



ENGAGE

EMERGENT TREE TIER 1

**PRESENTED BY NISD BEHAVIOR
INTERVENTIONISTS**

**TO RECEIVE CREDIT FOR THIS SESSION,
MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**

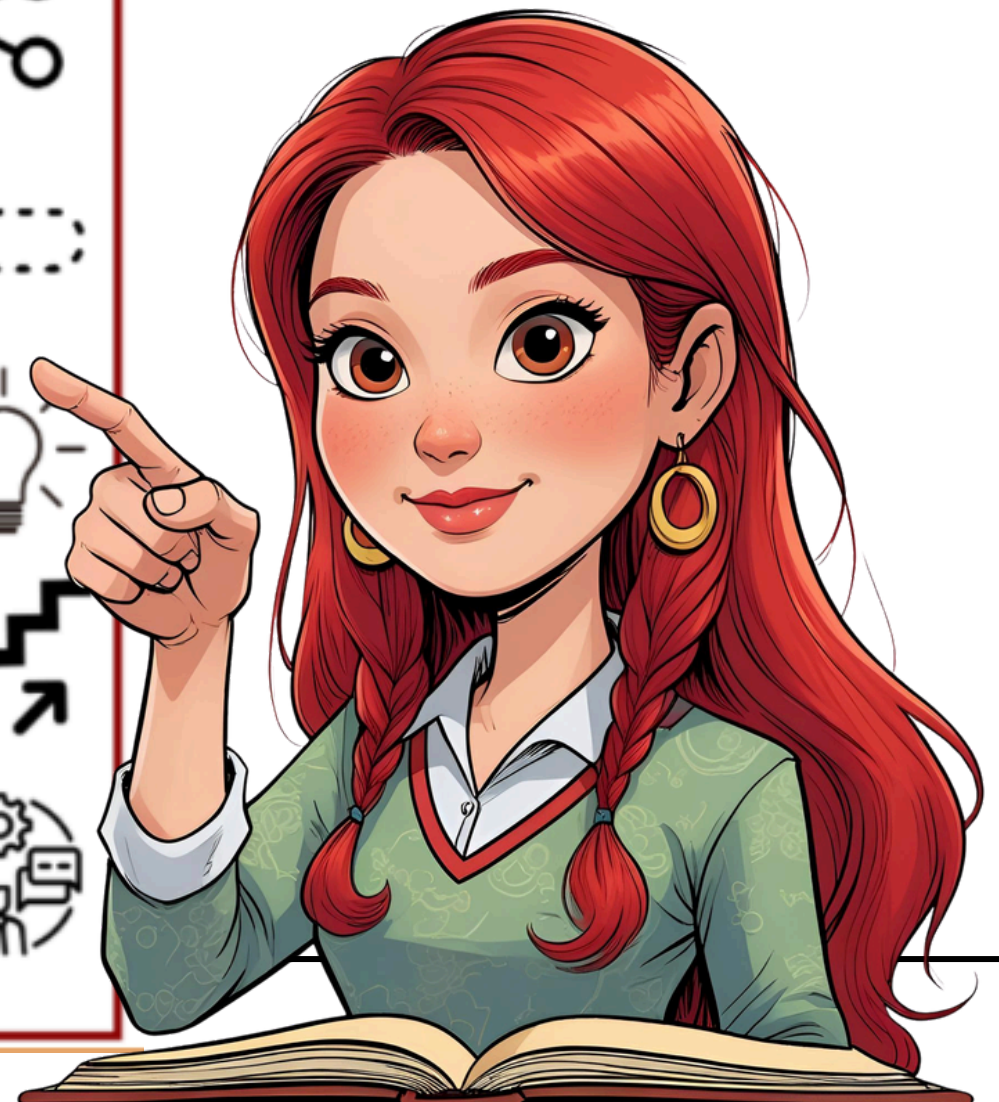




✨ NISD PD EXPECTATIONS ✨

Northwest ISD
Professional Learning Expectations
A Culture of Learning

P	PARTICIPATE POSITIVELY	+
L	LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT	🔗
N	NAVIGATE LEARNING WITH A GROWTH MINDSET	📍
I	IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK	💡
S	SET GOALS AND PLAN NEXT STEPS	📈
D	DEMONSTRATE PROFESSIONALISM	👤⚙️



OBJECTIVES

1

Review
Emergent
Tree Basic
Concepts



2



Explore Tier 1
Classroom
Management
Strategies.

Today's Focus:
Acknowledgements,
Corrections, and
Connections

3

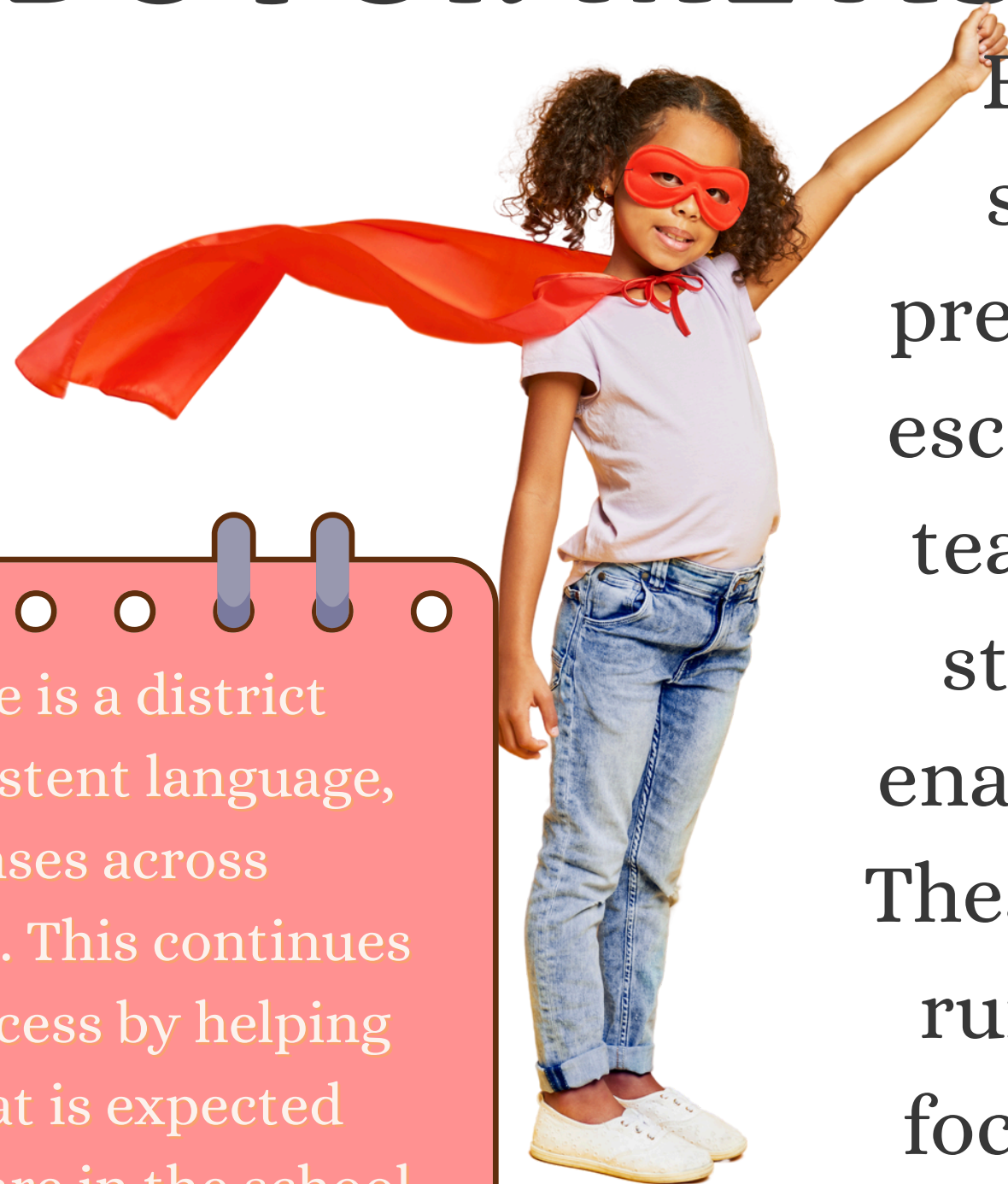
Gain
Confidence
Through
Practicing
Tier 1 Skills



WHAT DOES EMERGENT TREE TIER 1

REALLY?

DO FOR ME AS A TEACHER?



Because Emergent Tree is a district initiative, it creates consistent language, routines, and responses across classrooms and campuses. This continues to empower student success by helping them know exactly what is expected regardless of where they are in the school or district.

Emergent Tree Tier 1 gives you simple, proactive tools to help prevent behavior issues before they escalate. It provides a way to clearly teach expectations, reinforce what students are doing correctly, and enables you to respond consistently. These things allow your classroom to run more smoothly, allowing your focus to be on teaching rather than on managing behaviors.



BEHAVIOR:

taught

practiced

reinforced

RETAUGHT

WHAT IS EMERGENT TREE?

Emergent Tree is a program that Northwest ISD introduced in the Fall of 2023. It takes an Instructional Approach to Behavior.

The instructional approach to behavior in a school setting means treating behavior the same way we treat academics: as something that can be taught, practiced, reinforced, and retaught: not something we just expect students to ‘already know’ or ‘do better at.’

THREE TIERS OF EMERGENT TREE

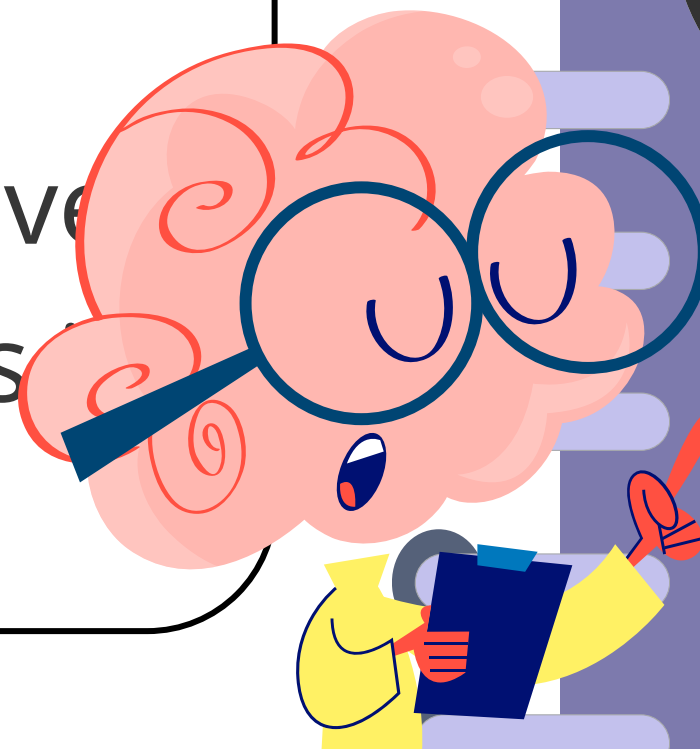
- Tier 1: Ground Work is designed for the entire school and is implemented schoolwide by all staff.
- Tier 2: Bridges supports students receiving targeted interventions through the MTSS process.
- Tier 3: Solid Roots provides intensive individualized support for students in Special Education.

TIER ONE: GROUND WORK

TIER TWO: BRIDGES

TIER THREE: SOLID ROOTS

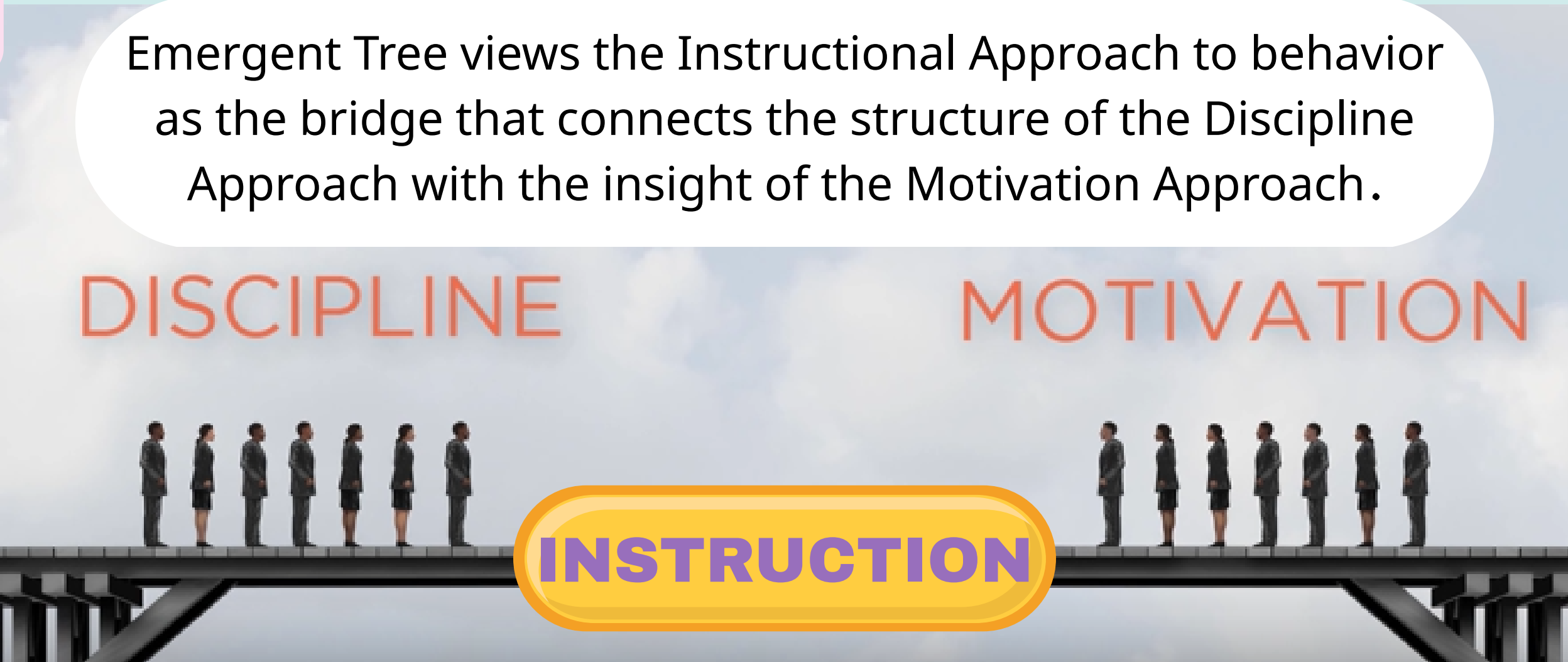
Today we are just discussing Tier One.



Typically schools will adopt either a **Discipline** approach to behavior or a **Motivation** approach to behavior.

DISCIPLINE

- Reactive response to behavior
- Focuses on rules, consequences, & punishments
- Enforces compliance as a way to follow the rules



MOTIVATION

- Looks at the reason behind the behavior
- Goal: Increase positive behavior & decrease negative behavior via reinforcement

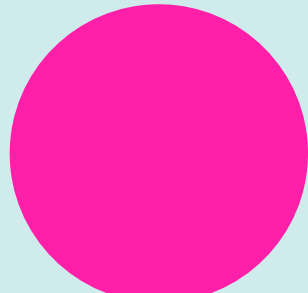
Zero Tolerance Policy

Class DoJo

Classwide Behavior Clip Charts



CHAMPS



Behavior support in schools is structured through MTSS: Multi-tiered Systems of Support.

However, Tier One Behavior is more than a single practice or activity.

Rather, Tier One is many practices brought together into a comprehensive system.

Think of a cafeteria tray with several compartments. Each compartment holds some sort of food item. All together they make up a (hopefully) tasty lunch.

Similarly, Emergent Tree's Tiered Behavior Systems are organized into a Tray of Supports. Each of the six components works together to create a complete and cohesive Tier One practice.

EMERGENT TREE *Systems of Support*



TIERED BEHAVIOR SYSTEMS TRAY OF SUPPORTS

ACKNOWLEDGE



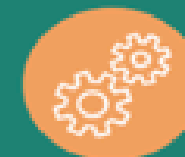
SKILL
BUILDING



CORRECTION



SYSTEM
SUPPORT



CONNECTIONS



DATA
INFORMED



TIERED BEHAVIOR TRAY SYSTEMS OF SUPPORT

ACKNOWLEDGMENTS

Specific feedback on the display of core values (safe, respectful, and responsible) and positive behaviors

CORRECTIONS

Strategies focused on reteaching replacement behaviors

SYSTEM SUPPORT

Procedures that support initial implementation and long-term maintenance

SKILL BUILDING

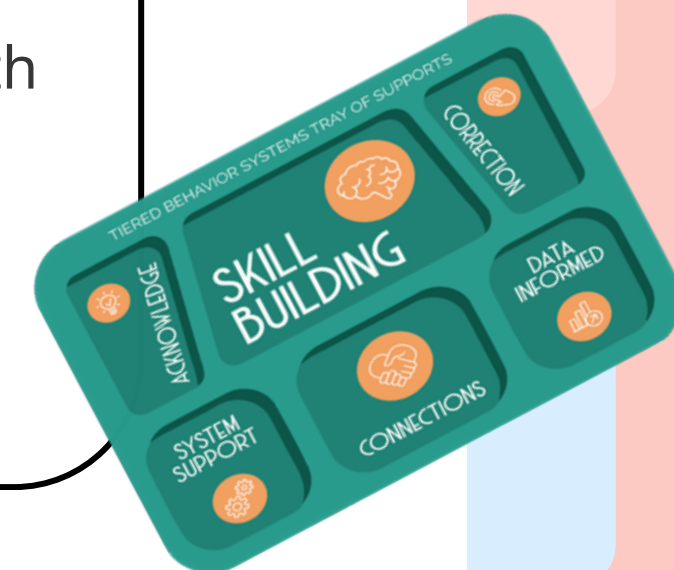
Planned, direct instruction that is provided to ensure mastery and generalization of skills

CONNECTIONS

Strategies that ensure students engage in positive interactions with staff on a daily basis

DATA INFORMED

Procedures that are in place to collect, analyze, and review data to ensure school culture and safety goals are met.



ACKNOWLEDGMENTS

First: Teach the behavior skill

Second: Provide Feedback on how the student is doing with that behavior skill



Enter Acknowledgments

Noticing and reinforcing positive behavior, especially those aligned with core values, encourages students to repeat and improve those behaviors over time.



THE POWER OF ACKNOWLEDGMENTS

Acknowledgments reinforce desired behaviors, boost student confidence, and motivate students to repeat positive actions, helping create a supportive and positive classroom environment

DISCUSSION: Did you notice you were given positive acknowledgments when you entered this training?
How did it feel?

INFLATE POSITIVE REINFORCEMENT

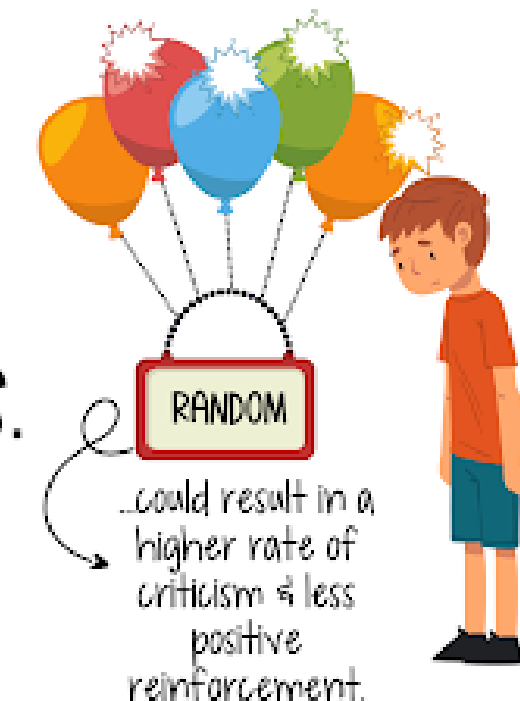
USING THE 4:1 RATIO

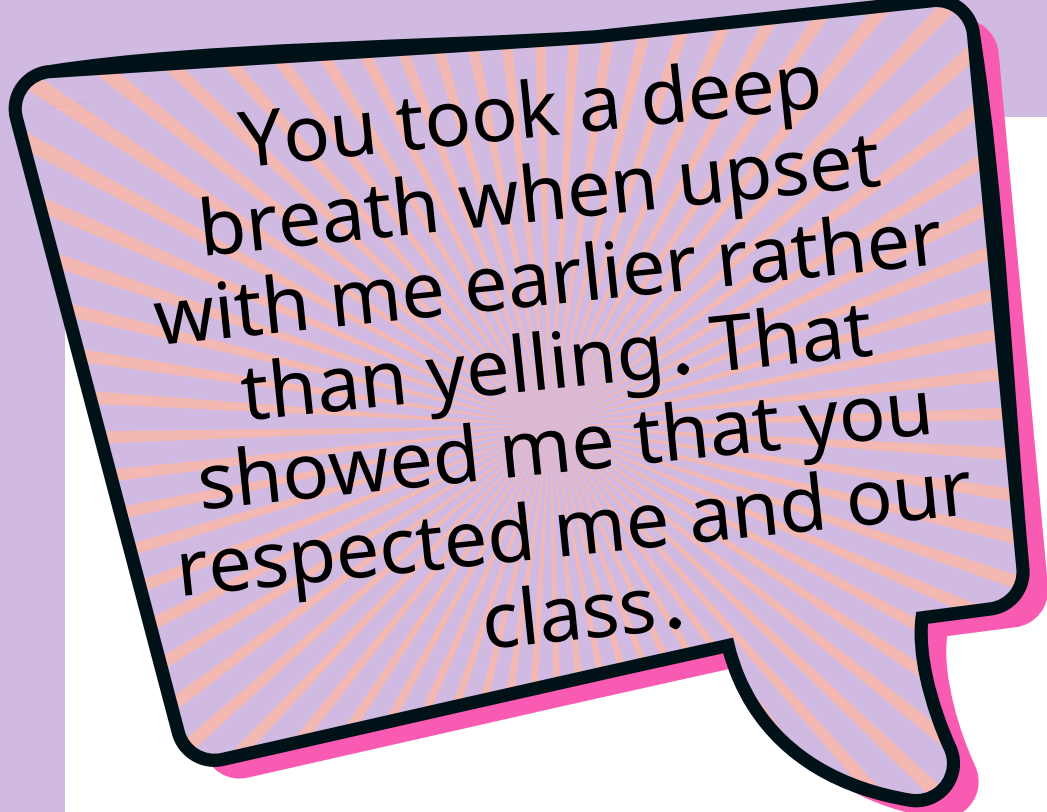
IMAGINE PRAISE AS A GIANT BRIGHTLY COLORED BALLOON, AND ANYTIME A CORRECTION IS GIVEN, ONE OF THOSE BALLOONS GOES POP!

THE BIGGER THE COLLECTION OF BALLOONS, THE LESSER THE IMPACT WHEN ONE BURSTS.

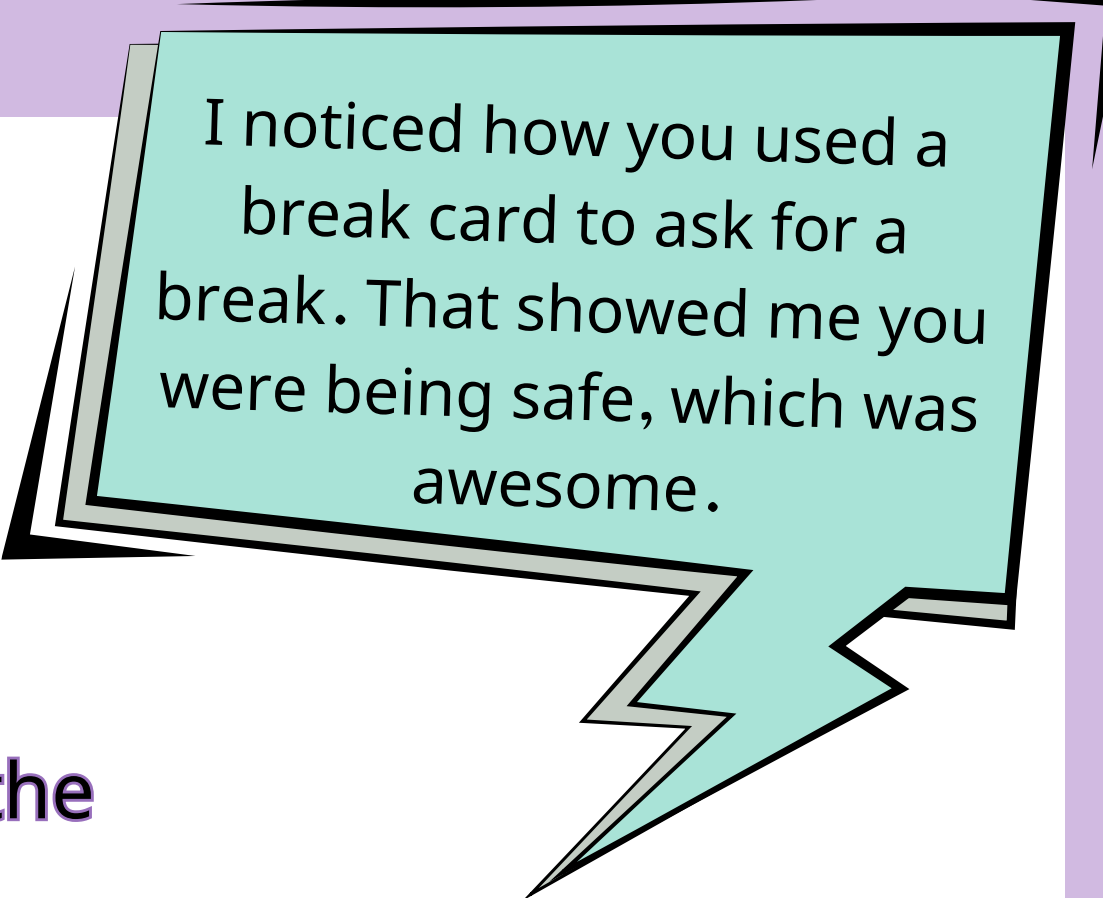


VS.





You took a deep breath when upset with me earlier rather than yelling. That showed me that you respected me and our class.



I noticed how you used a break card to ask for a break. That showed me you were being safe, which was awesome.

Acknowledgements are connected to the core values of safe, respectful, and responsible.



Thank you for choosing not to get involved when others were being distracting. That was very responsible.

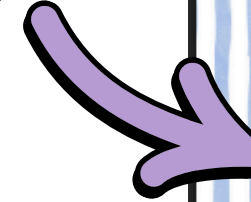


I noticed how you helped your classmate—thank you for showing kindness and respect.

How to make an acknowledgment when it is hard to find something to acknowledge....



EXAMPLE



Acknowledgement sentence stems:

1. Thank you for being Core value by Behavior.
2. That is very Core value, Behavior.
3. I appreciate you Behavior, that is really Core value.
4. I noticed you Behavior, thank you for showing Core value.
5. Thank you for not engaging in Behavior that was Core value.
6. I appreciate how you used walking feet in the hallway, that was very safe.
7. Being on time, prepared with a pencil, seated and ready to learn are ways to demonstrate responsibility.
8. Thank you for staying seated during my lesson, that was respectful.
9. I appreciate the way you quietly transitioned, that was respectful.
10. Thank you for coming to school everyday, that's super responsible.

NARRATE BEHAVIOR



Instructional Feedback on Behavior Skills

To improve behavioral outcomes, students need instructional feedback on stated expectations. Instructional feedback is specific and includes the observable, actionable behavior. Stated explicitly will increase appropriate, pro-social behavior in all settings.

	ACKNOWLEDGMENT	CORRECTION
DEFINED	Acknowledgment is instructional feedback on appropriate display of core values and expectations. Used to reinforce and increase behavior.	Corrections are instructional feedback on violations or misuse of core values and expectations. Used to punish and decrease behavior.
GENERAL	State a positive statement to affirm behavior. <i>"Good job."</i>	Statement or cue to correct behavior. <i>"Stop that."</i>
EXPLICIT	State the specific, actionable behavior. <i>"Thank you for walking."</i>	State the specific, actionable behavior. <i>"Please walk."</i>
CONNECTED	State the specific, actionable behavior and include core value. <i>"Thank you for being safe and walking."</i>	State the specific, actionable behavior and include core value. <i>"Please be safe and walk."</i>

Ways to deliver instructional feedback

GOAL



FEEDBACK BOARDS

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

FEEDBACK BOARD

FOCUS

CELEBRATION

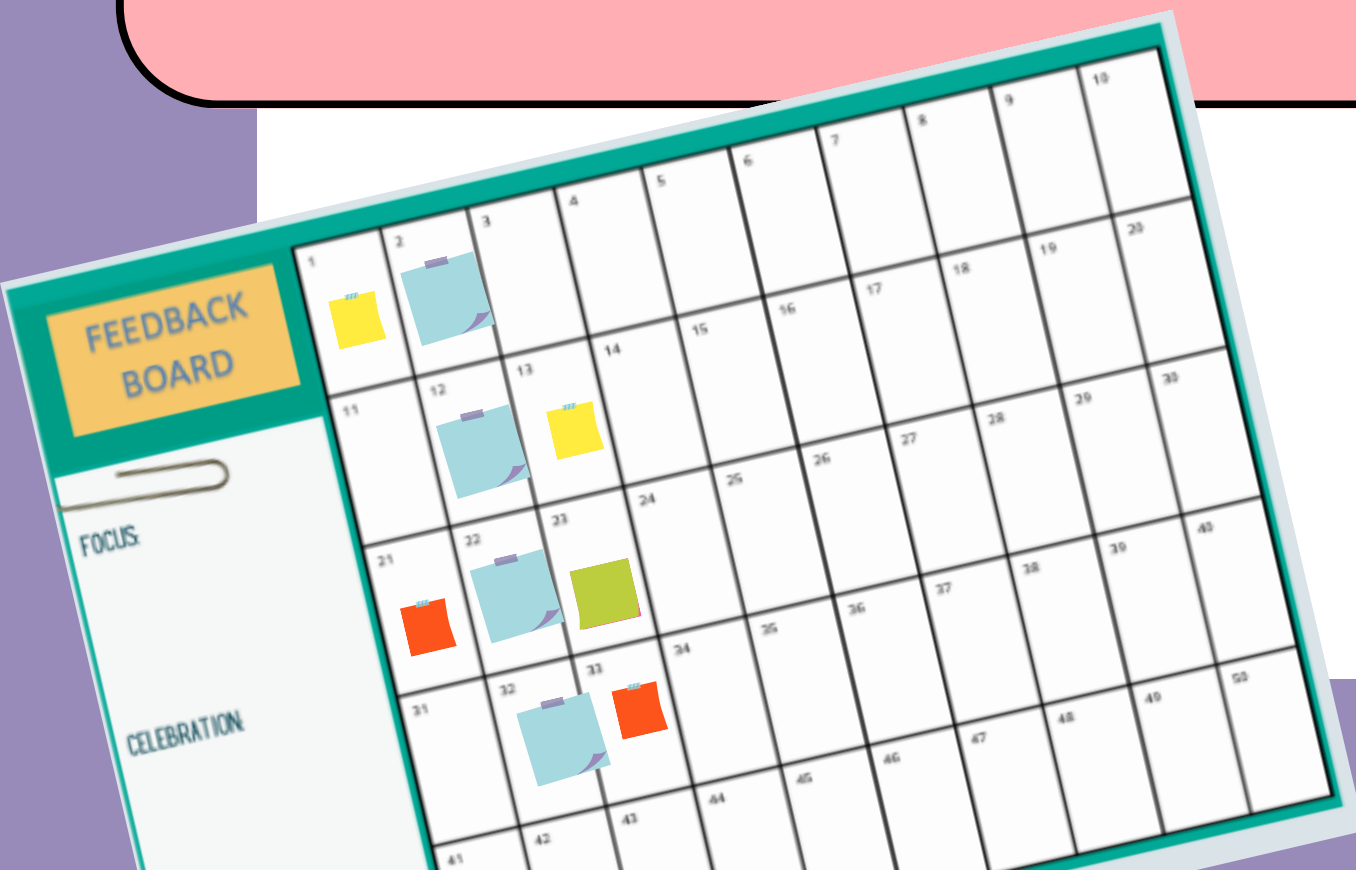
This board has 50 spaces but the standard board has 100

The Feedback Board is a flexible visual tool for tracking and celebrating student acknowledgments. Students add their names, initials, or sticky notes when recognized. The class selects a behavior focus and a celebration goal for each new board cycle.

The Feedback Board supports teachers to reflect on their own acknowledgment practice.

1. How much feedback do I provide on average each day/week?
2. Which students receive the most feedback?
3. Do I provide acknowledgments to certain student groups more than others?
4. Which behaviors did I acknowledge the most often?

“Ugh. I haven’t really given Ron any feedback lately.”



ACKNOWLEDGMENTS & CORRECTIONS

ACKNOWLEDGMENTS

POSITIVE BEHAVIORS

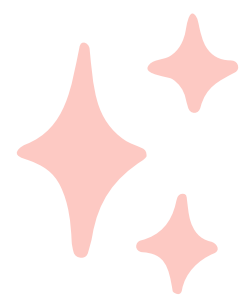
CORRECTIONS

RESPONSES TO CHALLENGING BEHAVIORS

3-6 Acknowledgments for every ONE correction

Students who are at-risk or are high-risk for behavior challenges need 5-7 Acknowledgments for every ONE correction

Change in behavior can occur when an individual receives feedback on their performance of their behavior skills. Through feedback and the opportunity for reflection, students will refine their skills over time.



CORRECTIONS

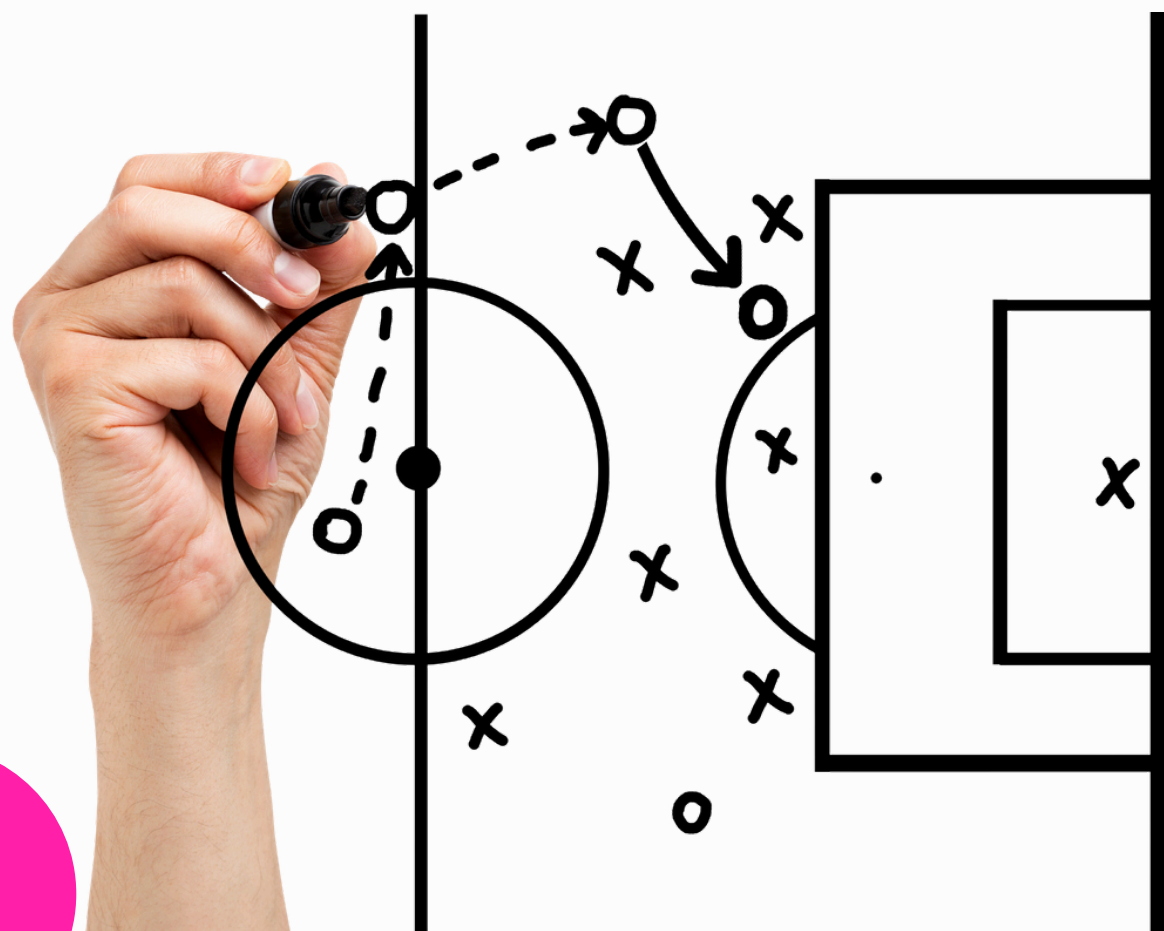


How are we going to respond when students DON'T meet expectations?

Focus on teaching better choices and not simply punishing mistakes

Goal: Build skills for future success

Corrective strategies playbook



Strategy		Purpose
Minor Behaviors	Non-Disruptive	Proximity Prevents and de-escalates interfering behaviors through calm, nonverbal prompting without interrupting instruction.
		Non-Verbal Cues Redirects interfering behavior through commonly known or preplanned signal without interrupting instruction.
		Restate Expectation Provides clear and calm redirection to core value expectations.
	Disruptive	Speak & Spin Prompts expected behavior while leaving space for student to self-correct.
		Take a Redo Practices appropriate behavior and immediately improve problematic patterns.
		Private Conversation Facilitates personalized, discreet discussion to reflect on and reinforce expectations.
Major Behaviors	Escalated*	Neutralizing Routine Regains emotional control before addressing behavior.
		De-Escalation Scripts Guides consistent and calm language during heightened situations.
		Reflect & Repair Plan Restores relationships and help students learn from their behavior through reflection.
	Crisis*	Crisis Response Protocol Defines a safe and coordinated response to dangerous or escalating behaviors.

PROXIMITY

The act of standing near a student to provide a nonverbal signal



- **Redirects behavior respectfully**
- **Provides reminders of expectations before behavior escalates**
- **Maintains a positive classroom environment**
- **Learning can stay on track**



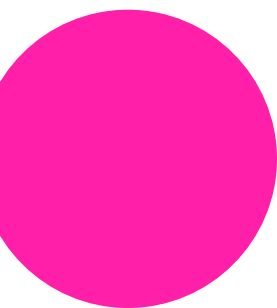
Let's Practice! One or two volunteers will take turns modeling proximity control with a few of our **unruly** BIs.



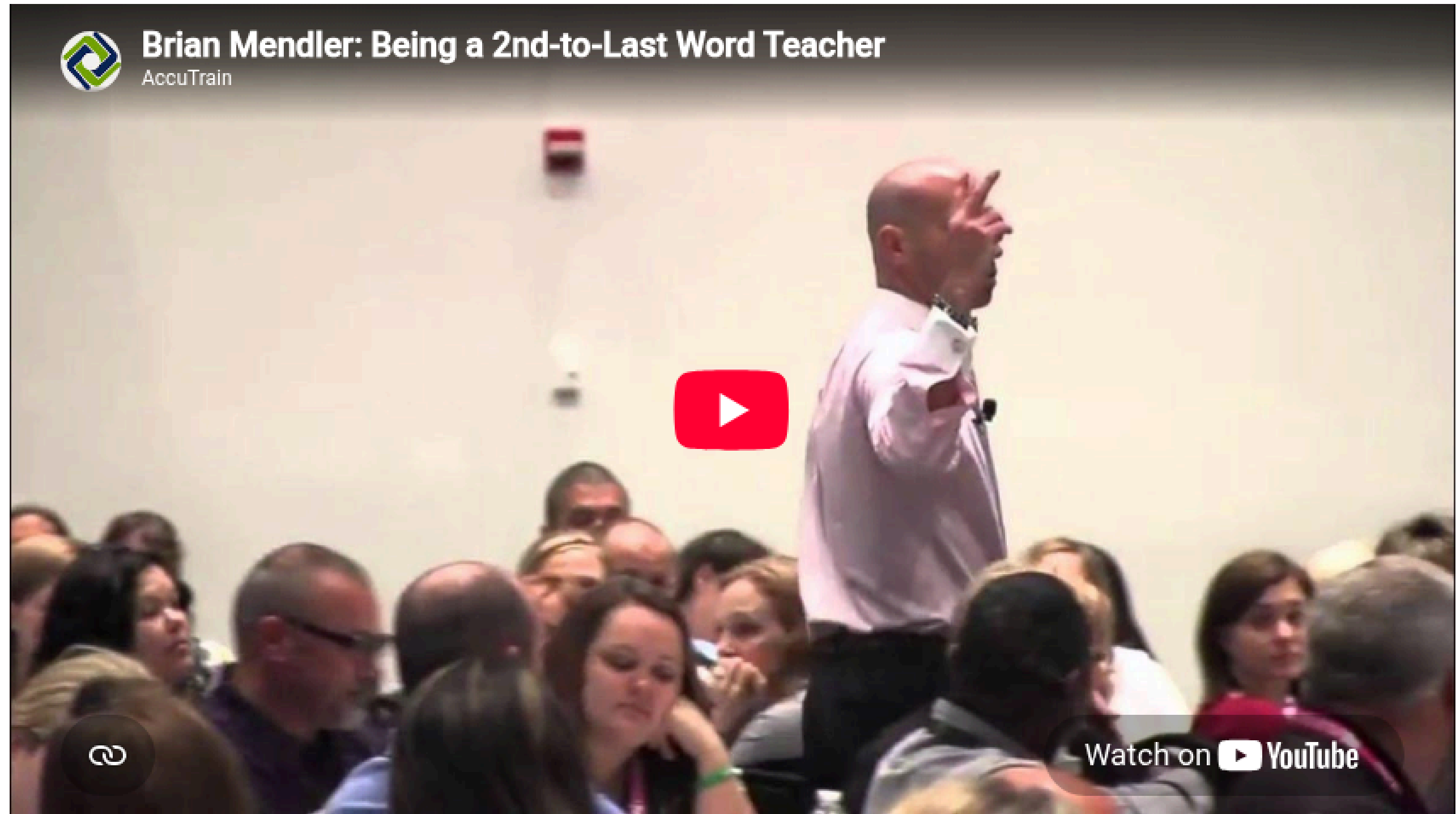
RESTATE EXPECTATIONS

“Class, I expect you to safely get on the bus without touching anyone, yelling about which seat you want, or asking when we will eat lunch. I know each of you can show respect to the bus driver by thanking her for taking us on this field trip as you enter the bus.”

You provide clear and calm redirection to core values by restating the expectation.



SPEAK & SPIN STRATEGY



SPEAK & SPIN EXAMPLE

Be Compassionate but keep a
neutral tone and voice

Remember, this is not a negotiation.

First_____, then_____

(First you raise your hand, then you can
ask your question)

When_____, then_____

(When your voice is calm, then I can hear
your words)

If_____, then_____

(If you complete your work, then you can
have free choice

It is okay to have the SECOND to last
word.



OFFER A “RE-DO”

Utilize prompted practice by calmly telling the student the expectation and then giving him/her the quick chance to try it again.



Calmly

Tell

Chance

PRIVATE DISCUSSION ABOUT BEHAVIOR



**How do I make
this happen in my
room?**

- Turn & Talk
- “Get on ___ activity”
- Assign independent work time

**Where does this
happen?**

- Student desk
- Teacher desk while other students are given a directive
- In the hall (Don't be scared to ask for class coverage if needed)

CONNECTIONS

At the core of an effective classroom is a strong, connected relationship between teacher and their students. However, a positive connection on its own isn't enough to drive meaningful change. The relationship must be authentic and rooted in trust.

**I am really glad
you are here
today, Arnold.
How did your
baseball game
go yesterday?**



CONNECT VIA...

REACH AND RESPOND

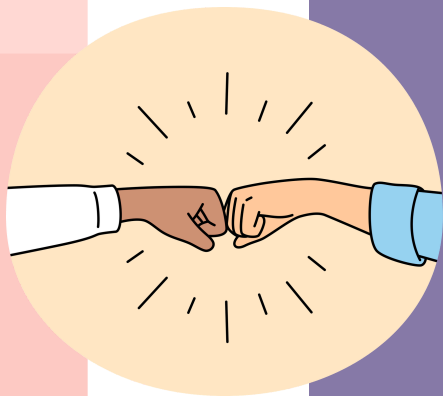
- The Reach & Respond Routine helps teachers build daily positive
- interactions with each student, strengthening relationships and school connectedness while reducing challenging behaviors. It only
- requires a small time investment.

Teacher meets students at the doorway or in the classroom within the first 5 minutes of their entry (at the beginning of the day or a new class period).

Teacher reaches out with a brief but individual greeting to the student, utilizing their name

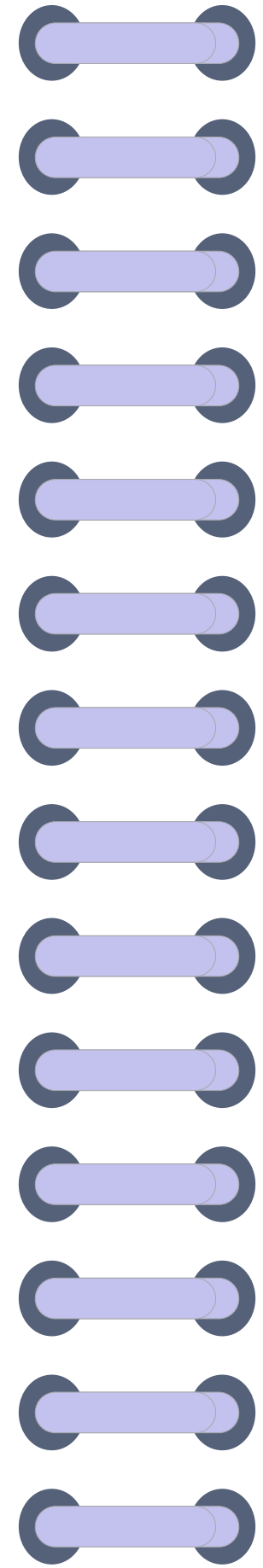
Teacher invites a response through a specific signal or routine to gauge the student's mood or mindset.

Teacher follows up later in the day or class period with students who display an unfavorable response to find out more information or determine support needs.



REACTIVE

Listening



REFLECTIVE

Listening

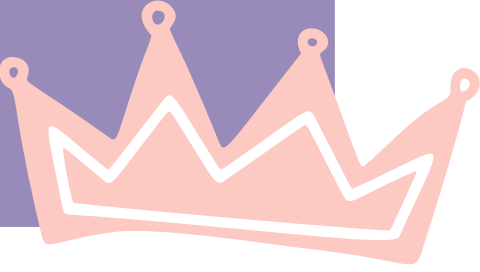


“This isn’t a big deal. Let’s move on.”

“Tell me more about what’s going on.”

“There’s no reason to act like that.”

“You seem upset-can you help me understand why?”

- Prioritizes control and / or compliance
 - Shuts conversation down quickly
 - Creates distance or defensiveness
- 

- Seeks to understand feelings with paraphrasing
 - Student responds to show understanding
 - Creates space for student voice
 - Builds trust and psychological safety
- 



REFLECTIVE LISTENING - BE EMPATHIC AND NONJUDGMENTAL

“What feels risky or
challenging about using
reflective listening
instead of correcting
immediately?”



Let's Practice! You and a partner will
take turns sharing a story about a hard
day in the classroom and the other will
use reflective listening skills. Come back
as a group to share the experience.



CONNECT VIA...

TONE



BODY LANGUAGE

A gentle and steady tone of voice communicates safety and respect. It reduces tension and demonstrates that the teacher is there to support and not punish.

Calm, open body language, such as relaxed shoulders, a neutral facial expression, and giving appropriate space, helps the student feel safer and less threatened.

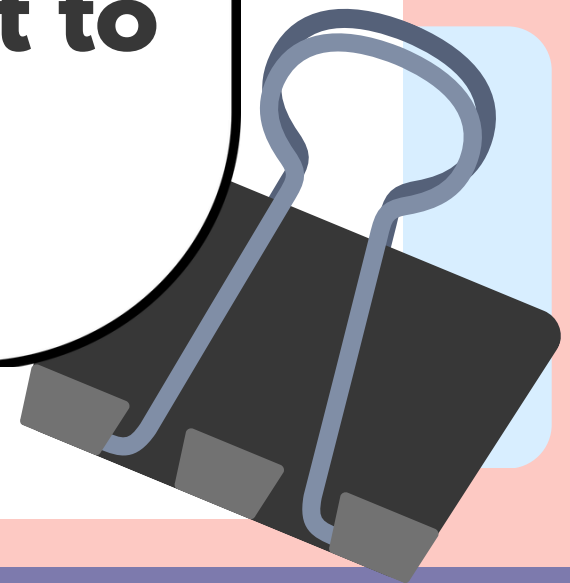


QUESTIONS TO PONDER...

Do we normalize practicing behavior skills as a pathway to growth, or unintentionally associate it with discipline?

How would we want our admin to support us when we're learning a new procedure or expectation for our school and district?

Do we sometimes expect students to know a skill before it has been explicitly taught on how we want it to look?





**NOW
WHAT?**

-
-
-
-
-

Be intentional with your acknowledgments and mindful of your corrections.

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-
-
-
-

Prioritize connections through building student relationship and trust.

-
-
-
-
-

Ask for support. Your Behavior Interventionists want to help! You're not alone.



WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE >





THANK YOU