What are the typical activities of the Behavior Specialist?

Create a list

Activities of the Behavior Specialist

- Respond to Campus Crisis
- Attend IEP Meetings
- Provide Staff Training
- Train Student BIPS
- Address Parent Concerns
- Documentation Audits
- Model Best Practices
- Coverage for Absent Staff
- Develop/Refine Processes
- Monitor Fidelity of Interventions
- Data Collection for FBA/BIP
- Research New Practices

The Nature & Impact of Activities

<table>
<thead>
<tr>
<th>Nature</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive</td>
<td>Wide</td>
</tr>
<tr>
<td>Reactive</td>
<td>Concentrated</td>
</tr>
</tbody>
</table>

Where do most of your activities fall?

Coach          Farmer
Firefighter    Quality Control

Keys to Sustainability (Farming)

Share Ownership
Establish Alignment
Develop Processes
Clarify Responsibilities
SHARE OWNERSHIP

Integrate behavior supports into work (and roles) across the district.

Our schools are like a tree...
And behavior supports are the essential roots of that tree, ensuring that students & staff can THRIVE!

How do we typically support behavior in school districts?

Behavior initiatives are often isolated to individual departments.
- Competing priorities
- Costly in time & resources
- Confusion among staff

Collaboration takes creativity but yields better results!
- Common understanding
- Efficient use of resources
- Shared responsibilities

District Highlight: Waco ISD - District MTSS Behavior Team

<table>
<thead>
<tr>
<th>Window</th>
<th>Activity/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2022</td>
<td>1st visit: BOY Debrief, Review of Screener Results, Tier 1 Connections &amp; Skill Building</td>
</tr>
<tr>
<td>October 2022</td>
<td>Campus Team Training - Using Screener Results at Tier 1, Tier 2 Fidelity Checklists</td>
</tr>
<tr>
<td>November 2022</td>
<td>2nd visit: Tier 1 Acknowledgment &amp; Correction</td>
</tr>
<tr>
<td>January 2023</td>
<td>Campus Team Training - Intervention Processes</td>
</tr>
<tr>
<td>February 2023</td>
<td>3rd visit: MOY Debrief, Using Screener Results at Tier 2, Intervention Processes</td>
</tr>
<tr>
<td>March 2023</td>
<td>4th visit: End of Year Fidelity assessment</td>
</tr>
<tr>
<td>May 2023</td>
<td>Campus Team Training - Preparing for next year</td>
</tr>
</tbody>
</table>

You are firefighting when...
Behavior specialists (& their department) are seen as the “owners” of behavior systems & interventions.

You are farming when...
Behavior specialists are key personnel on cross-departmental efforts to establish behavior systems and interventions.

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Reflection Questions

Is behavior viewed as everyone’s job in our district?
How can we increase a sense of “ownership” for behavior systems?
When do we intentionally collaborate?

ESTABLISH ALIGNMENT

Create a clear framework to align practices.

Move from reliance on heroic individual efforts to a strong & aligned system.

District Highlight: San Angelo ISD - District Model for MTSS Behavior

You are firefighting when...
Behavior specialists must put in heroic efforts, adapting to different models, resources, and expectations at each campus.

You are farming when...
Behavior specialists anchor their supports to a clear system with a common framework and resources across all campuses.
Reflection Questions

What is our “framework” for behavioral support?
What are the common resources & practices?

DEVELOP PROCESSES

Anchor training, coaching, and assessment to the framework.

Processes Maintain and Sustain Systems over Time

Establish clear competencies necessary for various staff roles. Develop and provide ongoing professional development of all roles. Establish & communicate expectations for meetings, documentation, data, etc.

Measure fidelity:
- Campus systems
- Classroom practices
- Specific interventions
- Implementation of student plans

Conduct audits:
- Documentation
- Data collection & accuracy

Schedule opportunities for reflection & sharing of practices across campuses.
Provide action-coaching to address barriers and campus needs.
Facilitate use of district tools & guide campuses through district procedures for behavior support.

District Highlight: Round Rock ISD - Process for System Alignment

- 56 Campuses
- Previous autonomous implementation
- Desire to align systems district-wide
- Started with 12 campuses in Year 1, focus on Tier 1
- Next year, add 12 campuses for Tier 1, Current campuses move to Tier 2

District Highlight: East Central ISD - Process for Training & Developing Competencies

- 6 Current Staff
- 6 Special Ed. Staff
- 6 Special Ed. Teachers
- 6 Student Services Staff
- 6 Administrative Staff

- P - Prior to Year 1
- 1 - During Year 1
- 2 - During Year 2
- A - Annually

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You are firefighting when...
Lack of clear processes causes misunderstanding and frustration between campuses and behavior specialists. “Blocking the path”

You are farming when...
Clear processes allow behavior specialists to partner with campuses as facilitators and collaborators. “Guiding the path”

Reflection Questions
What processes are strongest?
What processes need to be better developed?

CLARIFY RESPONSIBILITIES
Clarify the role of the behavior specialist AND the roles of other staff related to behavior practices.

If a single person (or a small number of people) is responsible for the system, you don’t have a system.
Constrained by laws of physics
Creates bottlenecks
Lacks future vision

Just because a behavior specialist COULD do it all doesn’t mean they SHOULD do it all!

Clarity of District Roles

<table>
<thead>
<tr>
<th>Instructional Coach</th>
<th>MTSS or SEL Coordinator</th>
<th>Behavior Specialist (Gen Edu)</th>
<th>Behavior Specialist (Special Edu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support implementation of Tier 1 behavior practices</td>
<td>• Track &amp; check fidelity of Tier 1 behavior practices</td>
<td>• Understand Tier 1 system &amp; SEL expectations</td>
<td>• Understand Tier 1 system &amp; SEL expectations</td>
</tr>
<tr>
<td>• Understand Tier 2 system &amp; expectations</td>
<td>• Attend campus Tier 1 team meetings</td>
<td>• Direct support for campus behavior interventions</td>
<td>• Attend campus Tier 1 meetings</td>
</tr>
<tr>
<td>• Understand Tier 3 system &amp; expectations</td>
<td>• Train &amp; check fidelity of Tier 2 behavior systems</td>
<td>• Facilitate documentation &amp; data systems for SEL</td>
<td>• Direct support for Tier 2 system &amp; expectations</td>
</tr>
<tr>
<td>• Observe individual students upon campus/IEP request</td>
<td>• Attend campus SEL meetings</td>
<td>• Establish documentation &amp; data systems for SEL</td>
<td>• Understand Tier 3 system &amp; expectations</td>
</tr>
<tr>
<td>• Support special education staff</td>
<td>• Direct support for students upon campus request</td>
<td>• Direct support for special education staff</td>
<td>• Maintain documentation &amp; data systems for SEL</td>
</tr>
</tbody>
</table>

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Clarity of Campus Roles

<table>
<thead>
<tr>
<th>General Educators</th>
<th>Counselor</th>
<th>Administrator</th>
<th>Behavior Interventionist</th>
<th>Special Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides classwide behavior &amp; SEL instruction</td>
<td>• Participate in Tier 1 back-to-school training</td>
<td>• Understand Tier 1 system &amp; expectations</td>
<td>• Understand Tier 1 system &amp; SEL expectations</td>
<td></td>
</tr>
<tr>
<td>• Implement Tier 5 system &amp; procedures in the classroom</td>
<td>• Participate in Tier 1 back</td>
<td>• Provide feedback to Tier 1 representative</td>
<td>• Participate in Tier 1 representative</td>
<td></td>
</tr>
<tr>
<td>• Provide feedback to Tier 5 representative</td>
<td>• Support staff with Classwide behavior &amp; SEL instruction</td>
<td>• Train &amp; model class-wide instruction</td>
<td>• Prioritize time for staff training related to Tier 1 system &amp; SEL expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participate in Tier 1 back</td>
<td>• Provide feedback to Tier 1 representative</td>
<td>• Check for fidelity of class-wide instruction</td>
<td>• Check for fidelity of class-wide instruction</td>
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<tr>
<td></td>
<td>• Support staff with Tier 1 system</td>
<td>• Prioritize time for staff training related to Tier 1 system &amp; SEL expectations</td>
<td>• Understood Tier 1 system &amp; SEL expectations</td>
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<tr>
<td></td>
<td>• Participate in Tier 1 back</td>
<td>• Prioritize time for staff training related to Tier 1 system &amp; SEL expectations</td>
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<td></td>
<td>• Support staff with Tier 1 system</td>
<td>• Participate in Tier 1 team</td>
<td>• Prioritize time for staff training related to Tier 1 system &amp; SEL expectations</td>
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District Highlight: Bastrop ISD - Roles & Responsibilities

MTSS Weekly Checklist

- Shared district-wide document of actions related to social, emotional, and behavioral supports.
- Each campus maintains their own copy of the document.
- Various campus personnel take responsibility to complete & update status of actions.
- District support staff check-in and provide resources and facilitation of actions, as necessary.

Reflection Questions

What are the roles in our district?
What does each role do?
What does each role not do?

You are firefighting when...
Unclear roles and responsibilities lead to territorial tendencies and inefficient use of time & resources for the behavior specialist.

You are farming when...
Clear roles and responsibilities allow behavior specialists to use their expertise, time & resources in highly effective ways.

From Firefighter to Farmer
Share Ownership
Establish Alignment
Develop Processes
Clarify Responsibilities
1. Share Ownership
   a. Establish a cross-departmental district
      “Behavior Team” and meet on a quarterly basis.
   b.
2. Establish Alignment
   a. Create a visual of our district framework for
      behavior support.
   b.
3. Develop Processes
   a. Clarify the process for annually onboarding new
      staff to district behavior systems.
   b.
4. Clarify Responsibilities
   a. Create side-by-side of roles and responsibilities
      for district staff as it relates to behavior support.
   b.

“Poor leaders push us towards the goal. Great leaders guide us through the journey.”
-Simon Sinek

Resources

Blog topics great for campus &
team discussions

Online learning courses ($)
Recorded Webinars (FREE)