



Ooltewah High School

Response to Instruction and Intervention for Behavior (RTI²-B)

Implementation Manual

2023-2024

Implementation Plan designed by the original RTI²-B School Team Members:
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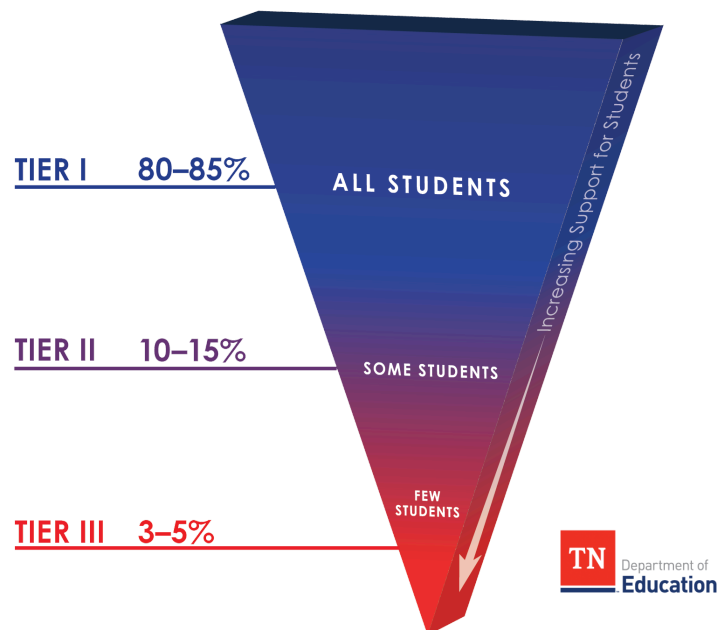
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RTI²-B Overview

Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools.

RTI²-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). All of these efforts require a shared school-wide commitment to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided. When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see, as opposed to punishing the behaviors we don't want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

The purpose of RTI²-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Tennessee Behavior Supports Project can help schools meet that goal.



RTI²-B Tier I Implementation Manual

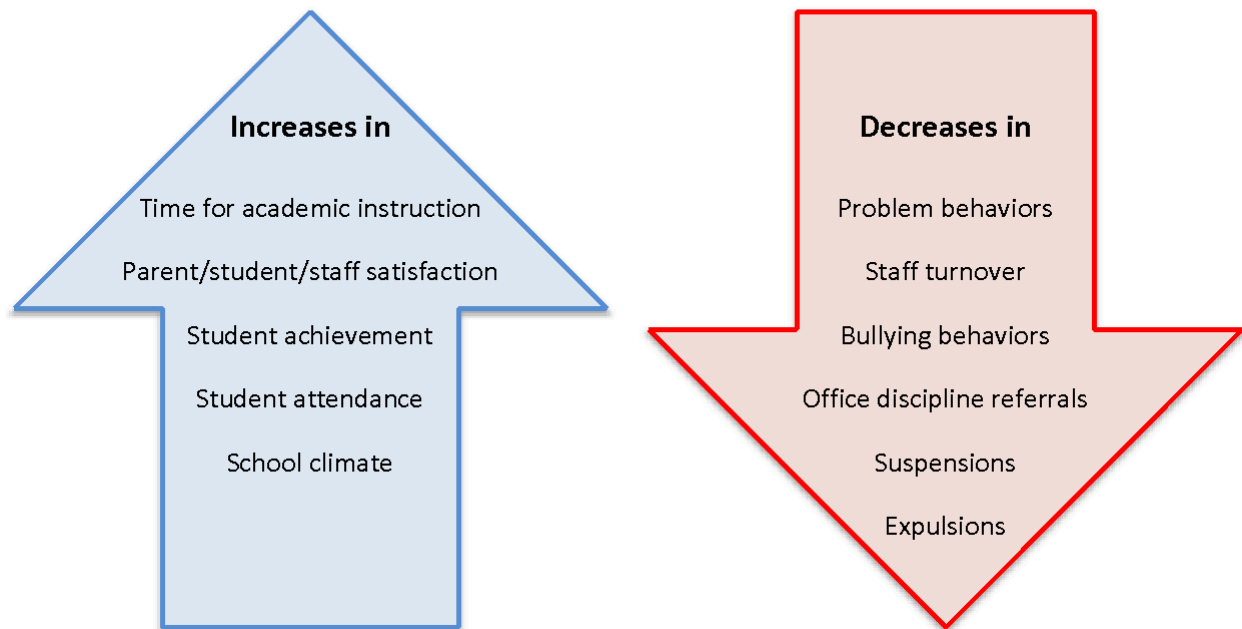
Within the multi-tiered framework of RTI²-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

Tier I: Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings throughout the school, positively acknowledging students and staff who follow these expectations, having a formal system for responding to inappropriate behavior, and maintaining a school-wide system where all stakeholders' opinions are valued.

Tier II: Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

Tier III: Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Examples of Tier III supports include individualized counseling and function-based interventions.

Benefits of RTI²-B (Horner et al., 2014)



Tier I Documents

Dream Climate

We discussed our vision for our dream school climate. This is an ongoing school-wide discussion, but referring back to our dream climate helps us shape our implementation goals.

Notes about our Dream School Climate	
Guiding Questions	Ideas
• If you could create the school climate of your dreams, what would it look like and sound like to be in your building? • What are your intended outcomes for your school? • How will this align with your School Improvement Plan and your Mission?	• All students feel safe to learn and grow as young adults • Students have resources to address emotional distress. • The Owl Way- students are respectful • Supports are funded/outlined in School Improvement Plan to support students

(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)

Purpose Statement

We developed a brief statement purpose for our team to guide our work. We considered who we are serving, how we are adding value to our school, and exactly what we will be doing as we implement RTI²-B.

The purpose of our RTI²-B team is to:
As a team, we are committed to supporting all children in their education. We will support students with the needed resources to help them maximize their academic journey. We will also give students second chances through our Choice Academy.

RTI²-B School Team**Tier I Team Roles & Responsibilities**

	Before Meeting	During Meeting	After Meeting
Team Lead	- Schedules meetings - Sets meeting agenda - Sends meeting reminders	- Facilitates discussion - Follows meetings norms and provides input	- Follows up on assigned tasks - Completes assigned tasks
Recorder	- Creates meeting minutes - Sends agenda before meeting	- Records meeting minutes - Reviews action items with team - Respectfully participates in meetings	- Shares minutes with team - Completes assigned tasks
Data Analyst	- Prepares data and graphs - Review Agenda	- Leads discussion on data - Respectfully participates in meetings	- Completes assigned tasks
Communicator	- Collects input from staff to share at the meeting - Review Agenda	- Represents staff voice - Considers what training staff will need - Respectfully participates in meetings	- Shares updates with all staff - Completes assigned tasks
Time Keeper	- Reviews agenda	- Keeps team on topic - Monitors time needed to discuss agenda - Ensures meetings start and end on time - Respectfully participates in meetings	- Completes assigned tasks

Tier I Team Meeting Foundations Form

Our RTI²-B Tier I Team reflected on the professional behaviors that characterize efficient and effective meetings during their training. The working agreements are listed below in an effort to support the team's productivity.

Tier I Team Meeting Foundations Form

Team Norms	Decision Making Procedures
In every chair is a learner ☐ Speak to be understood; listen to understand ☐ Return to being present; work to stay engaged ☐ Expect and embrace experiences of non-closure ☐ Maintain a safe space for meaningful conversations ☐ Take care of yourself; take care of each other ☐ Enjoy the work	• Data shared by stakeholders • Collaborative team discussions around data/observations/conversations • Whole team recommendations to Core team • Core team discussions and final decisions made

Team Roles & Responsibilities					
	Team Lead	Recorder	Data Analyst	Communicator	Time Keeper
Primary	Brittany Hamilton	Katie Cramer	Jeff McKinney and Jay Williams (Deans); Keylon and Hutson; Mark Lentych	Ericka Keylon; Brie Hutson; Jeff McKinney and Jay Williams	Lucas Herschberger
Back Up	Ericka Keylon Brie Hutson	Brie Hutson	Desiree Smith	Hamilton	Truett
Responsibilities	Meeting Agenda	Meeting Notes	Data Reports	Shares updates to staff	Keeps team on track

Team Meeting Schedule			
When	Where	Start/End Time	Agenda & Meeting Minute Location
Last Monday of each Month	Cafe	7:15-7:45 2:30-3:30 (if needed)	Meeting Minutes

Data Tool	Data Collection & Data Entry Schedule <i>Who & When</i>	Report Generation <i>What, Who & When</i>
Tiered Fidelity Inventory (TFI)	TBD	
Universal Behavior Screener (SRSS-IE)	Ericka Keylon and Brie Hutson	
Office Discipline Referrals (ODRs)	Jeff McKinney and Jay Williams (Weekly)	Cognos
Staff Feedback (PIRS)	Ericka Keylon and Brie Hutson	
Annual Report	Hamilton	

Tier I Team Meeting Agenda

Our RTI²-B Tier I Team selected an agenda to use at every team meeting. This will help us have efficient and effective meetings.

Tier I Team Meeting Minutes

 RTI2B School Team Meeting Agenda Template

Behavioral Expectations

Behavioral Expectations and Behavioral Expectations Matrix

Our school's agreed upon behavioral expectations are operationally defined with examples of what the expected behavior looks like in each location. This will improve clarity and consistency of what is expected throughout the school.

Ooltewah High School
The Owl Way Expectations

At Ooltewah High School, we follow The Owl Way.

R: We are Respectful

R: We are Responsible

R: We are Ready

Behavioral Expectations and Matrix:

Expectations:	List Expectations:
Respectful:	-Treat students and staff members with respect - Use school appropriate language at all times - Follow classroom rules and procedures
Responsible:	-Take ownership of your work and your behavior -Be in dress code at all times -Keep track of your academics
Ready:	-Arrive to school and each class on time. -Have all materials for the day -Follow class routines

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<i>Expectations</i>	<i>Locations</i>							
	School Wide	Hallway	Classroom	Cafeteria	Bathroom	Parking Lot	Bus	After School Activities
Respectful	-Treat students and staff members with respect -Use school appropriate language at all times	-Be courteous to others -Use your inside voice -Use appropriate language	-Follow classroom rules, procedures, and routines	-Conversational volume -Wait patiently in line -Leave all food and drink in cafeteria	-Keep hands, feet, and objects to yourself -Use all equipment properly	-Park in your designated spot. -Go to your designated area swiftly	-Follow all bus rules -Be polite	-Respect the game and all players
Responsible	-Take ownership of your work and behavior -Be in dress code at all times -Keep track of your academics	-Walk directly to restroom and classroom without wasting time	-Be prepared -Complete all assignments on time -Advocate for yourself	-Clean up after yourself	-Use restroom between class change -Report any problems to a teacher	-Follow driving rules	-Follow all bus rules	-Take pride in your school
Ready	-Arrive to school and each class on time -Have all materials for the day -Follow class routines	-Have all materials and supplies available -Be aware of your time	-Begin your work. -Bring all materials to class	-Be aware of your time -Focus on yourself	-Return to class promptly	-Make sure you have your materials before leaving your car -Be aware of your time	-Make sure you have materials before getting on/off the bus -Focus on yourself	-Stay in the designated area

Teaching Expectations to Students, Staff, Family and Community

Lesson Plans

Behavioral Expectations Lesson Plan	
Objective:	Students will be able to articulate and demonstrate the expectations for each location in The Owl Way.
Expectation for Teaching:	Teachers will utilize the slideshow for The Owl Way in Activity period for the first week of school. Use the following to teach the expectations to students: Student/Parent Copy of Owl Way Owl Way Jeopardy

Calendar

The RTI²-B School Team added the RTI²-B Calendar Components to our school calendar in an effort to organize our implementation efforts.

OHS RTI2B Team Calendar

Teaching the Plan

Our RTI²-B Team worked through the logistics of teaching the plan to all students, staff, family and community in our school, and the details are listed in the charts below.

Teaching the Plan to Students
Student/Parent Copy of Owl Way Owl Way Jeopardy

Teaching the Plan to Staff
Owl Way

Teaching the Plan to Family and Community
Owl Way Brochure (1).pdf

Planning for Stakeholder Input

Our RTI²-B team discussed possible ways to involve our school community (students, staff, family/community) in developing the RTI²-B framework at our school. We hope to receive their input and continued feedback.

[Owl Way Brochure \(1\).pdf](#)

OWL WAY NOMINATIONS

As part of our school-wide behavior plan, OHS has developed a nomination system to encourage and support positive and productive school behaviors.



Incentives include:

- Positive call home
- Classroom recognition
- Owl Way certificate
- Snack rewards
- OHS Swag
- Sporting event passes
- Recognition post on school social media
- Invite only events

THE OWL WAY

Respectful

Responsible

Ready

Ooltewah High School
6123 Mountain View Rd.
Ooltewah, TN 37363
423-498-6920



SCHOOL WIDE
BEHAVIOR
PLAN
2023-2024

RESPECTFUL

The Owl Way

RESPONSIBLE

READY

Respectful	Responsible	Ready
School Wide • TREAT STUDENTS AND STAFF MEMBERS WITH RESPECT • USE SCHOOL APPROPRIATE LANGUAGE AT ALL TIMES		School Wide • ARRIVE TO SCHOOL AND EACH CLASS ON TIME • HAVE ALL MATERIALS FOR THE DAY • FOLLOW CLASS ROUTINES
Hallway • BE COURTEOUS TO OTHERS • USE YOUR INSIDE VOICE • USE APPROPRIATE LANGUAGE	School Wide • TAKE OWNERSHIP OF YOUR WORK AND BEHAVIOR • BE IN DRESS CODE AT ALL TIMES • KEEP TRACK OF YOUR ACADEMICS	Hallway • HAVE ALL MATERIALS AND SUPPLIES AVAILABLE • BE AWARE OF YOUR TIME
Classroom • FOLLOW CLASSROOM RULES, PROCEDURES, AND ROUTINES	Hallway • WALK DIRECTLY TO RESTROOM AND CLASSROOM WITHOUT WASTING TIME	Classroom • BEGIN YOUR WORK • BRING ALL MATERIALS TO CLASS
Cafeteria • CONVERSATIONAL VOLUME • WAIT PATIENTLY IN LINE • LEAVE ALL FOOD AND DRINK IN CAFETERIA	Classroom • BE PREPARED • COMPLETE ALL ASSIGNMENTS ON TIME • ADVOCATE FOR YOURSELF	Cafeteria • BE AWARE OF YOUR TIME • FOCUS ON YOURSELF
Bathroom • KEEP HANDS, FEET, AND OBJECTS TO YOURSELF • USE ALL EQUIPMENT PROPERLY	Cafeteria • CLEAN UP AFTER YOURSELF	Bathroom • RETURN TO CLASS PROMPTLY
	Bathroom • USE RESTROOM BETWEEN CLASS CHANGE • REPORT ANY PROBLEMS TO A TEACHER	OHS

Acknowledgement System

Acknowledgement System Matrix

Our RTI²-B team discussed possible ways to acknowledge students, staff, and family/community throughout the school year in an effort to acknowledge expected behaviors and show appreciation of their continued support.



[Owl Way Student Recognition Form](#)

[For Teacher Recognition](#)



Problem Behavior Definitions and Discipline Procedures**Problem Behavior Definitions and Office-Managed vs. Staff-Managed Chart**

Our school categorizes problem behaviors as office-managed and staff-managed. We used our school's discipline handbook and the behavior definitions to determine which problem behaviors will be office-managed and which will be staff-managed in our discipline process. We also agreed on the definitions, examples, and non-examples listed below.

Staff- Managed Problem Behavior			
Violation	Definition	Examples	Non-Examples
Inappropriate Language	Delivery of a verbal message that includes use of words in an inappropriate way.	Making inappropriate jokes/comments, swearing, use of vulgar words	Threats, intimidation, bullying, derogatory statements
Tardiness	Entering the classroom (or designated area) <i>after</i> the accepted entry period.	Entering the classroom XX minutes after the bell, out of assigned seat or in the hallway when the final bell rings.	Excused tardies, student entered late with a pass
Disrupting the Learning Environment- Active Off Task	Engaging in any behavior that deviates from teacher directions, that may be disruptive to others.	Getting out of seat, making noises, talking to peers, using electronic device (disruptive)	Head down, staring out window/ daydreaming, sleeping, using electronic device (non-disruptive), irrelevant reading or drawing
Passive Off Task	Engaging in any behavior that deviates from teacher directions, but is not disruptive to others.	Head down, not looking at overhead or teacher, staring out window/ daydreaming, sleeping, not contributing to assigned task, not following along, using electronic device (non-disruptive), irrelevant reading or drawing	Getting out of seat, making noises, talking to peers, using electronic device (disruptive)
Technology Violation	Misbehaviors that, while not requiring immediate administrative involvement, do require documentation because administrative support and additional consequences are needed.	Use of cell phones, headphones, earbuds, smart watches, or any other technology that does not adhere to school policy.	Use of school approved technology when being used by a teacher.
Minor Insubordination or Defiance	Failure to respond to an instruction within XX seconds of the instruction being given.	Saying "no", arguing with instructions, looking away/ignoring directions, continuing with previous activity	Failure to respond to a direction due to lack of understanding, failure to complete request due to skill deficit

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Disrespect	Brief or low-intensity verbal or physical refusal to follow directions	Talking back; rudeness to adults	Asking to see a support professional, using BIP
Property Misuse	Participating in use of property in a way for which it was not designed and that does not cause harm or injury	Kicking, hitting, pushing, or moving furniture, slamming door, breaking pencils/crayons, etc., damage to a textbook	Hitting an item into another object with force, breaking classroom items, throwing large/hard objects or furniture (such as desks, chairs, or computers)
Cheating	Use of dishonest methods to gain an academic advantage.	Sharing exam content with others, letting someone copy your answers on school-work, copying someone else's answers on school-work, using prohibited resources to complete work, misrepresentation of work as your own (plagiarism).	Using approved notes, working together on a group test, asking teacher a for help or to answer a question about a test item/homework
Unprepared for Class	Not having materials needed for learning in class.	Not bringing chromebook, textbook, writing utensils to class.	
**If a student has an IEP or FBA/BIP adhere to those plans first.			

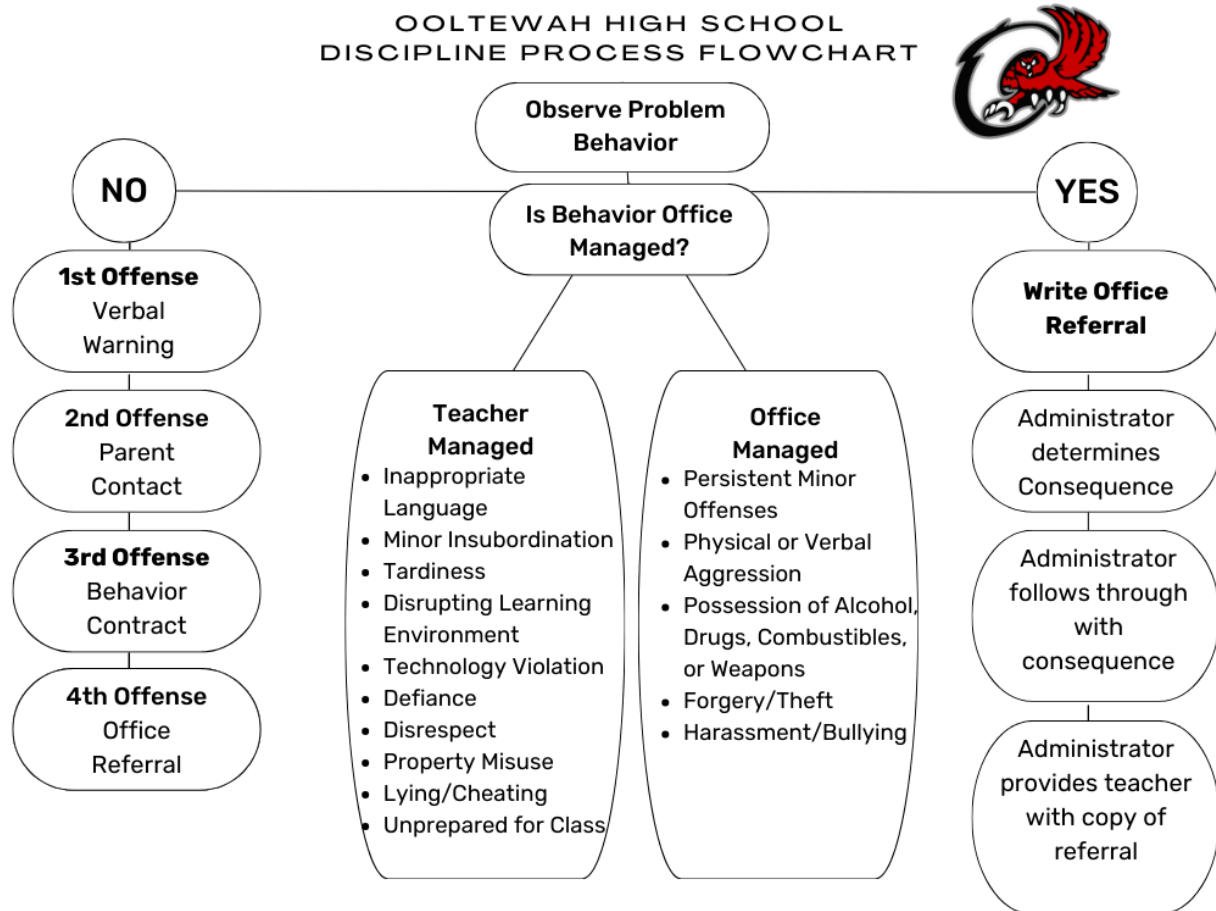
Office-Managed Problem Behavior			
Violation	Definition	Examples	Non-Examples
Persistent Minor Offenses	Student engages in repeated minor (teacher managed) behavior.	Any minor behavior that is repeated after successful attempts at contacting parents and using other classroom interventions.	
Physical Aggression	Successful and/or unsuccessful attempts of any physical act directed toward others that has the potential to cause harm.	Hitting, kicking, pushing, pinching, punching, biting, scratching, pulling hair, head-butting, hitting with an object, throwing an object at someone	Banging fists on desk, stomping feet, glaring, clenching teeth, making fists with hands
Use or Possession of Alcohol, Drugs, Combustible, or Weapons	Student is in possession of or is using alcohol, drugs, combustibles, or weapons.	Student is in possession of or is using alcohol, tobacco, illegal/prescription drugs/substances or imitations, knives/guns	Student is taking medicine in the clinic under the supervision of the nurses.

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		or other objects readily capable of causing bodily harm, or combustible substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	
Theft	Taking or being in possession of something that does not belong to him/her without permission from the owner.	Taking an object from a teacher or peers desk/hand/backpack without permission.	Trading and borrowing (where explicit permission has been given by the owner of the item), picking up object off of floor
Harassment	Using words, gestures, threats, or any other conduct that is severe, pervasive, or persistent that creates a hostile environment that interferes with or limits a student's ability to participate in or benefit from services, activities, or opportunities offered by the school.	Using any words, gestures, threats, or any other conduct that creates a hostile environment. Includes sexual, racial, ethnic, and religious harassment.	
Bullying	Unwanted, aggressive, repeated behavior that involves a power imbalance and places a student in reasonable fear and causes a hostile educational environment.		
Property Destruction	Participating in an activity that results or could result in destruction or disfigurement of property.	Hitting an item into another object with force, breaking classroom items, throwing large/hard objects or furniture (such as desks, chairs, or computers)	Kicking, hitting, pushing, or moving furniture, slamming door, breaking pencils/crayons, etc., damage to a textbook
Leaving without Permission	Leaving or attempting to leave the classroom (or designated area) without obtaining permission and/or during times other than appropriate transitions away from the classroom.	Leaving room without permission, running away from school staff, leaving school building, wandering hallway during class time	Going to bathroom in emergency, in hallway with a pass, leaving assigned area with instructions to do so
**If a student has an IEP or FBA/BIP adhere to those plans first.			

Discipline Process Flowchart

Together as a team, we updated our Discipline Process Flowchart and it is provided below. This will help improve consistency on the steps to take when problem behaviors occur.



Office Discipline Referral (ODR) Form

ODR Forms are an important way to collect data on problem behaviors occurring in our school. Together as a team, we checked to see if the essential elements are included in our school's ODR form, and our updated form is located below.

Electronic Office Discipline Referral

Office Discipline Referral Form		
Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: K 1 2 3 4 5 6 7 8 9 10 11 12 Referring Staff: _____ Others Involved in Incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown ☐ Other: _____		Location • Playground • Cafeteria • Hallway • Classroom • Library • Bathroom • Arrival/Dismissal • Other: _____
Activity the student was engaged in when the event took place: ☐ Whole group instruction ☐ Small group instruction ☐ Individual Work ☐ Alone ☐ Working with peers ☐ One-on-one instruction ☐ Interacting with peers ☐ Other: _____		
Staff-Managed Problem Behavior • Inappropriate Language • Physical Contact • Defiance • Disruption • Dress Code • Property Misuse • Tardy • Electronic Violation • Other: _____	Office-Managed Problem Behavior • Abusive Language • Fighting/Physical Aggression • Defiance/Disrespect • Harassment/Bullying • Dress Code • Inappropriate Display Aff. • Electronic Violation • Lying/Cheating • Skipping Class • Other: _____	Possible Motivation • Obtain peer attention • Obtain adult attention • Obtain items/activities • Avoid Peer(s) • Avoid Adult • Avoid task or activity • Don't know • Nurse • School Counselor • Other: _____
Administrative Decision • Loss of privilege • Time in office • Conference with student • Parent Contact • Individualized instruction		Other Comments • In-school suspension (_____ hours/days) • Out of school suspension (_____ hours/days) • Other: _____
Parent Signature: _____ Date: _____		

Data-Based Decision Making**Data Collection Plan**

This chart is a document the team used to organize Tier I school data. Data will be collected in various ways throughout the year, and the team will look at this data to make decisions. Your school may add additional school-wide data to this chart (e.g., course performance data, attendance data, counseling or nurse referrals, or classroom-managed problem behavior data) for the team to review.

Data	Evaluation Tool	Collection Schedule
Office Discipline Referrals (ODR) Data	Our school uses: Powerschool	Recommendation: Summarize discipline data monthly Suggested plan: We will look at ODR at our monthly meetings.
Universal Behavior Screener	Student Risk Screening Scale for Internalizing and Externalizing Behavior (SRSS-IE)	Recommendation: Three times per year (fall, winter, and spring) Suggested plan: Teachers will complete the screener in September, December, and April.
Fidelity Data	Tiered Fidelity Inventory (TFI)	Recommendation: Two times per year (fall and spring) Suggested plan: The RTI ² -B team will complete the TFI with an RTI ² -B District Coach at our meetings in October and May.
Social Validity	Primary Intervention Rating Scale (PIRS)	Recommendation: Once per year in the spring Suggested plan: All staff will complete the electronic survey emailed to them in February.
Annual Evaluation	Annual School Report	Required: Annually at the end of the school year for implementing schools Suggested plan: The RTI ² -B Team will complete the Annual Report at the end of the year and submit by June 15th.

Useful Tier I Resources

Strategies to Discourage Problem Behavior

The chart below gives examples of helpful classroom strategies. Discuss which are best for the scenarios discussed at training as well as scenarios from your building.

Strategy	Explanation	Example
Re-direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A redirect includes a specific statement of the school-wide, non-classroom or classroom rule/procedure. A re-direct emphasizes the “what” of the behavior instead of the “why.”	“Jason, please begin your writing assignment.” (Later) “Nice job being responsible, Jason, you have begun your assignment.”
Re-teach	Re-teaching builds on the redirect above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the students the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, then specific positive feedback should follow.	“Jason, you need to be responsible by being on-task. That means your desk is clear of everything except your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible, Jason; it looks like you are ready to work. Let me know if you need help.”
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives: the preferred or desired behavior and a less-preferred choice. When options are paired this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, praise.	“McKenzie, you are asked to get on-task and begin your work or you can finish the activity later today during our special activity. I will watch to see if you would rather begin now.” OR “Lynn, you can get organized and work here at your seat, or you can work in the quiet area. Which would you prefer?”
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, and a plan is made to ensure the behavior is used in the future. This is to be done when students are calm, not while students are escalated.	“B.J., several times today I have reminded you about being on-task. When you are given an assignment, you need to . . . When you do that, you can finish faster and move on to things you enjoy. Tell me what you will do when given an assignment. Let’s practice . . . How can I help you do that if you get stuck?” (then) “Can I get a commitment from you to do that?”
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.	When Alan is off-task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief specific positive feedback will help maintain the desired behavior. “Thanks,

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		Alan, for showing respect with your attention.”
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student(s) what is expected. These non-verbal techniques include such things as eye contact, hand gestures, picture cues, etc. Such simple cues suggest that the teacher is aware of the student’s behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.	When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention. The group of students is getting restless. The teacher uses her hand to signal to regain their attention, then praises the group and reminds them of the expectations for independent work time.
Ignore/ Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, then attention and praise are provided.	James is off-task during independent work time. The teacher briefly ignores James and specifically praises a student nearby who is on-task, “LeBron, thank you for working on the correct assignment!” When James begins to get back on-task, then the teacher immediately praises him, “Thanks, James for being on-task. You’ll be sure to get your work done.”

Activities for Gathering Staff Input

The chart below lists suggestions on how to gather staff input on components of your Tier I plan. Select one or two activity ideas from each category (Foundations, Behavioral Expectations, and Problem Behavior Definitions) to complete with your staff. These can be done at faculty meetings, grade level-meetings, department meetings, or PLCs. We recommend gathering input prior to Day 2 of training.

Suggested Activities		References
F o u n d a t i o n s	1. Complete “Dream Climate Activity” with staff	Implementation Manual
	2. Show foundational videos:	“Atlanta Speech School” https://www.youtube.com/watch?v=VxyxywShewI “RTI²-B Overview” http://tennesseebps.org/videos/
	3. Share your team’s purpose statement	Implementation Manual
	4. Review the TFI Report: - discuss strengths and areas for growth - discuss using TFI as a foundation for building the plan	Refer to “TFI Tier I Score Report”

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	5. Distribute staff survey	Example Binder Section 7. Faculty Involvement
B e h a v i o r a l E x p e c t a t i o n s	1. All staff place a sticker on a school map indicating where they think the most problem behaviors occur ▪ As a staff determine expectations for those locations and develop the matrix for those areas	Implementation Manual
	2. Everyone reviews the draft of the behavioral expectations matrix and provides suggestions on what to change or add	Implementation Manual
	3. Review expectations vs. rules when explaining the expectations matrix and ask for feedback	Day 1 Presentation Implementation Manual
	4. Send lesson plans to each grade level/department chair to review with team to provide feedback or develop additional lesson plan ideas	Implementation Manual

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Suggested Activities		References
P r o b l e m B e h a v i o r D e f i n i t i o n s	1. With staff sort problem behaviors into Office-Managed vs. Staff Managed	Implementation Manual
	2. Discuss problem behaviors sorted as both Office-Managed vs. Staff-Managed (Major vs. Minor) and clarify definitions for those behaviors	Implementation Manual
	3. Provide staff with the top three problem behaviors using ODR data ▪ have staff come up with a definition of those problem behaviors ▪ come to a group consensus on what the school-wide definition, examples, and non-examples will be for those problem behaviors	School Office Discipline Referral Data (ODR)
	4. Show staff the Cost/Benefit Worksheet and how time could be regained for students, teachers, and administrators	Day 1 Presentation http://www.pbismaryland.org/

Training Your Staff for Implementation

Use this chart to organize the aspects of your Tier I plan that will need to be shared with staff.

Behavioral Expectations and Teaching Expectations • Provide expectations to faculty and staff and provide rationale for why expectations will be similar throughout the school. • Explain the difference between a School-wide Expectation and the behaviors listed in the expectation Matrix. • Ask faculty and staff to review the expectations and see if there are any missing. • Have each table review the matrix and present to other faculty what the expectations look like in each school setting.	Problem Behavior Definitions and Discipline Procedures • Review Problem Behavior Definitions. • To obtain staff buy-in allow faculty and staff to review definitions and sort (whole or small group) into office vs. staff managed • Review Discipline Flowchart • Use Discouraging Inappropriate Behavior Activity to review responses to problem behavior • Review Office Discipline Referral • Create scenarios and have staff practice writing referrals for each scenario. • Review Minor Tracking Procedures • Create scenarios for staff to determine whether each behavior is office or staff managed.
Feedback and Acknowledgement • Review Feedback procedures with staff • Discuss the use of acknowledgement at an adult level • Use faculty acknowledgement system during presentation. • Have grade levels or small groups brainstorm acceptable incentives for students (non-tangible or tangible). • Have faculty and staff brainstorm school-wide incentives.	Faculty Involvement • Review expectations for faculty involvement. • Provide all materials to faculty at training • Implementation Manual • Tickets (if applicable) • Problem Behavior definitions • School-wide Expectation Posters • Implementation Calendar • Allow faculty to provide feedback on Tier I plan • Surveys, anonymous comments, grade level chairs

Tier I Implementation Checklist

Use this checklist to determine what your team needs to complete prior to implementing Tier I.

Tier I Implementation Checklist
Finalize Tier I Implementation Manual - Tier I Team Meeting Foundations Form - Tier I Team Meeting Agenda - Behavioral Expectations Matrix - Lesson Plans - Calendar for Implementation (e.g., staff training, student roll-out, team meetings) - Teaching the Plan to Students, Staff, and Family/Community - Planning for Stakeholder Input - Acknowledgement System Matrix - Problem Behavior Definitions for Office-Managed vs. Staff-Managed Chart - Discipline Process Flowchart - Office Discipline Referral Form - Data Collection Plan Finalize Materials to Share with Students, Staff, and Family/Community - Behavioral expectations posters for all classrooms and all settings - Tickets or other acknowledgement systems - Ticket/Acknowledgement System Tip Sheet - Reinforcer ideas list - Staff presentation and roll-out plan (including Food Service, Custodial Staff, Transportation, and others as applicable) - Implementation manual for all staff members - Student kick off assembly and roll-out plan - System to teach students the behavioral expectations lesson plans in all settings - Presentation for families - Letter to families Meet as a team to finalize all materials and set-up plan for student and staff roll-out Gather staff input on Tier I plan (ongoing) Send all finalized materials to TBSP at tennesseebsp@vanderbilt.edu, your county's educational consultant, OR upload documents to tennesseebsp.org