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

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

*Jim Wright*

[www.interventioncentral.org](http://www.interventioncentral.org)
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
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Workshop Downloads at: http://www.interventioncentral.org/MTSS_behavior
Workshop PPTs and handout available at:

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SESSION 1: Supplemental Handout

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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 & Boufford, 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

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)

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
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Survey Items:

1. My main responsibility is to teach academics, not to teach students how to behave.
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.
3. My students must respect me before I can show respect to them.
4. If the student isn’t succeeding, lack of motivation or laziness is likely to be the problem.
5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.
6. How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
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).
8. Students should know how to behave and be ready to learn—I should not have to teach these behaviors.
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.
10. Praise and positive recognition are powerful tools to get students to behave well in school.
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.
12. Schools are responsible for teaching academics, whereas parents and the students themselves are responsible for teaching and learning behaviors.
13. It is unfair if some students receive individual incentives and rewards, while others do not.
14. Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.
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.
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 is ... a 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

<table>
<thead>
<tr>
<th>RTI Tier</th>
<th>Who Oversees?</th>
<th>Who is the Target?</th>
<th>What Supports for Students?</th>
<th>What Supports Needed for Teachers?</th>
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<tr>
<td>3</td>
<td>Intensive intervention team; case manager</td>
<td>Individual students</td>
<td>FBA-BIP (Customized intervention plans)</td>
<td>Demonstration of strategies, Performance Feedback, Intervention Integrity Check</td>
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</table>
| 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 |
| 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 |

**PBIS: Behavior**
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.”
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 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Tier 2: Strategic

Tier 3: Intensive

Staff Behavioral Beliefs & Attitudes

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RTI/MTSS
for Behavior:
Pyramid of Interventions
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.
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: School-Wide Behavioral Expectations

Tier 1: Class-Wide Management

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
- Tier 1: Class-Wide Management
- Tier 1: School-Wide Behavioral Expectations

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.
Response to Intervention/Multi-Tier System of Supports

Tier 1: Classroom Interventions

Tier 1: Class-Wide Management

Tier 1: School-Wide Behavioral Expectations

Tier 2: Strategic

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.
Response to Intervention/Multi-Tier System of Supports

Tier 1: Classroom Interventions

Tier 1: Class-Wide Management

Tier 1: School-Wide Behavioral Expectations

Tier 2: Strategic

Tier 3: Intensive

Staff Behavioral Beliefs & Attitudes

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

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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.
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.
Response to Intervention/Multi-Tier System of Supports

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

- **Emma**: Wrap-Around Meeting
- **Isabella**: Shared Behavior Plan
- **Jada**: Mentor
- **Isabella**: Shared Behavior Plan
- **Russell**: Learning Contract
- **Xavier**: Outside Diagnosis
RTI/MTSS-Behavior Needs Assessment.
What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?
### RTI/MTSS for Behavior and Social-Emotional Concerns
**(RTI/MTSS-B): School / District Needs Assessment**

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

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Behavioral Challenge</th>
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<td>1.</td>
<td>Motivation. Limited student motivation interferes significantly with academic performance and learning.</td>
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<td>2.</td>
<td>Bullying. Bullying and related hidden (&quot;covert&quot;) student behaviors create an emotionally unsafe atmosphere for substantial number of learners.</td>
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<td>3.</td>
<td>Disruptive Classroom Behavioral Climate. Problem behaviors across classrooms commonly interfere with effective instruction.</td>
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<td>4.</td>
<td>&quot;High-Amplitude&quot; Behaviors. A small number of students with more severe behaviors tie up a large share of school support and intervention resources.</td>
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<td>5.</td>
<td>Vague Descriptions of Student Problems. Educators find it difficult to define a student’s primary behavior problem in clear and specific terms: &quot;If you can’t name the problem, you can’t fix it.&quot;</td>
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<td>6.</td>
<td>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.</td>
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<td>7.</td>
<td>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.</td>
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<td>Differing Philosophies about Behavior Management. Staff are divided between ‘reactive/punitive’ and ‘proactive/positive’ viewpoints about how to manage student misbehavior.</td>
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<td>9.</td>
<td>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.</td>
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<td>10.</td>
<td>‘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.</td>
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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.
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. 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.
7. **No Decision Rules for Behavioral 'Non-Responders'.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require more intensive RTI/MTSS or special education services.

8. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'proactive/positive' viewpoints about how to manage student misbehavior.
Needs Assessment: Identify Your School or District’s Greatest Behavioral Challenges (Cont.)

9. **Variability of Behavior-Management Skills.**
   Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of—and/or willingness to implement—positive behavior management practices.

10. ‘**System’ Breakdowns in Supporting Students with Intensive Needs.** For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.
### Activity: Behavior Needs Assessment

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

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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.
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.
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.
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.
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.
### Handout 1:

**p. 14**

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

**Schoolwork:**

- ...
- ...
- ...

**Compliance:**

- ...
- ...
- ...

**Peer Interactions:**

- ...
- ...
- ...

**Rule-Following:**

- ...
- ...
- ...

---

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

- Acceptance
- Accomplishment
- Accountability
- Accuracy
- Achievement
- Attention
- Awareness
- Belonging
- Calmness
- Camaraderie
- Candor
- Capability
- Care
- Carefulness
- Challenge
- Change
- Charity
- Commitment
- Community
- Compassion
- Competence
- Continuity
- Concentration
- Confidence
- Connection
- Consistency
- Contentment
- Continuity
- Contribution
- Control
- Cooperation
- Curiosity
- Diligence
- Discipline
- Discovery
- Diversity
- Drive
- Duty
- Effectiveness
- Efficiency
- Empathy
- Encouragement
- Endurance
- Enthusiasm
- Excellence
- Expertise
- Exploration
- Expressiveness
- Fairness
- Fearlessness
- Flexibility
- Fluency

- Fortitude
- Friendship
- Generosity
- Giving
- Grace
- Gratitude
- Growth
- Guidance
- Honesty
- Humility
- Humility
- Imagination
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- Individuality
- Industry
- Inquisitiveness
- Insightfulness
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- Leadership
LAB WORK: ACTIVITY: Step 1: Develop School-Wide Behavioral Expectations. PART 1: Review the list of positive ‘values’. Circle those that you feel are MOST important values for your school.

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

Acceptance  Courage  Fortitude  Making a difference  Realism  Sympathy
Accomplishment  Courtesy  Friendship  Mastery  Reason  Synergy
Accountability  Creativity  Generosity  Maturity  Reflection  Teaching
Accuracy  Credibility  Giving  Mindfulness  Reliability  Teamwork
Achievement  Curiosity  Grace  Modesty  Resilience  Thankfulness
Attentiveness  Dependability  Gratitude  Modesty  Resilience  Thoughtfulness
Awareness  Determination  Growth  Motivation  Resolution  Thoroughness
Belonging  Devotion  Happiness  Obedience  Resourcefulness  Tidiness
Calmness  Dignity  Harmony  Openness  Respect  Tranquility
Camaraderie  Diligence  Health  Optimism  Responsibility  Trustworthiness
Candor  Direction  Heart  Order  Restraint  Uniqueness
Capability  Discipline  Helpfulness  Organization  Reverence  Unity
Care  Discovery  Honesty  Originality  Rigor  Utility
Carefulness  Diversity  Imagination  Partnership  Sacrifice  Valor
Challenge  Drive  Independence  Passion  Sagacity  Vigor
Change  Duty  Individuality  Peace  Self-control  Virtue
Charity  Effectiveness  Perseverance  Selflessness
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/Multi-Tier System of Supports**

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:**

__________________________

__________________________

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**COMPLIANCE:**

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__________________________

__________________________

**PEER INTERACTIONS:**

__________________________

__________________________

__________________________

**RULE-FOLLOWING:**

__________________________

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**Handout 1:**

**p. 14**

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

<table>
<thead>
<tr>
<th>Acceptance</th>
<th>Courage</th>
<th>Fortitude</th>
<th>Making a difference</th>
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<td>judicialness</td>
<td>presence</td>
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<td>justice</td>
<td>pride</td>
<td>sincerity</td>
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<td>knowledge</td>
<td>professionalism</td>
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<td>prudence</td>
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<td>focus</td>
<td>leadership</td>
<td>success</td>
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</table>
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.
**Step 2: Translate School-Wide Expectations into Site-Specific Rules.**

<table>
<thead>
<tr>
<th>Location</th>
<th>Supervising Staff</th>
<th>Time [Optional]</th>
<th>Location</th>
<th>Supervising Staff</th>
<th>Time [Optional]</th>
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<td>Cafeteria</td>
<td>Principal, Assistant Principal, Psychologist, Lunch Monitors</td>
<td>11:00 am-1:15 pm</td>
<td>Classrooms-Grade 5</td>
<td>Abel, Smith, Renard, LaBelle</td>
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</table>

*Handout 1: p. 15*
### Handout 1: p. 15

**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:

<table>
<thead>
<tr>
<th>Location</th>
<th>Supervising Staff</th>
<th>Time [Optional]</th>
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</table>

For additional locations, fill in the table as needed.
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.

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</table>
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.
3. **Enlist Supervising Adults to Create Specific Rules (Cont.).**

Here are additional considerations:

- Teachers at each grade level should work together to create consistency in classroom rules.

- Special-area teachers (e.g., physical education, art, music, etc.) will typically generate their own rules to accommodate their unique activities, spaces, and materials.

- In common areas (e.g., cafeteria), support staff who help to maintain order should assist in generating behavioral rules.

- In areas overseen by all adults (e.g., hallways), feedback from the entire staff is used to establish rules of conduct.
Handout 1 : p. 16
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 represent 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:
Response to Intervention/Multi-Tier System of Supports

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:

  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.
**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?

<table>
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<tr>
<th>Obstacle</th>
<th>Solutions</th>
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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.
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

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*Handout 1: pp. 18-22*
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.

<table>
<thead>
<tr>
<th>Task #</th>
<th>Task Description</th>
<th>Person(s) Responsible</th>
<th>Completion Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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**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.

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<tr>
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<td></td>
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</tr>
</tbody>
</table>
**RTI-Behavior at Tier 1: 5 Steps**

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>Develop School-Wide Behavioral Expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2:</td>
<td>Translate School-Wide Expectations into Site-Specific Rules.</td>
</tr>
<tr>
<td>Step 3:</td>
<td>Teach Expected Behaviors to Students.</td>
</tr>
<tr>
<td>Step 4:</td>
<td>Reinforce Positive Behaviors.</td>
</tr>
<tr>
<td>Step 5:</td>
<td>Monitor Program Implementation and Impact.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Low Priority</th>
<th>High Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Tier 1: School-Wide Behavioral Expectations:**

**B.1.1-B.1.4.**

- **[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) designates the behavior(s) responsible for managing behavior in those settings, and (3) enlists these behaviors; (4) translate building-wide expectations into more detailed site-specific policies.

- **[B.1.3] Teach Expected Behaviors.** The school trains students in recognizing those behaviors as appropriate and should 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 may include the 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: 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: Classroom 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.
  - Tier 1: School-Wide Behavioral Expectations
  - Tier 1: Staff Behavioral Beliefs & Attitudes

- **Tier 2: Strategic**

- **Tier 3: Intensive**
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

<table>
<thead>
<tr>
<th>How to Disagree Respectfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Remain calm.</td>
</tr>
<tr>
<td>☐ Listen actively and ask clarifying questions.</td>
</tr>
<tr>
<td>☐ Think about the other person’s point of view.</td>
</tr>
<tr>
<td>☐ Explain your viewpoint clearly.</td>
</tr>
<tr>
<td>☐ Act nonjudgmentally.</td>
</tr>
</tbody>
</table>
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.**

<table>
<thead>
<tr>
<th>RTI/MTSS Element</th>
<th>Rating</th>
<th>How Important?</th>
<th>Discussion Notes</th>
</tr>
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<tbody>
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<td>[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).</td>
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<tr>
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<tr>
<td>0......1......2......3</td>
<td></td>
<td>0......1......2......3</td>
<td></td>
</tr>
<tr>
<td>[B.1.9] Use Timers. 10-minute ‘count down’ timer</td>
<td>Low Priority</td>
<td>High Priority</td>
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<tr>
<td>0......1......2......3</td>
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**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.
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:

<table>
<thead>
<tr>
<th>Elements of effective classroom intervention</th>
<th>Minimum expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the student problem behavior clearly and specifically</td>
<td></td>
</tr>
<tr>
<td>2. Find/use effective behavior-management strategies.</td>
<td></td>
</tr>
<tr>
<td>3. Record (write down) intervention efforts.</td>
<td></td>
</tr>
<tr>
<td>4. Collect data on whether the problem behavior improves</td>
<td></td>
</tr>
<tr>
<td>5. Communicate with the student.</td>
<td></td>
</tr>
<tr>
<td>6. Communicate with parent(s).</td>
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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).
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.

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).
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.
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.
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.
**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: ___

<table>
<thead>
<tr>
<th>Follows class rules with no more than 2 rule violations per session.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments within the allocated time.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
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<td>Did the student succeed in this behavior goal?</td>
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<td><em>Y</em> _N</td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments with 80% accuracy.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
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<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complies with teacher requests. (2 or fewer noncompliance per period)</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
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<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
# Ricky: Daily Report Card

**Student Name:** __________________________  **Date:** __________________________

**Rater:** Wright  **Classroom:** __________________________

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

**Total YES Score:** ___  **Total NO Score:** ___

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

- **Did the student succeed in this behavior goal?**
  - [ ] YES  [ ] NO

## 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

<table>
<thead>
<tr>
<th></th>
<th><em>Y</em></th>
<th><em>Y</em></th>
<th><em>Y</em></th>
<th><em>Y</em></th>
<th><em>Y</em></th>
<th><em>Y</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows class rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments within</td>
<td><em>Y</em></td>
<td><em>Y</em></td>
<td><em>Y</em></td>
<td><em>Y</em></td>
<td><em>Y</em></td>
<td><em>Y</em></td>
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<tr>
<td>the allotted time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments with</td>
<td><em>Y</em></td>
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<td><em>Y</em></td>
<td><em>Y</em></td>
</tr>
<tr>
<td>80% accuracy</td>
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</table>

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**Note:** The report card includes a section for rating the degree to which the student showed the behavior or met the behavior goal. The student's success in each behavior goal is assessed on a yes/no basis, with a total yes score and total no score provided at the end of the report.
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.

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.
Response to Intervention/Multi-Tier System of Supports

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)
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

<table>
<thead>
<tr>
<th>Case Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> 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.</td>
</tr>
<tr>
<td><strong>Student:</strong> Angela D.</td>
</tr>
<tr>
<td><strong>Date Intervention is to Start:</strong> Jan 11, 2016</td>
</tr>
<tr>
<td><strong>Description of the Student Problem:</strong> Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>START BEHAVIORS: Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors</td>
</tr>
<tr>
<td>STOP BEHAVIOR PLAN. Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic task</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
</tr>
<tr>
<td>Cell phone silent timer to signal 6 minute intervals for scheduled attention.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
<tr>
<td>Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement about how to implement both interventions.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>Behavior Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days</td>
<td>Wk6: Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
<td>BRC completed daily during Independent Seatwork period</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas for Intervention Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Existing data: grades, homework logs, etc.</td>
</tr>
<tr>
<td>• Cumulative mastery log</td>
</tr>
<tr>
<td>• Rubric</td>
</tr>
<tr>
<td>• Curriculum-based measurement</td>
</tr>
<tr>
<td>• Behavior report card</td>
</tr>
<tr>
<td>• Behavior checklist</td>
</tr>
</tbody>
</table>
How To: Create a Written Record of Classroom Interventions

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

### Case Information
- **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
- **Description of the Student Problem:** Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.
- **Total Number of Intervention Weeks:** 6

### 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 8 minute intervals for scheduled attention.**

### Training
- **What to Write:** Note what training-if any-is needed to prepare adult 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.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor</th>
<th>Behavior Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>Engaged in seatwork: 1 or fewer redirects: Y 1 of 5 days</td>
<td>Behavior Report Card</td>
</tr>
<tr>
<td>Engaged in seatwork: 1 or fewer redirects: Y 4 of 5 days</td>
<td>Behavior Report Card</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly)</td>
<td>Behavior Report Card</td>
</tr>
<tr>
<td>BRC completed daily during Independent Seatwork period</td>
<td>Behavior Report Card</td>
</tr>
</tbody>
</table>

### Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Tier 1: Classroom Interventions.

- [B.1.18] Ensure Multi-Staff Participation. In settings with more than one educator (e.g., co-taught classrooms), all adults in that setting implement the student’s intervention plan consistently.
RTI/MTSS-Behavior Elements: Prioritize!

- 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:**

10:00

- 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.1.14 Choose Evidence-Based Interventions. Strategies included in the intervention plan are evidence-based—i.e., supported by published research (Hawken, Vincent & Schumann, 2008).
- B.1.15 Allocate intervention plan length of time (e.g., sufficient to allow the teacher to fully judge its effectiveness.
- B.1.16 Document the Intervention. The teacher uses an online Content Management System (e.g., RTI3m 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.
- 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: 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 3: Intensive**
- **Tier 2: Strategic**
- **Tier 1: Classroom Interventions**
- **Tier 1: Class-Wide Management**
- **Tier 1: School-Wide Behavioral Expectations**
- **Staff Behavioral Beliefs & Attitudes**

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

<table>
<thead>
<tr>
<th>RTI/MTSS Element</th>
<th>Rating: How Important?</th>
<th>Discussion Notes</th>
</tr>
</thead>
</table>
| [B.2.1] Inventory Evidence-Based Services. | Low Priority | The school has an inventory of Tier 2 services and verified that all are evidence-based—i.e., supported by published research (Hawken, Vincent & Schumann, 2008).
| Tier 2: Strategic Interventions: | | This inventory may include:
| B.2.1-B.2.7. | | - 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 at least 2 instructional days.

10-Minute 'Count Down' Timer

www.interventioncentral.org

- [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, Storment & Gage, 2011).
- [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 1: Classroom
Interventions
Tier 1: Class-Wide
Management
Tier 1: School-Wide
Behavioral Expectations
Skill Instruction

Tier 2: Strategic

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.
• 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:

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tier 1 Responder Whose Plan Needs to Extend to Multiple Settings</td>
<td>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.</td>
</tr>
<tr>
<td>2. Tier 2 Non-Responder</td>
<td>The student has received Tier 2 services but has failed to adequately improve behavior or attain social-emotional goals.</td>
</tr>
<tr>
<td>3. Outside Psychiatric Diagnosis</td>
<td>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.</td>
</tr>
<tr>
<td>4. <strong>FBA/BIP.</strong> 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).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Community Agency/School Wraparound Planning.</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>
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).
[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.
- 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.
Response to Intervention/Multi-Tier System of Supports

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? | Discussion Notes |
| [B.3.1] Establish a Tier 3 RTI/MTSS Problem-Solving Team. The school has an “RTI Problem-Solving Team” to create customized intervention plans for individual students who require Tier 3 (intensive) social-emotional and/or behavioral interventions (Eber, Suga, Smith, & Scott, 2002). The RTI/MTSS Problem-Solving Team: |
  - has created clear guidelines for when to accept a Tier 3 student referral. |
  - identifies the function(s) that support problem behaviors of any referred student to better select appropriate interventions. |
  - follows a consistent, structured problem-solving model during its meetings. |
| | Low Priority | High Priority |
| [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 |
| [B.3.3] Access School-Wide Resources. The RTI/MTSS Team has invented 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 (Havikien, Vincent, & Schumann, 2008). |
| | Low Priority | High Priority |
| [B.3.4] Serve as Resource Gatekeeper. The RTI/MTSS Team serves as gatekeeper when |
| | Low Priority | High Priority |
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).
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.

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. 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.

<table>
<thead>
<tr>
<th>RTI/MTSS Element</th>
<th>Rating: How Important?</th>
<th>Discussion Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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 behavioral and academic struggles.</td>
<td>Low Priority</td>
<td>High Priority</td>
</tr>
<tr>
<td>ODRs and the setting 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.</td>
<td>0.....1.....2.....3</td>
<td></td>
</tr>
</tbody>
</table>

[10:00]

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[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).
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.
• [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 RTI/MTSS-Behavior Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to address challenges as they arise.
• **[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. 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.

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<tr>
<td>[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 4-6 weeks) to implement and update the district RTI/MTSS-Behavior Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to address challenges as they arise.</td>
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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 Behavioral Beliefs & Attitudes

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

Beliefs About Behavior:
30-Item Staff Questionnaire

Activity: Complete the BAB.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My main responsibility is to teach academics, not to teach students how to behave.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>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.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>3. My students must respect me before I can show respect to them.</td>
<td>![ ]</td>
<td>![ ]</td>
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<tr>
<td>4. If the student isn’t succeeding, lack of motivation or laziness is likely to be the problem.</td>
<td>![ ]</td>
<td>![ ]</td>
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</tr>
<tr>
<td>5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.</td>
<td>![ ]</td>
<td>![ ]</td>
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<td>![ ]</td>
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<tr>
<td>6. How student management issues related to my classroom management will have with each student.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
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</tr>
<tr>
<td>7. For students who are effective at detention or other in-school suspension, punitive discipline is demand, office referral,</td>
<td>![ ]</td>
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<td>![ ]</td>
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</tr>
<tr>
<td>8. Students should have to teach students who are ready to learn— I should not</td>
<td>![ ]</td>
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<td>![ ]</td>
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<td>![ ]</td>
</tr>
<tr>
<td>9. If a student’s behavior is not improving, I should refer him/her to a program.</td>
<td>![ ]</td>
<td>![ ]</td>
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<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>10. Praise and positive recognition are powerful tools to get students to behave well in school.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>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.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
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<tr>
<td>12. Schools are responsible for teaching academics, whereas parents and the students themselves are responsible teaching and learning behaviors.</td>
<td>![ ]</td>
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<td>![ ]</td>
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</tr>
<tr>
<td>13. It is unfair if some students receive individual incentives and rewards, while others do not.</td>
<td>![ ]</td>
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<tr>
<td>14. Students who lack social skills and/or the ability to manage their emotions, should be taught these skills in school.</td>
<td>![ ]</td>
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<td>![ ]</td>
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</tr>
<tr>
<td>15. Students should behave and study to learn the material. This is their responsibility, not mine.</td>
<td>![ ]</td>
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<td>![ ]</td>
</tr>
</tbody>
</table>
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.

<table>
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<tr>
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</tr>
<tr>
<td>5. I can prevent most behavior problems by posting expectations, teaching those expectations and rewarding students when they exhibit those expectations.</td>
</tr>
<tr>
<td>6. How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>8. Students should know how to behave and be ready to learn—I should not have to teach these behaviors.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>10. Praise and positive recognition are powerful tools to get students to behave well in school.</td>
</tr>
<tr>
<td>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.</td>
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- 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.

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<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Students who do not 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.</td>
<td></td>
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<tr>
<td>17. Even without parental involvement and support, schools can effectively teach students’ behavioral expectations and social skills.</td>
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<tr>
<td>18. All my students are entitled to positive interactions with me, regardless of whether they have behavior problems that disrupt my teaching.</td>
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<tr>
<td>19. Proactive, positive behavioral interventions and strategies produce longer lasting behavioral change than punishment based strategies.</td>
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<tr>
<td>20. Only students with IEPs are entitled to function-based behavior plans.</td>
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<tr>
<td>21. Students with emotional and behavior disabilities should be educated outside of general education classes.</td>
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</tr>
<tr>
<td>22. I do not have the time to implement individual interventions or behavior plans for students who engage in behavior problems.</td>
<td></td>
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</tr>
<tr>
<td>23. Adolescent students with emotional and behavioral problems can respond well to school-based supports.</td>
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<tr>
<td>24. The primary reason students misbehave in school is their lack of parent support.</td>
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<tr>
<td>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.</td>
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<tr>
<td>26. Fairness is not every student getting the same treatment. Instead fairness is everyone getting what they need to be successful in school.</td>
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<tr>
<td>27. Motivational systems that provide extrinsic rewards harm intrinsic motivation.</td>
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<tr>
<td>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.</td>
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<tr>
<td>29. Collecting and reporting data to a school team on students’ behavior is important and I believe it is worth the time.</td>
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<tr>
<td>30. The mission of a school should be to teach both academic and social emotional skills that lead to success in life.</td>
<td></td>
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</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Ranking</th>
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<tbody>
<tr>
<td>1</td>
<td>30</td>
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<td>2</td>
<td>28</td>
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<td>3</td>
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<td>4</td>
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<td>9</td>
<td>12</td>
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</table>

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

<table>
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<tr>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>
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?
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...

Child Characteristics

Classroom Environment

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!
‘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.
‘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.
<table>
<thead>
<tr>
<th>Problem Behaviors: Common Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILL DEFICIT.</strong> The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).</td>
</tr>
<tr>
<td><strong>PERFORMANCE DEFICIT.</strong> The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).</td>
</tr>
<tr>
<td><strong>ACCESS TO TANGIBLES/EDIBLES/ACTIVITIES.</strong> The student seeks access to preferred objects (‘tangibles’), food, or activities (Kazdin, 2001).</td>
</tr>
<tr>
<td><strong>PEER ATTENTION.</strong> The student is seeking the attention of other students (Packenham, Shute &amp; Reid, 2004).</td>
</tr>
<tr>
<td><strong>ADULT ATTENTION.</strong> The student is seeking the attention of adults (Packenham, Shute &amp; Reid, 2004).</td>
</tr>
<tr>
<td><strong>ESCAPE/AVOIDANCE.</strong> The student is seeking to escape or avoid a task or situation (Witt, Daly &amp; Noell, 2000).</td>
</tr>
<tr>
<td><strong>EMOTIONAL or ATTENTIONAL BLOCKERS.</strong> The student possesses the skills to display the desired behavior &quot;but is unable to deal with competing forces—anger, frustration, fatigue.&quot; (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)</td>
</tr>
</tbody>
</table>
‘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.
**ABC Timeline: Antecedent-Behavior-Consequence**

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

Examples.
- Instructions
- Gestures
- Looks from others

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

Examples.
- Engaging in classwork
- Calling out
- Not doing homework

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

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.
‘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.
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-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.
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.)
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.
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.
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.)

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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.