

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

Jim Wright

www.interventioncentral.org



About Jim Wright



Jim Wright is a presenter, trainer and author on topics that cover the essentials and beyond of Response to Intervention and Multi-Tiered System of Supports.

He has worked for 17 years in public education as a school psychologist and school administrator. Jim has published *"The RTI Toolkit: A Practical Guide for Schools"* and is the creator of the InterventionCentral.org website.

Today's Schedule

- 8:30-10:00 Workshop
- 10:00-10:15 BREAK
- 10:15-11:30 Workshop
- 11:30-12:15 LUNCH
- 12:15-2:00 Workshop
- 2:00-2:15 BREAK
- 2:15-3:00 Workshop

Handout



RTI Toolkit: A Practical Guide for Schools

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

Jim Wright, Presenter

Email: jimw13159@gmail.com

Workshop Resources: https://www.interventioncentral.org/rti_mtss_behavior

Workshop PPTs and handout available at:

http://www.interventioncentral.org/rti_mtss_behavior

Jim Wright: MTSS-Behavior Workshops

- 2 Aug 2023: Session 1: **What is MTSS for Behavior/SEL?: Reviewing Tiers 1,2 & 3**
- 3 Aug 2023: Session 2: **Building a Tier 1/ Classroom Behavioral/SEL Toolkit**

A Few Remarks Before We Begin...

- Appoint a recorder for your group.
- Nothing changes in your current MTSS-Behavior practices based on today's training.
- When compared to MTSS-Academics, MTSS-Behavior is less scripted and offers districts greater choice in how they establish behavioral services.
- Today's session is structured as if I were visiting your individual district. We will start work that you can continue back at your schools (1) I present the MTSS-Behavior model; (2) your teams compare your current practices to these best practices; (3) your teams identify important steps to take to improve your MTSS-Behavior support system; (4) after today, your teams return to your districts to implement your agreed-upon changes.

RTI/MTSS for Behavior: The Research. Why are schools adopting the RTI/MTSS model for behavior?



MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

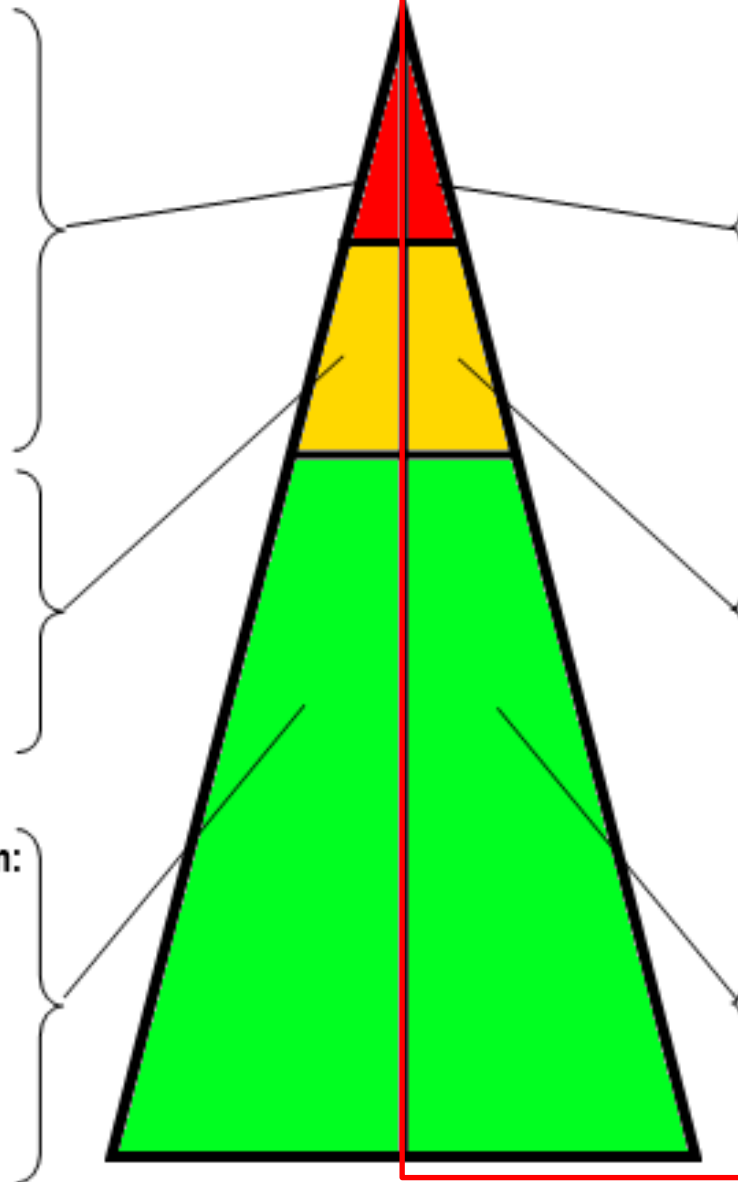
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%






- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

RTI/MTSS for Behavior: Minimizing Risk...

RTI/MTSS for behavior helps schools to reduce 'risk'—the risk that instructional time will be lost because of behavioral issues like these...

- *There is general and prolonged confusion as students enter the classroom.*  4 minutes
- *The teacher stops instruction at several points during a lesson to reprimand problem behaviors.*  3 minutes
- *During a small-group activity, the noise level escalates until the teacher puts the class on 'time-out' to restore calm.*  2.5 minutes
- *The class is slow to transition to productive work after lunch.*  5 minutes
- *A student gets into a power struggle with the teacher about independent work.*  8 minutes

Why is a Social-Emotional RTI Model Needed?: Zero-Tolerance Discipline Policies: The Hidden Cost

Schools that adopt a 'zero-tolerance' policy for student misbehavior:

- have higher rates of school suspension and expulsion
- spend a "disproportionate amount of time" on discipline
- have lower rates of schoolwide academic achievement.

“**Hidden curriculum** refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. ...the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.”

Source Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

Behavior as the “Hidden Curriculum”: Teaching Through Punitive Consequences

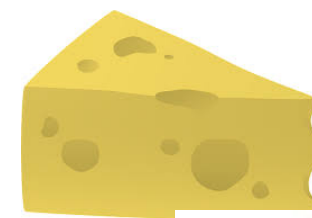
In traditional classrooms, behavioral expectations are often part of the “hidden curriculum”.

They are not explicitly taught but are instead conveyed indirectly through punitive disciplinary consequences, such as:

- 
- warning
 - time-out
 - phone call home
 - Office Disciplinary Referral/classroom removal

ABA & Related Movements: A Brief History

- Early to mid-20th century: **Behaviorism**. Used human and animal models to analyze principles of behavior, develop a methodology of 'behavior modification'.
- Mid-20th century to present: **Applied Behavior Analysis**. Seeks to extend and apply knowledge of effective behavior-shaping practices to address social problems.
- 1990's to present: **Positive Behavioral Interventions & Supports (PBIS)**. A national movement and organization that helps districts to improve behavioral climate through school-wide teaching and reinforcement of expected behaviors. PBIS uses 'positive' ABA tools. It regards 'misbehavior' as an opportunity to reteach and encourage the student to demonstrate goal behaviors.



The (Positive) Purpose of Behavior Management...

“
Teachers must remind themselves of the purpose of delivering consequences following problem behaviors.


This purpose should be to redirect the student to desirable behavior as quickly as possible to allow learning to continue for the student and other classmates.

Leach & Helf, 2016; p. 30

”

PBIS & Behavior as the “Open Curriculum”: Teaching Through a Hierarchy of Positive Consequences

PBIS classrooms with a positive behavior focus have consequences that quickly reengage the student in learning with the least effort. Ideas include:

- 
- reinforcing desirable behaviors while **not** reinforcing problem behaviors (“differential reinforcement of alternative behavior”): e.g., planned ignoring/scheduled attention
 - giving a non-verbal reminder
 - giving a verbal reminder
 - offering assistance or modifying the task
 - providing a safe space for de-escalation

2 Powerful Ideas to Inform Today's MTSS- Behavior Training

1. Expected classroom behaviors should be taught explicitly as part of the 'open' curriculum.
2. Students usually change behaviors only after adults first change their behaviors.

Positive Behavior Interventions & Supports (PBIS)

“[School-wide] PBS isa prevention framework or approach that highlights the organization of teaching and learning environments for the effective, efficient, and relevant adoption and sustained use of research based-behavioral interventions for all students, especially those with serious behavior challenges.” p. 228

RTI Tier	Who Oversees?	Who is the Target?	What Supports for Students?	What Supports Needed for Teachers?
3	Intensive intervention team; case manager	Individual students	FBA-BIP (Customized intervention plans)	Demonstration of strategies Performance Feedback Intervention Integrity Check
2	TIPS Team (Team-Initiated Problem-Solving Model)	Groups of students via SWIS data	<ul style="list-style-type: none"> •PBIS Package: •Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement •Use corrective consequences Standard Protocol Tier 2 Behavior social-emotional programs	Demonstration of strategies Performance Feedback Intervention Integrity Check
SWPBIS: Behavior				
1	Schoolwide PBIS implementation team	Entire student population	PBIS Package: <ul style="list-style-type: none"> •Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement 	Refresher on Schoolwide Behavioral expectations Strategies to manage low-level classroom issues

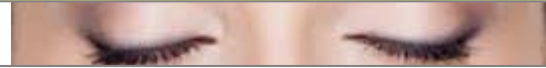
Classroom Behavior Management: Eyes Open or Eyes Shut?

Behavior Management: EYES OPEN



- Knows that classroom factors influence student behaviors.
- Seeks to establish personal relationships with all students.
- Experiments with instructional elements that boost student engagement and success.
- Views misbehavior as an opportunity to re-teach, reinforce behavioral expectations.
- Regards praise as a powerful behavior-shaping tool.
- Appreciates teacher interactions as a means to promote optimism & engagement.

Behavior Management: EYES SHUT



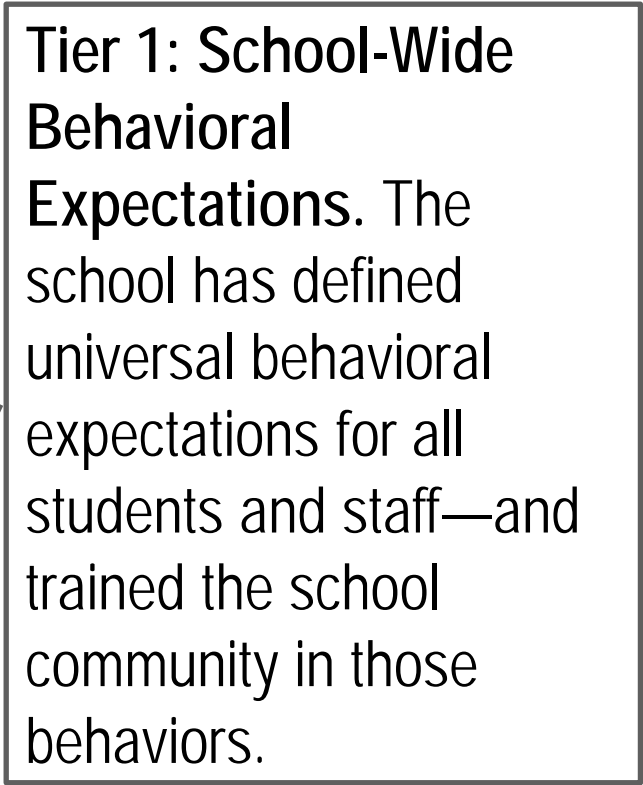
- Views behavior problems as mostly originating within the student ("*Apathetic*", "*Doesn't value school*").
- Fails to connect with students.
- Views praise as 'coddling'.
- Misses opportunities to select motivating elements of instruction (e.g., high-interest texts, collaborative learning).
- Associates misbehavior with punitive consequences.
- Discounts the power of teacher interactions as motivational tool.

RTI/MTSS for Behavior: Pyramid of Interventions

RTI/MTSS for Behavior: Pyramid of Interventions

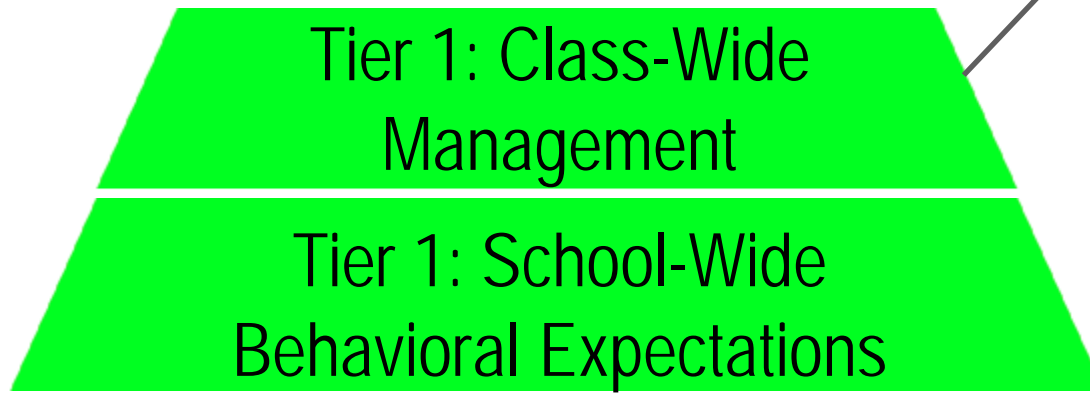


Tier 1: School-Wide
Behavioral Expectations



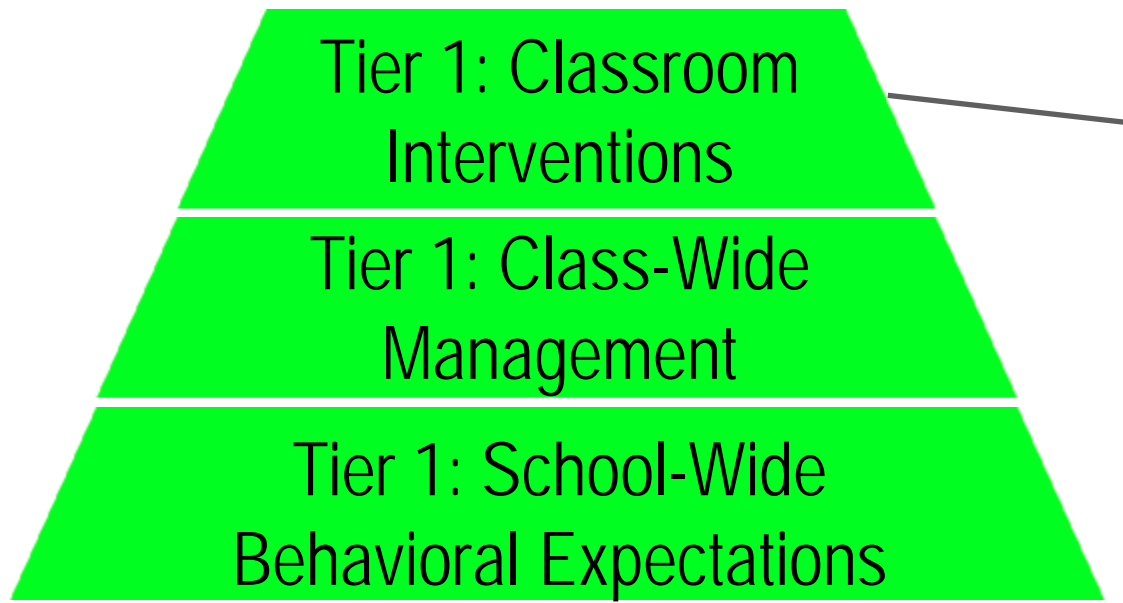
Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



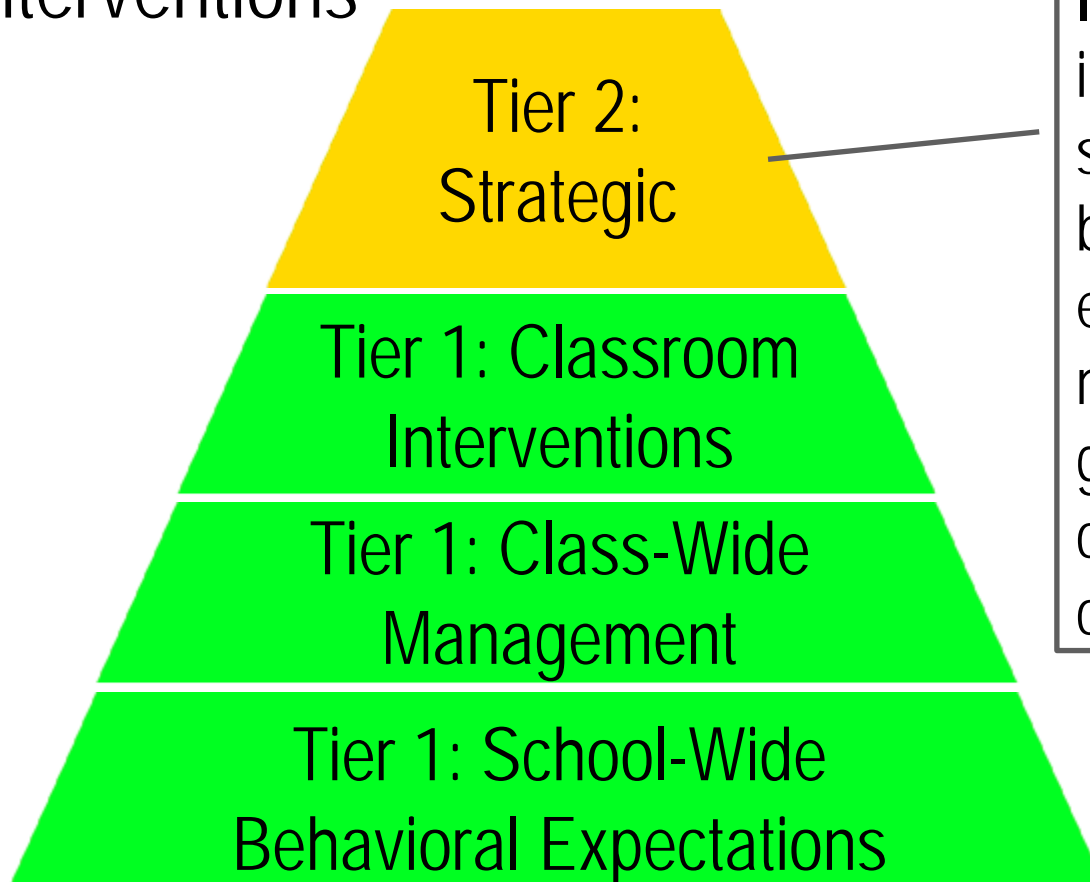
Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



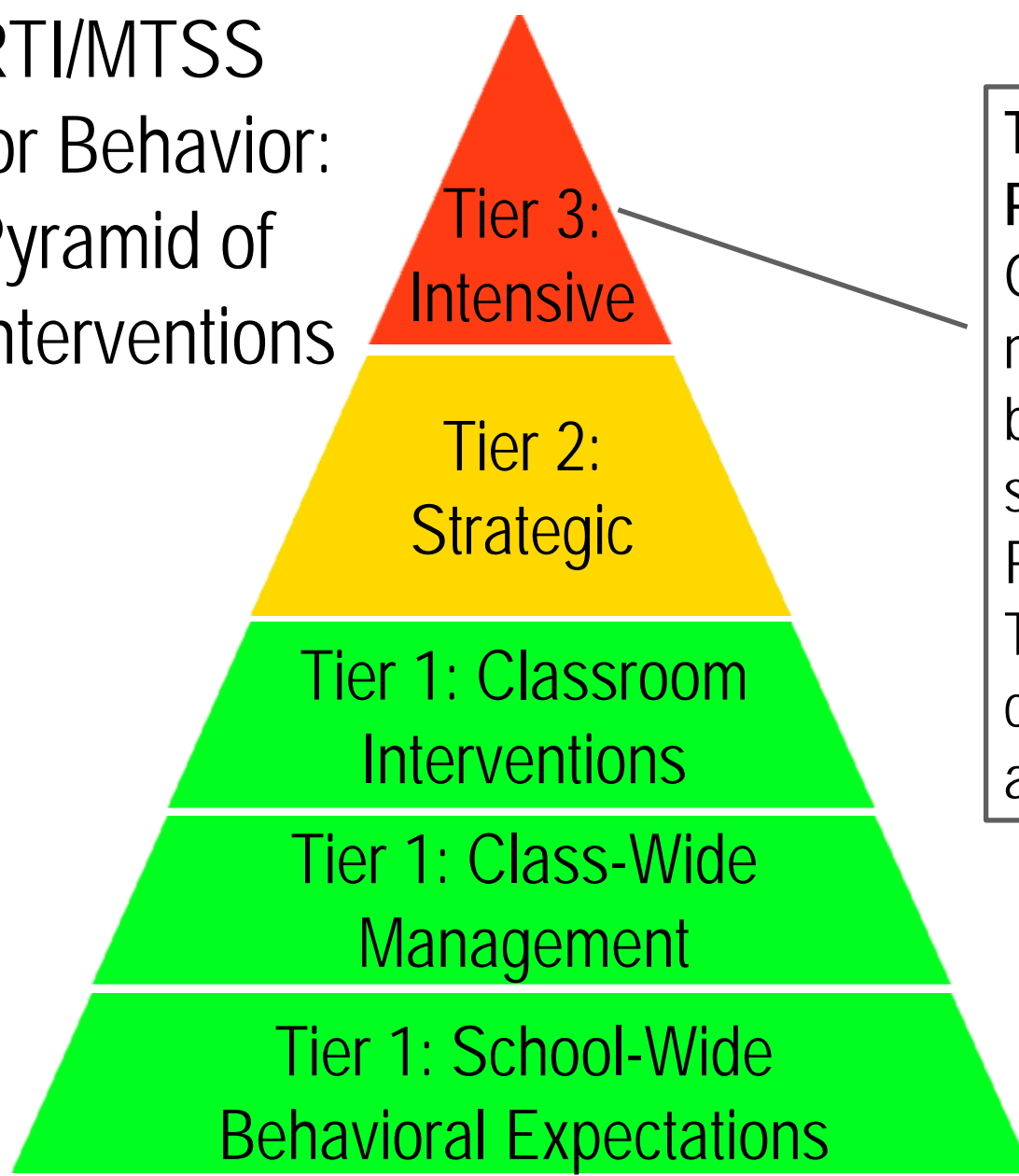
Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services are high-stakes cases that require the RTI/MTSS Problem-Solving Team. This team follows a customized 'problem-solving' approach.

RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

Staff Beliefs. Staff across the school/district understand & accept their role in the positive teaching and managing of student behaviors.

RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions





Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes



RTI/MTSS-Behavior: Scope of Today's Work

-  Review the RTI/MTSS-Behavior Model. What do the Tiers of intervention look like? How are students identified for services?
-  Prioritize RTI/MTSS-Behavior Elements. How will you prioritize implementation of RTI/MTSS-Behavior elements? Which require immediate attention? Which can be delayed until next year or later?
-  Understand Your School/District's Profile. What current trends in your system (e.g., greatest behavioral challenges; district priorities; staff readiness to embrace positive behavior management) might impact your roll-out of RTI/MTSS-Behavior?
-  Work on an RTI/MTSS Roll-Out Plan. For each RTI/MTSS-Behavior element identified as an immediate priority, what is your plan to successfully put that element into place?

RTI/MTSS-Behavior: Quality Indicators

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 for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

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.



*Handout
pp. 11-23*

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-remember acronym if possible. Here is an example:

S: I support my classmates. [PEER INTERACTIONS]

O: I obey school rules. [RULE-FOLLOWING]

A: I achieve to the best of my ability. [SCHOOLWORK]

R: I respect 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:

School-Wide Behavioral Expectations: Building a Foundation: 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.

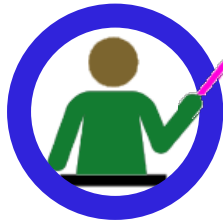
RTI-Behavior at Tier 1: 5 Steps



Step 1: Develop School-Wide Behavioral Expectations.



Step 2: Translate School-Wide Expectations into Site-Specific Rules.



Step 3: Teach Expected Behaviors to Students.



Step 4: Reinforce Positive Behaviors.



Step 5: Monitor Program Implementation and Impact.



Step 1: Develop School-Wide Behavioral Expectations.

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 (between 4 and 8 expectations).
- sufficiently broad in focus to apply across numerous situations and settings (e.g., "I take pride in my work").
- phrased in positive terms. 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.

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: _____

Handout :p. 15

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
Considerate	Diligence	Harmony	Order	Restraint	Trustworthiness
Concise	Direction	Health	Organization	Reverence	Understanding
Capability	Discipline	Heart	Originality	Rigor	Uniqueness
Care	Discovery	Helpfulness	Partnership	Sacrifice	Unity
Carefulness	Diversity	Honesty	Patience	Sagecity	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	

LAB WORK: 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.



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



Step 1: Develop School-Wide Behavioral Expectations.

Here are additional tips for drafting your school-wide expectations for student conduct:

Cover the "Big 4". Write your statements to match these 4 categories:

- **SCHOOLWORK:** self-management and engagement in schoolwork
- **COMPLIANCE:** complying with adult directives.
- **PEER INTERACTIONS:** ability to get along with and work productively with peers.
- **RULE-FOLLOWING:** obeying school rules



Step 1: Develop School-Wide Behavioral Expectations.

Here are additional tips for drafting your school-wide expectations for student conduct:

Link Expectations in an Acronym. Consider turning your expectations into a simple, easy-to-memorize acronym. Here is an example:

- S: I support my classmates. [PEER INTERACTIONS]
- O: I obey school rules. [RULE-FOLLOWING]
- A: I achieve to the best of my ability. [SCHOOLWORK]
- R: I respect my teacher and other adults. [COMPLIANCE]

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: _____

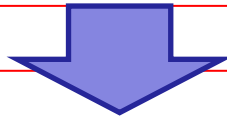
RULE-FOLLOWING: _____

Handout p. 15

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
Compassion	Diligence	Harmony	Order	Restraint	Trustworthiness
Gender	Direction	Health	Organization	Reverence	Understanding
Capability	Discipline	Heart	Originality	Rigor	Uniqueness
Care	Discovery	Helpfulness	Partnership	Sacrifice	Unity
Carefulness	Diversity	Honesty	Patience	Sagecity	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	

LAB WORK: ACTIVITY: Step 1: Develop School-Wide Behavioral Expectations. 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. (See model on handout p. 11.)



SCHOOLWORK: _____

COMPLIANCE: _____

PEER INTERACTIONS: _____

RULE-FOLLOWING: _____



Step 2: Translate School-Wide Expectations into Site-Specific Rules.

Students encounter constantly changing situations and settings throughout the school day. Math class and the lunchroom are very different places!

So, the school must translate the general behavioral expectations into site-specific rules to guide conduct in each building location. The process unfolds in 3 stages...

- S: I support my classmates.
- O: I obey school rules.
- A: I achieve to the best of my ability.
- R: I respect my teacher and other adults.



Step 2: Translate School-Wide Expectations into Site-Specific Rules.

1. *Identify the Range of Site-Specific Settings.* The school consults a building map, lists each space appearing on that map, and identifies each space as 'classroom' or 'common area'.
 - *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.



Step 2: Translate School-Wide Expectations into Site-Specific Rules.

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.



Step 2: Translate School-Wide Expectations into Site-Specific Rules.

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	

Handout p. 16

Response to Intervention/Multi-Tier System of Supports

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	

Handout p. 16

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

LAB WORK: 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.



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



Step 2: Translate School-Wide Expectations into Site-Specific Rules.

3. *Enlist Supervising Adults to Create Specific Rules.* Adults responsible for managing students in various settings will translate the general, building-level behavioral expectations into site-specific rules.

For example, a 5th-grade teacher or cafeteria lunch monitor will translate “I respect my teacher and other adults” into specific rules describing what “respect” looks like for their respective settings.



Step 2: Translate School-Wide Expectations into Site-Specific Rules.

3. *Enlist Supervising Adults to Create Specific Rules (Cont.).*
Rule-sets for both classrooms and common areas should 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.



Step 2: Translate School-Wide Expectations into Site-Specific Rules.

3. *Enlist Supervising Adults to Create Specific Rules (Cont.).*

Here are additional considerations:

- Teachers at each grade level should work together to create consistency in classroom rules.
- Special-area teachers (e.g., physical education, art, music, etc.) will typically generate their own rules to accommodate their unique activities, spaces, and materials.
- In common areas (e.g., cafeteria), support staff who help to maintain order should assist in generating behavioral rules.
- In areas overseen by *all* adults (e.g., hallways), feedback from the entire staff is used to establish rules of conduct.

Handout p. 17

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: _____

LAB WORK: 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: _____



Step 3: Teach Expected Behaviors to Students.

The school-wide behavioral expectations and site-specific rules represents 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.

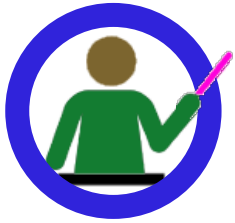
- *Building-Wide Introduction.* As a kick-off to this behavioral training, the collection of school-wide behavioral expectations can be efficiently presented in a multi-grade assembly.



Step 3: Teach Expected Behaviors to Students.

Site-Specific Rules Training. Rules for each location will then be presented in a lesson plan by the educators overseeing those spaces.

- The educator describes and demonstrates each rule & connects it to the relevant school-wide behavioral expectation.
- 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 rule, then asks students to give additional examples.



Step 3: Teach Expected Behaviors to Students.

Site-Specific Rules Training (Cont.). To sustain behavioral learning after the initial training:

- The educator reviews rules on a daily basis until students can clearly and easily identify them.
- Both the school-wide and site-specific rules are 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.

Once behavioral expectations and rules are taught, 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 impact when they coordinate a consistent, building-wide reinforcement system consisting of praise, positive-behavior tickets, and rewards:



Step 4: Reinforce Positive Behaviors.

- *Give 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.



Step 4: Reinforce Positive Behaviors.

- *Award Tickets/Rewards.* While optional, schools can increase student investment in a positive-behavior program through use of a school-wide ticket/reward system:

SAMPSON SCHOOL POWER TICKET!	
Student: _____	
Location: _____ Date: _____	
Comments: _____ _____	
Awarded by: _____	

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.



Step 4: Reinforce Positive Behaviors.

- *Award Tickets/Rewards (Cont.).*
- 2. Train Staff to Use Behavior Tickets. Adults throughout the school receive a supply of tickets to award for exemplary behavior. When awarding a ticket, the adult is trained to:
 - praise the student
 - explicitly name the behavior that earned the ticket, and
 - connect that behavior to the rule/behavioral expectation that it supports.

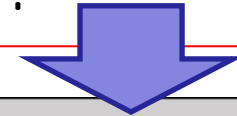
Adults are also given a recommended quota of tickets to award within a class period or school day.



Step 4: Reinforce Positive Behaviors.

- *Award Tickets/Rewards (Cont.).*
- 3. Link Tickets to Reinforcement. Each classroom will have a system for tickets to be redeemed for rewards. Staff can develop rewards to fit their circumstances.
 - For example, a classroom teacher may promise extra recess when the class earns a certain number of tickets. Daily ticket totals are plotted on a class graph. Once the goal is reached, the teacher selects a new prize activity.
 - Or a special-area instructor may award tickets during classes, deposit all earned tickets in a jar, and at the end of class draw one or more tickets for prizes.
 - Students awarded tickets in common area (e.g., hallways) can add them to their class ticket total.

- **LAB WORK: 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



Step 5: Monitor Program Implementation and Impact.

The final step in rolling-out your “behavioral curriculum” is to evaluate implementation and positive impact.

Staff Implementation. Your program’s success depends on adults supervising locations to carry out the correct procedures.

Staff implementation can be measured directly through observation—for example, viewing cafeteria personnel’s instructing a 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.



Step 5: Monitor Program Implementation and Impact.

Program Impact. The goal for positive behavior program is that student academic performance will increase as behavioral interruptions to classroom instruction decrease.

- 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.

Response to Intervention/Multi-Tier System of Supports

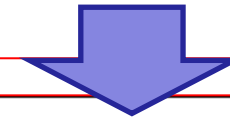
ACTIVITY: Create an Action Plan. Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school. For an explanation of what each step entails, review the guide *RTI for Behavior at Tier 1: Establishing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

*Handout
pp. 19-23*

- **LAB WORK: 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.

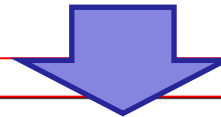


RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

Step 1: Develop School-Wide Behavioral Expectations.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				

- **LAB WORK: 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.

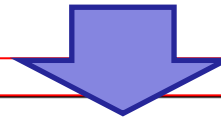


RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

Step 2: Translate School-Wide Expectations into Site-Specific Rules.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				

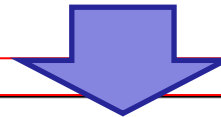
- **LAB WORK: ACTIVITY: Create an Action Plan.**
Appoint a recorder. Use the organizer below to develop a 5-step action plan for the current school year to establish a shared framework for positive behavior at your school.



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				

- **LAB WORK: 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.

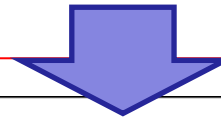


RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors Step 4: Reinforce Positive Behaviors.

Task #	Task Description	Person(s) Responsible	Completion Date	Resources Needed
1				
2				
3				



- LAB WORK: 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.



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				

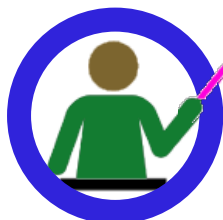
RTI-Behavior at Tier 1: 5 Steps



Step 1: Develop School-Wide Behavioral Expectations.



Step 2: Translate School-Wide Expectations into Site-Specific Rules.



Step 3: Teach Expected Behaviors to Students.



Step 4: Reinforce Positive Behaviors.



Step 5: Monitor Program Implementation and Impact.

Handout pp. 3-9

RTI/MTSS for Behavior: District-Wide Planning Tool



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.

Rating: How Important?	Discussion Notes
Low Priority	
High Priority	

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
<input type="checkbox"/> [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	

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.



RTI/MTSS-Behavior Elements: Prioritize!

*Handout : Tier 1:
School-Wide Behavioral
Expectations: p.3*

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool*.
- Rate each goal, using this scale:

Low Priority | High Priority

0.....1.....**2.....3**

Tier 1: School-Wide Behavioral Expectations

- *[B.1.1] Develop School-Wide Behavioral Expectations.*
- *[B.1.2] Translate School-Wide Expectations into Site-Specific Rules.*
- *[B.1.3] Teach Expected Behaviors to Students.*
- *[B.1.4] Reinforce Positive Behaviors.*

Tier 1: Class-Wide Management. What checklist can help teachers to build an 'intervention pathway' that promotes effective classroom management?



RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

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.

This resource can be used for teacher training and as a framework for classroom coaching.

Reserved for tomorrow's workshop...

Tier 1: Class-Wide Management: MTSS-Behavior Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an 'intervention pathway' that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

1. Behavioral Expectations. Students receive explicit training and guidance in expected classroom behaviors--to include:

- [1.1] **Teaching Behavioral Expectations.** Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).
- [1.2] **Posting Positive 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'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
- [1.3] **Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:
 - Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
 - Assigning and collecting homework and classwork
 - Transitioning students efficiently between activities
 - Independent seatwork and cooperative learning groups
 - Students leaving and reentering the classroom
 - Dismissing students at the end of the period

2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:

- [2.1] **Delivering Effective Instruction.** The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):
 - *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
 - *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
 - *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.

Tier 1: Class-Wide Management: Foundation

Well-managed classrooms are built on a foundation that includes:

1. Behavioral Expectations

2. Instruction That Motivates

3. Group Behavior Management

4. Student Relationships

5. Individual Behavior Management





RTI/MTSS-Behavior Elements: Prioritize!

Handout: Tier 1: Class-Wide Management: p. 4

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool*.
- Rate each goal, using this scale:

Low Priority | High Priority

0.....1.....2.....3

Tier 1: Class-Wide Management

- *[B.1.5] Teach Expected Behaviors.*
- *[B.1.6] Post Classroom Rules.*
- *[B.1.7] Establish Classroom Routines.*
- *[B.1.8] Engage in Active Supervision.*
- *[B.1.9] Use Positive Communication.*
- *[B.1.10] Provide Supportive Consequences.*
- *[B.1.11] Employ Negative Consequences Sparingly.*

***RTI/MTSS-Behavior
Needs Assessment.***

What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?





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.)

Handout
p. 30

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.	



Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges

- Schools have limited resources to implement RTI/MTSS for behavioral and social-emotional issues.

They should, therefore, conduct an RTI-Behavior **needs assessment** to better understand what goals to work toward, how to allocate their limited resources, and how to prioritize their efforts.



Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges

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.



Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)

4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention res
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. **No 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.



Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)

- 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.

Needs Assessment: Identify Your School or District's Greatest Behavioral Challenges (Cont.)



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.



Activity: Behavior Needs Assessment

- Review these 10 items from your school/district behavioral needs assessment (p. 48).
- Select up to 4 items from this list that you feel MOST impact your school or district.
- Rank your choices in descending order of importance (e.g., greatest challenge = "1", etc.).

1. Motivation
2. Bullying
3. Disruptive Classroom Behavioral Climate
4. High-Amplitude Behaviors
5. Vague Descriptions of Student Problems
6. Limited Data on Behavioral Interventions
7. No Decision Rules for Behavioral 'Non-Responders'.
8. Differing Philosophies about Behavior Management
9. Variability of Behavior-Management Skills
10. 'System' Breakdowns in Supporting Students with Intensive Needs



RTI/MTSS-Behavior: Quality Indicators

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 for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

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.

Activity: What Are Your Expectations of Teacher as Behavior-Management 'First Responder'?

Elements of effective classroom intervention

1. Describe the student problem behavior clearly and specifically
2. Find/use effective behavior-management strategies.
3. Record (write down) intervention efforts.
4. Collect data on whether the problem behavior improves
5. Communicate with the student.
6. Communicate with parent(s).

- Imagine a teacher who has a student with a recurring (but manageable) problem behavior (e.g., inattention; non-compliance; calling out).
- For each item discuss what you think should be the *minimum* expectation for any teacher to follow when they respond to this kind of problem behavior.



Interventions: Scheduled or Contingency-Driven?

One of the elements that separate academic from behavioral interventions is that:

- **academic interventions** can often be scheduled (e.g., reading group meets for 30 minutes 3 times per week), while
- **behavioral interventions** are often contingency-driven (administered *contingent* on the occurrence or possibility of a student behavior), such as use of praise or pre-correction.



Handout: RTI for Behavior: District-Wide Planning Tool p. 5

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
<input type="checkbox"/> [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	
<input type="checkbox"/> [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	
<input type="checkbox"/> [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	
<input type="checkbox"/> [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	
<input type="checkbox"/> [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	
<input type="checkbox"/> [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	
<input type="checkbox"/> [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
------------------	------------------------	------------------

Tier 1: Classroom Interventions.



- **[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.

Tier 1: Classroom Interventions.



- **[B.1.13] Follow a Structured Process.** The teacher follows a consistent RTI/MTSS problem-solving process in creating the intervention plan (Bergan, 1995).

Tier 1: Classroom Interventions.



- **[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).

Positive Consequences: INCREASE Positive/Goal Behaviors

Scheduled Attention: Rechannel Adult Interactions (Austin & Soeda, 2008). A strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.

ADHD

ODD

Tier 1: Classroom Interventions.



- **[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.

Response to Intervention/Multi-Tier System of Supports

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: ___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
<i>Follows class rules with no more than 2 rule violations per session.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Completes assignments within the allocated time.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Completes assignments with 80% accuracy.</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
<i>Complies with teacher requests. (2 or fewer noncompliance per period)</i> Did the student succeed in this behavior goal? <input type="checkbox"/> YES <input type="checkbox"/> NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Response to Intervention/Multi-Tier System of Supports

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: ___ Total NO Score: ___

Follows class rules--no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

YES NO

YES NO

Follows class rules with no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

YES NO

Completes assignments within the allotted time.

Did the student succeed in this behavior goal?

YES NO

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

Completes assignments with 80% accuracy.

Did the student succeed in this behavior goal?

YES NO

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

Complies with teacher requests. (2 or fewer noncompliance per period)

Did the student succeed in this behavior goal?

YES NO

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

Behavior Report Card

Charlene: Behavior Report Card

Student Name: Charlene Date: _____

Rater: Mr. Wright Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Charlene brought all necessary work materials to class.

Charlene brought all necessary work materials to class.

How well Charlene did in meeting the behavior goal?

1.....2.....3
Poor Fair Good

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____ Date: _____

Comments:

Tier 1: Classroom Interventions.



- **[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.

Tier 1: Classroom Interventions.



- **[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.



RTI/MTSS for Behavior: Critical Issues...

Documenting behavior plans in the general-education classroom. Teachers are often able to manage challenging student behaviors quite effectively—if they are able to use appropriate strategies correctly and consistently and if all adults interacting with the student implement the same strategies.

Putting a behavior plan in writing—even for modest interventions—can substantially increase the likelihood for success, because it serves as a single reference point that defines all intervention procedures.



RTI-B: Tier 1: Classroom Intervention: *Resource Alert*

Classroom Intervention Planning Sheet

Teachers can use this worksheet to quickly document Tier 1 classroom behavioral interventions while following an RTI-B problem-solving process. (See workshop webpage)

Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Angela D.	Interventionist(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.			

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
START BEHAVIORS: Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors
STOP BEHAVIOR PLAN: Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic task

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.
Cell phone silent timer to signal 6 minute intervals for scheduled attention.	Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement about how to implement both interventions.

Progress-Monitoring		
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.		
Type of Data Used to Monitor:	Behavior Report Card	Ideas for Intervention Progress-Monitoring <ul style="list-style-type: none"> Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist
Baseline	Outcome Goal	
Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days	
How often will data be collected? (e.g., daily, every other day, weekly):		
BRC completed daily during Independent Seatwork period		

Creating a Written Record of Classroom Interventions: Form

- *Case information.* The opening section of the form includes general information about the case, including:
 - Target student
 - Teacher/interventionist
 - Date of the intervention plan
 - Start and end dates for the intervention
 - Description of the student problem to be addressed

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Angela D.	Interventionist(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.			

Creating a Written Record of Classroom Interventions: Form

- *Intervention.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

START BEHAVIORS: Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors

STOP BEHAVIOR PLAN. Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic task



Creating a Written Record of Classroom Interventions: Form

- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

Materials
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.
Cell phone silent timer to signal 6 minute intervals for scheduled attention.

Creating a Written Record of Classroom Interventions: Form

- *Training.* If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

Training

What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.

Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement about how to implement both interventions.

Creating a Written Record of Classroom Interventions: Form

- *Progress-Monitoring*. The teacher selects a method to monitor student progress during the intervention, to include:
 - what type of data is to be used
 - collects and enters student baseline (starting-point) information
 - calculates an intervention outcome goal
 - The frequency that data will be collected.

Progress-Monitoring	
<p>What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.</p>	
Type of Data Used to Monitor:	Behavior Report Card
Baseline	Outcome Goal
Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days
How often will data be collected? (e.g., daily, every other day, weekly):	
BRC completed daily during Independent Seatwork period	

Ideas for Intervention Progress-Monitoring

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Angela D.	Intervention(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.			

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
START BEHAVIORS: Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors
STOP BEHAVIOR PLAN: Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic task

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.
Cell phone silent timer to signal 6 minute intervals for scheduled attention.	Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement about how to implement both interventions.

Progress-Monitoring	
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.	
Type of Data Used to Monitor:	Behavior Report Card
Baseline	Outcome Goal
Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days
How often will data be collected? (e.g., daily, every other day, weekly):	
BRC completed daily during Independent Seatwork period	

Ideas for Intervention Progress-Monitoring

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

Tier 1: Classroom Interventions.



- **[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.



RTI/MTSS-Behavior Elements: Prioritize!

*Handout : Tier 1:
Classroom Interventions:
p.5*

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool*.
- Rate each goal, using this scale:

Low Priority | High Priority

0.....1.....2.....3

Tier 1: Classroom Interventions

- *[B.1.12] Access Consultant Support.*
- *[B.1.13] Follow a Structured Process.*
- *[B.1.14] Choose Evidence-Based Interventions.*
- *[B.1.15] Track Student Progress.*
- *[B.1.16] Allocate Sufficient Time.*
- *[B.1.17] Document the Intervention.*
- *[B.1.18] Ensure Multi-Staff Participation.*

*RTI/MTSS-Behavior:
Building Tier 2
Supports.* What
types of programs
and services can be
used at Tier 2?



RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.



Handout: pp. 24-29

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 or social/emotional concerns negatively impact 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.,

“ *The perfect is the enemy of the good.* ”

-Italian Proverb



MTSS-Behavior: Tier 2: Expectations

- **Tier 2: Purpose.** Schools implementing MTSS for behavior will want to establish several intervention options at Tier 2 for those students whose emerging behavioral or social/emotional concerns negatively impact important aspect(s) of their school experience.

NOTE: Research into MTSS has not yet fully established the effectiveness of most Tier 2 behavior programs or services. (An exception is Check In-Check Out, which has demonstrated a positive impact.)



MTSS-Behavior: Tier 2: Expectations

- **Tier 2: Student Profile.** Students targeted for MTSS Tier 2 interventions show current evidence of problem behaviors and/or negative social/emotional symptoms.

However, they have manageable behavior or mental-health needs that can still be appropriately addressed through efficient 'standard-treatment' approaches such as social-skills training or mentoring.

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

Handout:
p. 28

Activity: Building MTSS-B Tier 2 Capacity

Existing Tier 2 Programs/Services. List those programs or services that your school or district currently has in place to address Tier 2 behavioral/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 etc. on this inventory.



2. Intervention Programs/Services

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



MTSS-Behavior: Tier 2: Expectations

- **Tier 2: Quality Indicators.** 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,
 - are able to accommodate up to 10-15 percent of the school population in Tier 2 programming at any one time.



MTSS-Behavior: Tier 2: Expectations

- **Tier 2: Outcome Goal.** 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.



MTSS-Behavior: Tier 2: Expectations

- **Tier 2: Data.** 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,
 - brief norm-referenced behavior-rating questionnaires.



MTSS-Behavior: Tier 2: Program/Service Options

- **Range of Programs/Services.** Tier 2 provides a variety of programming options to match presenting student needs. These examples will be reviewed:

Tier 2 Programming Options

1. Behavior Education Program/Check In-Check Out
2. Mentoring
3. Solution-Focused Brief Counseling
4. Social Skills Training
5. Behavior Contracts



MTSS-Behavior: Tier 2: Program/Service Options 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.

1



MTSS-Behavior: Tier 2: Program/Service Options Behavior Education Program/Check In-Check Out

- *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).



MTSS-Behavior: Tier 2: Program/Service Options

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).



MTSS-Behavior: Tier 2: Program/Service Options

Mentoring

- *Considerations.* A mentoring program is most likely to be successful when the school
 - designs it to meet the needs of a specific student risk profile (e.g., academic disengagement),
 - trains mentors in techniques to build effective relationships with their mentees,
 - makes available a welcoming space and activity materials (e.g., board games) for mentoring sessions, and
 - provides close supervision of the mentoring program and regularly evaluates program effectiveness (Smith & Stormont, 2011).



MTSS-Behavior: Tier 2: Program/Service Options Mentoring

- *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.



MTSS-Behavior: Tier 2: Program/Service Options

Solution-Focused Brief Counseling (SFBC)

- *Description.* Solution-Focused Brief Counseling (SFBC) is a brief-counseling format for 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 identify a key goal to be the focus of counseling (e.g., reduce anxiety during academic activities; improve peer relationships). Counselor and student formulate a plan to achieve the goal and schedule a fixed number of sessions (e.g. 4-6) . Throughout the sessions, the counselor encourages the student to tap into their own past experience to find solutions to attain their goal.

3



MTSS-Behavior: Tier 2: Program/Service Options Solution-Focused Brief Counseling (SFBC)

- 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'.



MTSS-Behavior: Tier 2: Program/Service Options

Solution-Focused Brief Counseling (SFBC)

- *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>

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.

Handout:
p. 27

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
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

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
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____

Activity: Building MTSS-B Tier 2 Capacity

Identify Tier 2 Personnel. On your worksheet, list (1) staff (e.g., paraprofessionals, teachers with duty periods) potentially available to provide Tier 2 assistance; and (2) staff whose professional training (e.g., social worker, psychologist) could be used to support Tier 2.



1. Personnel Resources

Availability/ Access?	Name	Position
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____



MTSS-Behavior: Tier 2: Program/Service Options

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.



MTSS-Behavior: Tier 2: Program/Service Options

Social Skills Training

- *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).



MTSS-Behavior: Tier 2: Program/Service Options Social Skills Training

- *Resource.* Student Engagement Project:

https://k12engagement.unl.edu/strategy-briefs/Resources%20for%20Social%20Skills%20Curricula%209-22-2014_0.pdf

This Student Engagement Project article gives an overview of social-skills training programs and describes several programs schools can check out.

Resources - Social Skills
Curricula & Programs

Tiers 1, 2 & 3

Resource Brief, September, 2014.

Ann O'Connor, Jenna Strawhun, Natalie Hoff & Reece L. Peterson, University of Nebraska-Lincoln.



MTSS-Behavior: Tier 2: Program/Service Options

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).



MTSS-Behavior: Tier 2: Program/Service Options

Behavior Contracts

- *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.

Sample Behavior Contract (Online)

Behavior Contract for Ricky

Effective Dates: From 10/20/2019 to 12/20/2019

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Behavior Contract for Ricky

Effective Dates: From 10/20/2019 to 12/20/2019

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed

Effective Dates: From 10/20/2019 to 12/20/2019

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

Goal Behaviors and Criteria for Reward. The BC lists expected student behaviors and conditions for earning reinforcement.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Sample Behavior Contract (Online)

Behavior Contract for Ricky

Effective Dates: From 10/20/2019 to 12/20/2019

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Sample Behavior Contract (Online)

Behavior Contract for Ricky

Effective Dates: From 10/20/2019 to 12/20/2019

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Reinforcer Menu. The BC presents menu of possible rewards and threshold for awarding them.

When Ricky fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Sample Behavior Contract (Online)

Behavior Contract for Ricky

Effective Dates: From 10/20/2019 to 12/20/2019

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Behavior Contract for Ricky

Bonus & Penalty [Optional]. The BC includes 'bonus' and 'penalty' clauses to increase motivation toward goal behaviors.

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

Contract
(Online)

- chance of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Sample Behavior Contract (Online)

Behavior Contract for Ricky

Effective Dates: From 10/20/2019 to 12/20/2019

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Sign-Off. The BC includes a sign-off section for each participant: student, teacher, parent (if participating). This section can include statements clarifying participants' responsibilities.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____

Sample Behavior Contract (Online)

Behavior Contract for Ricky

Effective Dates: From 10/20/2019 to 12/20/2019

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers.

Parent Signature: _____



MTSS-Behavior: Tier 2: Program/Service Options Behavior Contracts

- *Resources.* Below is a description for preparing and using behavior contracts:
 - Student Engagement Project: **Behavior Contracting**
<https://k12engagement.unl.edu/strategy-briefs/Behavior%20Contracting%201-20-2014.pdf>

Behavior Contracting

Tiers 2 & 3

Strategy Brief, December, 2013.

Jenna Strahun, Ann O'Connor & Reece L. Peterson, University of Nebraska-Lincoln.

Activity: Building MTSS-B Tier 2 Capacity

Review Tier 2 Options.
Review the Tier 2 programming ideas presented today (Handout; pp. 24-26).

Which option(s) appear most promising/useful to your team?

Tier 2 Programming Options

1. Behavior Education Program/Check In-Check Out
2. Mentoring
3. Solution-Focused Brief Counseling
4. Social Skills Training
5. Behavior Contracts



RTI/MTSS-Behavior Elements: Prioritize!

*Handout: Tier 2:
Strategic Interventions:
pp. 5-7*

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool*.
- Rate each goal, using this scale:

Low Priority | High Priority

0.....1.....2.....3

Tier 2: Strategic Interventions

- *[B.2.1] Inventory Evidence-Based Services.*
- *[B.2.2] Use Data for Recruitment.*
- *[B.2.3] Convene Team to Place Students in Tier 2 Services.*
- *[B.2.4] Make Timely Assignments.*
- *[B.2.5] Exit Students.*
- *[B.2.6] Verify Quality of Implementation.*
- *[B.2.7] Track Student Progress.*

RTI/MTSS-Behavior: Quality Indicators

Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services require the RTI/MTSS Problem-Solving Team, which follows a customized, team-based 'problem-solving' approach.



RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

**Tier 3: Intensive: RTI/MTSS
Problem-Solving Team.**

General-education students needing Tier 3 academic or behavioral services are high-stakes cases that require the RTI/MTSS Problem-Solving Team. This team follows a customized 'problem-solving' approach.



RTI Problem-Solving Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

Tier 3: RTI Team: Meeting Format

- **Introductions/Talking Points**
- **Step 1:** Select Intervention Target(s)
- **Step 2:** Inventory Student's Strengths, Talents, Interests, Incentives
- **Step 3:** Review Background/Baseline Data
- **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans

Tier 3: Intensive Interventions: “How does a student get to the RTI-B Team?”: Referral Scenarios:

1. **Tier 2 Non-Responder.** The student has received Tier 2 services but has failed to adequately improve behavior or attain social-emotional goals.
2. **FBA/BIP.** The student has a history of serious, escalating problem behaviors or social-emotional issues unresolved at earlier, less-intensive levels of problem-solving. The RTI Team meets to recommend and coordinate the conducting of a Functional Behavior Assessment (FBA) and accompanying Behavior Intervention Plan (BIP).

Tier 3: Intensive Interventions: RTI Team Referral Scenarios (Cont.)

- 3. Community Agency/School Wraparound Planning.** The student receives intensive community-based mental health services. The school invites parent(s) and agency personnel to an RTI Team wraparound meeting to coordinate the student's therapy/intervention plans across settings.



<p><input type="checkbox"/> [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.</p> <p>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.</p>	<p>Low Priority High Priority 0.....1.....2.....3</p>	
---	---	--

Handout
pp. 7-8

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
<p><input type="checkbox"/> [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:</p> <ul style="list-style-type: none"> • 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. 	<p>Low Priority High Priority 0.....1.....2.....3</p>	
<p><input type="checkbox"/> [B.3.2] Enlist Staff Cooperation. The RTI/MTSS Team has the authority and scope to enlist the</p>	<p>Low Priority High Priority 0.....1.....2.....3</p>	

Tier 3: Intensive: RTI/MTSS Problem-Solving Team.



- **[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).



Tier 3: Intensive: RTI/MTSS Problem-Solving Team.

- **[B.3.1] Establish a Tier 3 RTI/MTSS Problem-Solving Team (Cont.).**
The RTI/MTSS Problem-Solving Team:
 - has created clear guidelines for accepting a Tier 3 referral.
 - identifies the function(s) that support problem behaviors of any referred student to better select appropriate interventions.
 - follows a consistent, structured problem-solving agenda.
 - 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 people.
 - builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns.

Tier 3: Intensive: RTI/MTSS Problem-Solving Team.



- **[B.3.2] Enlist Staff Cooperation.** The RTI/MTSS Team has the authority and scope to enlist the 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).

Tier 3: Intensive: RTI/MTSS Problem-Solving Team.



- **[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.
- **[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.

Tier 3: Intensive: RTI/MTSS Problem-Solving Team.



- **[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.



RTI/MTSS-Behavior Elements: Prioritize!

Handout: Tier 3:

***Intensive: RTI/MTSS
Problem-Solving Team:
pp. 7-8***

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool*.
- Rate each goal, using this scale:

Low Priority | High Priority

0.....1.....2.....3

Tier 3: RTI/MTSS Team

- *[B.3.1] Establish a Tier 3 RTI/MTSS Problem-Solving Team.*
- *[B.3.2] Enlist Staff Cooperation.*
- *[B.3.3] Access School-Wide Resources.*
- *[B.3.4] Serve as Resource Gatekeeper.*
- *[B.3.5] Conduct FBAs/BIPs.*
- *[B.3.6] Run 'Wrap-Around' Meetings.*

RTI/MTSS-Behavior: Quality Indicators

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 provided appropriate classroom (Tier 1), early-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.



Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

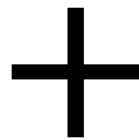
- **RTI-B Screening: Purpose.** Schools use an array of building-wide screening tools to identify students with behavioral or social/emotional problems. These students can then be placed on appropriate classroom (Tier 1), early-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.
- The goal is to prevent behavior and social-emotional problems from escalating to the point where intervention becomes more costly to implement and the student faces possible serious disciplinary consequences such as repeated classroom removal and suspension from school.

Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

- **Streamlining screening: Archival data & multi-gated assessment.** Presented here is a two-part protocol for conducting school-wide behavior/social-emotional screenings that incorporates best practices taken from several models.

It incorporates:

Archival Data (Office
Disciplinary Referrals &
Attendance



Multi-Gate Classroom
Screenings

Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

Part 1: Archival Data: Screen for Attendance and Disciplinary Referrals. Two important indicators of trouble in student adjustment are high rates of (1) tardiness or absenteeism and (2) office disciplinary referrals ('ODRs').

- Advantages in using archival data as a component of a school-wide RTI-B screening process are that
 - schools routinely collect the information,
 - this data is already understood and used by educators,
 - rates of tardiness, absenteeism, and office disciplinary referrals are all robust predictors of student problems.

Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

Part 2: Multi-Gating: Employ Teacher Knowledge Through Nominations and Questionnaires. Archival data can miss problem behaviors that are currently being managed within the classroom instead of through ODRs, as well as 'hidden' behavior problems that are more 'internalizing' (e.g., depression, anxiety).

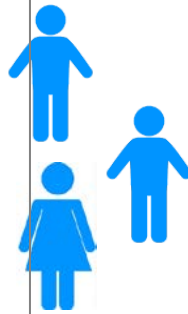
- Teacher nominations are an excellent additional method to flag less-visible students at risk for behavioral and social-emotional problems.
- However, the process of teacher nomination must be made manageable so as not to overwhelm classroom staff with additional evaluation duties.

Screening Students for Social-Emotional Support: 3-Gate Process

GATE 1: Teacher Nomination. In any classroom, teachers nominate up to 3 students each for externalizing, internalizing disorders.

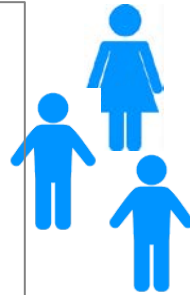
Internalizing Behaviors

- lack of social interactions
- tense or nervous appearance
- display of unhappiness/sadness
- use of negative self-comments



Externalizing Behaviors

- defiant/non-compliant
- bullying
- physically aggressive
- hyperactive



GATE 2: Clinical Questionnaire. For each nominated student, teachers complete a short (5-min) clinical rating scale to judge severity of symptoms.



GATE 3: Observations. Support staff (e.g., psychologists, counselors) conduct follow-up observations of nominated students and determine eligibility / placement in continuum of services.

Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

- **EXAMPLE:** The BASC-2 Progress Monitor for Externalizing and ADHD Problems is an example of such a questionnaire. Review other commercial questionnaires suitable for this stage in the screening at the National Center on Intensive Intervention:

<http://www.intensiveintervention.org/resources/tools-charts>

Home > Tools Charts >

Behavioral Progress Monitoring

This tools chart presents information about behavioral p
Standards, and Usability include ratings from our TRC mer
chart.

Progress Monitoring Standards		Psychometric Stand
Tool	Scale	
BASC-2 Progress Monitor	Adaptive Skills	
BASC-2 Progress Monitor	Externalizing and ADHD Problems	
BASC-2 Progress Monitor	Internalizing Problems	
BASC-2 Progress Monitor	School and ADHD Problems	
BASC-2 Progress Monitor	Social Withdrawal	



RTI/MTSS-Behavior Elements: Prioritize!

Handout: School-Wide Screenings: pp. 8-9

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool*.
- Rate each goal, using this scale:

Low Priority | High Priority

0.....1.....2.....3

MTSS Behavior: School-Wide Screenings

- *[B.4.1] Develop a System for Archival Data Analysis.*
- *[B.4.2] Screen via Teacher Nomination.*

The Power of Beliefs.
Staff beliefs & attitudes toward student behavior act as a hidden but powerful catalyst—either encouraging or discouraging adoption of RTI/MTSS for behavior.



RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

Staff Beliefs. Staff across the school/district understand & accept their role in the positive teaching and managing of student behaviors.

“
The continued use of ineffective
exclusionary practices has very little to
do with a student's behavior and very
much to do with a teacher's behavior.
”

-John W. Maag

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

There are several reasons why teachers may continue to react to student misbehavior with **punitive responses**—including removal from the classroom—rather than adopting actions that reinforce learning and a **positive** classroom environment.

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

1. **Teachers lack the skills to use positive behavior strategies** (Bear 2013). Instructors lack the training to refocus their management strategies in a positive direction.

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

2. **Teachers hang on to their current disciplinary procedures as familiar, comfortable** (Thaler & Sunstein, 2009). Whenever people (including teachers) are asked to change important aspects of their professional behavior, there is a tendency to cling to known and comfortable routines—even when we get mediocre results. This reluctance to give up the familiar and embrace change is universal--and is known as the 'status quo' bias.

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

3. **Teachers are pulled into confrontational situations because students control the interactions** (Conroy et al., 2009). Teachers may have good intentions to adopt positive practices. However, when students are defiant or non-compliant, these educators find themselves 'pulled' into a confrontation. So the student actually controls the interaction.

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

4. Teachers are **(negatively) reinforced by use of punishment** (Maag, 2012). When teachers send students with challenging behaviors to the office, this can be 'negatively reinforcing' to the instructor-thus increasing the likelihood that the teacher will use the strategy repeatedly.

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

5. Teachers use punishment because they see that it works—for most (Maag, 2001). In a typical student population, sending a student to the principal's office is quite effective for the 95% who show few behavior problems. The same disciplinary response is ineffective with about 5% of students, who either don't care or wish to escape the classroom. The teacher, however, may assume that these recalcitrant students simply need more of the same punishment for it to be effective--so problem interactions intensify.

6 Reasons Why Teachers May Be 'Reluctant' to Move from Punishment to Positive Behavior Management Strategies

6. Teachers see 'zero tolerance' of misbehavior as an important teaching tool (Skiba et al., 2006). The teacher believes that having the student experience punitive consequences such as class removal or suspension will teach important life lessons about consequences in the 'real world' (Skiba et al., 2006).

05:00

www.interventioncentral.org

Activity: Why the Teacher Reluctance ?

- Discuss the reasons shared here for why teachers may be reluctant to move from punitive to positive behavior intervention strategies.
- Select 1-2 reasons that you believe might be MOST prevalent in your school .
- For each reason selected, come up with positive ideas to address that roadblock.

6 Reasons for 'Reluctance' in Moving from Punishment to Positive Strategies

1. Teachers lack the skills to use positive behavior strategies
2. Teachers hang on to their current disciplinary procedures as familiar, comfortable
3. Teachers are pulled into confrontational situations because students control the interactions.
4. Teachers are (negatively) reinforced by the use of punishment.
5. Teachers use punishment because they see that it works—for most.
6. Teachers see 'zero tolerance' of misbehavior as a teaching tool.

This is an anonymous survey designed to look at one's beliefs with regard to behavior.
 (Please respond by marking the box that applies to how you honestly feel about the statement)

Available
 Online:
 Beliefs About
 Behavior
 Survey
 (BABS):
 30-Item Staff
 Questionnaire
 Activity:
 Complete the
 BABS.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Survey Items:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. My main responsibility is to teach academics, not to teach students how to behave.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. My students must respect me before I can show respect to them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Praise and positive recognition are powerful tools to get students to behave well in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. It is unfair if some students receive individual incentives and rewards, while others do not.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave and study to learn the material. This is their responsibility, not mine.

Beliefs About Behavior: Scoring.

- Review the optimal answers to this questionnaire.
- Award yourself a point for every response that falls in the positive-behavior direction for a question: e.g., *Agree/Strongly Agree* or *Disagree/Strongly Disagree*.
- Total your points for your final score.

This is an anonymous survey designed to look at one's beliefs with regard to behavior.
(Please respond by marking the box that applies to how you honestly feel about the statement)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Page 1 of 2					
Survey Items:					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. My main responsibility is to teach academics, not to teach students how to behave.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. A school team should assist teachers in providing and monitoring interventions for students in my class who are identified by the team as emotionally or behaviorally at risk.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. My students must respect me before I can show respect to them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If the student isn't succeeding, lack of motivation or laziness is likely to be the problem.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students who don't behave well in my class, punitive discipline is effective at changing their behavior (e.g., reprimand, office referral, detention or suspension)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student has repeated behavior problems, I should refer him/her to a team meeting to consider whether special education services are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Praise and positive recognition are powerful tools to get students to behave well in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. If I use effective behavior support strategies in my classroom, I can get 80%-90% of my students to meet behavioral expectations and maintain engagement in learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. It is unfair if some students receive individual incentives and rewards, while others do not.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Students should behave and study to learn the material. This is their responsibility, not mine.

Beliefs About Behavior: Scoring.

- Review the optimal answers to this questionnaire.
- Award yourself a point for every response that falls in the positive-behavior direction for a question: e.g., *Agree/Strongly Agree* or *Disagree/Strongly Disagree*.
- Total your points for your final score.

Page 2 of 2					
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Survey Items:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16. Students who <u>do not</u> respond well to basic classroom management should receive evidence based interventions to address their behavior before evaluation for special education or more restrictive placements is considered.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	17. Even without parental involvement and support, schools can effectively teach students' behavioral expectations and social skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	18. All my students are entitled to positive interactions with me, regardless of whether they have behavior problems that disrupt my teaching.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	19. Proactive, positive behavioral interventions and strategies produce longer lasting behavioral change than punishment based strategies.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Only students with IEPs are entitled to function-based behavior plans.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Students with emotional and behavior disabilities should be educated outside of general education classes.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. I do not have the time to implement individual interventions or behavior plans for students who engage in behavior problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	23. Adolescent students with emotional and behavioral problems can respond well to school-based supports.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. The primary reason students misbehave in school is their lack of parent support.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25. An incentive program is an important component to building an effective behavior support program, so students can be provided or earn access to items, activities, and/or privileges when they engage in desired behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	26. Fairness is not every student getting the same treatment. Instead fairness is everyone getting what they need to be successful in school.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Motivational systems that provide extrinsic rewards harm intrinsic motivation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	28. Just like we teach academics, schools should set aside time to teach all students important social-emotional skills, such as managing one's emotions, demonstrating care and concern for others, and problem-solving interpersonal conflicts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	29. Collecting and reporting data to a school team on students' behavior is important and I believe it is worth the time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30. The mission of a school should be to teach both academic and social emotional skills that lead to success in life.

Beliefs About Behavior Staff Questionnaire: How to Use...



- Research indicates that when the attitudes of 80% of a group are in alignment, that group can reach a 'tipping point' where positive change can occur across your system (e.g., school building).
- The BABS can provide insight into those beliefs about student behavior held by the majority of your staff.

Beliefs About Behavior Staff Questionnaire: How to Score...

- Have all staff complete the 30-item BABS survey.
- Score each survey, awarding a point for every response that is 'favorable or supportive' of positive behavior management. Add up all earned points to assign the survey a global score (max score = 30).
- Rank survey scores for all building staff in descending order.
- Find the score at the point in your school list that includes 80% staff cut-off. That number gives you an indicator of current staff attitudes toward student behavior.



Beliefs About Behavior: School Survey Examples

School A. Staff survey shows that 80% of staff responded with 15 or more supportive ratings.

Ranking	Total Pts
1	30
2	28
3	22
4	22
5	21
6	20
7	19
8	15
9	12
10	6

80 %

School B. Staff survey shows that 80% of staff responded with 25 or more supportive ratings.

Ranking	Total Pts
1	30
2	30
3	29
4	28
5	27
6	27
7	26
8	25
9	22
10	15

80 %



RTI/MTSS-Behavior Elements: Prioritize!

***Handout: District-Wide:
p. 9***

- Appoint a recorder. Review each RTI/MTSS goal in this section of the *RTI/MTSS for Behavior: District-Wide Planning Tool*.
- Rate each goal, using this scale:

Low Priority | High Priority

0.....1.....2.....3

MTSS Behavior: District-Wide

- *[B.5.1] Write RTI/MTSS District Plan.*
- *[B.5.2] Establish District Leadership Team.*
- *[B.5.3] Adopt an SEL Curriculum.*
- *[B.5.4] Develop 'Non-Responder' Decision Rules.*

*RTI/MTSS-Behavior:
The Road Ahead.*

What are the immediate steps that your team will take to advance MTSS-B in your building or district?



“
A journey of a thousand miles must begin with a single step.
”

Lao Tzu, Chinese Taoist (600 BC-531 BC)





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 subset of priorities as a starting point for generating an RTI/MTSS-behavior plan for your school or district.

Handout
pp. 3-9

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? Low Priority High Priority 0.....1.....2.....3	Discussion Notes
<input type="checkbox"/> [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	
<input type="checkbox"/> [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	
<input type="checkbox"/> [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	
<input type="checkbox"/> [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	

RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

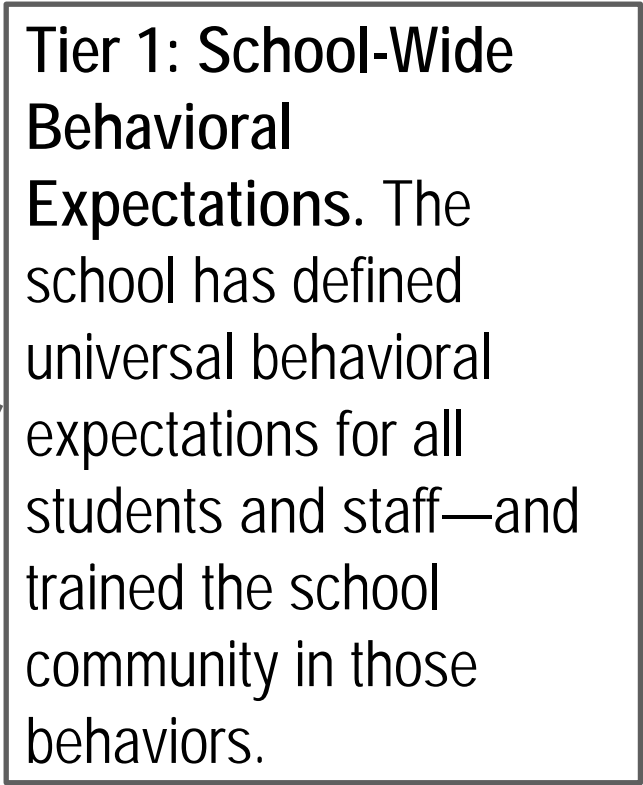
Staff Behavioral Beliefs & Attitudes

RTI/MTSS for Behavior: Pyramid of Interventions

RTI/MTSS for Behavior: Pyramid of Interventions

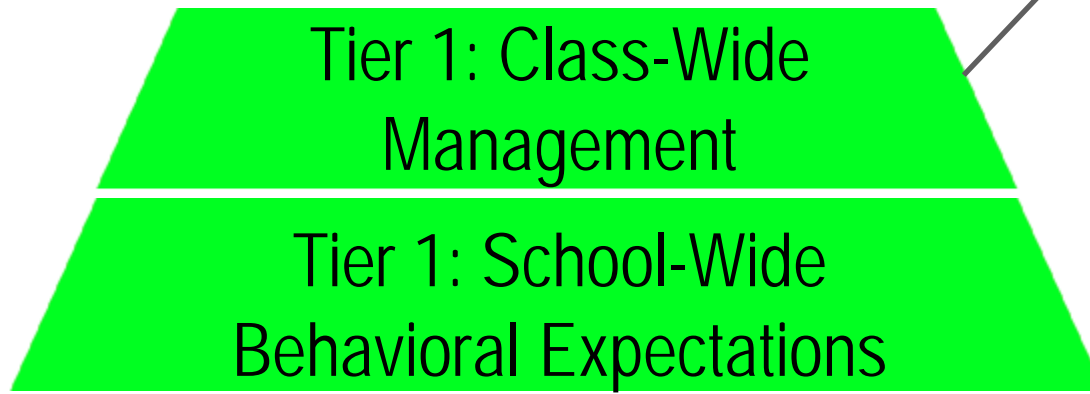


Tier 1: School-Wide
Behavioral Expectations



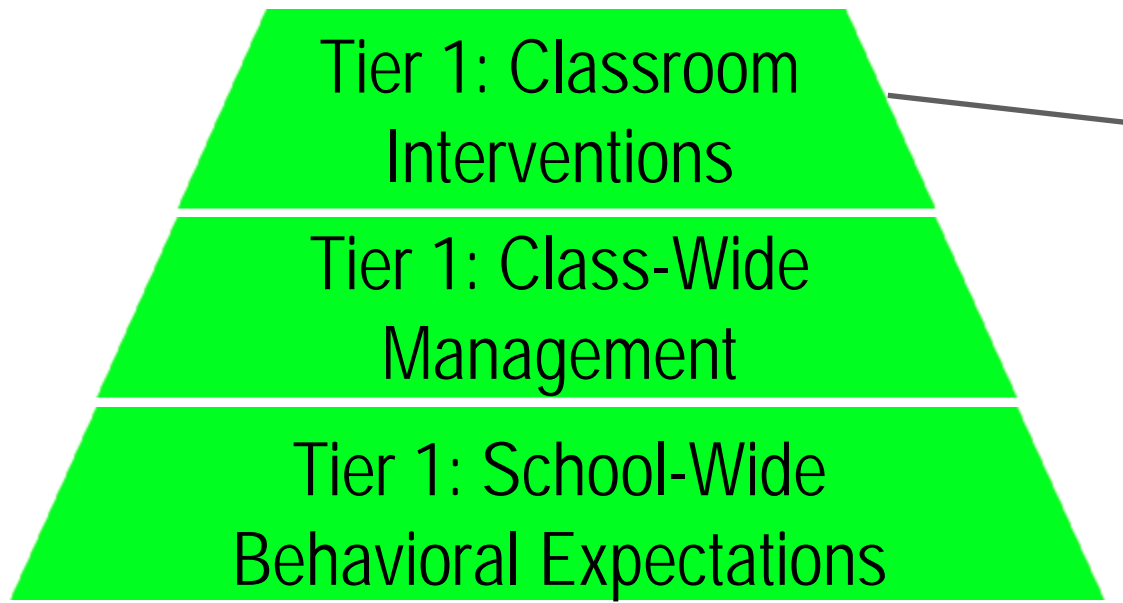
Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



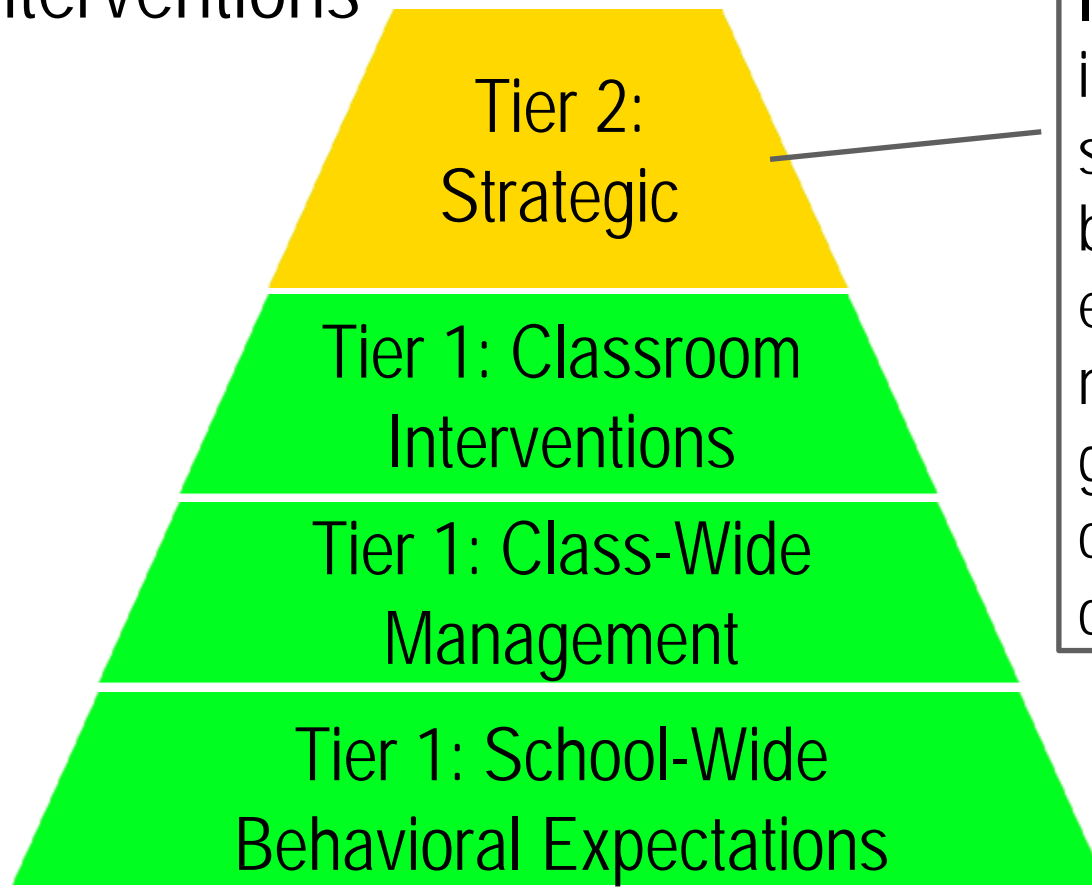
Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



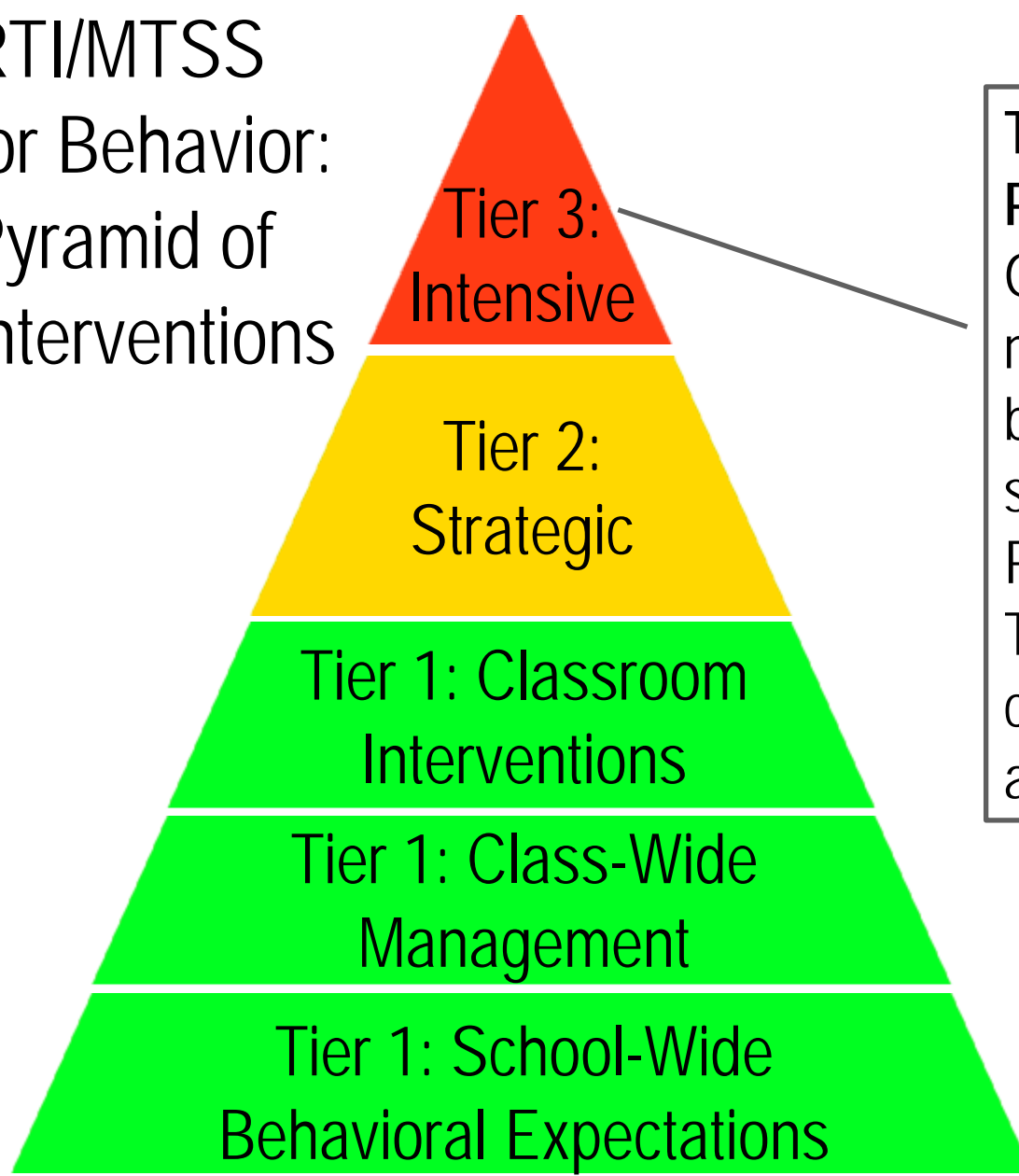
Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

RTI/MTSS for Behavior: Pyramid of Interventions



Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services are high-stakes cases that require the RTI/MTSS Problem-Solving Team. This team follows a customized 'problem-solving' approach.

RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

Staff Beliefs. Staff across the school/district understand & accept their role in the positive teaching and managing of student behaviors.

RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 3:
Intensive

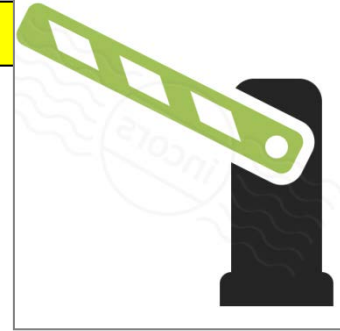
Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes



MTSS for Behavior: Challenges to Implementation

1. All stakeholders/decision-makers did not attend these workshops.
2. Teachers do not yet fully support a positive behavior approach.
3. Staff may not feel urgency to take on MTSS-B.
4. MTSS-B has a number of elements: you cannot tackle them all at once.
5. Resources (teacher time for classroom interventions; counseling slots, etc.) are limited.
6. Staff turnover (e.g., admins) can undermine past MTSS gains.

MTSS for Behavior: Possible 'First Steps'



1. Meet with stakeholders to share key MTSS-B information.
2. Establish a school/district MTSS-B Leadership Team.
3. Draft MTSS-B 3-Tier roll-out plan.
4. Complete behavioral needs assessment to focus MTSS-B.
5. Provide teacher trainings to shift attitudes toward positive-behavioral approaches.
6. Inventory resources to support MTSS-B (staff, funding, etc.).
7. Begin developing toolkit, form(s) for Tier 1/classroom behavioral intervention and data collection.

Activity: MTSS-B: The Road Ahead...

Create Your MTSS-B 'Roadmap'.

- Select a recorder.
- Review quality indicators in *RTI/MTSS for Behavior: District-Wide Planning Tool* (handout; pp. 3-9).
- Develop a short list of critical 'first steps' that your team plans to take after this workshop to advance MTSS-B in your school or district.

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.f.3) Teach Expected Behaviors to Students. The school trains students in expected behaviors—treating those behaviors as a formal curriculum to be taught.	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				

Handout p. 31