



Revisiting Tier 1 Practices

Strengthening Foundations for Schoolwide Success

Katie Davis & Megan Hinkle
Independence Academy



Session Outcomes

Outcome 1


Attendees will revisit tier 1 strategies to implement building wide

Outcome 2

Attendees will explore ways to gain staff investment in tier 1 PBIS practices

Outcome 3

Attendees will learn about using fidelity checks to ensure implementation



Independence Academy

- K-12 (~297 students)
- Alternative school in the Independence School District
- Multiple programs: Alternative, Bridge, VLC, MO Opts, LTS
- Students are referred through a district process called PST
- DEMOGRAPHICS

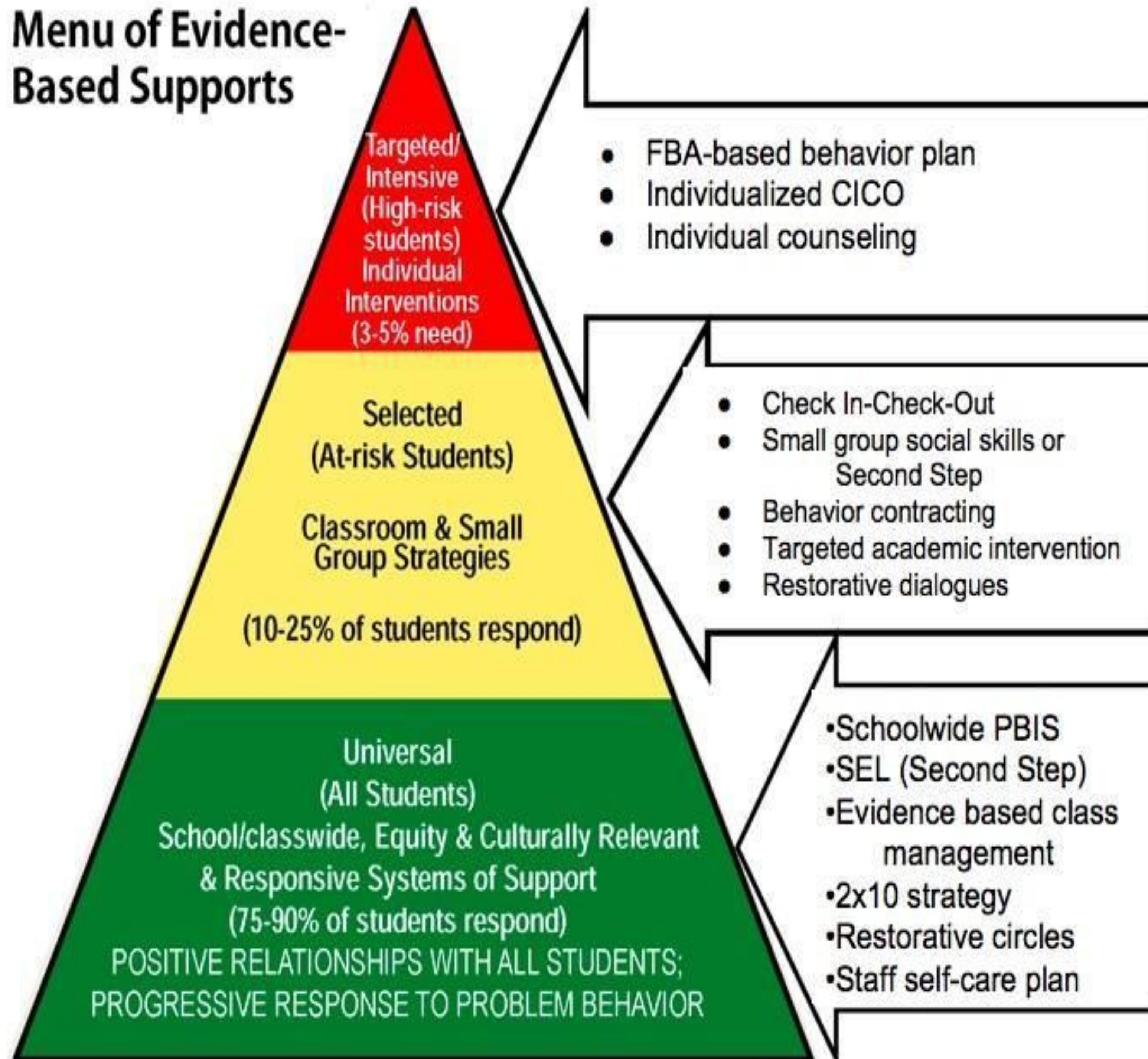


Do you have a Tier 1 Powerhouse?



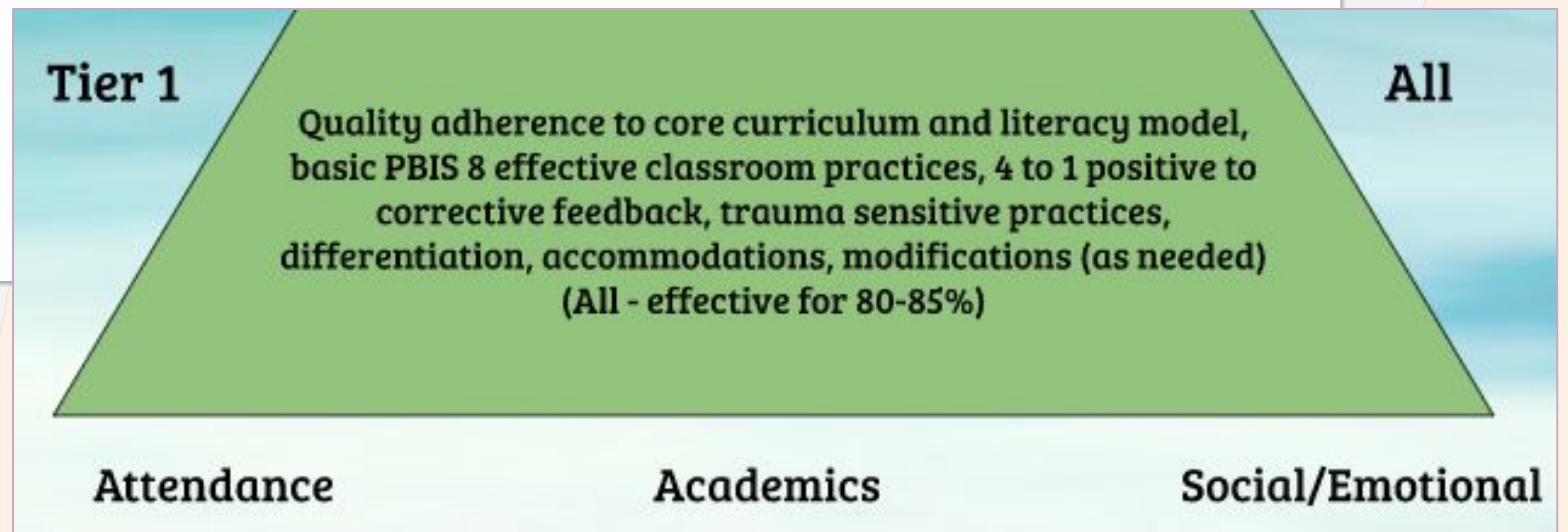
Supporting Students at IA

Menu of Evidence-Based Supports



PBIS Tier 1 at IA

- CAMMP
- Smaller class sizes
- Active supervision
- SOAR
- Dragon Dollars
- Zones of Regulation
- Level System
- Daily Behavior Sheets





"The goal of Positive
Behavior Support is
not "perfect children."

Rather the goal
should be creating the
perfect environment
for enhancing their
growth."

-Randy Sprick



Where does Tier One begin?

IA Matrix

IA Dragons SOAR!				
	All Settings	Cafeteria	Restrooms	Hallways
S afe	<ul style="list-style-type: none"> Be okay when others are not Keep hands, feet, and objects to yourself Walk 	<ul style="list-style-type: none"> Walk quietly and safely Sit with body facing the table and feet on the floor Keep hands to self and own food. 	<ul style="list-style-type: none"> One student at a time Wash hands with soap Walk 	<ul style="list-style-type: none"> Stay in line to the right Keep, hands, feet, and objects to yourself Walk
O n time & n task	<ul style="list-style-type: none"> Be where you belong Follow directions 	<ul style="list-style-type: none"> Stay at your assigned seat Use your time wisely Be lined up and ready to return to class when lunch ends 	<ul style="list-style-type: none"> Be timely Take care of your business 	<ul style="list-style-type: none"> Stay in line Follow directions
A ccountable	<ul style="list-style-type: none"> Accept responsibility for your words and actions Ask for help if you need it Keep our school neat and clean 	<ul style="list-style-type: none"> Clean up after yourself Raise your hand if you need help All food/drinks should remain in the cafeteria 	<ul style="list-style-type: none"> Throw trash in trash can Report messes to an adult 	<ul style="list-style-type: none"> Look where you are going Keep hands off of walls Display gold badge or be with an adult at all times
R espectful	<ul style="list-style-type: none"> Use appropriate language and volume Use kind words Be helpful 	<ul style="list-style-type: none"> Talk quietly to others at your table Keep conversations school-appropriate Be courteous to others in the cafeteria and in line. 	<ul style="list-style-type: none"> Give others privacy 	<ul style="list-style-type: none"> Respect others' personal space Voices off

Expectations

- Expected behaviors are acknowledged and rewarded
- Clear and consistent expectations
- Frequently review expectations
- SOAR poster in every classroom
- How do you teach expectations in your classroom?

IA Dragons SOAR!	
S SAFE	<ul style="list-style-type: none">✓ Be okay when others are not✓ Keep hands, feet, and objects to yourself✓ Walk
O ON TIME & ON TASK	<ul style="list-style-type: none">✓ Be where you belong✓ Follow directions
A ACCOUNTABLE	<ul style="list-style-type: none">✓ Accept responsibility for your words and actions✓ Ask for help if you need it✓ Keep our school neat and clean
R RESPECTFUL	<ul style="list-style-type: none">✓ Use appropriate language and volume✓ Use kind words✓ Be helpful

September 2024

CAMMP Portfolio

Week 2:

CAMMP Portfolio

Grade Check				Weekly Goals	
Class	Letter Grade	Percent	# of missing assignments	Goal 1:	Weekly Percentage:
				Goal 2:	Weekly Percentage:
				Goal 3:	Weekly Percentage:

Daily Reflection

1. Why is it important to understand your brain? Now that you understand your amazing brain, who can you teach this information to?
2. How will learning not to “flip my lid” help me?
3. How will establishing goals and expectations at the start of the year increase our opportunities for success this year? How will your vision board be part of your student portfolio this year?
4. What have we learned today about the relationship between emotions and empathy? How can identifying emotions and having empathy for others help contribute to being a great classmate?

Artifacts Included:

- ☐ Flipped lid drawing
- ☐ Digital vision board
- ☐ Keys to Middle School Success worksheet
- ☐ All About Me Hand
- ☐ Picture of clay model
- ☐ Other: _____

Point sheets

- Serve as communication between school and home
- Holds students accountable
- Collect Data
- Track student progress/goal-setting
- Point sheets can be emailed or shared on Seesaw. Many families prefer this.
- How do you make sure parents are receiving information about their student?

Student's Name: _____ Date: _____

☐ (blank): Met goal +: Met goal with assistance X: Did not meet goal

Goal	7:25-8:25	8:25-9:15	9:15-10:05	10:05-10:55	10:55-11:20	11:20-12:10	12:10-1:00	1:00-1:50
Student will be on-task in all school environments.								
Student will be respectful towards peers and adults in all school environments.								
SOAR Goals								

IRON	BRONZE	SILVER	GOLD
1 2 3 4 5	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	★

Minimum % to remain/move up on level: Bronze: 70% Silver: 80% Gold: 90%

0	1	2	3	4	5	6	7	8	9	10	11	12
100%	94%	88%	81%	75%	69%	63%	56%	50%	44%	38%	31%	25%

Student Support:

- Daily triage.
- Provide sensory items, when necessary.
- Provide positive reinforcement and praise for "safe body and safe voice".

Intervention(s) required:

- ☐ Recovery ☐ Buddy Room ☐ Team Transport
☐ Child Protective Hold ☐ Safe Room ☐ Policy 1310 Harassment

Investigation

Comments:

Parent's Signature: _____

• If desired, please leave comments on the back of this page.

Student's Name: _____ Date: _____

☐ (blank): Met goal +: Met goal with assistance X: Did not meet goal

Goal	7:25-8:25	8:25-9:15	9:15-10:05	10:05-10:55	10:55-11:20	11:20-12:10	12:10-1:00	1:00-1:50
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Daily Points Sheets

Example of an IA 8th Grade Points Sheet

Individual Student Goals

IA SOAR Goals (Safe, on time/on task, accountable, respectful)

IA Level System



Student's Name: _____

Date: _____

Class Period	Safe	On Time & On Task	Accountable	Respectful	IEP Goal	Tally Off Topic (blurt outs, interruptions, not working on assignment)	Time Not Engaged (sleeping, head down, refusal to engage)
7:25-8:25	Yes No	Yes No	Yes No	Yes No	Yes No		
8:25-9:15	Yes No	Yes No	Yes No	Yes No	Yes No		
9:15-10:05	Yes No	Yes No	Yes No	Yes No	Yes No		
10:05-10:55	Yes No	Yes No	Yes No	Yes No	Yes No		
10:55-11:20	Yes No	Yes No	Yes No	Yes No	Yes No		
11:20-12:10	Yes No	Yes No	Yes No	Yes No	Yes No		
12:10-1:00	Yes No	Yes No	Yes No	Yes No	Yes No		
1:00-1:50	Yes No	Yes No	Yes No	Yes No	Yes No		
8th Hour	Yes No	Yes No	Yes No	Yes No	Yes No		
						Total:	Total:
Total Yes's						Today's Total Yes's:	
Total Opportunities	8	8	8	8	8	Today's Opportunities: 40	
Daily %						Today's Total %:	
My Goal						Today's Goal:	

Safe	On Time & On Task	Accountable	Respectful
<ul style="list-style-type: none"> -Keep hands, feet, and objects to yourself -Walk -Be okay when others are not -not using verbally or physically aggressive behaviors -elopement 	<ul style="list-style-type: none"> -stay in assigned location -Follow directions 	<ul style="list-style-type: none"> -Accept responsibility for your words and actions -Ask for help if you need it 	<ul style="list-style-type: none"> -Use appropriate language and volume -Do not interrupt the learning environment -Use kind words -Use school supplies appropriately -Respect others' personal space

IRON	BRONZE	SILVER	GOLD
1 2 3 4 5	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	★

Comments:

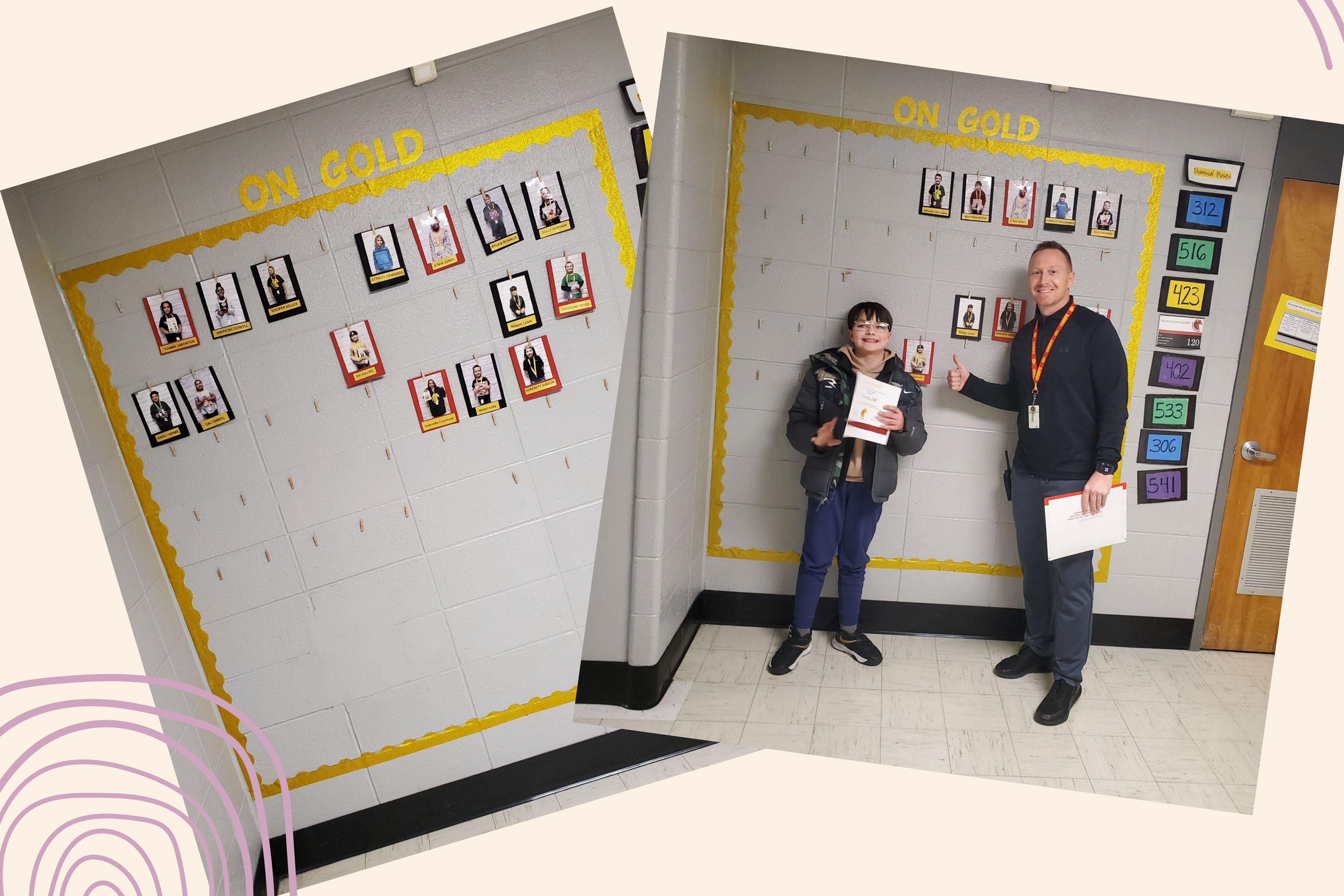
Parent's Signature: _____

Level System Continued

Elementary School Levels

	Description	Restrictions	Privileges
Level One (Iron) 2 days	<ul style="list-style-type: none"> *Office referral is involved *ISS/OSS *Shutdown *5 or more incomplete assignments *Attendance is below 80% 	<ul style="list-style-type: none"> *No Friday Activity *Sit at assigned table at lunch *No computer or video games at recess *Escort whenever leaving classroom 	<ul style="list-style-type: none"> *Able to earn tickets *Able to participate in ticket time
Level Two (Bronze) 5 days	<ul style="list-style-type: none"> *70-79% on target behavior sheet *3 or 4 incomplete assignments *Attendance is 80% or higher 	<ul style="list-style-type: none"> *No Friday Activity *Sit at assigned table at lunch *Escort whenever leaving classroom 	<ul style="list-style-type: none"> *Able to earn tickets *Able to participate in ticket time
Level Three (Silver) 20 days	<ul style="list-style-type: none"> *80-94% on target behavior sheet *2 or less incomplete assignments *Attendance is 85% or higher 	<ul style="list-style-type: none"> *Sit at assigned table at lunch *Escort whenever leaving classroom 	<ul style="list-style-type: none"> *Friday Activity *Outdoor recess option or X-box *Able to earn tickets *Able to participate in ticket time
Level Four (Gold)	<ul style="list-style-type: none"> *95% or higher on target behavior sheet *All assignments complete *Attendance is 90% or higher 	<ul style="list-style-type: none"> *None, must still follow school rules 	<ul style="list-style-type: none"> *Sit at gold area at lunch *Walk unescorted in building with badge *Friday Activity *Outdoor recess option or X-box *Able to earn tickets *Able to participate in ticket time

Level System



Dragon Dollars



Recognition for showing Expected Behavior should be.....

- Contingent
 - Specific
- Immediate
 - Frequent
 - Genuine
 - Clean



Dragon Dollars Continued.....

- **Contingent:** means it should be provided *only when the student(s) has demonstrated the desired behavior.*
- **Specific:** *must tell the student exactly what he or she did that was correct* so the student can replicate the behavior.
- **Immediate:** *must be provided immediately so the student can remember what he or she did that was correct.* If the feedback is provided at a later time, the student may not remember exactly what he or she did, so the student may not be able to remember how to replicate the appropriate behavior.
- **Frequent:** continuous schedule when students are learning new skills. This means that every time the student displays the desired behavior, they receive specific positive feedback.
- **Genuine:** sincere, direct, and uses a 'natural' tone of voice. Each person must find his or her own style to communicate sincere positive regard while using the language of the Expectations Matrix.
- **Clean:** highlights only what the student did right - save comments regarding any improvement the person needs to make for another time.

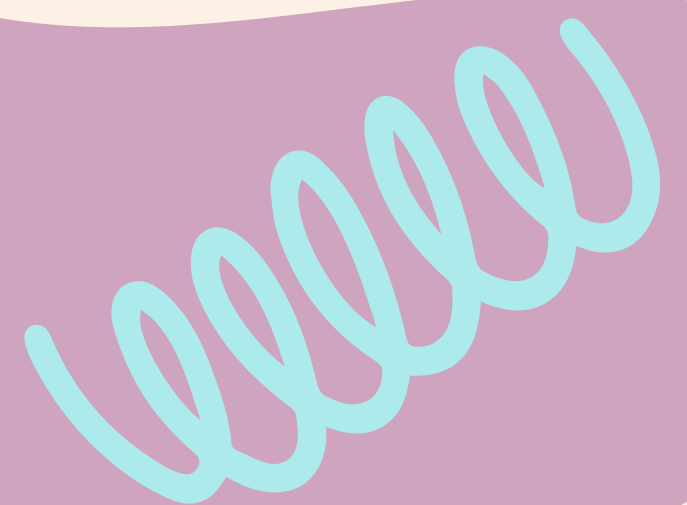
What does this look like?

Right Way Examples: (right after it happens)

- Great job throwing that paper away.
- Thank you for holding that door for that person.
- Thank you for moving to a safe seat.

Wrong Way Examples: (right after it happens)

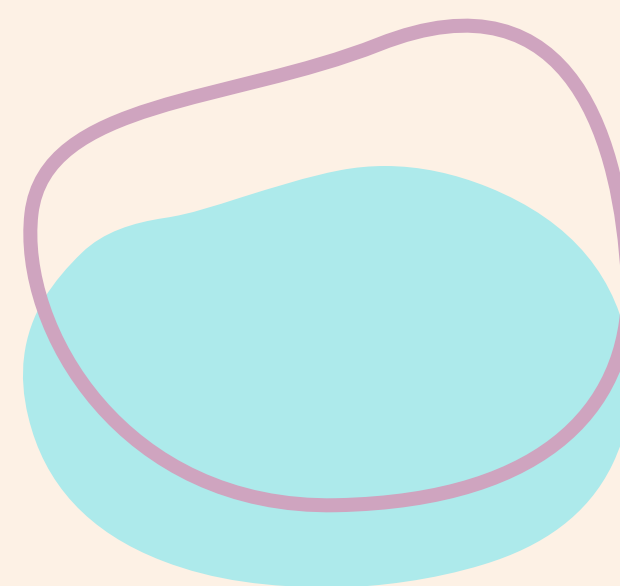
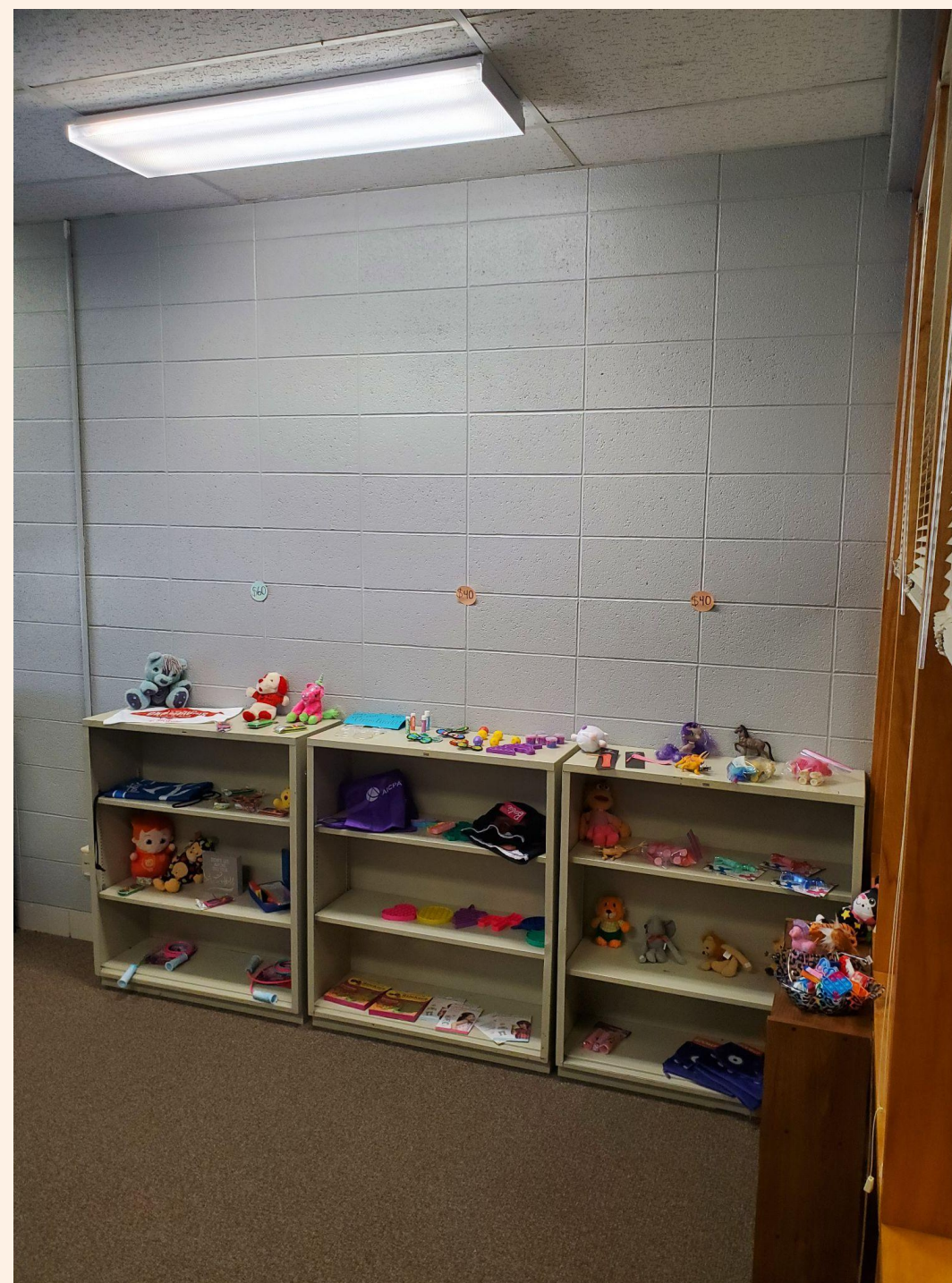
- You are just great (Great how?).
- I like your shirt (not on the Matrix).
- You have a nice smile (not a behavior).



Dragon Depot

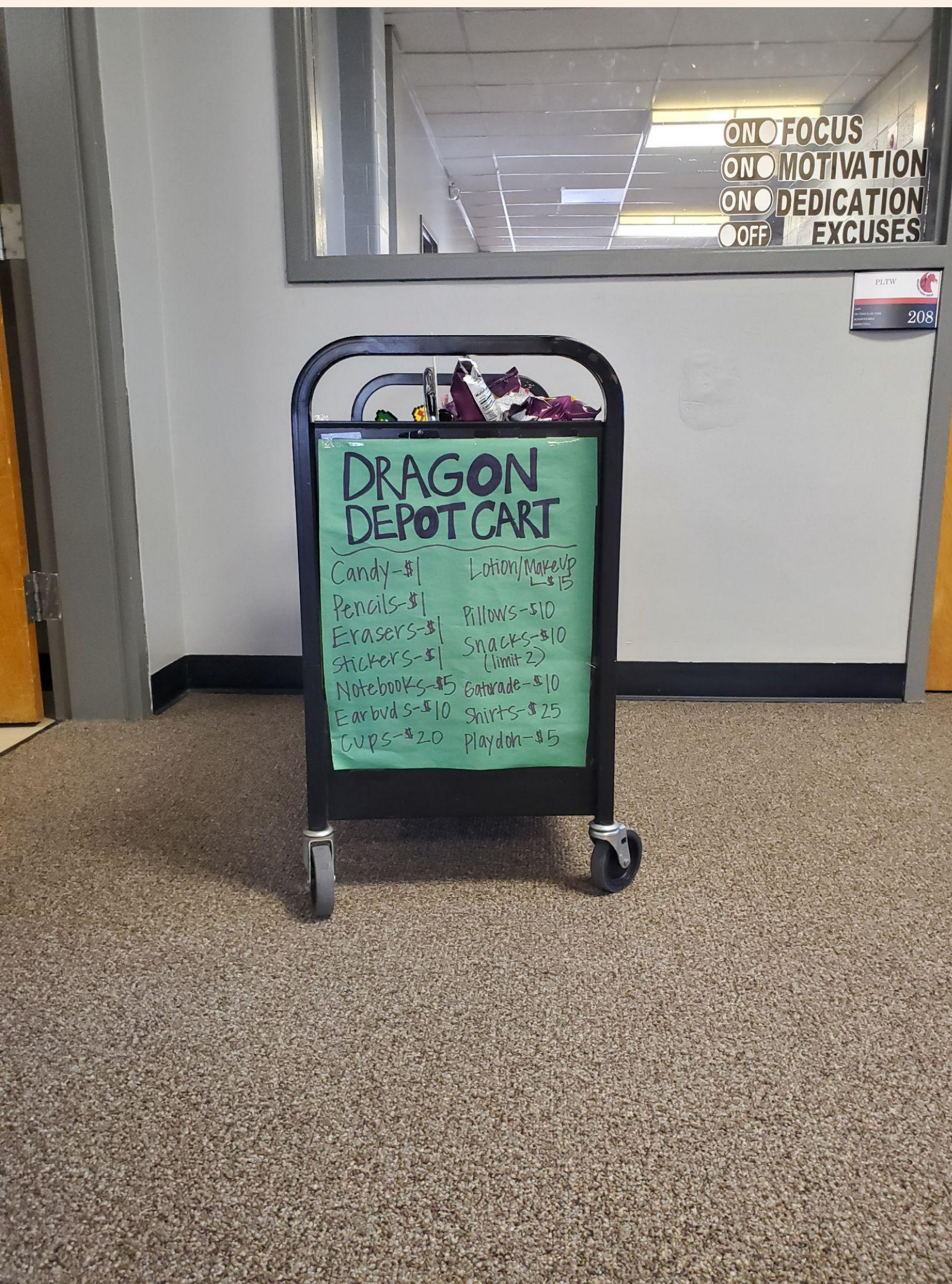


Dragon Depot Continued





Dragon Cart

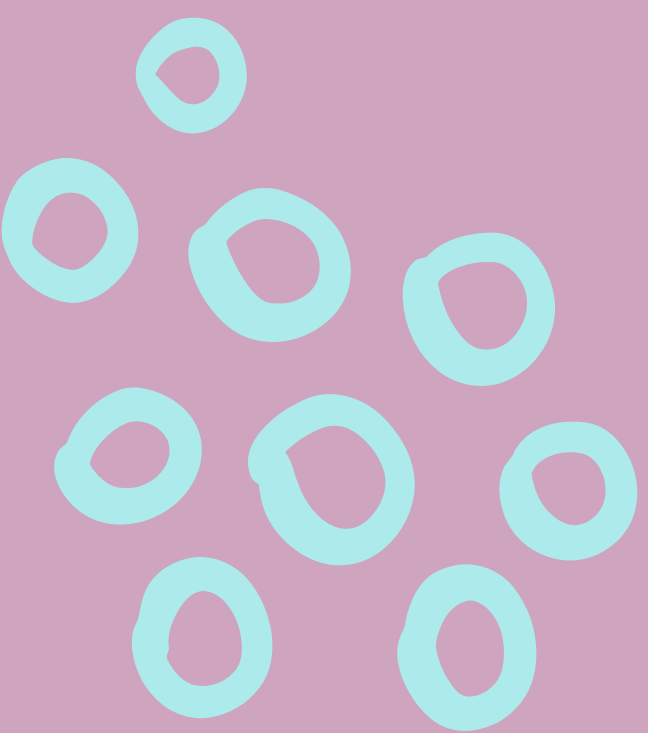


Problem Solving Team (PST)

- Tier 1 staff support
- Meet on ALL students
- Fidelity

How we incorporate Tier 1 into PST

Tier One Weekly Challenge



Challenge: Active Supervision

Moving

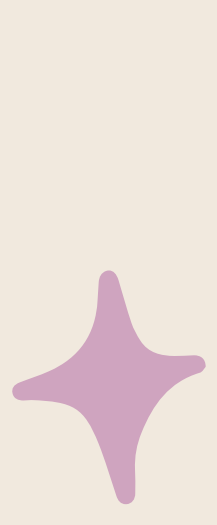
- continuous movement
- Proximity with students
- Random or unpredictable
- Include moving close to non compliant student and possible targeted problem-areas
- Demonstrate interests in students, assist with learning tasks, provide positive and corrective feedback

Interacting

- frequently interact with students - helps deposit in your emotional bank account with your student
 - Communicates care, trust, and respect, and helps build relationships
- Creates positive climate and increases likelihood of accepting correction if needed
- Pre-correction
- Non-contingent attention
- Specific positive feedback

Scanning

- Frequently and intentionally look around at students
- Looking students in the eye
- Visually sweeping all areas of the room as well as looking directly at students nearest you
- If working with individual, position self so as to scan the entire room or get up and scan occasionally



Immediate
Learning
assistance

Increases
Student
Engagement

Reduces
unexpected
behavior

Allows for
frequent use of
encouragement

Allows for
timely
correction

Builds positive
adult/student
relationships

Why is it valuable?



Challenge: Encourage and Model Feelings Focused Responses

Key Aspects of Feelings-Focused Responses:

Focus on Emotional Regulation:

Instead of trying to control the stressor, you focus on managing your emotional reaction to it.

Acknowledge and Validate Your Emotions:

This includes identifying and accepting the feelings you're experiencing, whether they're positive or negative.

Develop Coping Mechanisms:

This involves finding healthy ways to process and manage your emotions, such as journaling, meditation, or talking to someone you trust.

Shift Your Perspective:

Reframing negative thoughts or seeking a new perspective can help you manage your emotions more effectively.

Practice Self-Compassion:

Treat yourself with kindness and understanding, especially during challenging times.



Examples of Feelings-Focused Coping Strategies:

- **Meditation:** Using mindfulness techniques to calm your mind and reduce stress.
- **Journaling:** Expressing your thoughts and feelings in writing, which can help you process emotions and gain insights.
- **Positive Thinking:** Shifting your focus to positive aspects of your life and practicing gratitude.
- **Forgiveness:** Releasing anger and resentment, which can be beneficial for both your mental and physical health.
- **Reframing:** Challenging negative thoughts and replacing them with more positive or balanced ones.
- **Talking it Out:** Sharing your feelings with a trusted friend, family member, or therapist.
- **Seeking Social Support:** Connecting with others and building a strong support network can help you cope with difficult emotions.
- **Practicing Mindfulness:** Focusing on the present moment and accepting your emotions without judgment.
- **Engaging in Physical Activity:** Exercise can help release endorphins, which have mood-boosting effects.



Challenge: Create a Visual For Your Safe Seat with De-Escalation Info





Challenge: Create a Classroom Incentive

- Have a jar that can be filled with objects (rocks, marbles, cotton balls, ping pong balls, etc.) when the students are following class expectations as a whole. Once the jar is filled, the class earns an incentive
- Have a word on the board-for every compliment towards your class goal, the class earns a "letter" toward spelling the entire word. Once the entire word is spelled, class earns an incentive.
- [Mystery Motivator](#)
- Create a picture split into puzzle pieces, when the whole class is following directions, they earn a puzzle piece
- Picture of a flower, class earns a petal when they are all following directions
- Teacher vs. Student-When the class isn't following directions, Teacher gets a point. When class is following directions, class gets a point. If the class earned more points than the Teacher at the end of the day, they earn a reward.



Classroom Incentive Examples

Behavior Bingo

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

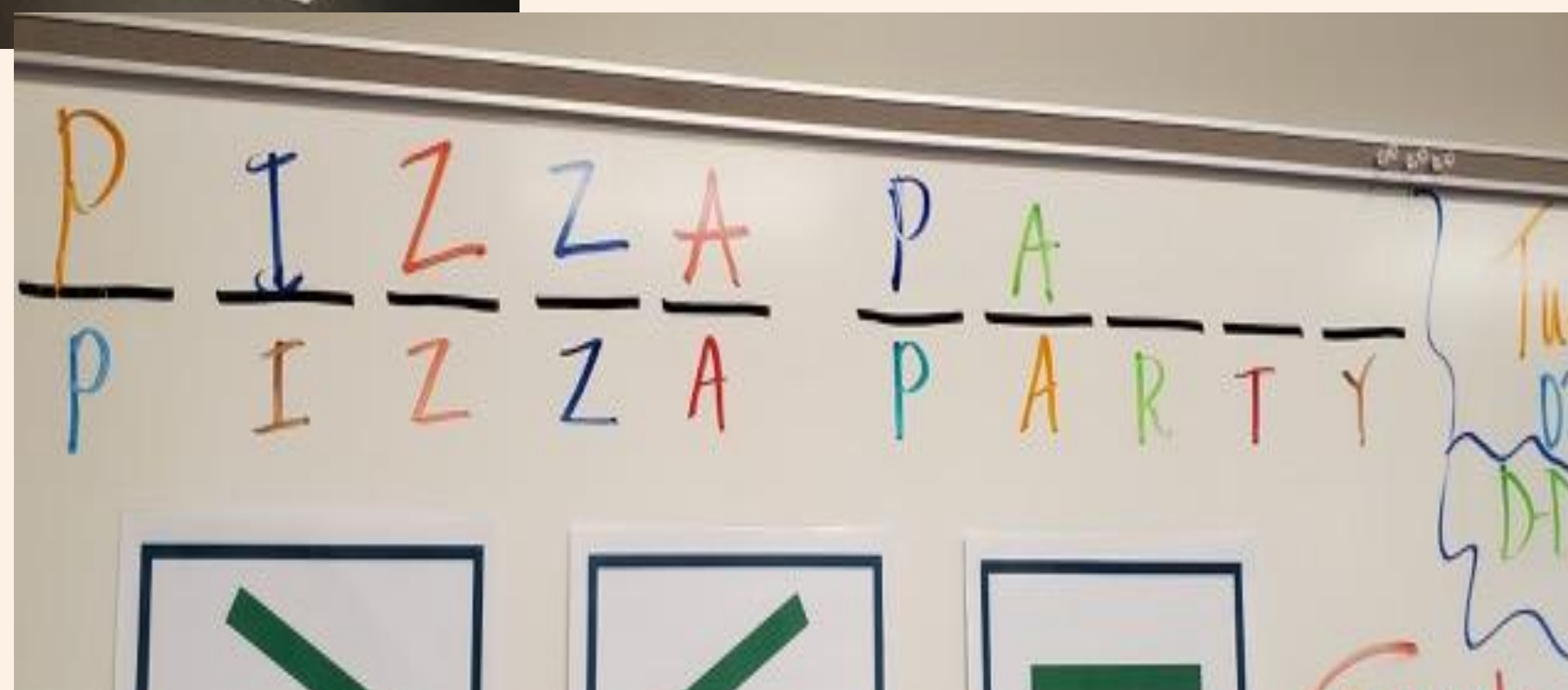
In 8th hour we are Working to Earn:

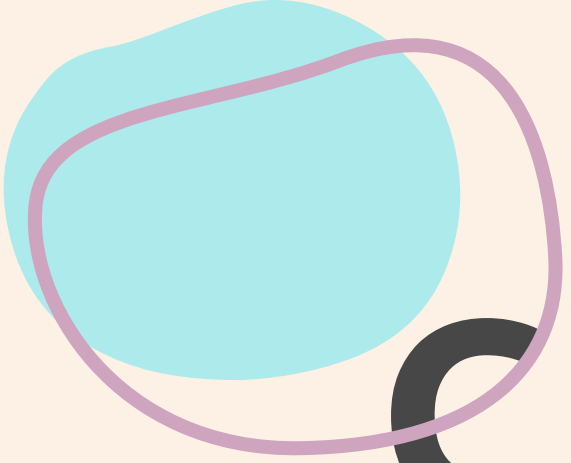
Outside - Sidewalk Chalk - Icecream

Class Reward

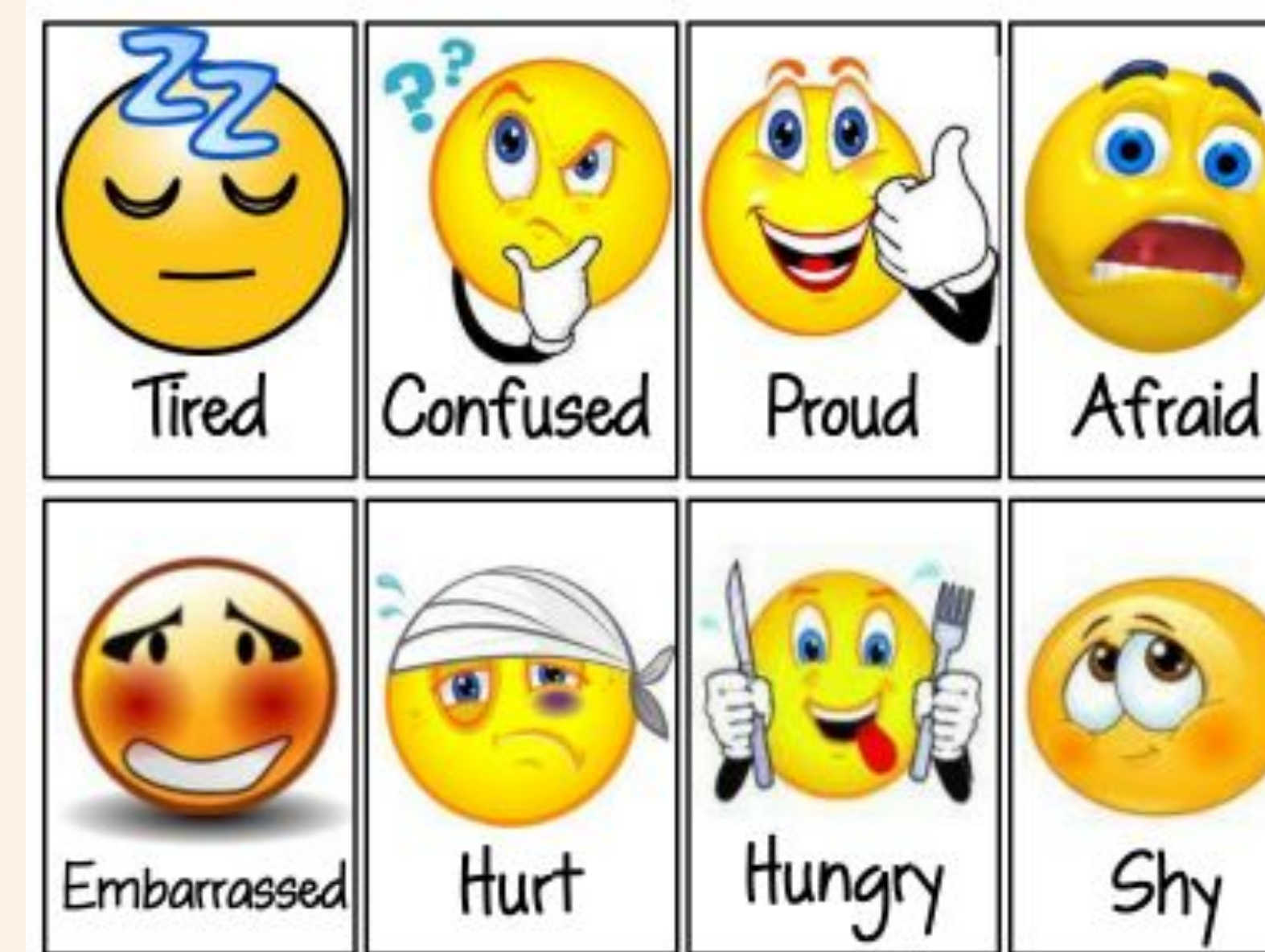
We are working for:

Pizza party 🍕





Challenge: Check in After Lunch



My Zones Across the Day

	Breakfast	Rdg	Writing	SS	Recess	WW	Lunch	Math	Science	Recess	Specials	Dismissal
Red												
Yellow												
Green												
Blue												

Tell me about your day

	HAPPY	SAD	ANGRY	DISAPPOINTED	FRUSTRATED	PROUD	EXCITED	SCARED	NERVOUS
Mon.									
Tues.									
Wed.									
Thurs.									
Fri.									
Sat.									
Sun.									

Weekly Mood Tracker


	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Upon Waking Up							
Morning							
Afternoon							
Evening							
Before Bed							

Key

□ _____ □ _____ □ _____

□ _____ □ _____

Challenge: Varied Response Strategies

- Exit tickets
 - 3-2-1
 - 3 things you didn't know before
 - 2 things that surprised you about this topic
 - 1 thing you want to start doing with what you have learned
 - Whiteboard and marker responses from whole class
 - Stand up if you agree, stay sitting if you disagree-be ready to defend your answer
 - Turn & talk partners-preassigned by teacher
 - Think-pair-share
 - Write-pair-share
 - Gallery walk
 - Guided notes
 - Other Ideas?
- 

Challenge: Create a Visual for Classroom Procedures

NUMBER TALK HAND SIGNALS



I'm thinking.



I have an answer
and a strategy!

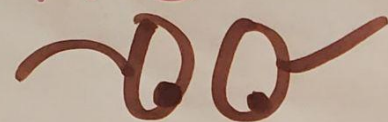


I have more than
one strategy!




I agree!

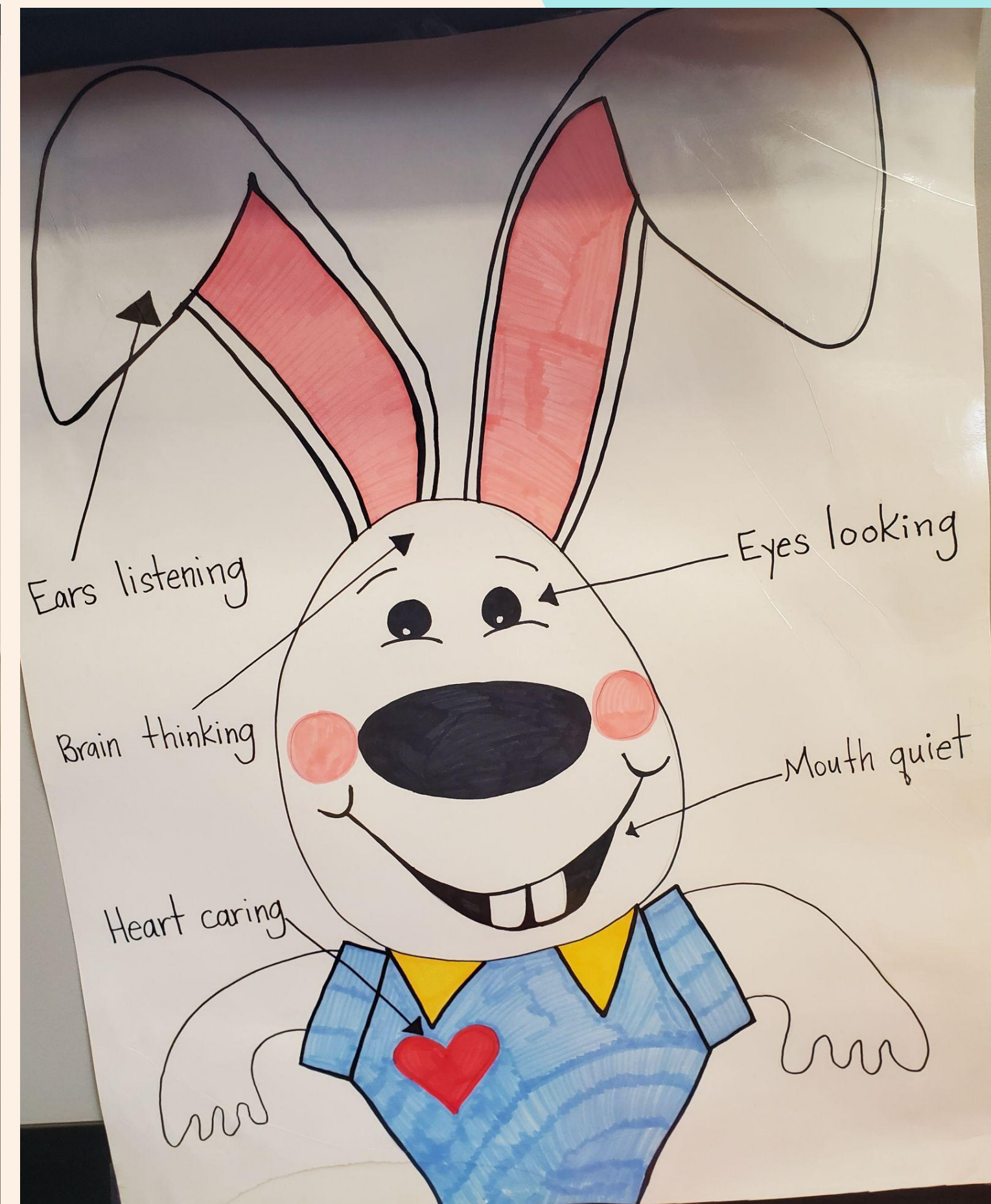
★ Respect ★

Looks like 

- students working
- sitting safely
- following directions
- being nice
- listening to the teacher
- teachers being nice
- safe body

Sounds like 

- kind words
- supplies being used correctly
- nice voice
- people sharing
- voices off when the teacher is talking
- behaving



Challenge: CPI De-Escalation

- Responding to defensive behaviors
 - Use short, simple phrases that the person can follow
 - Supplement directive responses with other interventions
 - time and space
 - removing triggers
 - asking someone else to step in
- Provide limits and choices
- Objectively analyze the situation

Challenge: Fill Out PBIS Teacher Self Reflection Assessment

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE - EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

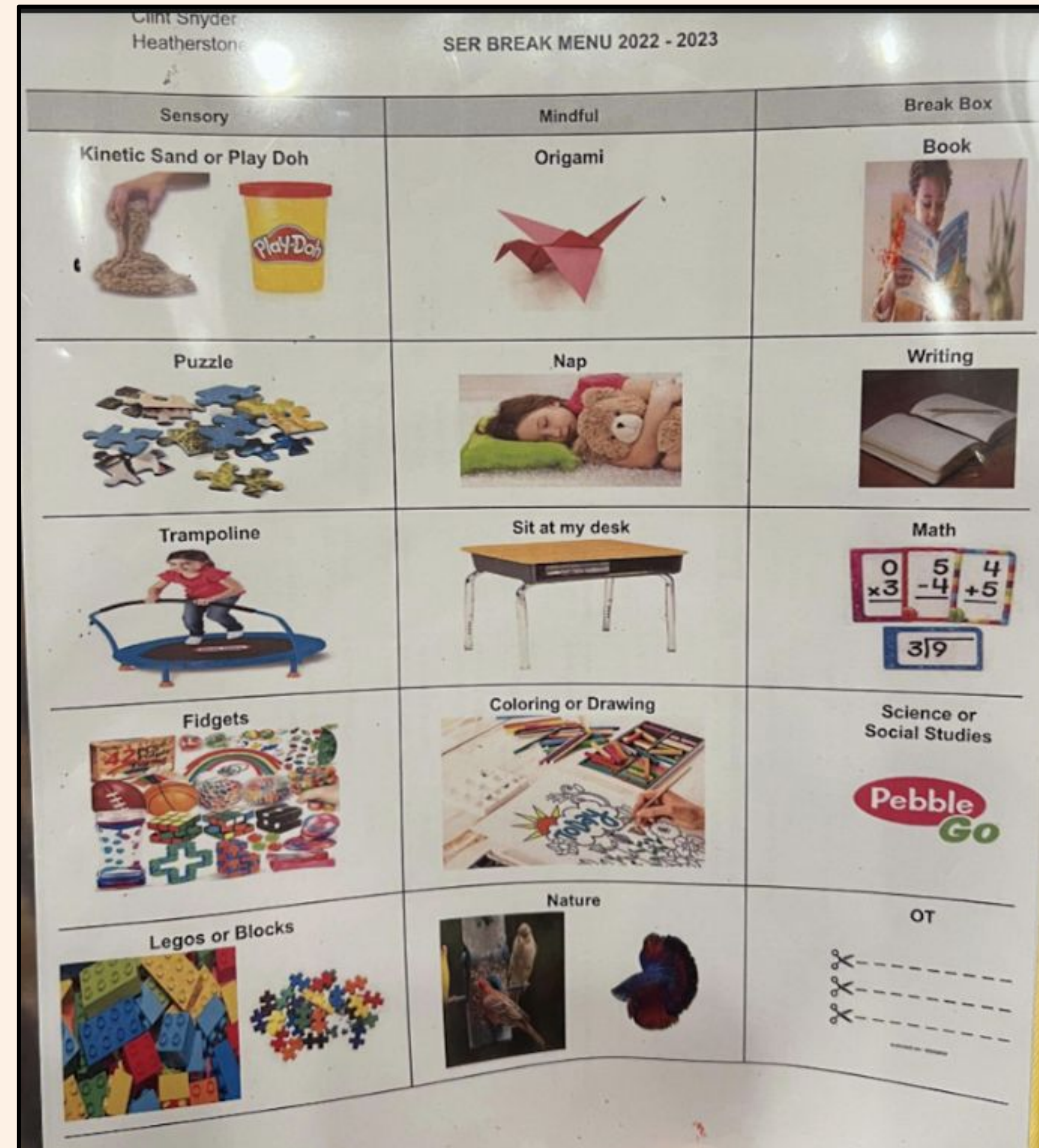
Effective Classroom	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior - Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4: 1? _____ <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a <u>variety classroom response strategies</u> (prompt, redirect, re- teach, provide choice, and conference with

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices Page 2

Effective Classroom	Staff Expectations to Support Student Behavior
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision. <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level. <input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? <input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	<input type="checkbox"/> I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a <u>lesson</u> I consider the pace, sequence, and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty. <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.

Challenge: Break Time Menus

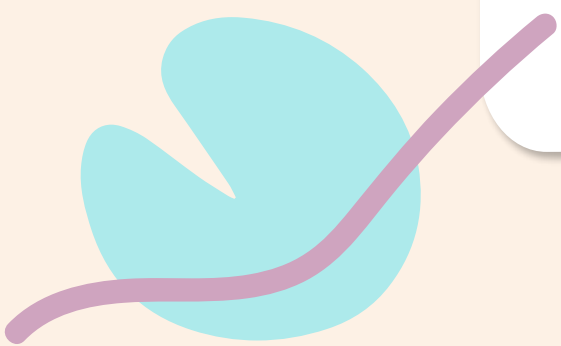
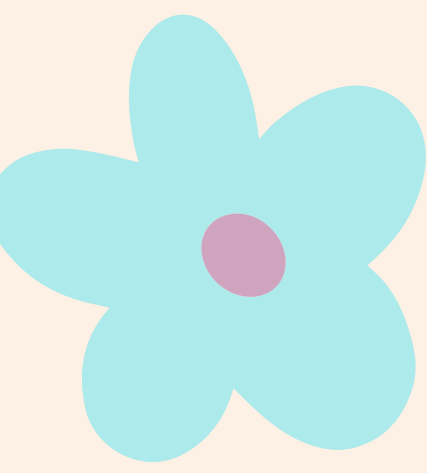
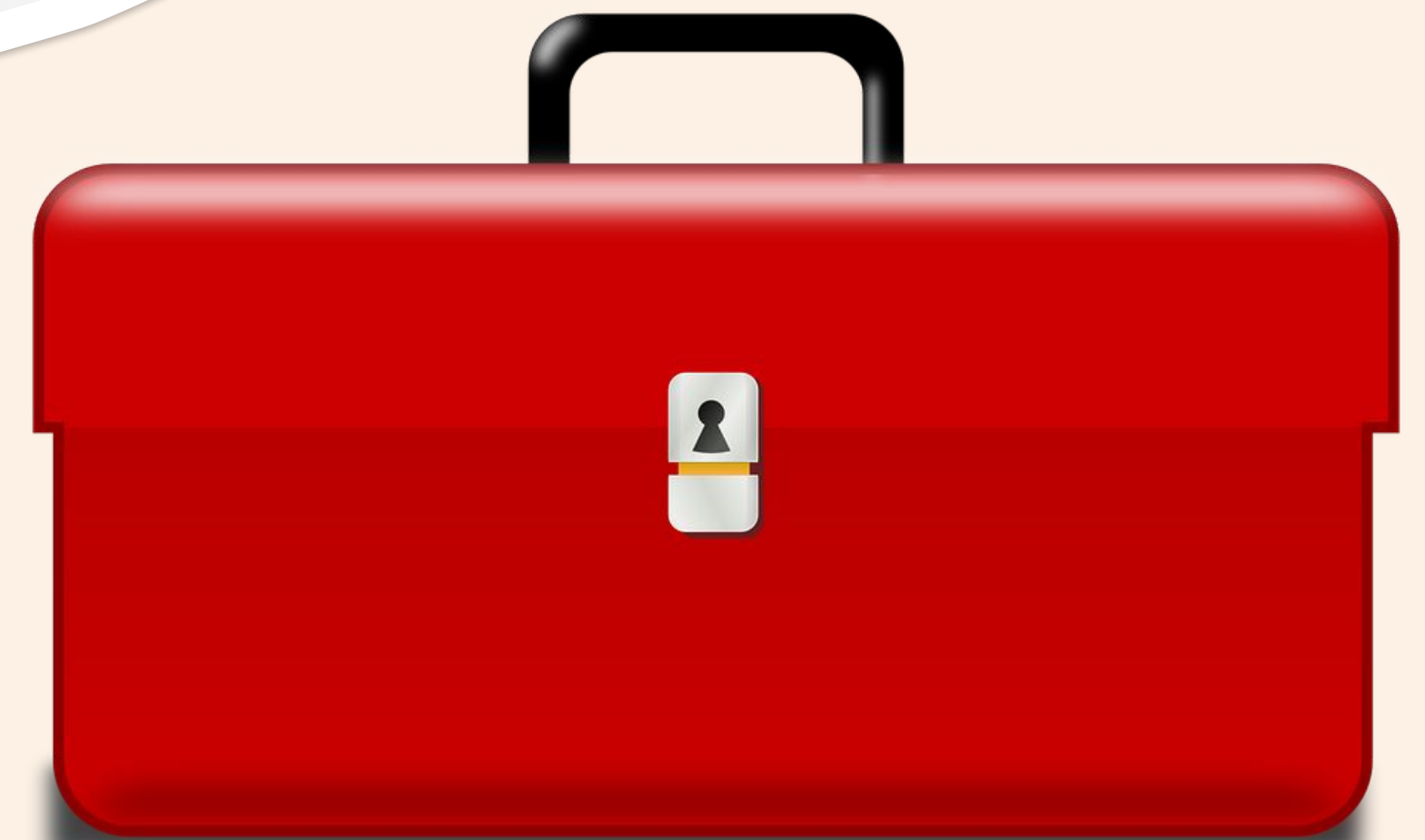
- Most classrooms have small breaks between classes/subjects
- Limit breaks outside of the classroom, students on break should not cause an interruption to other classrooms
- Create student break time plans in PST meetings
- Breaks should last no more than 5-10 minutes—protect instructional time!



- Mystery Motivator
- Student
Self-monitoring
- Classroom Jobs
- Relationship building
- Talk Tickets
- Points for Grumpy

Other ideas?

**Tier
1/2-
Fresh
Ideas!**





How do we know if it's working??

We Ask!

Effective Classroom Practices Checklist



And we ask again.....

IA Fidelity Checklist



Staff Incentives for support of PBIS




PBIS STAFF AWARD WINNER
PARKING





Create Your Own Tier 1 Fidelity Checklist!

- What Tier 1 Strategies do you want to focus on implementing?
 - How do you want to check in with staff?
 - Feel free to make a copy of our google doc or create your own checklist!
 - <http://bit.ly/4ilkbUr>
- 

Thank you!

Katie Davis

katie_davis@idschools.org

Megan Hinkle

megan_hinkle@idschools.org

816-521-5505

Please be sure to complete the session feedback survey in the Guidebook app!

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