

The 5-Minute Staff Response Readiness Audit

Identify where your MTSS or behavior-support system loses consistency before, during, and after student escalation.

DISTRICT / ORGANIZATION _____

ROLE _____

DATE _____

0 Not currently in place

1 Depends on person/site

2 Generally consistent

3 Defined and routinely practiced

AREA 1

Recognizing escalation early

1	Staff can identify common early indicators of dysregulation.	0	1	2	3
2	Staff distinguish stress behavior from deliberate noncompliance.	0	1	2	3
3	Teams examine what happened before an incident, not only the visible behavior.	0	1	2	3

AREA SUBTOTAL ____/ 9

AREA 2

Responding consistently

1	Staff use shared language during escalating situations.	0	1	2	3
2	Students receive reasonably consistent responses across adults and settings.	0	1	2	3
3	Staff know when to lower demands, modify the environment, set a limit, or seek additional support.	0	1	2	3

AREA SUBTOTAL ____/ 9

Continue the audit

Score the current system, not the system you intend to have. When practice varies, choose the lower score.

- 0 Not currently in place 1 Depends on person/site 2 Generally consistent 3 Defined and routinely practiced

AREA 3

Protecting safety and instructional time

- | | | | | | |
|---|---|---|---|---|---|
| 1 | Staff can respond to unsafe behavior without unnecessarily intensifying the situation. | 0 | 1 | 2 | 3 |
| 2 | Classroom support procedures are clear before a crisis occurs. | 0 | 1 | 2 | 3 |
| 3 | Administrators are not repeatedly responding to incidents that could have been interrupted earlier. | 0 | 1 | 2 | 3 |

AREA SUBTOTAL ____/ 9

AREA 4

Reconnecting and improving

- | | | | | | |
|---|---|---|---|---|---|
| 1 | Staff have a defined process for reconnection and repair. | 0 | 1 | 2 | 3 |
| 2 | Teams use incident information to improve future support. | 0 | 1 | 2 | 3 |
| 3 | Professional development includes coaching, practice, and follow-through rather than one-time awareness training. | 0 | 1 | 2 | 3 |

AREA SUBTOTAL ____/ 9

TOTAL SCORE Add all four area subtotals: ____ / 36

Turn the page to interpret your result

Interpret your score. Start with the gaps.

Use the total to locate your current stage, then review the individual items scored 0 or 1. Those items are your clearest implementation priorities.

0-12

Reactive Response System

Support structures exist, but staff primarily respond after behavior becomes visible.

ONE MOVE TO MAKE THIS WEEK

Choose one recurring escalation pattern. Write down three early indicators staff can observe and one first adult response everyone will try for the next week. Keep it small enough to practice, not merely discuss.

THREE RECOMMENDED NEXT ACTIONS

- 1 Map the three most common escalation pathways.
- 2 Define one shared early-response sequence.
- 3 Train priority staff using real incident scenarios.

13-24

Partial Alignment

Some staff and sites respond effectively, but implementation depends heavily on individual experience.

ONE MOVE TO MAKE THIS WEEK

Run a 10-minute calibration at your next team meeting. Give everyone the same brief escalation scenario, ask what they would do first, then agree on one shared first move. The differences in the room will show you where alignment is still assumed rather than operational.

THREE RECOMMENDED NEXT ACTIONS

- 1 Compare item scores across roles and sites.
- 2 Standardize language and decision points.
- 3 Add observation, practice, and feedback cycles.

Continue with your score range.

Use the total to locate your current stage, then review the individual items scored 0 or 1. Those items are your clearest implementation priorities.

25-30

Emerging Consistency

Shared practices are developing, but several gaps may still increase escalation and lost instructional time.

ONE MOVE TO MAKE THIS WEEK

Circle your lowest-scoring item and make it the only implementation focus for two weeks. Define one observable adult behavior connected to that item, then check whether it appeared in team debriefs, walkthroughs, or incident reviews.

THREE RECOMMENDED NEXT ACTIONS

- 1 Target the lowest-scoring readiness area.
- 2 Clarify repair and re-entry procedures.
- 3 Measure fidelity and instructional time recovered.

31-36

Operational Consistency

Staff have a strong foundation. The next opportunity is strengthening coaching, measurement, and long-term implementation.

ONE MOVE TO MAKE THIS WEEK

Add one 10-minute response calibration to a monthly leadership or behavior-team meeting. Review one recent incident, identify the earliest interruption point, and name one adult practice worth reinforcing across sites.

THREE RECOMMENDED NEXT ACTIONS

- 1 Protect consistency during staffing changes.
- 2 Use incident patterns for continuous improvement.
- 3 Develop internal coaches and implementation leads.

The item scores matter more than the total.

This is a reflection tool, not a formal program evaluation. Look for the individual practices that depend on the person, site, or situation.

COMPLIMENTARY 20-MINUTE STAFF RESPONSE REVIEW

Bring your item scores. Identify the first implementation gap worth addressing.

drdavidpalmer.com/educators