**Ground Work: A Tier 1 Framework**
*Training Supplement*

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## Behavior Systems

| Why? | How? | What? |
|---|---|---|
|  |  |  |

## 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.

### CONNECTIONS

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

### 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.

## Ground Work Components

| Component | Purpose | Process | Practice |
|---|---|---|---|
| **Connections** | | | |
| **Skill Building** | | | |
| **Acknowledgment** | | | |
| **Correction** | | | |
| **Systems Support** | | | |
| **Data Informed** | | | |

## Initial Team Discussion

| | |
|---|---|
| Is our team representative of the entire campus? If not, who needs to be added? | |
| How will we involve students and community members on our team? | |
| Who will serve as our team leads (2 co-chairs & admin)? | |
| Are there currently other committees or campus teams that overlap in goals? If so, how will we communicate? | |
| For monthly meetings—which days/times are best? Put these dates in the calendar. | |

# Connections: Understanding Identity

To develop authentic connections in the school environment, staff must take time to understand their own identities as well as the identities of the students and the surrounding community. Teams should take time to discuss and understand these identities to plan connection activities and other aspects of the Tier 1 system most effectively.

|  | What are core beliefs or values related to behavior? | What are the most influential factors that shape behaviors? | Which ethnicities, cultures, or groups are represented? |
|---|---|---|---|
| **Personal Identity** |  |  |  |
| **Team Identities** |  |  |  |
| **Student Identities** |  |  |  |
| **Community Identities** |  |  |  |

# Discussion Questions

1. What are the similarities/difference among team members' individual identities?

2. How similar are team member identities to those of the students & community?

3. How might differences in identity across individuals or groups cause conflict related to behavior systems?

4. How might these conflicts be prevented or addressed proactively through the Tier 1 behavior system?

# School Connections

Home &
School

School &
Students

Students &
Students
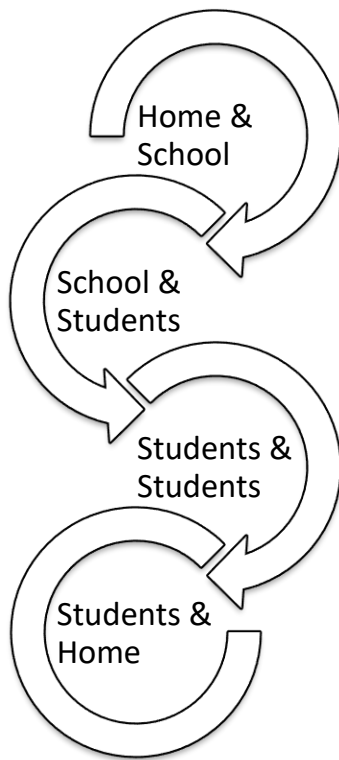
Students &
Home

**Invite & Inform:**
Parents and guardians are well informed regarding the core values of the school and are invited to engage in conversations and activities in the school setting.

**Reach & Respond:**
Students feel welcome in the school environment. Multiple staff know who they are, and students feel comfortable seeking out school staff for support.

**Intentional Encounters:**
Students feel accepted among their peers. They develop friendships and work cooperatively with individuals from diverse backgrounds.

**Building Community:**
Families and students are provided opportunities to engage together in the school environment to learn and to build community with others.

# Reach & Respond Routine

| Reach & Respond Examples | |
|---|---|
| **Elementary** | High five, thumbs up, or fist bump (bottom, middle, or high) to indicate how students are feeling. |
| | Tap a color visual (posted on the wall or held by the teacher) that corresponds to the emotion the child is feeling at that time. |
| | Teach students verbal responses to a sentence stem or question. This could relate to the school or classroom mascot. *Examples: "Hawk soars, Hawk glides, Hawk down", "Engines roaring, Engines ready, Engines stalled", "Tigger, Pooh bear, Eeyore"* |
| | Students each design their own greeting (dance move, salute, etc.), students who want a follow up later take a colored cup and place it on their desk. |

# CONNECTIONS

| | Reach & Respond Examples |
|---|---|
| **Secondary** | Utilize a handshake, if a student squeezes the teacher's hand, they'd like a follow-up for an individual conversation. |
| | Students respond with a method that relates to the content area. *\* Examples: English teacher asks students to respond with options like "luminous, conventional, dismal", math teacher uses symbols for greater than, equal and less than.* |
| | Students quantify their readiness for learning with a 1-5 scale that can be reported verbally or with fingers. |
| | Students indicate their mood on a visual that relates to pop culture (this visual could change throughout the year) *\*Examples: emoji chart, superhero characters, movie or book titles, etc.* |

| Reach & Respond Ideas |
|---|
| |

## Skill Building: An Instructional Approach

| Method for teaching skills | Staff response to skill mastery | Staff response to skill failure |
|---|---|---|
| Direct teaching, modeling, scaffolding, visuals, repeated practice, multiple modalities | Feedback, teacher praise, additional challenges & enrichment, new information presented | Feedback, teacher correction, additional instruction, alternative methods of instruction |

## Describing Safe, Respectful, Responsible Behaviors

|  | Primary | Elementary | Secondary | Adults |
|---|---|---|---|---|
| **Safe** |  |  |  |  |
| **Respectful** |  |  |  |  |
| **Responsible** |  |  |  |  |

## Topics & Skills for Direct Instruction

| Topics & Skills for Instruction | Connected Core Value |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

| Developing a Core Values Matrix for Behavior Expectations | |
|---|---|
| **Matrix Content** | |
| | Behaviors are stated in the positive (what to do, rather than what to avoid). |
| | Behaviors are observable (can be seen/heard, etc.) |
| | Behaviors will be prompted if not demonstrated. |
| **Matrix Organization** | |
| | Behaviors that replicate across settings are stated with consistent language. |
| | Behaviors are written concisely. |
| | Behaviors are not replicated across core values. |
| | Behaviors for safe primarily relate to physical action |
| | Behaviors for respect primarily relate to communication. |
| | Behaviors for responsible primarily relate to items/tasks. |
| | All common areas or teaching categories are included. |
| **Matrix Review** | |
| | Staff are provided the opportunity to give feedback regarding behavior expectations & the core values matrix. |
| | Students are provided the opportunity to give feedback regarding behavior expectations & the core values matrix. |
| | Families are provided the opportunity to give feedback regarding behavior expectations & the core values matrix. |
| | Behavior expectations are reviewed/revised by the team and feedback is sought from all stakeholders on an annual basis. |

## Acknowledgment: Shifting Focus to Reinforcement

| Challenging Behavior | Replacement Behavior |
|---|---|
| Ex: Running in the hallway | Ex: Walking in the hallway |
|  |  |
|  |  |
|  |  |
|  |  |

## Acknowledgments in Work Environments

Consider the most favorable work environment you've experienced. What things were present in the environment that causes you to feel that way?

| | |
|---|---|
| **Green Poster** |  |
| **Blue Poster** |  |
| **Pink Poster** |  |

## Acknowledgment Procedures

| Component | Description | Examples & Ideas |
|---|---|---|
| **Individual** | Students are individually acknowledged for demonstrating school-wide core values and expectations for *Safe, Respectful*, and *Responsible* behavior.  Acknowledgments may be connected to tangible rewards, but this is not required.  Staff should explicitly state why the student is being acknowledged for maximum instructional effect.  Acknowledgments should be consistently delivered across classrooms.<br>**Frequency: DAILY** | |
| **Class-Wide** | Individual acknowledgments and group acknowledgments are put toward a class-wide goal. Once the class-wide goal is met, the whole class engages in a celebration of positive behavior. ALL STUDENTS in the class participate in the class-wide celebration regardless of contribution to the goal.  The purpose of a class-wide component is to develop community and teamwork as the class works together towards a common purpose.<br>**Frequency: WEEKLY to MONTHLY** | |
| **School-Wide** | Campus-wide goals contribute to an overall school-wide goal. Progress towards this goal is displayed and accessible to all staff and students.  Once reached, the entire campus engages in a celebration or recognition of the achievement. ALL STUDENTS engage in the school-wide celebration, regardless of their contribution towards the goal. School-wide acknowledgment provides a common goal to unite the campus and support a collaborative culture.<br>**Frequency: MONTHLY to QUARTERLY** | |

# ACKNOWLEDGMENT

## Acknowledgment Procedures Checklist

| Acknowledgement Criteria | |
|---|:---:|
| Acknowledgment tools are designed with the primary purpose to increase acknowledgment from staff to students. | ☐ |
| Acknowledgment procedures support the core values of Safe, Respectful, and Responsible. | ☐ |
| Procedures are simple, uncomplicated, and relatively easy to use for staff. | ☐ |
| Procedures are targeted for use with the middle 80% of students. | ☐ |
| All staff on campus can engage and use the acknowledgment tool(s). | ☐ |
| Acknowledgment procedures and celebrations take minimal time away from instruction. | ☐ |
| Other classroom practices, processes or technologies do not compete or undermine the acknowledgment procedures. | ☐ |
| Acknowledgment procedures allow for usage data to be collected across settings, grade levels or classrooms. | ☐ |
| The individual component provides explicit feedback on individual student display of core values and is targeted to be delivered daily. | ☐ |
| The classroom/group component is a group contingency, and all students participate in the celebrations and is designed to be delivered monthly. | ☐ |
| The school-wide component includes all students in the celebration, provides aligned focus for the campus, and provides measures across teacher groups. | ☐ |

## Non-Examples of Acknowledgment Procedures

Consider the following examples of acknowledgment procedures.  Which criteria do these procedures miss?  Why might they not achieve the desired goals of increasing 3:1 ratios and desired behavior?

| | |
|---|---|
| 1 | Each teacher recognizes one student each month for displaying a selected core value.  These students are recognized at an awards ceremony. They receive a certificate and their picture is posted on the wall. |
| 2 | Students receive tickets for displaying positive behaviors. They save up their tickets to be cashed in once each week at the school (or classroom) store for individual prizes/items. |
| 3 | Students earn the opportunity to be included in a "Free Friday" celebration. This takes place for 2 hours in the afternoon of the last Friday of the month. During this time students choose to watch movies, play in the gym, or have board games in the cafeteria. Students who received office referrals during that time period are not permitted to participate. |

# ACKNOWLEDGMENT

## Acknowledgment Data

On many campuses, behavioral data is limited to measures of challenging behavior, such as disciplinary referrals. However, with the implementation of an aligned acknowledgment system, comes the ability to measure instances of positive behavioral interaction as well. Acknowledgment data should be collected and analyzed by the Tier 1 behavior team on a regularly scheduled basis. Below are some examples of acknowledgment data. What questions or observations do you make for each data set?

| | Data | Questions & Observations |
|---|---|---|
| Elementary | SEPTEMBER ACKNOWLEDGMENTS<br>Kinder 23%, 1st 7%, 2nd 20%, 3rd 21%, 4th 24%, 5th 5%<br>2,035 Total Acknowledgments | |
| Middle | Teachers Meeting Acknowledgment Goal (bar chart: 5+ ≈ 7, 4 ≈ 3, 3 ≈ 1, 2 ≈ 3, 1 ≈ 8, 0 ≈ 2) | |
| High | Acknowledgements (line chart: 1st quarter ≈ 4800, 2nd quarter ≈ 2700, 3rd quarter ≈ 4500, 4th quarter ≈ 2100) | |

## Correction: An Instructional Approach to Correction

| Skill Gap | Performance Gap |
|---|---|
| *Teach Skills:*<br>New Aptitudes<br>Novel Information | *Teach Strategies:*<br>Coping Methods/Emotional Regulation<br>Application of Information |

## Identifying the Gap

| Behavior | Skill or Performance? |
|---|---|
| Speeding to get to work on time | |
| Not following the protocol at a cultural or religious service | |
| Interrupting a coworker in the middle of a story | |
| Cursing at the opposing team after losing a game | |
| Loading the wrong type of paper into the copier | |
| Talking loudly on the phone during a presentation | |
| Incorrect assembly of a piece of furniture | |
| Trying to double a recipe and calculating incorrectly | |
| Bringing up a sensitive topic at a family event or celebration | |
| Following a new diet plan | |

# Aligning Corrections to Core Values

| Original Response | Response Aligned to Core Values |
|---|---|
| "You need to start bringing a pencil to class." | "Please be **responsible** and come to class with your supplies ready". |
| "We go down the slide, not up." | "It is **unsafe** to climb up the slide because another person may be sliding down." |
| "Stop teasing others." | "Use **respectful** words with your peers." |
| "Do not talk to your neighbor, this is independent work." | |
| "Don't throw trash on the floor." | |
| "No pushing in the hallways." | |

# Categorizing Challenging Behaviors

| *Minor Behaviors*<br>**\*Typically Classroom Managed** | *Major Behaviors*<br>**\*Typically Office Managed** |
|---|---|
| **Non-Disruptive**<br>Behaviors do not interfere with other students' on-task behavior.  If at least 80% of class is on task, then instruction should not be stopped to address behavior. Behavior can be addressed at a later time.<br><br>Examples:<br>Not completing work<br>Out of seat<br>Tardy | **Escalated**<br>Behaviors are more extreme or non-compliant as the student is now responding emotionally. The student may need to be removed from the environment to regain control.<br><br>Examples:<br>Cursing at others<br>Stealing items |
| **Disruptive**<br>Behaviors pull other students off-task. Instruction will need to be paused to address the behavior to allow instruction to continue.<br><br>Examples:<br>Running in the classroom<br>Calling out of turn | **Crisis**<br>Behaviors cause emergency situations that may pose imminent danger to student or others. Support will need to come to the class to assist with the situation.<br><br>Examples:<br>Physical aggression towards others<br>Self-harm |

# Campus Planning, Categorizing Behavior

**Part I:** Brainstorm the most common challenging behaviors demonstrated by students in common areas and classrooms. Record it in the chart according to the best category of response (column) and the most connected core value (row).

| | Minor: Classroom/Staff Managed | | Major: Office/Administrator Managed | |
|---|---|---|---|---|
| | **Non-Disruptive** | **Disruptive** | **Escalated** | **Crisis** |
| **Safe** | | | | |
| **Respectful** | | | | |
| **Responsible** | | | | |

**Part II:** Review the list of behaviors and place a (*) next to behaviors that are situationally appropriate in environments outside of school.

CORRECTION

## Correction Strategies

| Non-Disruptive | Disruptive |
|---|---|
|  |  |

# Disciplinary Actions and Behavior Function

| Punitive Response | Escape Task | Obtain Social | Obtain Sensory |
|---|---|---|---|
| Assigned to in-school suspension (ISS). |  |  |  |
| Assigned to out-of-school suspension (OSS). |  |  |  |
| Conference with teacher. |  |  |  |
| Sent to office. |  |  |  |
| Loss of credit on an assignment, activity, etc. |  |  |  |
| Phone call home. |  |  |  |
| Moved clip (or other public behavior monitoring tool). |  |  |  |

## Data Analysis

| | Data | Discussion |
|---|---|---|
| **Acknowledgments & Discipline** |  | |
| **Discipline Rates** |  | |
| **Universal Screener** |  | |

# Initial Implementation Checklist

| | Action Item |
|---|---|
| ☐ | Campus team developed with representation of all staff. |
| ☐ | Two team co-chairs identified. |
| ☐ | Overview of Tier 1 system scheduled for all staff. |
| ☐ | School-wide core values defined and matrixed. |
| ☐ | Visual cues created and hung in all common areas. |
| ☐ | Teaching plan for core values developed. |
| ☐ | Acknowledgment systems developed and documented. |
| ☐ | Acknowledgment items created and/or obtained. |
| ☐ | Staff acknowledgment systems developed and prepped. |
| ☐ | Non-disruptive, minor disruptive, escalated and crisis behaviors defined, and responses determined. |
| ☐ | Request for behavioral intervention document and process created. |
| ☐ | Office referral documentation aligns to school-wide expectations. |
| ☐ | Tools for collecting referral and acknowledgment data are in place. |
| ☐ | Team meetings scheduled and locations reserved. |
| ☐ | Updates and data debrief for staff are scheduled to occur throughout the year. |
| ☐ | Beginning of the Year Universal Behavior Screening scheduled. |
| ☐ | Campus handbook complete and accessible to all staff. |