



**RethinkEd**

*Managing Behavior in Real-Time:  
Whole School, Whole  
Community Solutions*

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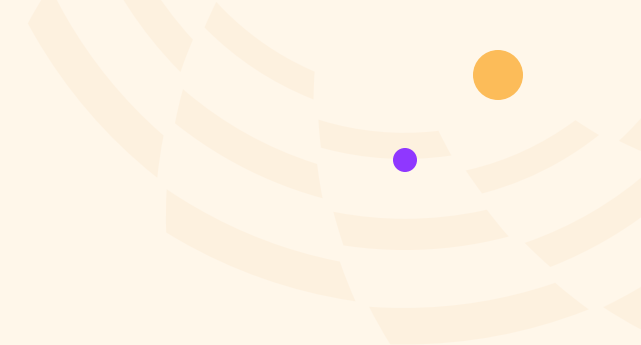
**Dr. Tracey Roden**

**RethinkEd, VP of Product**

**Erin Hornbeck**

**RethinkEd, Director of Product and Integrations**

# Comfort Level Check



1



2



3



4

**Newbie**

**Learning**

**Independent**

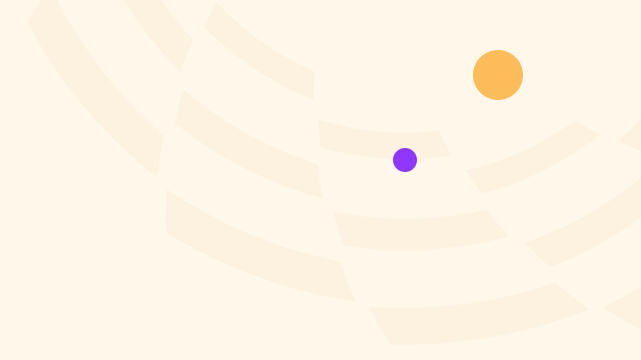
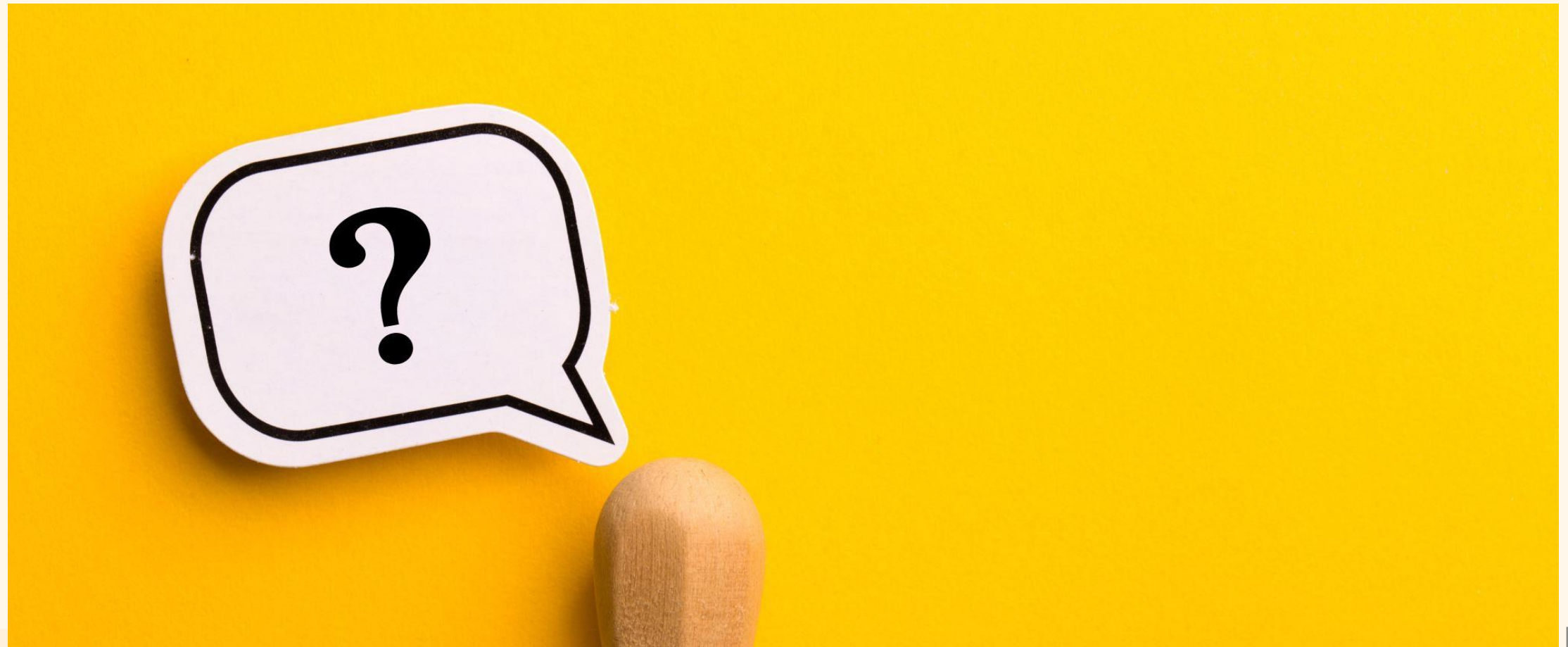
**Confident**



# Objectives

- Understand what systems and practices are needed to
  - Gain data insights to build capacity and understanding using data-driven decisions and real-time interventions
  - Support successful behavior management through centralized staff and student management
  - Monitor student progress and create consistent behavior management strategies building and district wide

# What's the problem??



# Disruptive student behavior is on the rise...

- More than 70% of teachers report a recent increase in disruptive behavior in the classroom.
- 87% of schools reporting increased incidents of misconduct, rowdiness, disrespect toward staff and peers, and prohibited use of electronic devices
- More than 40% of teachers think that they are not fully prepared for classroom management and handling student behavior.



# When we lack a universal behavioral system

Lack of early identification

Lack of a structured system

Lack of resource allocation

Lack of data

Lack of proactive approach

Lack of Support

## Poll Question #1

What is the biggest challenge your district faces in managing student behavior?

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Limited training for staff

---

Inconsistent behavior management strategies

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Lack of resources to address behavior issues

---

High levels of disruptive behavior in classrooms

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All of the above

# Unsustainable.....



Teacher training gaps



Multiple platforms and processes



Inefficient intervention and planning processes



Limited tracking tools



# Centralized Behavioral Systems and Practices can.....



- Build capacity for understanding & addressing behavior
- Increase positive & safe classroom environments
- Increase instructional time & academic achievement
- Decrease behaviors (reduce ISS, OSS, and expulsions)
- Decrease disproportionality & over-referrals
- Promote transparent & defensible documentation
- Facilitate data-driven decisions & real-time interventions
- Foster equitable practices in behavior management
- Provide “now what?” tools

Provide Educators with high-quality behavior interventions, tools, and systems to implement behavior management in their districts, buildings, and classrooms successfully

## Poll Question #2

How does your district currently track and analyze behavior-related data?

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Manual Tracking (spreadsheets, paper logs)

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Behavior Management Platform/Tools

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No formal tracking system

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Unsure

# What's the solution?



# Integrated Tiered System of Supports as a Service Delivery Model



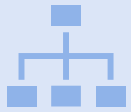
**Dr. Hill Walker**  
Professor of  
Special Education,  
University of Oregon

Individuals receive preventative care and support increases based on need

Efficient and effective allocation of intervention resources and supports to meet the needs of students with challenging behaviors

A system that provides the practical application of a three-tiered approach resulting in sustainable and consistent outcomes

# Meet student and systemic needs more effectively and efficiently



Practical application of a three-tiered prevention approach



Place the onus on the *SYSTEM* to support behavior and learning needs



Connect existing initiatives and systems and integrate support resources to improve student outcomes

# Integrated Elements as a Service Delivery Model

## SYSTEMS

- Supports staff behaviors
- The way the school operates to support, build capacity, and sustain implementation (putting something into effect)

## PRACTICES

- Supports student behavior
- Strategies and interventions backed by research and evidence-based to support all students

# Integrated Elements as a Service Delivery Model

**DATA**

Drives decision making

Schools use holistic data

Monitor and evaluate outcomes

Monitor and evaluate practices

Monitor and evaluate systems



To achieve sustainable and consistent outcomes, including behavioral change, intervention must occur directly and comprehensively within and across *ALL* school settings

# High Quality Universal Behavior Support system



Optimizes learning and well-being



Fosters positive behavior

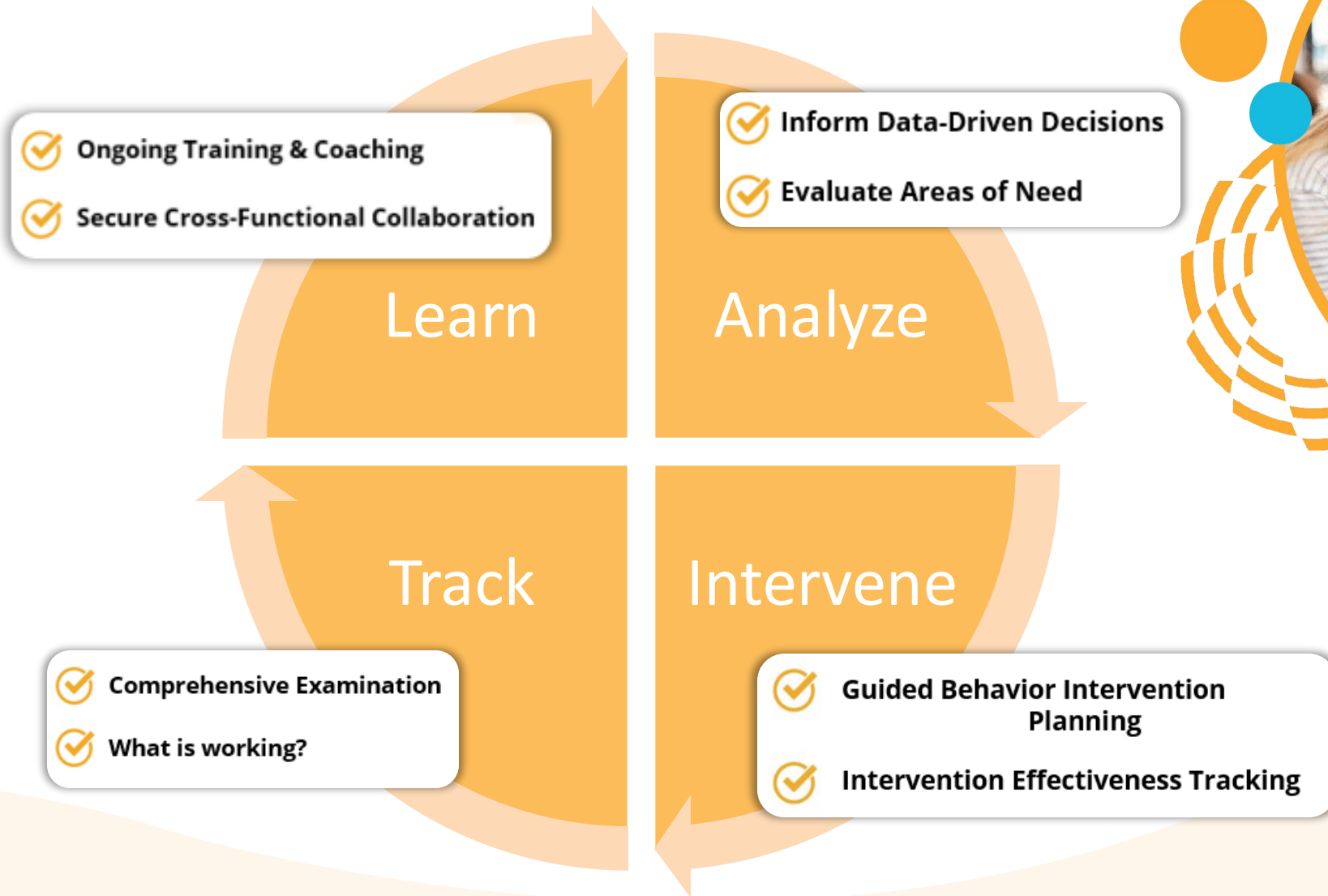


Decreases behaviors that interfere with instruction and learning



Maximizes both student and educator success through a holistic approach

# A Complete Behavior Solution



# Key Platform Characteristics

- Centralized data access
- Efficient data analysis
- Informed data-driven decisions
- Earlier intervening
- Communication
- Accountability
- Tiered Behavior Support



# Analyze



**Inform Data-Driven Decisions**



**Evaluate Areas of Need**

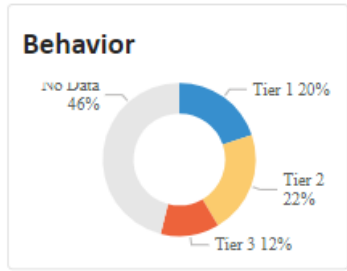


**RethinkEd**

# Admin Dashboards

Overview   ELA   Math   **Behavior**   Life Skills and Wellness   Attendance

2023-2024 School Year



Group By

Building

Grade

All

Gender

All

Race

All

IEP

All

FRL

All

Housing Status

All

504

All

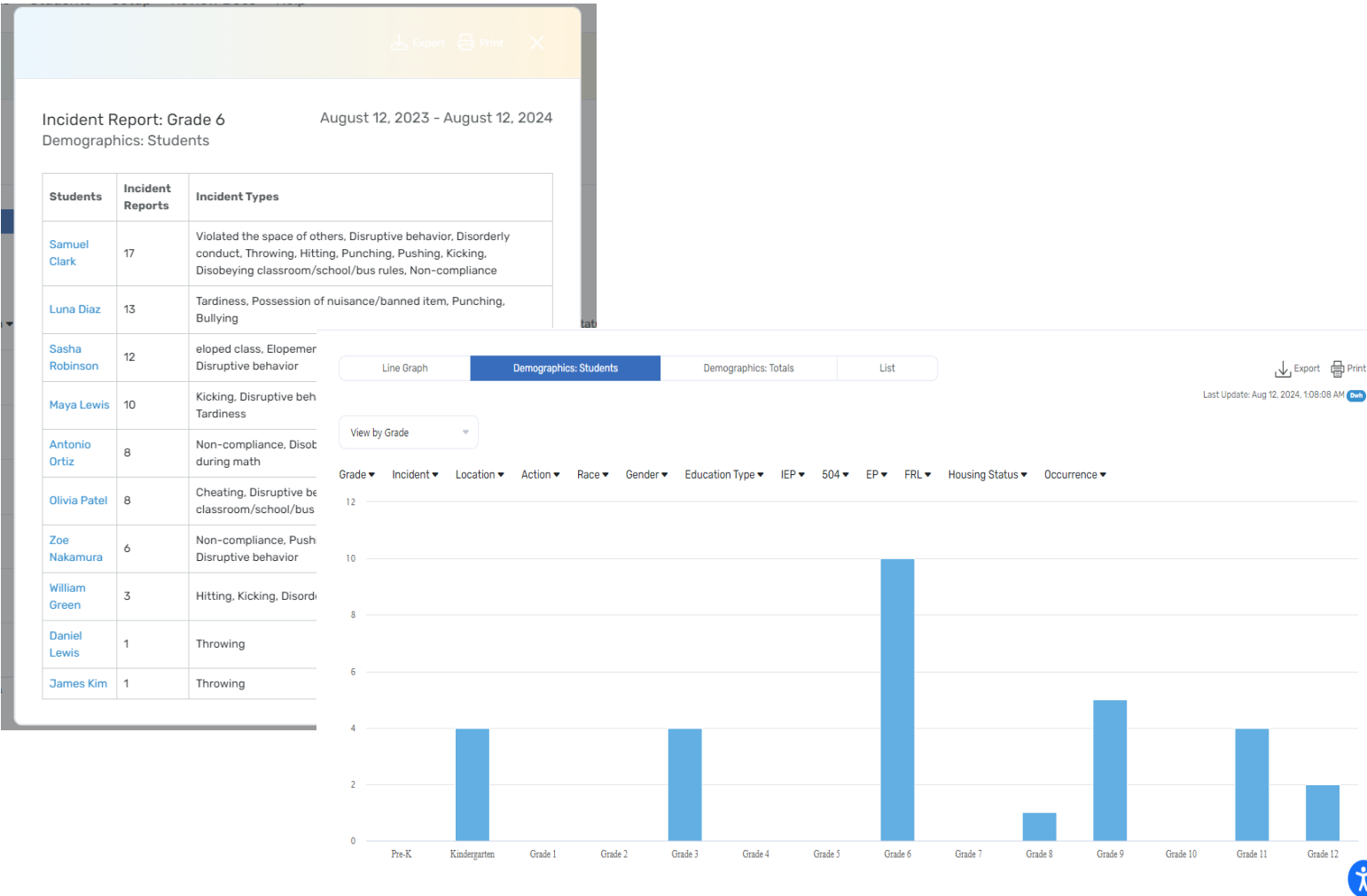
EP

All

Building   Behavior Tier 3   Behavior Tier 2   Q2 Recommended T2/T3 students Not receiving ANY interventions Math   Behavior At Risk Tier 3   Behavior At Risk Tier 2   Behavior Tier 1

Building	Behavior Tier 3	Behavior Tier 2	Q2 Recommended T2/T3 students Not receiving ANY interventions Math	Behavior At Risk Tier 3	Behavior At Risk Tier 2	Behavior Tier 1
Rethink Elementary School			<u>92</u>			12%
Rethink High School			<u>290</u>			14%
Rethink Middle School			<u>132</u>			20%
Rethink MTSS for EDU			<u>263</u>			

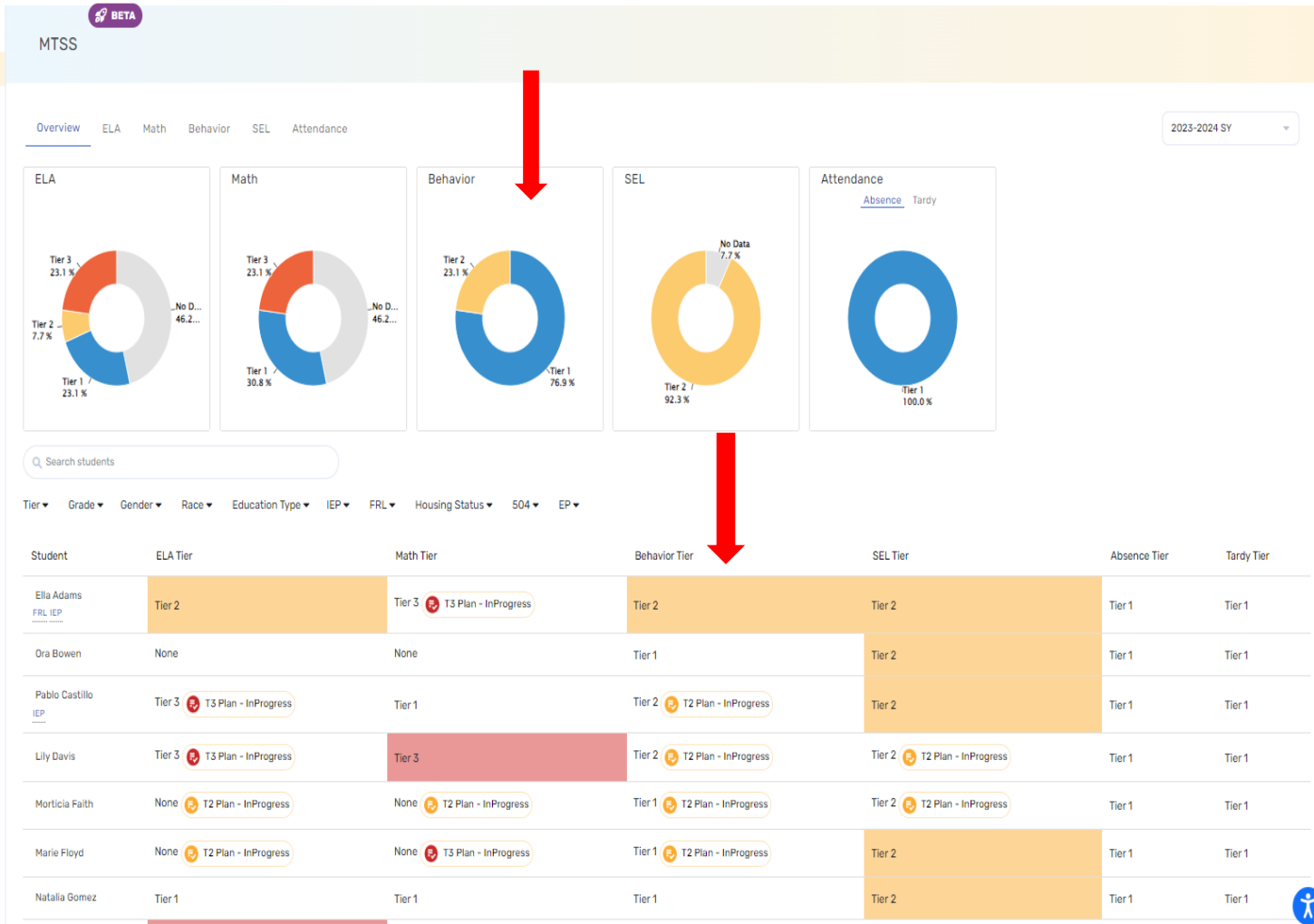
# Admin Reports



## Key Elements

- Record major incidents and infractions
- Include witnesses, actions taken, and any custom fields your district requires
- View formal incident report documenting the event
- Analyze trends in incidents and actions taken in relation to student demographic information

# Classroom Dashboards




## Key Elements

- Visual cues for each student
- Tiered notices based on recommendation
- Intervention plans currently in progress with tier level and status of plan
- Capability to disaggregate data by academic and demographic needs



# Student Dashboards



**Ella Adams**  
Student ID 1356

**Demographics**

Birthday 1/24/2014  
Gender Female  
Grade Grade 3  
Ethnicity White

**Academic Needs**

ELL None  
IEP [Details](#)  
504 None  
Gifted None  
Classroom [3rd Grade Section 1](#)

**Other Details**

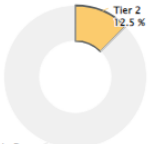
FRL Yes  
Homeless No

Overview | Intervention Plans | ELA | Math | Behavior | SEL | Attendance

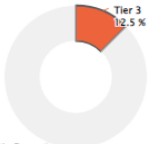
**Tier 2**  
Ella may benefit from Tier 2 intervention for Behavior incidents. Data indicates persistent incidents and no intervention plan in place.

Take Action  
1 of 2 >

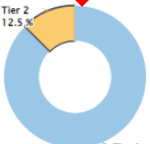
**ELA**  
Rethink MTSS for EDU: 3rd Grade



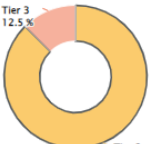
**Math**  
Rethink MTSS for EDU: 3rd Grade




**Behavior**  
Rethink MTSS for EDU: 3rd Grade



**SEL**  
Rethink MTSS for EDU: 3rd Grade



**Attendance**



Category	Tier Recommendation	Plans
ELA	Tier 2 (Percentile Rank 14%)	None
Math	Tier 3 (Percentile Rank 5%)	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">T3 Plan - In Progress</span>
Behavior	Tier 2 (11 incidents, 4 major, 7 minor)	None
SEL	Tier 2 (Total Score 39)	None
Tardy	Tier 1 (7 absences)	None
Absence	Tier 1 (8 absences)	None

## Key Elements

- Visual cues for each student
- Collects daily behavior occurrences
- Tiered notices and recommendations
- Intervention plans currently in progress with tier level and status of plan



# Student Dashboards

**Demographics**

Birthday 1/24/2014  
 Gender Female  
 Grade Grade 3  
 Ethnicity White

**Academic Needs**

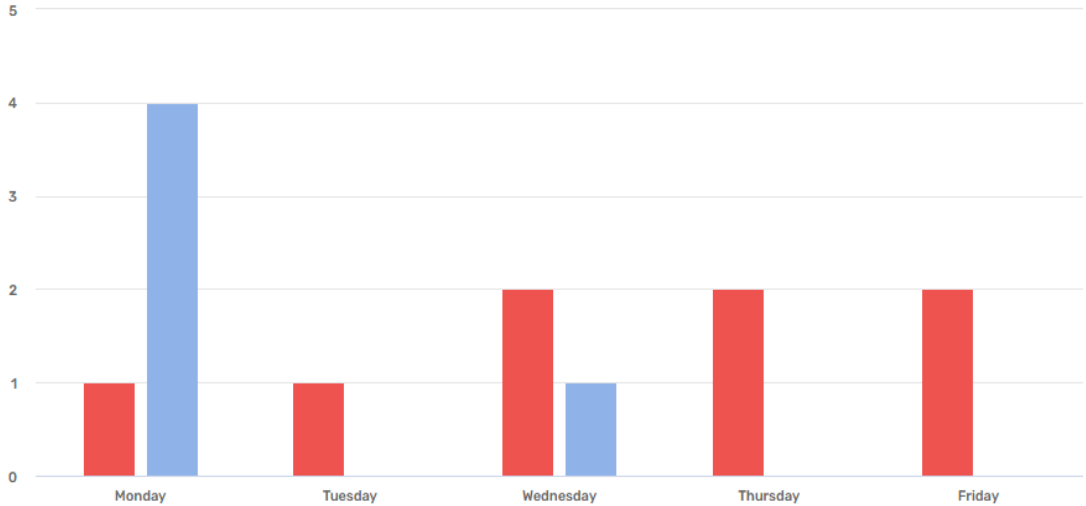
ELL None  
 IEP [Details](#)  
 504 None  
 Gifted None  
 Classroom [Details](#)

**Other Details**

FRL Yes  
 Homeless No

is ELA Math Behavior Attendance

**Behavior**



**Tier Recommendation**

**Tier 1**

Total Incidents	Major Incidents	Minor Incidents		
13	8	5		
Major Incidents (61.5%)				
Mon	Tue	Wed	Thu	Fri
1	1	2	2	
Minor Incidents (38.5%)				
Mon	Tue	Wed	Thu	Fri
4	0	1	0	



# Student Dashboards



Date	Day of week	Time	Location	Incident Type	De-escalation Strategy	Tier Recommendation ⓘ	Plan
8/23/24				No incidents have occurred in 9 weeks. The recommendation is to return to Tier 1.			
6/21/24	Friday	10:51 AM	Classroom	<b>MAJOR</b> Kicking	Present alternative behaviors/options, ...	Tier 2	None
6/19/24	Wednesday	10:50 AM	Classroom	<b>MAJOR</b> Kicking	Present alternative behaviors/options, ...	Tier 2	None
6/18/24	Tuesday	10:49 AM	Classroom	<b>MAJOR</b> Hitting	Present options to regulate, Present op...	↘ Tier 1	None
6/17/24				No incidents have occurred in 9 weeks. The recommendation is to return to Tier 1.			
4/15/24	Monday	10:26 AM	Playground	<b>MINOR</b> Non-compliance	Check for student understanding of th...	Tier 2	None
3/11/24	Monday	11:21 AM	Classroom	<b>MINOR</b> Non-compliance	Address basic needs, Verbal redirection...	Tier 2	None
2/29/24	Thursday	1:13 PM	Classroom	<b>MAJOR</b> Non-compliance	Check for student understanding of th...	↘ Tier 2	None
2/21/24	Wednesday	1:11 PM	Classroom	<b>MAJOR</b> Non-compliance	Access counselor for support/interven...	Tier 2	None
2/19/24	Monday	1:10 PM	Classroom	<b>MAJOR</b> Non-compliance	Access counselor for support/interven...	Tier 2	None

Rows per page: 10 1-10 of 13 < >



# Tier 1: Behavior Points

The screenshot displays a behavior tracking system. On the left, a sidebar lists 'Positive Behaviors' with a dropdown arrow. The main area shows a 'Positive' tab with a circular progress indicator indicating '90% Positive' and '900 occurrences'. Below this, a list of behaviors is shown with checkboxes: 'Showed determination', 'Took initiative', 'Helped others', 'Volunteered for work', 'Worked well in group', and 'Engaged in classroom instruction'. On the right, a 'Redemption' screen shows a green notification: 'You redeemed a Cool pen! We just let your teacher know.' Below this, the user has '27 points' and is asked 'Are you ready to spend your points?'. A list of items for redemption is shown with their point costs: 'Cool pen' (\$10 points), 'Line leader' (\$10 points), 'Share first at meeting' (\$10 points), 'Job swap' (\$20 points), 'Sit next to a friend' (\$20 points), 'Teacher's assistant' (\$20 points), 'Digital time' (\$30 points), and 'Gum pass' (\$30 points).

## Key Elements

- Track positive & negative behaviors
- Award points for positive behaviors
- Classroom store allows students to trade in points for rewards in the classroom
- Classroom, building, and district level reporting
- Custom district alerts to identify students who could potentially be at risk and in need of additional support



# Intervene



**Guided Behavior Intervention  
Planning**



**Intervention Effectiveness Tracking**



**RethinkEd**

## **Interventions done with fidelity result in a majority of identified students responding positively.**

- Fidelity means the extent to which the intervention was delivered as designed
- Students were systematically identified and matched to the appropriate intervention
- Address common errors and barriers in Tier 2 and Tier 3 implementations

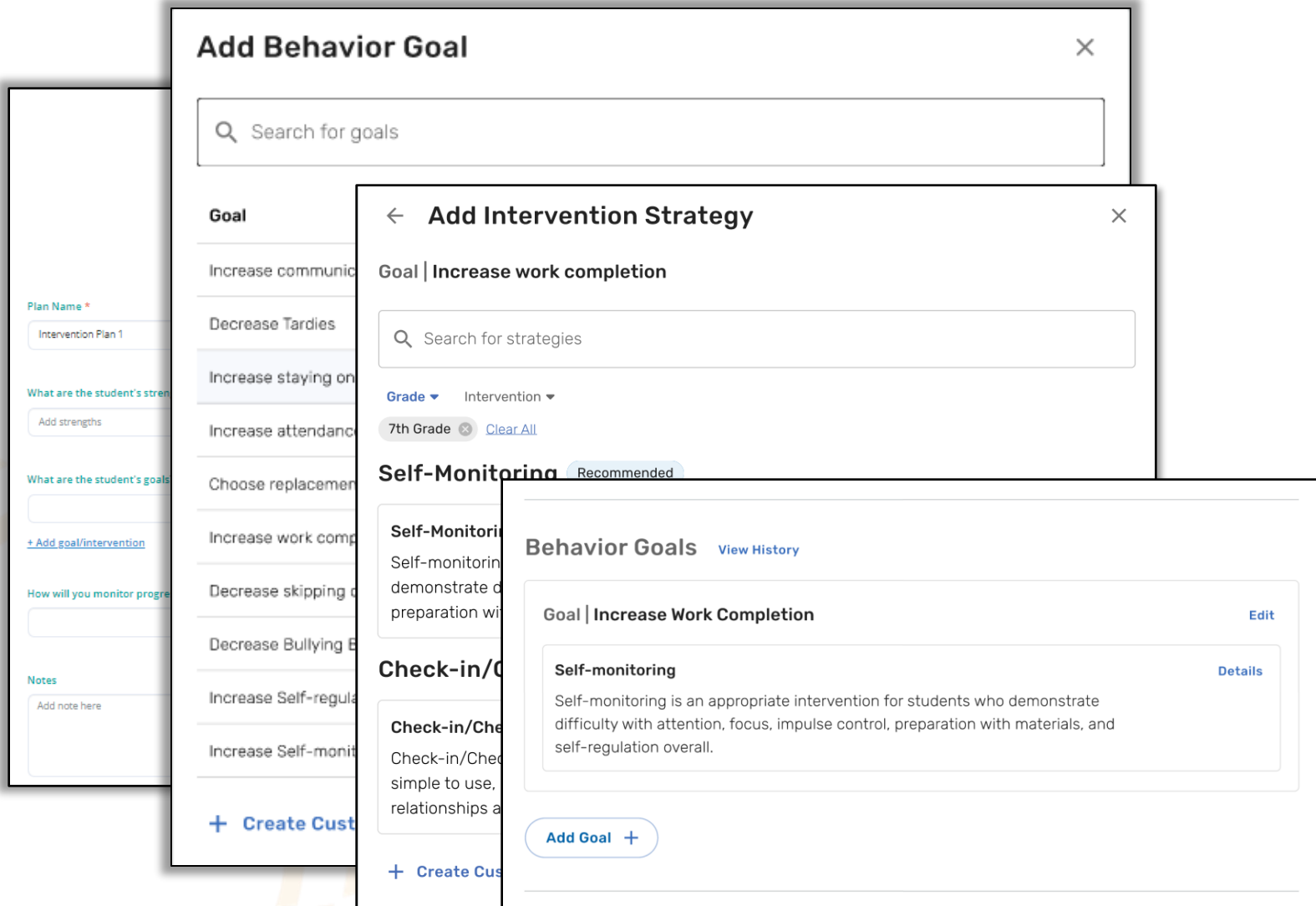


# Comprehensive Intervention Planning Tool RethinkEd

- ✓ Behavior Intervention strategies involve a tiered approach to addressing students' behavioral needs.
- ✓ Easy step-by-step guidance for Behavior intervention plans.
- ✓ Suggested goals based on district assessment data.
- ✓ Direct connection and instruction to evidence-based interventions.



# Targeted, Guided Intervention Planning - Behavior



The screenshot displays a multi-step process for creating an intervention plan. On the left, a sidebar contains sections for 'Plan Name', 'What are the student's strengths', 'What are the student's goals', 'How will you monitor progress', and 'Notes'. The main interface is divided into three overlapping panels:

- Add Behavior Goal:** Features a search bar for goals and a list of goal options such as 'Increase communication', 'Decrease Tardies', 'Increase staying on task', 'Increase attendance', 'Choose replacement behaviors', 'Increase work completion', 'Decrease skipping class', 'Decrease Bullying Behavior', 'Increase Self-regulation', and 'Increase Self-monitoring'. A '+ Create Custom' button is at the bottom.
- Add Intervention Strategy:** Shows the selected goal 'Increase work completion' and a search bar for strategies. It includes filters for 'Grade' (7th Grade) and 'Intervention' (Self-Monitoring). A 'Recommended' tag is visible.
- Behavior Goals:** Displays the selected goal 'Increase Work Completion' with an 'Edit' button. Below it, the 'Self-monitoring' strategy is detailed, explaining it is suitable for students with attention, focus, and self-regulation difficulties. A 'Details' button is next to the strategy name. An 'Add Goal +' button is at the bottom.

- ✓ Guided plan creation for supporting positive student behaviors.
- ✓ Provides suggested goals.
- ✓ Directly connected to evidence-based interventions to meet goals.
- ✓ The selected goal and strategy can be easily accessed in the student's intervention plan.



# Intervention Library Access

← **Add Intervention Strategy** ×

Goal | Increase staying on task

🔍 Search for strategies

Grade ▾ Intervention ▾

Grade: 7th Grade [Clear All](#)

**Check-in/Check-out (CICO)** Recommended

**Check-in/Check-out (CICO) 6th-12th Grade** [Details](#) [Add To Goal](#)

Check-in/Check-Out (CICO) is an evidence-based intervention that is simple to use, reinforces targeted behaviors and builds student-adult relationships and student connectedness.

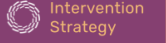
**Behavior Contract**

**Behavior Contract** [Details](#) [Add To Goal](#)

Behavior contracts are written agreements between the student and teacher, and sometimes the parents or caregivers, that develops and supports self-management skills.

- ✓ Differentiated based on the needs of each learner
- ✓ Automatic recommendations to make planning easy
- ✓ Research-based interventions with 100s of strategy cards, activities and resources

# Intervention Strategy Card - Behavior

 Intervention Strategy  
**Behavior**

## Self-Monitoring

K-12th Grade

### What Is It?

Self-monitoring is the ability of a person to identify a behavior that they want to improve or change, create a goal for that behavior, monitor that behavior, and track their progress. Self-monitoring is an appropriate intervention for students who demonstrate difficulty with attention, focus, impulse control, preparation with materials, and self-regulation overall.

Self-monitoring tools may include:

- Checklists
- Tally charts
- Journal
- Sticky notes
- Parent-teacher-student communication sheet/notebook
- Digital self-monitoring applications

### How Does It Work?

Self-monitoring promotes greater self-awareness, self-regulation and accountability. Self-monitoring should be used to improve positive behavior and requires student buy-in and active participation. Once you are sure the student can identify the positive behavior when it happens, the student is ready to be taught how to self-monitor their behavior.





Components of self-monitoring:

- Select a behavior with the student to self-monitor
- Collect baseline data
- Teach the self-monitoring process
- Monitor progress

### Application

1. Individually discuss with the student the areas of behavior that needs to be worked on and clearly define the behavior.
2. Set a goal with the student.
3. Choose a system the student can use to keep track of their behavior and progress toward the goal, such as a checklist or chart. *(Self-monitoring systems may also include visual cues, such as pictures or gestures.)*
4. Define and discuss with students clues they can use to identify when behaviors need to be addressed.
5. Help students identify triggers that may increase their target behaviors. *(Teach students to avoid these triggers or be aware they are present.)*
6. Prompt student to self-monitor as the intervention begins to increase self-awareness and success
7. Regularly meet with student to discuss progress.

### Intervention Resources

-  **Self-Assessment and Observation Tool**  
Assess implementation of self-monitoring strategies
-  **Self-Monitoring Fact Sheet**  
Components of self-monitoring
-  **How Can We Teach The Skill**  
A step-by-step guide for student accountability
-  **Weekly Reflection Form**  
Self-assessment worksheet for students

✓ **Goal:** Increase work completion or staying on task.

✓ **Intervention:** Self-Monitoring

✓ **Resources:** A series of resources are available to support self-monitoring for all three tiers across all grade-levels.

# Intervention Strategy Resources - Behavior

## Self-Monitoring

Data collection is an essential part of monitoring behavior progress. It can also become overwhelming without the right tools. One method that can be particularly helpful, for the right students, is self-monitoring.

**Self-monitoring systems hold the student accountable for monitoring and recording their own target behaviors.**

They then often check in and report to an adult on their progress. This can look different depending on the skill level of the learner. For many students, this is not a skill that comes without practice.



### How can we teach this skill?

#### 1. Define the target behavior.

Just as you would with any other intervention, you want to start with a clear and concise operational definition. Make sure that the student knows what the behavior looks like and give clear examples. It is also helpful to provide nonexamples so that there is no confusion.

#### 2. Decide how often the student should check in on their own behavior.

For behaviors that occur more frequently, have the student check in more often. For example, a student that curses several times in a 30 minute period might be scheduled to check in every 10 minutes.

#### 3. Identify a powerful reinforcer that can be linked to the self-monitoring system.

The student needs to be highly motivated to not engage the target behaviors and to record their own behavior accurately. Choose something that is highly preferred and restricted so that the student only accesses it if they meet their goal.

#### 4. Select an appropriate goal.

Set a goal for the student to meet in order to access the chosen reinforcer. For example, for John to access his reinforcer, he needs to have stayed in his seat for 10 out of 15 check-ins during the school day.

#### 5. Teach the learner to identify their own behavior.

The next step is to teach the learner to identify the target behavior that you want to reduce. This can be done in person, or by using video of the student. It can also be helpful to role play.

#### 6. Teach the learner to use the recording system that you choose.

Next, introduce the system that the student will use to record occurrences of the behavior.

#### 7. Practice recording the behavior as it happens with support

Once the learner understands the recording system, begin having them record their own behavior with your support.

#### 8. Allow the student to practice independently

Systematically fade your support until the student is using the self-monitoring system independently.

#### 9. Begin to incorporate self-monitoring into the student's school day.

Once the student demonstrates mastery of the self-monitoring system, begin to incorporate it across the student's school day.



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## Self-Assessment or Observation Tool

Use this tool to assess implementation of self-monitoring strategies or to observe a colleague's implementation of self-monitoring strategies.

**Directions:** Observe, or self-monitor, during a 30-minute time period.

**Assessment Type:**  Self-Assess  Direct Observation Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Start Time: \_\_\_\_\_

Schedule:  Baseline  Follow-up End Time: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Subject: \_\_\_\_\_ # Students in Class: \_\_\_\_\_

OBSERVED/MONITORED	YES	NO
<ul style="list-style-type: none"> <li><b>The behavior has been clearly defined, and the student understands what the behavior looks like. Examples include:</b> <ul style="list-style-type: none"> <li>- Focusing on the task or assignment</li> <li>- Working to the completion of a task or assignment</li> <li>- Following teacher directions</li> </ul> </li> </ul>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> <li><b>A goal has been set that is:</b> <ul style="list-style-type: none"> <li>- Measurable</li> <li>- Specific</li> <li>- Positively phrased</li> </ul> </li> </ul>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> <li><b>A self-monitoring tool has been selected. Examples include:</b> <ul style="list-style-type: none"> <li>- Checklist</li> <li>- Rating Scale</li> <li>- Frequency Count</li> </ul> </li> </ul>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> <li><b>The student and teacher have determined a monitoring cue. Examples include:</b> <ul style="list-style-type: none"> <li>- Timer</li> <li>- Teacher-delivered visual or vuc</li> </ul> </li> </ul>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> <li><b>Student and teacher have developed a schedule for how often progress will be monitored.</b></li> </ul>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> <li><b>The self-monitoring tool has been taught, modeled and reinforced as evidenced by the students successfully self-monitoring their target behavior.</b></li> </ul>	<input type="radio"/>	<input type="radio"/>

NOTES:

Self-Monitoring

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**Resources:** Self-Monitoring Guide for educators and observation tool for students.

# Intervention Plan Review and Discussion

### Intervention Plans

**Behavior**

Plan Start \* 6/10/2024 Plan Review \* 7/31/2024

Plan Name \* Isabella's Attendance and Tardies Tier Tier 2 Plan Status In Progress Progress Status Substantial Progress

What are the student's strengths? \* Isabella is very engaged in her work when she is in school

What motivates the student? \* Peer and Adult attention

What are the student's goals? \* Decrease Tardies

What interventions will you use with the student? \* Check-In/Check-Out

+ Add goal/intervention

How will you monitor progress? \* Daily Check in and Checklist monitoring

Who is responsible for implementing the plan? \* Behavior Admin

### Behavior Tools

Incidents				Manage	Hide
Incident Type	Location	Date	Actions		

### Discussion

Mute

+ Me Walker Grace Segur Barbara

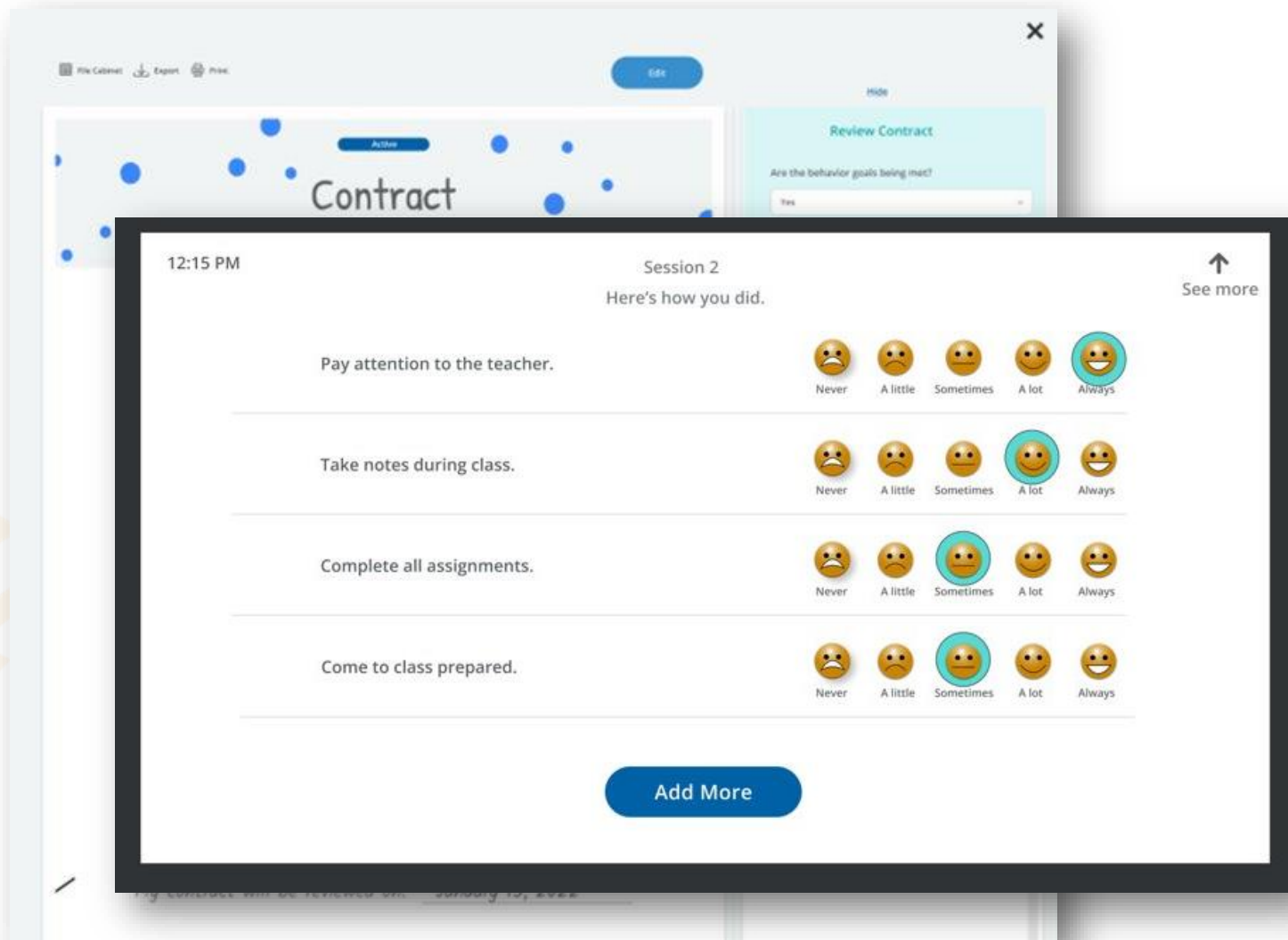
Type your message [Send](#)

Jul 25

Isabella has made substantial progress with her Attendance and Tardy support. At this time we will begin phasing her out of the intervention.



# Tier 2 Behavior Supports



## Behavior Contracts

- Behavior Contracts are created for students to view, sign & monitor.

## Self-Monitoring

- Students are empowered to monitor their own behaviors using age-appropriate tools.

# Tier 3: ABC Assessment

Tantrum

Not started | Tracking | **ABC Data** | View Data

ABC | Other Data | Print | X

Tantrum

Context / Activity	% from Categories
Academics	50
Lunch/recess	50

View By:  Context / Activity  Before (Antecedent)  After (Consequence)  Possible Function

**Behavior Definition:**  
Student's behavior consists of one or more of the following topographies: stomping one or both feet on the ground, screaming "No!" repeatedly, crying with or without tears. Does not include: marching during music class, choral responding of "No"

**Goal:**  
Siobhan will decrease Tantrum to no more than 1 times per session for 5 consecutive days.

**Objectives:**  
Obj. 1: Siobhan will decrease Tantrum to no more than 1 times per session for 5 consecutive days.

Date	Start Time	ABC	Note	Entered By
08/9/2023	01:27 pm	Context/Activity: Academics		Admin Demo
	01:28 pm	Antecedent: Task/command given		
		Consequence: Redirected to activity		
		Possible Function: Get attention		
07/24/2023	10:51 am	Context/Activity: Lunch/recess		Admin Demo
	10:52 am	Antecedent: Task/command given		
		Consequence: Moved away/gave break		
		Possible Function: Sensory		

9:41

Behavior +

John Fong | James King | Arch Andrews | +

ABC Tracking

Observation 1 [NOTES](#)

Context/Activity

Antecedent (Before)

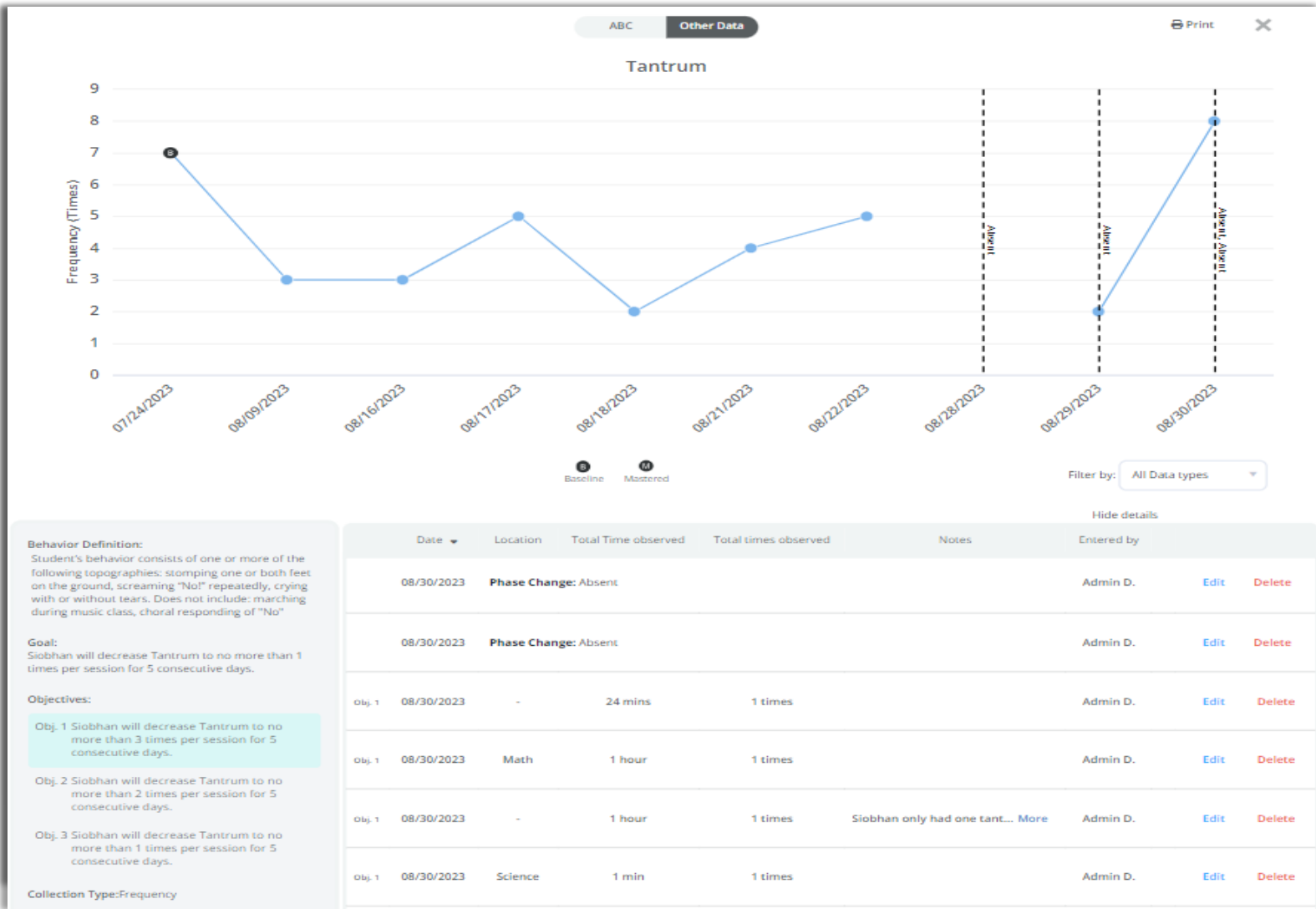
Consequences (After)

Possible Function

Next ABC >

Home | Track | Inbox | More

# Tier 3: Behavior Intervention Plan



## Key Elements

- Create a behavior intervention plan using a step-by-step guided template
- Template can be customized by the district to ensure consistency
- Messaging tools allow collaboration on individual behavior plans
- Student, classroom, building, and district-level reporting
- Custom district alerts to identify students who could potentially be at risk and in need of additional support

**Behavior Definition:**  
Student's behavior consists of one or more of the following topographies: stomping one or both feet on the ground, screaming "No!" repeatedly, crying with or without tears. Does not include: marching during music class, choral responding of "No"

**Goal:**  
Siobhan will decrease Tantrum to no more than 1 times per session for 5 consecutive days.

**Objectives:**

- Obj. 1 Siobhan will decrease Tantrum to no more than 3 times per session for 5 consecutive days.
- Obj. 2 Siobhan will decrease Tantrum to no more than 2 times per session for 5 consecutive days.
- Obj. 3 Siobhan will decrease Tantrum to no more than 1 times per session for 5 consecutive days.

Collection Type: Frequency

Date	Location	Total Time observed	Total times observed	Notes	Entered by
08/30/2023	Phase Change: Absent				Admin D. <a href="#">Edit</a> <a href="#">Delete</a>
08/30/2023	Phase Change: Absent				Admin D. <a href="#">Edit</a> <a href="#">Delete</a>
Obj. 1 08/30/2023	-	24 mins	1 times		Admin D. <a href="#">Edit</a> <a href="#">Delete</a>
Obj. 1 08/30/2023	Math	1 hour	1 times		Admin D. <a href="#">Edit</a> <a href="#">Delete</a>
Obj. 1 08/30/2023	-	1 hour	1 times	Siobhan only had one tant... <a href="#">More</a>	Admin D. <a href="#">Edit</a> <a href="#">Delete</a>
Obj. 1 08/30/2023	Science	1 min	1 times		Admin D. <a href="#">Edit</a> <a href="#">Delete</a>





# Track

- ✓ **Comprehensive Examination**
- ✓ **What is working?**

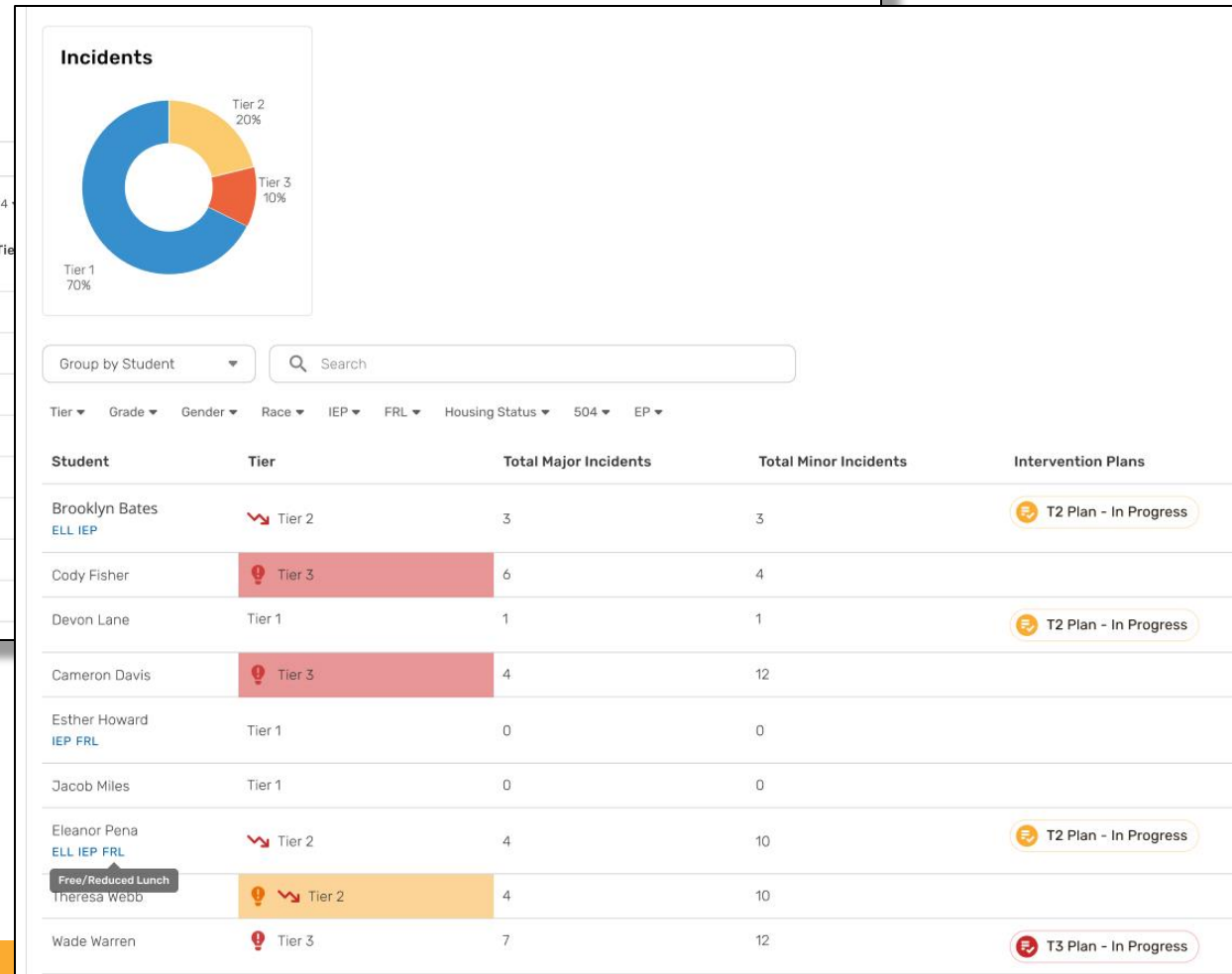
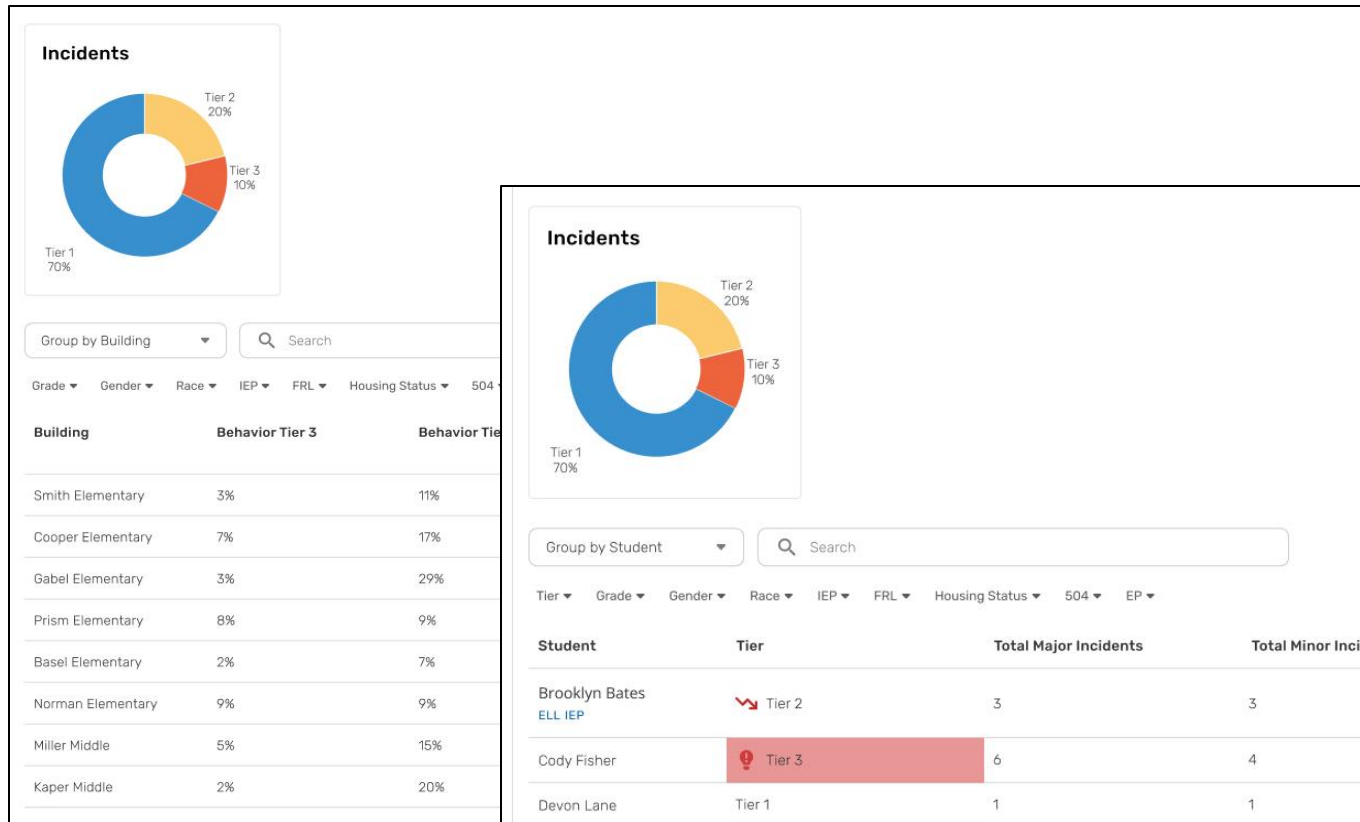


# Comprehensive Data Analysis for District Leaders



## Admin Dashboard Features

- Analyze distribution of plans by tier and demographic
- Identify students in need of additional support
- Filter by student, classroom, building, feeder pattern, whole district, or custom grouping to evaluate trends
- Data can be exported directly to the platform or sent to district's data housing team for custom analysis



# Comprehensive Data Analysis for District Leaders



**RethinkEd** Dashboard Program Tools Students Setup Review Docs Help

Inbox

Carl Rhodes Dashboard

**Carl Rhodes**  
Student ID 1645879

**Demographics**  
 Birthday 02/03/2013  
 Gender Male  
 Grade 4th Grade  
 Ethnicity Hispanic or Latino

**Academic Needs**  
 ELL Developing (Low Intermediate) [Details](#)  
 IEP [Details](#)  
 504 [Details](#)

**Other Details**  
 FRL Yes  
 Homeless Yes

2024-2025 School Year

Overview Intervention Plans STAR Early Literacy STAR ELA STAR Math **Behavior** SEL Attendance

**Behavior**

14% of incidents occurred on Monday.

**Tier Recommendation**  
**Tier 3**  
 Total Incidents **14**

Mon	Tue	Wed	Thu	Fri
2	0	3	1	8

Date	Day of week	Tier Recommendation	Plan
10/15/23	Friday	Tier 3	T3 Plan - In Progress
10/15/23	Friday	Tier 3	T3 Plan - In Progress
10/15/23	Friday	Tier 3	T3 Plan - In Progress
10/11/23	Monday	Tier 3	T3 Plan - In Progress
10/4/23	Monday	Tier 2	T3 Plan - In Progress
9/30/23	Wednesday	Tier 2	T3 Plan Pre-Planning
9/24/23	Wednesday	Tier 2	T3 Plan Pre-Planning
9/24/23	Wednesday	Tier 2	T2 Plan - Archived
9/15/23	Thursday	Tier 2	T2 Plan Pre-Planning
9/9/23	Friday	Tier 1	None

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# Admin Fidelity of Intervention Dashboard

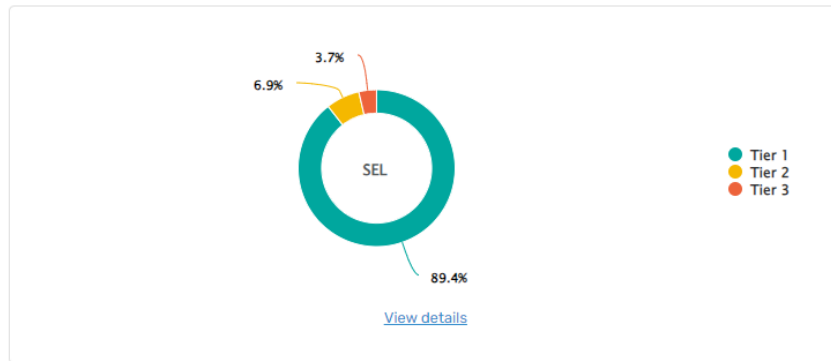
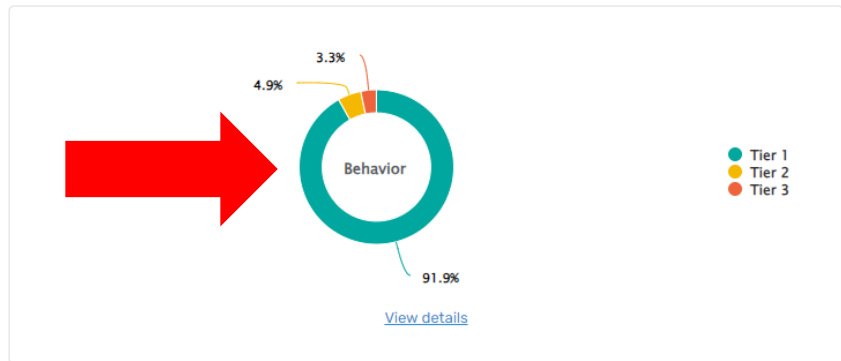
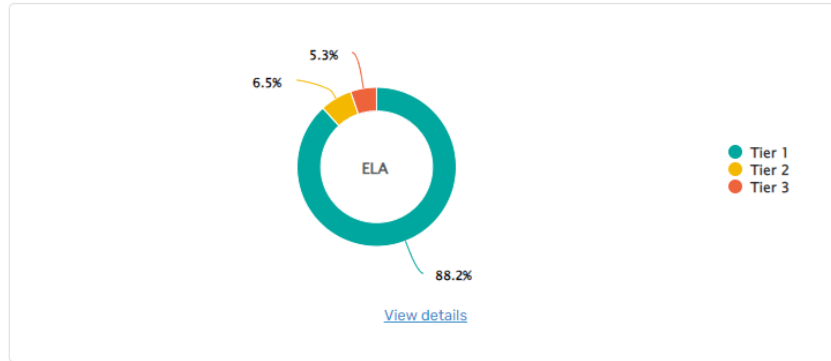
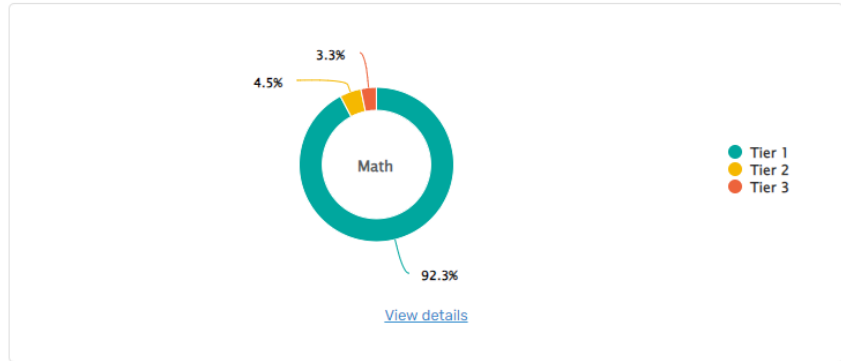


Totals Interventions Students

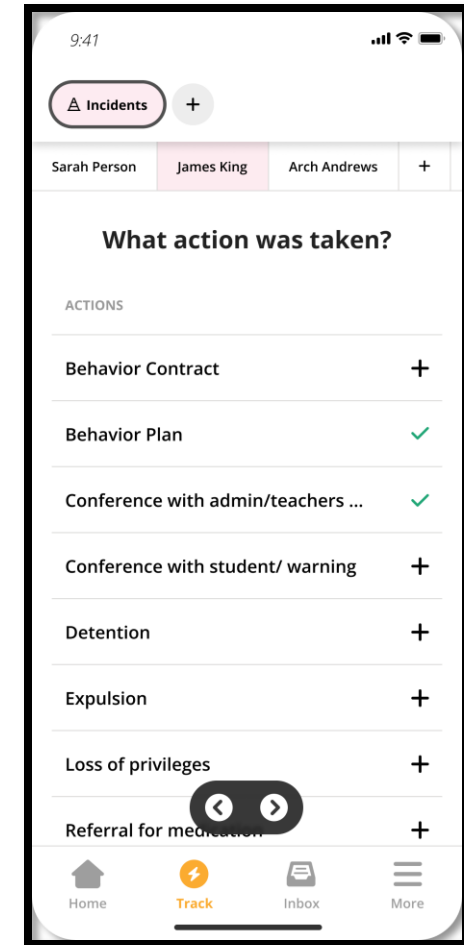
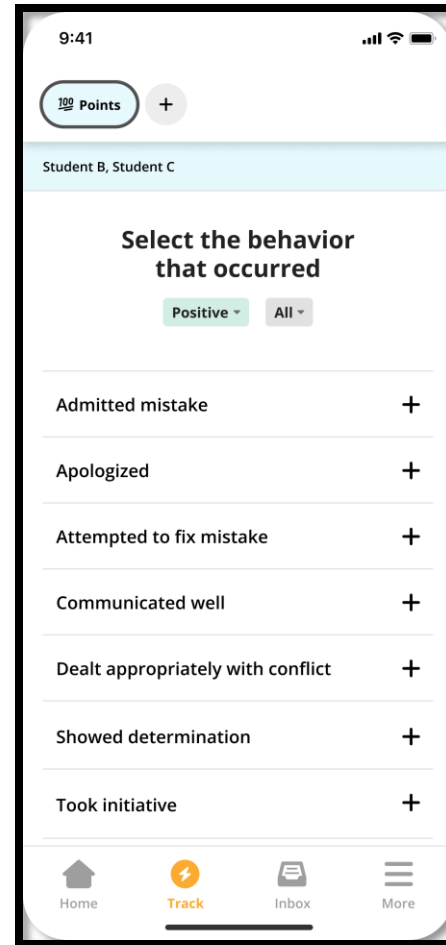
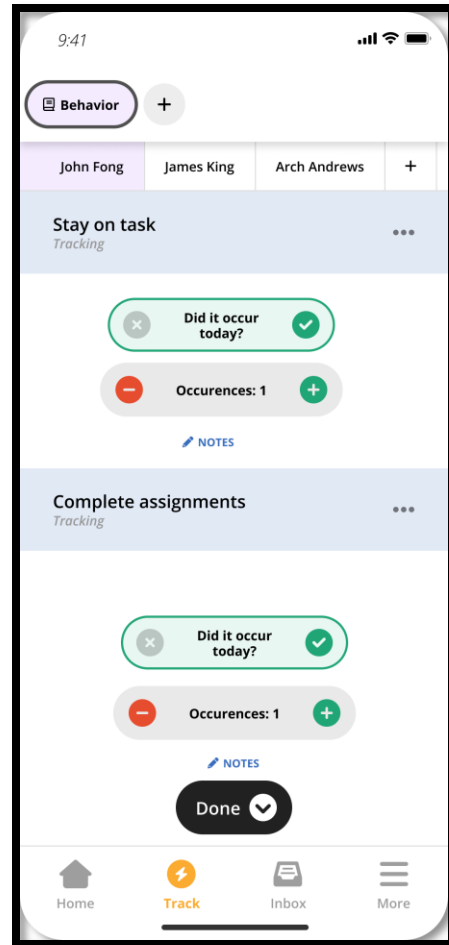
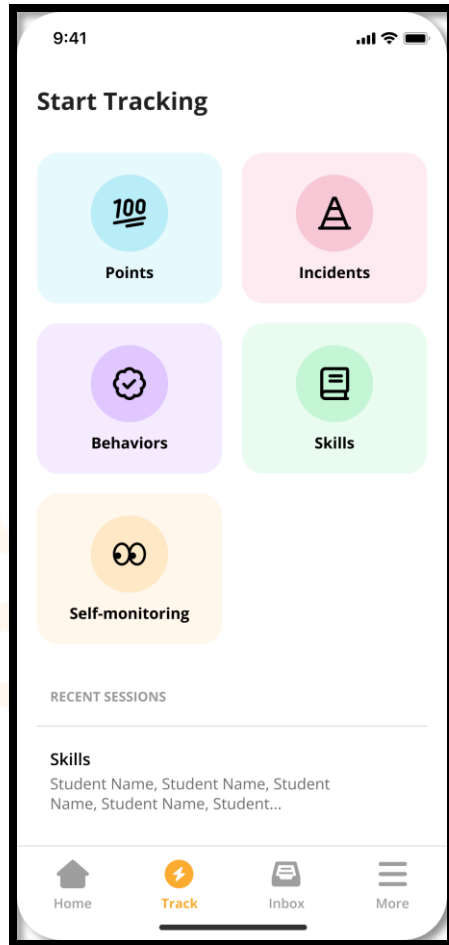
Print

Last Update: Aug 12, 2024, 1:08:08 AM [Dwh](#)

All Grades ▾ All Genders ▾ All Races ▾ General Ed & Special Ed ▾



# Easy access through our APP



## Poll Question #3

What outcomes would your district prioritize from a comprehensive behavior management solution?

---

Increased instructional time

---

Reduced Behavior Incidents

---

Improved teacher retention and wellbeing

---

Better student engagement and academic performance

---

All of the above

# Integrated Elements as a Service Delivery Model

## EQUITY

- Supporting educator's investment and roles in the implementation of the model
- Adapt practices and interventions to meet students needs
- Reviewing disaggregated student groups to ensure their success

## OUTCOMES

- What schools achieve through integrity of the data, system and practices
- Social Competence
- Academic Achievement
- Safety

# What Type of Behavior Support Optimizes Learning and Instructional Engagement?

- ✓ **Exceptional Educator Training** builds sustainable capacity system-wide
- ✓ **All-in-One Behavior Platforms** integrated data, intervention planning & tracking to support the whole child
- ✓ **Intuitive Tools** unify planning and progress monitoring to promote collaboration
- ✓ **Automated Reporting** monitor intervention effectiveness to drive continuous improvement

Results? ***Increase instructional time & improve academic performance***



# Why RethinkEd?

We're ALREADY Making a Difference Together!

1

## MTSS

Streamline systems, simplify processes, and increase capacity to provide data-driven academic, behavioral, and social-emotional interventions that facilitate measurable student success.

2

## Intervention

Implement innovative, defensible, and evidence-based programs that focus on curriculum interventions targeting academic skills, life skills, social skills, and transitional/vocational skills.

3

## Behavior Support

Promote positive behaviors, decrease behaviors that hinder learning, and maximize student and educator success in the classroom with a holistic and data-driven approach.

4

## Wellness

Promote social, emotional and mental well-being, connectedness and overall success by focusing on skills development and awareness for the entire school community.



# Explore More: Access, Learn, and Engage



- **Download Your Participation Certificate** – Link is in chat or the resource section of Zoom
- **Speak to a RethinkEd Representative** – Link is in chat or resource section of Zoom





# RethinkEd

[www.RethinkEd.com](http://www.RethinkEd.com)

# Q&A Session

