



New York State Education Department
Office of Special Education
Educational Partnership



Developing Behavior Systems that Work: Using Data to Inform Interventions

Tier 1 Classroom Practices to Support Student Behavior

Developed by the Technical Assistance Partnership for Behavior and Equity

3/3/2022

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.



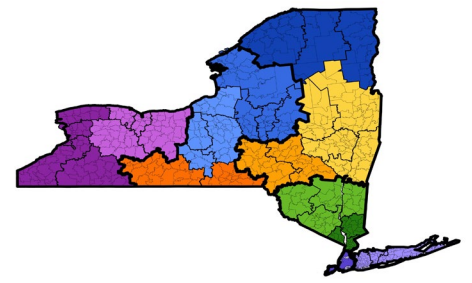
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Disclaimer

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 support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).

Regional Partnership Centers (RPCs) are located in each of the 12 regions of NYS and provide these supports and services to the EOs within their region.

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

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

Virtual Training Expectations

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

Roadmap

Module Number	Module Title
1:	Introduction to Equitable Behavioral Systems
2:	Using Discipline Data to Inform Interventions
3:	Creating Common Disciplinary Language
4:	Creating a Discipline Flowchart
5:	<i>Tier 1 Practices to Support Student Behavior</i>
6:	Working with Families Around Behavior

Materials



Module 1-4 workbooks with completed activities

Module 5 workbook

Resources and Handouts

- Classroom Strategies Snapshot Tools
- Examples of Behavior Procedures
- Classroom Observation Tools

Objectives for Module 5

Educational Organizations (EOs) will establish a system to promote and develop Tier 1 classroom practices that support positive outcomes for student behavior by:

- Identifying how cultural values and beliefs play a role in teachers' classroom management practices
- Identifying strategies/practices to be used consistently in all classrooms
- Providing continuous professional development to all teaching staff
- Creating structured opportunities for observations and feedback

Relatable Cartoon



Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

YOUR TURN

Opening Discussion



- Share how your current discipline system creates positive outcomes for students?
- How do you currently support your teachers with Tier 1 practices?
- Are there Tier 1 practices that are in place in every classroom?

Framing Our Thinking

- We cannot “make” students learn or behave
- We can create enabling environments to increase the likelihood that students learn and behave
- Environments that increase the likelihood are guided by a researched based core curriculum and implemented with consistency and fidelity
- A trusting relationship between all stakeholders is essential to the success of any environment

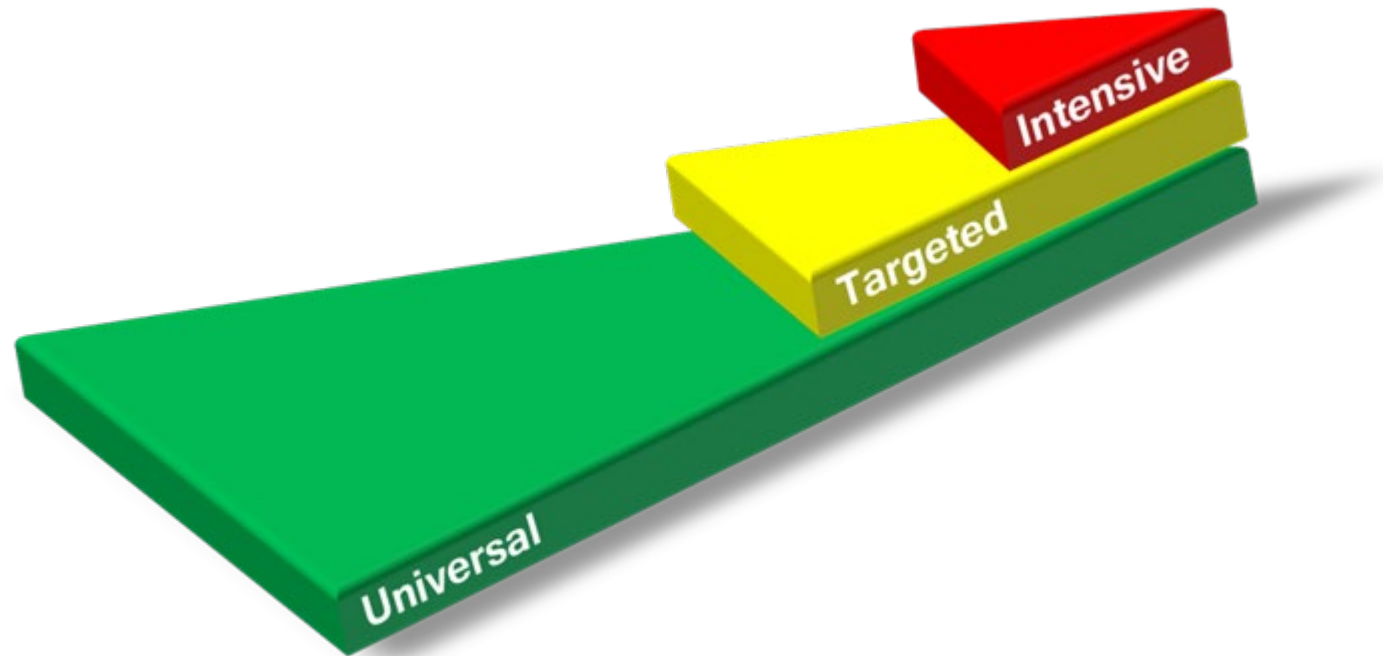
Shifting the Mind-Set:

Deficit Thinking and Educational (In)Equity

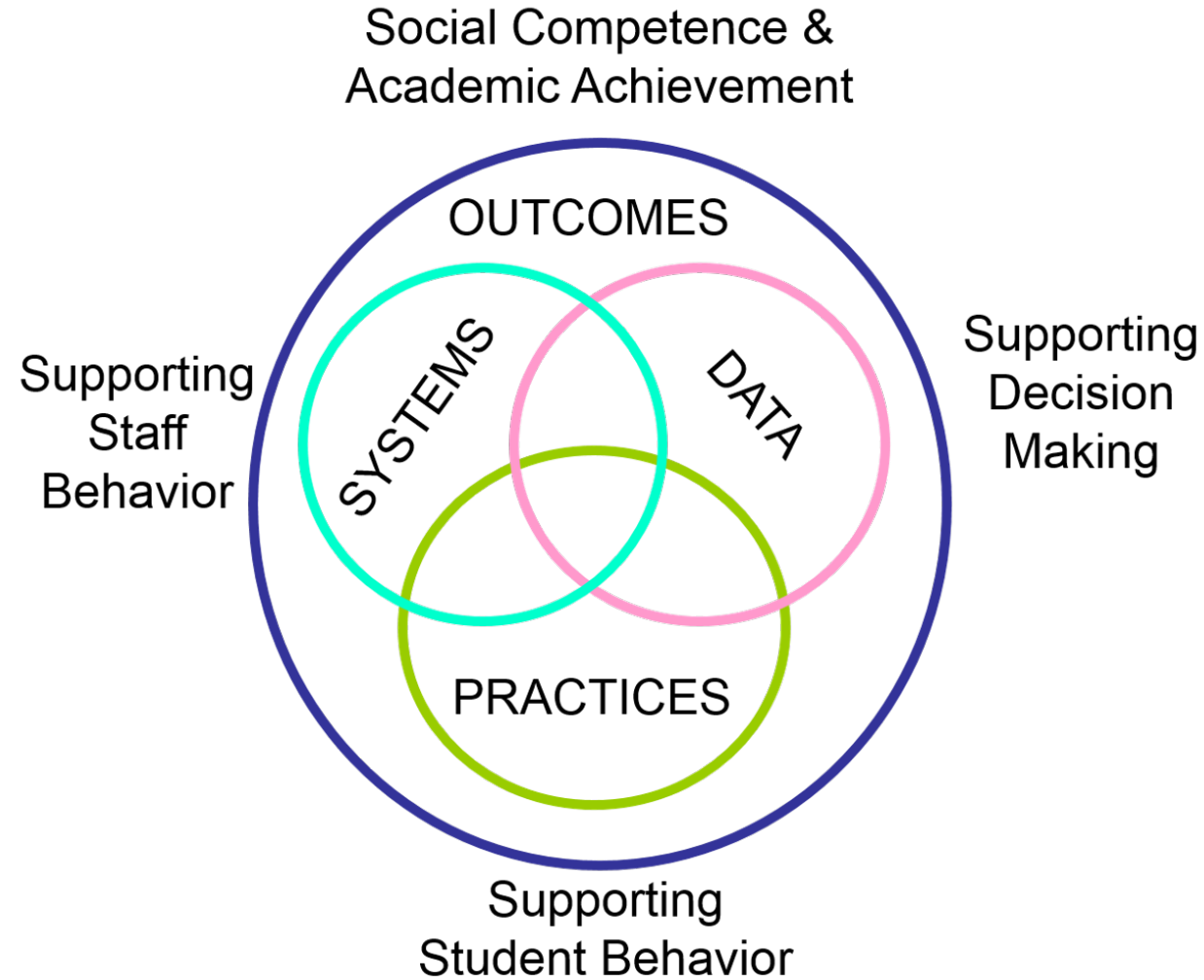
Cultural Deficit Theory	Cultural Difference Theory
Culture is nonexistent or problematic	Culture is rich, unique and complex
Non-dominant language is a deficit	Language is an asset
Home environment is dysfunctional	Home environment has capital
Genes matter	Environment matters
Solution: Transform the Child	Solution: Transform the School

A Continuum of Support for All

Layering Supports



Effective Outcomes



Big Ideas for Behavior Support

1. SYSTEMS

How are things done?

- Data-based decision making
- Team based problem solving
- Long term sustainability
- Support for Teachers

2. DATA

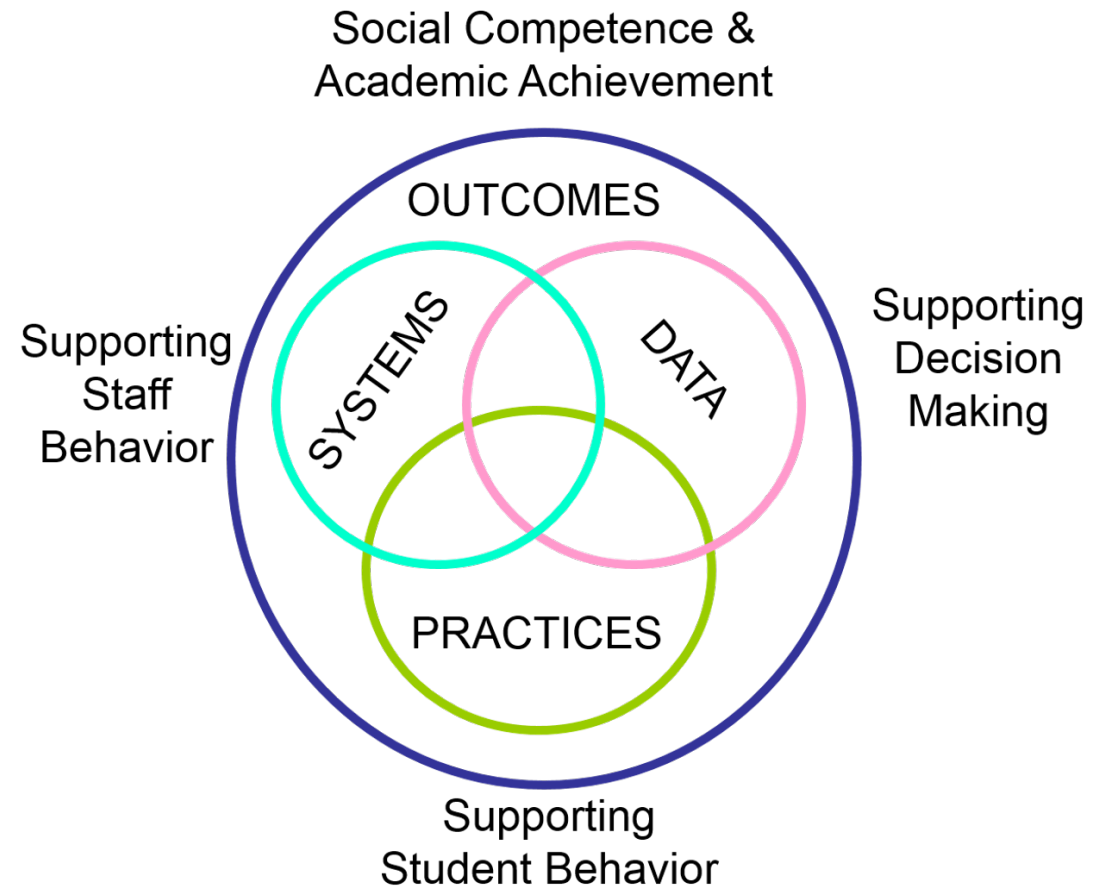
Is what we are doing working?

- Ongoing data collection and use (office discipline referrals, suspensions, attendance, fidelity)

3. RESEARCH VALIDATED PRACTICES

What are we doing?

- Direct instruction of social skills
- Reinforcement of expected behaviors

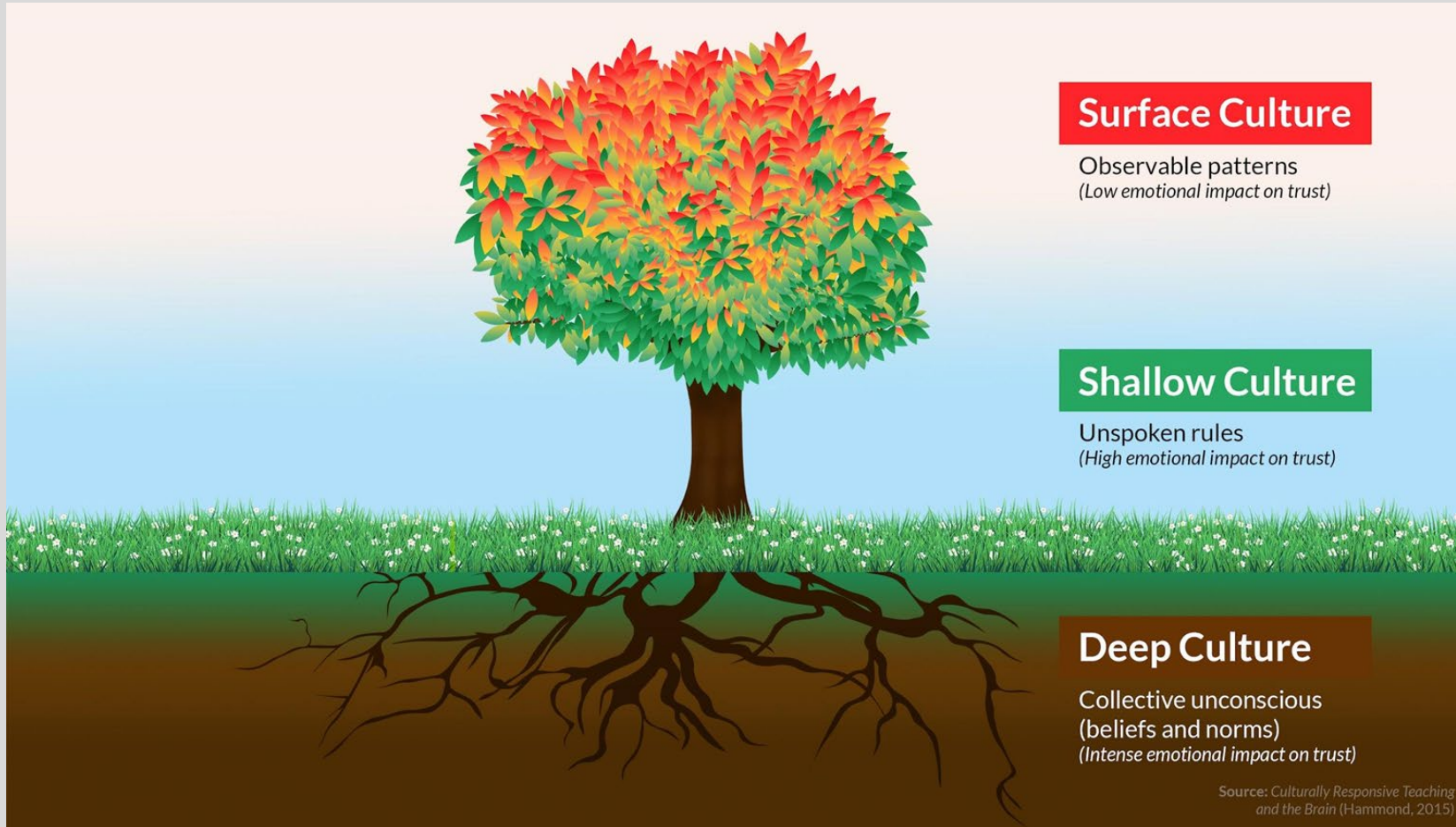


Building Culturally Responsive Classrooms

1. Teacher recognition of their own ethnocentrism (biases)
2. Development of caring classroom communities
3. Incorporation of students' cultural backgrounds and learning experiences
4. Classroom management strategies that are in sync with those backgrounds
5. Teacher understanding of the social, economic, and political issues facing their students

YOUR TURN

Activity 1: Culture Tree



YOUR TURN



Activity 2: Staff Elements of Culture

- Using the table in your workbooks, think about the values you grew up with for each element, how those values might have changed as you have grown, what values the school models, what other values that students and families might hold and how those differences may create conflict
- Be prepared to come together to discuss after time to complete the activity

YOUR TURN

Activity 2: Staff Elements of Culture, continued



Element of Culture	My Norms Growing Up	My Norms Now	My School's Norms	How My Students and Families May Differ	How This Difference Can Create Conflict
Space and/or Proximity (Example)	We maintain personal space but are in close physical contact with family members	Maintain personal space and ask permission for physical contact	Maintain personal space. Physical contact limited to high five and fist bump.	Physical contact (hugs, hand holding, cuddle) encouraged in family.	Students who are comfortable with physical contact may be confused why they are redirected when trying to hug a peer.
Appropriate Language and Tone of voice					
Display of engagement					
Gender norms					
Family role in education					
Grooming and presence					
Use of positive reinforcement					
Challenge to authority					

System of Support for Teachers

**Clear
Expectations for
Instruction &
Management**

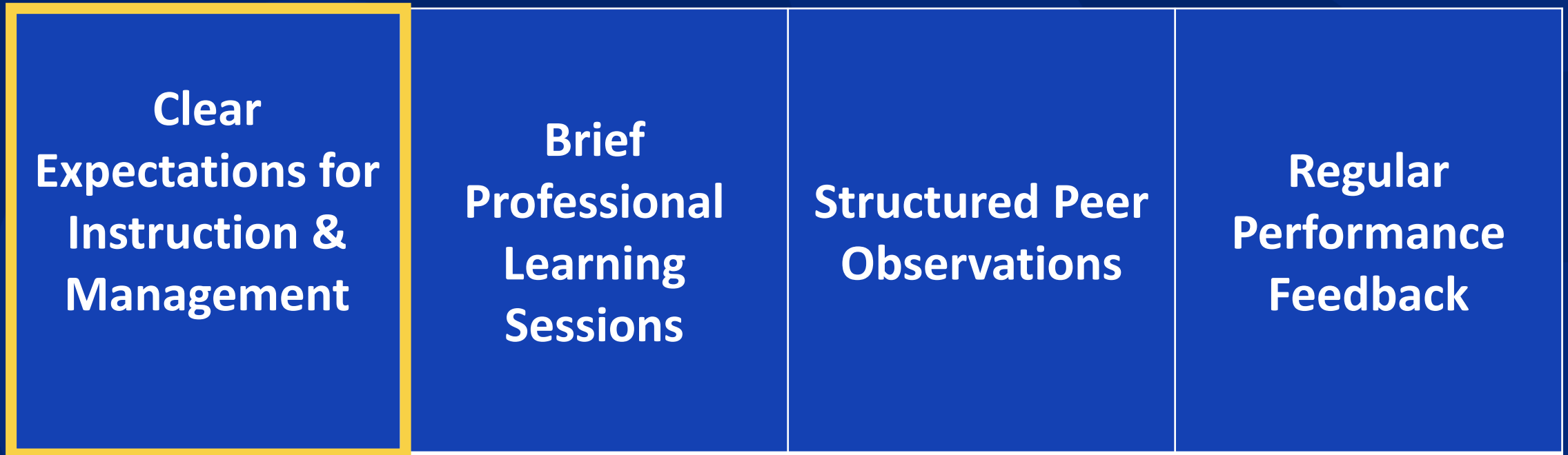
**Brief
Professional
Learning
Sessions**

**Structured Peer
Observations**

**Regular
Performance
Feedback**

System of Support for Teachers I

Clear Expectations



Tier 1: Essential Practices



Handout #	Handout Title
1	Physical Environment
2	Expectations and Rules
3	Procedures and Routines
4	Active Supervision
5	Behavior Specific Praise
6	Continuum of Response Strategies for Inappropriate Behaviors
7	Class-Wide Group Contingencies – Positive Behavior Game
8	Multiple Opportunities to Respond

YOUR TURN



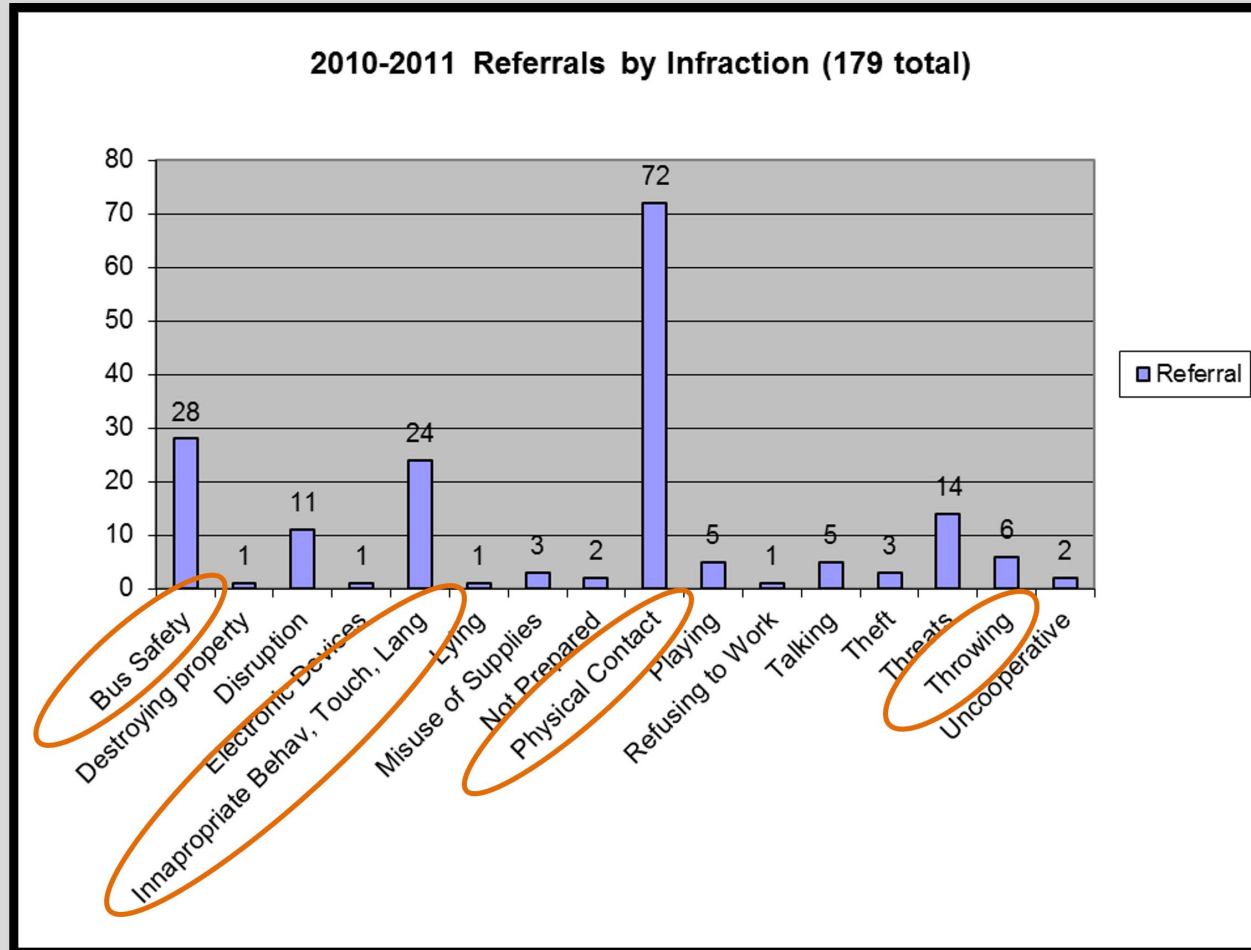
Activity 3: Ranking Essential Practices

- Rank each essential practice based on your comfort level with it.
 - 8 being the least comfortable, 1 being the most comfortable
- Look at your rankings again and add Culturally Responsive to the beginning of the 8 practices
 - Do rankings stay the same?
 - Why is it important to know this information?

YOUR TURN



Activity 4: Using Data to Identify Areas of Need



Creating Classroom Management Systems

- Clearly define expected behaviors (rules/expectations)
 - All Settings
 - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for providing specific positive feedback
- Procedures for responding to problem behaviors
- Procedures for data-based decision making
- Procedures for Family Awareness and Involvement

Example of Procedures for Writing a Discipline Referral



The following offenses should result in an automatic referral to the office for discipline no matter what. These can be dangerous, illegal, and/or highly disruptive behaviors that not only prevent others from learning and feeling safe in school but can lead to the expulsion of offending students.

Common major offenses include:

- Blatant disrespect towards the teacher
- Bullying another student
- Cheating on a quiz, test, or exam
- Theft
- Leaving class without permission
- Obscene language or gesture
- Fighting
- Obscene pictures or literature
- Vandalism
- Smoking and/or possession of smoking materials or tobacco
- Possession, consumption, sale, or being under the influence of alcohol or drugs
- Possession of fireworks, matches, lighter, or another caustic device

To complete a referral, write only the exact behavior or situation. Be specific and include interventions that you have taken. Do not write opinions or the action that should be taken on the referral. If you need to comment further, use a separate sheet of paper or send the building administrator an email.

Example of Building Procedures for Teaching Expectations



Expectations

The primary prevention strategies of positive behavioral interventions and supports consists of teaching expectations, rules and routines that are developed and taught by school staff to prevent challenging behavior. Students should be able to identify the expectations since they will be posted, taught and referred to throughout the year.

District Accountability: Implementation Look For



Teaching Expectations

Starting the Year Off Right

During the first week of school, we will focus on teaching the school-wide rules and behavioral expectations to all students across all settings in the school. The PBIS universal team will organize a set of events that will provide students and staff with an informative and positive first week of school in which everyone learns the rules and expectations.

District Accountability: Documentation of dates and procedures for teaching and reteaching of expectations.

YOUR TURN



Activity 5: Building Procedures

Choose a procedure you need to make explicit for your staff. Build a plan that you will use as a model when teaching that procedure to your staff.

Questions to Consider:

- How will you write these?
- Whose help will you need?
- What district level processes do you need to take to get them approved (board of education approval)?
- Where will procedures be stored (teachers' guidebook, handbook, etc.)?
- How will they be updated and reviewed with staff each year?

System of Support for Teachers II

Brief Sessions



Resources: Missouri PBIS Website

<http://pbissmissouri.org/tier-1-effective-classroom-practices/>



Let's watch these in action

Video 1: Procedures and Routines

<https://pbissmissouri.org/classroom-procedures-and-routines-training-video/>

Video 2: Discouraging Unexpected Behavior

<https://pbissmissouri.org/effective-classroom-practices-discouraging-inappropriate-behaviors-training-video/>

Opportunities to Respond

Second Grade:

<https://www.youtube.com/watch?v=Em-VRAqZTck>

Seventh Grade:

https://www.youtube.com/watch?v=na_yfHe0fCA



Anita Archer, Ph. D.

Example Professional Development Plan

Topic	Date/Location	Time Needed	Materials Needed	Who is Responsible?	Follow-up Needed
Setting classroom expectations	June staff meeting	20 min.	<ul style="list-style-type: none"> • Blank classroom matrix • PowerPoint • Video 	Assistant Principal	<ul style="list-style-type: none"> • Review with staff in September • Create walk through tool to provide feedback • Create staff survey for feedback
Teaching procedures and routines	September staff meeting	30 min.	<ul style="list-style-type: none"> • Procedures and Routines snapshot tool • Note catcher • Video 	Assistant Principal	<ul style="list-style-type: none"> • Create feedback form • Create survey for feedback
Responding to challenging behavior	October staff meeting	25 min.	<ul style="list-style-type: none"> • PowerPoint • Snapshot tool • Definitions from continuum of responses 	School social worker and counselor	<ul style="list-style-type: none"> • Create feedback form • Create survey for feedback

YOUR TURN



Activity 6: Planning Professional Development & Support for Staff

Topic	Date/Location	Time Needed	Materials Needed	Who is Responsible?	Follow-up Needed
--	--	--	--	--	--
--	--	--	--	--	--
--	--	--	--	--	--

System of Support for Teachers III, IV

Observations and Feedback

Clear Expectations for Instruction & Management	Brief Professional Learning Sessions	Structured Peer Observations	Regular Performance Feedback
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Effective Professional Development

OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)			
Training Components	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
<i>Plus</i> Demonstration in Training	30%	20%	0%
<i>Plus</i> Practice and Feedback	60%	60%	5%
<i>Plus</i> Coaching in the Classroom	95%	95%	95%

Practice Skills with Performance Feedback

- Peer coaching
- Principal walkthrough
- Direct observation/data collection
 - Do you have coaches in your building?
 - What coaching model do you currently use?
 - How do you currently provide feedback to you teachers?

Walkthrough or Brief Observation



Walkthrough or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/ Procedure
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
<ul style="list-style-type: none"> • Entering • Exiting • Lining up • Whole group • Small group • Instructor Used Attention Signal • Transitions 					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

*Note: Words in **bold** are defined in "Key Term Descriptors"*

Comments:

Peer Review Sheet Example



ECP Project Teacher Feedback Tool

Date:	Class:	# Students:	Observer:
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Instructions Section 1 & 2: Make a tally mark in the corresponding box for each type of behaviour observed during 10 minutes of teacher instruction.

Section 1: Teacher Feedback

Do not count feedback for academic content.

Positive Feedback - Teacher Attention to Correct Behaviours		
Pre-correction (a)	Non-Specific Positive Feedback (b)	Specific Positive Feedback (c)
Corrective Feedback - Teacher Attention to Behaviour Errors		
No Feedback (d)	Non-Specific Corrective Feedback (e)	Specific Corrective Feedback (f)

Section 2: Opportunities to Respond

Do not count directions to perform a task, social questions or questions within the context of negative feedback

Whole Group	Individual
Total (g)	Total (h)



Type of instruction (circle those observed)

Whole Group	Small Group	Small Group Peer	One on One	Independent	
Feedback					
Pre-correction (a)				Total	Rate per min
Non-Specific Positive Feedback (b)					
Specific Positive Feedback (c)					
Empirical evidence suggests anywhere from 4 to 7 specific feedback statements , delivered to individual students or the whole group, in a 10-min period lead to desired student outcomes. ¹					
No Feedback (d)					
Non-Specific Corrective Feedback (e)					
Specific Corrective Feedback (f)					
Student Behaviour Errors (d) + (e) + (f) =					
Total Positive Feedback (b) + (c) =		Total Corrective Feedback (e) + (f) =			
Ratio of Positive to Corrective Feedback					
Empirical evidence suggests a minimum ratio of about three positive interactions for every one corrective interaction (3:1) . While using the lowest recommended ratio may be sufficient for most students, a significant number of students will require more. ²					

Opportunities to Respond	Total	Rate per min
Group + Individual (g)+(h)=		
Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute. ²		



Adapted by Mitchell & Telfer 2018 from Missouri SWPBS Tier 1 Workbook and McDaniel & Mitchell 2015. The TFT and all associated materials are © Sharone Telfer, 2018. This version is produced exclusively for use in the 2018 Smart Giving project and may not be used for any other purpose without express permission from the author.

See TFT operational definitions guide for specific descriptions and examples

Teacher Self-Assessment of the Effective Classroom Practice



Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations <input type="checkbox"/>	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4: 1? _____ <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).

YOUR TURN

Activity 7: Performance Feedback Tools



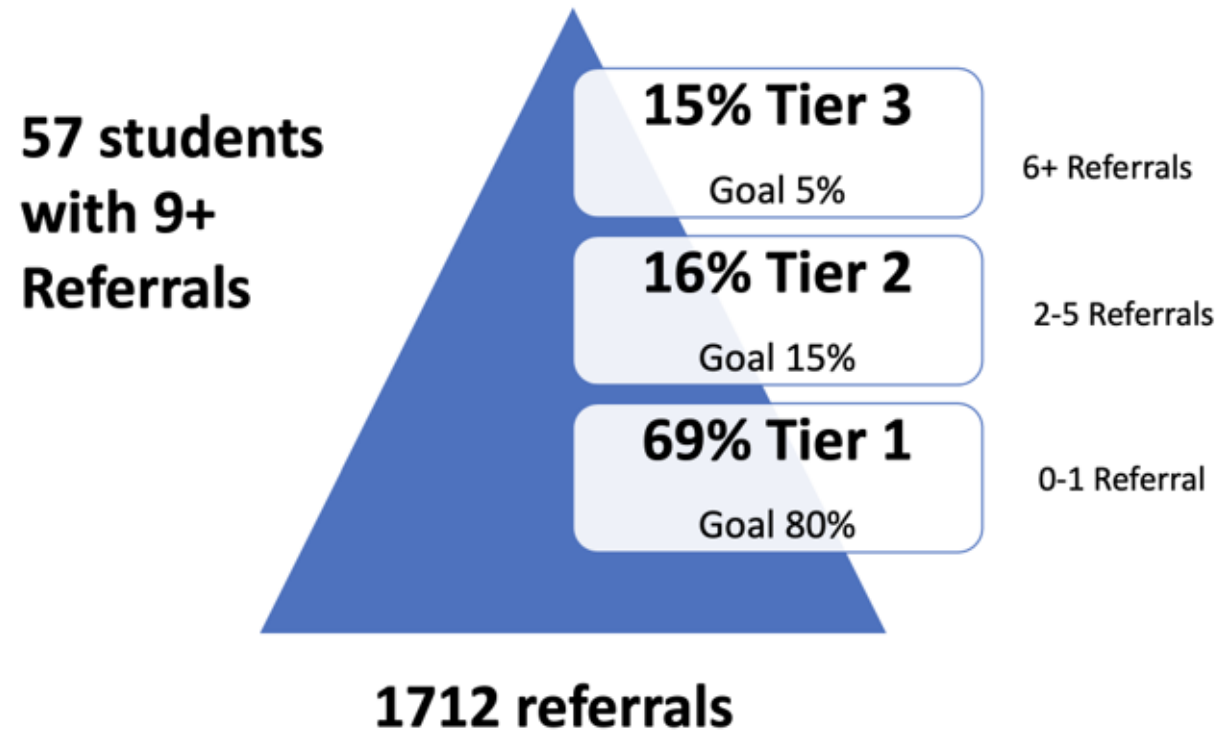
Questions to Consider:

- What performance feedback tools do you already use?
- What performance feedback tools will need to be developed?
- How will performance feedback be used in your school?
 - Next steps needed to develop a system for performance feedback

The Importance of Tier 1 Practices

Baseline

Baseline Behavior Data Spring



The Importance of Tier 1 Practices Continued

Self-assessment/Review of behavioral infractions

Clear procedures & routines

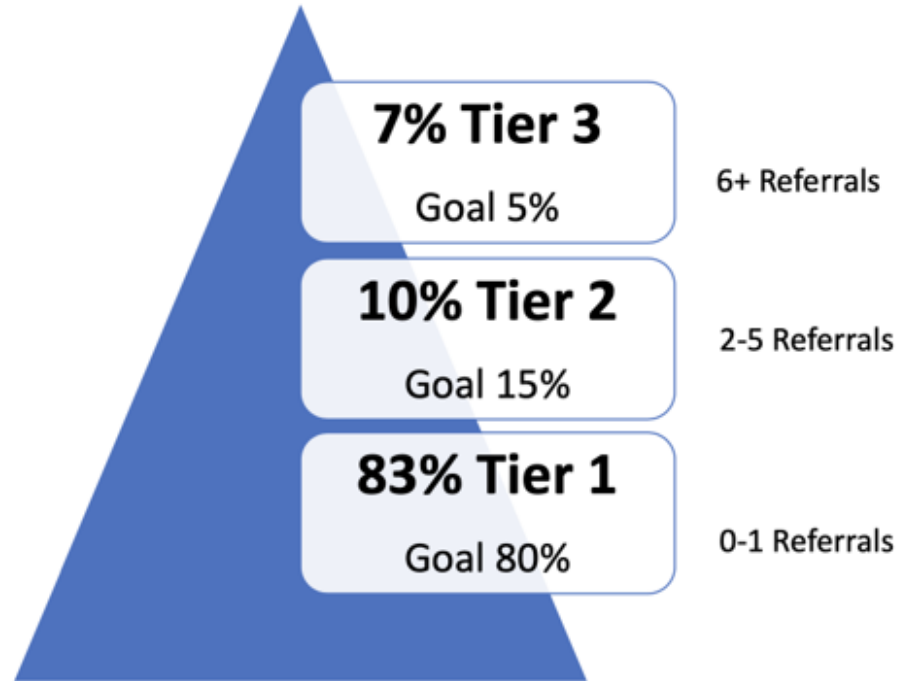
- Taught & practices

The Importance of Tier 1 Practices

Post

Post Intensifying Tier I + Classrooms

**16
Students
with 9+
Referrals**



516 Referrals

Plan-Do-Study-Act (PDSA) Cycle



Action Items and Planning



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

Action Item	(Not In Place, Partially in Place, Fully In Place->)	NI	PI	FI
Classrooms have a range of culturally responsive interventions (Tier 1 practices) for problem behaviors that are documented and consistently delivered		--	--	--
Plans for training staff how to implement Tier 1 practices are developed, scheduled and delivered		--	--	--
Plans for collecting data on fidelity of implementation of Tier 1 practices are developed, scheduled and delivered		--	--	--
Plans for providing direct feedback to staff on the implementing Tier 1 practices with fidelity are developed, scheduled and delivered		--	--	--
School-wide data is used to inform which Tier 1 practices should be implemented with a higher dosage.		--	--	--
Procedures exist for tracking classroom behavior problems		--	--	--

Homework to Prepare for Module 6

Before our next session...

1. Complete the "Working with Families Around Behavior" pre-work activity

Questions?



Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
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