

Phase One: Building Your Foundation

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Phase One Overview

In phase one you will get foundation documents that include a major/minor behavior flow chart, schoolwide behavior documentation system, a process to create 3-5 student and staff expectations, resources for defining behavioral expectations through your school, and a step by step guide to successfully begin implementation.

So, you may be asking yourself why we are focusing on Tier 1 of MTSS when you are asking for help developing a behavioral health system? We believe that developing a strong tier 1 with behavior and academic supports are the foundation of building a behavioral health system in which you are referring the right students for behavioral health services. Prevention is key to building a sustainable system. Part of prevention at the school level is to work on the environment and that is where tier 1 and PBIS can improve a school.

Summarize your why:

Phase One: Implementation Timeline			
Mid-Spring or Summer of previous school year	Start of school year	Middle of school year	End of school year
Meetings 1-6 complete and all items ready for implementation	Determine how to communicate the system to all teachers and supporting staff	Review your system using the guidance provided in the workbook.	Evaluate system using the checklist provided in the workbook.
	Communicate it to them with a kick-off!	Begin working on phase 2.	Determine what changes and updates needs to me made.
Meet twice a month to discuss how implementation is going and determine how your team will support teachers.			

What is behavioral health versus behavior?

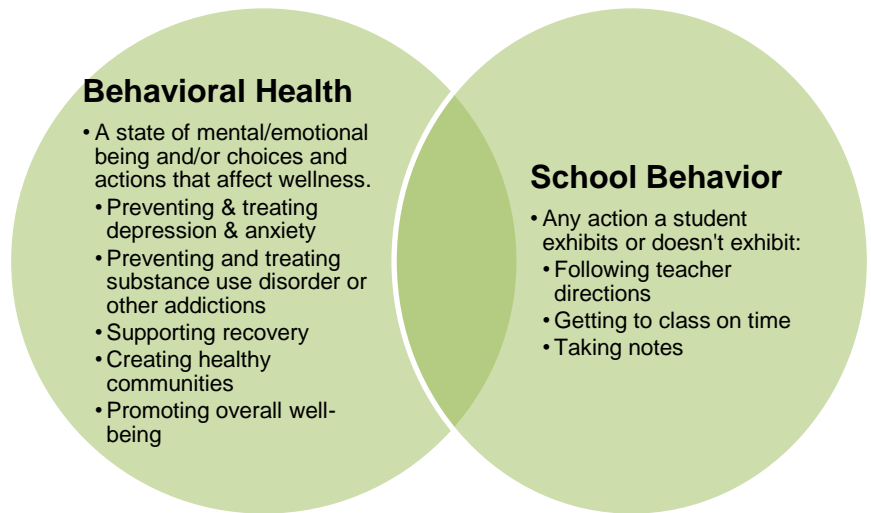
In order to refer students to a psychologist, students must be identified in the right way and move through a gated system. These students will have some kind of diagnosis in which they will seek treatment from a medical professional. Schools who have been quick to jump to adding a psychologist or outside provider may not be able to identify students systematically. This could lead to mistrust between the school and provider.

If we are only referring students that exhibit outward behavior, this is a red flag. This would indicate we are only using our behavior referrals to identify students which leaves out a large percentage of students that would possibly need access to a therapist.

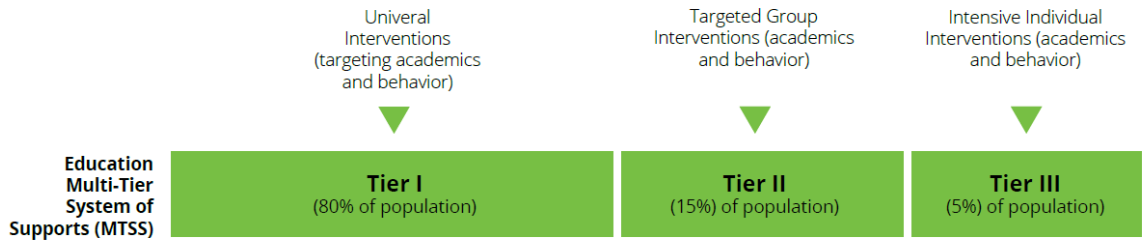
Throughout your work, we will be discussing tiers of students. Tiering helps us as educators think about

how we can best serve different populations of students. Simply put, tier 1 is something ALL kids have access to and receiving support on a daily basis, tier 2 is for some kids who need extra support throughout the week, and students receiving tier 3 support get services provided daily; maybe even hourly depending on their level of need. Each tier refers to behavior and academic needs. For Phase One, we will be solely focused on our behavior system in tier 1. In relation to behavioral health we will be focusing on the preventative component.

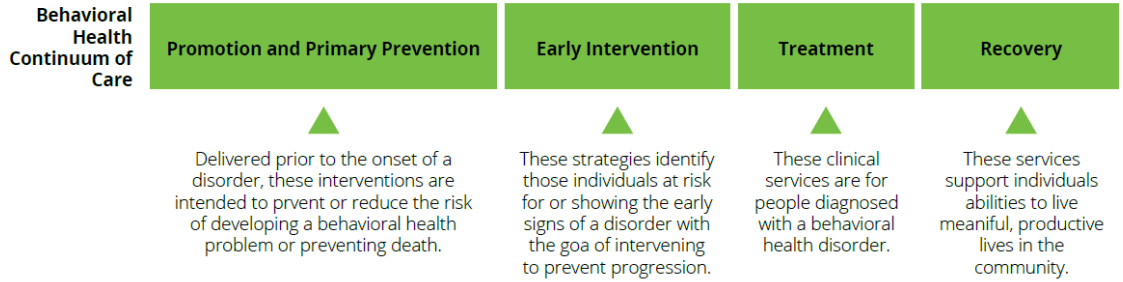
North Dakota has defined the Multi-Tier System of Supports (NDMTSS) as a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.



LEARNING AND BEHAVIOR



BEHAVIORAL HEALTH/WELLNESS
(Mental Illness and Substance Abuse)



Building Consistency

The thing that schools lack most is consistency among the building staff. What is your current reality? Do students and teachers know what behavior is expected and acceptable within the school? Classroom? Hallway? These behaviors need to be explicitly taught and revisited throughout each school year. Too many times adults assume students know these behaviors. In reality, they do not.

For example, think about going to church as a young child. Every week when you went, your parent reminded you to be quiet, sit and listen, not to tap your feet, and overall sit down and shut up. How many times did your parents do this during the service? From our own experiences, we would bet it was multiple. Students are no different when it comes to school. Explicitly teaching staff and students what is acceptable is the first step in building consistency.

When beginning this process at Simle, the teachers were the ones asking for things to look different. Many of them reference how difficult it was to handle student behavior before the implementation of MTSS not because they were incapable, but because they were not sure which procedure to follow. They wondered if they were doing the same things as their neighboring teacher or something completely different even though they had the same kids. Questions arose about when a repetitive behavior would be addressed by an administrator or when should teachers seek other support. Each teacher tolerated behavior, but we did not come together to try and look for solutions. No one was addressing the questions and teachers were frustrated.

The table below explains best practice for teachers and leaders within the MTSS framework. This table will help guide your understanding of the roles and responsibilities as your team moves forward.

Administrative leaders	Teachers leaders
<ul style="list-style-type: none"> ● Assist school team in building a behavior framework ● Ensure consistency ● Coach staff members ● Use data collected from SIR/ORDs to review the effectiveness of the framework 	<ul style="list-style-type: none"> ● Follow schoolwide expectations ● Explicitly teach students expectations multiple times a year ● Own my classroom environment ● Contribute ideas to make each problem better; be solution-focused

Together
 Learn the system together.
 Be vulnerable, open to uncomfortable ideas.
 Hold each other accountable - my job, your job, our job

The next steps will help you rethink the work you are about to embark upon in regard to consistency and student behavior.

As a school, you must decide who should make up your site team. The site team will work through the next several steps to begin creating a framework and foundation for tier 1. The site team should be composed of people who are willing to be vulnerable, have difficult conversations, and want to see a change within the school system. Suggested stakeholders would be teacher leaders, counselor, school psychologist and/or social worker, and administration.

Having been through the process of creating a team, understand you may not get it right the first time. Our first team was created on a volunteer basis. Teachers that attended the Fargo MTSS conference created all the documents you will find in phase one. Since this first conference six years ago, the documents and team has evolved.

The first team consisted of teachers who wanted a change and wanted a systematic approach to addressing student behavior. As we progressed through our work, not all of them stayed on the committee. As members started to leave, we decided to have one person from each team be a designee to be on the MTSS team - an assigned position. We did this for maybe two years and quickly realized if a teacher did not want to do the work or truly believe in it, our team was not as strong.

Our current team is made up of people that the leader saw value and quality in. Each person understands why we do this work, believes in it, but also has a different set of skills than others so we can work efficiently. Team members are leaders and influences in our building but also are thoughtful when it comes to the work. Teachers were approached individually by the leader. The leader had a conversation with the teacher on why they were being asked to take part in the team and what qualities each was thought to bring to the team. The leader was up front in telling teachers that if they did not want to be part of the team, they did not have to be. It should be a conscious 'yes' decision.

It is important to create a team that is going to function well together and want to do this work. It is okay if your team needs to be revamped but reflect on who is going to get the work done and champion it. We know leaders will do their best to get the team 'right' from the beginning but if you don't, it's okay. Leaders are learners too and we all learn best from making mistakes. Allow yourself grace.

Leader beginning checklist

The following information and steps are to be done by the leader before the first meeting. This will include ideas, resources, and reflection documents.

BEFORE Meeting 1:

- Identify 5-8 people (depending on school size) and why you would want this person to be part of the team. Each person should bring a strength to the team. To guide your decision-making, ask yourself the following questions: who are your teacher leaders? Who do others follow? Is there a nay-sayer that should be present to bring a different perspective? You know your staff best.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

- Set a date and time and invite members to the first meeting.
- Ensure each individual knows why they were chosen for the team and communicate the goal is to develop school-wide consistency and systems.
- Think through what pushback, problems, questions, concerns staff may have as you move down this path.

Question, concern, problem	Your answer
Is this going to be more work?	It isn't more work; it is different work. The planning and preparation are where teachers and staff will spend most of their time. It is a much more proactive approach versus a reactive approach. The ultimate goal is to create a system that works throughout the school.
How does this affect me as a teacher?	As a teacher it is going to require you to be a team player, which means we will all have to give and take to follow one system. This might mean each individual may not agree with all decisions, but it does mean we will follow them.

- Create a 3-minute elevator speech that will empower and motivate your MTSS team at the first meeting. Be specific as to why you are doing this, we are here, and the benefits that it will provide the school.

Site Team Meetings

In order to have action, you must have a team. We have provided six meeting templates. These can be used to get started with tier 1. Ideally, these meetings should be completed in the spring or summer, so the system is ready to begin a new school year. It will be up to you to continue meeting consistently throughout the year to keep the work going. In general, MTSS teams meet once to twice a month to maintain consistency, look through data, and make changes to the school environment based on the data.

Tips for successful meetings:

- Share agenda beforehand
- Ensure team members understand the purpose of the meeting
- Bring food
- Use a relationship builder at the start (no matter how well your staff knows one another)
 - Examples:
 - Conversation nonsense:
 - If I could eat only one food for the rest of life...
 - Funniest teaching moment...
 - Best/worst Christmas gift...
 - Play Head's Up (app for phone)
 - Use color cards upon entering to partner staff randomly and share a recent photo from cell phone - a picture that makes you smile.
 - Make up your own!

Meeting 1

Time needed: 45-60 min

Goal: to create open dialogue between all members and assess the reality of the school

Background: This is your kick-off meeting! Creating school-wide systems is a new concept to most. In order to have meaningful conversations, the team should start with reflection on the current state of their practice and the school. It is important to state that decisions will be reached through consensus. Many tough conversations will take place in the next five meetings in order to build a true school-wide framework. Team members need to feel heard and valued. A school-wide system is one in which the adults agree to follow the set-out expectations and reinforce the agreed upon expectations. It is important to remind team members that their input is valued even if their idea is not chosen. In creating this system, there is a lot of give and take that happens. The leader is not the one that tells people how to do it but is the one that reinforces the team's expectations and guides conversations. Leaders may have to make final decisions if needed.

One of the most difficult things to do is change or admit something isn't working. What we forget is that when something is wrong or not working anymore it's okay. In fact, it's a good thing. That uncomfortable feeling we get when things aren't working is actually when change happens.

Agenda:

1. Give elevator speech
2. State the purpose of meeting and creation of the team
3. Complete self-assessments and have a discussion how the self-assessments relate to the goal

Our journey began with admitting something wasn't working and we keep adapting and changing areas of the system that aren't working. Every single document has been updated in some way. Some changes have been minor while others have been major. Simple school-wide beliefs started with the Spartan 5; I am respectful and responsible with my words, actions, and personal space. After two years the team decided that we needed to completely overhaul our slogan and currently use our Spartan ROCKS; I will be Responsible, Organized, Curious, Kind, and Successful. Looking back, we have adjusted our SIR form 3 times and continue to add new posters around the building. None of this growth would have happened if we weren't willing to say, "Yep, we can do that better."

After completing the individual assessments, the team should come together to have a discussion using the following guide:

- Leader of the meeting should refer back to norms to keep the meeting solution focused.
- Begin your discussion with the areas you ranked yourself high scoring.
- Pick one area of low-score and discuss ways to address this need.
- Review possible resources to address needs.
- Assign tasks (if appropriate) to begin modifying or creating your own documents.
- If not ready for tasks, show options and let them know they will be discussed at the next meeting.

4. Set norms 3-5 norms to be followed at all upcoming meetings

5. Summarize and conclude meeting by setting date for next one

Teacher self-assessment

This form is to be completed individually. This can be done prior to the meeting or at the beginning; either way each person fills out their own. Read each statement and decide how you would rate yourself on a scale of 1 to 4. The results will help guide your discussion and implementation of tier 1.

	4 Always	3 Usually	2 Sometimes	1 Never
I understand student behavior is a way for students to communicate an unmet need.				
I know how to handle behavior in my classroom. Ex. I know when a student should be removed and when I should handle it myself.				
I handle student behavior the same way each time it occurs.				
I teach students how to behave in my classroom as well as other areas of the building (auditorium, restroom, hallway, etc.)				
I give positive feedback to my students multiple times a day/class period.				
I look for problems to solve and contribute solutions.				
I feel like I am part of a team.				
I know what my leader expects of me when it comes to student behavior.				
I document student behaviors and the frequency.				
I contact families each time concerning student behavior occurs.				

Total: _____/40 = _____%

Leader self-assessment

This form is to be completed individually. Read each statement and decide how you would rate yourself on a scale of 1 to 4. The results will help guide your discussion and implementation of tier 1.

	4 Always	3 Usually	2 Sometimes	1 Never
I understand student behavior is a way for students to communicate an unmet need.				
I know how to handle behavior when a student is removed to the office. Ex: when is suspension appropriate and when is it not.				
I follow consistent procedures regarding how to handle student behavior.				
I handle student behavior the same way each time it occurs.				
I have expectations for my staff and communicate them on a regular basis (in regard to student behavior and staff behavior).				
I give positive feedback to my staff multiple times a day.				
I have created ways for teachers to make decisions and be part of a team.				
I provide teachers resources for (challenging) student behaviors.				
I have a way to document student behaviors and the frequency.				
I contact families each time concerning student behavior occurs.				

Total: _____/40 = _____%

Meeting 2

Time needed: 45-60 min

Goal: take your previous conversation and establish 3-5 school-wide expectations

Background: School-wide expectations are the base of tier 1. This creation will guide your work forward. It is recommended you pick three to five words (qualities or characteristics) that all students and staff are expected to know and embody. One of the most common statements is “Be respectful, Be responsible, Be safe”. Students should be able to recite it to any guest or visitor in your building. Posters and visuals are to be hung up around the school to promote the culture. Use Appendix A as a resource as needed.

[Appendix A](#)

Agenda:

1. Review norms
2. Review goal of meeting
3. Procedure for establishing school-wide expectations. There is no ‘right’ way to do this. The words chosen should convey your vision and expectations for your school.
 - a. View examples of school-wide expectations (see Appendix A)
 - b. Ask the group ‘what do we value most as a school?’

c. Begin brainstorming character/quality words

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____

d. Choose as a team the ones that will be the 3-5 words that all students will know.

- _____
- _____
- _____
- _____
- _____

e. Create your sentence/slogan/saying.

Meeting 3

Time needed: 45-60 min

Goal: to start creating a positive recognition system (tickets) used to reinforce and teach behaviors that meet your school wide expectations

Background: We want to share a secret with you...one that we learned three years later that helped change the way we think about our Positive Behavior Intervention Supports (PBIS). We always thought our positive tickets were only used for the students; when in reality they were also used to retrain our adult brain to look for positive. Knowing this has helped us become more aware of the need to focus on the positive. Being able to focus on positive help build the kind and caring school culture we want students to experience.

We call our tickets 'sparklers'. Using sparklers continues to remain one of the hardest parts for our teachers. We all know that positive feedback is valuable and that we should do it because it is best practice. Sometimes, it feels like one more 'thing' to do or staff may wonder why students need positive feedback for things they are supposed to do. We continue to model our use of sparklers by giving them to adults when they are performing expected teacher behaviors. We still have conversations about why sparklers are important and how to use them. When we revisit this with staff, consistency improves and sparklers are utilized more. We are continuing to shift our mindsets and model what we want other adults to do.

At Simle we use "Sparklers" as our positive reward system when students follow the expectations. The sparkler system has changed quite a bit from when we started to where we are today. The first year when students received a sparkler, they would bring the sparkler to the office and place it into a grade level bucket for their chance to come to the office and spin the sparkler wheel for a random prize. The second- and third-year students used sparklers much like money. The sparkler store was open once a month and each grade level would take turns coming down to spend their sparklers. Sparkler parties were also used to celebrate those who were following the Spartan 5. Our fourth year a lot changed. We moved from the Spartan 5 slogan to the Spartan ROCKS. Along with the updated slogan we started a bingo board for students who received a sparkler. There is a bingo board in the office for each grade level. Students bring their sparkler to the office, draw a number out of the bucket and put their sparkler in that given slot. Once all ten spots are filled on the 100s chart to make a bingo, the board is cleared, and we start over. Those students who were on the bingo line get called to the office to choose their prize. In our experience, the more you learn and grow with PBIS and MTSS you realize what you are doing may not be the best. Each year we learned something new and adjusted our system.

Appendix A

Agenda

1. Review Norms
2. Review Goal
3. Discuss and review the following information as a team
 - a. What is PBIS?
 - i. PBIS, or Positive Behavior Interventions and Supports, is a school wide initiative to teach all students behavioral expectations in a positive way. At the beginning of the school year, students were introduced to behavior expectations in each area of the school. As the year progresses and data (feedback) is gathered, students are re-taught behavior expectations in the same way they would be re-taught an academic concept that required mastery. The main focus of the PBIS initiative is to provide consistent expectations for every student, then reward students for positive behavior choices.
 - b. How does it work?
 - i. Students participate in teach-to's; all students are learning the same expectations in each area of the school. The teach-to's are conducted once a week and additional review in home base and classrooms as needed. When students are exhibiting the correct behaviors, they have a chance to earn tickets.
4. Create tickets for students to earn. These should be small slips of paper on a chosen color, easy to recognize.

- a. Ticket should include your school slogan, a spot for a student name, and possibly a space for teacher to write why the student received the ticket.

SPARTAN SPARKLER


Student _____

**I ROCK. I am Responsible, Organized,
Curious, Kind and Successful. #SMSROCKS**



SPARTAN SPARKLER

6th 7th 8th

Student _____ 

I was being responsible/respectful with my actions, words, and/or personal space.



5. Decide how teachers will access the tickets, what students will do and earn with the tickets, and a baseline for how many staff should be given per day or per week. Refer to the PBIS appendix for more guidelines and ideas on how to implement your positive recognition system.
- a. Things to think about:
- i. How often can students redeem their tickets?

 - ii. Where will you display the board/chart/bucket?

 - iii. Who is in charge of giving out prizes?

 - iv. How do we get prizes? (What do students want to earn?)

6. Decide what students are going to “do” with their tickets. Are they going to get to spend them at a store, put them in a bucket for a drawing, or put them up on a schoolwide recognition board? There is no right or wrong way to do this. The goal is that students are getting recognition a second time in some way. Adding in the possibility of a tangible reward can increase students’ interest.
7. A staff recognition option could be put into place as well. Staff want positive feedback just like students. This could be simple shout-out’s at staff meetings, paper tickets to give to one another, or other ways to express gratitude and appreciation for one another.

CHECKLIST OF ITEMS TO BE COMPLETED AS A RESULT OF MEETING 3:

- TICKETS TO BE USED FOR POSITIVE REWARD SYSTEM
- STUDENT RECOGNITION SYSTEM
- LIST OF PRIZES
- STAFF TRAINING PLAN ON HOW TO USE THE TICKET SYSTEM

Meeting 4

Time needed: 45-60 min

Goal: apply the school-wide expectations to each common area of the building. Create visuals to post in each area

Background: The behavior matrix is designed so that students, staff, parents, and visitors understand the expectations in each area. Consistency is increased with common expectations and language. As a school, you can ensure that all students are being taught the same expectations. This removes any gray area and attempts to make it as black and white as possible. Expectations are posted in designated areas for visibility and constant reminders and teaching is needed to maintain consistency. Matrixes should be shared with substitute teachers and other guests.

The matrix is a working document so it can be added to at any time. For example, we discovered our highest area of need was inappropriate language. This was a high ODR category and we decided to address it at a tier one level by teaching expectations of what it looks like to respond to an adult appropriately.

[Appendix A](#)

Agenda

1. Review norms
2. Review goal of meeting
3. View Behavior Matrix example and Behavior Expectations Guide (Appendix A)
4. Divide into partners to establish expectations for each area of your building
 - a. School-wide expectations should be applied to each area (gyms, hallways, classrooms, etc.)
 - b. Expectations should be positively stated

Before School	
After School	
Hallways	

Cafeteria	
Offices	
Special Events	
Instructional Areas	
Restrooms	
Library	
Bus	
Chromebooks	

<p>Collaboration Rooms</p>	
<p>Responding to Others</p>	
<p>Gym</p>	

CHECKLIST OF ITEMS TO BE COMPLETED AS A RESULT OF MEETING 4

- CREATE ONE SCHOOL WIDE EXPECTATION POSTER WITH YOUR SLOGAN
- CREATE EACH AREAS EXPECTATIONS
- CREATE INDIVIDUAL POSTERS FOR EACH AREA
- HANG UP POSTERS IN APPROPRIATE PLACES

Meeting 5

Time needed: 90 min (or two 45 min meetings)

Goal: develop a major/minor flowchart with the documentation procedures that follow (SIR, ODR, what is teacher managed vs. administration managed, student management process and philosophy)

Background: Best practice indicates that the system includes paper (and electronic) documentation of student behavior. While the SIR and ODRs are paper copies, these are used as a communication tool between teacher and administrator and/or counselor. Power School can be utilized to log behaviors in addition to the papers. We have found that making duplicates and triplicates of these documents works well to ensure communication is efficient.

Consensus will be key to deciding what is teacher-managed versus administrator managed. Illegal and physically aggressive behaviors should automatically be handled by administration. The purpose of the system is to keep students in the classroom as this is where the learning happens. When a teacher removes a student, the teacher must reflect upon that learning can no longer occur. With each removal, the relationship between teacher and student becomes more difficult to repair. The ultimate goal is to correct the behavior; this can only happen when both parties cooperate and work toward this.

Disrespect, disruption, and defiance are three of the most common reasons students are removed from a classroom. While these behaviors are hardest for adults to deal with, consistency will be key in correcting them. Understanding why a student exhibits these will also be crucial in addressing each. The most common reason a student would behave this way is to escape or to avoid academic work. Their goal is met if they are removed from a classroom.

[Appendix A](#)

Agenda

1. Review Norms
2. Review Goal
3. View Major-Minor flowchart (Appendix A)
4. Decide as a group on what staff believes should be teacher managed and administrator managed.
 - a. My ideas on what are bottom-line offenses (administrator managed) ...
 - i. _____
 - ii. _____
 - iii. _____
 - b. My ideas for classroom or teacher-managed behaviors include...
 - i. _____
 - ii. _____
 - iii. _____
5. Partner conversations first to see overlap in ideas
6. Whole group conversations and decisions around student behaviors.
7. Create (or modify) a flow chart
8. View documentation procedures for minor and major offenses (SIR/ODRs) in Appendix A
 - a. SIR - Student Incident Report
 - b. ODR - Office Discipline Referral
9. Assign HW to staff to modify or create the SIR and ODR documents

Note: this is not the full system. Phase 1 focuses on all students and creating a systematic framework that is sustainable. In phase 2 you will begin to create behavior plans for repeated student behavior along with interventions. You may want to begin having conversations regarding what consequences are appropriate for

student behaviors. Continue to refer back to your major/minor document to determine who is responsible to hold the student accountable.

CHECKLIST OF ITEMS TO BE COMPLETED AS A RESULT OF MEETING 5

- MAJOR/MINOR FLOW CHART
- SIR/ODR FORMS CREATED
- STAFF TRAINING OUTLINE
- CONSISTENT STAFF RESPONSE WHEN STUDENTS DON'T FOLLOW THE EXPECTATION

Meeting 6

Time needed: 45 min

Goal: Create a calendar/timeline in which teaching of each area will occur.

Background: One the biggest struggles of a school-wide system is maintaining consistency throughout the entire year. We have found one of the easiest and biggest wins has been utilizing our Outlook calendar reminders. Each week, a reminder pops up with what the teacher is expected to re-teach. It includes an area and a link to the teach-to examples. All teachers in the building do this in a common time (advisory, home base, morning meetings) to ensure consistency. A paper copy is created and referred to as needed.

[Appendix A](#)

Agenda:

1. Review Norms
2. Review Goal
3. Share out created documents
 - a. Team provides feedback
 - b. Modify documents based on information
4. Decide how often each area should be re-visited and re-taught to students.
5. Create a system in which staff will do the re-teaching.
 - a. Utilize a school-wide calendar (Appendix A)

CHECKLIST OF ITEMS TO BE COMPLETED AS A RESULT OF MEETING 6

- TEACH-TO CALENDAR TO TEACH THE AREA EXPECTATIONS CONSISTENTLY
- CREATE SOME TYPE OF ORGANIZATIONAL SYSTEM FOR STAFF MEMBERS TO ACCESS DOCUMENTS/RESOURCES (GOOGLE DOCS, OUTLOOK CALENDAR, SHARED DRIVES, BINDER)

Middle of year guiding questions and ponderings

Change is hard. This time of year, you may be feeling defeated, there may have been conflict between teachers, pushback from staff on this 'new' system but now is the time to keep going. There are many uncomfortable conversations that should have taken place already. This is normal. The easy thing to do is to go back to what you were doing; the hard thing is to move forward and come up with new ways of thinking and being when it comes to student behavior.

In order to see actual change, the MTSS system needs to be implemented for three to five years! Long, we know. It may feel like an uphill climb. Many of our own 'wins' did not come until after a couple years of implementing our process.

Reflect on the hard times and wins you have seen so far. These can be small shifts in thinking, positive feedback from a staff member or community person, or shifts in your own thinking.

Phase One: Implementation Timeline			
Mid-Spring or Summer of previous school year	Start of school year	Middle of school year	End of school year
Meetings 1-6 complete and all items ready for implementation	Determine how to communicate the system to all teachers and supporting staff	Review your system using the guidance provided in the workbook.	Evaluate system using the checklist provided in the workbook.
	Communicate it to them with a kick-off!		Determine what changes and updates needs to me made.
Meet twice a month to discuss how implementation is going and determine how your team will support teachers.			

While you have done SO much work in setting up your tier 1, there are parts that we have left unfinished. Some common questions may be what are we doing for students that continue to receive behavior referrals, what consequences are they getting, what does a behavior plan look like (ILP), how are we using our positive acknowledgement system, and what in the world was broken in the first place!?

What are we doing for students who have received multiple behavior referrals?

Congratulations, you are using your system! While maybe you haven't seen change, yet you are using your system to accurately track student incidents. Now the hard work happens. As students receive these reports, we must ask why the behavior is occurring, where is the behavior occurring, what is leading up to the behavior. Asking these questions will help move you towards creating a successful behavior plan paired with an appropriate intervention. Two of the most common evidence based FREE interventions are check-in/check-out

(CICO) and check-n-connect. Find out more information about these interventions when you are ready in phase two.

What consequences are students receiving?

This is a hard mindset to shift. Our school system is based on rewards and punishments. If a student does not do what they are told, they should be punished...or should they? The purpose of a consequence is to deter a student from making the same choice again. If a student continues to make the same choices despite consequences, we must ask more questions as to why the behavior is occurring. It is also important to think about if our 'usual' consequences and if they deter the behavior. Detention and suspension are the two most common practices in school. There is a time and place for both. Suspension should be utilized by administrators for bottom line behaviors and detention should be used to have conversations and reflect on choices. One intervention we use is *Positive Alternatives to Suspension* (found easily on Amazon). This book includes reflection sheets for the most common behaviors. This opens a dialogue between student and adult so a plan can be created to help the student make better choices in the future. It will be important to seek out other ideas and resources for consequences.

The best way to answer this question is to have clear and continuous communication with staff on the actions taken when behavior occurs. The paper referral forms can help serve as communication. When the team is ready to learn more and create other consequences, Phase Two has resources and ideas to implement.

What does a behavior plan look like (ILP)?

Phase two has multiple samples of student ILPs. There is no right or wrong way in creating an individualized plan for students. We would recommend using a common form for your building so that staff members become more familiar with the process and how to read the plans. ILPs goals should be written based on the data collected from the students SIRs/ODRs. Writing measurable and attainable goals will be one of the most difficult components of this process. This plan should be created with the teachers and/or staff members who will be responsible to ensure the plan is carried out with fidelity. ILPs alone will not change student behaviors; ensure your plan has a teaching component built in to increase the students lagging skills. Complete the activity below to help your team think about teaching behavior.

Reflect on this:

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we... teach? ...punish?

Why can't we finish the last sentence as automatically as we do the others? - Tom Herner

How do you exemplify this quote?

What questions have you wondered thus far or have others asked you?

- _____
- _____
- _____

What do you need to do to answer these questions? Possibly hold another meeting to answer them or do some more research? Remember, this is hard work. It is easy to talk about and seems simple. The day-to-day conversations and action are the difficult part. This is also where the great work happens!

Notes for yourself:

End of year guiding questions and wonderings

With your team, go through the following checklist. Discuss what next steps need to be done to get ready for the next school year.

OUR SCHOOL-WIDE SYSTEM INCLUDES:

- MAJOR-MINOR FLOWCHART
- DOCUMENTATION PROCEDURES FOR BEHAVIOR (SIRS, ODRS, ETC.)
- TICKETS FOR POSITIVE BEHAVIOR
- POSITIVELY STATED EXPECTATIONS FOR EACH AREA OF THE BUILDING
- A SAYING/SLOGAN (3-5 EXPECTATIONS) THAT ALL STUDENTS AND STAFF KNOW.
- MONTHLY TEAM MEETINGS
- VISUALS POSTED IN THE BUILDING OF OUR EXPECTATIONS
- TEACH-TO CALENDAR WAS FOLLOWED
- SOME BEHAVIOR PLANS WERE ATTEMPTED, OR ACTIONS WERE TAKEN BASED ON REPETITIVE BEHAVIOR

Next steps we will complete:

Move to Phase 2 when ready!

Glossary of terms/acronyms

Behavior = any action a student exhibits or does not exhibit; this could be positive or negative.

Behavioral health = refers to an individual's overall physical, mental, and emotional well-being

MTSS = Multi-Tiered Systems of Support

PBIS = Positive Behavioral Interventions and Supports works to create a positive school environment through systems, practices, and data

SIR = Student Incident Report, also known as a minor infraction. These reports are used for teachers to document and track student classroom behaviors.

ODR = Office Discipline Referral, also known as a bottom-line or major behavior. These behaviors should include illegal activities or other things that disrupt the school setting severely.

ILP = Individualized Learning Plan which is a behavior or academic plan that includes accommodations and interventions that a student is receiving at a tier 2 or 3 level.