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### 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

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### The Nature & Impact of Activities

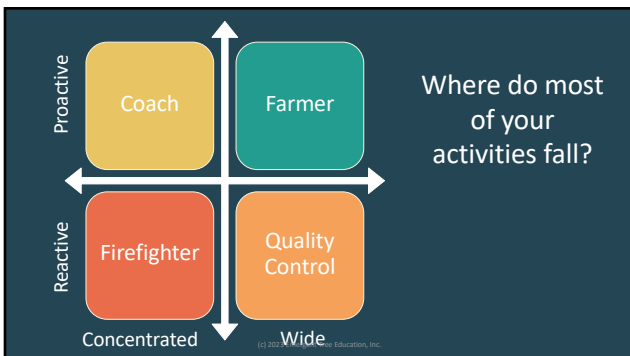
Nature	
<b>Proactive</b>	The activity prevents problems before they arise or addresses a need before it is requested.
<b>Reactive</b>	The activity is a response to a problem or a request for support.

Impact	
<b>Wide</b>	The activity impacts many personnel. The direct effects will be realized by a large number.
<b>Concentrated</b>	The activity impacts an individual. The direct effects may be realized by a small number.

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# SHARE OWNERSHIP

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




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Our schools are like a tree...

And behavior supports are the essential roots of that tree, ensuring that students & staff can THRIVE!



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How do we typically support behavior in school districts?


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Collaboration takes creativity but yields better results!

- Common understanding
- Efficient use of resources
- Shared responsibilities

Behavior initiatives are often isolated to individual departments.

- Competing priorities
- Costly in time & resources
- Confusion among staff

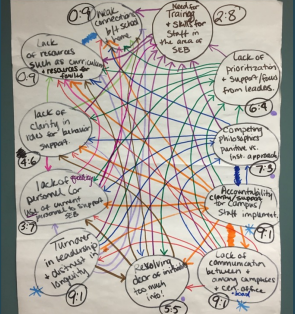


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### District Highlight:

Waco ISD- District MTSS Behavior Team



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

- + SEL Curriculum & PBIS framework
- + New teacher "behavior academy"

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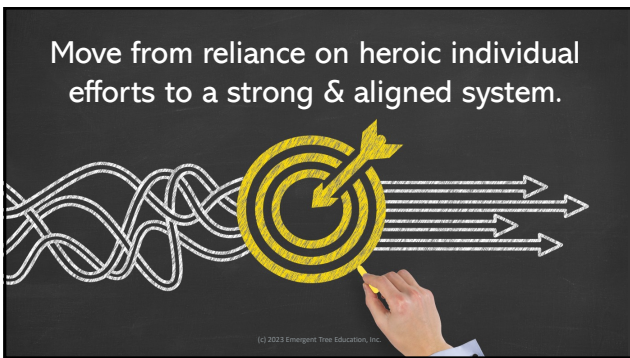
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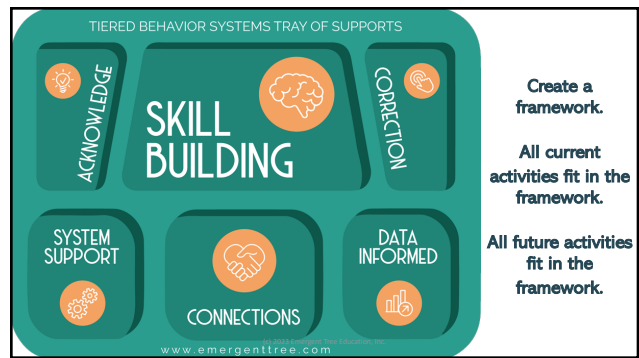
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**District Highlight: San Angelo ISD- District Model for MTSS Behavior**

**SAN ANGELO ISD**

**SAN ANGELO ISD MTSS-B FRAMEWORK**

	Connections	Skill-Building	Acknowledge	Corrections	Data-Informed	Systems Support
<b>Tier 1</b>	Reach and Respond	Core Value Matrix	Brag Board	Response Quadrants	ETE Universal Screener	Tier 1 Systems Teams
<b>Tier 2</b>	Integrate with clear planning and add assessment/feedback components	Integrate or Social Contract to align across classrooms, help build skills to meet need	Increase structure of attention practices to connect to core values or include data collection	Add four questions to meet changing tool or flow chart under private conversation	NA	Integrate with Parent Champions
<b>Tier 3</b>	Check-in/Check-Out	Weekly Social Skills	Feedback Loop	Feedback Loop	Core Values Program Monitoring	Student Support Teams
<b>Support</b>	Check-in/Check-Out	Daily Replacement Behavior Training (with reinforcement prompts)	Feedback Loop (with reinforcement schedules)	Feedback Loop (with restorative practices)	gr Progress Monitoring	Student Support Teams or ABO committees
<b>Support</b>	Temperature Check	Monitor and Prompts	Feedback Loop	Feedback Loop	Independence Levels	Staff Schedules

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# Reflection Questions

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

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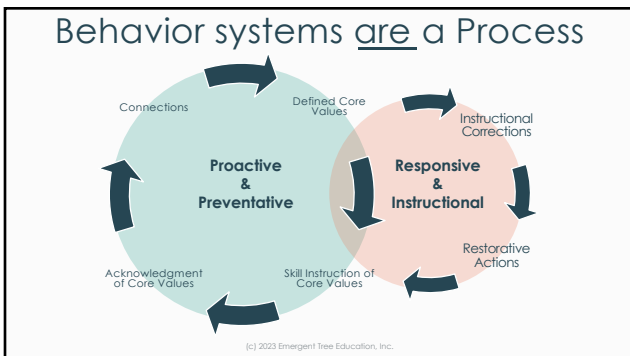
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# DEVELOP PROCESSES

*Anchor training, coaching, and assessment to the framework.*

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## Processes Maintain and Sustain Systems over Time

### PLAN & TRAIN FRAMEWORKS

- 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.

### ASSESS IMPLEMENTATION

**Measure fidelity:**

- Campus systems
- Classroom practices
- Specific interventions
- Implementation of student plans

**Conduct audits:**

- Documentation
- Data collection & accuracy

### SUPPORT THROUGH COACHING

- 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.

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## District Highlight: Round Rock ISD- Process for System Alignment

**COACHING CAMPUS CARE TEAMS YEAR 1 - ROLL-OUT TIMELINE TIER 1 SYSTEMS**

- 1. TIERED FIDELITY INVENTORY: APRIL / MAY
- 2. REVIEW FIDELITY RESULTS: MAY / JUNE
- 3. TIER 1 TRAINING (2 Days): JUNE / JULY
- 4. CARE TEAM FALL ROLL-OUT: AUGUST
- 5. COACHING VISITS: AUGUST
- 6. COACHING VISIT #1: SEPT
- 7. CARE TEAM MEETINGS: AUG - ONGOING
- 8. PLAN & ASSESS WITH 10: NOV
- 9. COACHING VISIT #2: NOV / DEC
- 10. COACHING VISIT #3: DEC
- 11. PLAN & ASSESS WITH 10: APRIL
- 12. TIERED FIDELITY INVENTORY: APRIL / MAY

**Key Points:**

- 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

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

**Legend:**

- BS - Behavior Specialist
- CI - Curriculum and Instruction
- SD - Special Ed Director
- ETE - Emergent Tree
- SS - Student Services
- IS - Instructional Specialist
- A - Assessment

**Legend:**

- P - Prior to Year 1
- 1 - During Year 1
- 2 - During Year 2
- A - Annually
- J - Job Alike

Competency	BS	CI	SD	ETE	SS	IS	A
Classroom Management	P	P	P	P	P	P	P
Instructional Strategies	P	P	P	P	P	P	P
Behavior Management	P	P	P	P	P	P	P
Assessment	P	P	P	P	P	P	P
Instructional Technology	P	P	P	P	P	P	P
Professional Learning	P	P	P	P	P	P	P
Communication	P	P	P	P	P	P	P
Leadership	P	P	P	P	P	P	P
Collaboration	P	P	P	P	P	P	P
Instructional Leadership	P	P	P	P	P	P	P
Instructional Design	P	P	P	P	P	P	P
Instructional Support	P	P	P	P	P	P	P
Instructional Practice	P	P	P	P	P	P	P
Instructional Leadership	P	P	P	P	P	P	P
Instructional Support	P	P	P	P	P	P	P
Instructional Practice	P	P	P	P	P	P	P
Instructional Leadership	P	P	P	P	P	P	P
Instructional Support	P	P	P	P	P	P	P
Instructional Practice	P	P	P	P	P	P	P

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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"



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Reflection Questions



What processes are strongest?

What processes need to be better developed?

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## CLARIFY RESPONSIBILITIES

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




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


- Conduct fidelity assessments for campus tiered systems  
Participate in IEP & 504 meetings  
Observe individual students & provide strategies  
Develop individual plans for students
- Participate in SST meetings  
Facilitate use of technology tools for progress monitoring  
Mentor & support new interventionists
- Train staff on Tier 1 systems & practices  
Observe & model Tier 1 strategies in classrooms  
Attend campus Tier 1 meetings

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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

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Clarity of District Roles			
Instructional Coaches	MTSS or SEL Coordinator	Behavior Specialist (Gen Edu)	Behavior Specialist (Special Edu)
<ul style="list-style-type: none"> <li>Support implementation of Tier 1 behavior practices</li> </ul>	<ul style="list-style-type: none"> <li>Train &amp; check for fidelity of Tier 1 behavior practices</li> <li>Attend campus Tier 1 team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Understand Tier 1 system &amp; SEL expectations</li> </ul>	<ul style="list-style-type: none"> <li>Understand Tier 1 system &amp; SEL expectations</li> </ul>
<ul style="list-style-type: none"> <li>Understand Tier 2 system &amp; expectations</li> </ul>	<ul style="list-style-type: none"> <li>Train &amp; check for fidelity of Tier 2 behavior systems</li> <li>Attend campus SST meetings</li> <li>Design &amp; train processes to move students between tiers</li> <li>Maintain documentation &amp; data systems for SST</li> </ul>	<ul style="list-style-type: none"> <li>Direct support for campus behavior interventionists</li> <li>Attend campus SST meetings</li> <li>Facilitate documentation &amp; data systems for SST</li> </ul>	<ul style="list-style-type: none"> <li>Understand Tier 2 system &amp; expectations</li> </ul>
<ul style="list-style-type: none"> <li>Understand Tier 3 system &amp; expectations</li> </ul>	<ul style="list-style-type: none"> <li>Train &amp; check for fidelity of Tier 3 behavior systems</li> <li>Attend campus SST meetings</li> <li>Establish documentation &amp; data systems for SST</li> </ul>	<ul style="list-style-type: none"> <li>Observe individual students upon campus request.</li> <li>Facilitate processes for special education referral and movement between tiers of behavior support</li> </ul>	<ul style="list-style-type: none"> <li>Direct support for campus special education staff</li> <li>Observe individual students upon campus/IEP request</li> <li>Support FBA &amp; BIP processes</li> <li>Periodically attend IEP mtgs</li> <li>Maintain documentation &amp; data systems for IEP.</li> </ul>

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### Clarity of Campus Roles

General Educators	Counselor	Administrator	Behavior Interventionist	Special Educators
<ul style="list-style-type: none"> <li>Provides class-wide behavior &amp; SEL instruction</li> <li>Implement Tier 1 system practices in the classroom</li> <li>Provide feedback to Tier 1 representative</li> </ul>	<ul style="list-style-type: none"> <li>Train &amp; model class-wide instruction</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Tier 1 team</li> <li>Prioritize time for staff training related to Tier 1 instruction &amp; systems</li> <li>Check for fidelity of class-wide instruction</li> </ul>	<ul style="list-style-type: none"> <li>Understand Tier 1 system &amp; SEL expectations</li> </ul>	<ul style="list-style-type: none"> <li>Understand Tier 1 system &amp; SEL expectations</li> </ul>
<ul style="list-style-type: none"> <li>Participate in SST process</li> <li>Implement behavior interventions determined by SST</li> <li>Collect data on behavior progress</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SST process</li> <li>Provide small group instruction for some students</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SST process</li> <li>Support master scheduling for small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>Support staff with behavior interventions</li> <li>Participate in SST process</li> <li>Provide Check-in/Check-out for some students</li> <li>Analyze behavior progress data</li> </ul>	<ul style="list-style-type: none"> <li>Understand Tier 2 system &amp; expectations</li> <li>Provide consult to SST as needed</li> </ul>
<ul style="list-style-type: none"> <li>Participate in SST process and IEP process</li> <li>Implement individual behavior plans</li> <li>Collect data on behavior progress</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SST process</li> <li>Provide individual counseling to identified students</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SST process and IEP process</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SST process</li> <li>Create individual plans and train teachers</li> <li>Provide individualized instruction for behavior</li> <li>Analyze behavior progress data</li> </ul>	<ul style="list-style-type: none"> <li>Participate in IEP process</li> <li>Conduct FBAs</li> <li>Create individual behavior plans and train teachers</li> <li>Provide individualized instruction for behavior</li> <li>Analyze behavior progress data</li> </ul>

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RTI Role	General Responsibilities	RTI Team Responsibilities
Campus Administrator	<ul style="list-style-type: none"> <li>Lead the campus's RTI program and processes</li> <li>Designate other leaders to facilitate implementation and monitoring of the RTI framework</li> <li>Conduct regular data analysis meetings</li> <li>Observe core and intervention instruction for fidelity of implementation</li> <li>Identify needed professional development (PD)</li> <li>Participate in ongoing PD</li> </ul>	<ul style="list-style-type: none"> <li>Lead all meetings related to the RTI program and process</li> <li>Communicate with campus leaders about RTI program and process</li> <li>Lead campus PD efforts related to RTI</li> </ul>
RTI Team Lead	<ul style="list-style-type: none"> <li>Oversee the collection of screening, diagnostic, progress-monitoring, and outcome data</li> <li>Oversee data management/analysis in Project RTI</li> <li>Oversee parent notification of RTI support</li> <li>Document RTI meetings on Tier 2 and Tier 3 students</li> <li>Oversee documentation and requests for RTI STAAR accommodations</li> <li>Support principal in managing and pacing data</li> <li>Observe intervention instruction for fidelity of implementation</li> </ul>	<ul style="list-style-type: none"> <li>Schedule data collection and management activities</li> <li>Oversee teachers managing/analyzing data</li> <li>Lead data analysis related to Tier 2 and Tier 3</li> <li>Oversee management of requests for STAAR accommodations in Project RTI</li> </ul>

### District Highlight: Bastrop

*Bastrop ISD- Roles & Responsibilities*

<ul style="list-style-type: none"> <li>Interventionist or Specialized Course Instructor</li> </ul>	<ul style="list-style-type: none"> <li>Administer assessments (screening, diagnostic, progress-monitoring, and/or outcome)</li> <li>Provide interventions and/or daily instruction</li> <li>Support campus data analysis</li> <li>Support teachers in implementing effective instruction with struggling students</li> <li>Participate in ongoing PD</li> </ul>	<ul style="list-style-type: none"> <li>Support administrators with data analysis</li> <li>Provide expertise in best practices for intervention and instructional delivery</li> </ul>
<ul style="list-style-type: none"> <li>MTSS Coach</li> </ul>	<ul style="list-style-type: none"> <li>Support campus with implementation of MTSS umbrella: PBIS, RTI, SEL, and Restorative Practices</li> <li>Support teachers with Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>Assess fidelity of Tier 1 systems prior to considering Tier 2</li> <li>Coordinate and deliver standards-based Behavior Interventionist, Daily Behavior Report Card, Weekly Social Skills</li> <li>Participate in initial RTI meetings</li> <li>Participate in or facilitate ongoing meetings</li> </ul>

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### District Highlight: Bastrop

#### Bastrop ISD- MTSS Weekly Checklist

Week 28: March 6-10, 2023	Item	Status	Responsible Party	
<b>MTSS</b> <ul style="list-style-type: none"> <li>Ensure that the March 6th meetings are the combined campus MTSS team meeting is scheduled for the month and send out a group invite to your committee members. Include Casey, Melissa, and Sarah. Use the MTSS 2022 and agenda to guide the meeting and document the meeting using the MTSS team meeting minutes template for the meeting.</li> <li>Continue conducting 8 indicator subthreshold and ensure data is entered in the Group Form in your MC Data folder (2 per week).</li> <li>Continue discussing your data with your MTSS admin. Feel free to invite your coordinator if you would like.</li> <li>Continue to track long term data and reach out to any teachers who have not completed a long term goal for the Spring semester.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the March 6th meetings are the combined campus MTSS team meeting is scheduled for the month and send out a group invite to your committee members. Include Casey, Melissa, and Sarah. Use the MTSS 2022 and agenda to guide the meeting and document the meeting using the MTSS team meeting minutes template for the meeting.</li> </ul>	Completed	Campus: PBIS Team Leads District: MTSS Coordinator	
	<ul style="list-style-type: none"> <li>Continue conducting 8 indicator subthreshold and ensure data is entered in the Group Form in your MC Data folder (2 per week).</li> <li>Enter all SDRS data into the progress monitoring tool for the previous week.</li> <li>Continue processing Initial Requests for Behavior RTI if you have received any as well as complete Progress Monitoring meetings for the students on your caseload. For this time being, only include Casey and Melissa on invites if you need a coordinator to attend (considering her 30. Refer to team guidelines/consult if needed. <a href="#">Behavioral Incident Checklist</a> (update 1/6/23)</li> <li>Begin to plan and video exemplar CICO and Feedback Loop interactions between students and teachers/mentors. Videos are due into the folder by April 28, 2023. Please reach out to your respective coordinator to assist with recording if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Continue conducting 8 indicator subthreshold and ensure data is entered in the Group Form in your MC Data folder (2 per week).</li> </ul>	In progress	Campus: Behavior Interventionists District: Behavior Specialist
	<ul style="list-style-type: none"> <li>Continue using the 2022-2023 SEL Family Walkthrough Form located in your SEL folder in the MTSS Coach Drive (2 per week).</li> <li>Communicate with campus SEL leaders and set the next week using the SEL 2023.</li> <li>Begin to review the Progress Surveys results using the <a href="#">2022-2023 Resources, Instructional Guide</a>. Please make a copy for yourself and put in your campus folder.</li> <li>Celebrate HSE day on your campus. Please remember to share your celebration on your campus social media pages as well as send any pictures and description of your events to Luan Araujo.</li> </ul>	<ul style="list-style-type: none"> <li>Continue using the 2022-2023 SEL Family Walkthrough Form located in your SEL folder in the MTSS Coach Drive (2 per week).</li> </ul>	Completed	Campus: Counselors District: Director of Counseling

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**You are firefighting when...**

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

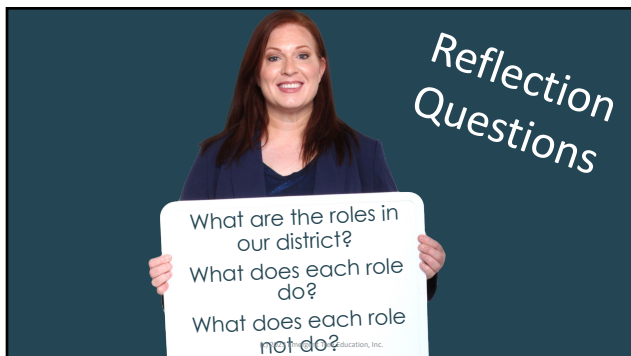


**You are farming when...**

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




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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.



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

-Simon Sinek

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Resources

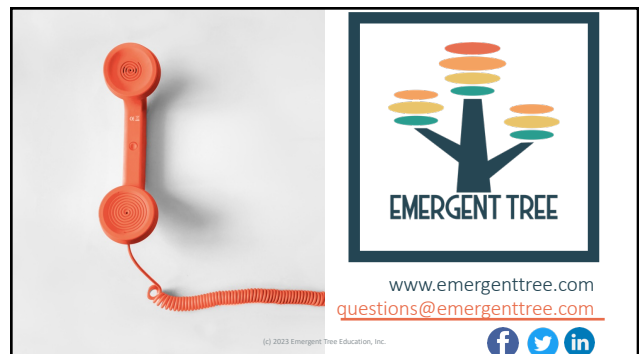
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