Implementing RTI & Tier 2/3 Positive Behavioral Interventions and Supports at Sandown North Elementary School
## Presenters

<table>
<thead>
<tr>
<th>Names</th>
<th>Titles</th>
<th>Email Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missy DiBenedetto</td>
<td>2nd Grade Teacher</td>
<td><a href="mailto:Missy.dibenedetto@timberlane.net">Missy.dibenedetto@timberlane.net</a></td>
</tr>
<tr>
<td>Kristin Clifford</td>
<td>Occupational Therapist</td>
<td><a href="mailto:Kristin.clifford@timberlane.net">Kristin.clifford@timberlane.net</a></td>
</tr>
<tr>
<td>Nancy Stafford</td>
<td>School Counselor</td>
<td><a href="mailto:Nancy.stafford@timberlane.net">Nancy.stafford@timberlane.net</a></td>
</tr>
</tbody>
</table>
Sandown North Elementary School
K-3 (300 students)
Multi-Tiered Continuum of Positive Behavior Supports

**TIER 1:** Effective Academic and Social Instruction Practices
- School-wide and Classroom Behavioral Systems for Prevention and Early Response
- Nomination and Activation Procedures including Screening
- High Rate Positive Teacher: Student Contacts
- Effective 2-Way Home-School Communication

**TIER 2:** Efficient Systematic Interventions (e.g., TCCE; Simple Behavior Plans) for Students Non-Responsive to Tier 1 Supports
- Array of Evidence-Based Group Interventions
- Addressing Prevalent Functions of Behavior; Available for Students Non-Responsive to Tier 1 and Early Tier 2 Supports

**TIER 3:** Individualized Behavior Support Planning (Functional Assessment and Intervention Planning)
- For Students Non-Responsive to Tier 1 and Tier 2 Supports

Intensive Behavior Support Plans and Crisis Intervention

Links to Community-based Supports

Tier 3: School & Community-Based Intensive Supports

Links to Wraparound-NH Facilitation

Links to Regional Multi-Disciplinary Teams

---

Mann & Muscott (2007; 2010)
PBIS Support Systems

- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior

Outcomes
- Systems
- Data
- Practices

Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior
Sandown North Elementary School Mission Statement:

Challenging learners to succeed in a respectful environment

PBS provides the structure by which we work toward this mission.
The Beginning…

• January 2005, our team began attending trainings for Universal Team implementation.

• We created our universal guidelines, the behavior matrix, definitions of majors and minors and our student support form.
Sandown North STARSs

- Safe
- Trustworthy
- Always Respectful
- Responsible
Classroom Behaviors:
Do All 9 and your STAR will SHINE!

1. Listen and follow adult directions
2. Signal to talk or if you need help
3. Match voice to activity
4. Use kind words and work cooperatively
5. Keep personal space
6. Promptly gather materials for activity
7. Start and complete your work within a set time
8. Put things where they belong
9. Express feelings appropriately
<table>
<thead>
<tr>
<th>Routine</th>
<th>Behaviors</th>
<th>Procedure</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>- Listen and follow adult directions</td>
<td>- Come to school on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Signal to talk or if you need help</td>
<td>- Walk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use partner voice when speaking</td>
<td>- Put things where they belong</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use kind words and work cooperatively</td>
<td>- Pass in homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Keep personal space</td>
<td>- Give your teacher any notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Take your seat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <strong>Start and complete your work within a set time</strong></td>
<td></td>
</tr>
<tr>
<td>Breakfast</td>
<td>- Listen and follow adult directions</td>
<td>- Go directly to cafeteria</td>
<td>Consider staff rollout for staff room</td>
</tr>
<tr>
<td></td>
<td>- Signal to talk or if you need help</td>
<td>- Bring breakfast directly back to class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use kind words and work cooperatively</td>
<td>- Put breakfast on desk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Keep personal space</td>
<td>- Eat first with mouth closed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Silence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Put liquids in sink</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Throw trash in garbage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Clean up area</td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td>- Listen and follow adult directions</td>
<td>- Wait for signal</td>
<td></td>
</tr>
<tr>
<td>Meeting</td>
<td>- Signal to talk or if you need help</td>
<td>- Push chair in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Keep personal space</td>
<td>- Walk quietly to area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use whole class voice when speaking</td>
<td>- Sit on spot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use kind words and work cooperatively</td>
<td>- Eyes on speaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Silent voice when listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Keep hands and feet to self</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use tools for intended purpose</td>
<td></td>
</tr>
<tr>
<td>Bathroom</td>
<td>Instructional vs. other times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Follow “good time to go” rule  
• Close doors quietly  
• Lock both doors  
• Go-Wipe-Flush / Wash /  
• Back in a Flash  
• Trash – Throw paper towels in trash  
• Clean up after yourself  
• Unlock both doors  
• Turn off lights  
• Close doors quietly  
• Return to work | |

<table>
<thead>
<tr>
<th>Snack</th>
<th></th>
</tr>
</thead>
</table>
| • Listen and follow adult directions  
• Signal to talk or if you need help  
• Use partner voice when speaking  
• Keep personal space  
• Use kind words and work cooperatively | • Walk quietly  
• Wash hands  
• Get snack  
• Sit in your seat  
• Eat your own food  
• Eat first with mouth closed  
• Put liquids in sink  
• Throw trash in garbage |

<table>
<thead>
<tr>
<th>Small Group</th>
<th></th>
</tr>
</thead>
</table>
| • Listen and follow adult directions  
• Signal to talk or if you need help  
• Promptly gather materials needed  
• **Start and complete your work within a set time**  
• Keep personal space  
• Use small group voice when speaking  
• Put things where they belong  
• Use kind words and work cooperatively | • Walk quietly to area  
• Begin work immediately  
• Participate  
• Eyes on speaker  
• Be silent when others are speaking  
• Use tools for intended purpose  
• Greet visitors with smile only |

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Consider procedures and address how visitors/guests should interact with children when in small group</th>
</tr>
</thead>
</table>
| • Listen and follow adult directions  
• Signal to talk or if you need help  
• Gather materials needed  
• Use whole class voice when speaking  
• Keep personal space  
• Use kind words and work cooperatively  
• Put things where they belong | • Walk quietly to area  
• Eyes on teacher  
• Participate  
• Complete work  
• Be silent when others are speaking  
• Use tools for intended purpose  
• Greet visitors with smile only |
**Partner Work**
- Listen and follow adult directions
- Signal to talk or if you need help
- Use kind words and work cooperatively
- Use partner voice when speaking
- Keep personal space
- **Start and complete your work within a set time**
- Gather materials needed with partners
- Follow partner procedure
- Walk quietly to area
- Participate
- Take turns
- Use tools for intended purpose
- Complete your work
- Be silent when others are speaking
- Greet visitors with smile only
- Put materials away with partners when done

**Independent Work**
- Listen and follow adult directions
- Signal to talk or if you need help
- Promptly gather materials
- Silence
- **Start and complete your work within a set time**
- Keep personal space
- Put materials away when done
- Do your work on your own
- Stay in your area
- Interrupt teacher for emergencies only
- Follow I’m Stuck procedure
- Follow I’m Finished procedure
- Follow specific content procedures
- Greet visitors with smile only

**Transitions within Class**
- Listen and follow adult directions
- Signal to talk or if you need help
- Gather materials if necessary
- Start your work or wait for directions
- Keep personal space
- Use kind words and work cooperatively
- **Walk**
- **Go directly to area**
- **Silence**
- **Push in chair**

**Transitions Out of Class**
- Listen and follow adult directions
- Signal to talk or if you need help
- Keep personal space
- Use kind words and work cooperatively
- Clean up when signaled (tools, books, etc.)
- Push in chair
- Take personal belongings (if needed)
- Walk and leave silently
- Line up (if whole class)
- Stay right in hallway
- Walk silently
- Go directly to your destination

**Hallway**
- Stay right in hallway
- Walk silently
- Go directly to your destination

**Line Up**
- **Silence**
- **Push in chair**

**Table**
- **Start and complete your work within a set time**
- **Start and complete your work within a set time**
<table>
<thead>
<tr>
<th>Transition into Class</th>
<th></th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen and follow adult directions</td>
<td></td>
<td>• Clean up when signaled (tools, books, area, etc.)</td>
</tr>
<tr>
<td>• Signal to talk or if you need help</td>
<td></td>
<td>• Stack your chair</td>
</tr>
<tr>
<td>• Keep personal space</td>
<td></td>
<td>• Take your personal belongings</td>
</tr>
<tr>
<td>• Use kind words and work cooperatively</td>
<td></td>
<td>• Car pickups line up first</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bus lineup by number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Walk silently when called</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Go directly to car, bus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Positive Response to Instruction Flowchart**

**ACADEMIC**

**CORE ACADEMIC INSTRUCTION**
- 90 min Literacy/60 min Math
- Whole Class Instruction – Whole Class Assessments
  - DIBELS Next Literacy
  - Reading Street
  - NWEA

**POD/QUAD DIFFERENTIATED INSTRUCTION**
- small group/one-on-one
- *students need 3 data points*
- *drives instruction and interventions*

**ADDITIONAL DIFFERENTIATED INSTRUCTION**
- +30 min Literacy/+30 min Math
- Skill Enriched Groups

**SYSTEMATIC**

**ACADEMICS**
- +30 min Literacy/+30 min Math
- Targeted skill based instruction
- Whole-to-Part Process
- DIBELS NEXT Progress Monitoring
- Instructional Data Team Sorts Students

**BEHAVIOR**
- Teacher Check, Connect, Expect (TCCE)
- Star Guide
- S. O. R. T. Mentoring 1:1
- Skill based CONNECT Groups
- Simple Behavior Plans with Functional Perspective
- Target Team Sorts Students to Interventions

**SPECIALISTS**

**ACADEMIC**
- +30 min Literacy/+30 min Math
- Individualized Interventions

**BEHAVIOR**
- Functional Assessments and Function-Based Behavior Plans
- Collaboration with Mental Health Providers and Community Mental Health Agency
- Small Group/One-on-One Instruction
- Progress Monitoring
- Confer with Instructional Team/Staff/Families

**INTENSIVE**

**ACADEMIC**
- +30 min Literacy/+30 min Math

**BEHAVIOR**
- “Challenging Learners to Succeed in a Respectful Environment”

**CONFER WITH GRADE LEVEL PLC TEAM and INFORMAL CONSULTATION WITH SPECIALISTS**

Children with disabilities are served in all tiers

Updated 9/25/12

“Challenging Learners to Succeed in a Respectful Environment”
Blended Tier II Academic and Behavior Teams

- Diagnostic to early identification & intervention
- Precision and Individualization to Efficiency
- One student to include group and tier
- Move from before special education to continuum of supports
- Move from data at one point in time to progress monitoring with predetermined benchmarks based on key skills
Roles of the School RTI Tier 2 Team

1. Lead the Tier 2 system
2. Meet regularly
3. Access current Tier 2 interventions and supports
4. Design and implement Tier 2 system with interventions matched to student needs
5. Train, coach, and support teachers in academic and behavior interventions
6. Provide progress monitoring of interventions
Roles of the School RTI Tier 2 Team

7. Design, collect, analyze data and use data based decision making to inform Tier 2 process

8. Monitoring for fidelity of implementation and efficacy of interventions

9. Communicate with key stakeholders (Universal team, parents/families/staff)

10. Refine and sustain Tier 2 system using current data
Sandown North Target Team

Our purpose is to provide support for students who are not adequately progressing through universal supports.
Target Team Members

Diane Chauvette - Literacy Specialist
Jo-Ann Georgian - Principal
Terry Kellaway – Special Educator
Marybeth Sharp – School Nurse
Nancy Stafford - School Counselor
Activation Pathways to Secondary Tier 2 Systems of Blended Behavior and Academic Support

Students Are Not Responding to Tier 1 Systems

Teacher Nomination
Parent Nomination

Behavioral Indicators
Office Discipline Referrals, Minor Problem Behavior, Attendance, Tardiness, Nurse Visits,
Academic Indicators
NWEA, DIBELS NEXT

Systematic Screening
Internalizers and Externalizers

Secondary Systems (Tier 2) Activation

SN TARGET Team
Sandown North Student Support Form

Sandown North Elementary School
Student Support Form

Student Name: ____________________________

Date: __________ Time: __________

Teacher: ______________

Grade: ______________

Referring Staff: ____________________________

Others involved in incident: None □ Staff □ Teacher □ Other ______

□ Peers (list others involved)

MINOR PROBLEM BEHAVIOR

- Disrespect/Non-compliance
- Disruption
- Inappropriate Language
- Physical Contact
- Property Misuse

MAJOR PROBLEM BEHAVIOR

- Abuse/Language/Inappropriate
- Language/Profanity
- Defiance/Disrespect
- Fighting
- Harassment/Bullying
- Inappropriate Location/Out of Bounds Area
- Physical Aggression
- Property Damage/Vandalism
- Use/Possession of Weapons

POSSIBLE MOTIVATION

- Obtain peer attention
- Obtain adult attention
- Avoid Peer(s)
- Avoid Adult
- Avoid task or activity
- Don’t know
- Other ______

ON – Office Notified
OH – Office Handled

ACTIONS TAKEN / CONSEQUENCES

- Loss of privilege
- Conference with Student
- Parent Contact
- Redirection

PLANNED GIVE

- Remove from activity within setting
- Remove from activity OFFICE HANDLED
- Other ______

Other comments: ___________________________________________________________

Three minor incidents in a day equal parent contact (i.e. Think about it Sheet, e-mail, phone call).

SN Target Team
# Sandown North
## Tier 2 Behavioral Benchmarks

<table>
<thead>
<tr>
<th>Indicator</th>
<th>October 1</th>
<th>January 10</th>
<th>May 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR Major Behavior</td>
<td>2 or more</td>
<td>3 or more</td>
<td>3 or more</td>
</tr>
<tr>
<td>Minor Behavior</td>
<td>5 or more</td>
<td>8 or more</td>
<td>8 or more</td>
</tr>
<tr>
<td>Nurse TLC Visits</td>
<td>4 or more</td>
<td>4 or more</td>
<td>4 or more</td>
</tr>
<tr>
<td>Tardies</td>
<td>4 or more</td>
<td>5 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>Attendance</td>
<td>4 or more</td>
<td>5 or more</td>
<td>5 or more</td>
</tr>
</tbody>
</table>
SANDOWN NORTH ELEMENTARY TARGET TEAM
REQUEST FOR ASSISTANCE FORM

Student name: ___________________  Grade: ______________
Nominating Staff: ________________  Date of request: __________
Staff working with student: __________  Birth Date: ____________

Primary Concern:
Academic _____  Behavioral _____  Medical _____
Specific concern prompting this nomination:

__________________________________________

In what setting situations does the problem occur most often?
__________________________________________

In what setting situations does the problem occur least often?
__________________________________________

What do you think the function of the behavior is?
[ ] Obtain Peer Attention  [ ] Obtain Adult Attention  [ ] Avoid Task
[ ] Avoid Peer Attention  [ ] Avoid Adult Attention  [ ] Other _____
[ ] Self-Regulation

Complete the Information Below:

<table>
<thead>
<tr>
<th>NWEA Reading ______</th>
<th>RIT</th>
<th>NWEA Language ______</th>
<th>RIT</th>
<th>NWEA Math ______</th>
<th>RIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-to-Part WI</td>
<td>LC</td>
<td>SRC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Street</td>
<td>[ ] Strategic</td>
<td>[ ] On-level</td>
<td>[ ] Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>[ ] Beginning</td>
<td>[ ] Developing</td>
<td>[ ] Secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyday math</td>
<td>[ ] Beginning</td>
<td>[ ] Developing</td>
<td>[ ] Secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>[ ] No Concern</td>
<td>[ ] Concern</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List the Actions You have Taken to Address Concerns:

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Discussion Points</th>
</tr>
</thead>
</table>

1
Multiple Gate Screening

- Stage 1 involves teacher nomination and rank ordering of students along two dimensions of behavior disorders – internalizing & externalizing.

- Stage 2 requires that teachers complete the BASC-2 Behavioral Emotional Screening System for each of the nominated students.

- Students whose elevated scores exceed the established cut scores are candidates for Stage 3.

- At Stage 3, the student is nominated to the Tier 2 school-based team to determine additional steps and appropriate interventions.
Each classroom teacher is assigned a COACH bag from Target.
Features of Tier II
Targeted Group Interventions

1. An array of evidence-based interventions
   - Very low effort by classroom teachers
   - Consistent with school-wide expectations
   - Known by all staff/faculty
   - Adequate resources to support implementation with fidelity (administration, team)

2. Decision rules for the amount of time/density of support are identified (e.g., 30 minutes per day, 2 times a week for 6-8 weeks)

3. Indicators of success for each intervention are identified

4. Interventions are efficiently accessed through nomination and activation process and supports are readily available

5. System for gathering, analyzing and using data for decision making and problem solving is identified
Tier 2 Supports/Interventions

- Star Guide
- Teacher Check Connect Expect
- Connect
- Simple Behavior Plans
- Title 1
- Systematic Cross grade level groupings for literacy, math, behavior
- S.O.R.T. (Sharing Our Reading Together)
Common Student Intervention Plan

1. Challenges and success indicators are identified and stated.

2. Teacher implements Teacher Check Connect and Expect (TCCE).

3. Teacher observes student and collects specific time and event data.

4. Additional supports are designed and added with Target Team as indicated through data and observations.
Teacher Check, Connect and Expect
Mann and Muscott (2007); Adapted from Cheney (2006)

- Teacher Check, Connect and Expect is an efficient, early, & systematic response for students not responding to primary prevention systems of behavior support.
- Occurs prior to implementing more sophisticated & less efficient secondary supports.
- TCCE is a procedure in which classroom teachers provide higher rates of feedback & attention to ‘at-risk’ students for exhibiting expected classroom behaviors linked to school-wide expectations
- TCCE allows for a systematic monitoring of student behavior using data-based decision-making.
Sandown North Elementary School Target Team

Sandown North School
'Teacher Check, Connect & Expect'

<table>
<thead>
<tr>
<th>Safe</th>
<th>Arrive</th>
<th>Mid Morning</th>
<th>Before Lunch</th>
<th>Lunch/Recess</th>
<th>Mid Afternoon</th>
<th>Pack-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trustworthy</th>
<th>Arrive</th>
<th>Mid Morning</th>
<th>Before Lunch</th>
<th>Lunch/Recess</th>
<th>Mid Afternoon</th>
<th>Pack-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
<td>🌟🌟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Always Respectful</th>
<th>Arrive</th>
<th>Mid Morning</th>
<th>Before Lunch</th>
<th>Lunch/Recess</th>
<th>Mid Afternoon</th>
<th>Pack-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible</th>
<th>Arrive</th>
<th>Mid Morning</th>
<th>Before Lunch</th>
<th>Lunch/Recess</th>
<th>Mid Afternoon</th>
<th>Pack-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
<td>🌟🌟🌟</td>
</tr>
</tbody>
</table>

Did I do it today? Yes____ No____ because I got a “Think About It” sheet.
No____ No____ because I earned fewer than 42 smiles.

Teacher: ___ smilies
I earned: ___ smilies
I needed: 42 smilies

At each check in remember to consider each STAR expectation separately. For example, a student who receives a reminder slip for being unsafe may still receive smiles for meeting the other 3 expectations.

3/10/09
Kindergarten

‘Teacher Check, Connect & Expect’

2 smiles = no verbal reminders, 1 smile = 1 verbal reminder, 0 smiles = 2 or more verbal reminders

Name __________________________
Teacher: _______________________
Date: __________________________
I earned: ______________________ smiles

I would like to meet with coach during office hours: ___

I needed: ___________ 19 ___________ smiles

<table>
<thead>
<tr>
<th></th>
<th>Arrival</th>
<th>Mid-day</th>
<th>Pack up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>🎉</td>
<td>🎉</td>
<td>🎉</td>
</tr>
<tr>
<td>Trustworthy</td>
<td>🎉</td>
<td>🎉</td>
<td>🎉</td>
</tr>
<tr>
<td>Always Respectful</td>
<td>🎉</td>
<td>🎉</td>
<td>🎉</td>
</tr>
<tr>
<td>Responsible</td>
<td>🎉</td>
<td>🎉</td>
<td>🎉</td>
</tr>
</tbody>
</table>

Did I do it today? Yes ____  No ____
Total: ___________
Sandown North School
'Teacher Check, Connect & Expect'

Name: Molly
Today is: _______________________
I would like to meet with coach during office hours: ___
Teacher: DiBenedetto
I earned: ____ smiles
I needed: ___ smiles

2 = no verbal reminders
1 = no reminder slip
0 = reminder slip given or office referral

At each check in remember to consider each STAR expectation separately.
For example, a student who receives a reminder slip for being unsafe may still receive smiles for meeting the other 3 expectations.

<table>
<thead>
<tr>
<th>Safe</th>
<th>Morning work</th>
<th>Writing</th>
<th>Reading</th>
<th>Independent work</th>
<th>Math</th>
<th>Pack-up</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Smiley Faces" /></td>
<td><img src="image2" alt="Smiley Faces" /></td>
<td><img src="image3" alt="Smiley Faces" /></td>
<td><img src="image4" alt="Smiley Faces" /></td>
<td><img src="image5" alt="Smiley Faces" /></td>
<td><img src="image6" alt="Smiley Faces" /></td>
<td><img src="image7" alt="Smiley Faces" /></td>
</tr>
<tr>
<td><img src="image8" alt="Smiley Faces" /></td>
<td><img src="image9" alt="Smiley Faces" /></td>
<td><img src="image10" alt="Smiley Faces" /></td>
<td><img src="image11" alt="Smiley Faces" /></td>
<td><img src="image12" alt="Smiley Faces" /></td>
<td><img src="image13" alt="Smiley Faces" /></td>
<td><img src="image14" alt="Smiley Faces" /></td>
</tr>
<tr>
<td><img src="image15" alt="Smiley Faces" /></td>
<td><img src="image16" alt="Smiley Faces" /></td>
<td><img src="image17" alt="Smiley Faces" /></td>
<td><img src="image18" alt="Smiley Faces" /></td>
<td><img src="image19" alt="Smiley Faces" /></td>
<td><img src="image20" alt="Smiley Faces" /></td>
<td><img src="image21" alt="Smiley Faces" /></td>
</tr>
<tr>
<td><img src="image22" alt="Smiley Faces" /></td>
<td><img src="image23" alt="Smiley Faces" /></td>
<td><img src="image24" alt="Smiley Faces" /></td>
<td><img src="image25" alt="Smiley Faces" /></td>
<td><img src="image26" alt="Smiley Faces" /></td>
<td><img src="image27" alt="Smiley Faces" /></td>
<td><img src="image28" alt="Smiley Faces" /></td>
</tr>
</tbody>
</table>

Did I do it today? Yes ________
No ________ because I got a “Think About It” sheet.
No ________ because I earned less than 42 smiles.

Total: ________

3/10/09
Teacher Check, Connect and Expect: Assessing Progress Based on Data

A. Success for 4 weeks – Self monitoring 4 weeks

B. Partial Success -- Adapt TCCE to Basic Plus:
   - Add behavioral specificity (i.e., target a specific behavior such as ‘completed classwork’ under ‘Responsible’)
   - Add reinforcement
   - Add teaching component
   - Change aim line (70%)
   - Continue TCCE, but add an additional support (i.e., group intervention)

C. Discontinue TCCE and refer to secondary support team (according to school process) to assess ‘function of behavior’ and access group or individualized supports

D. Discontinue TCCE with no additional support – monitor progress
PE & Art CONNECT
Small group interventions:
Sandown North Elementary
Connect Goal Form

Student:

Connect Subject: PE  Start Date:

Goal: Listen & Follow Adult Directions

Check the boxes below to indicate progress in each category goal. Write “no” if category goals are not met.
Indicate absences with “abs” in first box.

<table>
<thead>
<tr>
<th>Teaching Point</th>
<th>Safe</th>
<th>Trustworthy</th>
<th>Always Respectful</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Adult Directions</td>
<td>I will wait quietly.</td>
<td>I will look at the adult talking.</td>
<td>I will follow directions.</td>
<td>I will listen carefully so I know what to do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Recommendation:

Student success!

Continue Connect in this subject area
Continue Connect in another subject area

“I will follow adult directions.”
SandownNorthWholeClass/Schoolwide Interventions:

- Yoga 4 Classrooms
- Zones of Regulation
- Second Step
- Tool kits, i.e. headphones, stress balls
- S’Cool Moves and Focus Moves
The star glowed patiently reminding him that it was still a long journey ahead but it was his own journey, his very own wonderful journey.

Come Along on a Journey!
THERE'S NO PLACE LIKE SANDOWN NORTH!