



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Building the Foundation of Effective Behavioral Systems

**A Unified, Instructional, and Data-Driven Approach to Schoolwide Discipline**

Developed by the Technical Assistance Partnership (TAP) for Behavior, University at Albany  
Version: 3/2026

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

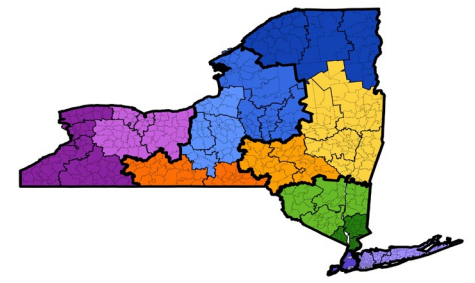


New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of New York State (NYS) and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Presenter Introductions

---

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# YOUR TURN: Identify Roles



- **Team Facilitator**
- **Note Taker**
- **Spokesperson**

# Slide Marker Icons

---



# Series Objectives



**By the end of this series, participants will be able to:**

- Explain core principles of behavior and how they inform effective schoolwide behavioral systems
- Design a unified, instructional discipline framework aligned with schoolwide expectations
- Utilize a process to successfully analyze behavioral data and identify precise problem statements
- Develop actionable, data-based plans that include clear outcomes, implementation steps, and progress-monitoring measures

# Series Agenda/Roadmap



- **Module 1:** Understanding Behavior and Building Effective Behavioral Systems
- **Module 2:** Designing a Unified and Instructional Discipline Framework
- **Module 3:** Data-Based Decision-Making Using Team-Initiated Problem-Solving (TIPS)
- **Module 4:** Action Planning for Developing an Effective Behavioral System

# Module 1:

---

## *Understanding Behavior and Building Effective Behavioral Systems*



# Module 1 Objectives

## Participants will be able to:

- Understand data, why we use data, and what is a behavior “system”
- Understand national and state trends in behavioral infractions/suspensions pertaining to students with disabilities and various cultural groups
- Understand how frameworks of Culturally Responsive Multi-Tiered Behavioral Systems effect outcomes of students with disabilities and various cultural groups
- Understand how a systemic change to the approach to discipline and problem behavior can affect school climate and learning
- Understand the seven qualities of high-performing data teams

# Module 1 Roadmap

- **Behavior Basics:** Understanding why students do what they do
- **Anchoring Our Why:** The need for behavioral systems that work
- **What's a Behavioral System?:** Changing student outcomes through systems change
- **Teaming for Success:** Building effective schoolwide behavioral systems



# Module 1 Frequently Used Acronyms

- **ABC** – Antecedent, Behavior, Consequence
- **BIP** – Behavior Intervention Plan
- **CICO** – Check-In/Check-Out
- **DPR** – Daily Progress Report
- **EO** – Educational Organization
- **FBA** – Functional Behavioral Assessment
- **IDEA** – Individuals with Disabilities Education Act
- **MTSS** – Multi-Tiered System of Support
- **ODR** – Office Discipline Referral
- **PBIS** – Positive Behavioral Interventions and Supports
- **SAIG** – Social Academic Instructional Groups
- **SEB** – Social, Emotional, and Behavioral
- **SY** – School Year
- **TFI** – Tiered Fidelity Inventory

# Module 1 Handouts

1. Behavior Pathway
2. Functions of Behavior
3. Anchoring Your Why
4. Components of an MTSS for Behavior Tier 1 Framework
5. Team-Based Approach to Data-Driven Change Efforts
6. Module 1 Action Plan

Section 1 of 4

# Behavior Basics

*Understanding Why Students Do What They Do*

**“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?”***

***(Herner, 1998)***

# Evolution of that Core Message



- **“Connection before correction.”**  
— *Dr. Bruce Perry, The Boy Who Was Raised as a Dog*
- **“Behavior is communication. Listen before you correct.”**  
— *Dr. Mona Delahooke, Beyond Behaviors*
- **"Behavior is a skill, not a character flaw."**  
Modern paraphrase, drawn from the broader movement in trauma-informed and skills-based behavior approaches
- **“Kids do well if they can.”**  
— *Dr. Ross Greene, The Explosive Child*
- **"Regulate, relate, then reason."**  
— *Dr. Bruce Perry*
- **"Discipline without teaching is just punishment."**  
Popularized in education blogs, PBIS materials, and trauma-informed trainings

# Foundational Behavioral Concepts

All **BEHAVIOR** has  
*meaning.*

If you can *predict* the  
**BEHAVIOR**, you can  
*prevent* it.

**BEHAVIOR** is  
*learned.*

**BEHAVIOR** is  
*teachable.*

**BEHAVIOR**  
occurrence is  
affected by the  
*environment.*

**Desired BEHAVIOR** is  
more likely if *taught,*  
*practiced and*  
*reinforced.*

# Big Ideas of Behavior

## Adults Matter!

Student behavior  
won't change until  
adult behavior  
changes

## Instruction Matters!

All behavior change is  
an *instructional*  
process

## Practices Matter!

The selection of  
*evidence-based*  
*practices* is critical  
for success

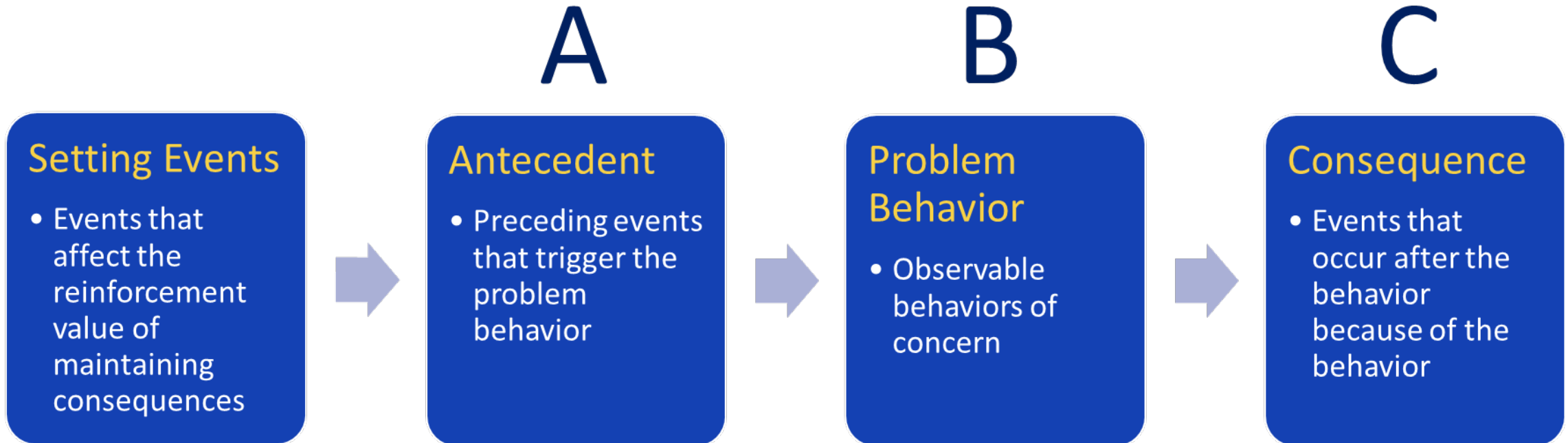
# Instructional Concepts

*Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read—through **instruction, practice, feedback, and encouragement.***

(Scott, 2015)

- **Be Explicit**
- **Model and Demonstrate**
- **Engage Students**
- **Guided Practice**
- **Frequent Feedback**

# The Behavior Pathway



# Functional Thinking

## Motivation

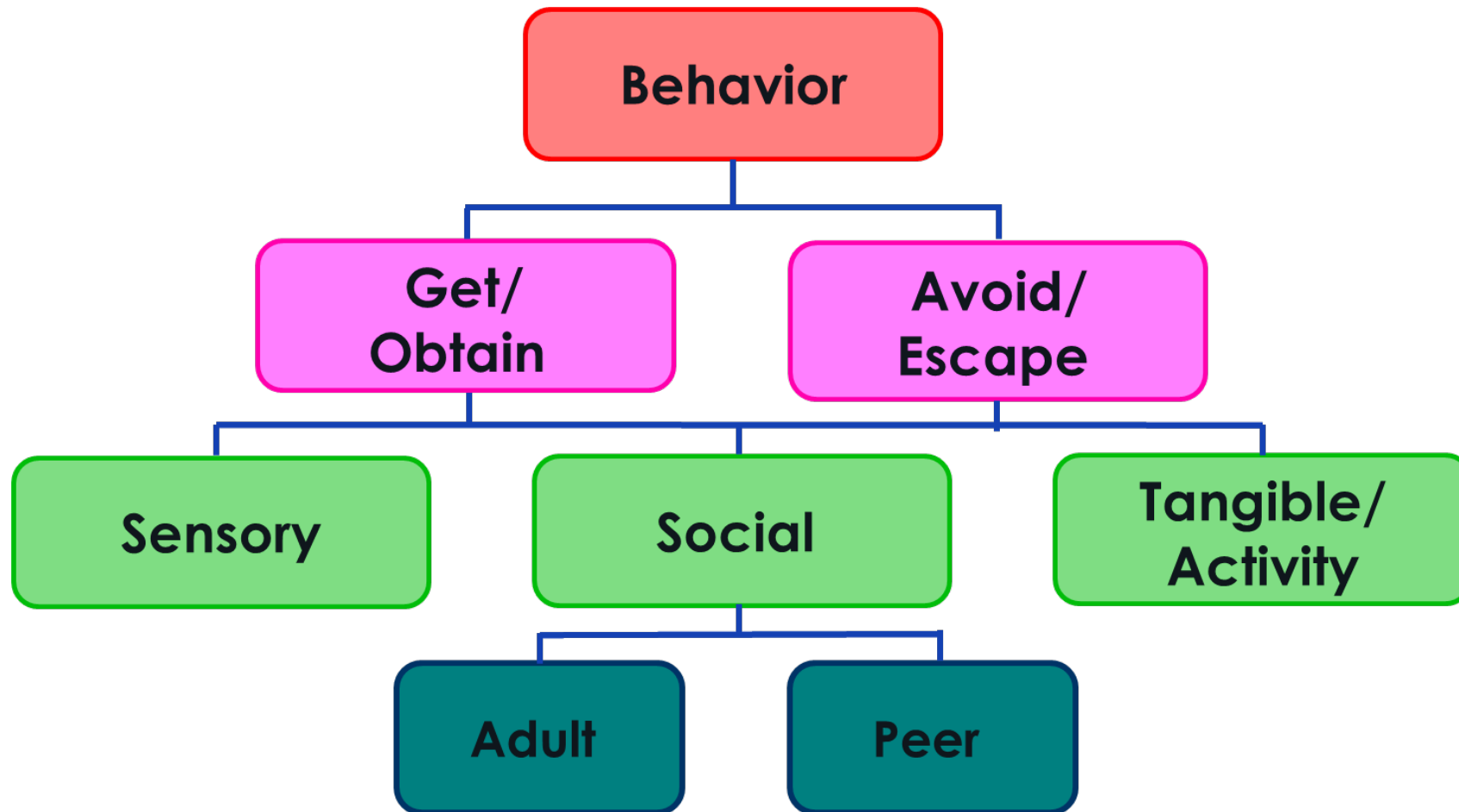


To “get/obtain”  
something

To “avoid/escape”  
something



# Functions of Behavior



# Connecting the ABCs to Strategies

- What can I do to prevent unwanted behaviors from occurring?
- How do I teach the behaviors I want to see?
- How do I reinforce/respond once the behavior (wanted or unwanted) occurs?





**Do you have any  
*questions* or *aha's*  
before we move to  
the next section?**

# Anchoring Our Why: The Need for Behavioral Systems

# YOUR TURN:

## From Personal Purpose to Systems Purpose



- **Why are *you* here – today and in this role?**
  - What experiences (professional or personal) bring you into this work?
  - What keeps you showing up even when it's hard?
- **Why is 'Developing Behavior Systems That Work' important to you?**
  - What happens when behavior systems *don't* work?
  - Who benefits when they *do* work well?
- **Why do schools need behavior systems – not just strategies or programs?**
  - What problems are we trying to solve?
  - What outcomes do we want for students and staff?

### Anchoring Our Why: Reflection

**Purpose:** This brief reflection helps you connect your personal values and professional experiences to the *need for effective tiered behavioral systems* before we explore national data and research.

Write in words, phrases, or bullets—this is for your thinking.

#### Individual Reflection (Silent)

##### 1. Why are *you* here?

- What experiences bring you to this work?
- What keeps you showing up?

Your thoughts:

---

---

---

##### 2. Why is *Developing Behavior Systems That Work* important?

- What happens when behavior systems don't work?
- Who benefits when they do?

Your thoughts:

---

---

---

##### 3. Why do schools need *behavior systems* (not just strategies)?

- What problems are we trying to solve?
- What outcomes do you want for students and staff?

Your thoughts:

---

---

---

# YOUR TURN:

## From Personal Purpose to Systems Purpose continued



- **Partner or Table-wide Turn and Talk**

- Each person shares one idea from each question (not your whole reflection)

- **To Consider:**

- What themes did you hear across your pair/group?
- Where do your reasons overlap?
- Where do they differ?

- **Whole Group Synthesis**

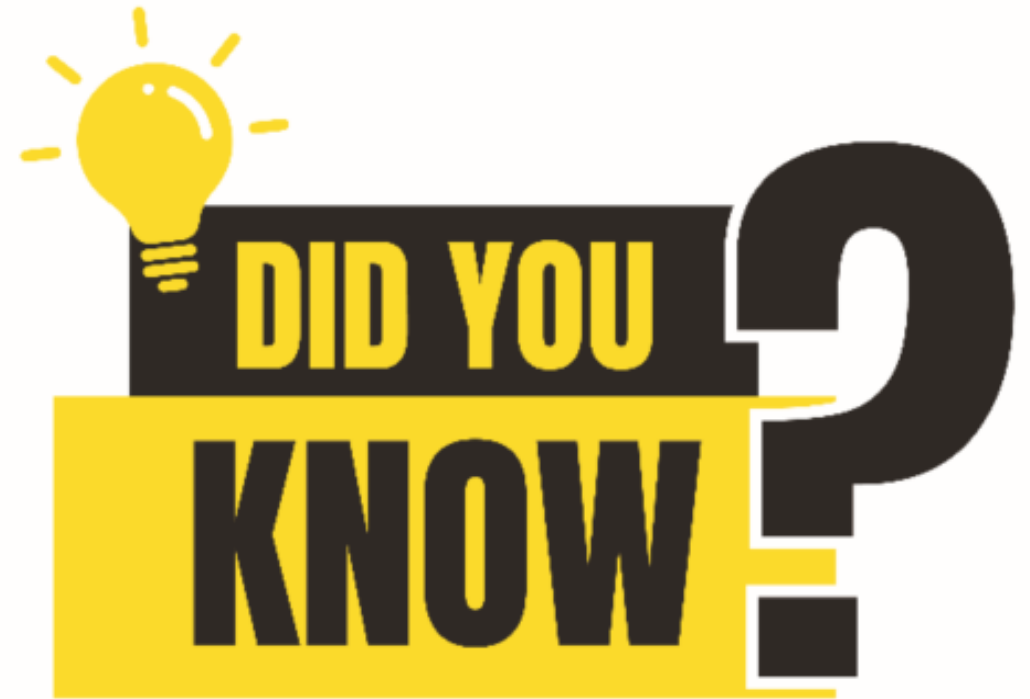
- What words or phrases kept coming up?
- What problems are we trying to solve systemically, not individually?
- Who is most impacted when behavior systems are ineffective?

# Developing Behavior Systems that Work

## Suspension Data

In New York State, an average of **766 students are suspended each day**. This means that roughly **one student is suspended every minute**, every hour of the school day.

Suspensions are disproportionately impacting Black and Brown students, students with disabilities, low-income students, and LGBTQ+ students.



# Impact of Suspension

- **Lowers student achievement**
- **Increases rates of:**
  - Course failure; Truancy; High School Non-compliance; Delinquent behaviors
- **12 years after suspension, students were:**
  - Less likely to earn a High School Diploma or Bachelor's degree
  - More likely to have been arrested or on probation



# Disproportionality in School Discipline for Students with Disabilities

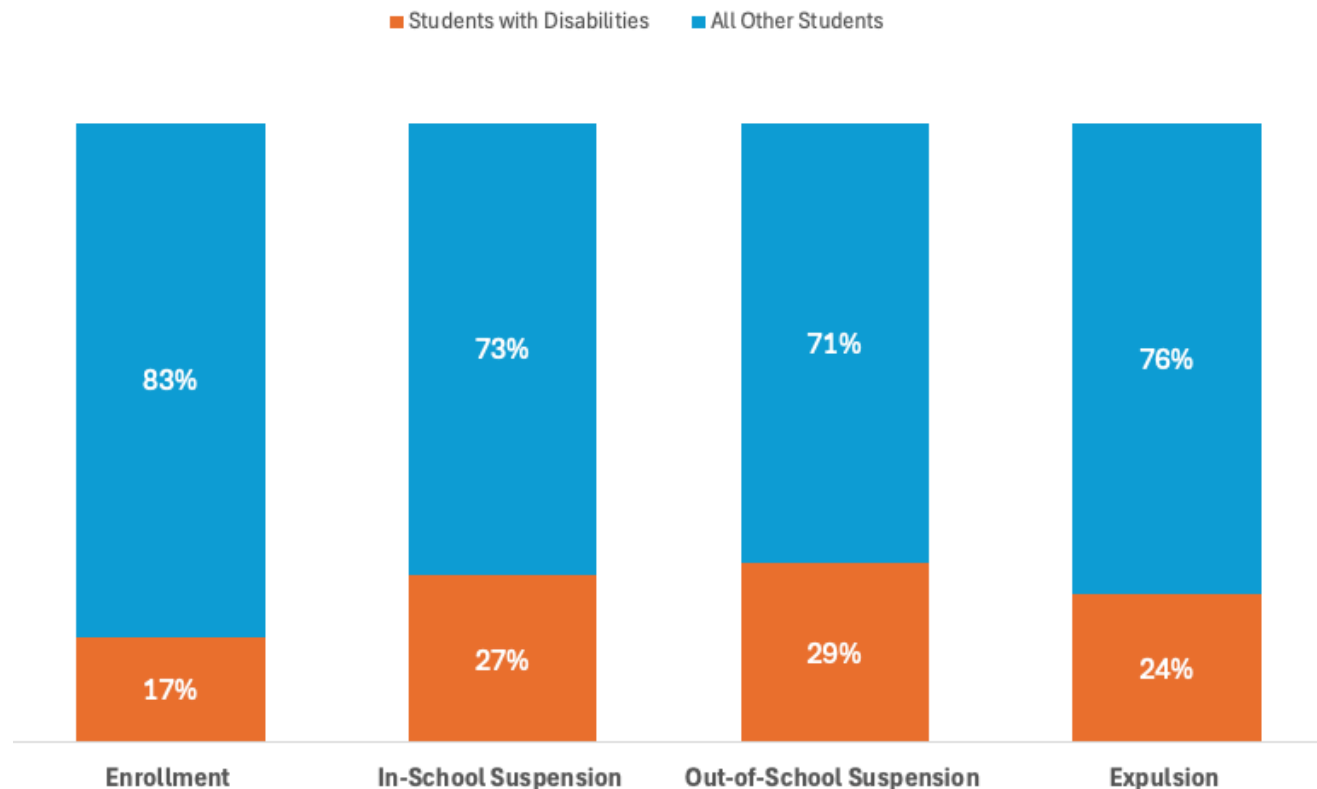


## National Trends

- Of 6 million students with disabilities in 2015-16, 400,000 received **at least 1** out-of-school suspension
- Students with disabilities are suspended **twice as often** as their non-disabled peers and for longer periods of time

# School Suspensions and Expulsions among Students with Disabilities served under IDEA in 2021-2022

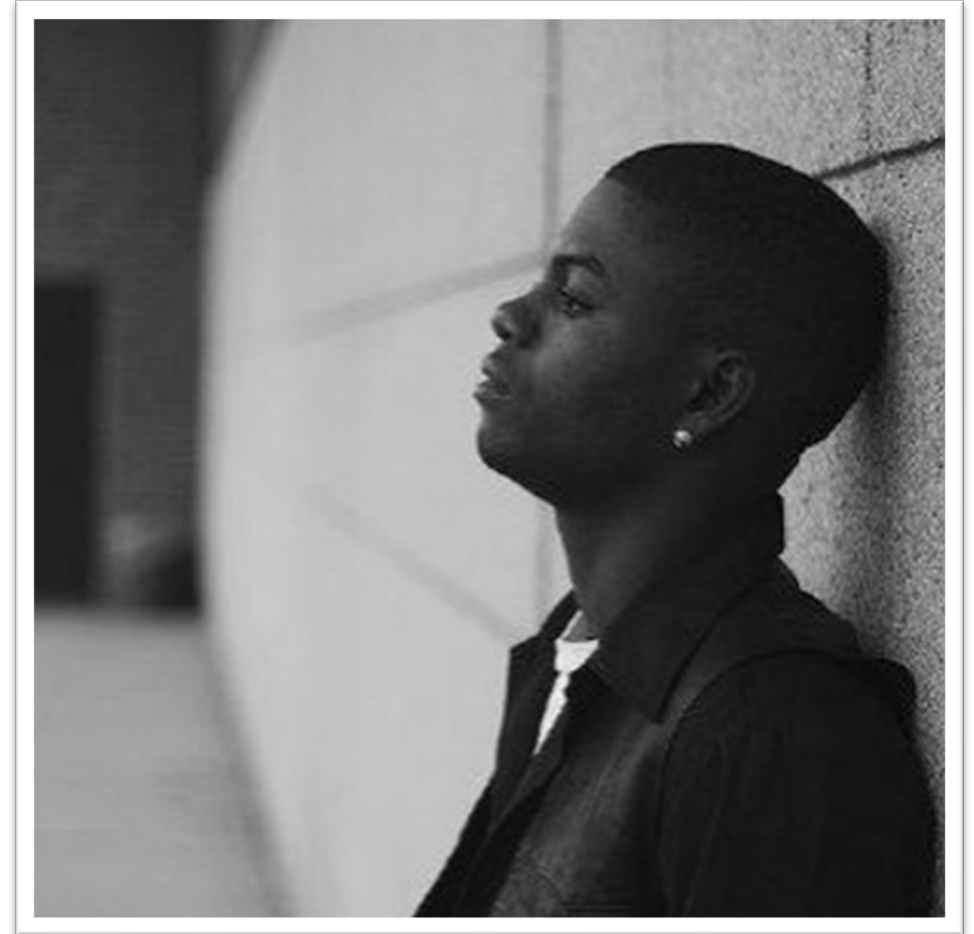
Percent of K-12 Students Who Were Suspended and Expelled in Public Schools, By Disability



# Disproportionality in School Discipline by Race/Ethnicity

## National Trends

- Black or African American students with disabilities made up 2.3% of total students, yet received **6.2%** of one or more in-school suspensions and **8.8%** of one or more out-of-school suspensions in 2017-18
- Multiracial students with disabilities were over **7 times more likely** than White students with disabilities to receive one or more out of school suspensions in the 2015–16 academic year



# Disproportionality in School Discipline

## Total Disciplinary Removals

Total Disciplinary Removals Per 100 Children or Students with Disabilities, Ages 3 through 21, By Race/Ethnicity, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2018-19

29

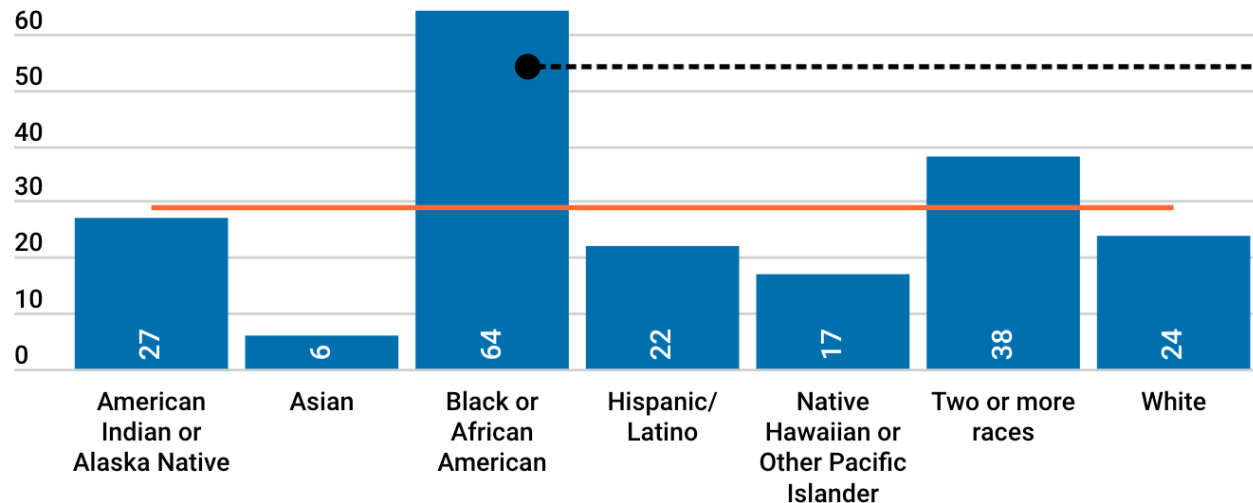
Number of disciplinary removals per 100 students with disabilities in the US, Outlying Areas, and Freely Associated States

2,138,492

Total Disciplinary Removals in the US, Outlying Areas, and Freely Associated States

A disciplinary removal is defined as any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the child or others. Children and students reported in these categories may be subject to multiple disciplinary removals.

● Individual Racial/Ethnic Group ● All Racial/Ethnic Groups



Number of disciplinary removals per 100 Black or African American students with disabilities by State, Outlying Area, and Freely Associated State

< New York >

22

# YOUR TURN:


## Disproportionality in Your EO



- **Who is being suspended in your school? Does it align with the national data trends?**
- **What behaviors does your school suspend students for — and are those behaviors teachable?**
- **What messages do your behavior practices send — and to whom?**
- **What do they say about your culture and learning environment.**

# What's a Behavioral System?

*Changing Student Outcomes Through Systems Change*



***"Outdated expectations and structures cannot meet the learning needs of today's students... A cohesive approach to school improvement requires new ways of thinking about and structuring teachers' work."***

**(Wellman & Lipton, 2018)**

# Why Implement a Multi-Tiered Behavior System?

## Tiered behavioral systems:

- Provide a structured, data-driven framework to promote positive behavior, prevent contextually inappropriate behavior, and provide early and effective intervention
- Lead to reduced discipline disparities, increased instructional time, and foster more equitable outcomes when implemented with fidelity and culturally responsiveness
- Ensure that all students – including those with disabilities and those from historically marginalized backgrounds – receive the support they need to succeed both academically and socially

# What is a Behavior “System”?

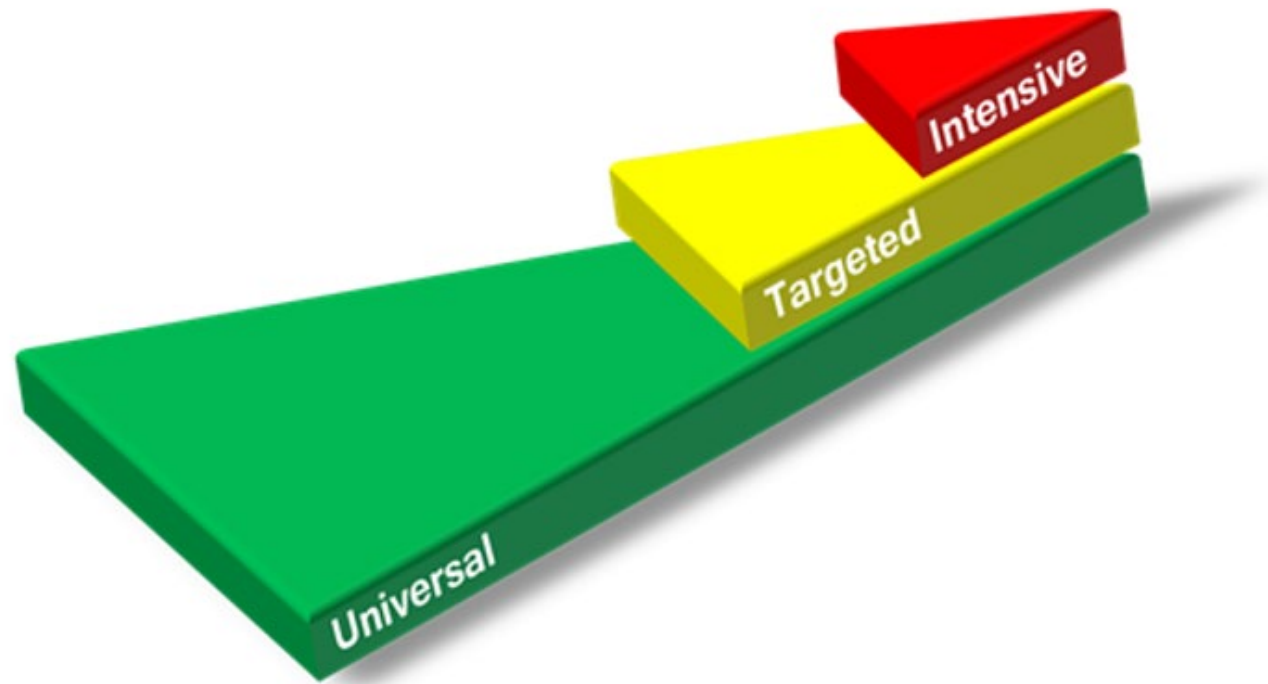


## Definition

- An interconnected framework that involves the systematic use of multi-source assessment data to most efficiently and effectively allocate resources to improve learning for all students, through integrated academic and behavioral supports
- It provides a framework for schools to address student behavior needs at different levels of intensity, ensuring that every student receives the level of support they need, from universal interventions for all students to more targeted and intensive supports for those with specific challenges
- This approach is often part of broader systems like MTSS or PBIS

# MTSS

## A data-based service delivery model of support for students

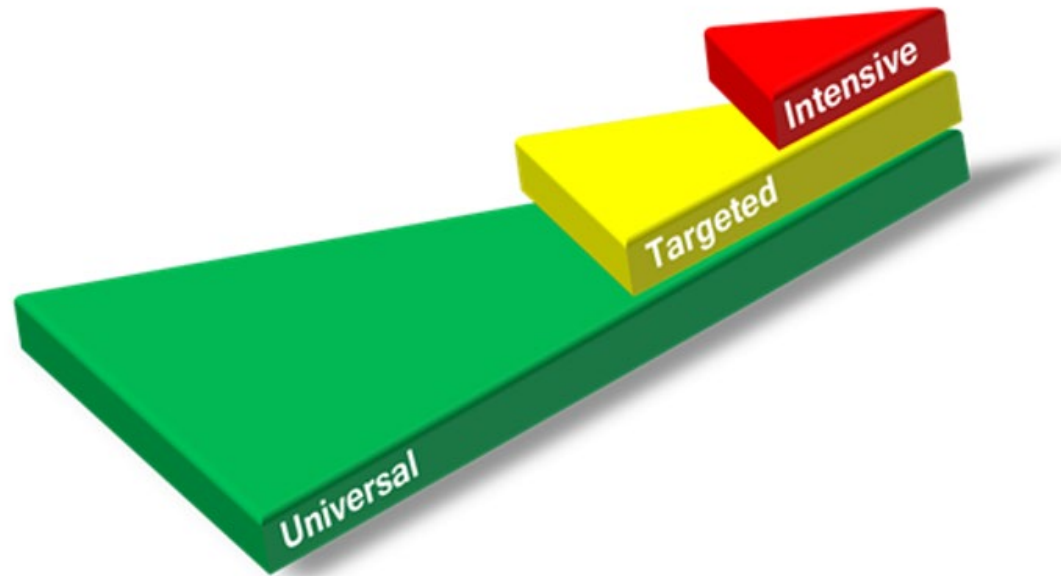


**Tier 3 – Individualized**  
Intensive instruction and support for a few students  
(1-5%)

**Tier 2 - Targeted**  
Evidence-based, standard protocol, supplemental instruction and support for some students (10-20%)

**Tier 1 – Universal**  
Evidence-based school and classroom-wide instruction and support for all students (100%)

# Establishing a Continuum of School-Wide MTSS



## Tier 3 - Individualized

- FBA-BIP
- Wraparound/Person Centered Planning
- Strength-based interventions
- **Data**

## Tier 2 - Targeted

- CICO
- SAIG
- Peer-based supports
- Check and Connect
- **Data**

## Tier 1 - Universal

- Define
- Teach
- Monitor
- Acknowledge
- Correct
- **Data**

# Components of a Multi-Tiered Behavior Framework

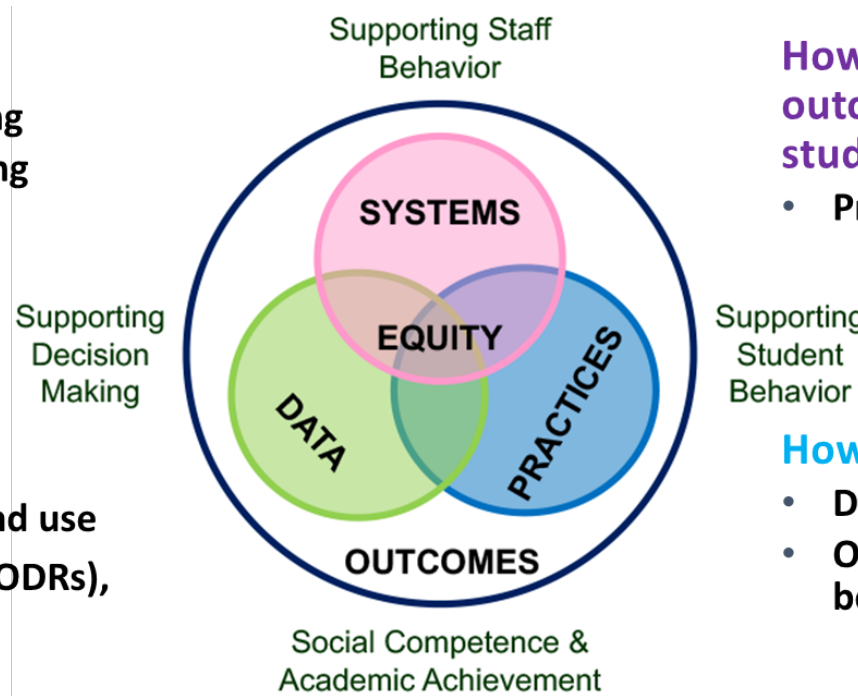


## How things are done

- Data-based decision making
- Team based problem solving
- Long term sustainability

## How decisions are made

- On-going data collection and use (office discipline referrals (ODRs), suspensions, attendance)



## How we enhance the experiences and outcomes of each educator and student

- Prioritize valued outcomes

## How staff interact with students

- Direct instruction of social skills
- Ongoing reinforcement of expected behaviors

**Sustainable Outcomes =**  
**Social/Emotional Competence**  
**& Academic Achievement**

# Components of a Multi-Tiered Behavior Framework

## Tier 1 – Data



*Data systems allow teams to identify needs, monitor progress, and guide decisions.*

### Universal Screening and Schoolwide Data - Tier 1

- ODRs
- Attendance and engagement data
- Universal behavior screeners
- Climate and perception data

### Targeted & Individual Student Data - Tier 2/3

- DPRs
- Behavior tracking tools
- Curriculum-based and skill-based measures
- Intervention participation and dosage

### Fidelity Data

- Tier 1, Tier 2, and Tier 3 fidelity tools
- Classroom and intervention fidelity checks

### Equity & Disaggregation

- Data reviewed by grade, subgroup, setting
- Disproportionality and equity analyses

# Components of a Multi-Tiered Behavior Framework

## Tier 1 – Systems



*Tier 1 systems provide the foundation for consistent, schoolwide implementation.*

### Leadership & Teams

- Tier 1 PBIS/MTSS leadership team
- Administrator participation and decision-making authority
- Defined roles, meeting schedules, and operating procedures

### Policies & Procedures

- Schoolwide expectations and behavioral definitions
- Classroom-managed vs. office-managed behavior flowcharts
- Consistent discipline procedures and documentation
- Clear referral and data-entry processes

### Professional Learning & Coaching

- Initial and ongoing staff training
- Coaching to support consistent implementation
- Orientation and onboarding for new staff

### Fidelity & Continuous Improvement

- TFI Tier 1
- Action planning based on fidelity results

# Components of a Multi-Tiered Behavior Framework

## Tier 1 – Practices



*Tier 1 practices are universal strategies implemented with all students.*

### Teaching Expectations

- Schoolwide expectations clearly defined and taught
- Expectations explicitly taught across all settings
- Modeling and practice opportunities for students
- Scheduled booster lessons throughout the year

### Acknowledgement Systems

- Schoolwide acknowledgement system aligned to expectations
- Frequent, specific, and contingent positive feedback
- Consistent use of acknowledgements across staff and setting

### Consistent Responses to Behavior

- Clear continuum of responses for problem behavior
- Emphasis on instructional responses over punitive consequences
- Consistent use of classroom-managed and office-managed responses

### Classroom Practices

- Classroom expectations aligned with schoolwide expectations
- Predictable routines and procedures
- Active supervision and high rates of student engagement
- Opportunities to respond and instructional pacing

### Prevention and Consistency

- Focus on prevention over punishment
- Consistent responses to behavior across staff and settings

# How Do We Do This?... Shifting our Values

## Moving from Quick Fix to Continuous Growth

### • Quick-Fix Culture

- Short-term thinking
- Need for immediate success
- Short-cycle planning and implementation
- Improvement is about fixing what shows, going for visible, easily measurable results that don't require deep changes in practice
- "Gaming the System" approach which focuses only on students who hover at the margin of success

### • Continuous Growth Culture

- Long-term thinking and planning
- Recognizes there will be lasting and sustaining successes
- Focuses on the fundamental depth and quality of teaching and learning
- Requires complex changes in practice, identity, and school structures
- Use of short-cycle assessments formatively to monitor progress and refine long-term plans
- Data is used to focus collaborative conversations for continual improvement

# Outcomes Attained with High Fidelity Implementation of PBIS

- **Overall student improvement shown in:**
  - Academic performance (Horner et al., 2009; Lee & Gage, 2020)
  - Social-emotional competence (Bradshaw et al., 2012)
  - Attendance (Freeman et al., 2015)
  - Less disruptive and aggressive behaviors (Bradshaw et al., 2012)
  - Fewer unhealthy and unsafe behaviors (Bastable et al., 2015)
  - Less reactive and exclusionary discipline, including office discipline referrals and suspensions (Bradshaw et al., 2010; Lee & Gage, 2020)
- **Educator's perceptions of improvements shown in:**
  - Healthier and safer environments with improved ratings of organizational health and school climate (Bradshaw et al., 2008)
  - School safety (Horner et al., 2009)
  - Teacher efficacy (Ross et al., 2012)

# Outcomes of Tiered Behavioral Systems Implementation for Students with Disabilities

- Evidence shows that students with disabilities benefit from universal tiered behavioral supports (Bradshaw et al., 2012; Grasley-Boy et al., 2019)
- 7 million school-age students, or 14% of all public-school students, have a disability, and the majority (over 60%) spend at least 80% of their time in general education classrooms (NCES, 2020)

- **Positive outcomes for students with disabilities:**
  - Increased prosocial behavior
  - Less likely to experience concentration problems and disciplinary incidents,
  - Less likely to engage in behaviors that interfere with learning,
  - Less likely to be suspended, or be referred to alternative schools than students with disabilities in comparison schools (Bradshaw et al., 2012; Gage et al., 2018; Grasley-Boy et al., 2019)

# Cultural Responsiveness and Tiered Behavioral Systems of Implementation

- In our systems work we need to attend to culture and identity as we work to implement our multi-tiered behavioral systems
- This is a critical feature of systems level work to ensure all students including those with disabilities and those from historically marginalized backgrounds are supported

# Culturally Responsive Behavioral Systems

- Identity
- Voice
- Supportive Environment
- Situational Appropriateness
- Data for Equity



# Equity and Cultural Responsiveness Requires Us to Be Mindful of All Our Students



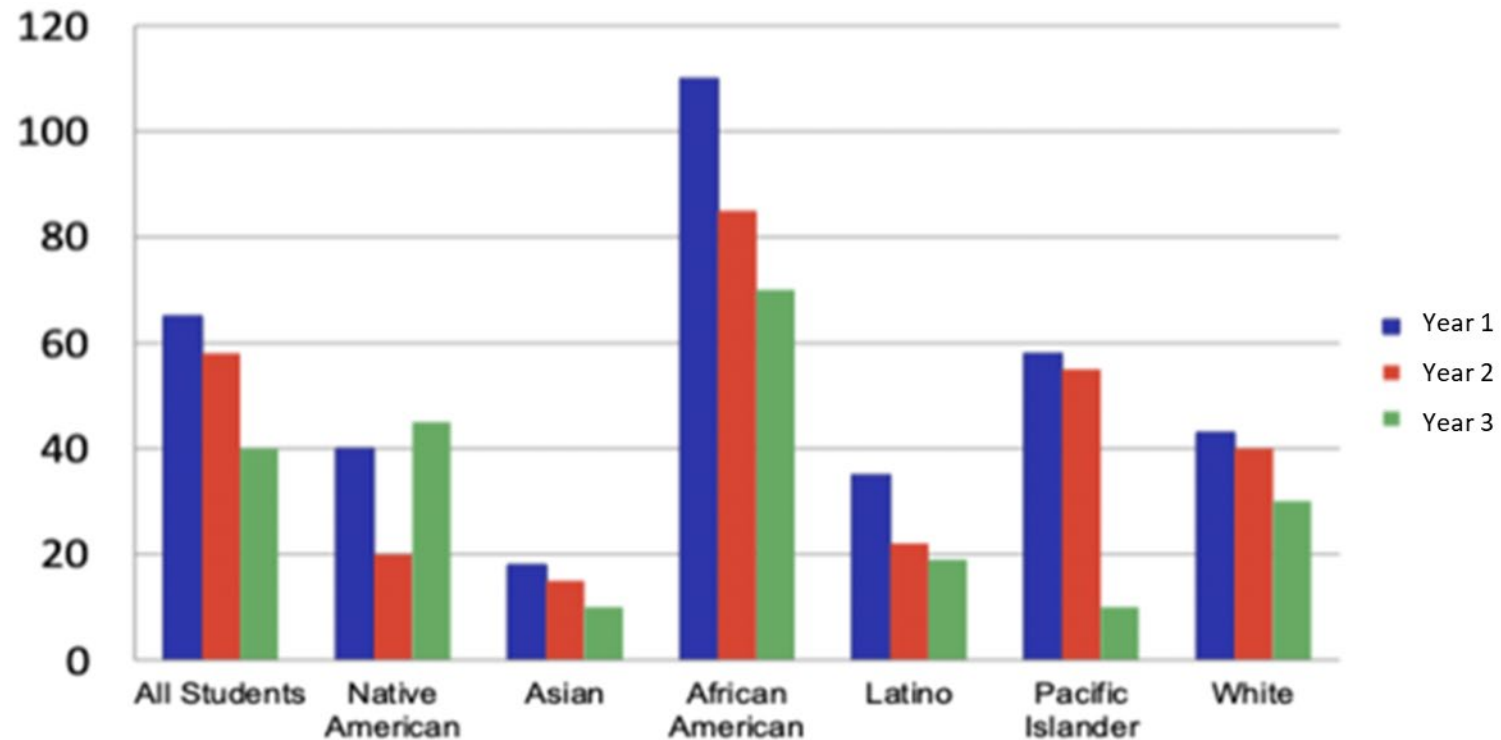
- Student, Family, & Community Groups
- Disabilities
- Culture & Identity
- Beliefs, Stereotypes, & Prejudice
- Issues or Challenges

# Outcomes of Tiered Behavioral Systems Implementation on Cultural Groups



Major Office Discipline Referrals/100 Students Enrolled

N=69 Schools

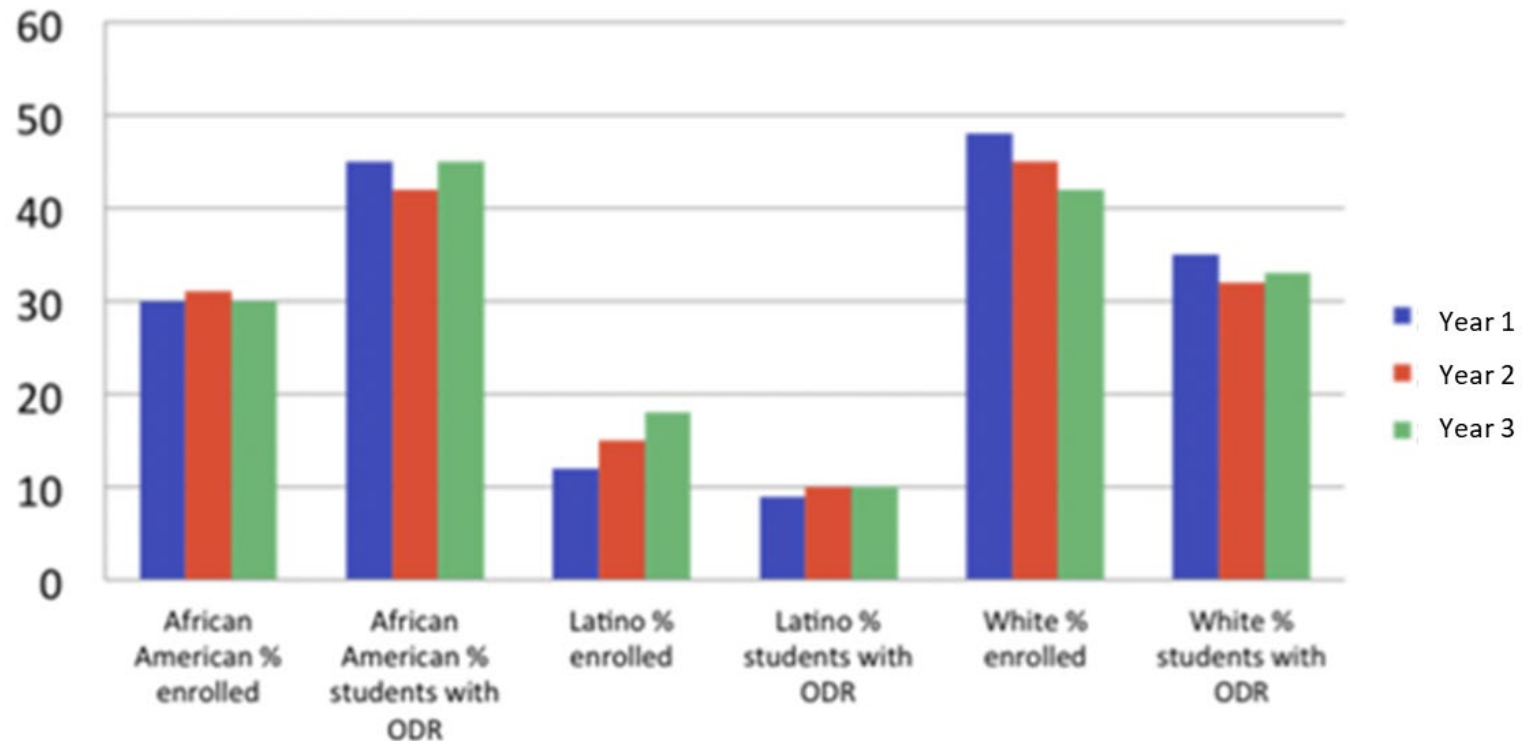


# Outcomes Without Purposeful Tiered Behavioral System Implementation



Percent Enrolled/Percent with Major Office Discipline Referrals

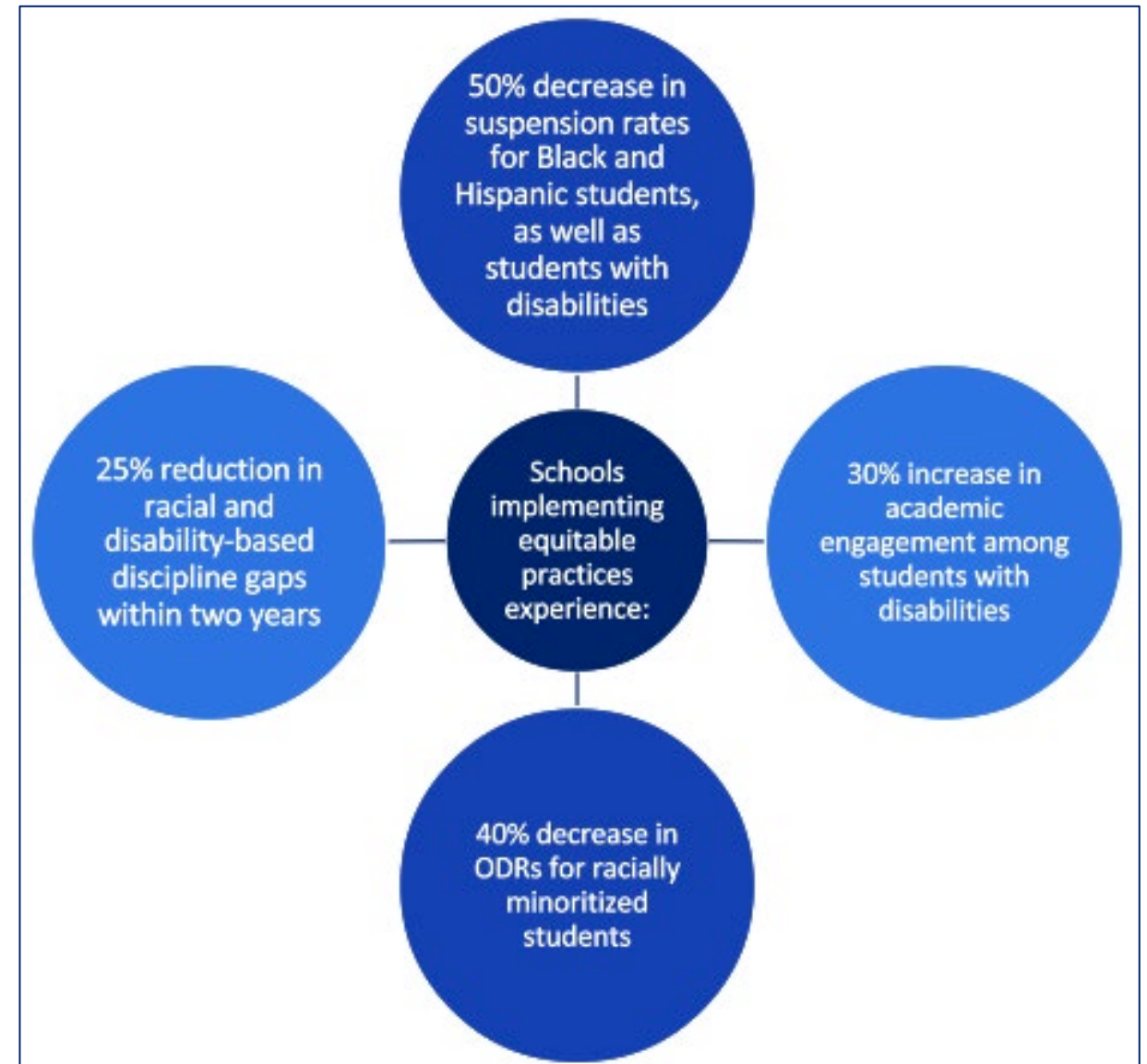
N=69 schools



# Research Support for Culturally Responsive and Equitable Behavior

Research indicates when Tier 1 is implemented with fidelity students with disabilities experienced:

- *Improved SEB outcomes*
  - An increase in prosocial behavior and emotional regulation
  - Fewer SEB challenges including decreased clinical symptoms of internalizing/externalizing behaviors and concentration problems
- *Reduced exclusionary discipline*
  - Fewer ODRs
  - Less likely to receive a suspension
  - Fewer crisis responses indicating there are likely fewer restraints and seclusions
  - Fewer referrals to alternative setting placements for behavioral concerns



Section 4 of 4

# Teaming for Success

*Building Effective Schoolwide Behavioral Systems*

# Building Effective Systems Starts With High-Performing Teams

- **Sustainable systems require strong, goal-oriented teams**
  - Lasting change is driven by collaboration and shared commitment
- **Adult culture shapes student outcomes**
  - The way adults work together directly influences the learning environment
- **Professional communities focused on student success matter**
  - Teams that prioritize learning and equity lead to measurable improvements
- **Effective teams are the engine of systems change**
  - Structure, trust, and shared vision are essential for impact

# Team-Based Approach to Data-Driven Change Efforts



## Seven Qualities of High Performing Groups

1. Maintain a clear focus
2. Embrace a spirit of inquiry
3. Put data at the center
4. Honor commitments to learners and learning
5. Cultivate relational trust
6. Seek equity
7. Assume collective responsibility

***A cohesive, high performing team attends to relationships while engaging in its tasks.***

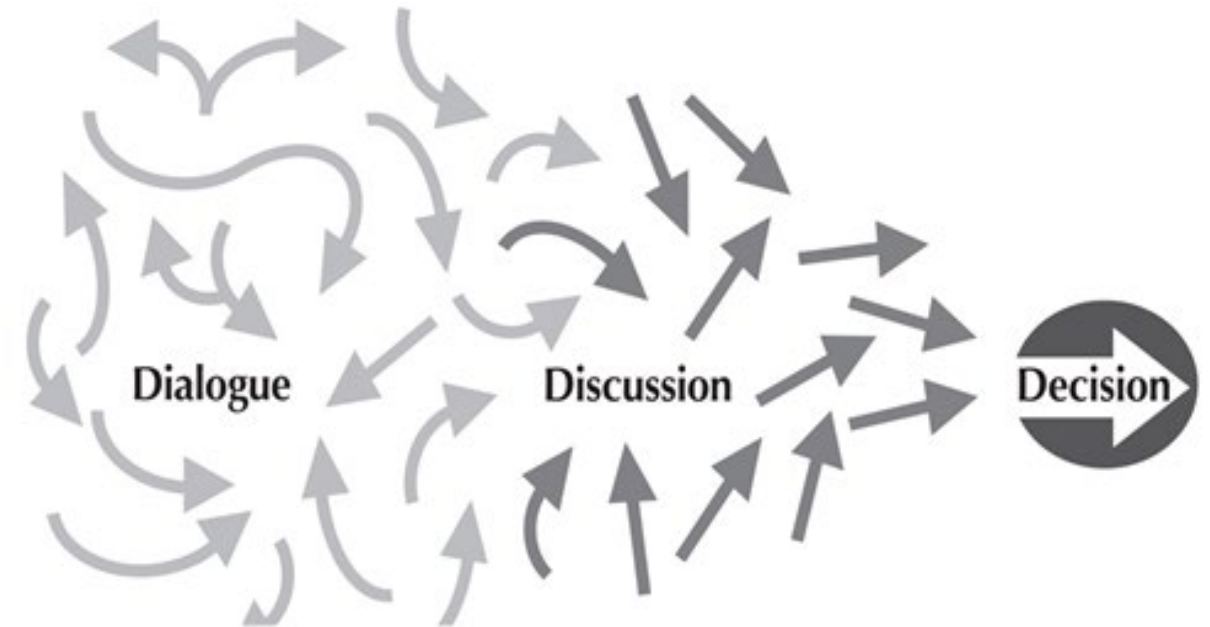
# The Ways of Talking

## Team-based Conversations with a Purpose



*"By choosing specific ways of interacting when working with data, skillful teams increase the power, productivity, and payoffs of their time together."*

- **Dialogue:** promotes a spirit of shared inquiry
- **Discussion:** generate ideas; break issues and problems into components and parts
- **Decision-Making:** commitment to one choice and action planning



# ACTION PLANNING:

## Behavior Basics and What is a Behavioral System?



- Identify action items needed for full implementation
- Add action items to the action plan in your workbook

Action Item	(Not in Place ; Partially in Place; Fully in Place ->)	NI	PI	FI
We understand and can explain the foundational concepts of behavior.				
We can explain the Behavior Pathway and the ABCs of behavior.				
We can explain the function of behavior and how motivation plays a key part in the behavior continuing or discontinuing.				
We can explain the differences between the tiers in a tiered behavioral support framework.				
We can articulate and explain the four (4) components of MTSS framework: systems, practices, data, outcomes.				
We can explain the components of a culturally responsive behavioral system (identity, voice, supportive environment, situational appropriateness, and data for equity).				
There exists individuals who are representative of staff (district and/or school-level) that will establish a data-based behavioral team.				
The team has administrative support and represents cultural groups of the school and community.				

# Closure

---

*Review Objectives*

*Questions and Answers*

*Evaluation Survey*

*Contact Information*



# Review of Objectives

## Participants will be able to:

- Understand data, why we use data, and what is a behavior “system”
- Understand national and state trends in behavioral infractions/suspensions pertaining to students with disabilities and various cultural groups
- Understand how frameworks of Culturally Responsive Multi-Tiered Behavioral Systems effect outcomes of students with disabilities and various cultural groups
- Understand how a systemic change to the approach to discipline and problem behavior can affect school climate and learning
- Understand the seven qualities of high-performing data teams

**What questions do you have  
regarding content in module 1?**



# Evaluation Survey

[Link here \(if applicable\)](#)

# Contact Us



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Behavior



UNIVERSITY AT ALBANY  
State University of New York

# Break



Please return at



# Exit Ticket

