







## Bridges: A Tier 2 Framework Training Supplement

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### Filling the Tray: Features of Behavior Support

#### ACKNOWLEDGMENTS

Acknowledgment systems provide specific feedback on the display of core values. Tools and strategies help staff maintain a daily 3:1 ratio of acknowledgments to corrections with students.

#### CORRECTIONS

Correction systems address behaviors that violate core values. Strategies focus on reteaching replacement behaviors and provide ways to restore and reintegrate students back to the school community.

#### SYSTEM SUPPORT

Procedures are in place to support both initial implementation and long-term maintenance. These procedures include team-based planning/revision, data-based decisions, communication, training, and documentation.

#### SKILL-BUILDING

Social, emotional, and behavioral skills necessary for student success are identified and established as core values. Planned, direct instruction is provided to ensure mastery and generalization of skills. All other system components connect back to these core values and skills.

#### DATA INFORMED

Procedures are in place to collect, analyze and review data to ensure school culture and safety goals are met. Universal screening, progress monitoring, and fidelity assessments guide decisions to meet school-wide, classroom, and individual needs.

#### CONNECTIONS

Intentional activities develop positive relationships in the school environment. Connection strategies ensure students engage in positive interactions with staff on a daily basis.



## Taking an Instructional Approach

Best Practices for Instruction	Response to Mastery	Response to Non-Mastery



## ACTIVITY: Readiness for Bridges Implementation

The success of Tier 2 systems is increased by the strength of the Tier 1 foundation. If Tier 1 systems are weak, then there will be a greater need for supports at Tiers 2 and 3 and an increased burden on resources. The checklist below can help campuses identify areas of Tier 1 that may require additional concentration and improvement.

Feature	Present	Partial	Absent	Notes
Specific practices are implemented by all staff to develop positive connections between and among staff, students, and families.				
Clear School-Wide Expectations (SWE) or core values are established and utilized campus wide (recommended: safe, respectful, responsible).				
SWE or core values are specifically defined and posted in common areas and classrooms as visual cues.				
SWE or core values are explicitly taught to all students on an annual basis and reviewed after school breaks.				
All students are provided with instruction to develop age-appropriate social, emotional and behavioral skills on at least a weekly basis.				
An acknowledgement system for display of SWE or core values is established and utilized by all staff.				
Staff respond to challenging behavior with consistency in language and action.				
Responses to challenging behavior are primarily instructional and focus on teaching expectations and repairing harm.				
A campus team exists and meets regularly to review the effectiveness of Tier 1 behavior systems.				
A campus team(s) meets regularly to review individual student needs for intervention.				
The components of the Tier 1 system listed above are being implemented campus wide with at least 80% fidelity.				
<b>Totals</b>				

<b>9-11 Present</b>	Tier 1 foundation is solid, Tier 2 implementation should begin.
<b>6-8 Present</b>	Efforts to improve the Tier 1 foundation should take place simultaneous with Tier 2 implementation.
<b>0-5 Present</b>	Tier 2 implementation may be hindered by the weakness of Tier 1 systems. Consider addressing features of Tier 1 before proceeding with Tier 2.



## The Bridges Framework

Tier 2 behavior supports, and interventions should be provided to students identified with risk factors and in need of additional instruction in behavior skills and strategies. The Bridges framework includes a specific set of research-based interventions and is summarized in the table below:

Tier 2 Student Support Process	
Identify	Utilize a multi-gated process to identify students for behavior intervention support. This process should include universal screening, school records, and feedback from teachers and families.
	A MTSS/SST team should meet to brainstorm the student’s needs and review the efforts and results of Tier 1 supports. This team may determine it is appropriate to move a student to Tier 2 behavior interventions or recommend implementation of other strategies at Tier 1.
Intervention	<p><b>Check-in/Check-out:</b> Provide daily support to the student by reviewing their goal(s) and providing opportunities to practice skills and strategies during Check-in. During Check-out, guide self-reflection on the student’s use of strategies and attainment of goals.</p>
	<p><b>Skills Instruction:</b> Provide weekly small group instruction on skills related to safe, respectful and responsible behaviors. This instruction should be in addition to instruction provided at Tier 1 and may take place several times a week if appropriate.</p>
	<p><b>Feedback Loop:</b> In scheduled increments throughout the day (at least 4 times), provide explicit feedback to the student regarding their demonstration of safe, respectful and responsible behaviors.</p>
Review	Collect progress monitoring behavior data on a daily basis. Enter the data in the Emergent Tree Progress Monitoring tool to support organization and visual analysis.
	Monitor the fidelity of all interventions to ensure they are provided with consistency and quality. Make adjustments as necessary to address barriers or implementation concerns.
	Review & analyze data and collaborate among stakeholders (school staff, student & family) every 6-8 weeks. Share progress, engage in celebrations, and plan for the next steps of support (continuing, adjusting, intensifying, or reducing interventions).



Student Name: Olivia Rodriguez

Date: September 21

## EXAMPLE: Daily Behavior Report Card

School-Wide Expectation	5	4	3	2	1
<b>Safe</b>	<ul style="list-style-type: none"> <li>Stays in assigned area</li> <li>Keeps hands, feet and objects to self</li> <li>Walks with a purpose</li> </ul>		<ul style="list-style-type: none"> <li>In classroom but out of assigned area</li> <li>Pushing or horseplay</li> <li>Loitering or running</li> </ul>		<ul style="list-style-type: none"> <li>Leaves the classroom or building without permission or skips class</li> <li>Physical aggression or confrontation</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Uses appropriate tone, volume and language</li> <li>Listens to others and talks in turn</li> </ul>		<ul style="list-style-type: none"> <li>Makes negative comments, raises voice or yells</li> <li>Makes disruptive noises, talks out of turn</li> </ul>		<ul style="list-style-type: none"> <li>Uses profanity, makes threats or bullying behaviors</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Brings necessary materials and personal items</li> <li>Participates in classroom activities and assignments</li> </ul>		<ul style="list-style-type: none"> <li>Does not bring or misuses materials or other personal items</li> <li>Refuses to do work or is off task</li> </ul>		<ul style="list-style-type: none"> <li>Vandalism, theft</li> <li>Plagiarism, cheating</li> </ul>

	Morning Mtg	Reading Groups	Science	Specials	Math	Writing	Social Studies
<b>Safe</b>	<i>5</i>	<i>4</i>	<i>4</i>	<i>5</i>	<i>5</i>	<i>4</i>	<i>4</i>
<b>Respectful</b>	<i>4</i>	<i>4</i>	<i>3</i>	<i>4</i>	<i>4</i>	<i>2</i>	<i>2</i>
<b>Responsible</b>	<i>5</i>	<i>3</i>	<i>3</i>	<i>4</i>	<i>3</i>	<i>3</i>	<i>4</i>
<b>Feedback Loop</b>	<i>GM</i>	<i>TR</i>	<i>JEH</i>	<i>MC</i>	<i>BL</i>	<i>RMD</i>	<i>SBM</i>

My Daily Goal (Check-In)	Things I did Well (Check-out)	Things I can Work on (Check-out)
<i>Get all my work finished during Math.</i>	<i>I contributed during morning meeting and waited my turn to talk.</i>	<i>I get frustrated when I finish an assignment and my teacher tells me I didn't do it correctly.</i>

Adapted from Riley-Tillman, Chafouleas, & Briesch (2007), Vannest, Burke & Adiguzel (2006), Vannest, Soares, Adiguzel, e-DBRC (2006), Crone, Horner, & Hawken, (2004).

## Bridges Components

<b>Component</b>	<b>What Practice</b>	<b>How Process</b>	<b>Why Purpose</b>
<i><b>Connections</b></i>			
<i><b>Skill-Building</b></i>			
<i><b>Acknowledge &amp; Correct (Feedback)</b></i>			
<i><b>Data-Informed</b></i>			
<i><b>Systems Support</b></i>			

## ACTIVITY: Universal Behavior Screener Data Analysis

Example	What do you notice?	What do you wonder?	What would you suggest?
1			
2			
3			
4			

## Check-In Fidelity Checklist

Y/N	Intervention Components
<b>Connect and Assess</b>	
	Mentor meets with student at the start of the school day.
	Mentor provides a positive greeting to welcome the student.
	Mentor uses connection questions to assess the student’s mood and check that their basic needs have been met.
<b>Goal Setting</b>	
	Mentor provides a review of long term (annual) goals or school expectations. <i>*If the student utilizes a paper copy of the Daily Behavior Report Card (DBRC), mentor provides it to the student at this time.</i>
	Student and mentor set a short-term goal for the day (i.e.: remember to use a quiet tone of voice during reading time, etc.) and may include a plan for reinforcement if goal is met.
<b>Skill Practice</b>	
	Mentor prompts the student to describe the skills or strategies they will use to meet the goal.
	Mentor models, role-plays or practices the skills/strategies with the student.
	Mentor ensures student has the necessary supplies or materials they need for the day and provides a positive launch as they leave for class.

*\*Mentor records daily attendance and follows up to share any necessary communication with other stakeholders.*

Items present	Total items possible	Fidelity (%)
<i>*Interventions should be delivered with at least 80% fidelity for maximum effectiveness.</i>		

<b>Observer Feedback</b>



## Check-Out Fidelity Checklist

Y/N	Intervention Components
<b>Connect and Assess</b>	
	Mentor meets with student at the completion of the school day.
	Mentor provides a positive greeting to the student.
	Mentor uses connection questions to assess the student’s mood.
<b>Reflection</b>	
	Mentor asks student to reflect upon successful application of skills/strategies that day. Mentor responds with feedback and specific acknowledgment. <i>*Use the Daily Behavior Report Card (DBRC) tool to review.</i>
	Mentor asks student to reflect upon challenges from the day. Mentor asks guiding questions to help the student identify their actions and choices. <i>*Use the Daily Behavior Report Card (DBRC) tool to review.</i>
	Mentor and student identify actions or revisit skills/strategies the student will try tomorrow.
<b>Goal Review</b>	
	Mentor and student revisit and assess goal set during the morning Check-In. <i>*If goal was achieved reinforcement may be delivered at this time.</i>
	Mentor ensures student has needed supplies, or items for home and provides a positive launch for the day.

*\*Mentor records data, preps for the next day’s Check-in, and communicates with stakeholders as appropriate.*

Items present	Total items possible	Fidelity (%)
<i>*Interventions should be delivered with at least 80% fidelity for maximum effectiveness.</i>		

Observer Feedback



## Bridges Skill Instruction Fidelity Checklist

Y/N	Intervention Components
<b>Preparing for Instruction</b>	
	Instruction occurs weekly.
	Established classroom procedures are posted or otherwise evident.
	Instructor uses a prepared lesson plan or curriculum materials.
	Materials are ready and prepared in advance.
<b>Beginning Instruction</b>	
	Instructor greets students in a positive manner at the start of the instructional period.
	Instructor posts and/or states the lesson objective.
	Students begin a warm-up or starter activity within one minute of the start of instruction.
<b>During Instruction</b>	
	Direct instruction includes the use of visuals and examples.
	Instructor solicits student feedback and ideas throughout the lesson.
	Students are provided time and activities for individual or group practice of skills.
	Students remain engaged in the lesson throughout the instructional period.
	Connections are drawn between new skills and previous knowledge in order to generalize skills.
	Instructor checks for student understanding throughout the lesson.
<b>Concluding Instruction</b>	
	Instruction ends with a summary or wrap-up activity.
	A positive launch is provided at the end of the instructional time period as students transition to a new activity or new instructional setting.

Items present	Total items possible	Fidelity (%)

*\*Interventions should be delivered with at least 80% fidelity for maximum effectiveness.*

Observer Feedback



## ACTIVITY: Austin's Butterfly Video Debrief

Use the questions below to guide a debrief and discussion of the Austin's Butterfly video and its connection to feedback for behavior.

What were some characteristics of the feedback the student's provided to Austin?	
Why is providing feedback for behavior more difficult than academics?	
What might feedback on behavior sound like?	
How does the idea of "multiple drafts" relate to the topic of behavior?	
What quotes or images from the video resonated with you the most?	

## Feedback with DBRC Fidelity Checklist

Y/N	Feedback Components
	Staff initiates the feedback loop process at the time indicated on the DBRC <i>(feedback occurs regardless of behavior performance)</i> .
	The scale on the DBRC form is utilized as a reference/tool to guide feedback.
	Staff describe the behavior observed (seen, heard) and provide specific <b>acknowledgment</b> of approximate and desired behaviors
	Staff describe behavior observed (seen, heard) and provide <b>instructional correction</b> for challenging behaviors <i>if applicable</i> .
	Staff provide a positive and optimistic launch with a prompt to the next transition or activity.
	Staff maintain an instructional, neutral & calm tone when discussing behavior with the student.
	The teacher is discreet in providing feedback and maintains the student's privacy and confidentiality.
	The feedback is brief and takes 1 minute or less to conduct.

Y/N	Behavioral Rating Components*
	Staff reference the Daily Behavior Report Card 1-5 scale to quantify the student's behavior performance during the time period.
	Staff record this score on the designated form or directly in a software tool to allow for progress monitoring of behavior skill.
	Teacher refrains from other written feedback on the DBRC form.
	Teacher initials under rating to indicate that verbal feedback was given to the student.

*\*DBRC feedback intervention may occur with fidelity without recording a behavioral rating score. However, the rating score is essential for accurate daily progress monitoring of student skills.*

Items present	Total items possible	Fidelity (%)

*\*Interventions should be delivered with at least 80% fidelity for maximum effectiveness.*

Observer Feedback

## ACTIVITY: Feedback Loop Non-Examples

**Directions:** Watch the non-example clip with the eye of a teacher coach or mentor. In the spaces below write down ways the feedback loop you viewed could be improved or added? What practices did you see that should be discontinued? What suggestions might you make to help this teacher improve her feedback loop skills?

Non-Example	Discussion
1	
2	
3	
4	

## ACTIVITY: Data Analysis Practice

Graph	Trends	Questions or Actions
1		
2		
3		
4		
5		
6		

## Roles and Responsibilities of Tier 2 Behavior Support

The quality, effectiveness, and efficiency of a behavior systems is dependent upon the team of personnel that plans, trains, and evaluates it. A Tier 2 behavior system that is led only by one key personnel, will fade away when that person moves on to another role or opportunity in the future. In addition, there are many roles and responsibilities to fulfill to establish a comprehensive behavior system, and no one person could effectively shoulder all the duties for implementation. Below are a list of some of the actions and responsibilities necessary to implement the Bridges framework.

Action	Specific Responsibilities
<b>Student identification</b>	<ul style="list-style-type: none"> <li>• Facilitating the completion of universal behavior screening</li> <li>• Establishing processes for teacher referral</li> <li>• Determining standards for Tier 1 fidelity</li> </ul>
<b>Implementing interventions</b>	<ul style="list-style-type: none"> <li>• Intervention providers for Check-In/Check-Out and Skills Instruction</li> <li>• Planning in master schedule for intervention time/location, etc.</li> <li>• Assigning students to mentors and instruction groups</li> </ul>
<b>Progress monitoring &amp; data collection</b>	<ul style="list-style-type: none"> <li>• Data entry of DBRC scores</li> <li>• Monitoring for fidelity &amp; completeness of data</li> <li>• Soliciting teachers/staff for anecdotal feedback</li> <li>• Reviewing data to determine progress &amp; next steps</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• Maintaining documentation and individual student records in the intervention process</li> <li>• Maintaining group documentation for interventions</li> </ul>
<b>Intervention fidelity</b>	<ul style="list-style-type: none"> <li>• Scheduling and completing observations of all interventions</li> <li>• Providing feedback and training to address fidelity concerns</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>• Training all staff in intervention processes</li> <li>• Training specific intervention staff</li> </ul>
<b>Stakeholder communication</b>	<ul style="list-style-type: none"> <li>• Information sharing among teachers and intervention providers</li> <li>• Informing and partnering with student families</li> <li>• Transferring information between campuses</li> </ul>

## Bridges Tier 2 Intervention Process: Annual Cycle

Month	Actions	Y/N
<b>July</b>	Update/review list of students with behavior intervention supports for next year.	
	Gather transition information for students coming from other campuses.	
	Establish the MTSS team meeting schedule for next year.	
	Plan & schedule staff training in behavior interventions and multi-tiered process.	
	Establish dates for universal behavior screening.	
	Determine CI/CO mentors and skills instruction group schedule.	
<b>August &amp; September</b>	Train all staff and intervention personnel in process & intervention.	
	Start interventions for identified students w/in the first 2 weeks of school.	
	Start progress monitoring for students receiving interventions.	
	Conduct beginning-of-year universal behavior screening.	
	Hold 1 <sup>st</sup> MTSS meeting to review progress and consider new cases from universal behavior screening or teacher referral.	
<b>October &amp; November</b>	Continue progress monitoring for students in interventions.	
	Hold 2 <sup>nd</sup> MTSS meeting to review progress and consider new cases from teacher referral or other sources.	
<b>December</b>	Continue progress monitoring for students in interventions.	
	Hold 3 <sup>rd</sup> SST meeting to review progress and consider new cases from teacher referral or other sources.	
	Review fidelity of all interventions, problem-solve and train to address concerns.	
	Conduct middle-of-year universal behavior screening.	
<b>January &amp; February</b>	Continue progress monitoring for students in interventions.	
	Hold 4 <sup>th</sup> MTSS meeting to review progress and consider new cases from most recent universal behavior screening.	
<b>March &amp; April</b>	Continue progress monitoring for students in interventions.	
	Hold 5 <sup>th</sup> MTSS meeting to review progress and consider new cases from teacher referral or other sources.	
<b>May</b>	Conduct end-of year universal behavior screening.	
	Finish progress monitoring for students in interventions.	
	Hold final MTSS meeting to review progress, consider results from most recent universal behavior screening, and update all documentation.	
<b>June</b>	Save all documentation for next school year.	
	Transfer documentation to next year campus for students who promote/transfer.	