



*RTI Toolkit: A Practical Guide for Schools*

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# Building an RTI/MTSS System for Mental-Health: Guidance for School Teams

## **SESSION 1: RTI/MTSS for Mental Health: Master the Model**

Jim Wright, Presenter

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Eastern Suffolk BOCES  
15 Andrea Road  
Holbrook, NY

Email: [jim@jimwrightonline.com](mailto:jim@jimwrightonline.com)

Workshop Downloads at: [http://www.interventioncentral.org/MTSS\\_behavior](http://www.interventioncentral.org/MTSS_behavior)





























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

SCHOOLWORK: \_\_\_\_\_

COMPLIANCE: \_\_\_\_\_

PEER INTERACTIONS: \_\_\_\_\_

RULE-FOLLOWING: \_\_\_\_\_

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





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

**School-Wide Expectation 1: Schoolwork:** \_\_\_\_\_

Classroom Rule 1: \_\_\_\_\_

Classroom Rule 2: \_\_\_\_\_

Classroom Rule 3: \_\_\_\_\_

**School-Wide Expectation 2: Compliance:** \_\_\_\_\_

Classroom Rule 1: \_\_\_\_\_

Classroom Rule 2: \_\_\_\_\_

Classroom Rule 3: \_\_\_\_\_

**School-Wide Expectation 3: Peer Interactions:** \_\_\_\_\_

Classroom Rule 1: \_\_\_\_\_

Classroom Rule 2: \_\_\_\_\_

Classroom Rule 3: \_\_\_\_\_

**School-Wide Expectation 4: Rule-Following:** \_\_\_\_\_

Classroom Rule 1: \_\_\_\_\_

Classroom Rule 2: \_\_\_\_\_

Classroom Rule 3: \_\_\_\_\_







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

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



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



| RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors<br>Step 3: Teach Expected Behaviors to Students. |                  |                       |                 |                  |
|---|------------------|-----------------------|-----------------|------------------|
| Task #  | Task Description | Person(s) Responsible | Completion Date | Resources Needed |
| 1   |                  |                       |                 |                  |
| 2   |                  |                       |                 |                  |
| 3   |                  |                       |                 |                  |
| 4   |                  |                       |                 |                  |
| 5   |                  |                       |                 |                  |
| 6   |                  |                       |                 |                  |
| 7   |                  |                       |                 |                  |
| 8   |                  |                       |                 |                  |
| 9   |                  |                       |                 |                  |
| 10  |                  |                       |                 |                  |



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



| RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors<br>Step 5: Monitor Program Implementation and Impact. |                  |                       |                 |                  |
|--|------------------|-----------------------|-----------------|------------------|
| Task #   | Task Description | Person(s) Responsible | Completion Date | Resources Needed |
| 1  |                  |                       |                 |                  |
| 2  |                  |                       |                 |                  |
| 3  |                  |                       |                 |                  |
| 4  |                  |                       |                 |                  |
| 5  |                  |                       |                 |                  |
| 6  |                  |                       |                 |                  |
| 7  |                  |                       |                 |                  |
| 8  |                  |                       |                 |                  |
| 9  |                  |                       |                 |                  |
| 10   |                  |                       |                 |                  |

# 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/<br>Description of Task   | Person(s)<br>Responsible                                | Proposed<br>Completion<br>Date | Additional Resources<br>Needed  |
|---------------------------------|---|---|--------------------------------|---|
| E<br>x<br>a<br>m<br>p<br>l<br>e | <i>[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.</i> | School<br>Psychologist/<br>RTI/MTSS<br>Behavior<br>Team | March 2019                     | Half-Day during Supt Conf<br>Day in February for staff;<br><br>2-hr Principal Assemblies to<br>train students |
| 1                               |   |   |                                |   |
| 2                               |   |   |                                |   |
| 3                               |   |   |                                |   |
| 4                               |   |   |                                |   |
| 5                               |   |   |                                |   |