesson plans to teach the expected behaviors to students. These short lessons, focused on one expectation at a time, are taught to students over the course of the school year in the classroom and in the settings (routine activities for preschoolers) in which the expectations apply. It is critical to ensure that common

lesson plans are utilized for the sake of consistency and that all adults delivering core instruction are trained on these lesson plans. Lessons should be written in such a way that each one is differentiated to support students at different grade levels. Lessons will be most effective if delivered in a scaffolded manner (I Do, We Do, You Do) with multiple exemplars, non-exemplars, and opportunities for positive practice in the targeted setting.

In preschool and early primary classrooms, instruction should include the use of visual cues (visual schedules/rule posters at eye level) and other reminders and prompts (e.g., songs about rules; transition music; transition signals such as chimes) that promote a well-understood and predictable environment that reinforces the teaching of expected behaviors and classroom rules. Lesson plans should include the following information:

- Purpose of the activity including the target behavior(s).
- Materials/method for teaching the activity.
- Follow-up activities/opportunities for practicing the target behavior(s).
- Embedded opportunities for modeling and/or acknowledgment (e.g., vocally stating the rules, referring to visual cues/posters, catching children exhibiting behaviors).
    (Adapted from Pre-Set Manual, 2008)

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Resource
*A **lesson plan template** is included in the Decision Notebook.*
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Often, teachers fall into the trap of believing identifying behavioral expectations and putting them on posters around the school should be sufficient to keep students behaving appropriately. Posters and other visual supports should be utilized as teaching tools, not the sole means of getting the message across to students. Simply telling students what is expected of them is ineffective for reaching some students. Without providing clear examples, models of the appropriate behavior, opportunities for practice and feedback and reteaching when necessary, the teaching is incomplete. If behavior problems are thought of as learning errors, it may be easier to objectively identify the missing skills that need to be taught. Just as one would not put a page of math problems before a student and expect the student to solve them without first teaching the child how to arrive at a solution, it is ineffective to tell students what is expected of them and rely on consequences to "whip them into shape" when misbehavior occurs.

Although consequences do play a role in the system, consequences alone do not teach students what they should have done instead of the misbehavior. Research indicates that the students least likely to respond to consequences are those with the most serious behavior problems. Even worse, the problem behaviors are likely to occur more often and with increased intensity instead of getting better when consequences alone are used to try to change behavior (Shores, Gunter, & Jack, 1993).
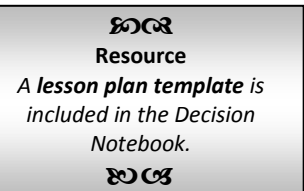
For these reasons, it is critical that common lesson plans be developed for use in teaching the building-wide behavioral expectations. This means that, for each "expected behavior," a common lesson plan should be written (or adapted from one already existing) for use by all staff. This does not mean that everyone in the building writes his/her own lesson plans for each behavior; such a method simply puts things back to where expected behaviors are left to the interpretation of each individual adult in the building. **The purpose of common lesson plans is to establish and build consistency in how the expected student behaviors are defined and taught across all settings.**

Components of Effective Lesson Plans

Although instructional methods and materials can and will vary by grade level, the components of effective lesson plans and teaching principles—whether for social or academic behavior—are the same. Accordingly, the lesson plans for teaching expected behaviors ought to contain the following (adapted from MO Center for PBIS (Missouri Schoolwide Positive Behavior Support, 2010) and Colvin (2007)):

1. Skill identification:
   a. Building-wide expectation (e.g., respect others).
   b. Rules that define expectation (e.g., listen while others are speaking and speak with good purpose).
   c. Component skills that define the rule (e.g., speak only while others are not speaking, listen attentively to the speaker, ask questions when appropriate).
2. Context identification:
   a. Where is the behavior expected (e.g., hallway, classroom)?
   b. Under what circumstances is the behavior expected (e.g., with adults, with peers, only at school, in the community)?
3. Explain:
   a. Tell students the behaviors expected, and provide age-appropriate visual depiction of expectations (words and/or pictures).
   b. Explain component skills (see 1c), in words and/or pictures.
   c. Define context in which behaviors are expected (see 2) using words and/or pictures.
   d. Encourage student participation in developing rationales for behaviors (why important, when appropriate, etc.).
4. Model:
   a. Demonstrate what the expected behavior looks like.
   b. Provide opportunities for students to model the behavior.
   c. Provide examples and non-examples (it is best if only the teacher demonstrates non-examples!).
5. Practice:
   a. Allow students ample opportunities to practice the expected behavior, preferably in the appropriate setting.
   b. Practice may include activities, role-play, games, etc., in addition to direct practice of the skill in the appropriate setting.

6. Monitor for success (ongoing!):
   a. Pre-correct/remind students prior to needing to demonstrate the skill (e.g., expectations for assemblies).
   b. Supervise (scan, interact, move!).
   c. Provide high rates of feedback initially when students engage in appropriate, expected behaviors, and provide immediate corrections when necessary.
7. Re-teach:
   a. When data indicate that behaviors are increasing.
   b. Before problem times (school breaks, arrival of new student(s), assessment times, others according to your data).

For older students (grades 4 through 12), and to maintain the effectiveness of the original teaching plan with younger students, Colvin (2007) recommended a three-step procedure: 1) remind, 2) supervise, and 3) provide feedback. According to the Missouri Center for Positive Behavior Supports (2010), when using the Remind, Supervise, Provide Feedback model for older students, it is assumed that the following foundational pieces are already in place:

- Agreement among the adults in the building on expected behaviors and rules defining those behaviors as outlined in the Behavior Expectations Matrix.
- Older students (e.g., incoming high school freshmen, new students) have had an orientation to the building-wide expectations, rules, and routines.

Considerations When Writing Lesson Plans

The building leadership team is responsible for ensuring that lesson plans are developed for all behaviors to be taught. The building leadership team or an ad hoc committee typically writes the core behavior curriculum lesson plans to ensure consistency across grade levels or departments. Working together as a building to create the lesson plans so that all voices are represented is worth considering. The building culture is important to consider in determining how lesson plans will be created.

TEAM DISCUSSION
1.   What lesson plans addressing the building-wide expectations might already exist?
2.   Will the team develop all of the necessary lesson plans?

There are many lesson plans for teaching students appropriate social behaviors already in existence. In fact, lesson plans abound on the Internet, in books on discipline, as supporting documentation in boxed curriculum, etc. Although it is unnecessary to "reinvent the wheel" in this process, it is important that the leadership team seriously consider any pre-existing lesson plans to be sure that all of the necessary components listed above are present. In addition, any lesson plans selected or adapted for use by the building leadership team must match the behavioral skills that the team has defined for teaching in the expectations matrix.

On Your Own

It may seem overwhelming to determine where to begin in writing the lesson plans. To start, some of the following suggestions might provide a jumping off point for beginning the work of lesson planning:

- Rules that have been determined for "all settings" might warrant higher priority due to the fact that they are common across the building/home/community.
- Use the building/setting discipline data (ODRs/BIRs), which will provide information regarding both behaviors and settings that need to be addressed as higher priority. For example, when looking at ODR data, determine which of the defined expected behaviors would be appropriate alternatives to the problem behavior(s) for which students received an ODR. Consider writing lesson plans to teach those replacement behaviors first.

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Resource
Examples of building schedules are available at the Kansas MTSS website on the Resource page under Electronic Behavioral Resources.
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It is not necessary to create a single lesson plan for every rule in the matrix. Sometimes combining related rules into a single lesson is both effective and efficient. For instance, "be in the classroom when the bell rings" and "have required supplies" might be taught together in a single lesson.
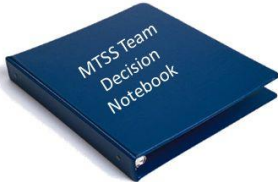
After considering the above questions and suggestions, write lesson plans the rules in one or two settings on the Behavior Rules Matrix. A lesson plan template is included in the Decision Notebook.

Scheduling Instruction

Because teaching and maintaining the building-wide expected behaviors are important components of overall student success and building culture, teaching should be ongoing throughout the year. Whether in a pre-K, elementary, middle school, or secondary setting, the building leadership team is responsible for developing a schedule that outlines an initial introduction of the building-wide behavior expectations and which settings and/or expectations will be the focus of each succeeding week. All teachers will need to review the specified expected behaviors during subsequent weeks and continually recognize appropriate student behaviors as outlined in the building's recognition system. At least in the beginning, prescribing when teachers are to review the behavior lessons with students can help ensure that planned weekly reviews happen. For instance, the building administration may request that the weekly behavior lesson review occur during the scheduled classroom meeting time. In secondary settings, these review times may occur in seminar, advisory period, homeroom, or other common times in which a behavior lesson review would minimally impact other instruction. In preschool settings, short lessons might occur during circle times as well as incidentally throughout the day as needed.

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Resource
Examples of building schedules are available at the Kansas MTSS website on the Resource page under Electronic Behavioral Resources.
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It is vitally important that the building leadership team plan for delivering professional development to the building staff once lesson plans are developed and prior to the initial kick-off for students. Lesson plans should be distributed to teachers and reviewed, with modeling and perhaps even role-playing of the lessons. It is also recommended that the building leadership team plan to "paint the big picture" with staff again highlighting the following components of the school-wide plan: teaching expected behaviors, recognizing students for engaging in appropriate behaviors, correcting and re-teaching when necessary, and the cultural shift to a positive focus rather than punitive thinking.

> Components of Scheduling

Students' (K-12) initial introduction to Kansas MTSS Behavior (building-wide behavioral expectations, recognition system) is typically done in an assembly format followed by breakouts where students are taken, in groups, to the various locations around the building in which the expectations will be taught. This approach necessitates a highly coordinated, detailed plan that may be executed over the course of several days after the initial assembly. It is highly recommended that all adults in the building (certified and classified) participate in this process as much as possible. The building leadership team will need to "think outside the box" when preparing the initial kick-off schedule in order to optimize those available for teaching expectations, as well as ensure that all adults are well versed in what is expected behavior in the building. It is important for the building leadership to also ensure that families are made aware of

> Initial Teaching

what behaviors are expected at school. This can be done, as a starting point, by publishing the building-wide expectations in the school newsletter.

In preschool settings, where children and family members alike may be experiencing public education for the first time, behavioral expectations will need to be made available multiple times through diverse means.

The building's master schedule must include sufficient time to explicitly teach the core behavioral expectations. For example, at the elementary level, weekly classroom meetings provide an optimal opportunity to teach social skills and to offer students an opportunity to voice grievances, problem solve as a class, give and receive praise, and receive social guidance/instruction, including role playing. It is recommended that classroom meetings be scheduled at times other than the end of the day because they serve a vital and essential function and should not be short changed.

Scheduling Ongoing Instruction

As previously mentioned, the weekly review lessons need to be outlined in a schedule that should span the school year, which will require establishing a general calendar of the school weeks and determining the expectations and/or locations of focus for each week. There may be weeks when review does not occur due to other high demand times (e.g., assessments); however, in general plans should be in place to review a set of expectations weekly. The building leadership team will determine this schedule and what is expected of teachers when reviewing the lessons. Of course, although the weekly review lessons will only focus on specific sets of expectations, all of the building-wide behavioral expectations are in force at all times after initially teaching them to the students.
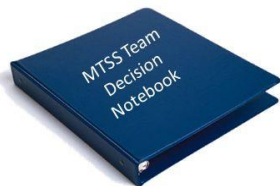
On Your Own

Begin drafting:

- A schedule for initial kick-off.
- A plan of all school review times (e.g., after winter break).
- Weekly review lessons.
- Introduction to expectations for school newsletter.
- Brief program for PTO/PTA.

Record the schedule for instruction in the Decision Notebook.

TEAM DISCUSSION
1.   How will lesson plans be distributed to building staff?
2.   How will building staff be trained on delivering the behavioral lesson plans?
3.   What is expected of classroom teachers during the kick-off week?
4.   When will the initial introduction to Kansas MTSS Behavior (building-wide behavioral expectations, recognition system) occur with students?
5.   In what format will students receive the initial training (e.g., assembly, orientation)?
6.   How will the team ensure that all behavioral expectations are taught to **all students** in all settings?
7.   Who will be responsible for preparing the schedule of instruction and reviewing it with staff prior to kick-off?
8.   How can the schedule accommodate weekly review lessons or discuss changes that need to be made to the schedule to support weekly review lessons?
9.   What is expected of the teachers in conducting the weekly review lessons?
10.   How will opportunities for family input and involvement be facilitated?

Professional Development for Instruction

Once the instructional strategies and practices have been selected it is necessary to provide professional development that is comprehensive, sustained, and intensive enough to support all staff. Staff must have a working knowledge of the instructional strategies and practices. Building leadership must set clear expectations that instructional strategies and practices will be implemented and used with fidelity

and provide professional development to support ensure that this occurs.

Professional development activities must be differentiated in order to support the individual needs of staff members as they acquire the necessary knowledge and skills enabling them to implement the specified instructional strategies and practices with fidelity. Initial and ongoing training should be differentiated based upon expectation of use, alignment of practices, and prior knowledge and should build on prior professional development activities.

### Planning Professional Development

The building leadership team will identify the professional development needs related to the implementation of instructional strategies and practices by identifying and considering the targeted staff and the qualities of each specified practice.

In planning professional development it is helpful for the leadership team to consider questions specific to each instructional strategy or practice (e.g., lessons to be taught to students, use of the recognition system). The following questions help focus discussions as the overall professional development plan is developed.

TEAM DISCUSSION
1.   Which staff members are expected to implement the strategy/practice?
2.   Which staff members will not be implementing the strategy/practice but will be providing support to students in settings where the use of the strategy/practice will be demonstrated?
3.   Which staff members, if any, have experience with or have previously received professional development on the strategy/practice?
4.   Which staff members need to attend initial professional development on the strategy/practice?
5.   When (i.e., on what date) will staff first be expected to use the strategy/practice?

TEAM DISCUSSION
6.   When (i.e., on what date) will initial professional development be provided?
7.   Who will provide the professional development?
8.   Who is responsible for and how will professional development for new staff be provided?
9.   Who will monitor the use/implementation (fidelity) of the strategy/practice?
10.   What method will be used to monitor the use/implementation (fidelity) of the strategy/practice?
11.   How frequently will the use/implementation (fidelity) of the strategy/practice be monitored?
12.   When and how will ongoing professional development for staff be provided?
13.   When and how will professional development for staff needing additional support to use the strategy/practice effectively be provided?

After decisions have been made by the building leadership team, record the results on the buildings results-based staff development plan and/or on the Professional Development Planning tool in the Decision Notebook.
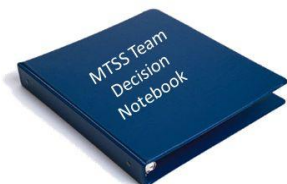
Review Policies and Practices for Instruction
Once the team begins working on lesson plans and procedures and routines, they should review district and building policies and practices regarding instruction. The team should also identify whether policies and practices need to be changed to align with the instructional practices table.

TEAM DISCUSSION
1.   Are there any policies (rules/guidelines) that require, prevent, or otherwise influence how, when, and what 1) lesson plans and/or 2) classroom procedures and routines are used?
2.   What are the practices (routines/traditions) that require, prevent, or otherwise influence how, when, and what 1) lesson plans and/or 2) classroom procedures and routines are used?
3.   Given the above discussions regarding 1) lesson planning and 2) the establishment of classroom procedures and routines, did anything come up that needs to be addressed in the action plan for the team?
4.   Are there any current practices that might belong on the Stop-Doing List?

Review the Communication Plan Related to Instruction

When you have finalized lesson plans and discussions about classroom procedures and routines, review the plan for communication that needs to take place regarding instruction.

TEAM DISCUSSION
1.   Who needs to know about lesson plans and what will they need/want to know?
2.   Are there others who might be interested in knowing about lesson plans for behavior (e.g., parents, other stakeholders)?
3.   Are there steps that need to be carried out to communicate decisions about instruction?
4.   If there are any items that require action or communication, create an action plan now and/or update the communication plan.

Update any documents in the Decision Notebook that require attention at the end of this discussion, including any necessary action plan as well as the communication plan.

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Tatum, B. D. (1997). *"Why are all the black kids sitting together in the cafeteria?" and other conversations about race.* New York: BasicBooks.

Thompson, R. (2002). The roots of school readiness ins social and emotional development. *In Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children, 1*(1), pp. 45-61.

Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools and classrooms.* Alexandria, VA: Association for Supervisoin and Curriculum Development.

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Appendix: Resource List for Supporting Systemic Change Addressing Behavior

(A work in progress)

Below is a partial listing of resources that may be helpful to buildings working with systems change, particularly around behavior. <u>This list is not intended to be exhaustive, nor does inclusion on this list indicate complete endorsement of any resource listed.</u>

<u>**Books**</u>

System Change and Core Behavioral Curriculum

Colvin, G. (2007). *Seven steps for developing a proactive schoolwide discipline plan: A guide for principals and leadership teams*. Thousand Oaks, CA: Corwin.

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step by step approach*. New York: Guilford.

Sprague, J., & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Longmont, CO: Sopris West.

Sprick, R., Booher, M., & Garrison, M. (2009). *Behavioral response to intervention: Creating a continuum of problem-solving and support*. Eugene, OR: Pacific Northwest Publishing.

Classroom and Individual Student Supports

Alberto, P. A., & Troutman, A. C. (2003). *Applied behavior analysis for teachers* (6th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.

Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program* (2nd ed.). New York: Guilford.

Jenson, W. R., Rhode, G., & Reavis, H. K. (1994). *The tough kid toolbox*. Longmont, CO: Sopris West.

Knoster, T. (2008). *The teacher's pocket guide for effective classroom management*. Baltimore, MD: Paul H. Brookes.

Lynch, E. W., & Hanson, M. J. (1998). *Developing cross-cultural competence: A guide for working with children and their families*. Baltimore, MD: Paul H. Brookes.

Mendler, A. N. (2007). *More what do I do when…? Powerful strategies to promote positive behavior*. Bloomington, IN: Solution Tree.

Sprick, R. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

Sprick, R. (2009). *CHAMPS: A proactive and positive approach to classroom management* (2nd ed). Eugene, OR: Pacific Northwest Publishing.

Sprick, R., & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students* (2nd ed). Eugene, OR: Pacific Northwest Publishing.

Young, K. R., West, R. P., Smith, D. J., & Morgan, D. P. (1991). *Teaching self-management strategies to adolescents*. Longmont, CO: Sopris West.

Wong, H. (2009). *The first days of school*. Mountain View, CA: Wong Publications.

Adult morale and recognition

Connors, N.A. (2000). *If you don't feed the teachers they eat the students.* Nashville, TN: Incentive Publications.

Hodges, D. (2005). *Looking forward to Monday morning: Ideas for recognition and appreciation activities and fun things to do at work for educators.* Thousand Oaks, CA: Corwin Press.

Journal Articles

Assessment Resources

Colvin, G., Flannery, K. B., Sugai, G., & Monegan, J. (2009). Using Observational Data to Provide Performance Feedback to Teachers: A High School Case Study. *Preventing School Failure, 53*(2), 95-104.

Weiss, N. R., & Knoster, T. (2008). It may be non-aversive, but is it a positive approach? Relevant questions to ask throughout the process of behavioral intervention and assessment. *Journal of Positive Behavior Interventions, 10*, 72-78.

Family Resources

Project STAY (2000). An overview of functional assessment for families. Retrieved October 15, 2009 from Project STAY: http://www.projectstay.com/pdf/FAandIDEAOverview.pdf

Preschool Resources

Bodrova, E., & Leong, D. J. (2008) Developing self-regulation in young children: Can we keep all the crickets in the basket? *Young Children, 63*(2), 56-58.

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate pracitce in early childhood programs serving children from birth to age 8* (3rd ed.). Washington, DC: NAEYC.

Donahue, P. J. (2002). The view from the field. Promoting social and emotional development in young children: The role of mental health consultants in early childhood settings. In *Set for Success: Building a strong foundation for school readiness based on the social-emotional development of young children, 1*(1), 64-79.

Fox, L., Carta, C., Strain, P., Dunlap, G., & Hemmeter, M. L. (2009). Response to intervention and the Pyramid Model. Tampa, FL: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children. www.challengingbehavior.org

Fox, L., & Hemmeter, M. L. (2009). A program-wide model for supporting social emotional development and addressing challenging behavior in early childhood settings. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of Positive Behavior Support* (pp. 177-202). New York: Springer.

Fox, L. & Langhans, S. (2009). *What works brief #18: Logical consequences*. Nashville, TN: Center on the Social and Emotional Foundations for Early Learning, Vanderbilt University. Available for download at http://csefel.vanderbilt.edu/resources/what_works.html

Kansas State Department of Education. (2005). *Kansas early learning: Building the foundation for successful children* (Ch. 5). Topeka, KS: Author.

Kopp, C. B. (1982). Antecedents of self-regulation. A developmental view. *Developmental Psychology, 18*, 199-214.

Milbourne, S. A., & Campbell, P. H, (2007). *CARA's kit: Creating adaptations for routines and activities*. Missoula, MT: DEC.

Thompson, R. (2002). The roots of school readiness in social and emotional development. *The Kauffman Early Education Exchange, 1*(1). 8-29.

Werner, E. E., & Smith, R. S. (1992). *Overcoming the odds: High risk children from birth to adulthood*. Ithaca, NY: Cornell University Press.