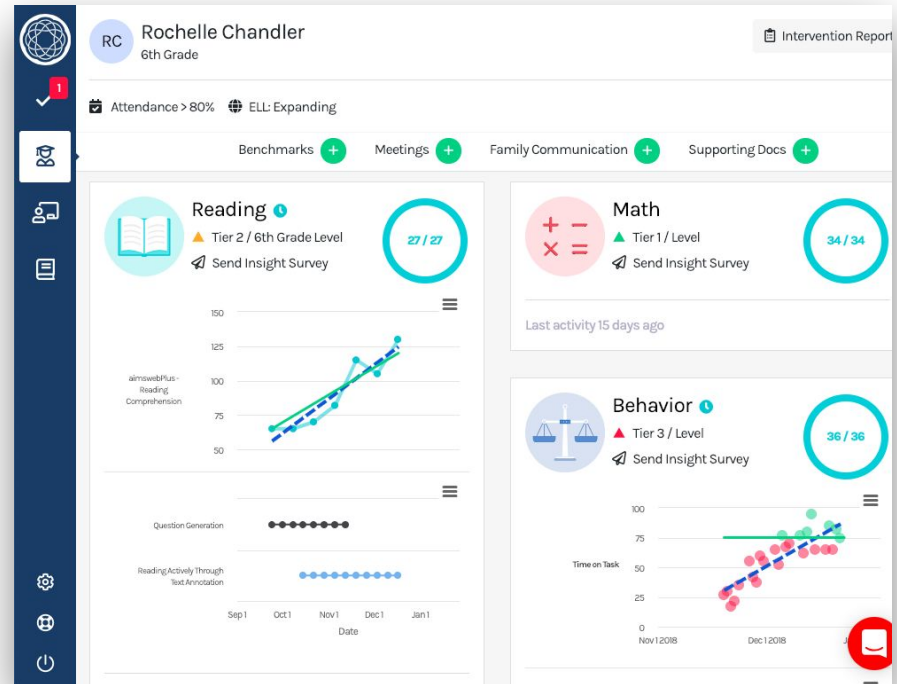# BRANCHING MINDS

Using Proactive and Preventative Behavioral Strategies in MTSS

TO MAKE MTSS/RTI EFFECTIVE, EFFICIENT & EQUITABLE

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
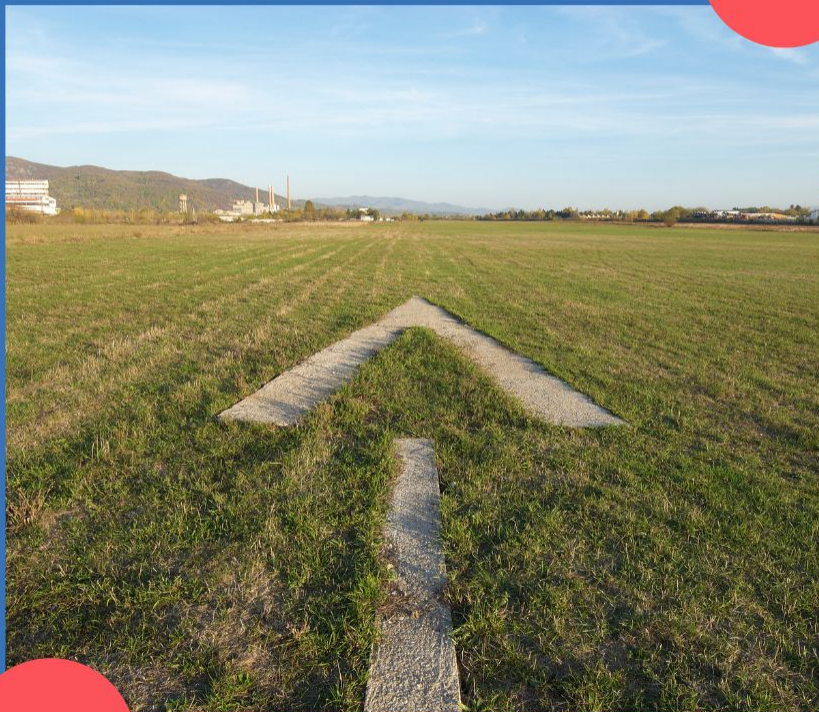
❏ Streamline communication across colleagues and families

BRANCHING MINDS

Essie Sutton

Director of Learning Science
Branching Minds

Tricia Skyles

Educational Consultant
Safe & Civil Schools

Agenda

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

BRANCHING MINDS

Post-Pandemic Behavioral Challenges

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

BRANCHING MINDS

Behavior Management and Classroom Quality

Challenging behaviors

Quality of classroom interactions

Sutton et al., 2021

BRANCHING MINDS
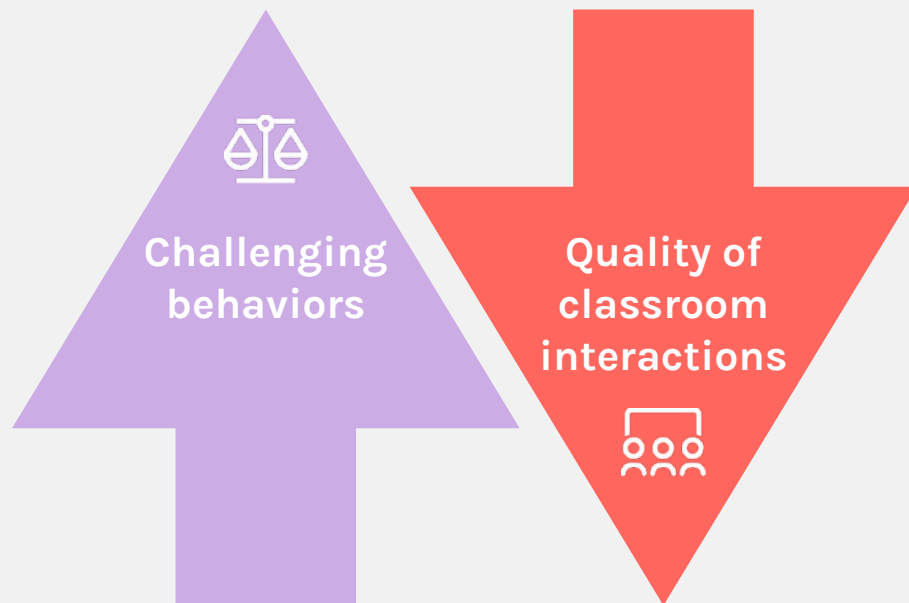
Classroom Management and Student Outcomes

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

BRANCHING MINDS

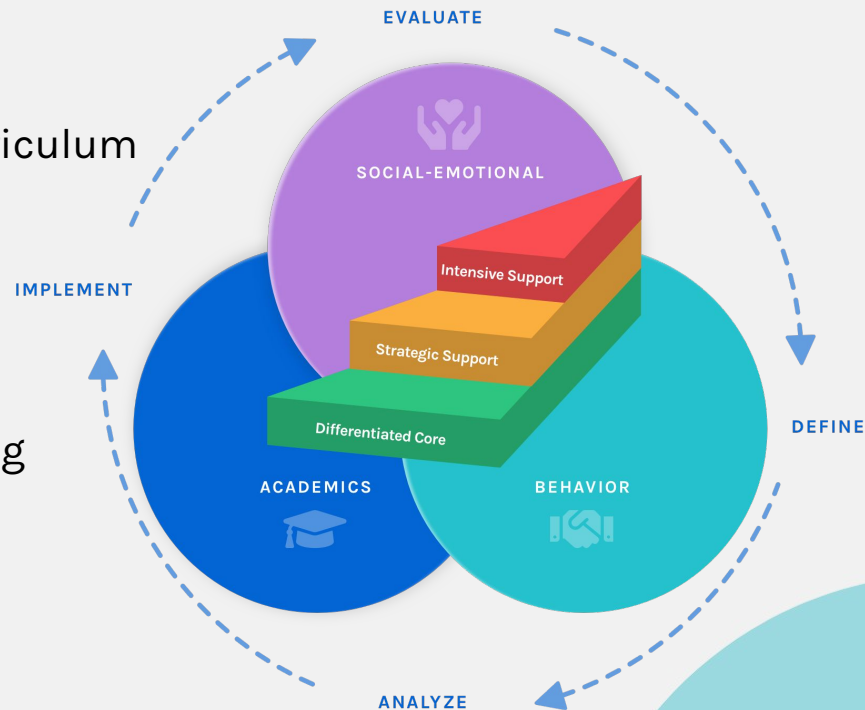# Proactive and Reactive Behavioral Approaches

Proactive:

- ✓ Organized classroom environment
- ✓ Setting expectations
- ✓ Schedules/routines
- ✓ Positive language
- ✓ Promote positive relationships
- ✓ Engagement
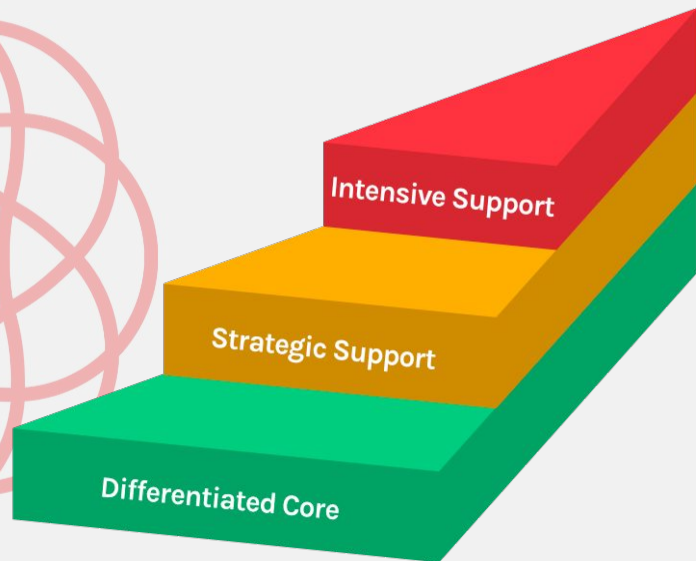- ✓ Social-emotional learning

Reactive:

- ✓ Reminders/Cueing
- ✓ Redirection
- ✓ Proximity
- ✓ Logical consequences

- X Reprimands
- X Inconsistent responding
- X External control
- X Punishment

BRANCHING MINDS

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

EVALUATE

IMPLEMENT

SOCIAL-EMOTIONAL

Intensive Support

Strategic Support

Differentiated Core

ACADEMICS

BEHAVIOR

DEFINE

ANALYZE

BRANCHING MINDS

Supporting Positive Behavior Across Tier Levels

Intensive Support

Strategic Support

Differentiated Core

Tier 3
- Intensive behavioral support
- One-on-one instruction and wrap-around services
- Behavior progress monitoring

Tier 2
- Targeted behavioral support
- Small group instruction on specific skills and strategies
- Behavior progress monitoring

Tier 1
- Positive behavioral strategies
- Class-wide SEL programing
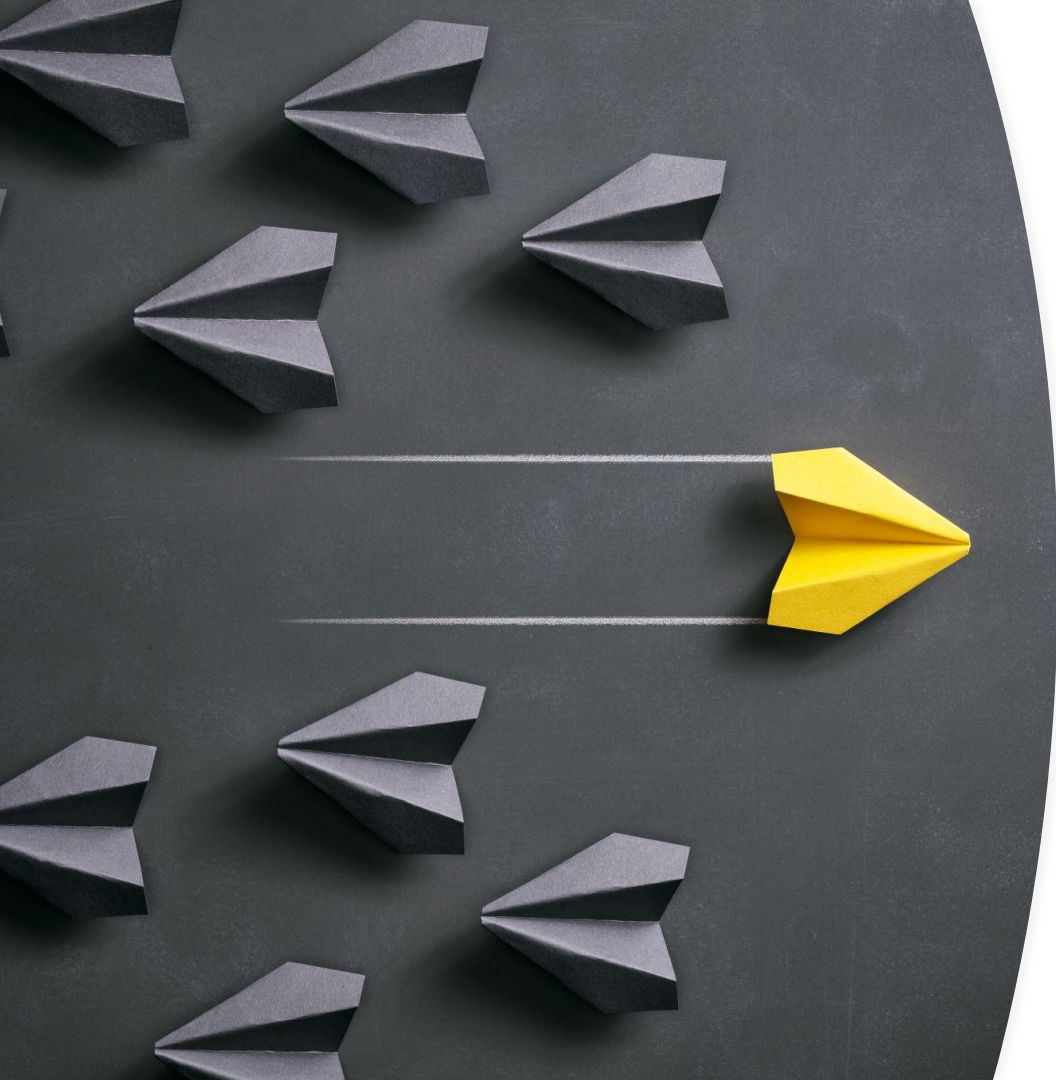- Teaching frameworks for classroom behavior management

BRANCHING MINDS

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

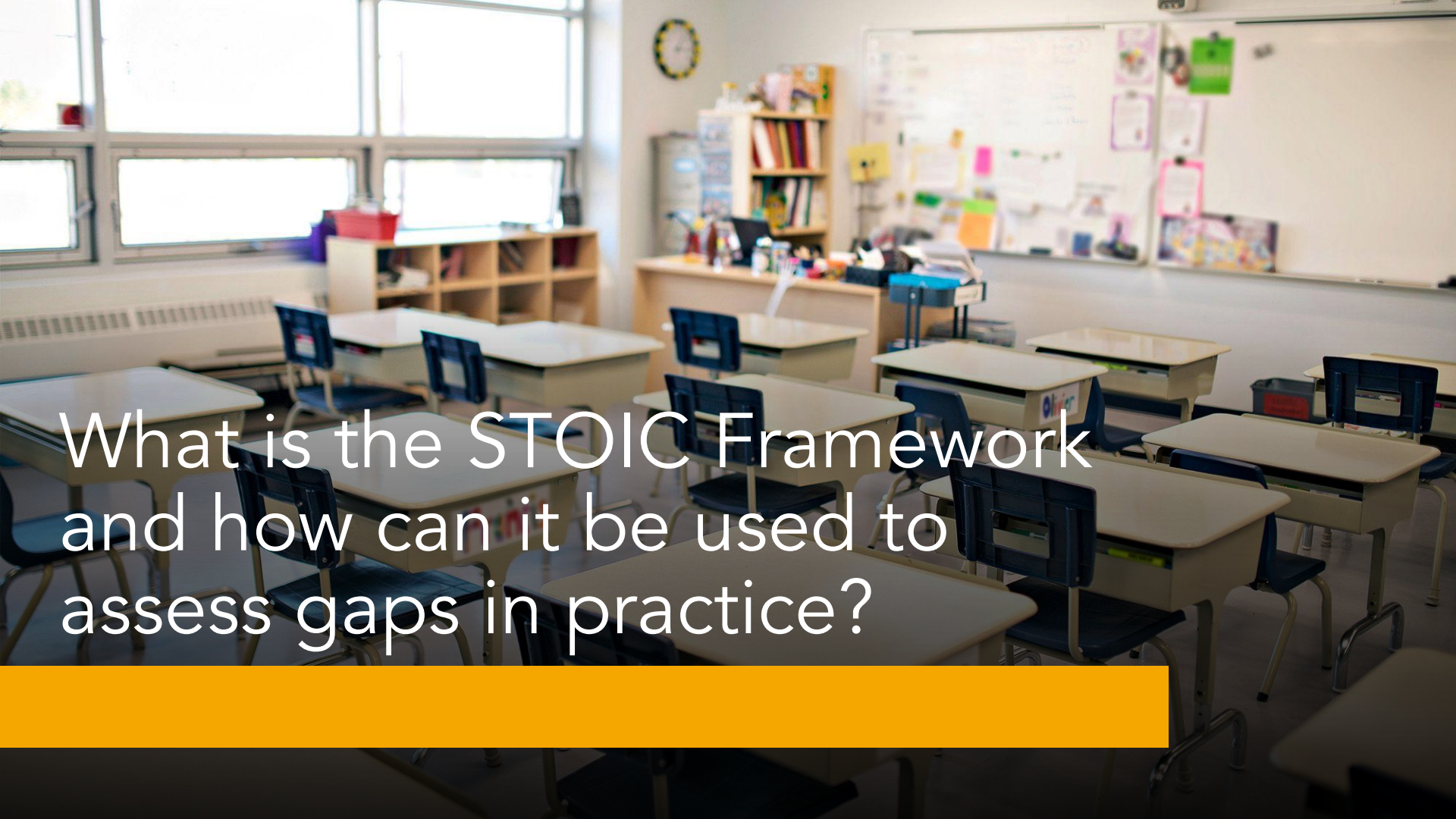- And highly engaged in meaningful tasks.

Amygdala
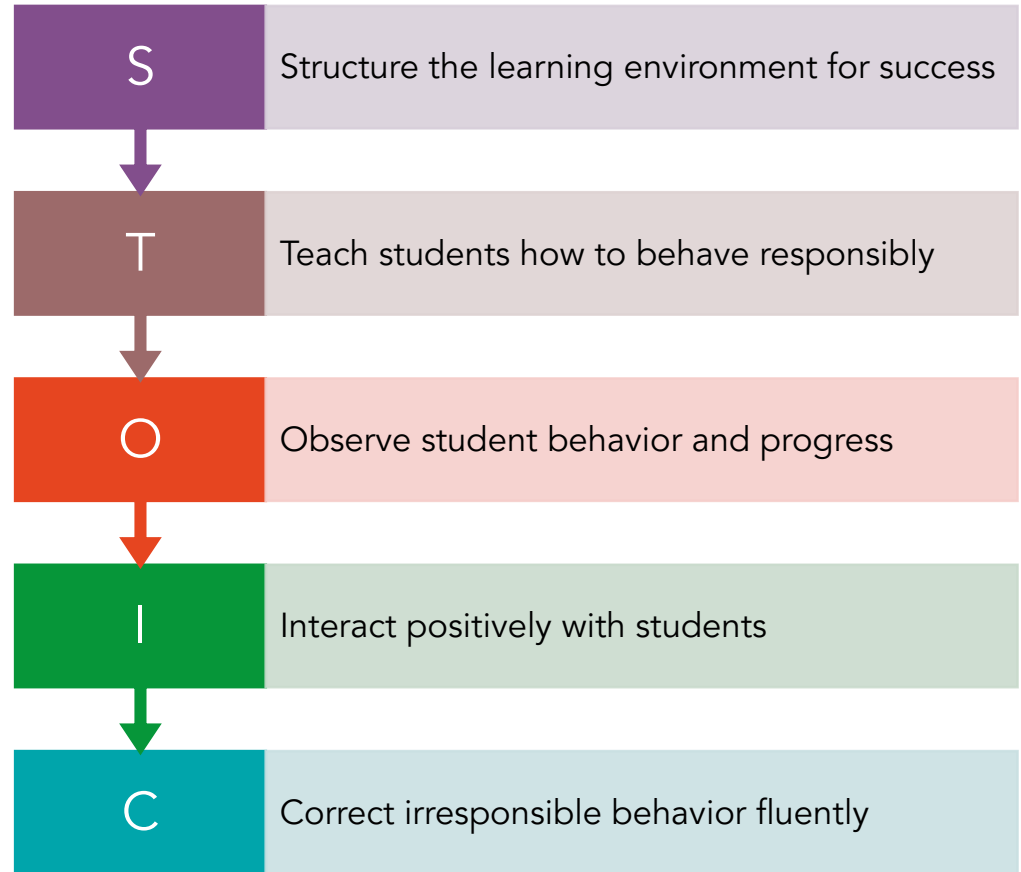
Anticipate and remove.

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

Classroom Management STOIC Checklist

Variables	Questions to guide discussion	Y	N	Comments
Structure/ Organize the classroom for success.	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	Y	N	
	2. Can you and your students access materials and the pencil sharpener without disturbing others?	Y	N	
	3. Does the schedule create consistency, variety, and opportunities for movement?	Y	N	
	4. Do you have effective beginning and ending routines?	Y	N	
	5. Have you defined clear expectations for instructional activities?	Y	N	
	6. Have you defined clear expectations for transitions between activities?	Y	N	
Teach students how to behave responsibly in the classroom.	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?	Y	N	
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?	Y	N	
	3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns).	Y	N	
Observe student behavior (supervise!).	1. Do you circulate and scan as a means of observing/ monitoring student behavior?	Y	N	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	Y	N	
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	Y	N	
Interact positively with students.	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking the student at every opportunity)?	Y	N	
	2. Do you provide age-appropriate, non-embarrassing feedback?	Y	N	
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior rather than when he is engaged in negative behavior?	Y	N	
Correct irresponsible behavior fluently—that is, in a manner that does not interrupt the flow of instruction.	1. Do you correct consistently?	Y	N	
	2. Do you correct calmly?	Y	N	
	3. Do you correct immediately?	Y	N	
	4. Do you correct briefly?	Y	N	
	5. Do you correct respectfully?	Y	N	
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?	Y	N	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	Y	N	

2007

Schoolwide STOIC Checklist

School-wide STOIC Checklist

School: _____ Date: ___ / ___ / ___
Common Area: _____ Time: ___ : ___ - ___ : ___

Variables	Questions	Y	N	NA	Comments
Structure/ Organize the setting for success	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?				
	2. Can students access any materials they need efficiently (i.e. food in the cafeteria, lockers in the hallway)?				
	3. Is there adequate time for students to use the common area (i.e. adequate time to receive lunch, adequate time to pass in the hallway)?				
	4. Are expectations for the common area clear and posted?				
Teach students how to behave responsibly in the common area	1. Have lessons on expectations been created and explicitly taught for the common area?				
	2. Is teaching and re-teaching provided as needed?				
Observe student behavior (supervise!)	1. Are there an adequate number of supervisors present in the common area?				
	2. Do supervisors model friendly, respectful behavior while monitoring the common area?				
	3. Is data collected periodically to make judgments about what is going well and what needs to be improved?				
Interact positively with students	1. Do supervisors interact with every student in a welcoming manner (i.e. saying hello, using students' names, talking to students at every opportunity)?				
	2. Do supervisors provide age-appropriate, effective positive feedback?				
	3. Do supervisors strive to interact more frequently with every student when s/he is engaged in positive behavior than when s/he is engaged in negative behavior?				
Correct irresponsible behavior fluently	1. Do supervisors correct consistently?				
	2. Do supervisors correct calmly?				
	3. Do supervisors correct immediately?				
	4. Do supervisors keep corrections brief?				
	5. Do supervisors correct respectfully?				
	6. Do supervisors have a menu of responses that can be applied to a variety of infractions?				

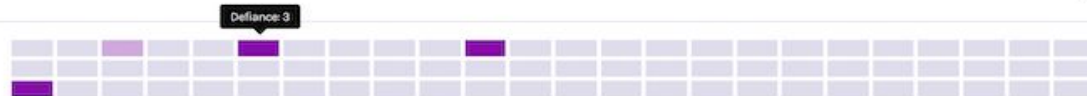info@safeandcivilschools.com

Supporting Behavior on Branching Minds

Review Behavior Incident Data

Arturo Adams
3rd Grade (12 yrs old)

AA

📋 Intervention Report | Log Behavior Incident

← Overview

Plan & Progress | Insight Survey | Survey Results
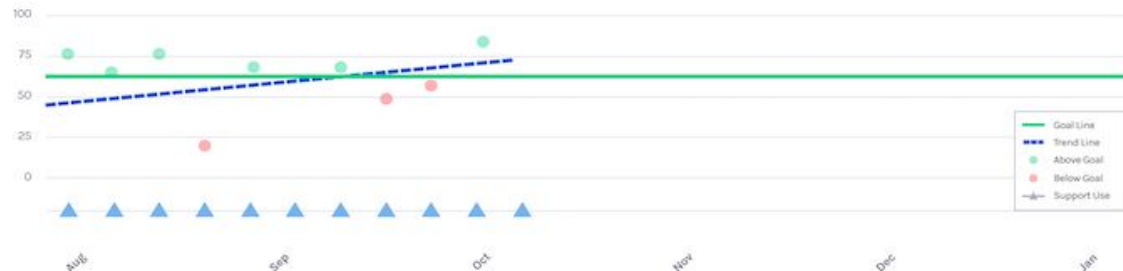
Background   Goals & Progress Monitors ➕   Interventions & Accommodations ➕   Supplemental Supports ➕

Behavior Incidents ⌃

Time of Day

6_ 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 🕐 09:29AM 👤 Tyra Howe ✈ Class   ⌄ ⋯

Review Behavior Incidents at the School and District-Level
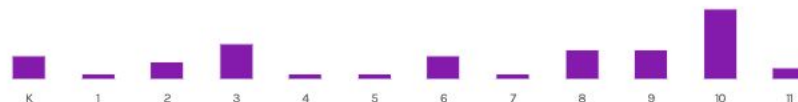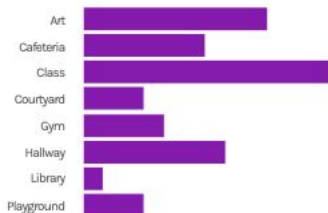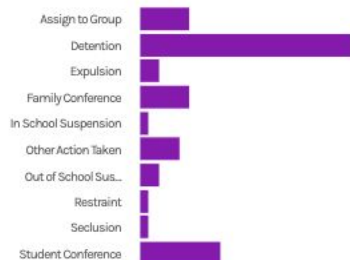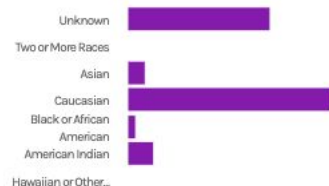
Review Insight Survey Results

Arturo Adams
3rd Grade (12 yrs old)

Intervention Report   Log Behavior Incident

← Overview

Plan & Progress   Insight Survey   **Survey Results**

Social-Emotional Skills   >

→ Positive Affect   >

→ Emotion Regulation   >

→ Interpersonal Behaviors   >

→ Social Understanding   >

Executive Functions   >

→ Self-Monitoring   >

→ Impulse Control   >

→ Planning/Organization   >

→ Cognitive Flexibility   >

→ Goal Direction

Review Assessment and Screener Results

DESSA

	Mar 15, 2021	Mar 8, 2021
	DESSA K-8	DESSA-mini
	Score: 40	Score: 38
	Percentile: 16	Percentile: 12
	Level: Need	Level: Need

Measure	Score	Percentile	Level
Decision Making	41	18	Typical
Goal-Directed Behavior	42	21	Typical
Optimistic Thinking	50	50	Typical
Personal Responsibility	43	24	Typical
Relationship Skills	35	8	Need
Self-Awareness	30	2	Need
Self-Management	36	8	Need
Social Awareness	32	4	Need

Browse Library of Evidence-Based Behavioral Supports

Review Behavior Supports at the District- and School-Level

Intervention Usage Report

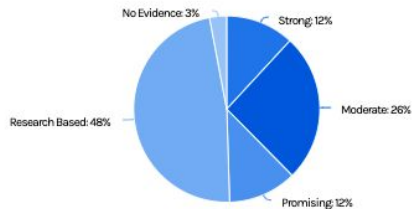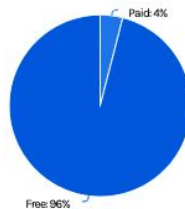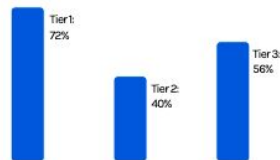| Start Week | thru | End Week | | Last updated: 6 hours ago |

| All Schools ⌄ | All Grades ⌄ | Behavior ✕ ✕ ⌄ |

Supports Used by ESSA Evidence Level

No Evidence: 3%
Strong: 12%
Moderate: 26%
Research Based: 48%
Promising: 12%

Paid vs Free Support Usage

Paid: 4%
Free: 96%

Support Delivery Fidelity

Tier 1: 72%
Tier 2: 40%
Tier 3: 56%

Support Name	ESSA Evidence Level	Topic	Type	Paid	Student Supporte...	% of Student Populatio...	Mins Planned	Plan Fidelity	Tier 1 Students	Tier 2 Students	Tier 3 Students
PBIS Reward System/Token Economy	Strong	Behavior	Strategy	No	34	24%	2115	63%	7	7	8
Check-in, Check-out (CICO)	Moderate	Behavior	Strategy	No	31	22%	11415	49%	4	13	6
Social Skills Role Play	Research Based	Behavior	Strategy	No	26	18%	120	-	4	7	2
Behavior Contract	Promising	Behavior	Strategy	No	15	11%	3720	62%	6	3	0
Check and Connect Mentoring	Moderate	Behavior	Program	Yes	13	9%	2190	87%	4	5	1
Busy Hands	Research Based	Behavior	Strategy	No	13	9%	-	-	1	7	4

Develop Intervention and Progress Monitoring Plan

Plan Details ✕

RANDY SPRICK'S
safe & civil
Practical Solutions, Positive Results!

📋 Program   🎓 K-12

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

📖 How To Use

Assign to Staff *
Tyra Howe ✕   ✕ | ⌄

Cancel   **Save**

🏁 **Behavior Goals & Progress Monitors** ✕

Start Date *
03/29/2021 ✕

End Date *
05/10/2021 ✕

Which assessments/measures will you use? *
Behavior Tracker (Percent) ⌄

Goal
80 ⇕

⚖️ **Respect ***
Listening to teacher, cooperating with other students, raising hand instead of calling out

Who will monitor this behavior? (add class or time optionally)
✕   Tyra Howe ⌄   Homeroom
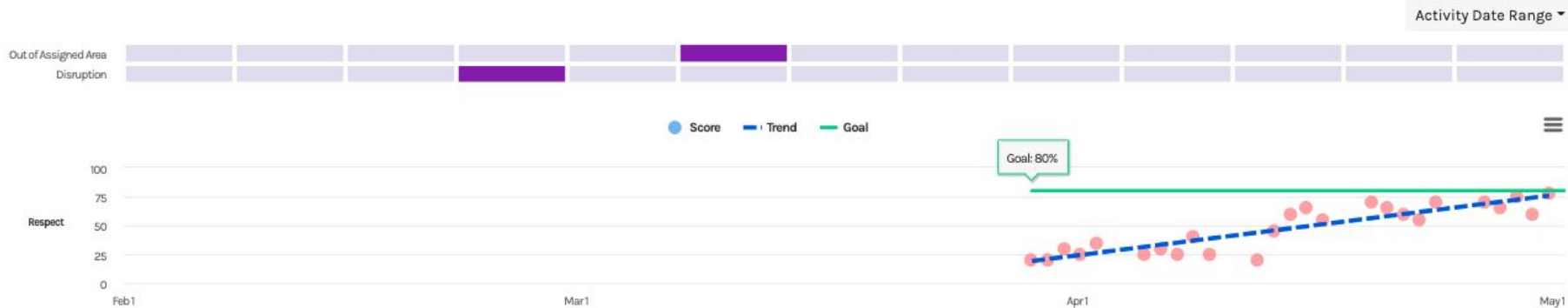
Add another

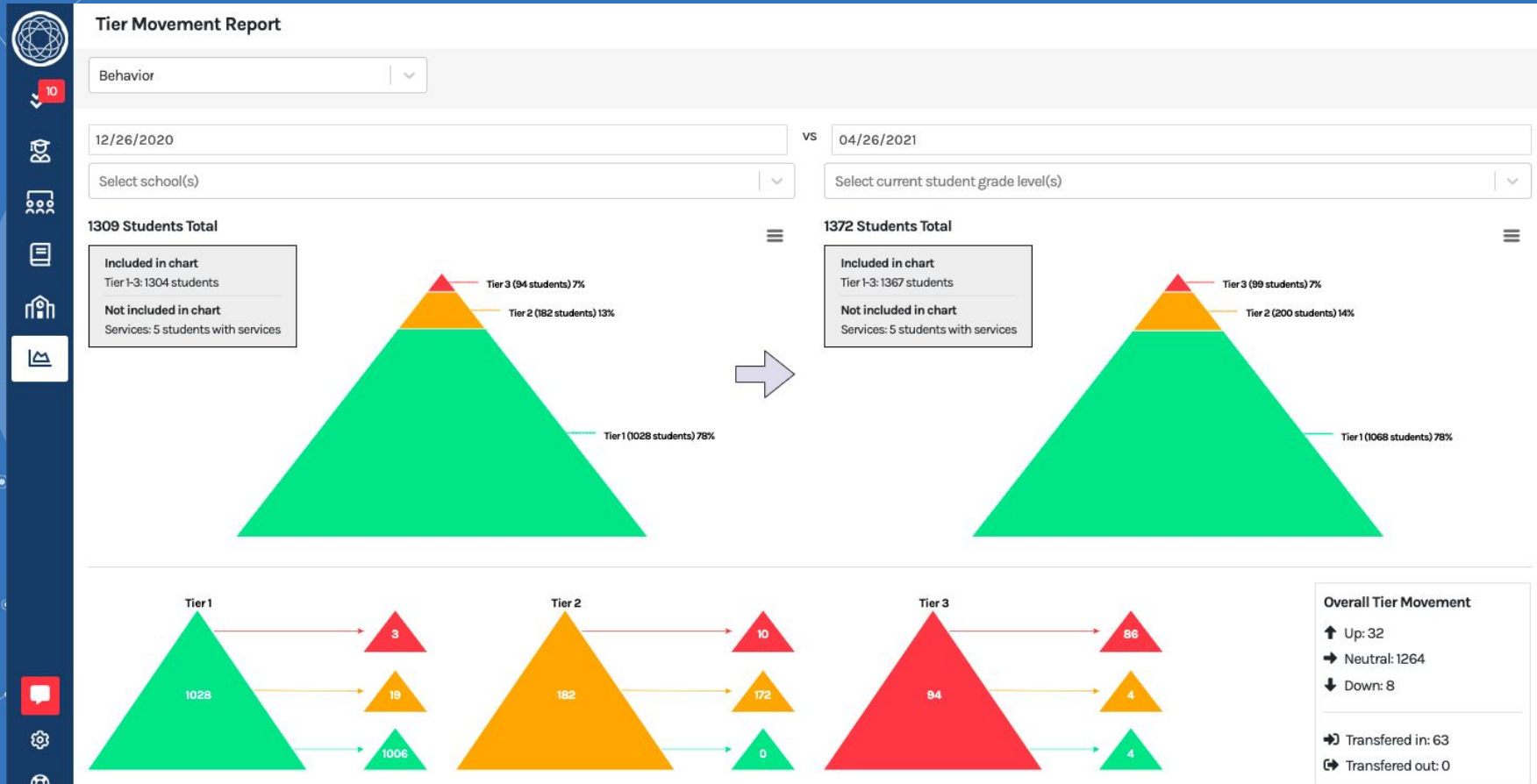**Who will evaluate the goal outcome? ***
Tyra Howe ⌄

Close   **Save**

Track Implementation and Review Student Progress

Review Behavior Tier Movement

Before you go...

✉ **Sign up to our resources digest**
bit.ly/BRMsignup

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@BranchingMinds

ⓕ **Like us on Facebook**
facebook.com/branchingminds/