



St. Croix River Education District

MTSS Social/Behavior Audit Rubric

Date of Audit:			
District:		Building:	
Participants:			

The MTSS Social/Behavior Rubric reflects the five domains essential to implementing a comprehensive MTSS Social/Behavior framework: Positive Behavior Interventions & Supports (PBIS), Trauma Informed Practices, Restorative Practices (RP), Social Emotional Learning (SEL), and Vision, Resource Allocation & Communication. The Rubric is for use by teams responsible for the oversight, implementation and fidelity of building-level MTSS implementation.

Description of Ratings

1 - Not at all in place	Novel concept. Staff have little to no knowledge of item and there is no evidence of implementation.
2 - Partially in place	Concept introduced. Staff have basic knowledge of item and there is evidence of implementation in pockets.
3 - Mostly in place	Concept acquired. Majority of staff can speak confidently about item and there is evidence of implementation in majority of building.
4 - Fully in place	Concept mastered. All staff embed item into practice and high level of implementation evident throughout entire building.

Domain 1: Positive Behavior Interventions & Supports (PBIS)	2
Domain 2: Trauma Informed Practices	6
Domain 3: Restorative Practices (RP)	11
Domain 4: Social Emotional Learning (SEL)	14
Domain 5: MTSS Social/Behavior Vision, Resource Allocation, and Communication	17

MTSS Social/Behavior Rubric

Domain 1: Positive Behavior Interventions & Supports (PBIS)

PBIS is an implementation framework that is designed to enhance academic and social behavior outcomes for all students by (a) emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices; and (b) organizing resources and systems to improve durable implementation fidelity. A PBIS approach to behavior change incorporates proactive, positive (non-punitive), and instructional strategies exercised over time with consistency. These strategies involve establishing settings, structures, and systems to facilitate positive behavior change.

Item	1 - Not at all in place	2 - Partially in place	3 - Mostly in place	4 - Fully in place	Rating
<u>Establish Commitment</u> 1. Administrator is supportive & actively involved.					
2. Faculty/Staff support has been obtained (One of top 3 goals, achieved 80% faculty support).					
<u>Establish and Maintain Team</u> 3. A team is established that has representatives from all departments of the building.					
4. Team has a regular meeting schedule, and effective operating procedures.					
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.					
<u>Self-Assessment</u> 6. Team completes self assessment with input from variety of stakeholders off available data.					

7. Team summarizes existing school discipline data.		
8. Team uses self-assessment information to build implementation action plan.		
<p><u>Establish School-wide Expectations: Prevention Systems</u></p> <p>9. 3-5 school-wide behavior expectations are defined across settings (e.g., “<i>Safe, Respectful, Responsible</i>” and operational definitions outlined for those 3 for the hallway, lunchroom, classrooms, etc.).</p>		
10. School-wide teaching matrix has been developed.		
11. Teaching plans for school-wide expectations are developed.		
12. School-wide behavioral expectations are taught directly & formally across settings.		
13. There is a system in place to acknowledge/reward school-wide expectations.		
14. The school has defined “minor” category behaviors (typically teacher-handled) and “major” category behaviors (typically office-handled). Clearly defined & predictable consequences and procedures for		

<p>undesirable behaviors are developed (e.g., the 2nd incidence of insubordination to a staff member = XXX consequence).</p>		
<p><u>Classroom Behavior Support Systems</u> 15. Team has completed a school-wide classroom systems summary looking at effective classroom behavior strategies (e.g., positive expectations, routines/cues taught and encouraged, ratio of positive to negative interactions, academic supervision, redirections and precorrections, effective academic instruction/curriculum)</p>		
<p>16. Action plan in place to address any classroom systems identified as a high priority for change.</p>		
<p>17. Data system is in place to monitor office discipline referral rates that come from classrooms.</p>		
<p><u>Establish Information System</u> 18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty.</p>		
<p>19. Discipline data are available to the PBIS team at least monthly in a format needed for problem solving.</p>		
<p><u>Build Capacity for Function-based Support</u></p>		

20. Personnel with behavioral expertise are identified & involved.		
21. The building has a format for conducting "mini-FBAs" as part of the problem solving process, usually when a student is referred to Tier 3.		
22. The building uses function-based data to inform Tier 3 behavior interventions.		
23. The building has established a broad menu of function-based behavior interventions designed to meet the needs of all learners (i.e., students with disabilities, gifted and talented, culturally diverse, etc.)		

MTSS Social/Behavior Rubric

Domain 2: Trauma Informed Practices

The implementation of a trauma-informed approach is an ongoing organizational change process. A “trauma-informed approach” is not a program model that can be implemented and then simply monitored by a fidelity checklist. Rather, it is a profound paradigm shift in knowledge, perspective, attitudes and skills that continues to deepen and unfold over time. Some leaders in the field are beginning to talk about a “continuum” of implementation, where organizations move through stages. The continuum begins with becoming trauma aware and moves to trauma sensitive to responsive to being fully trauma informed.

- **Trauma aware** organizations have become aware of how prevalent trauma is and have begun to consider that it might impact their clientele and staff.
- **Trauma sensitive** organizations have begun to:
 - explore the principles of trauma-informed care (safety, choice, collaboration, trustworthiness, and empowerment) within their environment and daily work;
 - build consensus around the principles;
 - consider the implications of adopting the principles within the organization; and
 - prepare for change.
- **Trauma responsive** organizations have begun to change their organizational culture to highlight the role of trauma. At all levels of the organization, staff begins re-thinking the routines and infrastructure of the organization.
- **Trauma informed** organizations have made trauma responsive practices the organizational norm. The trauma model has become so accepted and so thoroughly embedded that it no longer depends on a few leaders. The organization works with other partners to strengthen collaboration around being trauma informed.

Item	1 - Not at all in place	2 - Partially in place	3 - Mostly in place	4 - Fully in place	Rating
<u>School-wide Policies and Practices</u> 1. School contains predictable and safe environments (including classrooms, hallways, playgrounds, and school bus) that are attentive to transitions and sensory needs.					
2. Leadership (including principal and/or superintendent) develops					

and implements a trauma-sensitive action plan, identifies barriers to progress, and evaluates success.		
3. General and special educators consider the role that trauma may be playing in learning difficulties at school.		
4. Discipline policies balance accountability with an understanding of trauma.		
5. Support for staff is available on a regular basis, including supervision and/or consultation with a trauma expert, classroom observations, and opportunities for team work.		
6. Opportunities exist for confidential discussion about students.		
7. School participates in safety planning, including enforcement of court orders, transferring records safely, restricting access to student-record information, and sensitive handling of reports of suspected incidents of abuse or neglect.		
8. Ongoing professional development opportunities occur as determined by staff needs assessments.		
Classroom Strategies and		

<p><u>Techniques</u> 9. Expectations are communicated in clear, concise, and positive ways, and goals for achievement of students affected by traumatic experiences are consistent with the rest of the class.</p>		
<p>10. Students' strengths and interests are encouraged and incorporated.</p>		
<p>11. Activities are structured in predictable and emotionally safe ways.</p>		
<p>12. Regular opportunities exist for students to learn and practice regulation of emotions and modulation of behaviors.</p>		
<p>13. Classrooms employ positive supports for behavior (e.g., active attempts at relationship building, 3-5 positively stated rules, 4:1 praise:correction ratio, organizational/cognitive/procedural choices incorporated into lessons, rituals & routines consistently practiced)</p>		
<p>14. Information is presented and learning is assessed using multiple modes.</p>		
<p>15. Regular opportunities exist for learning how to interact effectively with others.</p>		

16. Regular opportunities exist for learning how to plan and follow through on assignments.		
<p><u>Collaborations and Linkages with Mental Health</u></p> <p>17. Policies describe how, when, and where to refer families for mental health supports; and staff actively facilitate and follow through in supporting families' access to trauma- competent mental health services.</p>		
18. Access exists to trauma-competent services for prevention, early intervention, treatment, and crisis intervention.		
19. Protocols exist for helping students transition back to school from other placements.		
20. Mental health services are linguistically appropriate and culturally competent.		
21. Staff has regular opportunities for assistance from mental health providers in responding appropriately and confidentially to families.		
<p><u>Family Partnerships</u></p> <p>22. Staff uses a repertoire of skills to actively engage and build positive relationships with families.</p>		
23. Strategies to involve parents		

are tailored to meet individual family needs, and include flexibility in selecting times and places for meetings, availability of interpreters, and translated materials.		
24. All communications with and regarding families respect the bounds of confidentiality.		
<u>Risk Assessment</u> 25. An evidence-based protocol for self-harm/suicide risk assessment is in place. Multiple staff members are trained to implement the protocol, with refresher sessions offered at least once per year.		
26. An evidence-based protocol for student threat assessment is in place. A threat assessment team is trained to implement the protocol, with refresher sessions offered at least once per year.		

MTSS Social/Behavior Rubric

Domain 3: Restorative Practices (RP)

“Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.” It is not a program or an add-on; it is a philosophy. It focuses on separating the deed from the doer. “To be ‘restorative’ means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them. The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world. These practices have been applied in justice systems, families, workplaces and neighborhoods, as well as in schools”

Item	1 - Not at all in place	2 - Partially in place	3 - Mostly in place	4 - Fully in place	Rating
<u>Restorative Practices Values/Principles: Key Knowledge and Practices</u> 1. All staff members are trained on RP philosophy, values and principles.					
2. Through training, staff members experience what RP is and what RP looks like in schools.					
3. Through training, staff members understand that RP is experiential, and that they will increase their skills for using RP in schools through practice, coaching and ongoing learning.					
4. Through training and early experiences, staff members begin building skills for ensuring people of all ages, abilities, communities and life experiences feel welcome and supported when participating in RP.					
<u>Building Community:</u>					

<p><u>Key Knowledge and Practices</u> 5. Teaching and support staff are trained in conducting <i>community-building</i> circles</p>		
<p>6. All staff members who work directly with students (including bus drivers, lunch/recess monitors) receive training on the use of <i>affective statements</i> and speaking restoratively, especially in the context of a circle or conference to repair harm.</p>		
<p>7. Assessment of student skills are adapted to include levels of active listening, appropriate contributions, creating opportunities for others and the abilities to recognize different points of view, to negotiate and share ideas, to connect with others and to participate. These skills can be assessed in surveys or through classroom observations.</p>		
<p><u>Repairing Harm:</u> <u>Key Knowledge and Practices</u> 8. Most staff members who work directly with students (including bus drivers, lunch/recess monitors) receive training on restorative chats/ impromptu conferencing.</p>		
<p>9. Staff members who will respond to serious incidents receive training on both circles</p>		

and conferences to repair harm.		
10. Staff members who will serve as mediators for resolving conflict receive 30 hours of mediation training done by experienced mediation trainers.		
11. Evaluation of RP includes tracking the number of disciplinary referrals as well as requests for and counts of restorative chats and circles or conferences to repair harm.		
12. A protocol is in place for discipline operations that includes restorative consequences (established in a chat, circle, conference) operating parallel to or in place of traditional punitive/exclusionary consequences.		

MTSS Social/Behavior Rubric

Domain 4: Social Emotional Learning (SEL)

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. For a growing number of schools and districts, SEL has become a coordinating framework for how educators, families, and communities partner to promote students' social, emotional, and academic learning. SEL is embedded in their strategic plans, staffing, professional learning, and budgets. It guides their curriculum choices and classroom instruction – both direct practice in SEL as well as integrated instruction with reading, math, history, and other core subjects.

Item	1 - Not at all in place	2 - Partially in place	3 - Mostly in place	4 - Fully in place	Rating
<u>Professional Learning Program</u>					
1. There are professional learning (PL) opportunities for addressing Academic, Social and Emotional learning in the building/district.					
2. There are effective PL practices to provide ongoing, embedded support for SEL.					
3. All staff members who are implementing an SEL research-based program receive <i>initial training</i> before implementing the program.					
4. All staff members who are implementing an SEL program receive ongoing professional learning opportunities and follow-up support during implementation of the program.					
5. What percentage of teachers in your building have participated in					%

SEL-specific PL?					
<u>SEL Learning Standards</u> 6. The building has SEL standards in place for students at every grade level.					
7. There is an effective building-wide system for assessing students on SEL standards in place.					
8. There is a building-wide system for assessing effective instruction and practices on SEL standards in place.					
<u>Evidenced-Based SEL Programs and Practices</u> 9. How many evidence-based SEL programs are currently operating in the building?					#
10. On average, how long have these SEL programs been operational in the building?					#
11. What percentage of students in the building participate in these SEL programs?					%
12. Evidenced-based SEL programs guide social and emotional skill instruction and development.					
13. Are the current SEL programs in the building the right SEL programs to scale up in order to achieve high-quality, systemic					

<p>implementation of SEL? What evidence do you have to support your response?</p>		
<p><u>Monitoring SEL Processes and Outcomes</u> 14. The building has systems in place to monitor SEL-related processes and outcomes.</p>		
<p>15. There are SEL monitoring systems in place that cover all evidence-based SEL programs and practices in the building.</p>		
<p>16. The SEL monitoring systems provide evidence of program effectiveness and outcomes (i.e., that the SEL programs are working).</p>		
<p><u>SEL Integration</u> 17. SEL is integrated within the building/district priority initiatives.</p>		

MTSS Social/Behavior Rubric

Domain 5: MTSS Social/Behavior Vision, Resource Allocation, and Communication

This section is designed to gather implementation level data for your entire MTSS Social Behavior System, including the four areas assessed above. Items are targeting vision and long-term planning, resource allocation, and communication with key stakeholders regarding your overall MTSS Social Behavior System.

Item	1 - Not at all in place	2 - Partially in place	3 - Mostly in place	4 - Fully in place	Rating
<u>Community Linkages</u> 1. School develops and maintains ongoing partnerships with state human service agencies and with community-based agencies to facilitate access to resources.					
2. When possible, school and community agencies leverage funding to increase the array of supports available.					
<u>Vision and Long-Term Plan</u> 3. The district has an explicit vision and long-term plan for MTSS Social Behavior implementation.					
4. There is a process in place for involving all stakeholders including students in developing the vision and long-term plan.					
<u>Resource Alignment</u> 5. The district has assessed the level of central office knowledge and expertise to lead system wide implementation of MTSS Social Behavior.					

6. The district has assessed and determined central office capacity to implement MTSS Social Behavior system wide.		
7. The district currently has dedicated human and financial resources in place to implement MTSS Social Behavior system wide.		
8. The district has the human capacity needed to implement MTSS Social Behavior system wide (i.e., are there adequately trained staff in the right positions to implement MTSS Social Behavior throughout the district).		
9. There is a line item for system wide MTSS Social Behavior in the district's budget.		
<p><u>Communications</u></p> <p>10. MTSS Social Behavior is part of the district's overall strategic communications plan.</p>		
11. There is a MTSS Social Behavior-specific communications plan for internal and external audiences.		
12. District personnel communicate with key stakeholders about MTSS Social Behavior.		
13. The district has created a strategy to engage families and		

the community in the district's long-term MTSS Social Behavior implementation.		
--	--	--

Rubric Items Adapted From:

Team Implementation Checklist, v. 3.0, August, 2009
© 2001 George Sugai, Rob Horner, and Teri Lewis-Palmer
University of Oregon, Educational & Community Supports

Trauma-Sensitive School Checklist
© 2012 Lesley University and Massachusetts Advocates for Children

District Strength Inventory of Social and Emotional Learning (SEL) Programs and Practices - to Plan for Systemic SEL Implementation
Revised Version 1.5 August 2013
Collaborative for Academic, Social, and Emotional Learning (CASEL)

Restorative Practices Implementation, Trainers and Training: An Administrator's Checklist
Adapted from Corrigan, 2014
Minnesota Department of Education, School Safety Technical Assistance Center