**Connecting MTSS to Effective Schools**

**Valier Schools**

**Session Workbook**

**August 26, 2024**

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Please feel free to use these materials. Please let me know if they are helpful to you and how you use them to support your efforts.

**Needs Assessment**

**Montana Regional Conference MTSS Needs Assessment Summary**

**Based on six in-depth interviews and two survey responses**

**Hank Bohanon**

**Draft 5/16/23**

**Key Ideas**

* Relevance and actionable PD: PD should be relevant to staff work and provide them with actionable strategies to apply immediately.
* Connection between MTSS and content: There is a need to connect MTSS practices with content instruction, braiding them together effectively.
* Challenges and impacts of COVID-19: The impacts of COVID-19 on staff and students are significant, leading to feelings of overwhelm and the need for self-care.
* Differentiated professional development: PD should be personalized and meet the specific needs of teachers, providing deeper experiences and practical implementation strategies.
* Leadership and buy-in: Effective leadership is crucial in driving the implementation of MTSS, and maintaining buy-in from staff throughout the process.
* Data-driven decision-making: The use of data, such as through platforms like Panorama, is important for monitoring progress and making informed decisions.
* Collaborative teams and communication: Establishing district-level and building-level MTSS teams, developing communication plans, and utilizing handbooks and procedures contribute to successful implementation.

**What is working well related to MTSS?**

* Building Intervention Team established, focusing on data analysis and student support
* MTSS team presenting and sharing information with staff, engaging in OPI grant modules
* Implementation of school-wide PBIS program, tracking test results and showing growth
* Awareness of whole child support, resources, and professional development
* Progress in setting up MTSS systems, teams, and communication processes
* Training on academic supports and traction for schoolwide positive behavior support at the elementary level
* Good student-teacher relationships and knowledge of students in smaller schools
* Sports playing a significant role in local communities
* Some schools experiencing fewer behavioral issues
* District-level focus on MTSS implementation
* Grade-specific orientations for new students in some schools
* Emphasis on student relationships and mental health, with part-time counselor and MTSS coordinator support
* Cohesive staff and strong relationships across departments
* Existing MTSS practices, with increased use of terminology
* Community partnerships facilitated by the superintendent
* Focus on inclusivity for students outside the school area
* Support for smaller rural schools
* Buy-in through showcasing good work and veteran teacher observations
* Administrative support and piloting interventions for increased buy-in
* Efforts to promote kindness and improve communication skills
* Shifting away from punitive discipline towards proactive approaches
* Building trust with students by earning it rather than expecting it
* Enhancing existing practices through MTSS implementation
* Flexibility and differentiation already present in multi-grade classrooms
* Rebuilding the master schedule to support all students
* Collaboration for problem-solving
* Daycare in the school attracting capable teachers
* Focus on improving tier two behavior supports
* Adoption of School-wide Information System (SWIS, [link](https://www.pbisapps.org/products/swis)) and use of Google Docs for discipline referrals
* District-wide development of behavioral expectations.

**What are some barriers to academics, behavior (e.g., discipline), whole child learning, and/or school mental health supports?**

* Sustainability of MTSS implementation is challenging due to staff and administrator turnover
* Limited practical resources for mental health support
* Resistance to change and reluctance to address MTSS practices at the secondary level
* COVID highlighted the need for whole child support but also revealed staff sabotage and lack of systematized approaches
* Some perceived student apathy or lack of motivation may stem from underlying learning needs
* Challenges in supporting gifted students and the need for differentiated instruction
* Students may escape or avoid instruction when struggling
* COVID disrupted MTSS implementation and necessitates rebuilding efforts
* Difficulty in finding mental health supports for rural areas, resistance from teachers and administrators, and lack of school board support
* Reluctance to use universal data, but greater acceptance after seeing its usefulness
* Limited use of School-wide Information System for behavior data collection
* Complexities in combining multiple systems for universals
* High turnover of teachers and administrators, low academic and behavior standards prior to MTSS work
* Expansion of whole child supports beyond one person's responsibility
* Challenges in obtaining parent and school board support, impact on turnover
* Newer and growth-focused teachers more open to MTSS, while older teachers struggled with COVID's impact on student connections
* Communication issues among all parties, respect and language considerations, need to honor diverse perspectives
* Need for adaptation and engagement with the community, such as creating industry partnerships
* Importance of hiring people aligned with the mission and effectively articulating it
* Concerns and transition related to behavior tier one practices
* Varied interest in MTSS among newer and experienced teachers
* Limited use of screeners for whole child needs, parent concerns about data usage
* Time and resource constraints, limited mental health supports, and attitudes of "cowboy up" or avoidance towards mental health

Struggles with small class sizes and low math scores in high school and grades 3-8

**Domains of Safe and Successful School Climate**

|  |  |  |  |
| --- | --- | --- | --- |
| **Safety** | **Physical Environment** | **Teaching and Learning** | **Interpersonal Relationships** |
| \_\_Behavioral Expectations  \_\_Health & Wellness Expectations  \_\_Sense of Physical Security  \_\_Sense of Social-Emotional Security | \_\_School Connectedness & Community Engagement  \_\_Physical Surrounding | \_\_Support for Learning  \_\_Social Skills Development  \_\_Student Engagement & Self-Direction | \_\_Respect for Diversity  \_\_Social Supports for Students  \_\_Leadership  \_\_Professional Relationships |

Rate each area on a scale of from 1-5. With 5 meaning the component is in place or working well, and 1 meaning the component is not in place or needs improvement.

Bohanon, H., Caputo-Love, L., Morrissey, K. (2020). *Preparing secondary school teams to implement systematic interventions.* Routledge Publishing

Vermont Agency of Education (Accessed July 28, 2016). *The 13 dimensions of school climate.* Vermont Agency of Education, Retrieved from: <http://education.vermont.gov/documents/edu-school-climate-13%20Dimensions.pdf>

National Center of School Climate (Accessed February 19, 2021). Twelve dimensions of school climate measured. Retrieved from https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/school-climate/dimensions\_chart\_pagebars.pdf

**Table 1.2 *Comparing MTSS/MTSS and School Improvement (Adapted from Goodman & Bohanon, 2018; Sleegers et al., 2014; Slavin, 2007)***

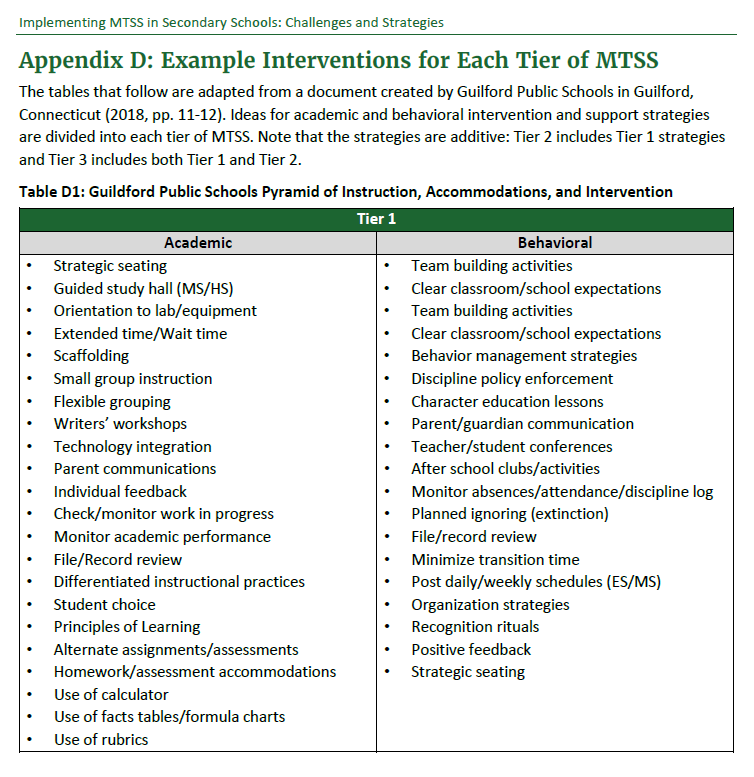
|  |  |  |
| --- | --- | --- |
| Focus area | Multi-tiered systems of supports (MTSS)/MTSS | School improvement |
| Systems | * Systems in place to ensure interventions are implemented correctly * Collaborative, Team-based leadership (OPI) * Consensus and commitment (OPI) | * Leadership roles distributed * Community and parent partners included * Staff provided sufficient resources and time * Support obtained from school staff * External support procured for technical assistance |
| Data | * Assessments used to determine which students need support (e.g., screening) (OPI) * Student performance data collected, guides programing and improvement efforts – data-based decision making (OPI) | * Student progress is monitored using data * Program evaluation conducted * Measurable goals and benchmarks identified |
| Practices | * Interventions organized across tiered continuum of support (OPI) * Interventions selected, implemented, and monitored * Supports begin with effective core curriculum * Evidence-based Instruction, Intervention and supports (OPI) | * Programs designed comprehensively * Core instruction standardized * Research-based strategies selected |

**Aligned with and adapted from with Montana Office of Public Instruction’s 7 Essential Components of MTSS (**[**link**](https://opi.mt.gov/Educators/Teaching-Learning/Multi-Tiered-Systems-of-Support/MTSS-Essential-Components)**)**

**Table 1.3 Identify area of strength and one area of improvement for your MTSS work across systems, practices, and data**

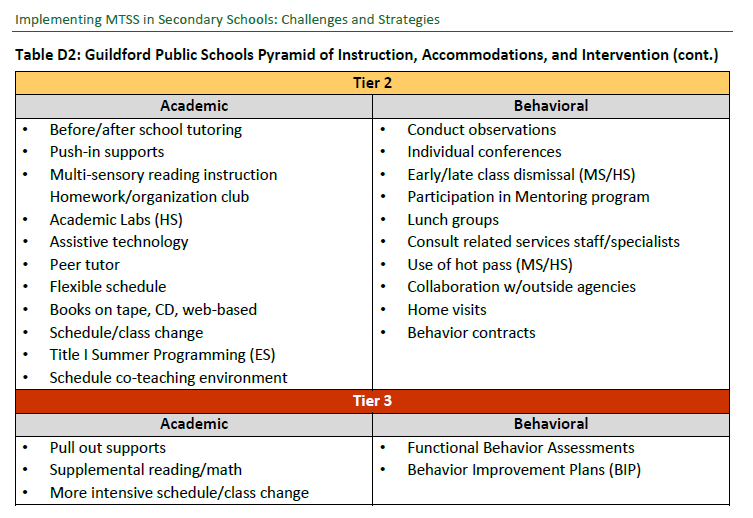
|  |  |  |
| --- | --- | --- |
|  | **Strength** | **Improvement** |
| **Systems** |  |  |
| **Data** |  |  |
| **Practices** |  |  |

**Examples of Tier One Interventions**

****

Durrance, S. (2023). Implementing MTSS in Secondary Schools: Challenges and Strategies. Greensboro, NC: SERVE Center at UNC Greensboro.

**Example of Tier 2 and 3 Interventions**

****

Durrance, S. (2023). Implementing MTSS in Secondary Schools: Challenges and Strategies. Greensboro, NC: SERVE Center at UNC Greensboro.

**Moving from TIER I to TIER II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Current Group Intervention** | **Function** | | | | | **Referral**  **criteria** | **Frequency/ Intensity of Intervention** | **Resources needed (staff, space, $, time)** | **Schedule for Checking Progress** | **Effectiveness Measured**  **(success criteria/ goal)** | **EXIT Criteria** |
| **Adult att.** | **Peer att.** | **Work avoid** | | **other** |
| **Daily Planner** |  |  | | X | X | Unorganized  Low HW Comp. | Daily Check by TA or Classroom Teacher | Buy or Print Planners  Smart phone | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Seating Chart** | X | X | |  |  | ODR Count  Teacher Observation | Daily in specified class | Time | 3 week intervals for 3 recurrences, total of 9 weeks | Fewer ODR’s  Fewer Disruptions  Higher Grades | Successful completion of Tier 1 plan |
| **Increased Home Communication** | X |  | | X | X | Low HW Comp.  Classwork Refusal | Daily  Weekly  Monthly | Time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Fewer ODR’s | Successful completion of Tier 1 plan |
| **Homework Club** |  |  | | X | X | Low HW Comp. | 3:00-4:00pm every Tuesday and Thursday that school is in session | Paid Staff to oversee space and track attendance | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Bridges Afterschool**  **Program** | X | X | | X | X | Bridges sign-up and permission forms | Daily  Quarterly | Bridges grant funding | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Differentiated Instruction** |  |  | | X | X | Need assignments delivered in an alternate way | As needed or  by subject | Teacher time when designing lessons  IA | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Increase in participation | Successful completion of Tier 1 plan |
| **Family Link Check** |  |  | | X | X | Not using study hall time advantageously | Daily  Weekly  Monthly | 5 minutes of time at start of study hall  Every Tuesday in TA | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Teacher Check and Connect** | X |  | | X | X | Classwork refusal  Multiple  Minor ODR’s | Daily  Weekly  Monthly | Teacher Check and Connect worksheet  Teacher Time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Increase in participation | Successful completion of Tier 1 plan |
| **Extra Time on Assignments** |  |  | | X | X | Teacher suggested  Classwork partially completed | As Needed | Space for student and teacher time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Organization Skills** |  |  | | X | X | Teacher suggested | Daily  Weekly | TA teacher | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Alternate Testing** |  |  | |  | X | Teacher Suggested | As Needed  Can be alternate site or alternate style of test | Space and teaching staff to supervise | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades | Successful completion of Tier 1 plan |
| **Alternate Work Space** |  |  | | X | X | Teacher Suggested  Difficulty Focusing in main area | As Needed | Space and teaching staff to supervise | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| **Short Refocusing Breaks** |  | X | | X | X | Teacher Suggested  Difficulty Focusing in main area | As Needed  No more than 1 break during a class period | Space and teaching staff to supervise | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Increase in participation | Successful completion of Tier 1 plan |
| **Adult Check-in**  **Safety Person** | X |  | |  | X | Guidance recommended  Teacher Suggested | As Needed  No more than 1 per day unless in crisis | Staff to accommodate:  Guidance Counselor, Nurse, SAP, Planning Room, or Favorite teacher | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  Increase in participation | Successful completion of Tier 1 plan |
| **Technology Use to Enhance Learning** |  |  | | X | X | Teacher suggested  Typing instead of writing | As Needed | Computers, Laptops, iPad’s, etc…  Teacher Time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| [**Chunking Assignments**](https://loyolauniversitychicago-my.sharepoint.com/personal/hbohano_luc_edu/Documents/Presentations/Austrailia%202022/Master%20Class%20-%20Chapters%201%2011-16/Tier%201%20Intervention%20Descriptions%20and%20Resources/Chunking%20Assignments%20Student%20Sheet.pdf)  [**For Teacher**](https://loyolauniversitychicago-my.sharepoint.com/personal/hbohano_luc_edu/Documents/Presentations/Austrailia%202022/Master%20Class%20-%20Chapters%201%2011-16/Tier%201%20Intervention%20Descriptions%20and%20Resources/Chunking%20Work%20Teacher%20Description.doc) |  |  | | X | X | Teacher suggested  Students who feel overwhelmed by complex assignments | As needed | Teacher Time | 3 week intervals for 3 recurrences, total of 9 weeks | Higher Grades  HW Comp increase  Increased Organization | Successful completion of Tier 1 plan |
| [**PBIS World**](http://www.pbisworld.com) | X | X | | X | X | Teacher Suggested  Chronic Minor Behavior Issues | As Described | Teacher Time/PBIS World License | 3 week intervals for 3 recurrences, total of 9 weeks | Fewer Minor Behavior Issues  Higher Grades | Successful completion of Tier 1 plan |

Moving from Tier I to Tier II – for grade level of department teams – Northfield Middle/High School VT.

**Practice with Matt**

**Student background**

* 9th grade
* Disruptive in class – calling out, yelling
* Problems during math class (student has deficits in math), or unstructured class activity
* Interested in job as a mechanic in future
* Attention seeking from adults was outcome of his behavior

**School background**

* Universal – school was teaching all students basic 3-5 behavior expectations
* Targeted – school had access to targeted skill development for academics
* Individual – school was developing capacity for individual supports and person-centered future plan development (e.g., setting goals for the future)

**Your recommendations**

What strategies would you recommend to support improvements in Matt’s functioning at school at each level of MTSS?

|  |  |
| --- | --- |
| Level | Recommendations |
| Universal |  |
| Targeted |  |
| Individual |  |

Bohanon, H., Caputo-Love, L., Morrissey, K. (Accepted). *Preparing secondary school teams to implement systematic interventions.* Routledge Publishing

**Practicing with Schoolwide PBIS Data**

|  |  |
| --- | --- |
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**Table 5.6**

***What Data already Exists in Each of the 4 Domains of School Climate***

**Reflection Task 3**. Take a few minutes to identify any data you might already have in your school related to these areas of an effective school climate. You only need to identify data in areas where you have them. You can respond individually or as a group. Please include the names of all contributors if you complete this activity as a group.

|  |  |
| --- | --- |
| Safety  (Example: Discipline reports) | Teaching and Learning  (Example: Student grades) |
| Physical Environment  (Example: Observations, maintenance reports) | Interpersonal Relationships  (Example: Student surveys, classroom observations) |

**Data Next Steps**

**What data are connected to your universal outcomes?**

(Examples: Who is not responding to universal support according to specific criteria: 3 or more major office discipline referrals within a 4- week period; 5 or more unexcused absences in a quarter; 2 or more class failures in a quarter; 5 to 10 nurse visits in a 2-week period; 6 tardies to a class in a quarter; and/or, student failed to complete a minimum of 50% of class assignments in a 2-week period after initiating parent contact and student conferences.

Where are the data?

**To get these data into a format for decision making:**

Who needs to be **c**ontacted:

Who needs to **a**pprove:

Who needs to be **i**nformed:

Who is **r**esponsible:

Who can be **o**ut of the loop for now:

Malloy, J. M., Bohanon, H., & Francoeur, K. (2018b). Positive behavioral interventions and supports in high schools: A case study from New Hampshire. *Journal of Educational and Psychological Consultation*, 1-29. doi:10.1080/10474412.2017.1385398 http://www.tandfonline.com/eprint/IRHIAaVkwDTcckJHhuAp/full

**Table 12.3 *Attendance Action Planning***

| Tier | # of Students | % of Total | Names of Students |
| --- | --- | --- | --- |
| Tier 1 (less than one day/month)  Satisfactory Attendance |  |  | xxxxxxxx |
| Tier 1 (one day/month)  At Risk |  |  |  |
| Tier 2 (two to three days/month)  Early Intervention |  |  |  |
| Tier 3 (more than three days a month)  Specialized Support |  |  |  |

**Table 12.4 *Attendance Action Planning Option Two***

| Student Name | Tier | Staff Assigned | Possible Need | Action/  Intervention |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Table 12.5 *Factors that should be Explicitly Addressed within the Course Syllabus***

|  |  |  |
| --- | --- | --- |
| * Course Goals * Contact information * Student Success Traits * Rules/Expectations * Course Activities * Grades/Status * Classroom Procedures | * Entering the Class * Tardy/Absence * Course Materials * Assignments * Due Dates * Late/Missing Work * Tardy/Absence * Materials | * Assignments * Due dates * Late/Missing Work * Communication * Ending class * Consequences * Model Projects * Checklists |

Note: Adapted from [Sprick (2013)](#LinkManagerBM_REF_aJwsZL3b)

**BIOLOGY SYLLABUS**

**Class Taught by Mr. K**

**September,**

**Course Description**

Biology is the study of living things. Scientists estimate that there are more than 12 million different species of organisms living on Earth today. These living organisms range in size from tiny microscopic bacteria to huge blue whales and towering redwood trees. Although they differ greatly in where and how they live, all living things share certain characteristics that make them different from nonliving things. These characteristics include the ability to reproduce, to grow, to develop, to use energy, and to respond and adapt to changes in the environment.

**Course Objectives:**

By the end of the school year you will be able to demonstrate a good understanding of the principles, processes and vocabulary related to the following areas:

1. Important life processes;
2. Scientific inquiry and investigation, including the scientific method;
3. The cell, including cell theory, cycle, structure, processes, growth and division;
4. Biochemistry;
5. Ecology;
6. Energy processes, including photosynthesis, ATP and cellular respiration;
7. DNA and Genetics;
8. Reproduction;
9. Classification;
10. Evolution;
11. Other current science, research and related issues;

**Required Texts, Materials, and Supplies**

Text: BIOLOGY, The Web of Life By Scott, Foresman, Addison Wesley

Materials and Supplies

(1) Notebook (3 ring binder);

(2) Pens, paper, pencils;

(3) Other items supplied by the school, I.e. colored pencils, dividers, markers, construction paper, rulers, microscopes, videos, lab materials and supplies, pictures, newspapers, journals, magazines and other scientific publications

**Class Format**

\*Bell ringers \*Lecture \*Demonstration

\*Individual, pair and group work \*Reading \*Written class assignments

\*Note taking \*Homework \*Lab activities

\*Reports (written and oral) \*Presentations \*Vocabulary work

\*Science notebook \*Interactive dialogue, discussion, debate

\*Tests and quizzes \*Research paper \*Extra credit assignments

As indicated by the above list, the class format will emphasize and incorporate reading, writing and higher order thinking skills.

**Classroom Rules and Expectations You Will:**

1. Follow the Uniform Discipline Code;

2. Follow the classroom expectations (see attached lists)

3. Maintain good attendance; **[Unexcused absences WILL LOWER YOUR GRADE**]

|  |  |
| --- | --- |
| **# of days absent**  **\*from 9/2/03 to 1/30/04** | **Highest possible grade for**  **Semester One** |
| **Less than 9** | **A** |
| **9** | **B** |
| **10 - 13** | **C** |
| **14 - 17** | **D** |
| **18** | **F** |
| \*the same policy applies to Semester 2, just change the | dates from 2/2/04 to 6/22/04 |

**Grades**

**Grades will be determined by the percentage of total points accumulated. Grades will be given as follows:**

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

Below 60 F

|  |  |  |
| --- | --- | --- |
| **Notebook**  **(10% of grade)** | **Performance Points**  **(25% of grade)** | **Academic Points**  **(65% of grade)** |
| Organization of all work | On time for class  Prepared for class | Tests  Quizzes |
| Neatness of papers | Behavior | Activities and projects |
| Ownership of notebook:  Evidence of individuality | Participating in class discussions and assignments | Class work and homework |

\* There will be no exceptions to the grading policy. Tardiness, cutting and inappropriate behavior will have a big effect on your grade.

\* Chapter tests and quizzes: material will come primarily from assigned readings, lecture notes, lab work, and other assignments as announced.

\* Assignments MUST be legible or they will be returned without a grade.

\* Semester tests: will be comprehensive.

\* Make-up tests: For excused absences only , must be taken within three days of the student’s return to school.

\* Late work: Work that is late, due to an excused absence or other approved reason, will be accepted within one week of the due date. Grade may be lowered one step. NOTE: If absent, it is the **student’s responsibility** to find out what he or she has missed .

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

I have read the syllabus for Mr. K’s class. I understand the content of the syllabus and agree to abide by the rules, expectations and other items outlined in it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Signature Date Period

**CLASS EXPECTATIONS**

**As prepared and listed by students on in**

**Mr. K’s BIOLOGY CLASSES**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**RESPECT**

TREAT OTHERS THE WAY YOU WANT TO BE TREATED

Be polite to each other:

Don’t make fun of other people

Listen to others

Respect other people’s opinions Respect other people’s belongings Don’t interrupt others Enter and leave the room without pushing or yelling

Raise your hand before talking

Follow rules

Do not disturb the class

Use proper language - No profanity - It’s not just what you say but how you say it (tone of voice, inflection)

No rude nonverbal body language - i.e., rolling eyes; slouching; loud sighing

ATTITUDE

**ACADEMICALLY ENGAGED**

COME TO CLASS WITH CONFIDENCE

Work hard

Do your best

Come prepared for class:

Bring assigned completed work

Bring needed supplies

Complete all assignments and do it on time

Be organized

Take notes

Ask questions

Listen

Participate in activities, discussions

Work with and help others

Pay attention

Come on time

Use the library

Discuss and debate

Learn how to communicate

Study

Raise your hand before talking

ATTITUDE

**RESPONSIBILITY**

TAKE RESPONSIBILITY FOR YOUR ACTIONS

Do your best

Show respect to others

Wear ID (visible)

Follow dress standard

Be on time

Listen

Listen before acting

Copy down assignments

Complete assignments

Come prepared for class

Keep track of things

Take care of books, supplies, classroom

Return supplies and other borrowed items

Help others

Attitude

BE HONEST

**TEACHER**

BE A ROLE MODEL - SET A GOOD EXAMPLE  
 Be polite

Be on time

Come prepared with completed lesson plan

Give meaningful work

Respect students

Respect the opinion of students

Be fair to all students

Treat all students equally (don’t play favorites)

Pay attention to students

Make eye contact with students

Listen to students

Listen to suggestions

Help students

Answer questions

Don’t use put downs

Don’t use profanity

Stay calm; don’t yell; control anger

Give advance notice of assignments and tests

Grade papers and tests on time

Grade “right” (fairly)

Watch body language

Maintain a clean classroom

Remember that “things go both ways”

Treat students as young adults

ATTITUDE

**Reading for Meaning Practice**

**Choose one** of the following texts:

[Website overview of Multi-Tiered Systems of Support (MTSS)](https://mimtsstac.org/ta-center-model/multi-tiered-system-of-supports-mtss) (MiMTSS Technical Assistance Center)

[Infographic overview of MTSS](https://leadforliteracy.org/briefs/continuous-improvement-model-multi-tiered-systems-support-reading-mtss-r) (Lead for Literacy)

[Short MTSS overview](https://drive.google.com/file/d/1pFqntIWbGMxBc4ewxk0sxW-54xWvkUhR/view?usp=sharing) from chapter 1 of Implementing Systematic Interventions (Bohanon, Caputo, and Morrissey, 2021)

Use the text you chose to **complete the Reading for Meaning activity on the next page**: Find evidence you can quote, paraphrase, or describe to support and/or refute each statement in the middle.

* If your evidence supports the claim, enter in the left column.
* If your evidence refutes the claim, enter it in the right column.
* If you found evidence that supports AND refutes the claim, enter into each column.

\

|  |  |  |
| --- | --- | --- |
| **Evidence to Support** | **Claim** | **Evidence to Refute** |
|  | It is more efficient to focus only on tier two and tier three supports, rather than prevention |  |
|  | It is possible to identify and teach behaviors that need to be taught schoolwide |  |
|  | Students’ needs drive decision-making in MTSS. |  |

Adapted from Silver, H. F.,Dewing, R. T., & Perini, M. J. (2012). *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*. Association for Supervision and Curriculum Development.

**Examples of Montana ELA Standards for Speaking and Listening: Comprehension and Collaboration** <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/English-Language-Arts-Literacy-Standards>

1. **Initiate and participate effectively in a range of collaborative and culturally diverse discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**
   1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   2. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1)

**Table 13.2 *Identifying Your Expectations*: *Who can Provide Input? How Will You Include All Stakeholders?***

|  |  |  |  |
| --- | --- | --- | --- |
| Who can provide input? | How will you include all stakeholders? | What kinds of skills do you wish (or your data indicate) your community should hold for each other? | What are some of the non-academic or non-compliance only skills you could include on your list? |
|  |  |  |  |



**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:** Students will be able to identify and demonstrate respectful behaviors in common areas when presented with a role play situation.

**Expectation:** Be Respectful

**Location:**  When talking with adults in hallways, classrooms, and assemblies.

**Activity:** Role play either with students or staff

**Why this is important:** Ask *“Why is being respectful to adults important?”*

(Sample responses include: People treat you the way you treat them, it’s nice, everyone is happier)

**Negative Example:**

Ask*“What does it look like to be disrespectful to adults?”*

(Sample responses include: yelling back, screaming, cursing, continue to talk)

**Positive Example:**

Ask *“What does it look like to be respectful to adults?”*

(Sample responses include: listening while others talk, using inside voice,

**Practice:**

Students practice negative example first then positive. Tell the students,

Say  *“We are going to practice the wrong and the right way to \_\_\_\_\_\_\_\_\_\_\_.” First, you are going to show us what being disrespectful looks like in \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then, we are going to practice it the right way.”*

Say *“Remember not to do anything that will get you sent to the office or sent home. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”*

**How will you know they have learned the skill?**

*“OK, great job! We will be looking for these sorts of behaviors in the fall. If you follow these expectations, you will have a much better experience at Senn. Thank you and good night Las Vegas.”*

**Next Steps:** Practice or discuss other situations *“what should you do if asked for your ID in the hall?”*

**BUILDING EXPECTATIONS**

**Sample Lesson Plan**

**Objective:**

**Expectation:**

**Location:**

**Activity:**

**Why this is important:**

**Negative Example:**

**Positive Example:**

**Practice:** Students practice negative example first then positive. Tell the students, “Remember not to do anything that will get you sent to the office. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”

**How will you know they have learned the skill?**

(short term and long term)?

**Next Steps:**

**Checklist for teaching expectations**

|  |  |
| --- | --- |
| **Activity for teaching \_\_\_\_\_\_\_\_\_\_\_**  **(list the expectation being taught)** | **Yes= 2 Good Start = 1 No = 0**  **Comment for additional practice** |
| Was the schoolwide expectation explicitly stated? |  |
| Was the location where the behavior is to be carried out identified? |  |
| Was the teaching method clear (e.g., discussion, role play) |  |
| Was a prompt given to discuss why this expectation was important? |  |
| Were students asked for negative examples of the expectation? |  |
| Were students asked for positive examples of the expectation? |  |
| Were the students allowed to practice the negative, then the positive behavior? |  |
| Did the teacher pre-teach prompts (e.g., when I raise my hand, stop yelling), to stop inappropriate role play (e.g., show what … does not look like), and were limits of behavior set? |  |
| Did the teacher pre-teach limits for the negative role-play (e.g., remember not to do anything that will get you thrown out of class)? |  |
| Were the students provided with feedback about their performance and perhaps additional practice in another situation? |  |

**Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Percentage:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PBS Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher has reached a proficiency level of 90% or better \_\_\_\_\_\_\_\_\_\_\_\_**

**Yes/No**

**Acknowledging Students for Good Behaviors**

* Try to use a 5 to 1 ratio of positive to corrective comments in the classroom
* Be specific: “Thank you for being respectful and handing me your ID when I asked for it”
* Recognize students immediately after the desired behavior
* Be genuine: Convey sincerity with tone of voice and body language, message, and choice of behavior to acknowledge (avoid patronizing students)
* Use vicarious reinforcement: acknowledge a student who is meeting your expectation when others are not: “I really appreciate how productive group one is being right now, you all have your books open and are taking notes”
* Make the activity relevant: If the content of an academic activity is meaningful and interesting for students, it is rewarding for them to behave well and participate. For example, for math class, allowing them to complete word problems to figure out how to save money for a video game system (Xbox, PlayStation, etc.)

**Pop quiz**: What do you have available to you that would help you reinforce students in a specific, immediate, genuine way? (Hint: Think School Store)

Types of acknowledgment:

Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school spirit oriented (school picnic?)

**Acknowledgment Guidelines from Japanese Businesses**

**Futoshi Kobayashi, Miyazaki International College**

“In 2010, he [Mr. Takayoshi Nishimura] established a general incorporated association, Japan Praise Masters Association (nihon homeru tatsujin kyokai in Japanese), and now he is working as its chairman. According to him, you must not use praise in order to manipulate others. We praise others in order to organize our own mind. In order to praise others correctly, we must have emotional leeway in our mind so that we can spend our psychological energy to find hidden value of the people, things, and events surrounding ourselves. By finding the hidden value of others, and informing them of these, we improve our own psychological well-being. Thus, we must not expect any response from the target person who received our praises. He defines praising others as a self-sufficient activity that enriches oneself, not others.

He stated that a correct way to praise includes (a) the thing that the target person did, (b) the contribution to someone of what the target person did, and (c) praising the target person with your subjective judgments. For example, you can say, “You always greet me cheerfully in the morning. Your greetings inspire me to work hard every day. Thank you very much.” In this example, your target person actually greets you every morning as a matter of fact. Then, you inform him or her how much what he or she did contributed to the welfare of others by your subjective judgments.”

**Recommendations for Educators**

1. Careful observations of each student are necessary to find his or her hidden strengths.

2. When a student did a tiny change or improvement, a teacher should praise it as soon as it happens, even if it was just by chance.

3. Acknowledging the existence and the actions of each student is important.

4. Informing each student of his or her contribution to the welfare of others is crucial.

5. Giving any compliments is not always necessary but acknowledging the actions,

efforts, and changes are necessary for each student.

小林太. (2022). Review of Business Books for Educators: How to Praise Others. *比較文化*, *26*, 1-14.

See Sample ([link](http://hankbohanon.net/wp-content/uploads/2014/04/Sample-school-wide-reinforcement-plan-PD-OBJ4-.doc))

PBIS/MTSS School-Wide Reinforcement Planning Matrix

**ESH High School (IL)**

Reinforcement Planning Matrix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TYPE | WHAT IT IS | **WHEN WILL IT HAPPEN** | **WHERE CAN/WILL IT HAPPEN** | **WHO WILL BE IMPLEMENTING** | **NOTES** |
| High Frequency “GOTCHAS” |  |  |  |  |  |
| Unpredictable/Intermittent “BOOSTERS” |  |  |  |  |  |
| Attention Grabbing “Celebrations” |  |  |  |  |  |

Based on the work of Steve Romano, Link to Sample Acknowledgment Matrix: ([link](http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%20OBJ4%20.doc))

**Acknowledgment Practice (adapted from SHS)**

**Caring, Academically Engaged, Respectful, and Responsible (C.A.R.R.)**

**Give an example of how to use acknowledgment in each scenario**

*Situation 1: Mr./Ms. “Can I borrow a pen, pencil, paper, and ruler?”*

*Student volunteers materials to a fellow student, being “caring.”*

**Situation 2: *It’s time to start your activity on only a few students are seated and ready to work****.*

Situation 3: *Student (without prompting) disposes of trash, being “responsible.”*

Situation 4: *You walk into the hallway and make eye contact with a student warning a hat/headphones/out-of-code clothing.*

**Situation 5: *You observe a student rushing to class/group to avoid being late.***

Situation 6: *You observe a student assisting staff or another student positively, being “caring.”*

**Situation 7: *A student uses inappropriate language and apologizes for his faux pas, being “respectful.”***

Situation 8: *A student that is usually without an ID, out of dress code, or is habitually tardy arrives to class compliant, being “responsible.”*

Situation 9: *Any unsolicited acts of kindness, being “caring.”*

**Situation 10: *Your students are working on a very engaging project in small groups. One of the groups is off task and getting a little too loud.***

***Situation 11: You expect that everyone raises their hand “respectful” to get the speaker’s attention, one student is yelling out for you, and a few a raising their hands.***

Simple statements such as “good job” or “thank you for being respectful when you…” are great too. Just remember to be specific about what it is that you appreciate. What is rewarded is usually repeated.

**Table 14.2 *Strategies for Increasing Teacher-to-Student Engagement***

| **Strategies for Increasing Teacher-to-Student Engagement**  *Rank order the strategies by preference* |
| --- |
| \_\_Laughing with students (not at students)  \_\_Giving students a choice on how to respond to assignments  \_\_Providing an out of desk greeting  \_\_Asking about life events like sports (not about their girlfriend/boyfriend)  \_\_Asking students why they answered a certain way  \_\_Delivering specific praise (e.g., thanks for being on time)  \_\_Providing approval statements  \_\_Using positive non-verbal gestures (e.g., thumbs up) to specific students exhibiting expected behaviors or the entire class as a whole  \_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Note: Strategies adapted from [Allen et al. (2013)](#LinkManagerBM_REF_HyC9ICcU), and [Cook et al. (2017)](#LinkManagerBM_REF_G4DdoWTM).

**Great Resources for Universal Design of Learning**

**Technology**

* Suggestions for using ChatGPT to adapt reading for students ([link](https://mcie.org/think-inclusive/how-chatgpt-and-other-ai-tools-can-transform-special-education/))
* Specific tools for adapting reading using AI ([link](https://ciddl.org/three-free-easy-tools-to-support-tiered-reading-in-your-classroom-2/))
* Creating images to illustrate points in the class using AI ([link](https://ciddl.org/image-generating-ai-and-implications-for-teacher-preparation/))
* Using AI for grading and lesson planning ([link](https://ciddl.org/inclusive-intelligence-the-impact-of-ai-on-education-for-all-learners/))
* Ludia – AI for UDL. Describe your classroom and student needs and it will provide suggestions. It will also develop resources and assessments you can use with your students ([link](https://poe.com/Iudia)). Link for more information ([link](https://secure.smore.com/vcpmk))
* UDL and math support ([link](https://ciddl.org/assistive-technology-solutions-to-support-math/))
* Using AI to support literacy and writing ([link](https://ciddl.org/ai-to-support-literacy/))

Incorporating preferred content

* Montana - Agriculture in the Classroom, standards-aligned lesson plans and material ([link](https://montana.agclassroom.org/))
* National Agriculture in the Classroom – find more resources for incorporating agriculture into the classroom ([link](https://agclassroom.org/teacher/))

**Professional Development on Redirection**

* Think of a student who is off-task
  + What are they doing that is okay?
  + If a student was in a white shirt but did not have an ID, what could you say first before asking about the ID?
* When stopping a student in the hall, what happens when you don’t use the techniques below?
  + **Use privacy, eye contact, and proximity** when correcting
  + **Start with something positive** – what are they doing right? Or what is the student next to him doing that is right? Praise that behavior specifically.
  + **Assume the student did not know the expectation** (assume innocence until proven guilty)
  + **Use humor** – this is not sarcasm (e.g., you know, sometimes my arms just fly around too, are you OK now? – Is this really being safe in the hall?)
  + **Stay out of content** when you ask for something or give a direction. When the students say “why” or “who are you” then simply wait a moment and repeat the direction. You must be willing to wait it out, if not, do not use this!
  + **End with a teachable moment**, “Was that an example of being safe?” “What did you need to do instead?”
* When attempting to redirect groups, have you tried the following?
  + **Acknowledge those who are on task**. When the rest come back, thank them. The same can be done for individual students: look for anything they are doing right, and point that out. When they stop problem behavior, thank them for their self-control without being told (Hint: Start with something positive).
  + **Stop, wait** for instructional control, **remind, and re-teach** expectations.

**Teacher vs. Dean vs. Attendance Managed Behavior**

|  |  |
| --- | --- |
| **Teacher Managed Behavior**  Attendance to class:   * Teacher reports on IMPACT**\***   Tardy to class:   * Teacher reports on IMPACT**\***   Behaviors to be logged by teacher:   * Excessive talking * Insubordination * Off task * Passing notes * Drinks/food * Headphones * Cell phones * Missing homework * Not prepared for class * Inappropriate language * Dishonesty * Dress code * Cheating/Plagiarism   **Note:**  All behaviors listed above become office  managed behaviors after repeated violations and after teacher has tried to resolve the matter first in the classroom and with parent(s). See behavioral strategies sheet as a suggestive guide. If behavior becomes egregious and SEVERELY DISRUPTS CLASSROOM INSTRUCTION, it becomes a matter for the deans. Teacher annotates repetitive behavior violations. | **Dean & Attendance Office  Managed Behavior**  Note: All Behaviors below are either outside the teacher’s control or are safety issues that need office attention right away.  **Attendance Office:**   * Cutting class(es) * Excessive tardiness to class/school * School Attendance * I.D. (safety issue)   Generally, all attendance matters are handled by the attendance office. Non-attendance behaviors are referred to the deans.  **Deans Office:**   * Repetitive minor offences.  (Accompanied by log) * Fighting * Vandalism * Verbal/Physical Threat * Gang Representation * Drug Violation * Arson * Hallway Disruption * Harassment (Sexual/Bullying) * Assault * Weapons |

**Practice Chart for Responding to Problem Behavior in the Classroom**

|  |  |
| --- | --- |
| **Teacher Managed** | **Administrator Managed** |
|  |  |

**Review the MOPBIS Tier-One in the Classroom Checklist**

1. Review the checklist ([link](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://pbismissouri.org/wp-content/uploads/2018/08/T2-Ch.-1_Positive-Behavior-Support-Planning-Checklist-And-Teacher-Self-Assessment.docx&ved=2ahUKEwiQj-XEzdiHAxX0hq8BHfmZF90QFnoECBkQAQ&usg=AOvVaw2Buqo8vCLkROQTGWrV0QJx))
2. Identify three areas of strength from your review**.**

|  |
| --- |
| **1.**  **2.**  **3.** |

1. Identify one area for improvement.

|  |
| --- |
| **Priority for improvement:** |

1. Identify specific next steps to support your students based on this step.

|  |  |  |  |
| --- | --- | --- | --- |
| **What** | **Who** | **When** | **Status** |
|  |  |  |  |

**Tier II Planning Guide**

Review the following tier-two implementation checklist. What components of tier-two supports are staff already implementing they could build upon for the next year? What are some actionable steps to improve your tier-two supports for next year?

* + **Systems**
    - Administrative support for the team and process
    - Team – knowledgeable team members, defined roles and meeting processes, time to meet, access to professional development
    - Connection to top school improvement priority – access to resources
    - Access to ongoing coaching and internal guidance of the processes (e.g., internal coach/coordinator)
    - Action plan to guide the work – what, who, when document
    - Audit of current practices and interventions – review
  + **Practices**
    - Tier one – students have and are responding to tier one supports – academic/behavior?
    - Referral system for support staff in place (within 72 hours)
    - Master schedule is used to support interventions when possible
    - Selecting evidence-based/informed interventions
    - Matching level of student intensity/need for intervention
    - Decision rules for moving in and out of interventions are defined
    - Modifying, maintaining, generalizing and fading
  + **Data**
    - Progress monitoring of student interventions
    - Fidelity of specific interventions is tracked
    - Screening and/or referral data easy to use
      * Schoolwide review 3 times per year
      * Tier two reviews data when the team meets
    - Fidelity of the overall tier two process is tracked (e.g., Montana MTSS Components, Tiered Fidelity Inventory)

(Bruhn & McDaniel, 2021; Hepburn, 2024)

**Tier-Two Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **What** | **Who** | **When** | **Status (N= Not Started, IP = In Progress, I = In Place)** |
| **Systems: Reach out to OPI team for access to Tier Two coaching as needed** | **Mr. Johnson** | **8/25/24** | **N** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |