

# Tier 1

## Response to Intervention for Behavior (RtI:B)



Addressing the Behavior of *All* Students

### Webinar: Expectations and Rules

**Valerie Blackwell, Instructional Facilitator**  
**December 17, 2015**

# District Rtl:B Mission Statement

## Tier 1 Training Across Broward

To assist Rtl:B teams in developing new, positively-oriented strategies that are grounded in research and support at-risk students while helping ALL students become more successful learners and leaders.



# Response to Intervention for Behavior

## RtI:B Webinar Series

### **Training Opportunity:**

To review all 10 critical elements of Tier 1 Behavior Curriculum via monthly webinars

Resource:  
'Webinar  
Schedule' in  
Attachments

### **Today's Webinar:**

Critical Element #5  
Expectations and Rules

# Rtl:B Tier 1 Ten Critical Elements

1. Rtl:B Team, Administrative Support
2. Faculty Commitment
3. Effective Procedures for Discipline
4. Data Entry & Analysis
5. Expectations & Rules 
6. Reward/Recognition Program
7. Lesson Plans for Teaching Behavior
8. Implementation Plan
9. Classroom PBS Systems (CHAMPs)
10. Evaluation

Resource: See '10  
Critical Elements in  
attachments'

# Expectations and Rules

**Definition:** Guidelines and specific behaviors that all school stakeholders are expected to follow

**Purpose:** Understand the importance of expectations and rules and your Tier 1 behavior curriculum

**You should be able to:**

- Understand why expectations and rules are important and needed
- Understand guidelines for developing expectations
- Understand the differences between expectations and rules
- Know how and where to access data needed for developing expectation and rules

# Core Curriculum for Behavior

## Reflects School and Community Values

1. Defines the school culture
2. Provides a common language
3. Becomes the school's identity
4. Solicit staff and family ideas

## Supports

1. School's mission statement
2. Quality citizenship
3. Academic Enablers - Those non-academic skills that contribute to academic success (Gresham & Elliott, 1990; Wigfield & Karpathian, 1991, Wentzel, 1993; Malecki, 1998)
  - a. Interpersonal communication skills
  - b. Study skills
  - c. On-task or active engagement

# School-wide Positive Behavior Plan

- The School-wide Positive Behavior Plan (SPBP) is a living document created to describe positive prevention and intervention strategies reducing school-wide misbehaviors and improving school climate
- Embedded in your school's School Improvement Plan (SIP)
- Due April 30 of every school year



# Tier 1 Expectations

## Definition and Guidelines

1. Broad and positively stated behaviors
2. Aligned with your school's mission statement
3. Applicable to all staff, students, and families
4. Applicable in all settings across campus
  - a. Conference room, Front Office
  - b. Classroom
  - c. Hallway, Cafeteria
  - d. Parking Lot, Car Line, Bus



Let's Examine...

# Which Expectation Guidelines Were Not Followed?

Raise your  
hand and  
wait to be  
called on  
before  
speaking

Don't be  
mean to  
your peers

Stand  
quietly in  
line

No talking

Stay in  
your seat

# Developing Tier One Expectations

- Expectations must address the school's top discipline problems
- Log into BASIS 3.0 to pull data
  - DWH can be accessed at: web/dwh

www.broward.k12.fl.us/dwh/

## Data Warehouse

**Data Warehouse Vision!**  
School improvement teams, administrators, teachers & parents will gain instant access to data to enable better decision making. Data can and will make a difference in student achievement.

# Finding Behavior Data: BASIS 3.0

The screenshot shows the BASIS 3.0 web application interface. At the top, the navigation menu includes 'Virtual Counselor', 'Teachers', 'Students', 'Referrals', and 'Behavior'. The 'Behavior' menu item is highlighted with a red arrow, and a text overlay reads 'Click on Behavior, then select Behavior Dashboard'. Below the navigation menu, there are filter options for 'School Filter', 'Course/Section Filter', and 'My Groups'. The 'Current School' dropdown is set to '(Select a School)'. The 'Risk Factors' section includes tabs for 'HS-Graduation', 'MS-Prog', 'Letters & Referrals', 'Attendance', 'PK & KG Literacy', 'Reading', 'FAIR', 'DAR', 'IRI', 'FAA', and 'FSA'. The main data table has columns for 'Student Full Name', 'Student Demographics' (Grade, Race, Gender, ELL, SWD, FRL), 'Progress Indicators' (Progress, EWS\*, Total Pts), 'Academic Indicators' (Grd 3 Reten, Nbr Reten, Good Cause, Test\* Scores, Cumm GPA, Cumm Credit, Mid Sch Recov, Att\* < 90%, Tot\* Susp), and 'Behavioral Indicators' (Mobility, MP Failed, MP Failing, Fragile\*, Bully Vic, Bully Aggr, Ov Ag). The table is currently empty, and the status bar at the bottom indicates 'No students to display'. The browser address bar shows 'https://webappe.browardschools.com/basis/basis.htm'. The system tray at the bottom of the screen shows various application icons and the text 'Ready.' and 'Welcome! Valerie Blackwell | ETSWE02'.

Virtual Counselor - Teachers - Students - Referrals - Behavior - BASIS v3.0

Behavior Dashboard

Click on Behavior, then select Behavior Dashboard

School Filter Course/Section Filter My Groups

Current School: (Select a School) Clear Filter/Group

Risk Factors HS-Graduation MS-Prog Letters & Referrals Attendance PK & KG Literacy Reading FAIR DAR IRI FAA FSA

Show Demographics Export

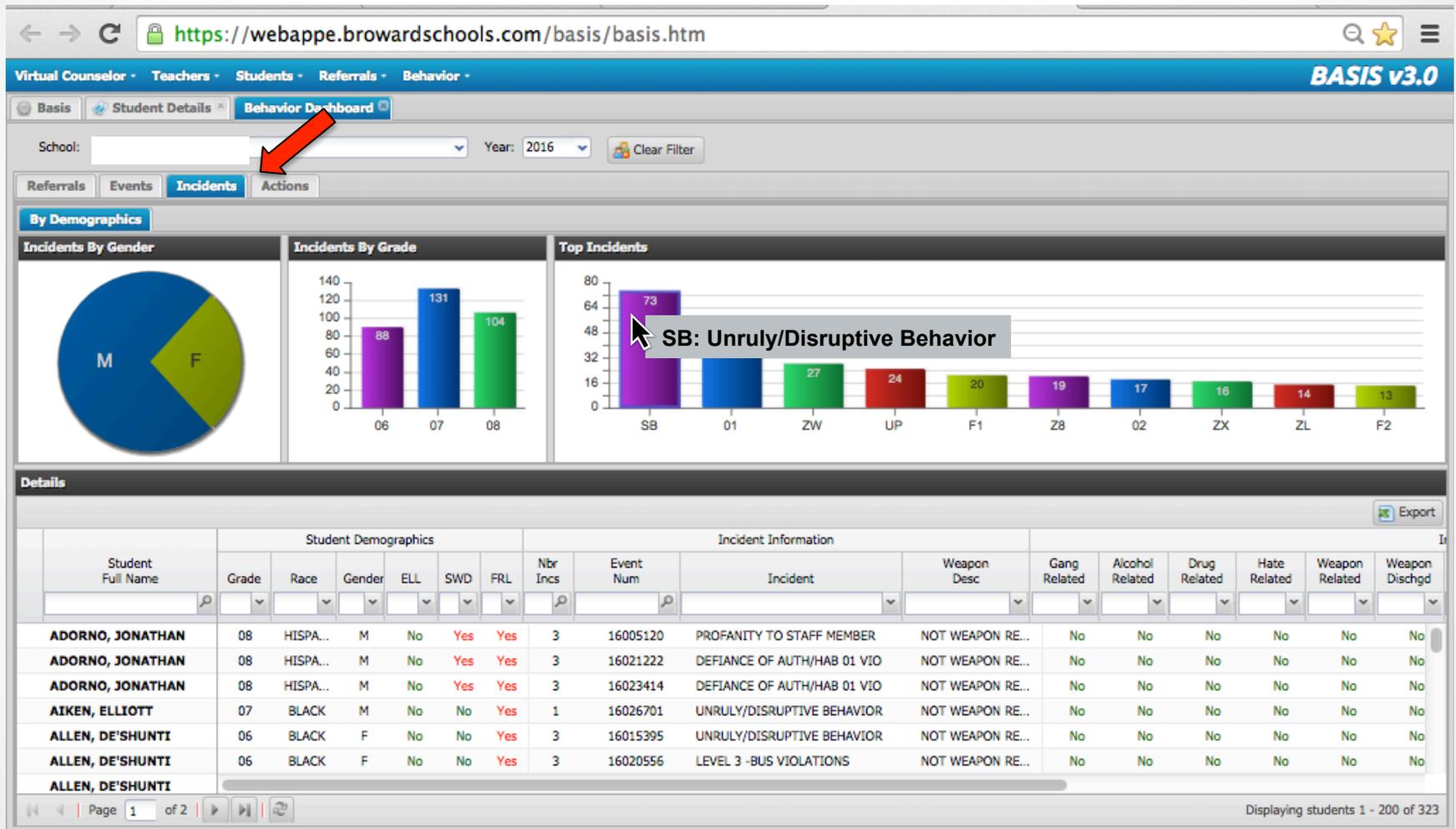
Student Full Name	Student Demographics						Progress Indicators			Academic Indicators						Behavioral Indicators									
	Grade	Race	Gender	ELL	SWD	FRL	Progress	EWS*	Total Pts	Grd 3 Reten	Nbr Reten	Good Cause	Test* Scores	Cumm GPA	Cumm Credit	Mid Sch Recov	Att* < 90%	Tot* Susp	Mobility	MP Failed	MP Failing	Fragile*	Bully Vic	Bully Aggr	Ov Ag

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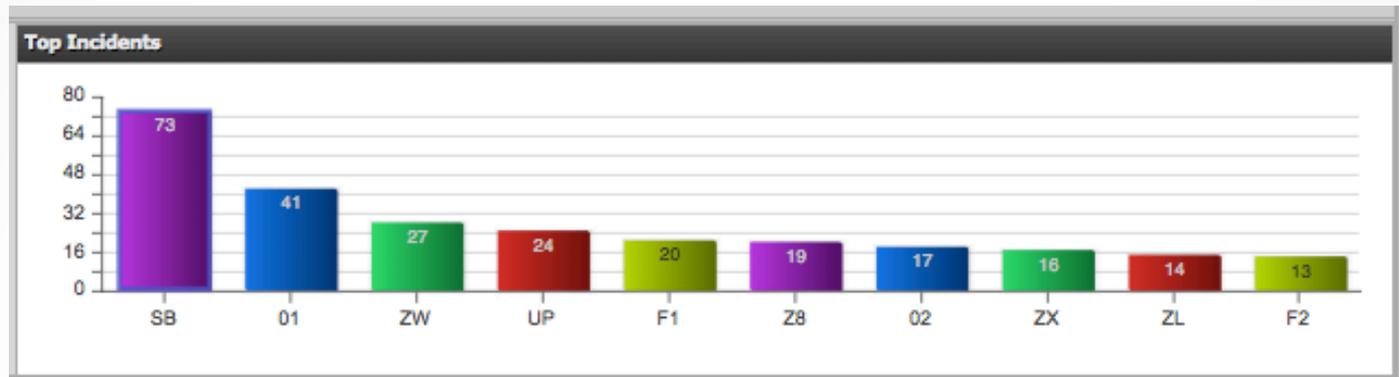
No students to display

Ready. Welcome! Valerie Blackwell | ETSWE02

# Behavior Data: Top 10 Incidents

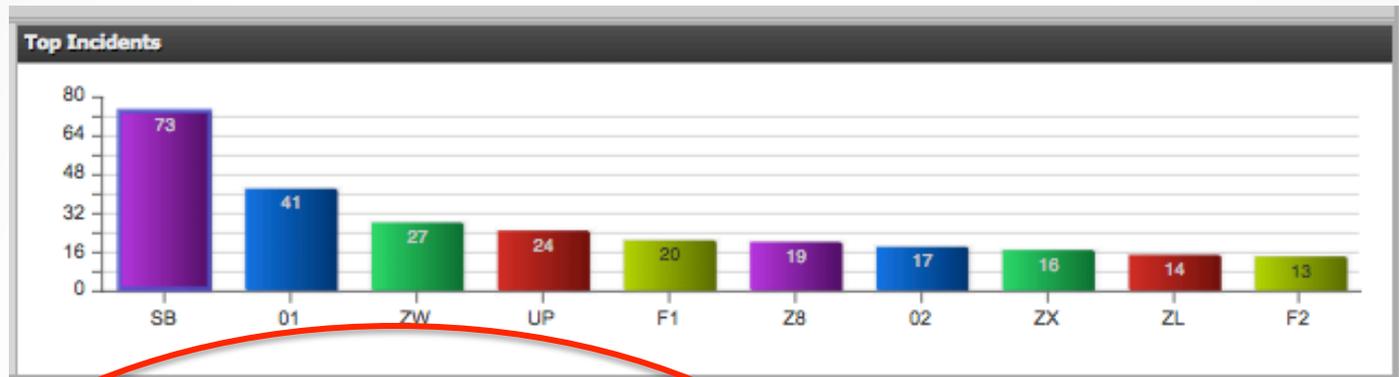


# Identifying Behaviors: Top Incidents from Basis 3.0



- SB: Unruly/Disruptive Behavior-73
- 01: Disobedience/Insubordination-41
- ZW: Defiance of Authority-Habitual-27
- UP: Disruptive/Unruly Play-24
- F1: Fighting: Mutual Combat-20
- Z8: Level 2 Bus Violations-19
- 02: Insulting/Profane/Obscene Language-17
- ZX: Profanity to Staff-16
- ZL: Class Cutting (Skipping)-14
- F2: Fighting-13

# Classifying Like Behaviors



- SB: Unruly/Disruptive Behavior-73
- 01: Disobedience/Insubordination-41
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- Be Respectful
- Be Responsible
- Be Safe

# Elementary Example



# Secondary Example

It takes....

P ride  
R esponsibility  
I ntegrity  
D edication  
E ffort



...to be successful!

# Tier 1 Rules Based on Settings

## Definition and Guidelines

Specific skills or behaviors students should exhibit

Positively stated

Limited in number (3-5)

Aligned with the school's mission statement

# Expectations and Rules Comparison

## Similarities

1. Positively stated
2. Limited number (3-5)
3. Aligned with school's mission statement
4. Clarify criteria for successful performance

## Differences

### 1. Expectations

- a. Broad categories
- b. Apply in all settings
- c. Apply to everyone

### 2. Rules

- a. Describe specific behaviors
- b. Apply to specific settings
- c. Apply to specific groups
- d. Measurable & observable
- e. Clarify the expectations

# Let's Examine...

## Expectation or Rule?

1. Be considerate
2. Place food items in their proper containers
3. Remain seated during instruction
4. Be a problem-solver
5. Use an inside voice
6. Keep all four legs of your chair on the floor

# Location-specific Rules - SAMPLE

## HALLWAY

### Elementary

Walk on the right side.



### Secondary

Keep all cell phones off  
and in your backpack.



# Location-specific Rules - SAMPLE

## Bathroom Rules



***Tigers ROAR when they show....***

<b>Respect</b>	<b>Organization</b>	<b>Attitude</b>	<b>Responsibility</b>
<ul style="list-style-type: none"><li>• <b>Keep clean</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Quietly wait in line for next available facility</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Take turns</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Throw your trash away</b></li></ul>



# Guidelines for Creating Tier 1 Rules

1. Use Your School's Discipline Data
  - a. Determine the most problematic locations on campus
  - b. Determine the most significant problem behaviors students are demonstrating in those locations
2. Develop 3 - 5 rules for each problem location
3. **NOTE:** It is not necessary to create a rule for each expectation in every problem location

**RULES**

# Behavior Data-Location

Virtual Counselor · Teachers · Students · Referrals · Behavior · **BASIS v3.0**

Basis Student Details Behavior Dashboard

School: [Dropdown] Year: 2016 [Dropdown] Clear Filter

Referrals **Events** Incidents

**Click on Events**

By Location / Time

**Events by Location**

Location	Count
CL	185
BU: Bus	31
LA	31
CA	12
GY	25
SG	29
IS	33
AF	23
PK	37
RR	58

**Events by Time of Day**

Time	Count
6:00 am	6
7:00 am	2
8:00 am	12
9:00 am	25
10:00 am	29
12:00 pm	33
1:00 pm	23
2:00 pm	58
3:00 pm	43
4:00 pm	19
5:00 pm	3
6:00 pm	2
7:00 pm	1

**Top Incidents**

Incident Type	Count
ZZZ	262
FIT	23
SXO	2
OMC	2
DOC	2
WPO	1
BAT	1

**Details** Export

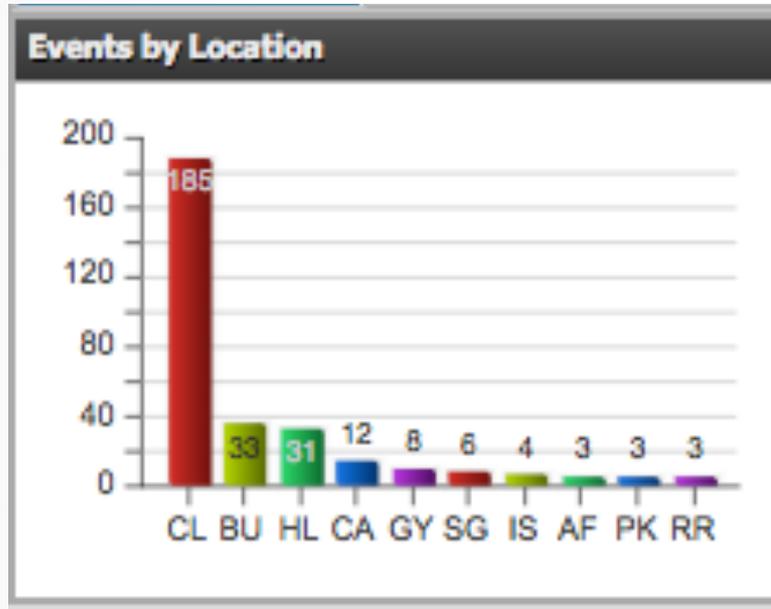
Event Number	Event Information						Reporting Information				
	Event Date	Event Time	Event Place	Event Location	Primary Incident	Involve Type	Reporting Teacher	Reporting Other	Reported To	SIU Contacted	SIU CaseNumber
16030837	12/14/2015	15:32	ON CAMPUS	CLASSROOM	LOCAL	STUDENT	SPENCE,SONIA	SPENCE SONIA	DOES NOT NEED TO BE...	No	
16030369	12/14/2015	12:41	ON CAMPUS	HALLWAY	FIGHTING	STUDENT	SPAN,KEITH	SPAN KEITH	DOES NOT NEED TO BE...	No	
16030277	12/14/2015	11:10	ON CAMPUS	CLASSROOM	LOCAL	STUDENT	HARRIS,LEZONDRA	HARRIS LEZONDRA	DOES NOT NEED TO BE...	No	
16030362	12/14/2015	10:54	ON CAMPUS	CLASSROOM	LOCAL	STUDENT	BROOKS,ALTHEA	BROOKS ALTHEA	DOES NOT NEED TO BE...	No	
16030688	12/14/2015	09:44	ON CAMPUS	HALLWAY	LOCAL	STUDENT	SPAN,KEITH	SPAN KEITH	DOES NOT NEED TO BE...	No	
16030602	12/14/2015	07:57	ON CAMPUS	CLASSROOM	LOCAL	STUDENT	THOMPSON,KERRY	THOMPSON KERRY	DOES NOT NEED TO BE...	No	
16030604											

Page 1 of 2 | Displaying events 1 - 200 of 293



# Behavior Data-Location

**\*\*Do not include classroom when looking at top locations**



• ~~CL: Classroom-185~~ ←

• BU: Bus-33

• HL: Hallway-31

• CA: Cafeteria-12

• GY: Gym-8

• SG: School Grounds-6

• IS: Internal Suspension-4

• AF: Athletic Fields-3

• PK: Parking Lot-3

• RR: Restroom-3

# Elementary School Matrix

<i>Expectations</i>	<b>Hall Rules</b>	<b>Cafeteria Rules</b>	<b>Recess Rules</b>	<b>Classroom Rules</b>
<b>Be Safe</b>	Walk to the right.	Keep hands, feet, objects and food to self.	Tell an adult if someone is bullied.	
<b>Be Prepared</b>	Have planner signed.	Have lunch money ready.	Wear appropriate shoes for your activity.	
<b>Be Respectful</b>	Keep hands, feet & objects to self.	Face forward & keep the line moving.	Use polite language and respectful tone of voice.	



# Matriz de Garra para los Padres de Blackwell

<b>Se Respetuoso</b>	Anime a su hijo(a) a decir "por favor" y "gracias".	Anime a su hijo(a) a escuchar y seguir direcciones.	Enséñenle a su hijo(a) a mantener contacto con los ojos cuando hable con los demás.	Anime a su hijo(a) a comportarse en una manera madura.	Enséñenle a su hijo(a) la diferencia entre lenguaje apropiado y no-apropiado.	Recuerde a su hijo(a) sobre el valor de su educación.	Enséñenle a su hijo(a) a resolver los conflictos sin usar la violencia y sin hacer menos a los demás.	Anime a su hijo(a) que haga lo mejor que ellos personalmente puedan en la escuela.
<b>Se Responsable</b>	Provéele a su hijo(a) un lugar callado para completar la tarea.	Asegure que la tarea de su hijo(a) esté terminada. Revise su agenda, y fírmela a diario.	Anime a su hijo(a) a que se involucre en las actividades de Blackwell (R&B, Klub de Niños, etc.)	<b>Se Voluntario en Blackwell!</b>	Manténgase al tanto de y aprenda sobre las actividades y servicios proveídos por Blackwell.	Asista a las actividades de Blackwell y de la Comunidad (casa abierta, conferencias, deportes).	<b>Póngase en contacto con la escuela Blackwell con preguntas, preocupaciones, y para reportes sobre progreso.</b>	Anime a su hijo(a) que encuentre un amigo(a) en su clase para ayuda con los estudios, información, y preguntas.
<b>Se Segura</b>	Sepa dónde y con quien esta su hijo(a).	Vigile el uso de TV, juegos de video, y Internet de su hijo(a).	Comuníquese con los padres de los amigos de su hijo(a).	Asegure que su hijo(a) tenga una manera segura para llegar a casa de la escuela.	Aprenda sobre y busque señales de la perdida de interés en la escuela.	Hable con su hijo(a) sobre sus sentimientos, amistades, y su estrés.	Enséñenle a su hijo(a) a decir "No" cuando sea presionado(a) a hacer algo que no quiera hacer.	Provéele a su hijo(a) las cosas necesarias para mantenerse limpios y saludables.



¡Nosotros en Blackwell esperamos con emoción tener una relación escolar y comunitaria fuerte!  
Blackwell (847) 357-5555

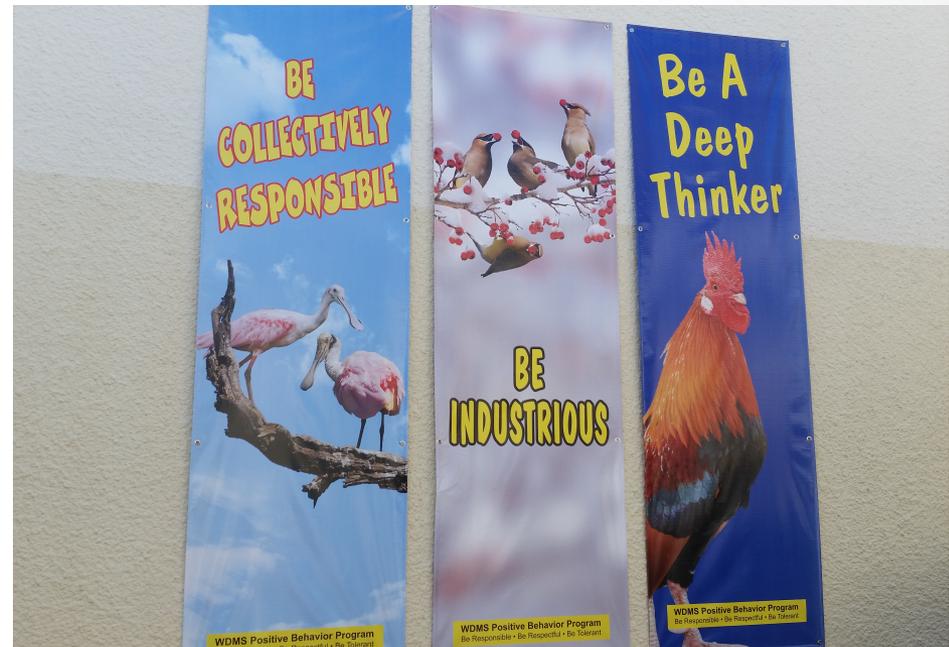


# Examples of Marketing



*Pictures: William Dandy Middle School  
Ms. Shernette Grant-Principal  
Mr. Marc Larose-Assistant Principal*

# Examples of Marketing



Pictures: William Dandy MS

# Examples of Marketing



Pictures: William Dandy MS

# Procedures and Routines

## Definition

- Specific steps taught to students to facilitate successful task completion

## Example: Going through the lunch line

1. Single file
2. Tell attendant your lunch order
3. Money out; Know your lunch number
4. Go to seat

# Procedures by Expectation

Misc. Page 13

<b>Procedures by Expectation</b>	<b>Going through the lunch line</b>	<b>Leaving Cafeteria</b>
<b>Be Safe</b>	<b>1. Single file</b>	<b>1. Push in your chair</b>
<b>Be Respectful</b>	<b>2. Tell staff your lunch order</b>	<b>2. Empty your tray into the trash can</b>
<b>Be Responsible</b>	<b>3. Have your money out or know your lunch number</b>	<b>3. Line up at the door</b>
	<b>4. Go to your seat</b>	

# PBIS and the Classroom

## Tier 1 Expectations

1. Apply to all settings
2. Posted/visible to everyone entering the classroom

## Classroom Rules

1. Determined by the teacher
2. Consider student contributions to rule development
3. Align with Tier 1 expectations
4. Positively stated, observable & measurable
5. Limited number (maximum 5)
6. Examples
  - a. Be Responsible = Complete all assignments
  - b. Be Safe = Keep belongings in desk

## Classroom Routines and Procedures

- Explicitly defined for activities where problems often occur

## Classroom PBS Implementation Plan Example A

Teacher:		Grade:
Classroom Rules		Tier 1 Expectation Rule Alignment
<i>3-5 Positively stated observable behaviors aligned with expectations</i>		
1.	Raise your hand and wait to be called on	Be Respectful
2.	Be in your seat when the bell rings	Be Responsible
3.	Turn in all assignments on time	Be Responsible
4.	Keep your belongings in your desk	Be Safe
5.		

### Procedures

*Necessary classroom procedures should be proactively identified and clearly described to prepare for ongoing teaching*

**Bathroom:** Raise hand for permission to leave  
 Take pass and quietly leave class  
 Put pass back on hook when you return

# Action Plan

Critical Element	RtI:B Considerations	To-do List	Person Responsible	Follow up or Completion Date
Expectations and Rules	Representation from all staff members	Ensure all areas in school are invited to and present at team meetings (grade levels, paras, support, etc.)		
		Conduct a staff survey of knowledge, skills, and needs to collect current data about staff (Pre-test)		
		Staff presentation to ensure all staff have same understanding of RtI:B		
		Vote on current RtI:B plan.		
		Vote on adoption of SPBP for <i>next</i> year in April of each year		

Completed at the 3-day PBIS Training



# Upcoming Webinars

Date	Webinar Topic
Thursday- January 21, 2016	Reward and Recognition Programs
Thursday- February 25, 2016	SPBP Best Practice
Thursday- March 31, 2016	Lesson Plans for Teaching Behavior
Thursday- April 28, 2016	Implementation Plan
Thursday- May 25, 2016	Classroom PBIS Systems & Evaluations



# Next Steps....

- Print up Rtl:B Webinar Schedule
- Print up 10 Critical Elements for reference
- Continue to update action plans
- Have your team join us on 1/21/16!!!

## Questions???

Please type questions into the chat box.

# Contact information

## Diversity, Prevention & Intervention

Lauderdale Manors Resource Center

754-321-1655

or visit our website at:

[www.browardprevention.org](http://www.browardprevention.org)

