



BRANCHING MINDS

# MTSS MINI SUMMIT

MTSS-Behavior Essentials



# Today's Agenda

<u>Time</u>	<u>Session</u>
<b>12:00 PM - 1:00 PM ET</b>	<b>Session #1:</b> Getting Out of Emergency Mode: How to Build a Proactive Behavior Support System
1:00 PM - 1:15 PM ET	Break
<b>1:15 PM - 2:15 PM ET</b>	<b>Session #2:</b> PBIS Power-Up: Hacks for Decreasing Challenging Behaviors and Increasing Graduation Rates
<b>2:15 PM - 2:30 PM ET</b>	<b>Sneak Peek:</b> Streamline Your MTSS Meetings <i>A Branching Minds MTSS Platform Preview Session</i>
2:30 PM - 2:45 PM ET	Break
<b>2:45 PM - 3:30 PM ET</b>	<b>Session #3:</b> Universal Screening for Social, Emotional, and Behavioral Challenges: Answering the Tough Questions





# BRANCHING MINDS

## WELCOME!

- Please share your **job title, location, and district** in the chat box!
- This is a webinar format - your camera and mic are off.
- Please interact using chat and Q&A.
- The webinar recording, slides, and resources will be shared with you via email following the webinar.





# BRANCHING MINDS

## MAKE YOUR **MTSS** VISION A REALITY

*Give your team all the insights and guidance they need to collaboratively achieve best practices so that your students, staff, and schools succeed.*

Summer 2024

**MTSS**  
**MINI SUMMIT**

MTSS-Behavior Essentials



**Before we  
begin...**

## Stay connected with BRM!



Our Resources Digest:  
[bit.ly/BRMsignup](https://bit.ly/BRMsignup)



Our Podcast Schoolin' Around:  
[bit.ly/BRM-podcast](https://bit.ly/BRM-podcast)

Use the hashtag **#MTSSsummit**  
& give us a follow on:



@BranchingMinds



# BRANCHING MINDS

## **Getting Past Emergency Mode: How to Build a Proactive Behavior Support System**

Mini-Summit: Session #1

# Meet Your Presenters




**Allison Kinoian**  
Board Certified Behavior Analyst  
Rhode Island



**Trudy Bender**  
Sr. Manager of Thought Leadership Content  
Branching Minds



POLL



What is your  
current role?






- Brief intro to MTSS-B
- 5 keys for building a **proactive** behavior support system
- Setting priorities



Kick-Off  
POLL



How would you  
describe the  
current approach  
to behavior in your  
school?

# POLL: How would you describe the current approach to behavior in your school?



# What is not working, and why?

- Overwhelmed with the number and intensity of behavior needs
- Higher turnover\* = Fewer and newer staff
- Inadequate resources and expertise

[\\*Teacher turnover hits new highs across the U.S.](#)  
[By Matt Barnum | March 6, 2023, 4:00am CST](#)

# What is not working, and why?

- Focusing on stopping the behavior
- Consequences
- Punitive actions often occur more frequently than reinforcement
- Not knowing the hidden message

WHEN OUR  
STUDENTS ARE  
"OUT OF CONTROL"  
"DEFIANT"  
"DISRESPECTFUL"  
"OPPOSITIONAL"  
"DISRUPTIVE"  
WHAT THEY  
REALLY MIGHT BE  
COMMUNICATING  
TO US IS

The landlord kicked us out of our home and we don't have a place to stay.

I don't understand this material. I'm worried people will think I'm dumb.

The cops arrested my dad last night.

I didn't get any sleep; my parents were fighting.

I'm living with a foster family. I don't know when I'll see my mom again.

We don't have much food at home. I'm really tired and hungry.

# Wait...don't students need consequences?

Consequences are often appropriate and necessary, but they are *not sufficient* to repair relationships or prevent a recurrence.

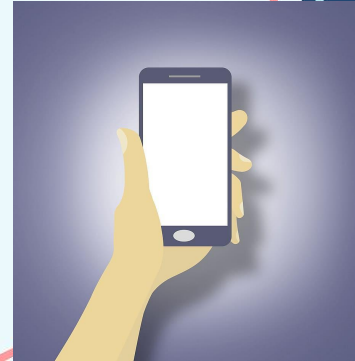
*In fact, punishment is the weakest tool in our toolbelt for change!*

- **Consequence** - A punishment, restriction, or sanction (naturally related to the offense if possible)
- **Intervention** - A proactive plan with strategies, instruction, and motivation to encourage positive behavior
- **Connection** - The opportunity to build/restore relationships, connection to school, ownership

# How would you respond?

You find a student outside of class during 3rd period. The student is seated in the hallway and using their cell phone. This student does not have a pass and the school just adopted a “no cell phones” policy.

## What would you do?





A Multi-Tiered System of Supports is an evidence-based framework that creates an *aligned, proactive system* for supporting students' needs.

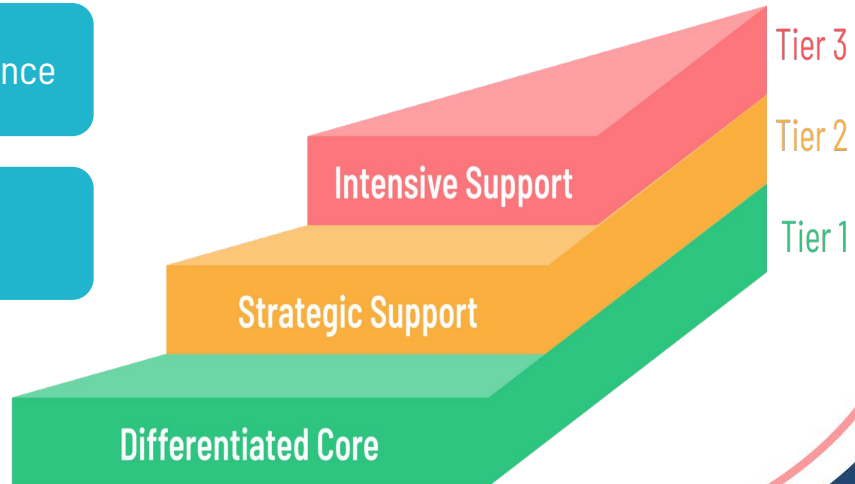
## Multi-Tiered System of Supports

Academics

Behavior & Attendance

Social Skills

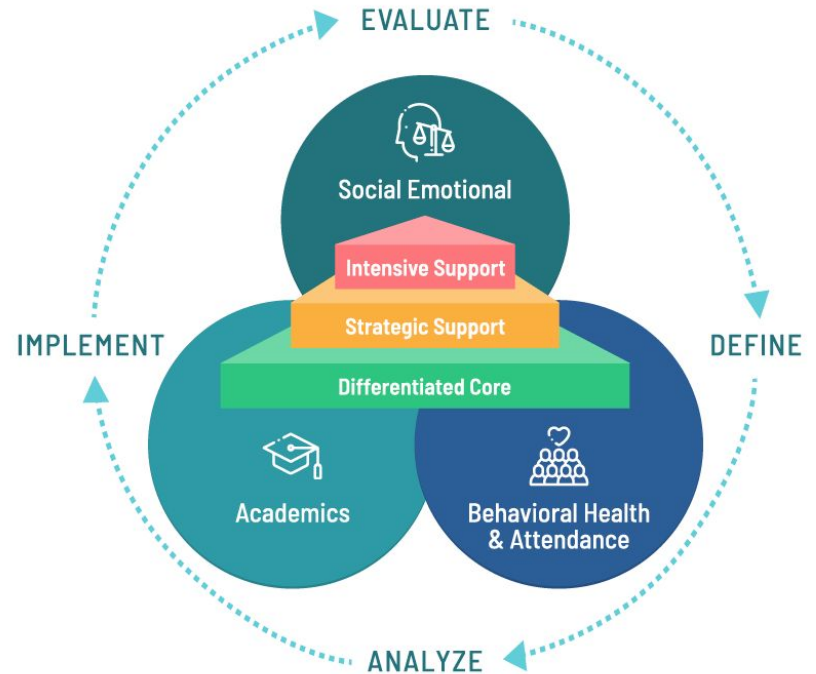
Mental Health





# The MTSS framework, when applied to behavior, is called MTSS-B, “Positive Behavior Interventions and Supports” or PBIS

- Structure and clear expectations
- Positive school climate
- A continuum of behavior interventions
- Data-driven decision making



# What are the **basic necessities** for a proactive behavior support system?

- ✓ **United approach**
- ✓ **Positive climate** and relationships
- ✓ **Understanding** the function of behavior
- ✓ **Intervention options**
- ✓ **Problem-solving mindset**

# UNITED APPROACH

**“Student outcomes don’t change  
until adult behaviors change.”**

**A.J. Crabill**

Texas Education Agency Deputy Commissioner for Governance



# UNITED APPROACH

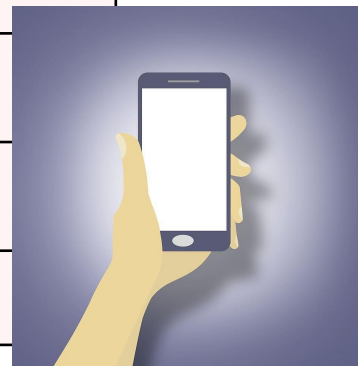
Behavior intervention is what the **ADULTS** do in a proactive way to change the environment and encourage positive behavior.

# What is under YOUR control as a staff?

- Structure, routines, and procedures
- Clearly taught expectations
- How you interact
- Intentional reinforcement and consequences
- Data collection and analysis

# Proactive schools have agreed-upon structures and expectations for school-wide policies, common areas, and activities

Activity/Policy Goal:	
Student Expectations	Staff Expectations
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Encouragement Procedures: <ul style="list-style-type: none"><li>•</li></ul>	
Consequences: <ul style="list-style-type: none"><li>•</li></ul>	
Data Collection: <ul style="list-style-type: none"><li>•</li></ul>	
<a href="#">Lesson Plan Link</a>	



# POSITIVE CLIMATE AND RELATIONSHIPS

“What works best is anything that increases the **QUALITY** and number of **RELATIONSHIPS** in a child’s life. People, not programs, change people.”

- Dr. Bruce Perry



What percentage of your students would agree with this statement?

\_\_\_\_\_ %

*I can name at least one adult at this school who knows me well.*

Question is from the Safe & Civil Schools: Climate and Safety Surveys, Ancora Publishing



By high school, **40 to 60%** of all students are chronically disengaged from school.

Klem and Connell (2004)

**What can turn the tide?**

# Positive Interactions

3:1

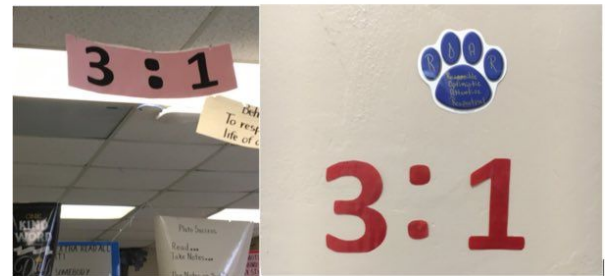
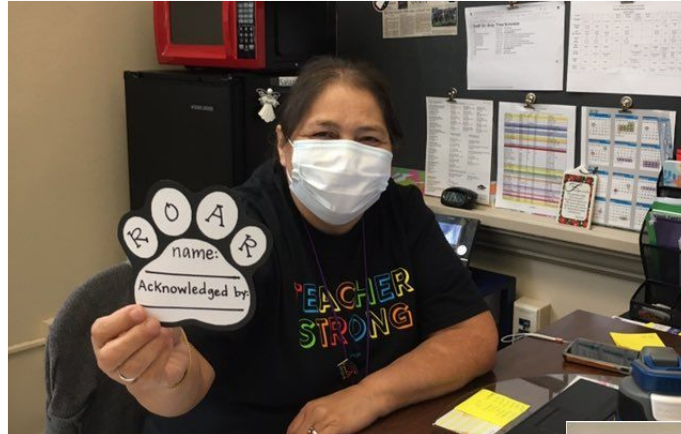
At a ratio of *at least* 3:1 positive to negative interactions, the learning environment feels safe, positive, and supportive

# The goal is NOT to eliminate corrections!

You **will** need to provide corrective feedback. But the balance between attention to positive and negative is critical to climate and relationships.

**Nothing else in our intervention toolbox will work well if adults give tons of attention to negative behavior and little to good behavior.**

# Creating a Positive Learning Environment: Wiley Opportunity Center (DAEP)



# Increase engagement and decrease behavior incidents with one simple change:





# UNDERSTANDING FUNCTION OF BEHAVIOR

A student's behavior usually says more about what they're going through than what they're trying to put you through.

[www.davidgeurin.com](http://www.davidgeurin.com) | @DavidGeurin | #FutureDriven







# The 4 functions of behavior (SEAT)



**S**ensory  
**E**scape  
**A**ttention  
**T**angible

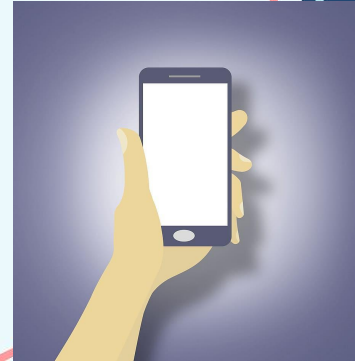


FUNCTION:		HAPPENS WHEN:	EXAMPLES:		WHAT ARE THEY TRYING TO SAY?
<b>Sensory</b>		<ul style="list-style-type: none"> <li>*Could happen at any time</li> <li>*When overly excited, anxious, or bored</li> </ul>	<ul style="list-style-type: none"> <li>*Repetitive behaviors</li> <li>*Loud noises</li> <li>*Chewing on items</li> </ul>	<ul style="list-style-type: none"> <li>*knee tapping</li> <li>*using a fidget</li> <li>*having access to a drink</li> </ul>	"This feels good"
<b>Escape</b>		<ul style="list-style-type: none"> <li>*Told to do something they don't want to do</li> <li>*want to avoid a task, person, location, or something in the environment</li> </ul>	<ul style="list-style-type: none"> <li>*walking around the room</li> <li>*ripping up their work</li> <li>*ignoring directions</li> </ul>	<ul style="list-style-type: none"> <li>*completing tasks on time to avoid homework</li> <li>*asking for a break</li> </ul>	"I don't want to do something"
<b>Attention</b>		<ul style="list-style-type: none"> <li>*Person is bored</li> <li>*Attention is directed to someone else</li> <li>*They want praise</li> </ul>	<ul style="list-style-type: none"> <li>*calling out</li> <li>*running around</li> <li>*talking during class</li> </ul>	<ul style="list-style-type: none"> <li>*raising their hand to answer questions</li> <li>*following classroom expectations</li> </ul>	"Pay attention to me"
<b>Tangible</b>		<ul style="list-style-type: none"> <li>*Told they can't have something</li> <li>*Access to an item has been removed</li> <li>* they want to earn something</li> </ul>	<ul style="list-style-type: none"> <li>*yelling/swearing</li> <li>*demanding access to item</li> <li>*attempting to get something they've been told they can't have</li> </ul>	<ul style="list-style-type: none"> <li>* sitting quietly during circle time to earn dojo points</li> <li>*helping a peer to get a prize</li> </ul>	"I want something"

# How do we understand this behavior

When we think back to the scenario with the student on the phone in the hallway. If we change our lens and try to understand the behavior let's think of what the function could be?

**What is the function?**



# INTERVENTION OPTIONS

**Intervene based on function, NOT behavior**



# A Continuum of Interventions

In a Multi-Tiered System of Support (MTSS), the goal is to ensure that every learner gets the instruction and support needed to be successful.

- Supports are organized into “tiers,” from the **simplest to the most intensive intervention**.
- At each tier, if a student is not making sufficient progress with research-based interventions, the level or type of support is adjusted to meet the student’s needs.

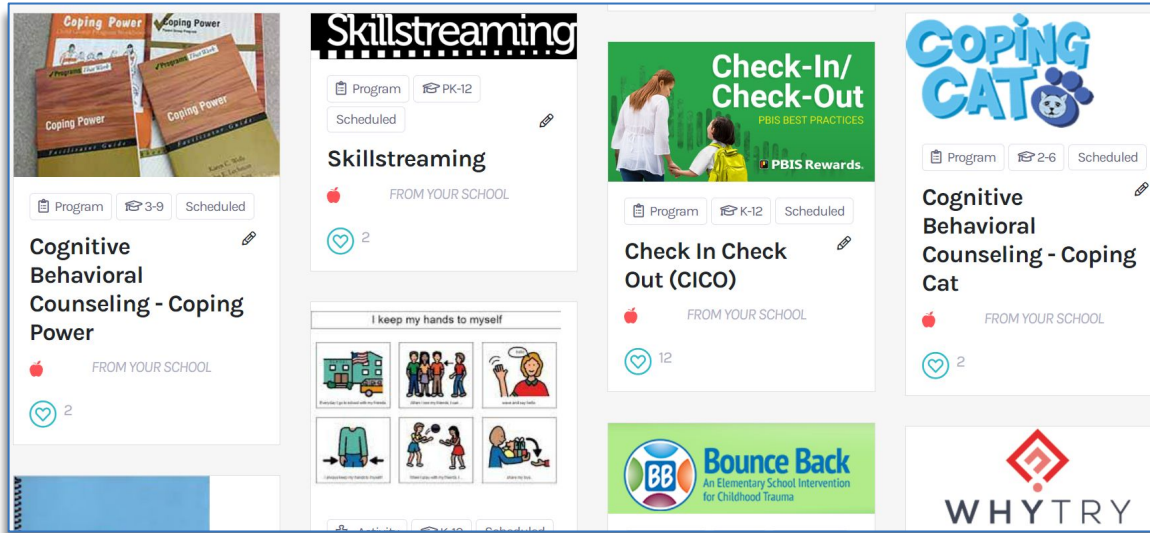
A core principle of MTSS is to  
**implement the simplest supports that will work**  
while coordinating efforts to meet the needs of ALL students.

**TIER 1: Universal, differentiated** behavior supports for all students

**TIER 2: Strategic** behavior programs for students needing extra support and skill development

**TIER 3: Individualized** behavior plans, wrap-around services

# Intervention Options



- Make intervention options clear, provide training and coaching
- **Tie interventions to FUNCTION, not behaviors!**
- BRM Resource Library can be set up to make available only interventions in your campus or district standard treatment protocol



# Getting ahead of behavior challenges



- Started the day with positive access to a person they connected with
- Time for instruction, practice, reminders
- Very successful - can grow into wider leadership club, service, meaningful work



# The Miraculous 2 X 10 Behavior Intervention

## The 2×10 intervention is simple:

Spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about.

A full 2-minute conversation might not be possible at first. **Don't give up.** Try for one short, non-work-related, positive interaction a day, and build on that until you're having a full-fledged conversation on a regular basis

<https://truthforteachers.com/the-2x10-strategy-a-miraculous-solution-for-behavior-issues/>



# EXAMPLE Behavior Intervention Plan



DS

Demo Student: Administration Building

Demo27 | 1st Grade

← Overview

Background

Goals & Progress Monitors +

Interventions & Accommoda

## Interventions & Accommodations

**Behavior Support Plan - Waco, WISD** Strategy

Assigned to Trudy Bender Ongoing 8/02/21 - 10/25/21

DRAFT Link to Behavior Support Plan: [https://docs.google.com/document/d/1FnIbARKoB\\_Ua8JTog5XMIZBZa6HDuQuu5gaSQm7IOBY/edit?usp=sharing](https://docs.google.com/document/d/1FnIbARKoB_Ua8JTog5XMIZBZa6HDuQuu5gaSQm7IOBY/edit?usp=sharing)

**Check In Check Out (CICO) - Waco, WISD** Strategy

Assigned to Trudy Bender Ongoing 8/02/21 - 10/25/21

PBIS Rewards Mentor is Library Aide

**Break Card - Waco, WISD** Tool

Assigned to Trudy Bender Ongoing 8/02/21 - 9/27/21

3 tickets per day,

**Social Emotional Education with Research Based Curriculum - Waco, WISD** Program

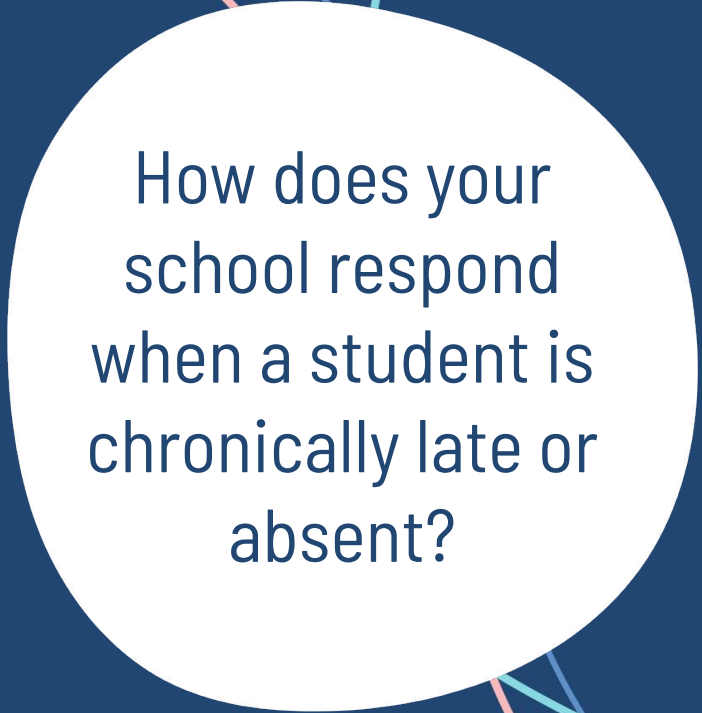
Assigned to Trudy Bender In a Group 2x/week 20min 8/09/21 - 9/20/21 Pull Out (Specialist)

Girls Lunch Social Skills Group





POLL  
Question



How does your  
school respond  
when a student is  
chronically late or  
absent?

# Look again!!

What could be done differently? Instead of reacting to the problem how can we address it PROACTIVELY?



CHECK  
IN



# ← Brazos High School Credit...

## Recovery Center

8h · 🌐

Our campus is known for meeting students where they are and then take them where they need to be by being creative, yet intentional. We have numerous students that work either overnight or long hours in order to support their families. So we now have a "Knights Morning Wake Up Station" to give students a little pick me up after a work shift as they pivot to the learning environment. Also, to ensure every student is adhering to campus protocol, we have an "ID Daycare." Students can leave their ID hanging at the end of the day, so it'll be available at the morning check-in station the next day, if they think they'll forget. Lastly, we have a "Check Your Dress" that includes a body mirror and vivid examples of what clothing is acceptable and not acceptable for school.

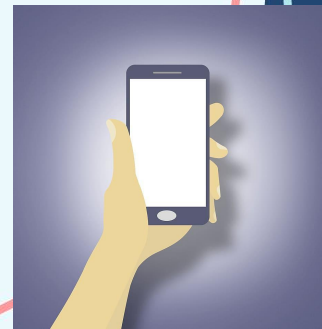
#MeetStudentsWhereTheyAre

#BeCreativeYetIntentional



# What would intervention look like?

- How do we address the function?
- What additional skills are needed?
- How can we provide positive reinforcement and stronger school connection?
- How can we remove the reward for breaking the policy?



# PROBLEM-SOLVING MINDSET

“When solving problems, dig at the roots instead of hacking away at the leaves.”

- Anthony J. D’Angelo

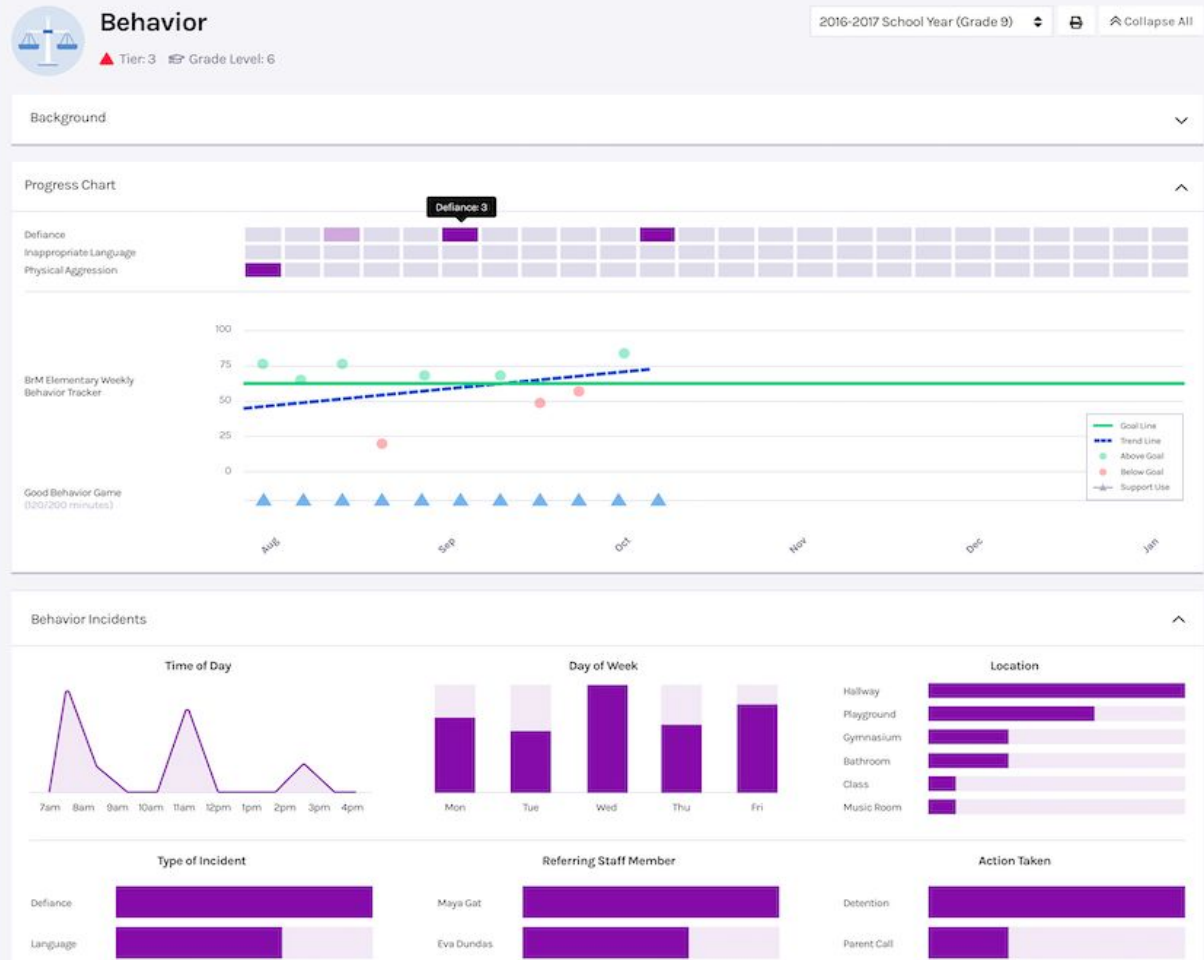




# Proactive Problem-Solving

- **Screen for behavior and social needs** - gets you out of reaction mode with teacher referral process, catches students much earlier, catches internalizing issues
- **Examine all kinds of data:** discipline, observation, survey, adult behavior (fidelity)
- **Use the continuous improvement cycle:** define, analyze, implement, evaluate

# Using Visual Data





# The Continuous Improvement Cycle



# SETTING PRIORITIES

Data is not about adding more to your plate. Data is about making sure you have the **right things** on your plate.



POLL  
Question

What are the  
missing links in  
**your**  
**school/district**  
approach to  
behavior?

Where do we start??

PICK



THING

Add a 10  
minute  
proactive  
behavior data  
conversation  
to your next  
meeting...



## MTSS Meeting Agenda Template

Team Norms	Resources
<ul style="list-style-type: none"> <li>• Start and end on time</li> <li>• Be prepared with data and materials</li> <li>• Stay on topic and focus on solutions</li> <li>• Celebrate our wins</li> <li>• Communicate with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Campus MTSS Handbook link</li> <li>• Shared Drive link</li> <li>• MTSS Platform link</li> </ul>

### Meeting Date/Time:

### Members in Attendance:

### Opening:

- Agenda** was sent out in advance
- Meeting Roles are Set:** Leader, Notetaker, Timekeeper, Data Reporter, other
- Started on time**

### Agenda:

#### Goal of meeting:

#### Update from previous meeting(s) and tasks:

- Add items here

**Data Analysis and Problem-Solving:** Screener and assessment data, EWI, behavior/discipline, survey data, observations, or other data to be reviewed.

- Add items here

#### Items for discussion:

- Add items here

#### Stakeholder Communication, including celebrations of success:

- Add items here

### Closing:

- Did we follow our norms?
- Did we end on time?

Task	Assignee	Due

# What location, time of day, or activity might be a high priority for your school?

## Pick just one and start there!

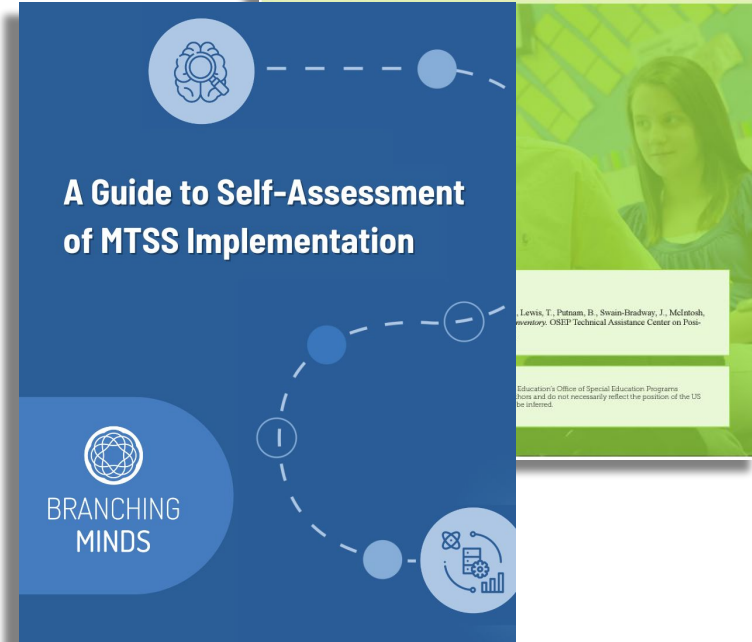
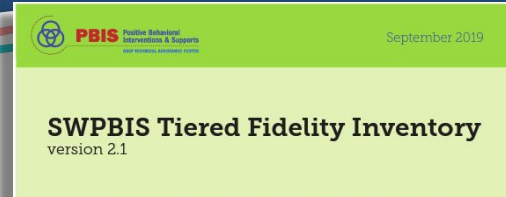
*Put it in your handbook and keep adding!*

Activity/Policy	
Goal:	
Student Expectations	Staff Expectations
•	•
•	•
•	•
Encouragement Procedures: •	
Consequences: •	
Data Collection: •	
Lesson Plan Link	

# Use a rubric to guide the work

PBIS.org: [Tiered Fidelity Inventory](#)

Branching Minds: [Self-Assessment of MTSS Implementation \(SAMI\) Guide](#)



## Tier 1: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<b>1.1 Team Composition:</b> Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier 1 team meeting minutes</li> </ul>	0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  1 = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80%  2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
<b>1.2 Team Operating Procedures:</b> Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> <li>Tier 1 team meeting agendas and minutes</li> <li>Tier 1 meeting roles descriptions</li> <li>Tier 1 action plan</li> </ul>	0 = Tier 1 team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan  1 = Tier 1 team has at least 2 but not all 4 features  2 = Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

## Tiered Fidelity Inventory

- 1.1 Do you have a team and are the right people on it?
- 1.2 Does the team meet and have an action plan?
- 1.3 Do you have 3-5 positive school-wide guidelines?
- 1.4 Have you taught them to your students?

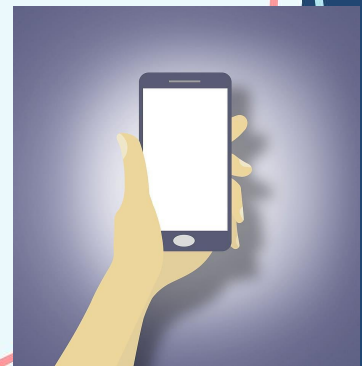
And so on ... *It's all there!*



## How would you respond?

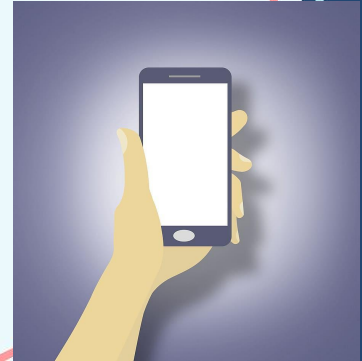
You find a student outside of class during 3rd period. The student is seated in the hallway and using their cell phone. This student does not have a pass and the school has recently adopted a “no cell phones” policy.

What would you do?



# What would a proactive approach look like?

- Policy in handbook, including staff expectations, lesson plans, positive reinforcement, and clear consequences
- Structures that remove temptation and make it easy to comply:
  - Charging stations, pouches.
  - Office phones available for students who need to call home, positively regarded and encouraged
- Teacher buy-in, intentionality, and consistency



# Cell Phone Policy

Goal: Students fully engaged in learning, distractions and behavior incidents decreased

Student Expectations	Staff Expectations
<ul style="list-style-type: none"><li>● Phone is off/on silent during the day</li></ul>	<ul style="list-style-type: none"><li>● Teacher remains off their cell phone</li></ul>
<ul style="list-style-type: none"><li>● Phone is placed in backpack and remains out of sight</li></ul>	<ul style="list-style-type: none"><li>● Allow access to phone in main office</li></ul>
<ul style="list-style-type: none"><li>● Use cell phones only in designated areas and times</li></ul>	<ul style="list-style-type: none"><li>● Provide appropriate technology to compete all work tasks</li></ul>

**Encouragement Procedures:**

- Incentives for individuals and groups following the policy
- Increase group activities/ opportunities for students to connect
- Earned phone time

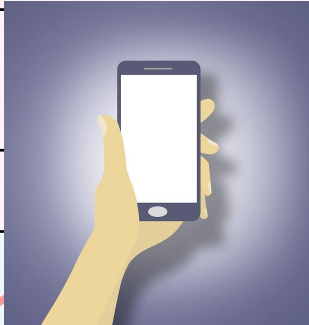
**Consequences:**

- Verbal warning
- Phone is collected and held in office, must be picked up by parent
- Fine

**Data Collection:**

- Frequency of cell phone use incidents in classrooms and in common areas (whole group)
- Baseline data followed by intervention

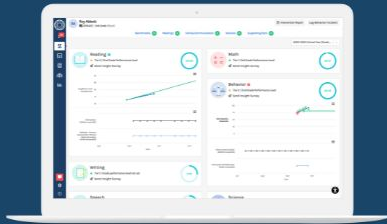
**Lesson Plan Link**





# Questions?

# Request a demo of the Branching Minds MTSS Platform within 1 week, and receive a **special gift** from our team!



- Valid for demos requested by Friday, 6/14, 5:00 PM ET.
- Applicable to prospective partners only.
- Participants must attend their demo to be eligible for gift.

[bit.ly/mini-summit-demo](https://bit.ly/mini-summit-demo)



# Schedule Check-in

<u>Time</u>	<u>Session</u>
<b>12:00 PM - 1:00 PM ET</b>	<b>Session #1:</b> Getting Out of Emergency Mode: How to Build a Proactive Behavior Support System
1:00 PM - 1:15 PM ET	Break
<b>1:15 PM - 2:15 PM ET</b>	<b>Session #2:</b> PBIS Power-Up: Hacks for Decreasing Challenging Behaviors and Increasing Graduation Rates
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# BRANCHING MINDS

**Next Up:**

**1:15 PM - 2:15 PM ET**

**PBIS Power-Up: Hacks for Decreasing Challenging Behaviors and Increasing Graduation Rates**

[bit.ly/2024-mini-summit-zoom-links](https://bit.ly/2024-mini-summit-zoom-links)



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