RTI Toolkit: A Practical Guide for Schools

What is MTSS for Behavior/SEL?: Reviewing Tiers 1,2 & 3

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RTI/MTSS for Behavior: Tier 1: School-wide and Classroom: Flowchart

Tier 1: Classroom Individual Behavior Interventions. Because the teacher is the
Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions. The classroom teacher:

- accesses consultant support as needed to develop a classroom behavior intervention plan.

- follows a structured process and uses evidence-based interventions when creating a behavior intervention plan.

- tracks student progress formatively during the intervention period.

- records and archives details of the behavior intervention plan accessible as needed to other MTSS stakeholders.

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Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that
includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors. The classroom teacher:
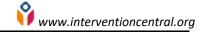
- provides explicit training and guidance in expected classroom behaviors.

- delivers explicit. motivating instruction that holds learners' attention and promotes student engagement.

- uses proactive, positive techniques to manage group behaviors.

- works on relationship-building to promote in students a sense of school connection and belonging.

- develops the knowledge and capacity to positively manage challenging individual behaviors as they arise.

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Tier 1: School-Wide Behavioral Expectations. The school has defined universal
behavioral expectations for all students and staff—and trained the school community in those behaviors. The school:

- develops school-wide behavioral expectations.

- translates school-wide expectations into site-specific rules of conduct.

- teaches expected behaviors to students across all settings.

- commits to consistently acknowledge and reinforce positive student behaviors.

RTI/MTSS for Behavior: District-Wide Planning Tool

Directions: Use this planning tool to audit your district or school RTI/MTSS system for behavioral/social-emotional support and select those priority goals that should be addressed immediately. To complete it:

- appoint a recorder.
- review each RTI/MTSS goal and rate on a scale of 0 (low) to 3 (high), the goal's current priority for your district.
- use the Discussion Notes column to record any notes from your discussion.
- when you have completed this planning tool, count up the goals with priority ratings of 2 or higher. Use this sub-set of priorities as a starting point for generating an RTI/MTSS-behavior plan for your school or district.

Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.1.1] Develop School-Wide Behavioral Expectations.** To establish its "behavior curriculum", the school develops a general set of universal behavioral expectations that apply in any setting.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.2] Translate School-Wide Expectations into Site-Specific Rules.** The school (1) identifies the range of different settings in which students are expected to function, (2) determines the adult(s) responsible for managing behavior in each of these settings, and (3) enlists these supervising adults to translate building-wide expectations for behavior into more detailed site-specific rules.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.3] Teach Expected Behaviors to Students.** The school trains students in expected behaviors—treating those behaviors as a formal curriculum to be taught.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.4] Reinforce Positive Behaviors.** The school adopts a building-wide system to consistently acknowledge and reinforce positive student behaviors. This system includes adoption of tokens to be distributed contingent on positive behavior (e.g., 'good behavior tickets'), a mechanism to redeem earned tokens for individual or group rewards, and linking of awarded tokens to praise for the observed positive behaviors.	Low Priority|High Priority 0.....1.....**2**.....**3**	

Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.1.5] Teach Expected Behaviors**. The teacher teaches, reviews, monitors, and reinforces expected classroom behaviors tied to school-wide behavioral expectations (Simonsen et al., 2008).	Low Priority|High Priority 0…..1…..**2**…..**3**	
☐ **[B.1.6] Post Classroom Rules**. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). Rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).	Low Priority|High Priority 0…..1…..**2**…..**3**	
☐ **[B.1.7] Establish Classroom Routines**. The teacher has established routines to deal with common classroom activities such as transitioning between activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003).	Low Priority|High Priority 0…..1…..**2**…..**3**	
☐ **[B.1.8] Engage in Active Supervision**. The teacher moves frequently through the classroom-- strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002).	Low Priority|High Priority 0…..1…..**2**…..**3**	
☐ **[B.1.9] Use Positive Communication**. The teacher consistently uses positive communication strategies--such as behavior-specific praise and pre-correction statements (reminders of expected behaviors) -- to shape student behaviors in the desired direction (Stormont & Reinke, 2009).	Low Priority|High Priority 0…..1…..**2**…..**3**	
☐ **[B.1.10] Provide Supportive Consequences**. The teacher accesses a continuum of supportive strategies (e.g., reminder, redirection; reteaching of behavior, etc.) when responding to inappropriate behaviors. (Leach & Helf, 2016).	Low Priority|High Priority 0…..1…..**2**…..**3**	
☐ **[B.1.11] Employ Negative Consequences Sparingly**. The teacher makes limited use of 'contingent' (negative) consequences to reduce inappropriate behavior. The instructor accesses negative consequences only after first (a) trying supportive consequences, and (b) ruling out explanations for the misbehavior that lie beyond the student's control (e.g., skill deficit in the desired replacement behavior). (Conroy & Sutherland, 2012).	Low Priority|High Priority 0…..1…..**2**…..**3**	

Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.1.12] Access Consultant Support.** The teacher can easily access a behavioral consultant to assist in creating a student intervention plan to address behavioral/social-emotional concerns.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.13] Follow a Structured Process.** The teacher follows a consistent RTI/MTSS problem-solving process in creating the intervention plan (Bergan, 1995).	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.14] Choose Evidence-Based Interventions.** Strategies included in the intervention plan are evidence-based-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008).	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.15] Track Student Progress.** The teacher has set a goal for improvement in the intervention plan and selected at least one method of formative data collection (e.g., Behavior Report Card) to monitor the student's progress toward the goal during the intervention.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.16] Allocate Sufficient Time.** The intervention plan is scheduled to span a minimum length of time (e.g., 4-8 instructional weeks) sufficient to allow the teacher to fully judge its effectiveness.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.17] Document the Intervention.** The teacher uses an online Content Management System (e.g., RTIm Direct) or an electronic or paper form to record details of the intervention plan. This documentation is completed *prior* to the start of the intervention and archived for later retrieval.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.1.18] Ensure Multi-Staff Participation.** In settings with more than one educator (e.g., co-taught classrooms), all adults in that setting implement the student's intervention plan consistently.	Low Priority|High Priority 0.....1.....**2**.....**3**	

Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support that goes beyond that which can be provided in the classroom. Tier 2 interventions can take the form of small group programs, mentoring support, or individual counseling. Tier 2 interventions are often 'standard-protocol' programs that match common student intervention needs in a school.

RTI/MTSS Element	Rating: How Important?	Discussion Notes

☐ **[B.2.1] Inventory Evidence-Based Services.** The school has inventoried its Tier 2 services and verified that all are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008). This inventory may include: • group-delivered interventions (e.g., social-skills training programs); • mentoring programs (e.g., Check & Connect); • individual counseling (e.g., Solution-Focused Brief Counseling); • individualized behavior plans to be implemented across at least 2 instructional settings.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.2.2] Use Data for Recruitment.** At several checkpoints during the instructional year, the school identifies students for Tier 2 services through use of one or more objective data sources (e.g., school-wide behavioral screening tools; attendance records; Office Disciplinary Referrals) with specific cut-points (Grosche & Volpe, 2013; McIntosh, Chard, Bolan, & Horner, 2006).	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.2.3] Convene Team to Place Students in Tier 2 Services.** The school convenes a team (e.g., 'Data Analysis Team') that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont & Gage, 2011).	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.2.4] Make Timely Assignments.** Once identified as qualifying for Tier 2 services, students are placed in those services with little or no delay (e.g., within 1-2 weeks of initial referral) (Mitchell, Stormont & Gage, 2011).	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.2.5] Exit Students.** At the start of any RTI-behavioral intervention, the school establishes clear outcome goals/criteria for success to allow it to exit students whose data indicate that they no longer require Tier 2 support (Hawken, Vincent & Schumann, 2008).	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.2.6] Verify Quality of Implementation.** 'Intervention integrity' data are collected periodically (e.g., via direct observation; interventionist self-rating; and/or permanent products from the intervention) to verify that the Tier 2/3 intervention plan is carried out as designed (Gansle & Noell, 2007; Roach & Elliott, 2008). NOTE: Student attendance is a key aspect of intervention integrity and should equal or exceed 80%.	Low Priority|High Priority 0.....1.....**2**.....**3**	

	Rating: How Important?	Discussion Notes
☐ **[B.2.7] Track Student Progress.** Every Tier 2 intervention plan has at least one source of data (e.g., Behavior Report Card; behavioral frequency count) to be used to track the student's targeted behavior(s) (Grosche & Volpe, 2013). Tier 3 plans have at least 2 data sources. Before beginning the intervention, the school establishes a desired outcome goal that defines the minimum level of acceptable improvement during the intervention timespan. During the intervention, data are collected periodically (e.g., daily; weekly) to assess progress toward the outcome goal.	Low Priority|High Priority 0.....1.....**2**.....**3**	

Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services take up the greatest amount of RTI/MTSS resources and are at risk for referral to special education if they fail to improve. These high-stakes cases require the RTI/MTSS Problem-Solving Team, which follows a customized, team-based 'problem-solving' approach.

RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.3.1] Establish a Tier 3 RTI/MTSS Problem-Solving Team.** The school has an 'RTI Problem-Solving Team' to create customized intervention plans for individual students who require Tier 3 (intensive) social-emotional and/or behavioral interventions (Eber, Sugai, Smith & Scott. (2002).). The RTI/MTSS Problem-Solving Team: • has created clear guidelines for when to accept a Tier 3 student referral. • identifies the function(s) that support problem behaviors of any referred student to better select appropriate interventions. • follows a consistent, structured problem-solving model during its meetings. • schedules (1) initial meetings to discuss student concerns and (2) follow-up meetings to review student progress and judge whether the intervention plan is effective. • develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people. • builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.3.2] Enlist Staff Cooperation.** The RTI/MTSS Team has the authority and scope to enlist the	Low Priority|High Priority 0.....1.....**2**.....**3**	

	Rating: How Important?	Discussion Notes
participation in the Tier 3 intervention plan of any educator who regularly interacts with the student.		
☐ **[B.3.3] Access School-Wide Resources.** The RTI/MTSS Team has inventoried and can access available resources within the school--including Tier 1 and 2 intervention programs and services-- to include in any comprehensive, customized intervention plans that it creates. The Team also ensures that all elements of its interventions plans are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008).	Low Priority|High Priority 0.....1.....2.....3	
☐ **[B.3.4] Serve as Resource Gatekeeper.** The RTI/MTSS Team serves as gatekeeper when scarce social-emotional or behavioral resources are to be added to a student's RTI-B intervention plan--e.g., temporary assignment of a 1:1 Teaching Assistant; placement in a multi-week series of individual counseling sessions.	Low Priority|High Priority 0.....1.....2.....3	
☐ **[B.3.5] Conduct FBAs/BIPs.** The RTI/MTSS Team has the capacity to carry out Functional Behavioral Assessments (FBAs) and to use the resulting information to assemble Behavior Intervention Plans (BIPs) for students with the most intensive behavioral needs.	Low Priority|High Priority 0.....1.....2.....3	
☐ **[B.3.6] Run 'Wrap-Around' Meetings.** With parent agreement, the RTI/MTSS Team is prepared to invite to Problem-Solving Meetings staff from mental-health or other community agencies who work with the student. These joint discussions between school and community agencies are run as 'wrap-around' meetings, with the goal of creating a comprehensive intervention plan that coordinates school, home, and perhaps community support.	Low Priority|High Priority 0.....1.....2.....3	

RTI/MTSS Behavior: School-Wide Screenings. Schools use an array of building-wide data and screening tools proactively to identify students with behavioral or social/emotional problems. These students can then be placed on appropriate classroom (Tier 1), early-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.		
RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.4.1] Develop a System for Archival Data Analysis.** The school creates a process for analyzing building-wide archival data on attendance/tardiness and Office Disciplinary Referrals (ODRs) to identify students with significant concerns of behavior, social-emotional adjustment, and school engagement (Grosche & Volpe, 2013; McIntosh, Chard, Bolan, & Horner, 2006). This system includes:	Low Priority|High Priority 0.....1.....2.....3	

	Rating: How Important?	Discussion Notes
• periodic (e.g., every 5 weeks) compilation and review of school-wide attendance/tardiness and ODR data. • the setting of cut-points for each data source that will determine which students are at-risk. • creation of a matrix of routine RTI responses to match cut-points. This matrix directs the school to appropriate RTI interventions that correspond with the Tier 2 and Tier 3 cut-points for tardiness, absences, and ODRs.		
☐ **[B.4.2] Screen via Teacher Nomination.** Up to 3 times per year, instructors use a 'multi-gating' structured process to identify students in their classrooms with significant behavioral or socio-emotional concerns (Grosche & Volpe, 2013).	Low Priority|High Priority 0.....1.....**2**.....**3**	

RTI/MTSS-Behavior: District-Wide. The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS-behavior model is implemented with fidelity and consistency across classrooms, grade levels, and schools.		
RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.5.1] Write RTI/MTSS District Plan.** The district has created a multi-year RTI/MTSS-behavior implementation plan to cover all schools.		
☐ **[B.5.2] Establish District Leadership Team.** The district has established an RTI/MTSS Leadership Team composed of central office and building representatives. This team meets periodically (e.g., every 4-8 weeks) to implement and update the district RT/MTSS-Behavior Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to address challenges as they arise.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.5.3] Adopt an SEL Curriculum.** The district uses a classroom/school-wide curriculum to teach and reinforce key Social-Emotional Learning (SEL) skills.	Low Priority|High Priority 0.....1.....**2**.....**3**	
☐ **[B.5.4] Develop 'Non-Responder' Decision Rules.** The district has developed decision rules to determine when a general-education student who has received a series of RTI/MTSS-behavior interventions is a 'non-responder' and requires referral to the special education eligibility team (CSE).	Low Priority|High Priority 0.....1.....**2**.....**3**	

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RTI for Behavior at Tier 1: Establishing a Shared Building-Wide Framework for Positive Behavior in 5 Steps

Schools implementing RTI for behavior teach appropriate behavior explicitly at Tier 1—as its own curriculum. Educators typically refer to these guidelines for conduct as "behavioral expectations". They are derived from the school community's larger values and sum up the positive attributes we wish to see displayed by all of our students.

Schools that successfully introduce a positive behavioral approach across all classrooms and settings follow a 5-step process: (1) develop school-wide behavioral expectations; (2) from those expectations, draft specific rules for classrooms and other locations; (3) teach students these behavioral expectations and rules; (4) reinforce students for displaying positive behaviors; and (5) monitor staff buy-in and behavioral outcomes across the building. Those steps are explained below:

Step 1: Develop School-Wide Behavioral Expectations. To establish its "behavior curriculum", the school first develops a general set of universal behavioral expectations that apply in any setting. This set should be:

- brief enough to be easily remembered by both students and adults. Try to limit your list to between 4 and 8 individual expectations.
- broad in focus. Because these expectations must apply across numerous situations and settings, state them in general, student-centered terms (e.g., "I take pride in my work").
- phrased in positive terms whenever possible. In crafting your expectations, state what the student is expected to do (e.g., "I concentrate on doing my best work."), rather than actions that the student should *not* do.

In framing these behavioral expectations, then, your school is establishing the foundation for your behavioral curriculum. Here are additional tips for drafting your school-wide expectations for student conduct:

- *Cover the "Big 4".* Schools can write expectations to cover any kind of behavior. The good news, however, is that expectations can be narrowed to 4 manageable categories that apply to most if not all student behaviors: (1) SCHOOLWORK: self-management and engagement in schoolwork; (2) COMPLIANCE: complying with adult directives; (3) PEER INTERACTIONS: ability to get along with and work productively with peers; and (4) RULE-FOLLOWING: obeying school rules (Farmer, Reinke & Brooks, 2014).

- *Link Expectations in an Acronym.* Since our goal is for both students and adults to easily remember your list of school-wide behavioral expectations, consider turning them into a simple, easy-to-memorize acronym if possible. Here is an example:

  S: I **s**upport my classmates. [PEER INTERACTIONS]

  O: I **o**bey school rules. [RULE-FOLLOWING]

  A: I **a**chieve to the best of my ability. [SCHOOLWORK]

  R: I **r**espect my teacher and other adults. [COMPLIANCE]

Step 2: Translate School-Wide Expectations into Site-Specific Rules. Students encounter constantly changing situations and settings throughout the school day. In these different settings, they will need site-specific rules to guide their conduct. So, in this step, the school (1) identifies the range of different settings in which students are expected to function, (2) determines the adult(s) responsible for managing behavior in each of these settings, and (3) enlists these supervising adults to translate building-wide expectations for behavior into more detailed site-specific rules. Here are details about how this process unfolds:

1. *Identify the Range of Site-Specific Settings.* While each room or area of the school has its own unique properties, there are two main types of settings: classrooms and common areas. The school consults a building map and lists each space appearing on that map. The school then lists the identified spaces as 'classrooms' or 'common areas'. Classrooms are spaces for instruction overseen by one or more teachers. Common areas (e.g., hallways, cafeteria) serve non-academic functions for students across the school.

   Occasionally, schools encounter a mixed-use space (e.g., a cafeteria that the science teacher uses in the afternoon for instruction). In such cases, the school categorizes the mixed-use space as a common area for specific times during the day and lists that same space as a classroom for other times during the day.

2. *Determine Who Manages Behavior in Each Setting.* The school next lists the adults responsible for behavior management in each of the classroom or common-area settings. In common areas where supervision changes in shifts, the school can list supervising personnel by shift. In common areas where supervision is fluid (e.g., hallways) the school may identify all staff as potential behavior managers.

3. *Enlist Supervising Adults to Create Specific Rules.* Once identified, those adults responsible for managing students in various settings will be asked to translate the general, building-level behavioral expectations into site-specific rules. For example, if a school-wide expectation is "I respect my teacher and other adults", a 5th-grade teacher or cafeteria lunch monitor will translate that statement into specific rules describing what "respect" looks like for their respective settings.

   It is recommended that rule-sets for both classrooms and common areas be few in number (e.g., between 4 and 8); stated in simple, clear language; and framed whenever possible as desired behaviors rather than as behaviors to avoid.

   To encourage consistency, teachers at each grade level should work together to come up with these classroom rules. Special-area teachers (e.g., physical education, art, music, etc.) will typically generate their own rules to accommodate their unique activities and materials. For common-area spaces such as the cafeteria, support staff and para-professionals who help to maintain order should be enlisted to assist in generating behavioral rules. In areas overseen by *all* adults (e.g., hallways), the school may want to elicit feedback from the entire staff to establish specific rules of conduct.

Step 3: Teach Expected Behaviors to Students. With school-wide behavioral expectations completed and rules written for each building location, the school is ready to introduce them to students. Schools are reminded that these rules for conduct make up a sizable and explicit behavioral curriculum. Because students must master behavior-rules for a variety of settings, the initial instruction of rules across the building should be coordinated and completed within a week.

As a kick-off to this behavioral training, the collection of school-wide behavioral expectations can be efficiently presented in a multi-grade assembly.

Site-specific rules will then be presented by the educators overseeing each building location. (Essentially, the educator creates and delivers a behavior-training lesson plan.) For each rule, the educator describes and demonstrates the rule and connects it to the relevant school-wide behavioral expectations. For example, a 3rd-grade teacher may present the class rule: "I raise my hand to be recognized before answering a question." The teacher then links that class rule to the school-wide behavioral expectation: "I respect my teachers and other adults."

The educator next reviews examples of student behavior that conform to the site-specific rules, then asks students to give additional examples. The educator reviews these rules on a daily basis until students can clearly and easily identify them.

Both the school-wide and site-specific rules should be posted in every setting for easy reference. After the initial training, the educator reinforces the rule-set by frequently acknowledging and praising students who observe the rules, citing their positive behavior in specific terms.

Step 4: Reinforce Positive Behaviors. After students have been taught school-wide behavioral expectations and the related rules that apply to each school location, educators will want to regularly acknowledge and reinforce positive behaviors. While reinforcement of behaviors could be left to individual teachers, schools are likely to see greater behavioral improvement when they coordinate a consistent, building-wide reinforcement system consisting of praise, positive-behavior tickets, and rewards:

- *Praise.* At a minimum, staff should use frequent praise that describes the positive behavior observed and links it to the relevant rule. These praise statements function as a positive coaching tool, as they highlight exemplary student performance. Because students find praise reinforcing, its regular use will accelerate their adoption of positive behavior.

- *Tickets/Rewards.* While optional, schools can increase student investment in a positive-behavior program through use of a school-wide ticket/reward system. Here is a description of how your school might set up such a system:

    1. Create Positive-Behavior Tickets. The school designs paper slips ("tickets") to be awarded to students recognized for positive behaviors. The tickets can include blanks for the adult to write in the student name, time, location, and/or an account of the positive behavior that was observed.

    2. Train Staff to Use Behavior Tickets. Adults who supervise locations throughout the school receive a supply of tickets, which are to be awarded to students displaying examples of exemplary behavior. When awarding a ticket, the adult is trained to praise the student, explicitly name the positive behavior that earned the ticket, and link that behavior to the rule/behavioral expectation that it supports. Adults are also given a recommended quota of tickets to award within a class period or school day, to encourage their use.

    3. Link Tickets to Reinforcement. Each school location supervised by specific educators will have a reinforcement system in place to allow positive-behavior tickets to be redeemed for rewards. Staff are encouraged to be creative, developing reward procedures that fit their circumstances.

        For example, a classroom teacher may promise a desirable activity such as extra recess when the class earns a certain number of tickets. Each day, the teacher collects and tallies all tickets earned by students and adds that figure to a publicly displayed cumulative graph, so that students can monitor class progress toward the goal. Once the goal is earned, the teacher selects a new prize activity for the students to work toward.

        Or a special-area instructor, such as the art or physical education teacher, may award tickets during their classes, deposit all earned tickets in a jar, and at the end of class draw one or more tickets randomly to award modest prizes or privileges.

Students awarded tickets by adults other than the teacher (e.g., in common areas such as hallways) can turn them in to the classroom instructor to be included in the class ticket total.

4. Leverage Reinforcement Across the School. The school can further increase the reinforcing power of positive-behavior tickets by adding building-wide incentives. For example, the school might set a goal for students across all classrooms to earn a certain number of positive-behavior tickets. That goal might be paired with an incentive, such as having a school pizza party or scheduling an entertaining assembly. Each day, classrooms would report their ticket totals to the main office, which would maintain the running tally of earned tickets. The school could strengthen the reinforcing power of behavior tickets by creating a colorful chart in a public area of the school to display the building's cumulative progress toward the ticket goal, announce that progress on morning or afternoon announcements, and honor several randomly chosen students each day for their positive behaviors.

Step 5: Monitor Program Implementation and Impact. The defining, teaching, and reinforcing of positive behaviors represents the rolling-out of a "behavioral curriculum". The final step is to evaluate its implementation and positive impact.

- *Staff Implementation.* Success of a building-wide behavioral program is reliant upon those adults who supervise locations across the school to actually carry out the procedures outlined above.

  Staff implementation can be measured directly through onsite observations—for example, viewing cafeteria personnel's instructing a group of 5th graders in expected lunch-room behaviors. Staff participation in the program can also be monitored by collecting daily tallies from each supervised school location of the number of positive-behavior tickets awarded. If a location is identified as giving out substantially fewer tickets than expected, the educator(s) in charge of that space could be encouraged to increase participation or --if necessary—even be re-trained in reinforcement techniques.

- *Program Impact.* A hoped-for outcome of a positive behavior program that impacts all classrooms is that student academic performance will increase as behavioral interruptions to classroom instruction decrease. If RTI/MTSS academic screenings or state academic assessments show improvement after implementing a behavior program, this can be regarded as indirect evidence of its impact.

  More directly, the school can monitor data on Office Disciplinary Referrals (ODRs) to judge whether the teaching and reinforcement of positive behaviors results in fewer students being removed from the classroom.

ACTIVITY: Step 1: Develop School-Wide Behavioral Expectations. PART 1: Review the list of positive 'values'. Circle those that you feel are MOST important values for your school. PART 2: Draft a set of behavioral expectations to apply across all settings at your school. Consider creating an acronym to make them easier to remember.

SCHOOLWORK: _____

_____

COMPLIANCE: _____

_____

PEER INTERACTIONS: _____

_____

RULE-FOLLOWING: _____

_____

Behavioral Expectations: "Values" Terms. Review the terms below for ideas in phrasing your set of school-wide behavioral expectations.

Acceptance	Courage	Fortitude	Making a difference	Realism	Sympathy
Accomplishment	Courtesy	Friendship	Mastery	Reason	Synergy
Accountability	Creativity	Generosity	Maturity	Reflection	Teaching
Accuracy	Credibility	Giving	Mindfulness	Reliability	Teamwork
Achievement	Curiosity	Grace	Modesty	Resilience	Thankfulness
Attentiveness	Dependability	Gratitude	Motivation	Resolution	Thoroughness
Awareness	Determination	Growth	Obedience	Resourcefulness	Thoughtfulness
Belonging	Devotion	Guidance	Openness	Respect	Tidiness
Calmness	Dignity	Happiness	Optimism	Responsibility	Tranquility
Camaraderie	Diligence	Harmony	Order	Restraint	Trustworthiness
Candor	Direction	Health	Organization	Reverence	Understanding
Capability	Discipline	Heart	Originality	Rigor	Uniqueness
Care	Discovery	Helpfulness	Partnership	Sacrifice	Unity
Carefulness	Diversity	Honesty	Patience	Sagacity	Utility
Challenge	Drive	Imagination	Passion	Satisfaction	Valor
Change	Duty	Independence	Peace	Self-control	Vigor
Charity	Effectiveness	Individuality	Perceptiveness	Selflessness	Virtue
Commitment	Efficiency	Industry	Perseverance	Self-reliance	Vision
Community	Empathy	Inquisitiveness	Persistence	Self-respect	Volunteering
Compassion	Encouragement	Insightfulness	Pleasantness	Sensitivity	Warmth
Competence	Endurance	Inspiration	Practicality	Serenity	Watchfulness
Composure	Enthusiasm	Integrity	Pragmatism	Service	Willingness
Concentration	Excellence	Inventiveness	Precision	Sharing	Wisdom
Confidence	Excitement	Involvement	Preparedness	Significance	Wonder
Connection	Expertise	Joy	Presence	Silence	Zeal
Consistency	Exploration	Judiciousness	Pride	Sincerity	
Contentment	Expressiveness	Justice	Proactivity	Skillfulness	
Continuity	Fairness	Kindness	Professionalism	Spirit	
Contribution	Fearlessness	Knowledge	Prudence	Stability	
Control	Flexibility	Leadership	Punctuality	Strength	
Cooperation	Fluency	Learning	Rationality	Success	
Cordiality	Focus			Support	

ACTIVITY: Step 2: Translate School-Wide Expectations into Site-Specific Rules. List the separate classroom and common-area locations in your school. For each entry, record location, supervising staff, and [optionally] the time(s) when the location is used. Remember to include hallways and special-area classrooms. See examples below:

Location	Supervising Staff	Time [Optional]	Location	Supervising Staff	Time [Optional]
Cafeteria	Principal, Assistant Principal, Psychologist, Lunch Monitors	11:00 am-1:15 pm	Classrooms-Grade 5	Abel, Smith, Renard, LaBelle	

Location	Supervising Staff	Time [Optional]	Location	Supervising Staff	Time [Optional]

ACTIVITY: Step 2: Translate School-Wide Expectations into Site-Specific Rules. Take one or more of the school-wide behavioral expectations you created (Step 1) and translate them below into site-specific rules for a typical classroom in your school.

School-Wide Expectation 1: Schoolwork: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

School-Wide Expectation 2: Compliance: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

School-Wide Expectation 3: Peer Interactions: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

School-Wide Expectation 4: Rule-Following: _____

Classroom Rule 1: _____

Classroom Rule 2: _____

Classroom Rule 3: _____

ACTIVITY: Step 4: Reinforce Positive Behaviors. This step requires that school staff consistently recognize, acknowledge, and reinforce positive behaviors through praise, awarding of positive-behavior tickets, and delivery of earned rewards.

What are possible obstacles in your school to the timely, regular, and consistent reinforcement of positive behaviors? For each obstacle, what are solutions?

School-Wide Reinforcement of Positive Behaviors	
Obstacle	Solutions

ACTIVITY: Create an Action Plan. Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school. For an explanation of what each step entails, review the guide *RTI for Behavior at Tier 1: Establishing a Shared Building-Wide Framework for Positive Behavior in 5 Steps.*

	RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors Step 1: Develop School-Wide Behavioral Expectations.			
Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors				
Step 2: Translate School-Wide Expectations into Site-Specific Rules.				
Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors
Step 3: Teach Expected Behaviors to Students.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors
Step 4: Reinforce Positive Behaviors.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

Step 5: Monitor Program Implementation and Impact.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

MTSS-Behavior: Selecting Programs to Provide Tier 2/Strategic Support

Schools implementing MTSS for behavior will want to establish several intervention options at Tier 2 for those students whose emerging behavioral for social/emotional concerns negatively important aspect(s) of their school experience. Students targeted for MTSS Tier 2 interventions show current evidence of problem behaviors and/or negative social/emotional symptoms that impact school success but have manageable mental-health needs that can still be appropriately addressed through efficient 'standard-treatment' approaches such as social-skills training or mentoring. The goal of Tier 2 services is to address students' emotional difficulties to permit them eventually to drop back to Tier 1/school-wide supports— rather than escalating to require Tier 3 resource-intensive, individual treatment plans (Mitchell et al., 2011).

A building-wide system of Tier 2 social-emotional/behavioral assistance offers intervention options that students can access quickly (e.g., within 1-2 weeks of referral), use data periodically to determine which students should enter or exit Tier 2 services, and are able to accommodate up to 10-15 percent of the school population in Tier 2 programming at any one time (Mitchell et al., 2011).

Schools used a variety of sources to identify students who qualify for Tier 2 services, including Office Disciplinary Referrals (ODRs), attendance, grades, teacher/administrator referrals, and brief norm-referenced behavior-rating questionnaires (Mitchell et al, 2011; Rodriguez et al, 2016).

Below are descriptions of 5 types of support most frequently defined by schools as Tier 2 MTSS-behavioral services. For each of the program options listed, it is expected that students will be taught behavioral expectations and given opportunities to practice desired behaviors with adult performance feedback. Furthermore, parents should receive regular communications about their child's Tier 2 progress (Rodriguez et al, 2016).

Behavior Education Program/Check In-Check Out
Description. The Behavior Education Program/Check In-Check Out (CICO) connects at-risk students to assigned educators. CICO includes individualized student contact, behavior training, data collection, and parent communication (Mitchell et al, 2011). The student starts and ends each day by briefly checking in with their CICO educator contact. During the day, teachers working with the student complete a progress report rating that student's classroom behaviors. A goal of CICO is consistently to teach and reinforce positive student behaviors. *Considerations.* When selecting educators to serve as CICO contacts, schools should strive to recruit adults who project warmth and caring. *Resource. Responding to Problem Behaviors in Schools: The Behavior Education Program* is an excellent manual written by the BEP/CICO program creators and available through booksellers (ISBN-13: 978-1606236000).

Mentoring
Description. School-based mentoring programs match educators or other adult volunteers with at-risk children or youth. Through the mentoring relationship, the mentor can help the student to avoid risky activities or behaviors and to increase school engagement. In a typical mentoring relationship, the mentor and student meet for about an hour per week, during or after school (Bernstein et al., 2009). *Considerations.* A mentoring program is most likely to be successful when the school (1) designs it to meet the needs of a specific student risk profile (e.g., academic disengagement), (2) trains mentors in techniques to build effective relationships with their mentees, (3) makes available a welcoming space and activity materials (e.g.,

board games) for mentoring sessions, and (4) provides close supervision of the mentoring program and regularly evaluates program effectiveness (Smith & Stormont, 2011).

Resource. The National Mentoring Resource Center: https://nationalmentoringresourcecenter.org/index.php. This website, sponsored by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), contains links to resources for setting up peer and adult mentoring programs.

Solution-Focused Brief Counseling

Description. Solution-Focused Brief Counseling (SFBC) is a brief-counseling format that school mental-health professionals can use with students whose social/emotional needs are mild-to-moderate but interfere with school or social functioning (Jones et al, 2009). The counselor helps the student to identify a key goal that will be the focus of counseling (e.g., to reduce anxiety during academic activities; to improve peer relationships). Counselor and student formulate a plan to achieve the goal and schedule a fixed number of sessions (e.g. 4-6) to accomplish that goal. Throughout the sessions, the counselor encourages the student to tap into their own past experience to find solutions to attain their counseling goal.

NOTE: Although 1:1 counseling is usually seen as an intensive form of intervention delivery, SFBC can be considered a Tier 2 intervention because it addresses emerging social-emotional concerns, is of short duration, and follows a consistent 'standard protocol'.

Considerations. SFBC requires that the student have the cognitive and language ability to reflect, select goals, and self-monitor progress toward those goals. Therefore, it is generally best-suited for students in grades 3 and higher (Jones et al, 2009).

Resource. An article (Jones et al., 2009) that provides a helpful introduction to SFBC can be found at: https://files.eric.ed.gov/fulltext/EJ878370.pdf

Social Skills Training

Description. Social skills training programs target those competencies necessary for social interactions such as communication, peer relations, and problem-solving (U.S. Department of Education, 2013). Typically, social skills are taught in small-group format. Depending on the program, the adult instructor may be a teacher or a counselor, social worker, or school psychologist.

Considerations. Social-skills programs are most frequently used in elementary-school settings and—to a lesser extent—in middle schools. They are little-used in high schools. A challenge cited for social-skills programs as a Tier 2 support is that students' often fail to generalize social-skills gains to the classroom setting and to maintain them over time (Rodriguez et al., 2016).

Resource. NASP Social Skills Page: http://www.naspcenter.org/factsheets/socialskills_fs.html. The National Association of School Psychologists (NASP) provides a useful overview of social-skills training in schools.

Behavior Contracts

Description. A behavior contract is developed with the participation of student and educator (e.g., teacher; mental-health professional; administrator) (Rodriguez et al., 2016). It outlines goal behaviors the student will work toward, reinforcers that can be earned for attaining behavior goals, and [optionally] consequences for display of problem behaviors (Downing, 1990).

Considerations. Behavior contracts are most likely to be successful when the student has received explicit instruction in the goal or expected behaviors, that student has a voice in the construction of the contract, and the behavior contract is weighted more toward positive than negative consequences.

Resources. Below are descriptions for preparing and using behavior contracts from two national educational organizations:

- National Education Association: Behavior Contracts: How to Write Them
  http://www.nea.org/tools/behavior-contracts-how-to-write-them.htm

- National Center on Intensive Intervention: Behavior Contracts:
  https://intensiveintervention.org/sites/default/files/Behavior_Contracts_508.pdf

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References

Bernstein, L., Dun Rappaport, C., Olsho, L., Hunt, D., and Levin, M. (2009). *Impact evaluation of the U.S. Department of Education's student mentoring program*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/pubs/20094047/pdf/20094047.pdf

Downing, J. A. (1990). Contingency contracts: A step-by-step format. *Intervention in School and Clinic, 26*(2), 111-113.

Jones, C. N., Hart, S. R., Jimerson, S. R., Dowdy, E., Earhart, J., Renshaw, T. L., Eklund, K., & Anderson, D. (2009). Solution-focused brief counseling: Guidelines, consideration, and implications for school psychologists. *The California School Psychologist, 14(*1), 111–122.

Mitchell, B. S., Stormont, M., & Gage, N. A. (2011). Tier two interventions implemented within the context of a tiered intervention framework. *Behavioral Disorders, 36* (4), 241-261.

Rodriguez, B. J., Loman, S. L., & Borgmeier, C. (2016). Tier 2 interventions in positive behavior support: A survey of school implementation. *Preventing School Failure, 60*(2), 94-105.

Smith, C. A., & Stormont, M. A. (2011). Building an effective school-based mentoring program. *Intervention in School and Clinic, 47*(1), 14-21.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, February). *Early childhood education interventions for children with disabilities intervention report: Social skills training*. Retrieved from http://whatworks.ed.gov.

Worksheet: MTSS-B Tier 2 Intervention Resources

School/District: _____ Date: _____

Person(s) Completing Survey: _____

Directions: Use the form below to survey resources in your school or district that can be used to support behavioral/social-emotional interventions at Tier 2.

1. Personnel Resources

Personnel/Flexible Time. List the names of any personnel available in your school/district with flexibility in their schedule to allow them—with appropriate training— to support MTSS-B in various ways (e.g., serving as mentors; participating in Check In/Check Out, assisting in a customized intervention plan, etc.) Check the 'Availability/Access?' box next to any name if you are unsure of how to *access* the person for MTSS support. After completing the survey, follow up to answer any availability or access questions.

Availability/ Access?	Name	Position
☐	_____	_____
☐	_____	_____
☐	_____	_____
☐	_____	_____
☐		

Personnel/Expert Knowledge. List the names of those personnel in your school/district with formal training or experience in behavioral or social-emotional interventions, behavioral consultation, or related MTSS topics who can serve as counselors, consultants, coaches, or trainers to other staff. Check the 'Availability/Access?' box next to any name for which you are unsure of the *availability* of that person or of how to *access* the person for MTSS support. After completing the survey, follow up to answer your availability or access questions.

Availability/ Access?	Name	Position	Area(s) of Expertise
☐	_____	_____	_____
☐	_____	_____	_____
☐	_____	_____	_____
☐	_____	_____	_____
☐	_____	_____	_____

2. Intervention Programs/Services

Existing Tier 2 Programs/Services. List all programs or services that your school or district currently has in place to address Tier 2 behavioral or social/emotional needs. If you are unsure whether a particular program or service qualifies as research-based, list it and follow up to verify that it is supported by research. TIP: Be sure to list counseling services offered by any staff in your school/district on this inventory.

Tier 2 Intervention Program or Service	Grade Level(s) Served	Area(s) of Behavior or Social-Emotional Functioning Addressed	Person(s) Delivering This Intervention Program

3. Data Sources

Data to Recruit for Tier 2 MTSS-B Services. Review the listing of data sources below (archival sources and staff/parent referral) to identify students qualifying for Tier 2 programming. Check off those that your school plans to adopt. For each selected source, discuss (and record) details about contact person, team that will review the data, etc.

Archival Data Source:	**Contact Person.** Who would be responsible for compiling this data source?	**Frequency.** How frequently would this data be compiled and reviewed?	**Team.** Who would review this Tier 2 behavioral data to determine eligibility and placement in Tier 2 services?
☐ Grades			
☐ Attendance			
☐ Office Disciplinary Referrals (ODRs)			

Staff/Parent Referral Source	**Contact Person.** Who would be the contact person for this referral?	**Team.** Who would review this Tier 2 referral to determine eligibility and placement in Tier 2 services?
☐ Teacher		
☐ Support Staff (e.g., Counselor)		
☐ Administrator		
☐ Parent		

RTI/MTSS for Behavior and Social-Emotional Concerns (RTI/MTSS-B): School / District Needs Assessment

Directions: Review these 10 behavioral challenges. Select up to 4 that you believe are of greatest concern in your school/district. Rank your selected challenges in descending order of importance (e.g., great challenge = "1", etc.)

Ranking	Behavioral Challenge	NOTES
	1. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.	
	2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for substantial number of learners.	
	3. **Disruptive Classroom Behavioral Climate.** Problem behaviors across classrooms commonly interfere with effective instruction.	
	4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention resources.	
	5. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."	
	6. **Limited Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.	
	7. **No Decision Rules for Behavioral 'Non-Responders'.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require more intensive RTI/MTSS or special education services.	
	8. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'proactive/ positive' viewpoints about how to manage student misbehavior.	
	9. **Variability of Behavior-Management Skills.** Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of--and/or willingness to implement--positive behavior management practices.	
	10. **'System' Breakdowns in Supporting Students with Intensive Needs.** For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.	

RTI/MTSS for Behavior: District-Wide Planning Tool: 'Next Steps' Activity

Directions: Create a plan listing the key next steps that your school or district should take between now and the end of this school year to advance the RTI/MTSS model for behavior and social-emotional support. Be prepared to report out.

	Goal Number(s) from Planning Tool/ Description of Task	Person(s) Responsible	Proposed Completion Date	Additional Resources Needed
E x a m p l e	*B.1.1 Teaching Culturally Responsive Behavioral Expectations.* Our school will select core values, translate into location-specific behavioral expectations, teach students those positive behaviors.	School Psychologist/ RTI/MTSS Behavior Team	March 2019	Half-Day during Supt Conf Day in February for staff; 2-hr Principal Assemblies to train students
1				
2				
3				
4				
5				