TO MAKE MTSS/RTI EFFECTIVE, EFFICIENT & EQUITABLE

Using Proactive and Preventative Behavioral Strategies in MTSS
Branching Minds Web Application

Streamline and scaffold daily work to make best practices practicable

- Use data to ID who needs support
- Use learning science to ID why
- Create academic/behavior/sel plans guided by best practices
- Use right evidence-based intervention
- Streamline communication across colleagues and families
Essie Sutton
Director of Learning Science
Branching Minds

Tricia Skyles
Educational Consultant
Safe & Civil Schools
Supporting Student Behavioral Needs

Branching Minds

Best Practices for Behavior Management in MTSS
Branching Minds

Framework for Promoting Effective Behavior Management
Safe and Civil Schools

Supporting Student Behavioral Needs
Branching Minds

Q&A
As students are returning to in-person learning there are reports of increased:

- Behavioral and social-emotional needs among students
- Stress, anxiety, and burnout among teachers
- Academic gaps based on student race, ethnicity, and socioeconomic background
- Need to re-integrate behavior management practices into the classroom
Behavior Management and Classroom Quality

Sutton et al., 2021
Effective classroom management and behavioral approaches have been shown to impact students’:

- Executive functions
- Self-regulation
- Prosocial behavior
- Positive peer perceptions and relationships
- Academic performance

Bub, 2009; Brackett et al., 2011; Broekhuizen, 2006; Luckner & Pianta, 2011; NICHD ECCRN, 2006; Shin & Ryan 2017
## Proactive and Reactive Behavioral Approaches

<table>
<thead>
<tr>
<th>Proactive:</th>
<th>Reactive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Organized classroom</td>
<td>✓ Reminders/Cueing</td>
</tr>
<tr>
<td>environment</td>
<td>✓ Redirection</td>
</tr>
<tr>
<td>✓ Setting expectations</td>
<td>✓ Proximity</td>
</tr>
<tr>
<td>✓ Schedules/routines</td>
<td>✓ Logical consequences</td>
</tr>
<tr>
<td>✓ Positive language</td>
<td>X Reprimands</td>
</tr>
<tr>
<td>✓ Promote positive</td>
<td>X Inconsistent responding</td>
</tr>
<tr>
<td>relationships</td>
<td>X External control</td>
</tr>
<tr>
<td>✓ Engagement</td>
<td>X Punishment</td>
</tr>
<tr>
<td>✓ Social-emotional learning</td>
<td></td>
</tr>
</tbody>
</table>
MTSS Core Components

1. Screening for At-Risk Students
2. Primary Instruction & Core Curriculum
3. Intervention Planning
4. Intervention Implementation
5. Intervention Progress Monitoring
6. Systems & Infrastructure
7. Meeting Quality
Supporting Positive Behavior Across Tier Levels

<table>
<thead>
<tr>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Intensive behavioral support</td>
</tr>
<tr>
<td>● One-on-one instruction and wrap-around</td>
</tr>
<tr>
<td>services</td>
</tr>
<tr>
<td>● Behavior progress monitoring</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Targeted behavioral support</td>
</tr>
<tr>
<td>● Small group instruction on specific skills</td>
</tr>
<tr>
<td>and strategies</td>
</tr>
<tr>
<td>● Behavior progress monitoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Positive behavioral strategies</td>
</tr>
<tr>
<td>● Class-wide SEL programing</td>
</tr>
<tr>
<td>● Teaching frameworks for classroom behavior</td>
</tr>
<tr>
<td>management</td>
</tr>
</tbody>
</table>
Safe & Civil Schools

A Positive and Proactive Approach to Behavior Management

www.safeandcivilschools.com
The goal of classroom management is to develop a classroom of students who are:

- Responsible
- Motivated
- And highly engaged in meaningful tasks.
Amygdala
Anticipate and remove.

Anita Archer
What is the STOIC Framework and how can it be used to assess gaps in practice?
The STOIC Framework

- **S**: Structure the learning environment for success
- **T**: Teach students how to behave responsibly
- **O**: Observe student behavior and progress
- **I**: Interact positively with students
- **C**: Correct irresponsible behavior fluently
Consider this...
# Classroom Management STOIC Checklist

<table>
<thead>
<tr>
<th>Variables</th>
<th>Questions to guide discussion</th>
<th>Y</th>
<th>N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teach students how to behave responsibly in the classroom.</strong></td>
<td>1. Have you set clear rules and expectations for classroom behavior?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Have you consistently enforced these rules and expectations?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. How have you addressed and managed unmet expectations for classroom behavior?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>Interact positively with students.</strong></td>
<td>1. Do you establish and maintain a warm, welcoming, and positive school environment?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Do you provide appropriate, non-threatening feedback?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Do you engage with students frequently and in a manner that engages their interest?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>Correct inappropriate behavior/Analyze—Is this in a manner that does not interrupt the flow of instruction?</strong></td>
<td>1. Do you correct immediately?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Do you correct in a respectful manner?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Do you correct the behavior consistently?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Do you correct the behavior immediately?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Do you correct the behavior consistently and immediately?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Do you use a variety of non-threatening consequences that can be applied in a variety of situations?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Do you have a plan for how to respond to different types of student behavior?</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

© Safe and Civil Schools 2017
### Schoolwide STOIC Checklist

<table>
<thead>
<tr>
<th>Variables</th>
<th>Questions</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong>&lt;br&gt;Organize the setting for success</td>
<td>1. Is the common area arranged so that supervisors can get from any part of the common area to any other part of the common area relatively efficiently?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Can students access any materials they need efficiently (i.e., food in the cafeteria, books in the library)?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>3. Is there adequate time for students to use the common area (i.e., adequate time to review hands, adequate time to pick up the library)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Are expectations for the common area clear and enforced?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teach</strong>&lt;br&gt;Students have to behave responsibly in the common area</td>
<td>1. Have teachers and supervisors been explicit and consistently enforced the rules for the common area?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observe</strong>&lt;br&gt;Student behavior (supervisor)</td>
<td>1. Are there adequate numbers of supervisors present in the common area?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. Do supervisors model friendly, respectful behavior while monitoring the common area?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3. Did data reflect positively on making judgments about what is going on and what needs to be improved?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. Do supervisors interact with every student in a welcoming manner (e.g., saying hello, using students’ names, talking to students at every opportunity)?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>5. Do supervisors provide age-appropriate, effective positive feedback?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Do supervisors correct inappropriate, effective positive feedback?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Do supervisors correct more frequently with every student whose behavior is engaged in positive behavior than with what student engaged in negative behavior?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correct</strong>&lt;br&gt;Irresponsible behavior (supervisor)</td>
<td>1. Do supervisors correct consistently?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Do supervisors correct fairly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Do supervisors correct immediately?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. Do supervisors keep corrections brief?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>5. Do supervisors correct respectfully?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>6. Do supervisors have a menu of responses that can be applied to a variety of situations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supporting Behavior on Branching Minds
Review Behavior Incident Data

Arturo Adams
3rd Grade (12 yrs old)

Behavior Incidents

Time of Day
- 6am-7am
- 8am
- 9am
- 10am
- 11am
- 12pm
- 1pm
- 2pm
- 3pm
- 4pm
- 5pm

Day of Week
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Location
- Class
- Hallway

Incident Type
- Disruption
- Out of Assigned Area

Referring Staff Member
- Tyra Howe

Actions Taken
- Other Action Taken
- Student Conference

Out of Assigned Area
- 3/09/21 07:30AM Tyra Howe Hallway

Disruption
- 2/25/21 08:29AM Tyra Howe Class
Review Behavior Incidents at the School and District-Level

### Behavior Incident Report

#### Location
- Art
- Cafeteria
- Class
- Courtyard
- Gym
- Hallway
- Library
- Playground

#### Actions Taken
- Assign to Group
- Detention
- Expulsion
- Family Conferences
- In School Suspension
- Other Action Taken
- Out of School SUS...
- Restraint
- Secession
- Student Conference

#### Race
- Unknown
- Two or More Races
- Asian
- Caucasian
- Black or African American
- American Indian
- Hawaiian or Other...

#### Hispanic Ethnicity
- Yes
- No

#### English Proficiency
- Entering
- Emerging
- Transcending
- Expanding
- Mastering

#### Gender
- Male
- Female

#### FRL Status
- Paid
- Free
- Reduced

#### Mandated Learning Plan
- IEP
- 504
- No Plan
## Review Insight Survey Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional Skills</td>
<td>Positive Affect</td>
<td>Green</td>
</tr>
<tr>
<td></td>
<td>Emotion Regulation</td>
<td>Red</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Behaviors</td>
<td>Green</td>
</tr>
<tr>
<td></td>
<td>Social Understanding</td>
<td>Red</td>
</tr>
<tr>
<td>Executive Functions</td>
<td>Self-Monitoring</td>
<td>Red</td>
</tr>
<tr>
<td></td>
<td>Impulse Control</td>
<td>Red</td>
</tr>
<tr>
<td></td>
<td>Planning/Organization</td>
<td>Green</td>
</tr>
<tr>
<td></td>
<td>Cognitive Flexibility</td>
<td>Green</td>
</tr>
<tr>
<td></td>
<td>Goal Direction</td>
<td>Green</td>
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</table>
# Review Assessment and Screener Results

## DESSA

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Percentile</th>
<th>Level</th>
<th>Date</th>
<th>Score</th>
<th>Percentile</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td><strong>DESSA K-8</strong></td>
<td></td>
<td></td>
<td></td>
<td>Mar 15, 2021</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Decision Making</td>
<td>41</td>
<td>18</td>
<td>Typical</td>
<td>Mar 8, 2021</td>
<td>38</td>
<td>12</td>
<td>Need</td>
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<tr>
<td>Goal-Directed Behavior</td>
<td>42</td>
<td>21</td>
<td>Typical</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Optimistic Thinking</td>
<td>50</td>
<td>50</td>
<td>Typical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>43</td>
<td>24</td>
<td>Typical</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Relationship Skills</td>
<td>35</td>
<td>8</td>
<td>Need</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Self-Awareness</td>
<td>30</td>
<td>2</td>
<td>Need</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Self-Management</td>
<td>36</td>
<td>8</td>
<td>Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Awareness</td>
<td>32</td>
<td>4</td>
<td>Need</td>
<td></td>
<td></td>
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</tr>
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</table>
Provide students with opportunities to actively and cognitively engage students in learning.

Why Use

How to Use

Research

Increasing students’ opportunities to respond has been shown to improve student behaviors and academic achievement. For example, in one study, when the number of teacher-presented opportunities to respond were increased from 17 per minute to 35 per minute, students displayed more correct responses and on-task behaviors and less disruptive behaviors (Sutherland, Alder, & Gunter, 2003).

In a TPT-conducive classroom, (Total Participation Technique), students are not allowed to passively hide behind others who are always raising their hands. All students are demonstrating that they are learning and interacting. (Himmelman & Himmelman, 2011).

Review Behavior Supports at the District- and School-Level

### Intervention Usage Report

Start Week: [Date]  
End Week: [Date]

**All Schools**  
**All Grades**

<table>
<thead>
<tr>
<th>Support Name</th>
<th>ESSA Evidence Level</th>
<th>Topic</th>
<th>Type</th>
<th>Paid</th>
<th>Student Support</th>
<th>% of Student Population</th>
<th>Mins Planned</th>
<th>Plan Fidelity</th>
<th>Tier 1 Students</th>
<th>Tier 2 Students</th>
<th>Tier 3 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Reward System/Token Economy</td>
<td>Strong</td>
<td>Behavior</td>
<td>Strategy</td>
<td>No</td>
<td>34</td>
<td>24%</td>
<td>2115</td>
<td>63%</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Check-in, Check-out (CICO)</td>
<td>Moderate</td>
<td>Behavior</td>
<td>Strategy</td>
<td>No</td>
<td>31</td>
<td>22%</td>
<td>11415</td>
<td>49%</td>
<td>4</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Social Skills Role Play</td>
<td>Research Based</td>
<td>Behavior</td>
<td>Strategy</td>
<td>No</td>
<td>26</td>
<td>18%</td>
<td>120</td>
<td>-</td>
<td>4</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Behavior Contract</td>
<td>Promising</td>
<td>Behavior</td>
<td>Strategy</td>
<td>No</td>
<td>15</td>
<td>11%</td>
<td>3720</td>
<td>62%</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Check and Connect Mentoring</td>
<td>Moderate</td>
<td>Behavior</td>
<td>Program</td>
<td>Yes</td>
<td>13</td>
<td>9%</td>
<td>2190</td>
<td>67%</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Busy Hands</td>
<td>Research Based</td>
<td>Behavior</td>
<td>Strategy</td>
<td>No</td>
<td>13</td>
<td>9%</td>
<td>-</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Displays

- **Supports Used by ESSA Evidence Level**
- **Paid vs Free Support Usage**
- **Support Delivery Fidelity**

Last updated: 6 hours ago
Develop Intervention and Progress Monitoring Plan

Plan Details

Safe and Civil Schools: Foundations

- Start Week: 04/26/2021
- End Week: 06/07/2021

Would you like to be reminded to use this?
- Yes, add to weekly to-dos
- No, do not add to weekly to-dos

Modifications (optional)
- Defining Limits and Establishing Consequences

Assign to Staff
- Tyra Howe

Behavior Goals & Progress Monitors

- Start Date: 03/29/2021
- End Date: 05/10/2021
- Behavior Tracker (Percent): 80

Goal: Respect
- Listening to teacher, cooperating with other students, raising hand instead of calling out

Who will monitor this behavior?
- Tyra Howe: Homeroom
- Add another

Who will evaluate the goal outcome?
- Tyra Howe
Track Implementation and Review Student Progress
Review Behavior Tier Movement

Tier Movement Report

12/26/2020 vs 04/28/2021

1309 Students Total
- Included in chart: Tier 1: 1264 students, Tier 2: 36 students, Tier 3: 7 student (2.7%)
- Not included in chart: Services: 5 students with services

1372 Students Total
- Included in chart: Tier 1: 1367 students, Tier 2: 30 students, Tier 3: 9 students (2.7%)
- Not included in chart: Services: 5 students with services

Tier 1:
- 1298 students
- Up: 3, Neutral: 1264, Down: 8

Tier 2:
- 182 students
- Up: 10, Neutral: 126, Down: 8

Tier 3:
- 94 students
- Up: 96, Neutral: 0

Overall Tier Movement:
- Transferred in: 63
- Transferred out: 0
Thank You!
Before you go...

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