

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

Session 1: RTI/MTSS for Behavior: Master the Model



Jim Wright
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Response to Intervention/Multi-Tier System of Supports

Handout 1



RTI Toolkit: A Practical Guide for Schools

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

16 January 2019
Eastern Suffolk BOCES
15 Andrea Road
Holbrook, NY

Email: jim@jimwrightonline.com

Workshop Downloads at: http://www.interventioncentral.org/MTSS_behavior

Workshop PPTs and handout available at:

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Handout 2



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SESSION 1: Supplemental Handout

Jim Wright, Presenter

16 January 2019
Eastern Suffolk BOCES
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Response to Intervention/Multi-Tier System of Supports

Handout 3



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK STATE SOCIAL EMOTIONAL LEARNING BENCHMARKS

Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012).

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

In the following pages, these goals are further explained, with associated benchmarks provided for voluntary use at the early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9-10), and late high school (11-12) levels.

August 2018

Response to Intervention/Multi-Tier System of Supports

Handout 4

BELIEFS ABOUT BEHAVIOR – 4th Edition Diana Browning Wright and Clayton R. Cook, 3/2012

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		
<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.

RTI/MTSS for Behavior: 3-Session Series

- Session 1: **Master the Model** (16 January 2019)
- Session 2: **Write Classroom Support Plans** (28 February 2019)
- Session 3: **Follow the Data** (14 March 2019)

RTI/MTSS-Behavior: 3 Opening Thoughts...

1. **RTI/MTSS Takes Time.** Expect that RTI/MTSS-Behavior will take 3-5 years to fully put into place—because resources are always limited and because staff cannot move forward faster than their ability to assimilate change.
2. **Schools Should Offer a Foundation of Academic Support.** The RTI/MTSS-Behavior model requires that schools also adopt an RTI/MTSS-Academic model: After all, many behavioral and motivation issues stem from academic delays.
3. **RTI/MTSS is a Village.** RTI/MTSS-Behavior can be successful in your school or district—but only if every staff member has a defined role, along with the tools and willingness to perform that role.

RTI/MTSS for Behavior: The Research. Why are schools adopting the RTI/MTSS model for behavior? And what does this model look like?



RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

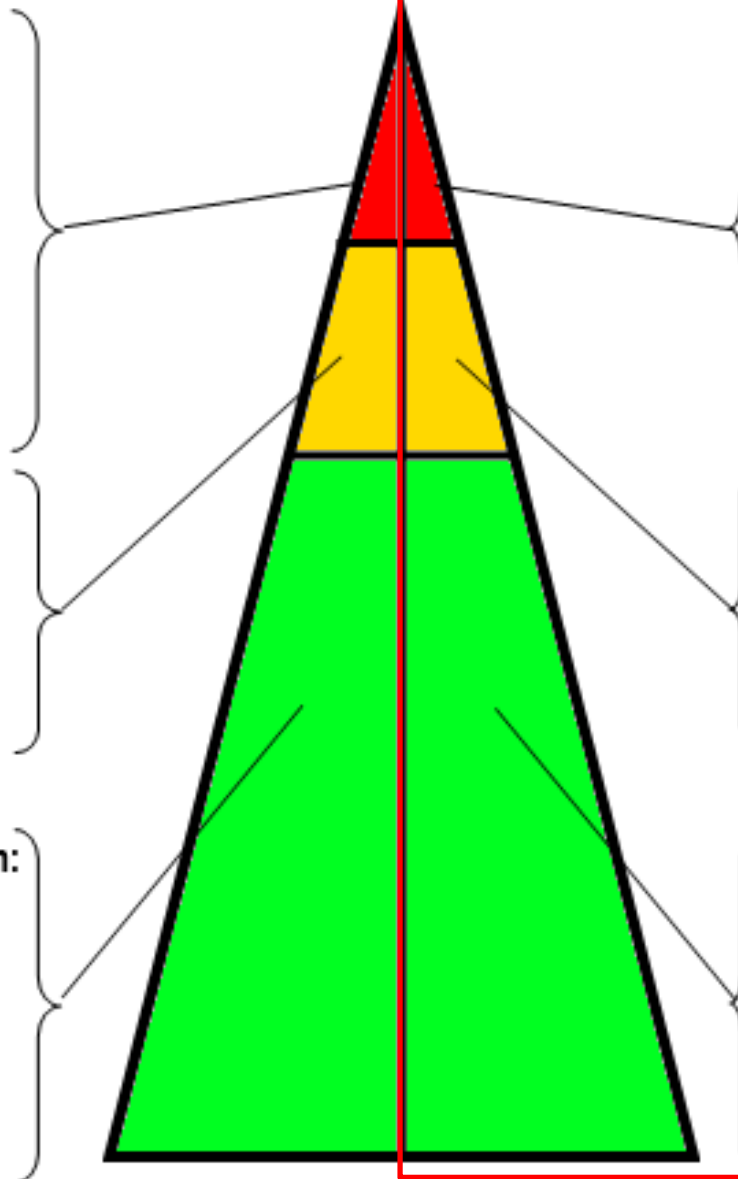
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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

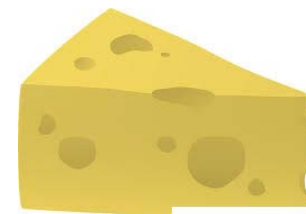
Tier 1: Universal: Classroom Management: 80%

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

Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education*, 28, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

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.



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	•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
PBIS: Behavior				
1	Schoolwide PBIS implementation team	Entire student population	PBIS Package: •Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement	Refresher on Schoolwide Behavioral expectations Strategies to manage low-level classroom issues

Why is a RTI/MTSS-Behavior 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

Pivoting from Punishment to Positive: The 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

RTI/MTSS-Behavior: A Shift in Orientation...

Schools that have made the decision to embrace RTI/MTSS for behavior demonstrate these **6** 'look-fors':

1. Behavioral expectations are taught, reviewed, and reinforced as a transparent 'open' curriculum.
2. Staff actively **model** the behaviors expected of students.
3. Daily classroom management is heavily weighted toward behavioral practices/interventions that are positive, proactive, and preventative.
4. Incidents of misbehavior are viewed as opportunities to reteach and reinforce expected behavior.
5. Negative consequences (punishments) are used sparingly—and only when other 'interfering factors' to positive behavior (e.g., skill deficit) have first been ruled out.
6. RTI/MTSS-Behavior intervention documentation is used to support referrals to the Special Education Eligibility Team (CSE).

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

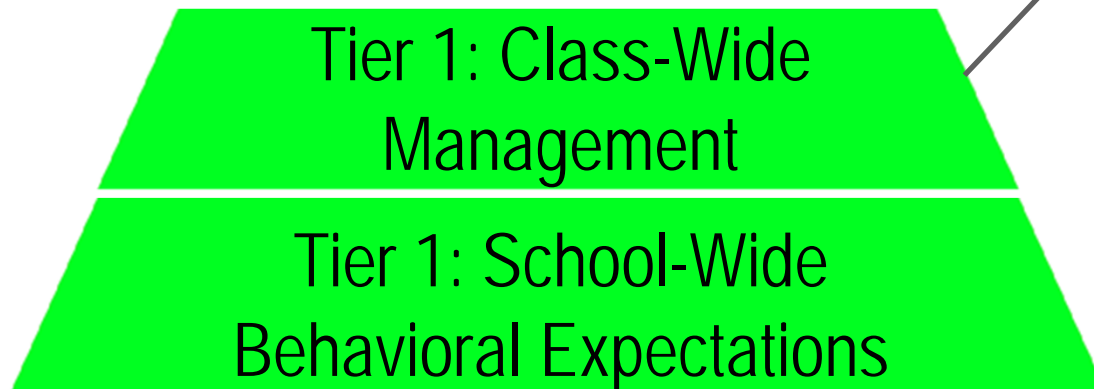
RTI/MTSS for Behavior: Pyramid of Interventions



Tier 1: School-Wide
Behavioral Expectations

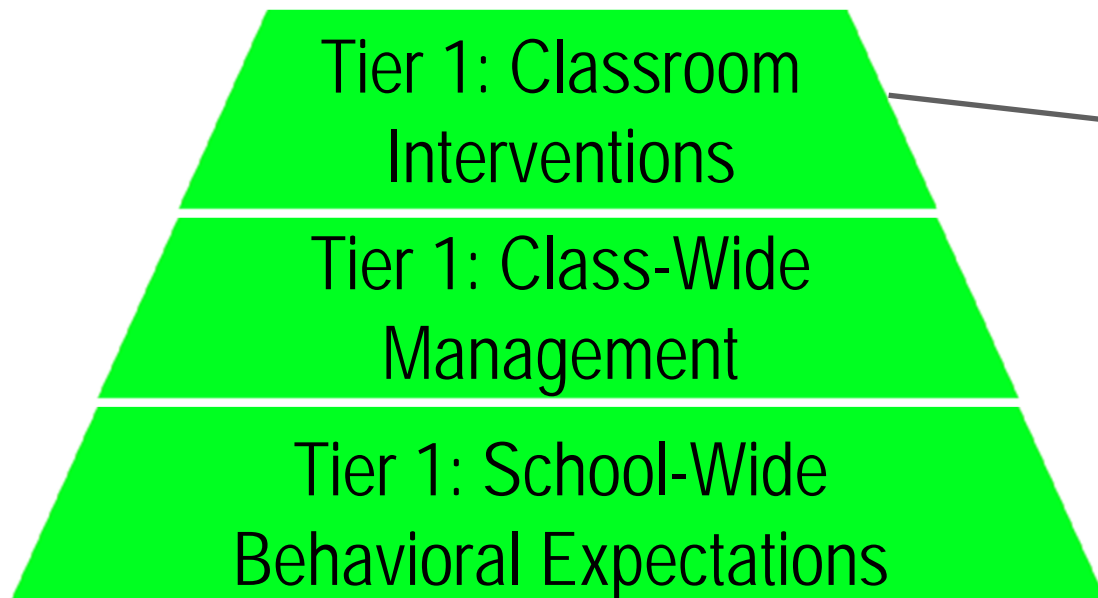
Tier 1: School-Wide Behavioral Expectations. The school has defined universal behavioral expectations for all students and staff—and trained the school community in those behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



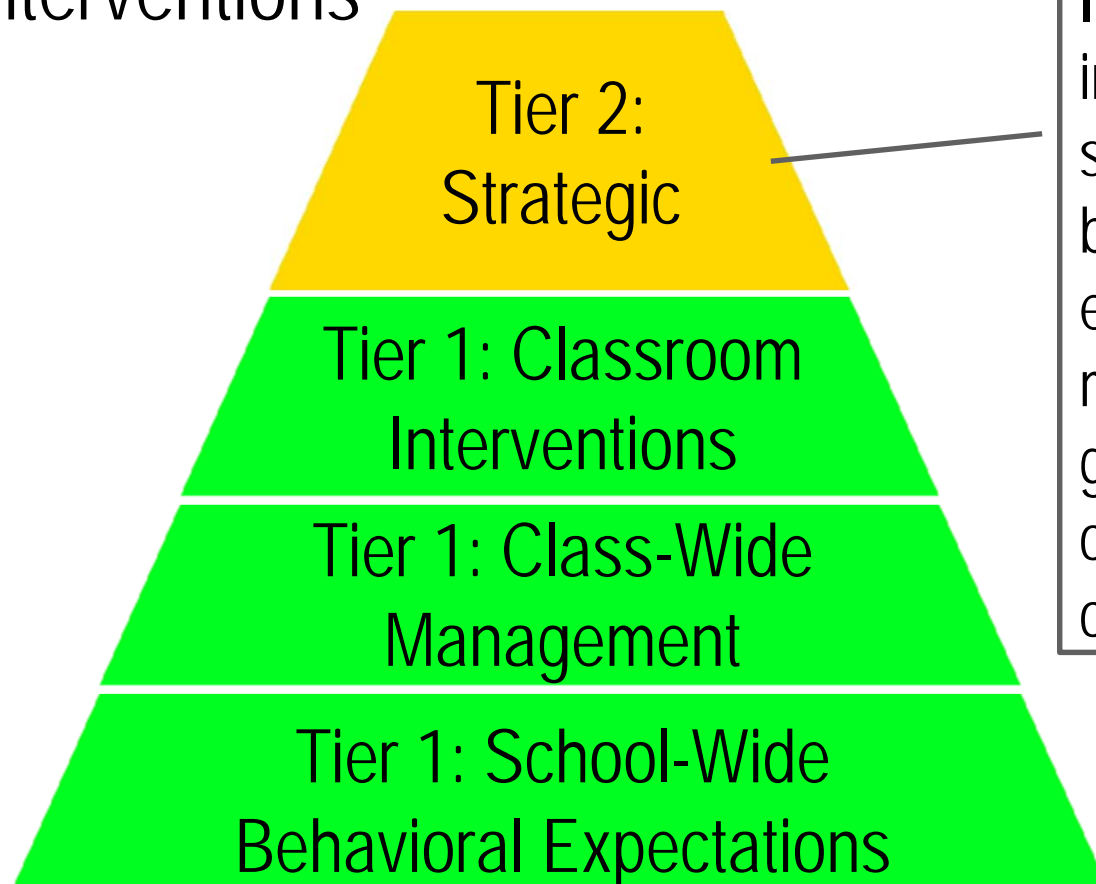
Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

RTI/MTSS for Behavior: Pyramid of Interventions



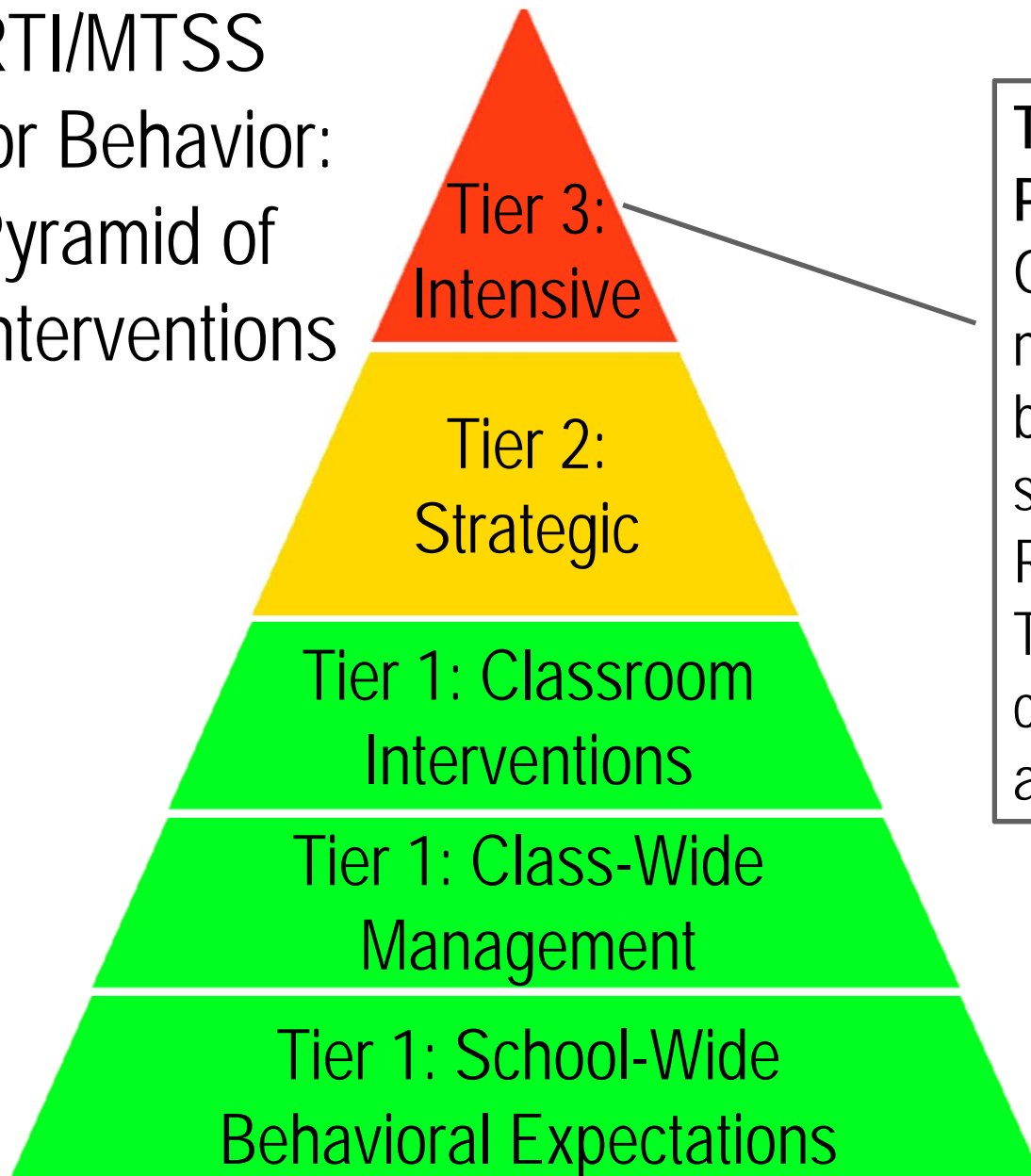
Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI/MTSS 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

RTI/MTSS for Behavior: Pyramid of Interventions



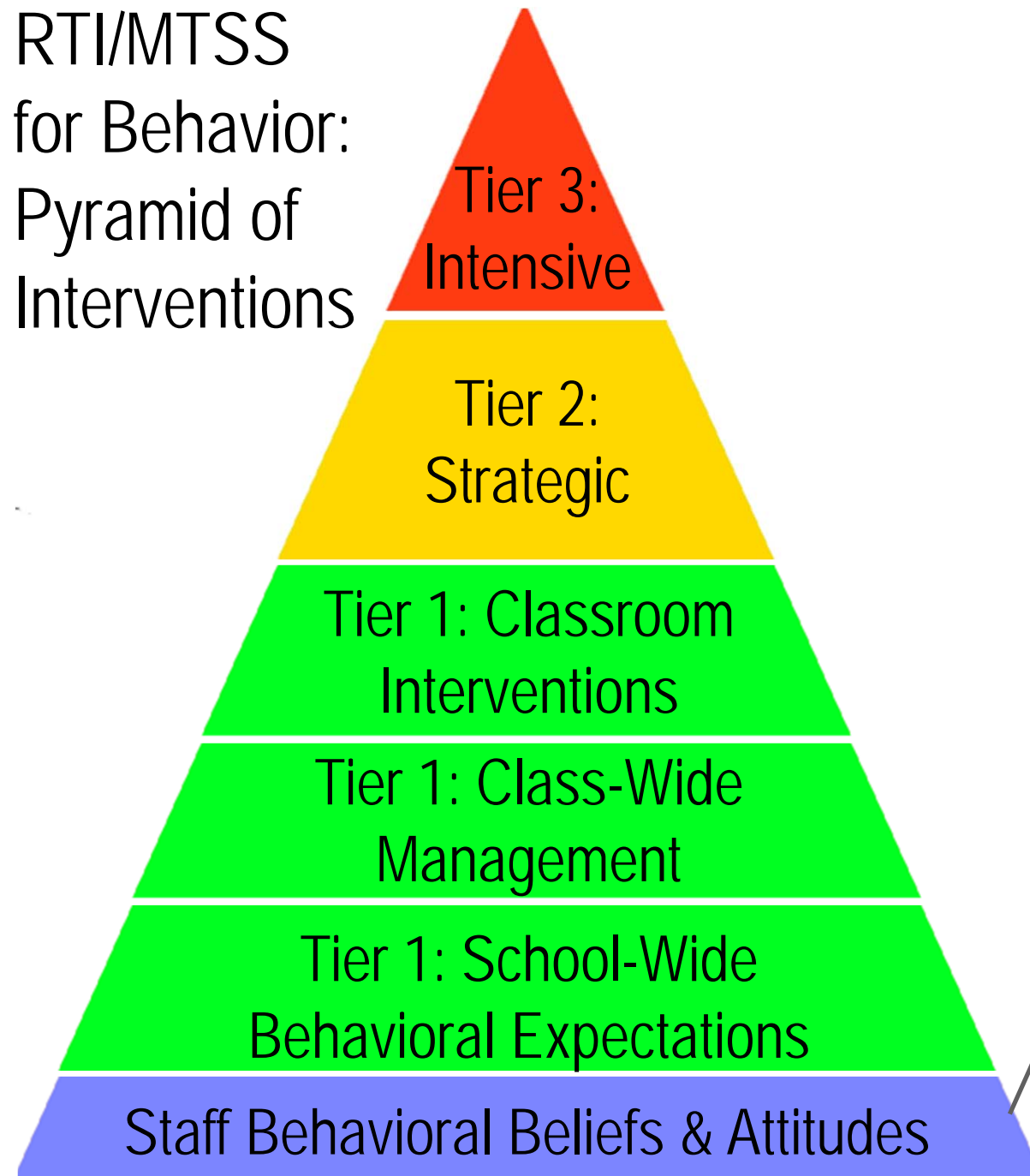
Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

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



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

Student Behavioral-Social/Emotional Support: Examples

Learning Contract. Russell has trouble getting organized and turning in work in his social studies class. He meets with the instructor to complete a learning contract.



Shared Behavior Plan. Isabella can be oppositional in class. Her science teacher has found simple, effective strategies to get her to comply. With the instructor's permission, the counselor shares a copy of that teacher's Classroom Support Plan with Isabella's other teachers and volunteers to meet with them to discuss it.

Student Behavioral-Social/Emotional Support: Examples

Mentor. Jada has a sense of 'learned helplessness' toward mathematics. She often fails to even attempt assignments. Jada is assigned for daily check-ins with a school-based mentor who provides encouragement and checks her math homework for completion before she turns it in.



Outside Diagnosis. Xavier's father contacts the school and shares an outside psychological evaluation that diagnoses Xavier as having ADHD. The school schedules an after-school meeting with Xavier, his father, teachers, and a counselor to discuss what classroom supports he might need.

Student Behavioral-Social/Emotional Support: Examples

Wrap-Around Meeting. Emma has a serious anxiety disorder that impacts school performance. Her school schedules a problem-solving meeting where Emma, her mother, and her outside therapist share ideas with teachers to help her to better manage her anxiety.



5 Student Behavioral-
Social/Emotional
Support: Examples:
Where Do They Fall
on the RTI/MTSS
Pyramid?

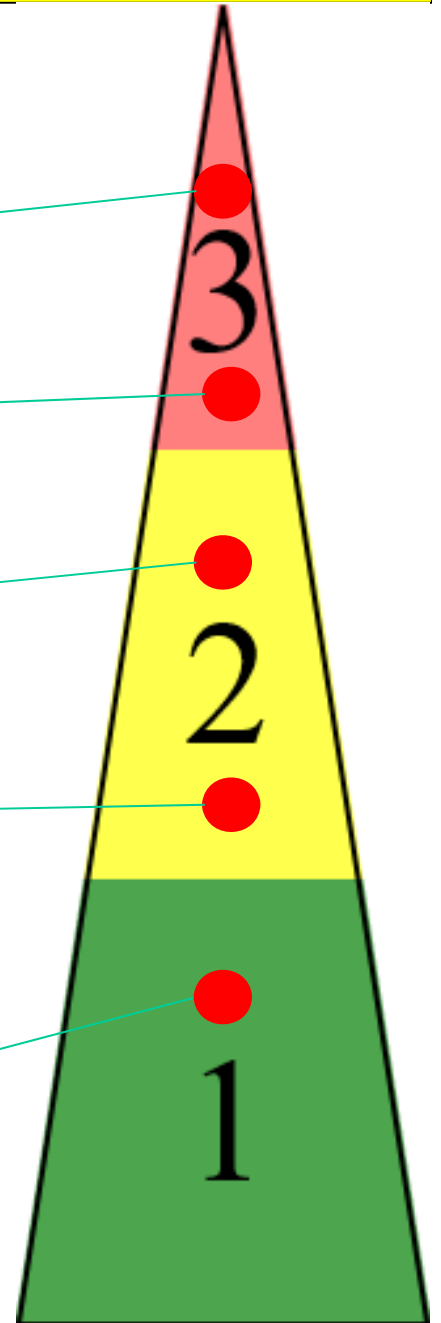
Emma: **Wrap-Around Meeting**

Xavier: **Outside Diagnosis**

Jada: **Mentor**

Isabella: **Shared
Behavior Plan**

Russell: **Learning
Contract**



RTI/MTSS-Behavior Needs Assessment.

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



Response to Intervention/Multi-Tier System of Supports

Handout 2
p. 2



RTI/MTSS for Behavior: School/District Needs Assessment © 2019 Jim Wright



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

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

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

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.)

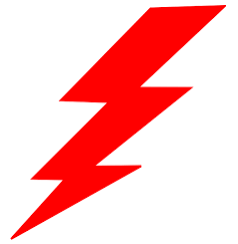
4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention res
5. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "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.

Response to

Activity: Behavior Needs Assessment

- Review these 10 items from your school/district behavioral needs assessment.
- 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.).





Behavioral Needs-Assessment Items:

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: 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 This Year's 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 for Behavior:
Tiers 1, 2 & 3 and
School-Wide Screening:
Quality Indicators



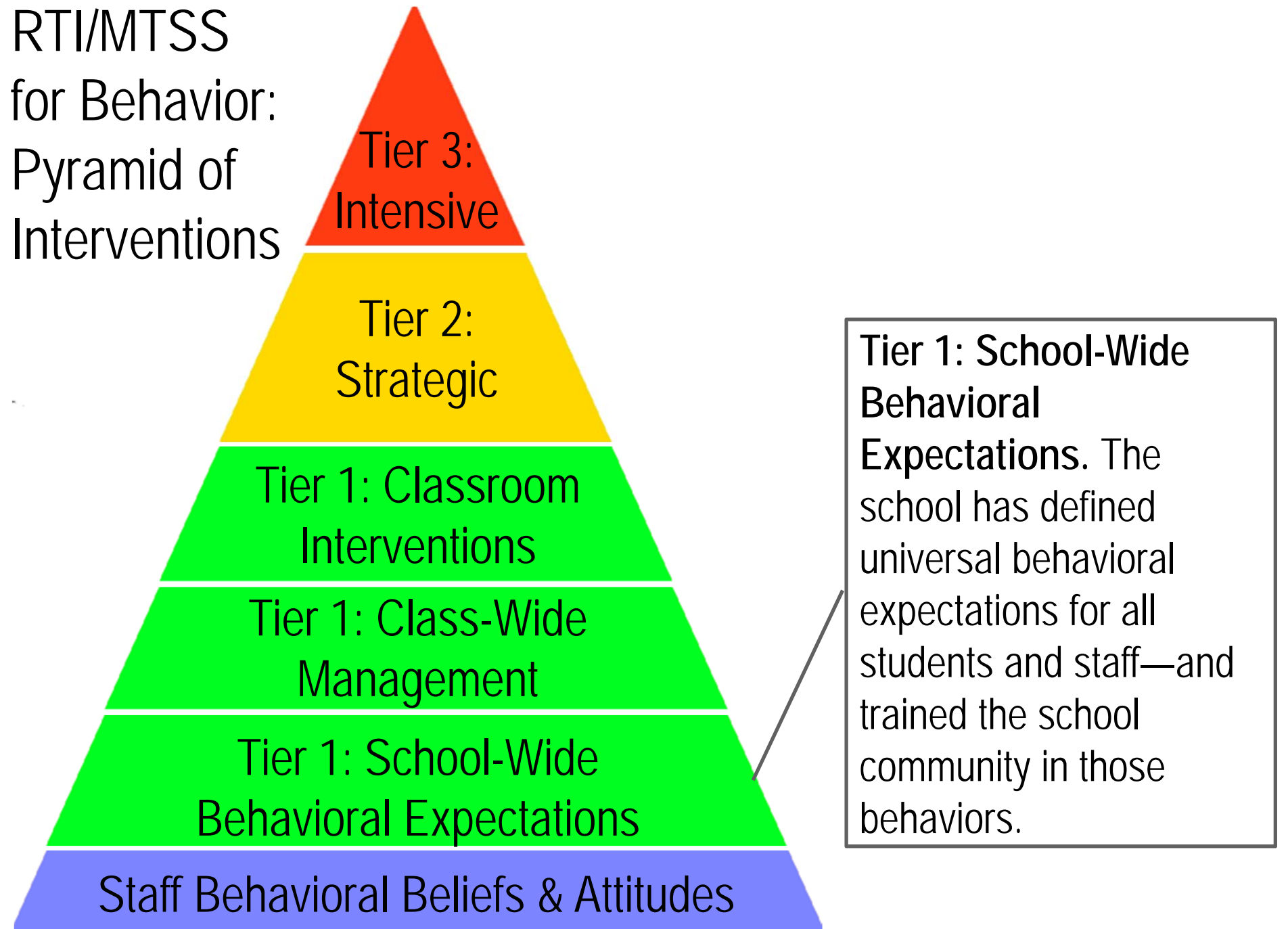
RTI/MTSS-Behavior: Quality Indicators

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



School-Wide Behavioral Expectations: Guiding Points for Educators...



Establishing school-wide expectations for student behavior:

- prompts staff collectively to agree on definitions of desired behavior.
- packages positive student behaviors as a teachable 'curriculum'.
- nudges educators to **model** the behaviors that they expect from their students.



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

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

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

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

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

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

- **Cover the “Big 4”.** Schools can write expectations to cover any kind of behavior. The good news, however, is that expectations can be narrowed to 4 manageable categories that apply to most if not all student behaviors: (1) **SCHOOLWORK**: self-management and engagement in schoolwork; (2) **COMPLIANCE**: complying with adult directives; (3) **PEER INTERACTIONS**: ability to get along with and work productively with peers; and (4) **RULE-FOLLOWING**: obeying school rules (Farmer, Reinke & Brooks, 2014).
- **Link Expectations in an Acronym.** Since our goal is for both students and adults to easily remember your list of school-wide behavioral expectations, consider turning them into a simple, easy-to-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.

Response to Intervention/Multi-Tier System of Supports

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.

Response to Intervention

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 1:
p. 14

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	Tenquility
Camerasiderie	Diligence	Harmony	Order	Restraint	Trustworthiness
Canor	Direction	Health	Organization	Reverence	Understanding
Capability	Discipline	Heart	Originality	Rigor	Uniqueness
Care	Discovery	Helpfulness	Partnership	Sacrifice	Unity
Carefulness	Diversity	Honesty	Patience	Sagecy	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
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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]

Response to Intervention

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: _____

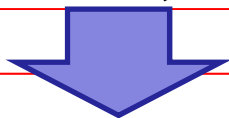
RULE-FOLLOWING: _____

Handout 1:
p. 14

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
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Awareness	Determination	Growth	Obedience	Resourcefulness	Thoughtfulness
Belonging	Devotion	Guidance	Openness	Respect	Tidiness
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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	

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 1, p. 10.)



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.

Response to Intervention/Multi-Tier System of Supports



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 1: p. 15

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	

[illegible]

Handout 1: p. 15



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.

Response to Intervention/Multi-Tier System of Supports

Handout 1 : p. 16

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.

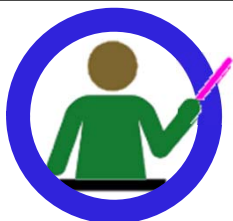


School-Wide Expectation 1: Schoolwork: _____

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.

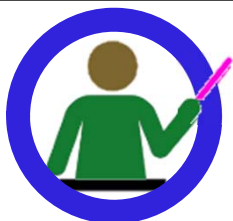
- *Building-Wide Introduction.* As a kick-off to this behavioral training, the collection of school-wide behavioral expectations can be efficiently presented in a multi-grade assembly.



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.

Response to Intervention/Multi-Tier System of Supports

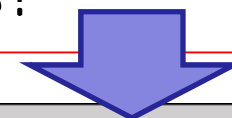
ACTIVITY: Step 4: Reinforce Positive Behaviors. This step requires that school staff consistently recognize, acknowledge, and reinforce positive behaviors through praise, awarding of positive-behavior tickets, and delivery of earned rewards.

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

Handout 1: p. 17

- **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*.

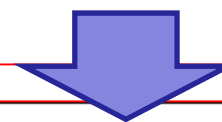
RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors Step 1: Develop School-Wide Behavioral Expectations.

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

*Handout 1:
pp. 18-22*

• 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.



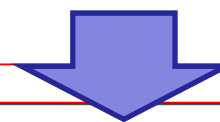
RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

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.



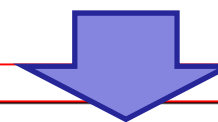
RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

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.

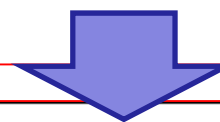


RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors
Step 3: Teach Expected Behaviors to Students.

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.



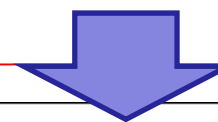
RTI/MTSS for Behavior: Tier 1: Teaching Positive Behaviors

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				

Response to Intervention/Multi-Tier System of Supports

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.



Tier 1: School-Wide Behavioral Expectations.

- **[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.
- **[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.



Tier 1: School-Wide Behavioral Expectations.

- **[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.

- **[B.1.4] Reinforce Positive Behaviors.** The school adopts a building-wide system to consistently acknowledge and reinforce positive student behaviors.

This system can include 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.



RTI/MTSS-Behavior Elements: Prioritize!

- 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-B.1.4.*

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	
<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 who is responsible for managing behavior in those settings, and (3) enlists these individuals to translate building-wide expectations into more detailed site-specific rules.	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.3] Teach Expected Behaviors. The school trains students in the expected behaviors and teaches them how to treat those behaviors as a model to be taught.	Low Priority High Priority2.....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 can include 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	

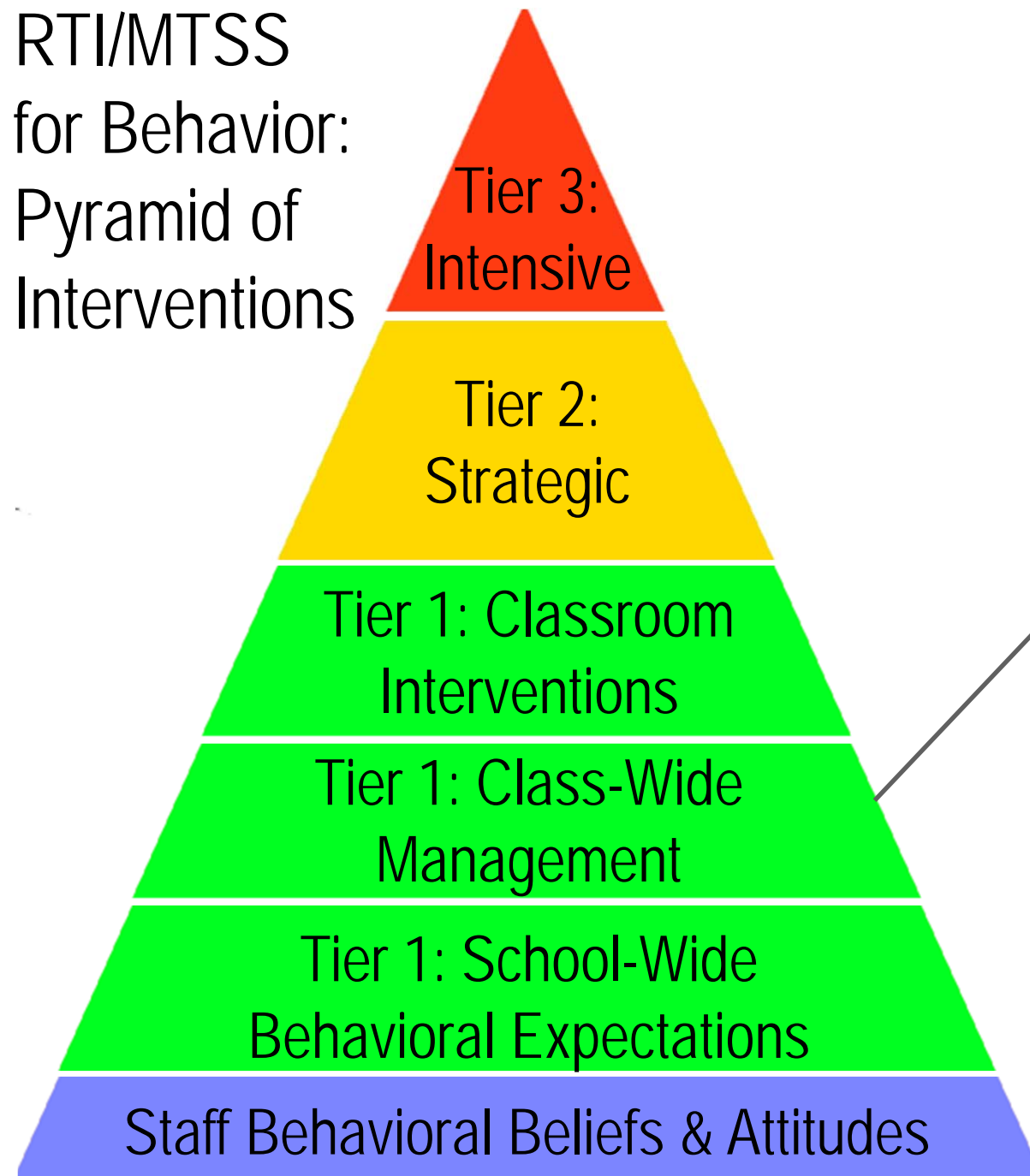


RTI/MTSS-Behavior: Quality Indicators

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: 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.

Class-Wide Management: Guiding Points for Educators...



- Effective class-wide management is built upon a set of shared positive values.
- Those values are next translated into site-specific behavioral expectations/rules.
- Educators in all settings then regularly recognize, reinforce (and when necessary reteach) those behavioral expectations/rules.

Stephanie: A Teacher Talks About Effective Class-Wide Management...





Tier 1: Class-Wide Management.

- **[B.1.5] Teach Expected Behaviors.** The teacher teaches, reviews, monitors, and reinforces expected classroom behaviors tied to school-wide behavioral expectations (Simonsen et al., 2008).

Class-Wide Behavioral Expectation: Example

How to Disagree Respectfully

- ☐ Remain calm.
- ☐ Listen actively and ask clarifying questions.
- ☐ Think about the other person's point of view.
- ☐ Explain your viewpoint clearly.
- ☐ Act nonjudgmentally.



Tier 1: Class-Wide Management.

- **[B.1.6] Post Classroom Rules.** The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). Rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).



Tier 1: Class-Wide Management.

- **[B.1.7] Establish Classroom Routines.** The teacher has established routines to deal with common classroom activities such as transitioning between activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003).
- **[B.1.8] Engage in Active Supervision.** The teacher moves frequently through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002).



Tier 1: Class-Wide Management.

- **[B.1.9] Use Positive Communication.** The teacher consistently uses positive communication strategies--such as behavior-specific praise and pre-correction statements (reminders of expected behaviors) -- to shape student behaviors in the desired direction (Stormont & Reinke, 2009).
- **[B.1.10] Provide Supportive Consequences.** The teacher accesses a continuum of supportive strategies (e.g., reminder, redirection; reteaching of behavior, etc.) when responding to inappropriate behaviors. (Leach & Helf, 2016).



Tier 1: Class-Wide Management.

- **[B.1.11] Employ Negative Consequences Sparingly.** The teacher makes limited use of 'contingent' (negative) consequences to reduce inappropriate behavior. The instructor accesses negative consequences only after first (a) trying supportive consequences, and (b) ruling out explanations for the misbehavior that lie beyond the student's control (e.g., skill deficit in the desired replacement behavior) (Conroy & Sutherland, 2012).



RTI/MTSS-Behavior Elements: Prioritize!

- 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-B.1.11.*

Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.		
RTI/MTSS Element	Rating: How Important?	Discussion Notes
<input type="checkbox"/> [B.1.5] Teach Expected Behaviors. The teacher teaches, reviews, monitors, and reinforces expected classroom behaviors tied to school-wide behavioral expectations (Simonsen et al., 2008).	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.6] Post Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). Rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.7] Establish Classroom Routines. The teacher has established routines to deal with common classroom activities such as transitioning between activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2007).	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.8] Establish Classroom Procedures. The teacher has established procedures to deal with common classroom activities such as transitioning between activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2007).	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.9] Establish Classroom Procedures. The teacher has established procedures to deal with common classroom activities such as transitioning between activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2007).	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.10] Provide Supportive Consequences. The teacher accesses a continuum of supportive strategies (e.g., reminder, redirection; reteaching of behavior, etc.) when responding to inappropriate behaviors. (Leach & Helf, 2016).	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.11] Employ Negative Consequences Sparingly. The teacher makes limited use of 'contingent' (negative) consequences to reduce inappropriate behavior. The instructor accesses negative consequences only after first (a) trying supportive consequences, and (b) ruling out explanations for the misbehavior that lie beyond the student's control (e.g., skill deficit in the desired replacement behavior). (Conroy & Sutherland, 2012).	Low Priority High Priority 0.....1.....2.....3	

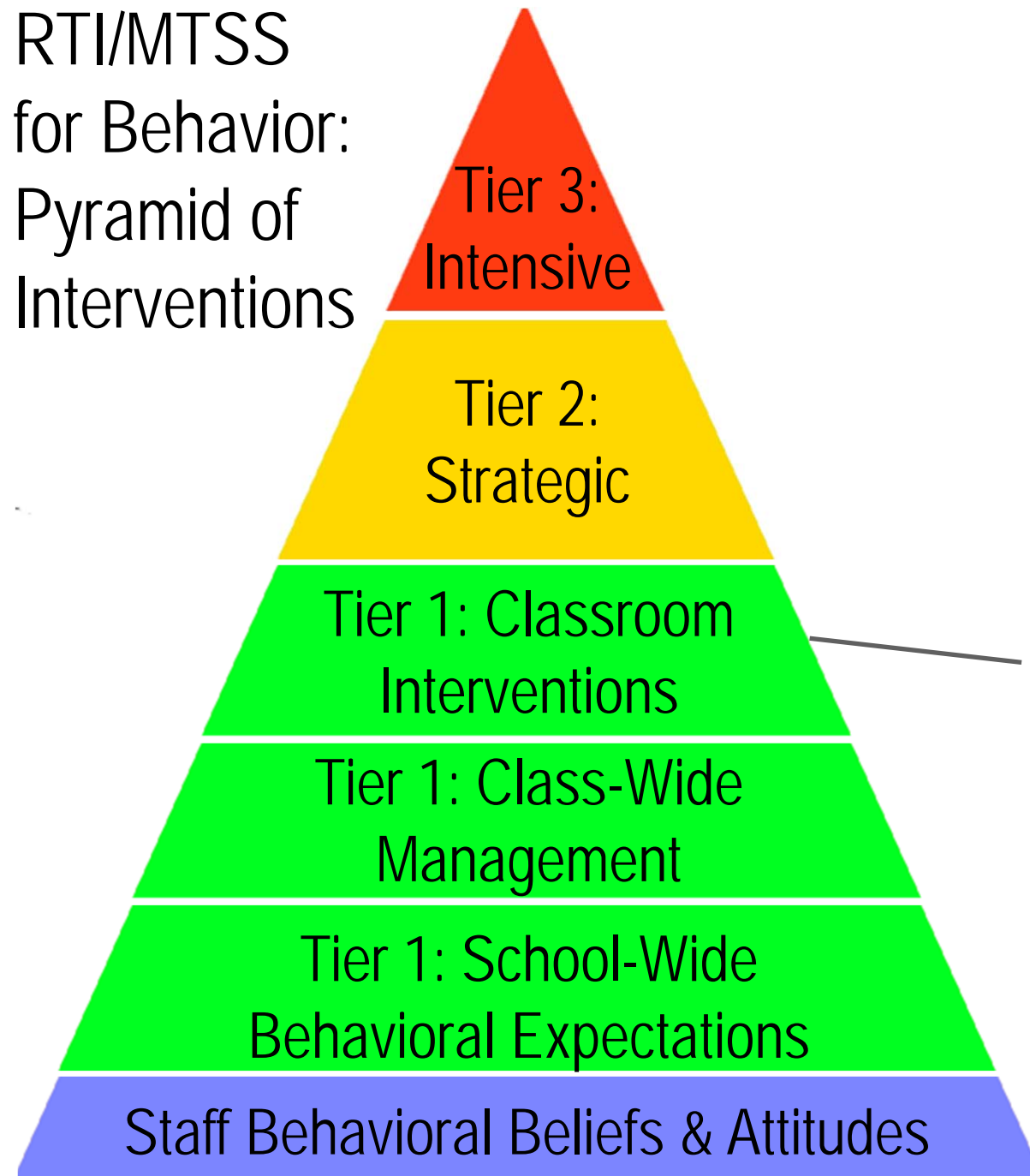


RTI/MTSS-Behavior: Quality Indicators

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 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.

Classroom Behavioral Interventions

Guiding Points for Educators...



- When teachers have effective behavior-management ideas at their fingertips, they are more likely to successfully attempt classroom intervention plans.
- When teachers document their behavior interventions, they can easily share them with other stakeholders: educators; parents; RTI/MTSS Team; Special Education Eligibility Team (CSE).

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.



RTI/MTSS for Behavior: What Are Your Expectations of the Teacher as Behavior-Management 'First Responder'?

Teachers routinely (and often successfully) manage mild to moderate problem behaviors that occur in their classrooms.

Listed below are elements of effective classroom behavioral intervention.

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



Elements of effective classroom intervention	Minimum expectations
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).	

Handout 2
p. 3

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

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



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).

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic/behavioral areas in which the student needs classroom intervention support.



2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

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.
- **[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

Extinction Procedures: REDUCE or ELIMINATE Behaviors

Planned Ignoring: Turn Off the Attention (Colvin, 2009). In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

Teachers should remember, though, that planned ignoring alone is seldom successful. Instead, planned ignoring becomes much more powerful when, at the same time, the teacher provides regular attention whenever the student engages in positive, replacement behaviors.

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 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

Completes assignments with 80% accuracy.

Did the student succeed in this behavior goal?

☐ YES ☐ NO

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

Did the student succeed in this behavior goal?

☐ YES ☐ NO

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

Did the student succeed in this behavior goal?

☐ YES ☐ NO

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

__Y__N

__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...

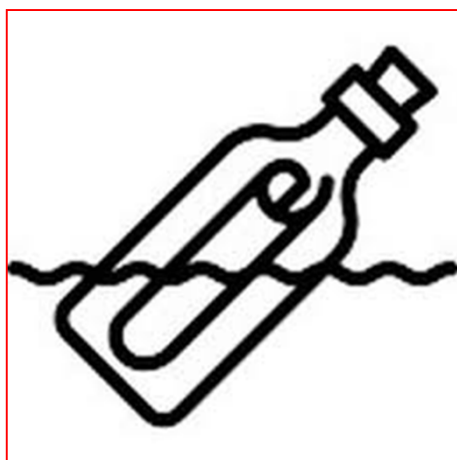
Documenting behavior plans in the general-education classroom. Teachers are often able to manage challenging student behaviors quite effectively—if they are able to use appropriate strategies correctly and consistently and if all adults interacting with the student implement the same strategies.

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/MTSS Classroom Support Plan: 'Message in a Bottle': Who might benefit?

Colleagues. Your intervention efforts can be read by your fellow teachers and future educators

Parents & Student. You can make the creation of the Classroom Support Plan the focus of student and parent conferences.



RTI/MTSS Problem-Solving Team. Your classroom intervention plan helps the team to make better recommendations.

CSE/Special Education Eligibility Team. Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

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. (Online)

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

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.

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.

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

Response to Intervention/Multi-Tier System of Supports

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.			

Response to Intervention/Multi-Tier System of Supports

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.

Response to Intervention/Multi-Tier System of Supports

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	
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

Response to Interv

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.	Interventionist(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
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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

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.

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.

Progress-Monitoring

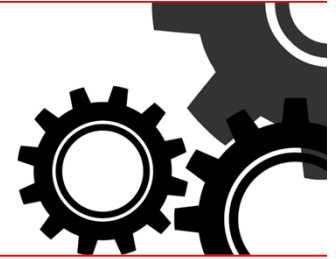
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. 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		

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!

- 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-B.1.18.*

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 plan and selected data collection (e.g., monitor the student during the intervention).	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.1.16] Allocate Time. The teacher allocates sufficient length of time (e.g., 10 minutes) 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	



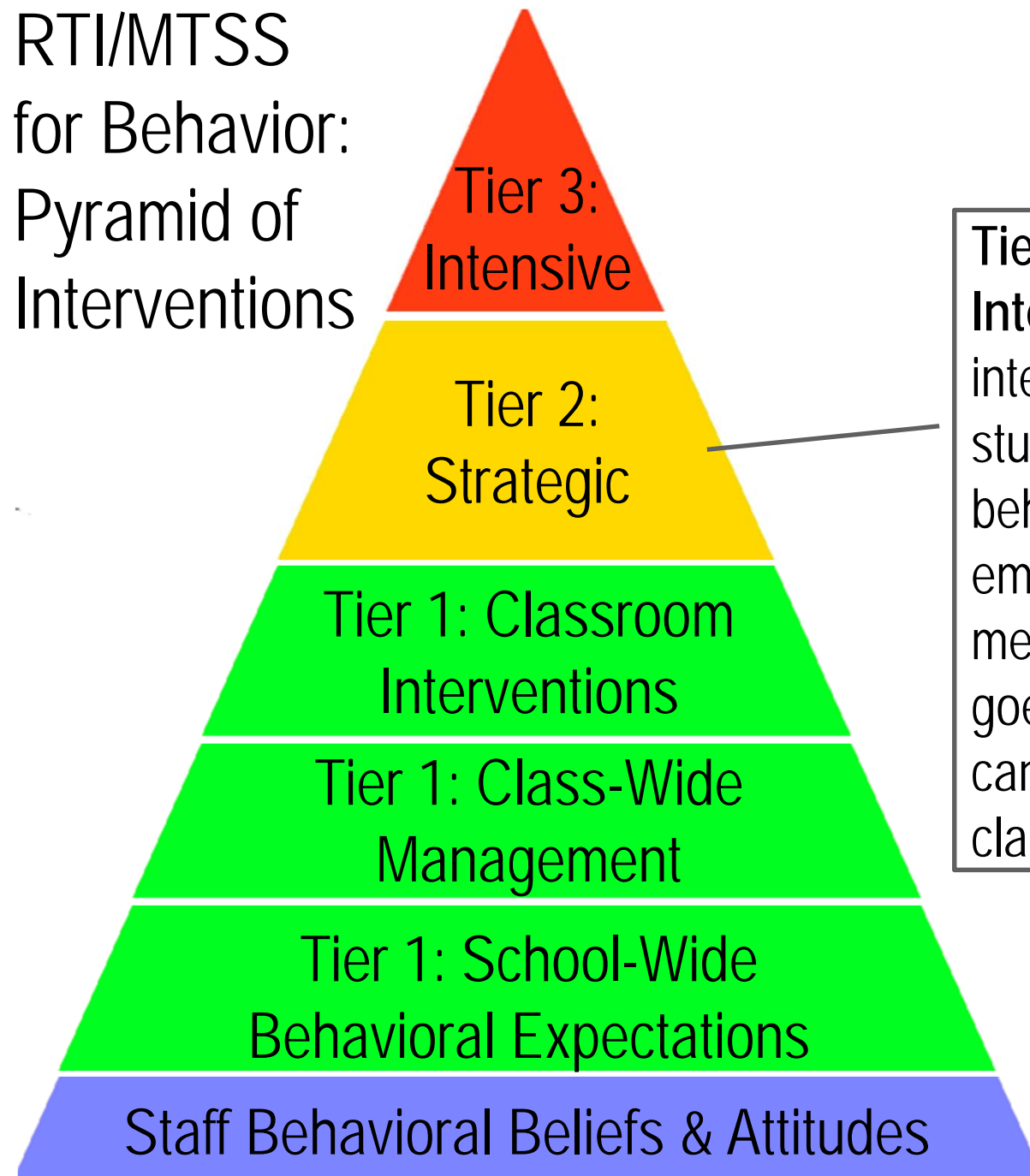
RTI/MTSS-Behavior: Quality Indicators

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 are often 'standard-protocol' programs that match common student intervention needs in a school.



RTI/MTSS
for Behavior:
Pyramid of
Interventions



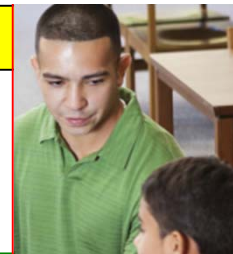
Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

Supplemental Behavioral Interventions

Guiding Points for Educators...



- Tier 2 behavioral/social-emotional interventions should be efficient to deliver, matched to student needs, and monitored for effectiveness.
- Schools should inventory their Tier 2 behavior services to ensure that they are research-based and adequately address the needs of the student population.



Tier 2: Strategic Interventions.

- **[B.2.1] Inventory Evidence-Based Services.** The school has inventoried its Tier 2 services and verified that all are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008).

This inventory may include:

- ☐ group-delivered interventions (e.g., social-skills training programs);
- ☐ mentoring programs (e.g., Check & Connect);
- ☐ individual counseling (e.g., Solution-Focused Brief Counseling);
- ☐ individualized behavior plans to be implemented across at least 2 instructional settings.



RTI/MTSS for Behavior: Critical Issues...

Counseling Services: 3-Session Rule. Like any RTI/MTSS resource, individual counseling should be carefully matched to student needs and include periodic 'check-ups' to ensure that it is still needed.

To maximize efficiency, schools should consider the '3-session' rule: The counselor can see any student for any reason for up to 3 sessions. If, after these sessions, the counselor judges that the student should continue in counseling, the counselor brings that student up to the RTI/MTSS Team, creates a formal counseling plan with outcome goals, and includes a date (e.g., in 6 weeks) to evaluate the intervention plan.

Response to Intervention/Multi-Tier System of Supports

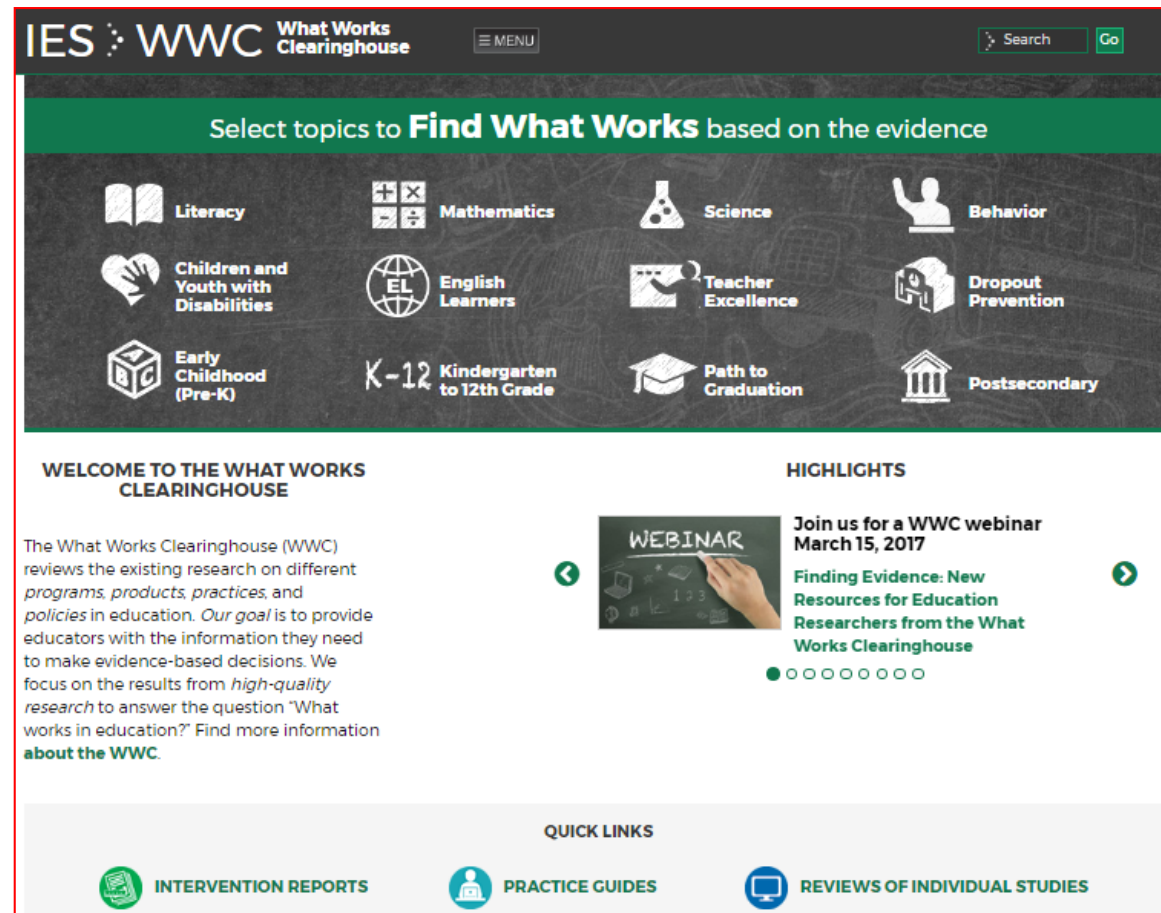
Where to Find Tier 2
Behavioral Interventions:

What Works
Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

This website reviews core instruction and intervention programs in student behavior and dropout prevention, as well as number of academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.



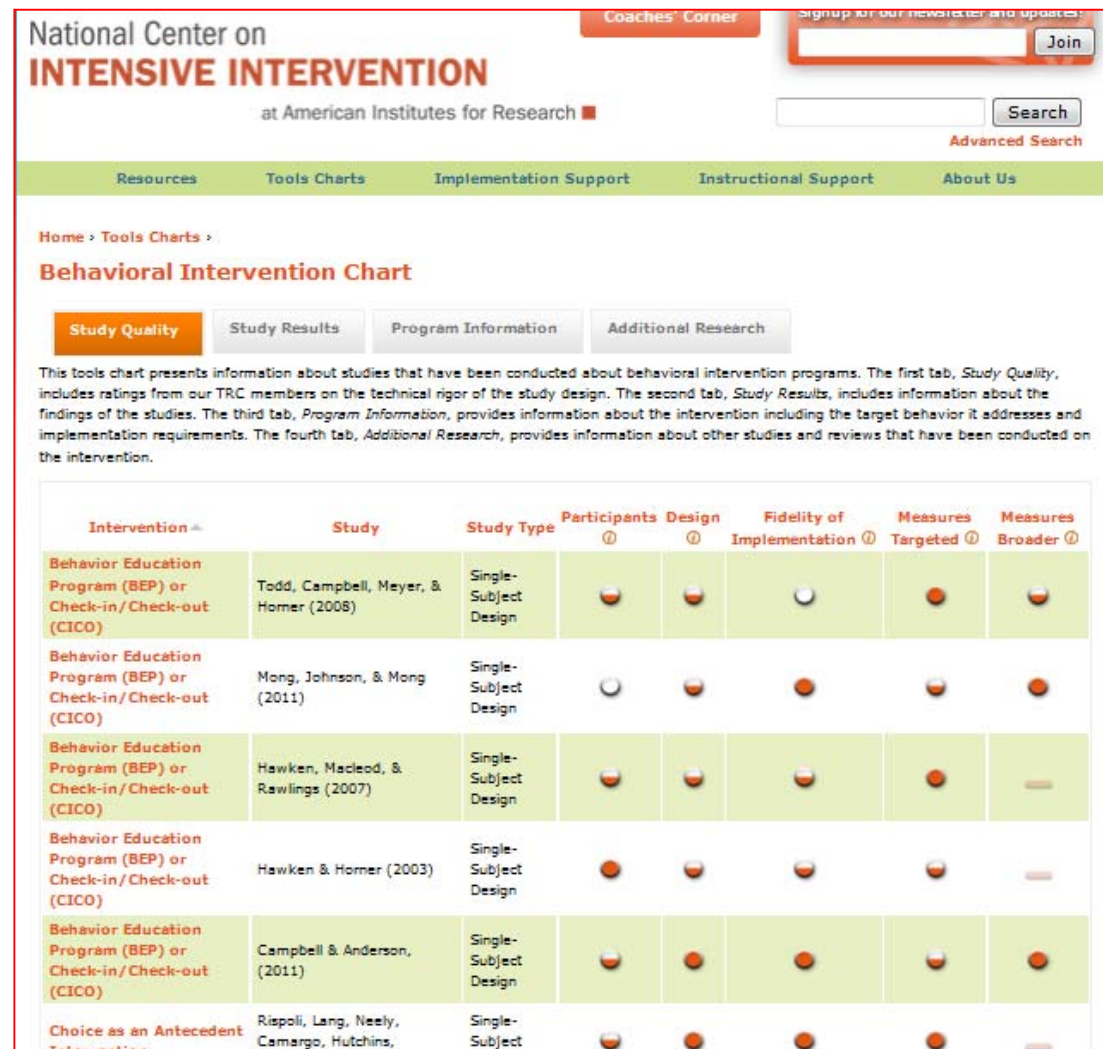
Response to Intervention/Multi-Tier System of Supports

Where to Find Tier 2
Behavioral Interventions:

National Center on Intensive
Intervention Behavioral
Intervention Tools Chart
<http://www.intensiveintervention.org/chart/behavioral-intervention-chart>

Sponsored by the National Center on Intensive Intervention, this page provides ratings for behavior intervention programs.

Users can streamline their search by subject and grade level (elementary or middle school).



National Center on INTENSIVE INTERVENTION
at American Institutes for Research

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Resources | Tools Charts | Implementation Support | Instructional Support | About Us

Home > Tools Charts > Behavioral Intervention Chart

Study Quality | Study Results | Program Information | Additional Research

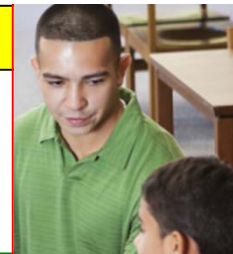
This tools chart presents information about studies that have been conducted about behavioral intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Study Results*, includes information about the findings of the studies. The third tab, *Program Information*, provides information about the intervention including the target behavior it addresses and implementation requirements. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention.

Intervention	Study	Study Type	Participants	Design	Fidelity of Implementation	Measures Targeted	Measures Broader
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Todd, Campbell, Meyer, & Horner (2008)	Single-Subject Design	●	●	●	●	●
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Mong, Johnson, & Mong (2011)	Single-Subject Design	●	●	●	●	●
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Hawken, Macleod, & Rawlings (2007)	Single-Subject Design	●	●	●	●	●
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Hawken & Horner (2003)	Single-Subject Design	●	●	●	●	●
Behavior Education Program (BEP) or Check-in/Check-out (CICO)	Campbell & Anderson, (2011)	Single-Subject Design	●	●	●	●	●
Choice as an Antecedent Intervention	Rispoli, Lang, Neely, Camargo, Hutchins,	Single-Subject	●	●	●	●	●



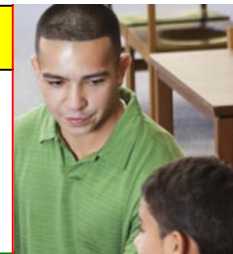
Tier 2: Strategic Interventions.

- **[B.2.2] Use Data for Recruitment.** At several checkpoints during the instructional year, the school identifies students for Tier 2 services through use of one or more objective data sources (e.g., school-wide behavioral screening tools; attendance records; Office Disciplinary Referrals) with specific cut-points (Grosche & Volpe, 2013; McIntosh, Chard, Bolan, & Horner, 2006).



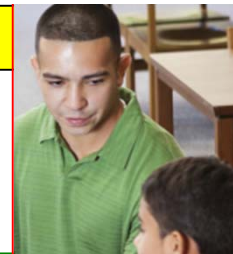
Tier 2: Strategic Interventions.

- **[B.2.3] Convene Team to Place Students in Tier 2 Services.** The school convenes a team (e.g., 'Data Analysis Team') that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont & Gage, 2011).
- **[B.2.4] Make Timely Assignments.** Once identified as qualifying for Tier 2 services, students are placed in those services with little or no delay (e.g., within 1-2 weeks of initial referral) (Mitchell, Stormont & Gage, 2011).



Tier 2: Strategic Interventions.

- **[B.2.5] Exit Students.** At the start of any RTI-behavioral intervention, the school establishes clear outcome goals/criteria for success to allow it to exit students whose data indicate that they no longer require Tier 2 support (Hawken, Vincent & Schumann, 2008).
- **[B.2.6] Verify Quality of Implementation.** 'Intervention integrity' data are collected periodically (e.g., via direct observation; interventionist self-rating; and/or permanent products from the intervention) to verify that the Tier 2/3 intervention plan is carried out as designed (Gansle & Noell, 2007; Roach & Elliott, 2008). NOTE: Student attendance is a key aspect of intervention integrity and should equal or exceed 80%.



Tier 2: Strategic Interventions.

- **[B.2.7] Track Student Progress.** Every Tier 2 intervention plan has at least one source of data (e.g., Behavior Report Card; behavioral frequency count) to be used to track the student's targeted behavior(s) (Grosche & Volpe, 2013). Tier 3 plans have at least 2 data sources.

Before beginning the intervention, the school establishes a desired outcome goal that defines the minimum level of acceptable improvement during the intervention timespan. During the intervention, data are collected periodically (e.g., daily; weekly) to assess progress toward the outcome goal.



RTI/MTSS-Behavior Elements: Prioritize!

- 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-B.2.7.*

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? Low Priority High Priority 0.....1.....2.....3	Discussion Notes
<input type="checkbox"/> [B.2.1] Inventory Evidence-Based Services. The school has inventoried its Tier 2 services and verified that all are 'evidence-based'— i.e., supported by published research (Hawken, Vincent & Schumann, 2008). This inventory may include: <ul style="list-style-type: none"> • group-delivered interventions (e.g., social-skills training programs); • mentoring programs (e.g., Check & Connect); • individual counseling (e.g., Solution-Focused Brief Counseling); • individualized behavior plans to be implemented across at least 2 instructional 		
<input type="checkbox"/> [B.2.2] Data Analysis Team. The school has a team that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont & Gage, 2011).		
<input type="checkbox"/> [B.2.4] Make Timely Assignments. Once identified as qualifying for Tier 2 services, students are placed in those services with little or no delay (e.g., within 1-2 weeks of initial referral) (Mitchell, Stormont & Gage, 2011).		
<input type="checkbox"/> [B.2.5] Exit Students. At the start of any RTI-behavioral intervention, the school establishes clear outcome goals/criteria for success to allow it to exit students whose data indicate that they no longer require Tier 2 support (Hawken, Vincent & Schumann, 2008).		

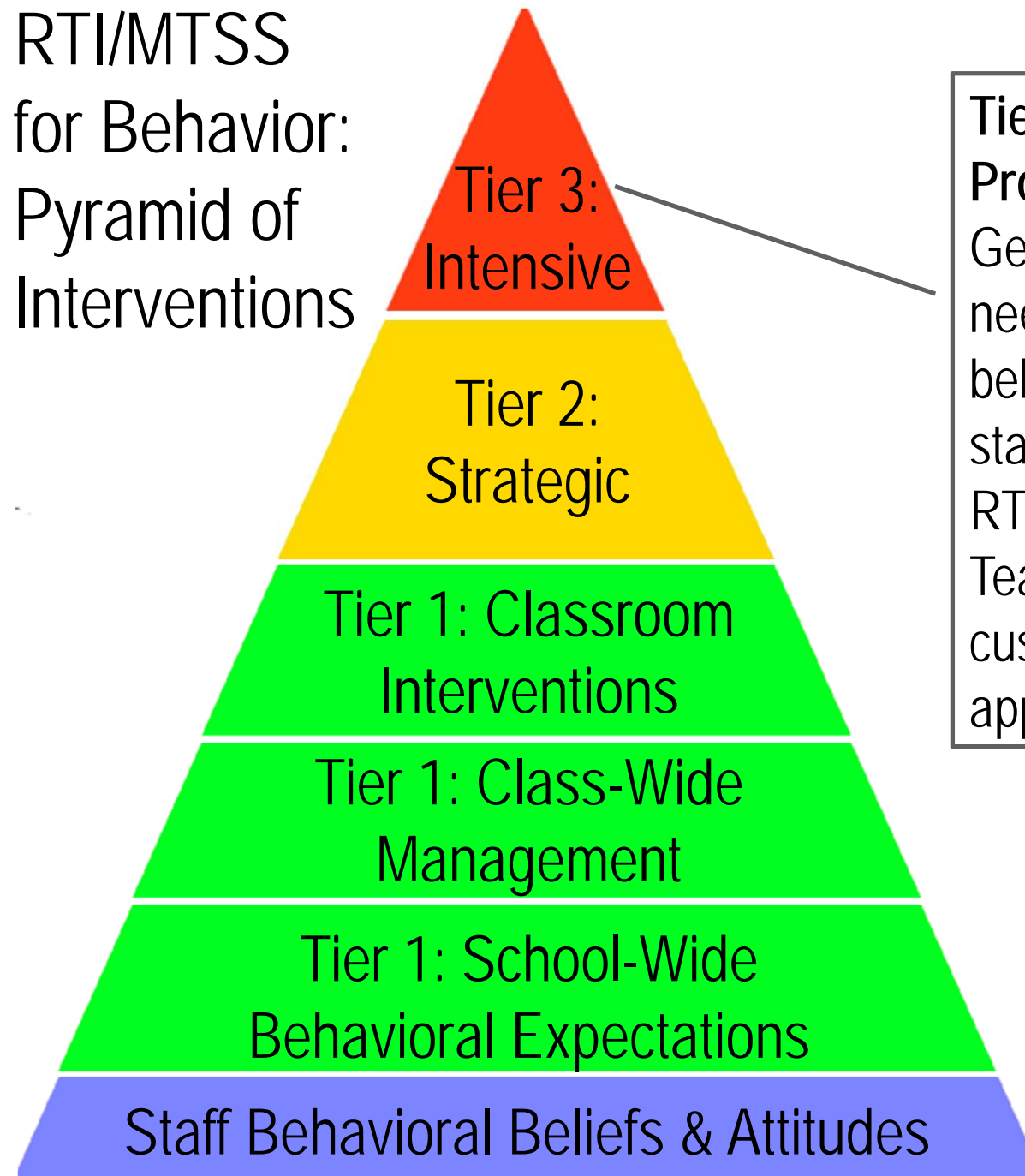


RTI/MTSS-Behavior: Quality Indicators

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: 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 Problem-Solving Team Guiding Points for Educators...



- The RTI/MTSS Team is a crucial component of the RTI/MTSS model for behavior.

Students with significant behavioral/social-emotional needs require a structured, individualized problem-solving meeting to sort out issues and develop a customized plan.

Tier 3: Intensive Interventions: "How does a student get to the RTI-B Team?": 5 Referral Scenarios:

1. **Tier 1 Responder Whose Plan Needs to Extend to Multiple Settings.** At least one teacher has successfully created a Tier 1 behavior plan for the student. However, there is a need both to coordinate the sharing of the plan with other adults who work with the student and--if appropriate--to communicate the necessity of all staff using the same uniform effective plan elements consistently across setting and situation.
2. **Tier 2 Non-Responder.** The student has received Tier 2 services but has failed to adequately improve behavior or attain social-emotional goals.
3. **Outside Psychiatric Diagnosis.** The student's parent shares an outside evaluation of the student that includes a psychiatric diagnosis. With parent agreement, the RTI Team reviews the report findings, evaluates the student's school performance and behavior, discusses whether additional data should be collected (e.g., student interview, direct observations), and decides what supports--if any--the student may require for school success.

Tier 3: Intensive Interventions: RTI Team

5 Referral Scenarios (Cont.)

4. **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).
5. **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.

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.



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: 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.

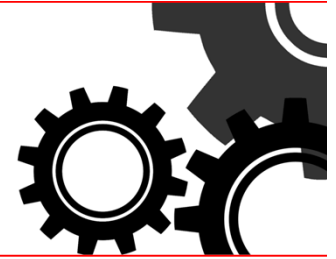


- **[B.3.4] Serve as Resource Gatekeeper.** The RTI/MTSS Team serves as gatekeeper when scarce social-emotional or behavioral resources are to be added to a student's RTI-B intervention plan-- e.g., temporary assignment of a 1:1 Teaching Assistant; placement in a multi-week series of individual counseling 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!

- 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

*Intensive:
RTI/MTSS
Problem-Solving
Team: B.3.1-
B.3.6.*

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? Low Priority High Priority 0.....1.....2.....3	Discussion Notes
<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: <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. 		
<input type="checkbox"/> [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.	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.3.3] Access School-Wide Resources. The RTI/MTSS Team has inventoried and can access available resources within the school—including Tier 1 and 2 intervention programs and services—to include in any comprehensive, customized intervention plans that it creates. The Team also ensures that all elements of its interventions plans are 'evidence-based'—i.e., supported by published research (Hawken, Vincent & Schumann, 2008).	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.3.4] Serve as Resource Gatekeeper. The RTI/MTSS Team serves as gatekeeper when	Low Priority High Priority 0.....1.....2.....3	

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.



RTI/MTSS Behavior: School-Wide Screenings.



- **[B.4.1] Develop a System for Archival Data Analysis.** The school creates a process for analyzing building-wide archival data on attendance/tardiness and Office Disciplinary Referrals (ODRs) to identify students with significant concerns of behavior, social-emotional adjustment, and school engagement (Grosche & Volpe, 2013; McIntosh, Chard, Bolan, & Horner, 2006). This system includes:
 - periodic (e.g., every 5 weeks) compilation and review of school-wide attendance/tardiness and ODR data.
 - the setting of cut-points for each data source that will determine which students are at-risk.
 - creation of a matrix of routine RTI responses to match cut-points. This matrix directs the school to appropriate RTI interventions that correspond with the Tier 2 and Tier 3 cut-points for tardiness, absences, and ODRs.

RTI/MTSS Behavior: School-Wide Screenings.



- **[B.4.2] Screen via Teacher Nomination.** Up to 3 times per year, instructors use a 'multi-gating' structured process to identify students in their classrooms with significant behavioral or socio-emotional concerns (Grosche & Volpe, 2013).

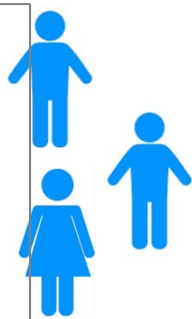
Response to Intervention/Multi-Tier System of Supports

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

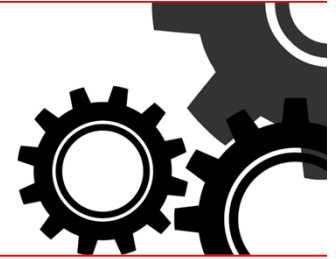


GATE 2: Clinical Questionnaire. For each nominated student, teachers complete a short (5-min) clinical rating scale to judge severity of symptoms.



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

Source: Wright, D. B. (n.d.). *Observable emotionally driven behavior in children and youth that requires a continuum of care*. Retrieved from <http://www.pent.ca.gov/mh/observableemo.pdf>



RTI/MTSS-Behavior Elements: Prioritize!

- 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

*RTI/MTSS
Behavior:
School-Wide
Screenings:
B.4.1-B.4.2.*

RTI/MTSS Behavior: School-Wide Screenings. Schools use an array of building-wide data and screening tools proactively to identify students with behavioral or social/emotional problems. These students can then be placed on appropriate classroom (Tier 1), early-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.		
RTI/MTSS Element	Rating: How Important? 0.....1.....2.....3	Discussion Notes
<input type="checkbox"/> [B.4.1] Develop a System for Archival Data Analysis. The school creates a process for analyzing building-wide archival data on attendance/tardiness and Office Disciplinary Referrals (ODRs) to identify students with significant adjustment issues (Volpe, 2006). The school will determine which students are at-risk, create a matrix of routine RTI responses to match cut-points. This matrix directs the school to appropriate RTI interventions that correspond with the Tier 2 and Tier 3 cut-points for tardiness, absences, and ODRs.	Low Priority High Priority 0.....1.....2.....3	
<input type="checkbox"/> [B.4.2] Screen via Teacher Nomination. Up to 3 times per year, instructors use a 'multi-gating' structured process to identify students in their classrooms with significant behavioral or socio-emotional concerns (Grosche & Volpe, 2013).	Low Priority High Priority 0.....1.....2.....3	



RTI/MTSS-Behavior: Quality Indicators

RTI/MTSS-Behavior: District-Wide. The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS-behavior model is implemented with fidelity and consistency across classrooms, grade levels, and schools.



RTI/MTSS-Behavior: District-Wide



- **[B.5.1] Write RTI/MTSS District Plan.** The district has created a multi-year RTI/MTSS-behavior implementation plan to cover all schools.
- **[B.5.2] Establish District Leadership Team.** The district has established an RTI/MTSS Leadership Team composed of central office and building representatives. This team meets periodically (e.g., every 4-8 weeks) to implement and update the district RT/MTSS-Behavior Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to address challenges as they arise.

RTI/MTSS-Behavior: District-Wide



- **[B.5.3] Adopt an SEL Curriculum.** The district uses a classroom/school-wide curriculum to teach and reinforce key Social-Emotional Learning (SEL) skills.
- **[B.5.4] Develop 'Non-Responder' Decision Rules.** The district has developed decision rules to determine when a general-education student who has received a series of RTI/MTSS-behavior interventions is a 'non-responder' and requires referral to the special education eligibility team (CSE).



RTI/MTSS-Behavior Elements: Prioritize!

- 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

RTI/MTSS Behavior: District-Wide: B.5.1-B.5.4.

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



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.



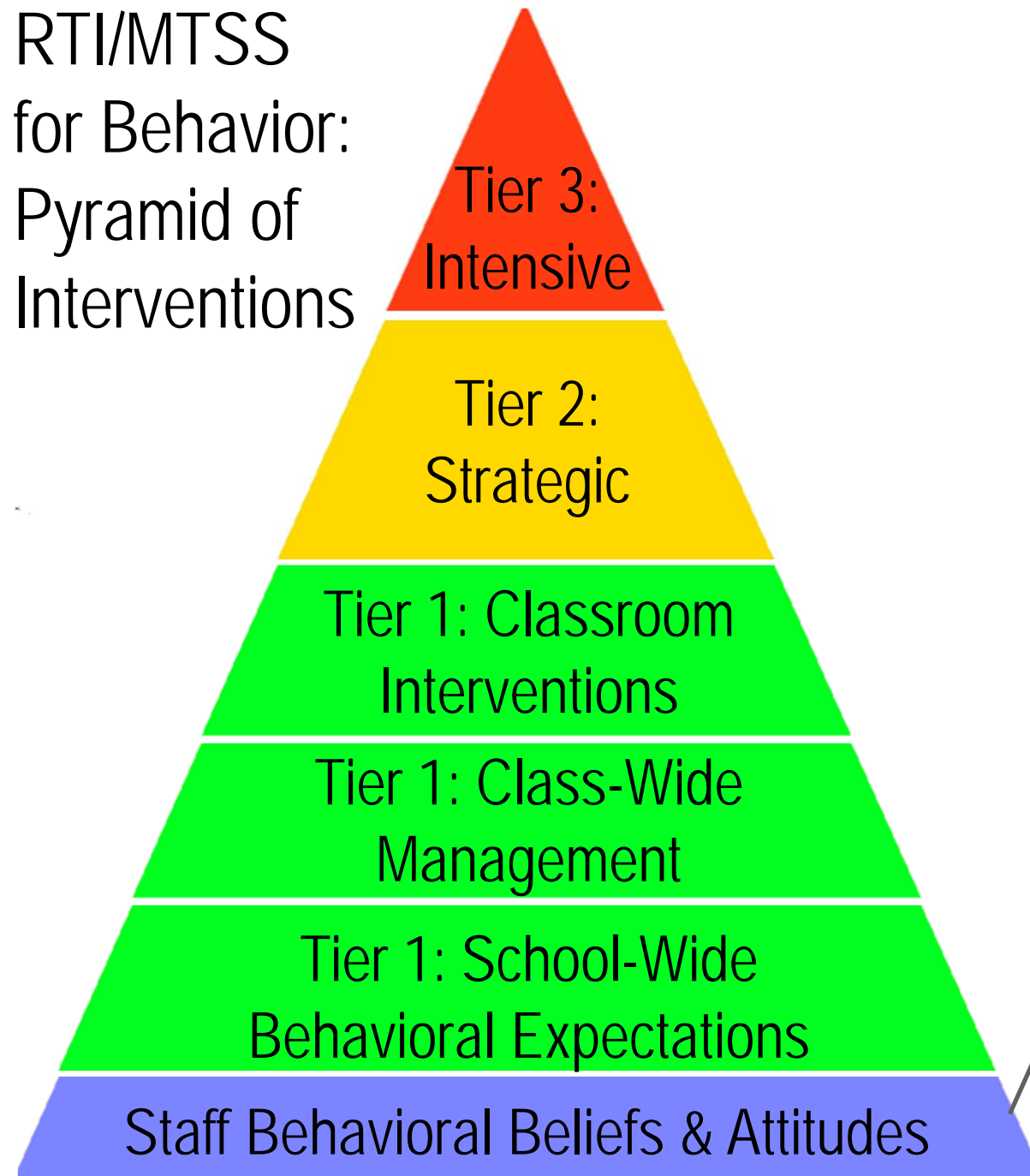
The Power of Beliefs

Guiding Points for Educators...



- Positive, optimistic staff attitudes about student behavior are an important pre-condition to successful adoption of RTI/MTSS-Behavior.
- Beliefs translate directly into behavior: The most powerful way that staff convey their behavioral expectations to students is through **modeling**. Remember, students pay attention not to what staff **say** but what they **do**.

RTI/MTSS
for Behavior:
Pyramid of
Interventions



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

Response to Intervention/Multi-Tier System of Supports

Beliefs About Behavior: 30-Item Staff Questionnaire

Activity:
Complete the BAB.

BELIEFS ABOUT BEHAVIOR – 4th Edition
Diana Browning Wright and Clayton R. Cook, 3/2012

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	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 student management is related to my classroom I have with each student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. For students effective at detention or punishment, punitive discipline is effective at deterring misbehavior, office referral, suspension, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Students should be ready to learn—I should not have to teach them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. If a student is in a team meeting, I should refer him/her to a team meeting if 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.

InterventionCentral
10-Minute 'Count Down' Timer

10:00

www.interventioncentral.org

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 BAB can provide insight into those beliefs about student behavior held by the majority of your staff.



Beliefs About Behavior: Scoring.

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

Page 1 of 2

Beliefs About Behavior: Scoring.

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

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 type="checkbox"/>	<input type="checkbox"/>	19.	Proactive, positive behavioral interventions and strategies produce longer lasting behavioral change than punishment based strategies.
<input 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 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 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 type="checkbox"/>	<input type="checkbox"/>	23.	Adolescent students with emotional and behavioral problems can respond well to school-based supports.
<input 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 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 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 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 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 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 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 Score...

- Have all staff complete the 30-item BAB 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: Gauging Staff Beliefs About Behavior

Discuss either of these questions:

1. How might you use the Beliefs About Behavior Questionnaire in your own school/district to measure staff attitudes?

OR

2. What are other methods that you could use to discover staff beliefs about student behavior?

BELIEFS ABOUT BEHAVIOR – 4 th Edition Diana Browning Wright and Clayton R. Cook, 3/2012					
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	
<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).
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<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.

*Big Ideas in
Behavior
Management.*

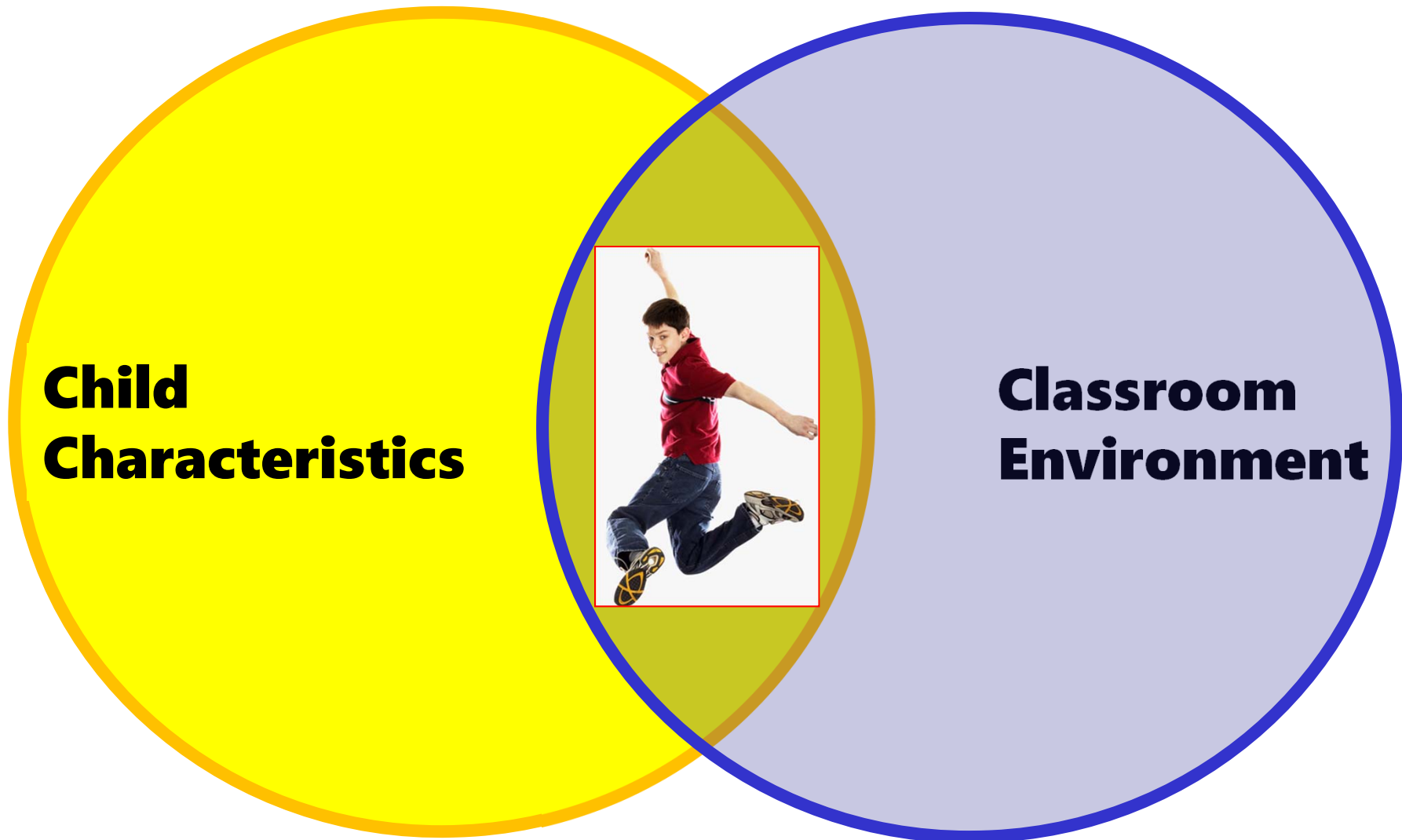


What key concepts can lay the
groundwork for teacher success in
managing challenging behaviors?
(Handout 2; pp. 4-5)

“ *Problems are an unacceptable discrepancy between what is expected and what is observed.* ”

-Ted Christ

Behavior in the Classroom: A Product of...



Source: Farmer, T. W., Reinke, W. M., & Brooks, D. S. (2014). Managing classrooms and challenging behavior: Theoretical considerations and critical issues. *Journal of Emotional and Behavioral Disorders*, 22(2), 67-73.

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.

'Big Ideas' in Behavior Management...

- *Teach expected behaviors.* Students need to be explicitly taught expected behaviors. They should then be acknowledged and reinforced when they show positive behaviors.

In other words, schools should treat behavior as part of the curriculum: teach it and reinforce it!

1

'Big Ideas' in Behavior Management...

- *Check for academic problems.* The connection between classroom misbehavior and poor academic skills is high.

Educators should routinely assess a student's academic skills as a first step when attempting to explain why a particular behavior is occurring.

If academics contribute to problem behaviors, the student needs an academic support plan as part of his or her behavior plan.

2

'Big Ideas' in Behavior Management...

- *Identify the underlying function of the behavior.*
Problem behaviors occur for a reason. Such behaviors serve a **function** for the student.

When an educator can identify the probable function sustaining a student's challenging behaviors, the educator can select successful intervention strategies that match the function—and meet the student's needs.

3

Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).
- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).
- **ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.** The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).
- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).
- **ADULT ATTENTION.** The student is seeking the attention of adults (Packenham, Shute & Reid, 2004).
- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).
- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

'Big Ideas' in Behavior Management...

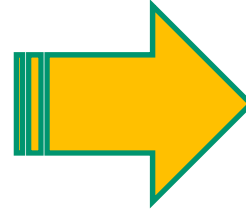
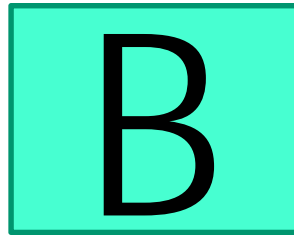
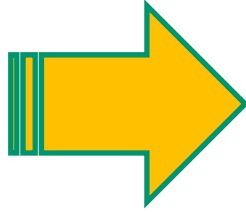
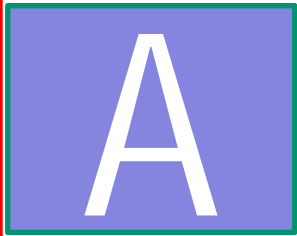
- *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the classroom.

Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior.

When the educator is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--result in more time available for instruction.

4

ABC Timeline: Antecedent-Behavior-Consequence



Antecedents. Stimuli, settings, and contexts that occur *before* and influence ('trigger') behaviors.

Behaviors. Observable acts carried out (or not carried out) by individuals.

Consequences. Events that *follow* behavior and may include influences that increase, decrease, or have no impact on the behavior.

Examples.

- Instructions
- Gestures
- Looks from others

Examples.

- Engaging in classwork
- Calling out
- Not doing homework

Examples.

- Teacher praise for student behavior
- Loss of free time for non-compliance

'Big Ideas' in Behavior Management...

- *Focus on factors within the school's control.* Educators recognize that students often face significant factors outside of the school setting--e.g., limited parental support -- that can place them at heightened risk for academic failure and problem behaviors.

Schools can best counteract the influence of negative outside factors and promote student resilience by focusing on what can be provided *within* the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies.

5

'Big Ideas' in Behavior Management...

- *Be flexible in responding to misbehavior.* Educators have greater success in managing the full spectrum of student misbehaviors when they respond flexibly-- evaluating each individual case and applying strategies that logically address the likely cause(s) of that student's problem conduct.

6



LAB WORK: Which Big Idea Do You Find *Most Useful*?

- Discuss the big ideas in behavior management presented here.
- Select the 1-2 ideas that you believe are most important for staff at your school or district to keep in mind when working with challenging students.

'Big Ideas' in Behavior Management

1. *Teach expected behaviors.*
2. *Check for academic problems.*
3. *Identify the underlying function of the behavior.*
4. *Eliminate behavioral triggers.*
5. *Focus on factors within the school's control.*
6. *Be flexible in responding to misbehavior.*



RTI/MTSS-Behavior: 'Next Steps' Plan

- Review those items on the *RTI/MTSS-Behavior District Planning Tool* (Handout 1; pp. 2-8) that you rated **2** or above.
- From those items, pick the most crucial for you to work on between now and the end of the current school year.
- Use the *'Next Steps' Activity Sheet* (Handout 1; p. 23) to begin to draft your RTI/MTSS-Behavior implementation plan.

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

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

	Goal Number(s) from Planning Tool/ Description of Task	Person(s) Responsible	Proposed Completion Date	Additional Resources Needed
E x a m p l e	[B.1.3] 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				



RTI/MTSS-Behavior Homework.

What optional activities before our second session (28 Feb 2019) can help to maintain momentum in setting up your RTI/MTSS model for behavior?



RTI/MTSS-Behavior: Homework Ideas

Here are some optional ideas for 'homework' to consider before session 2 on Th 28 February 2019.

- 1. Sketch Out Your RTI/MTSS-Behavior Plan.**
Use the *RTI/MTSS for Behavior: District-Wide Planning Tool* to begin developing an RTI/MTSS-Behavior plan that meets the needs of your school or district.

RTI/MTSS-Behavior: Homework Ideas

2. Conduct Your Own Behavior Needs

Assessment. Your team can replicate the behavior-needs assessment activity we did today (using posted PowerPoints and needs-assessment handout) with one or more groups back in your school or district. (Conducting a behavioral needs assessment is a good starting point to building staff support for RTI/MTSS-Behavior.)

RTI/MTSS-Behavior: Homework Ideas

3. **Assess & Promote a Positive Belief System Among Staff.** Use resources from the workshop page to address staff beliefs about student behavior. Options include:

- having staff complete the *Beliefs About Behavior* questionnaire. This measure will give you insight into current staff attitudes. (Directions for administering and scoring this questionnaire are posted in today's PowerPoint.)
- presenting *Big Ideas in Behavior Management*. Use the PowerPoint & handout to convey positive, research-supported 'big behavioral ideas' to staff. (These 'big ideas' foster positive attitudes toward challenging behaviors.)

RTI/MTSS-Behavior: Homework Ideas

- 4. Define Expectations for Classroom Behavior Interventions.** Use the handout *What Are Your Expectations of the Teacher as Behavior-Management 'First Responder'?* to foster a discussion in your school/district about minimum expectations for teacher-led classroom interventions. (This work will prepare you for our reviewing of a classroom toolkit for behavior interventions in our next session.)

RTI/MTSS-Behavior: Homework Ideas

5. **Map Your School Programs/Practices that Support SEL** . Review the *New York State Social Emotional Learning (SEL) Benchmarks*. Inventory any programs and practices in your school that potentially could support each of the benchmarks.

RTI/MTSS-Behavior: Homework Ideas

6. Build Your Own Homework Assignment.

Review the content and activities from today's workshop. Create any homework assignment(s) that will help you to advance your RTI/MTSS-Behavior model.

10:00

www.interventioncentral.org

Response to Intervention/Multi-Tier System of Supports

ACTIVITY: Create Your Homework Plan

- Look over suggested homework options in preparation for our second session in February.
- Put together a 'homework plan' that meets your school/district's needs.
- Be prepared to report out.

Session 1: RTI/MTSS-Behavior: Homework Ideas

Here are some optional ideas for 'homework' to consider before session 2 on Th 28 February 2019.

1. **Sketch Out Your RTI/MTSS-Behavior Plan.** Use the *RTI/MTSS for Behavior: District-Wide Planning Tool* to begin developing an RTI/MTSS-Behavior plan that meets the needs of your school or district.
2. **Conduct Your Own Behavior Needs Assessment.** Your team can replicate the behavior-needs assessment activity we did today (using posted PowerPoints and needs-assessment handout) with one or more groups back in your school or district. (Conducting a behavioral needs assessment is a good starting point to building staff support for RTI/MTSS-Behavior.)
3. **Assess & Promote a Positive Belief System Among Staff.** Use resources from the workshop page to address staff beliefs about student behavior. Options include:
 - having staff complete the *Beliefs About Behavior* questionnaire. This measure will give you insight into current staff attitudes. (Directions for administering and scoring this questionnaire are posted in today's PowerPoint.)
 - presenting *Big Ideas in Behavior Management*. Use the PowerPoint & handout to convey positive, research-supported 'big behavioral ideas' to staff. (These 'big ideas' foster positive attitudes toward challenging behaviors.)
4. **Define Expectations for Classroom Behavior Interventions.** Use the handout *What Are Your Expectations of the Teacher as Behavior-Management 'First Responder'?* to foster a discussion in your school/district about minimum expectations for teacher-led classroom interventions. (This work will prepare you for our reviewing of a classroom toolkit for behavior interventions in our next session.)
5. **Map Your School Programs/Practices that Support SEL.** Review the *New York State Social Emotional Learning (SEL) Benchmarks*. Inventory any programs and practices in your school that potentially could support each of the benchmarks.
6. **Build Your Own Homework Assignment.** Review the content and activities from today's workshop. Create any homework assignment(s) that will help you to advance your RTI/MTSS-Behavior model.