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

Session 3: Follow the Data

Jim Wright
www.interventioncentral.org

INTERVENTION CENTRAL

Handout 1

INTERVENTION CENTRAL

RTI Toolkit: A Practical Guide for Schools

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

SESSION 3: Follow the Data

Jim Wright, Presenter

14 March 2019
Eastern Suffolk BOCES
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Email: jim@jimwrightonline.com
Workshop Downloads at: http://www.interventioncentral.org/MTSS_behavior

Workshop PPTs and handout available at:

http://www.interventioncentral.org/MTSS_behavior

Handout 2

RTI/MTSS for Behavior: District-Wide Planning Tool © 2019 Jim Wright   www.interventioncentral.org

RTI/MTSS for Behavior: District-Wide Planning Tool

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

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

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

Handout 3

RTI Toolkit: A Practical Guide for Schools

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

SESSION 3: Supplemental Handout

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RTI/MTSS for Behavior: 3-Session Series

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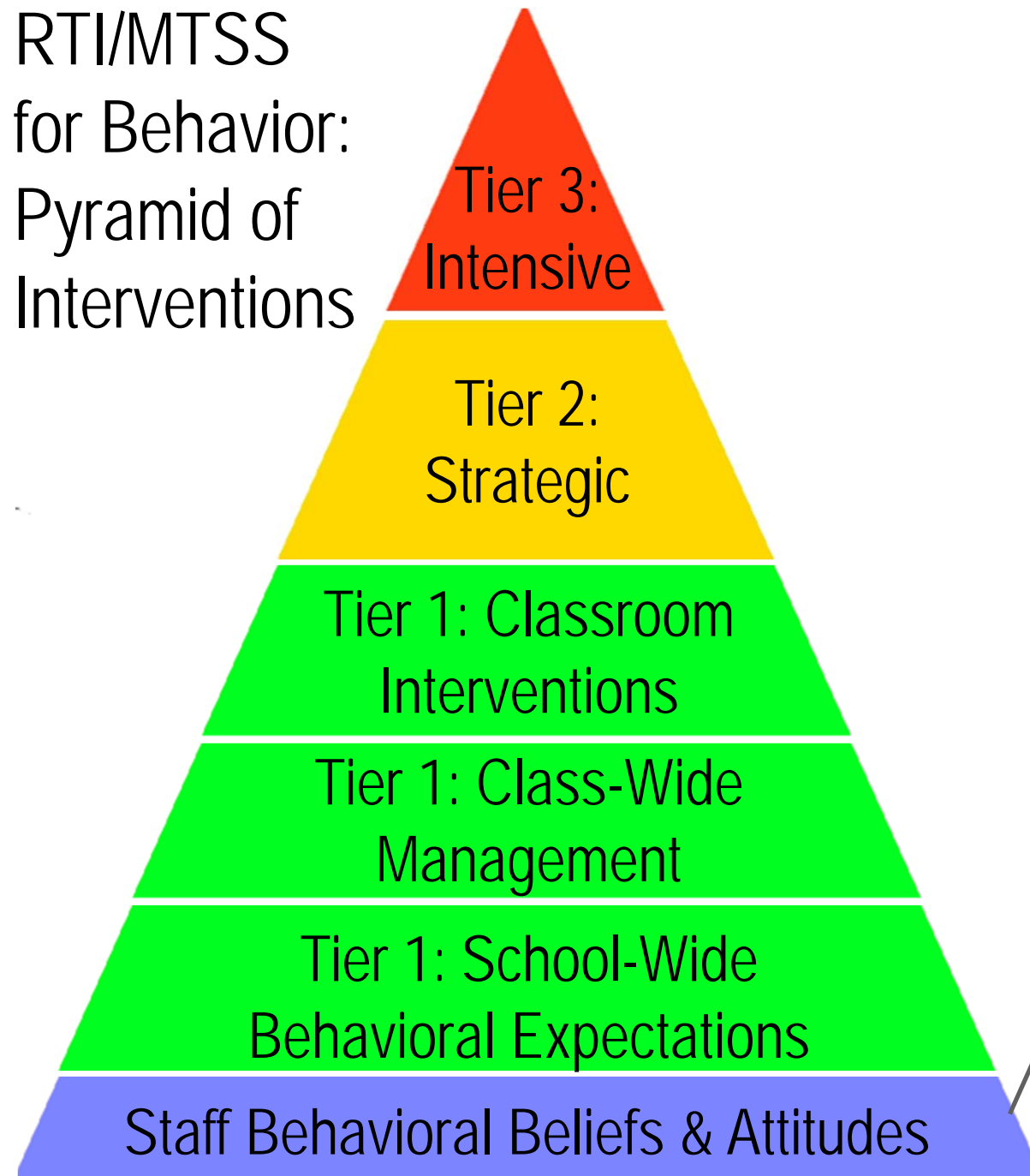- Session 3: **Follow the Data** (14 March 2019)

Highlights from Session 2: 28 Feb 2019

- Assess Your School's 'Behavior Belief' System

- Tier 1: Analyzing Behavior: How to Write an ABC/Behavior Statement

- Tier 1: Building a Classroom Behavioral Intervention 'Toolkit'

- Tier 2: Analyzing Behavior: 'Function-Based Thinking'

The Power of Beliefs.

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

RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Interventions

Tier 1: Class-Wide Management

Tier 1: School-Wide Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

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

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

1. Teachers lack the skills to use positive behavior strategies

2. Teachers retain their current disciplinary procedures as familiar, comfortable

3. Teachers are pulled into confrontational situations because students control the interactions.

4. Teachers are (negatively) reinforced by the use of punishment.

5. Teachers use punishment because they see that it works—for most.

6. Teachers see 'zero tolerance' of misbehavior as a teaching tool.

Beliefs About Behavior:
30-Item Staff Questionnaire

Activity:
Complete the BAB.

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

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

Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Survey Items:
❏	❏	❏	❏	❏	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 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.

Page 1

Beliefs About Behavior: School Survey Examples

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

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

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

80 %

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

80 %

'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.*

ABC/Behavior Statement. What is a way to describe a student's problem behavior that can guide the teacher to find effective strategies to fix that behavior?

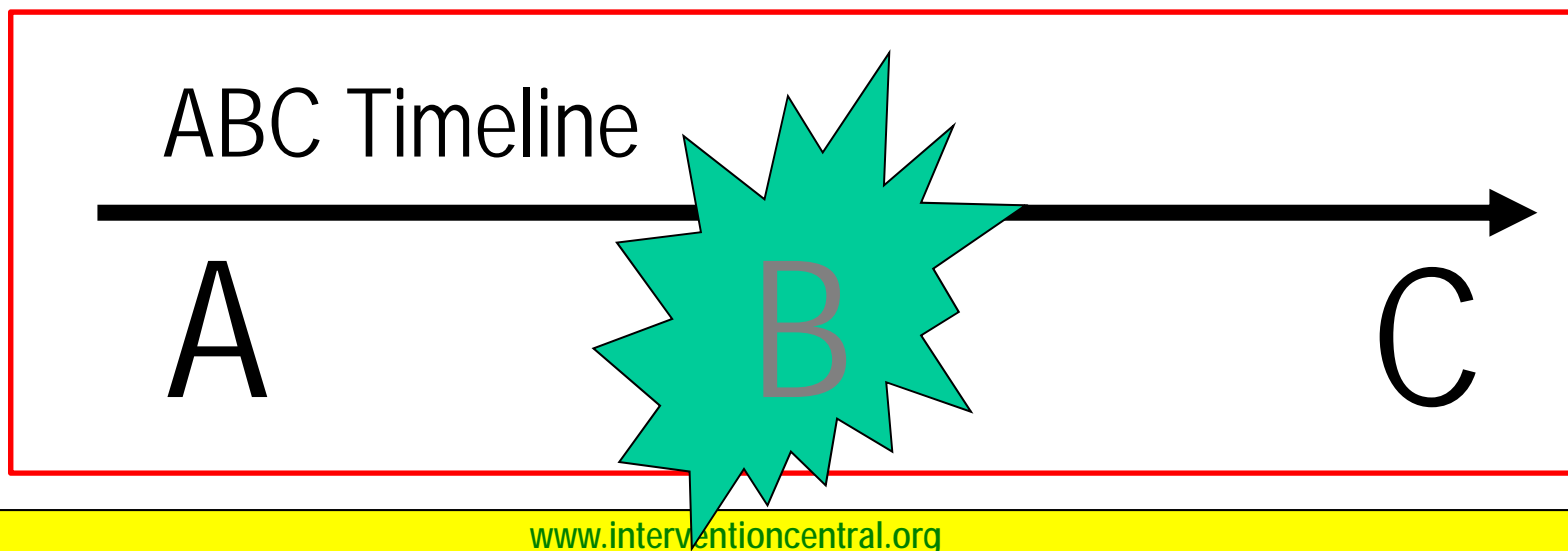# Behavior ('ABC') Statement: Behavior on a Time-line

The behavioral statement places the student's behavior on a timeline (antecedent, behavior, outcome)—allowing the teacher to examine the antecedent events/conditions ('triggers') that may set off a problem behavior and the consequences that typically follow the problem behavior.

ABC Timeline

A   B   C

Classroom Behavioral Statement Organizer

Antecedent/Activity	Student Behavior	Consequence/Outcome	Behavior Function
☐ Start of class/bell-ringer activities	☐ Sits inactive ☐ Puts head on desk ☐ Is inattentive (e.g., staring into space, looking out the window)	— Student fails to complete work. — Teacher ignores the behavior ('planned ignoring').	☐ Peer attention ☐ Acceptance/ affiliation with individuals or peer group(s)
☐ Large-group lecture ☐ Large group teacher-led discussion ☐ Large-group: when called on by the teacher	☐ Leaves seat without permission ☐ Requests bathroom or water breaks ☐ Uses cell phone, music player, or other digital device against class rules	— Teacher redirects the student. — Teacher reprimands the student. — Teacher conferences w/ the student.	☐ Power/control in interactions with peer(s)
☐ Student work-pairs ☐ Student groups: cooperative learning	☐ Whispers/talks/mutters to self ☐ Makes loud or distracting noises ☐ Calls out with non-instructional comments ☐ Calls out with instructionally relevant comments	— Student receives positive peer attention — Student receives negative peer attention.	☐ Adult attention ☐ Power/control in interactions with adult(s)
☐ Reading activities ☐ Writing activities ☐ Math activities	☐ Plays with/taps objects ☐ Throws objects ☐ Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)	— Student is briefly timed-out within the classroom. — Student is briefly timed-out outside of the classroom. — Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).	☐ Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)
☐ Independent seat work ☐ Independent computer work			
☐ Transitions between academic activities ☐ Unstructured in-class time	☐ Whispers/talks to other students about non-instructional topics ☐ Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions	— Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). — Student receives a 'respite' break away from peers to calm down before rejoining class.	☐ Fulfillment of physical needs: e.g., sleep
☐ Homework collection ☐ In-class homework review	☐ Makes verbal threats toward peers ☐ Uses inappropriate language (e.g., obscenities) with peers	— Student is sent from the classroom to talk with a counselor/ psychologist/social worker.	☐ Access to preferred edibles/objects/ experiences
☐ Tests and/or quizzes ☐ Class dismissal	☐ Taunts/teases/makes fun of peers ☐ Makes comments to encourage or 'egg on' other students to misbehave	— Student receives a snack, nap, or other support.	☐ Other: _____

ABC Timeline

A ⎯⎯⎯⎯⎯⎯⎯⎯ B ⎯⎯⎯⎯⎯⎯⎯⎯→ C

Behavior ('ABC') Statement: Examples

Antecedent	Behavior	Consequence
During large-group lectures in social studies	*Brian talks with peers about non-instructional topics*	*and receives positive peer attention*
During independent seatwork assignments involving writing tasks	*Angela verbally refuses to comply with teacher requests to start work*	*and is sent to the office with a disciplinary referral.*

Building the Behavior/Social-Emotional Toolkit. What are research-based strategies that can help teachers to motivate students and decrease problem behaviors?
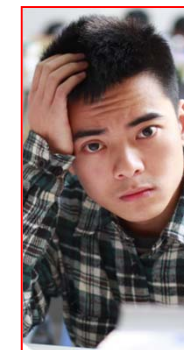
Extinction Procedures: REDUCE or ELIMINATE Behaviors

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

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

Positive Consequences: INCREASE Positive/Goal Behaviors

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

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

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

Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	Angela D.	Interventionist(s):	Mrs. DePaulo Ms. Samson	Date Intervention Plan Was Written:	Jan 7, 2016
Date Intervention is to Start:	Jan 11, 2016	Date Intervention is to End:	Feb 19, 2016	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.			

Intervention

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

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

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

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

Cell phone silent timer to signal 6 minute intervals for scheduled attention.

Training

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

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

Progress-Monitoring

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

Type of Data Used to Monitor: Behavior Report Card

Baseline	Outcome Goal
Engaged in seatwork:1 or fewer redirects: Y 1 of 5 days	Wk6: Engaged in seatwork:1 or fewer redirects: Y 4 of 5 days

How often will data be collected? (e.g., daily, every other day, weekly):

BRC completed daily during Independent Seatwork period

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

Tier 2: Analyzing Student Behavior: A Step-by-Step Guide

'Function-Based' Thinking: The Steps

Step 1: Define the Behavior

Step 2: Expand the Behavior Definition to a 3-Part Statement

Step 3: Develop Examples and Non-Examples of the Behavior

Step 4: Antecedents: Identify Triggers to the Behavior

Step 5: Consequences: Identify Outcomes That Reinforce the Behavior

Step 6: Write a Behavior Hypothesis Statement

Step 7: Select a Replacement Behavior
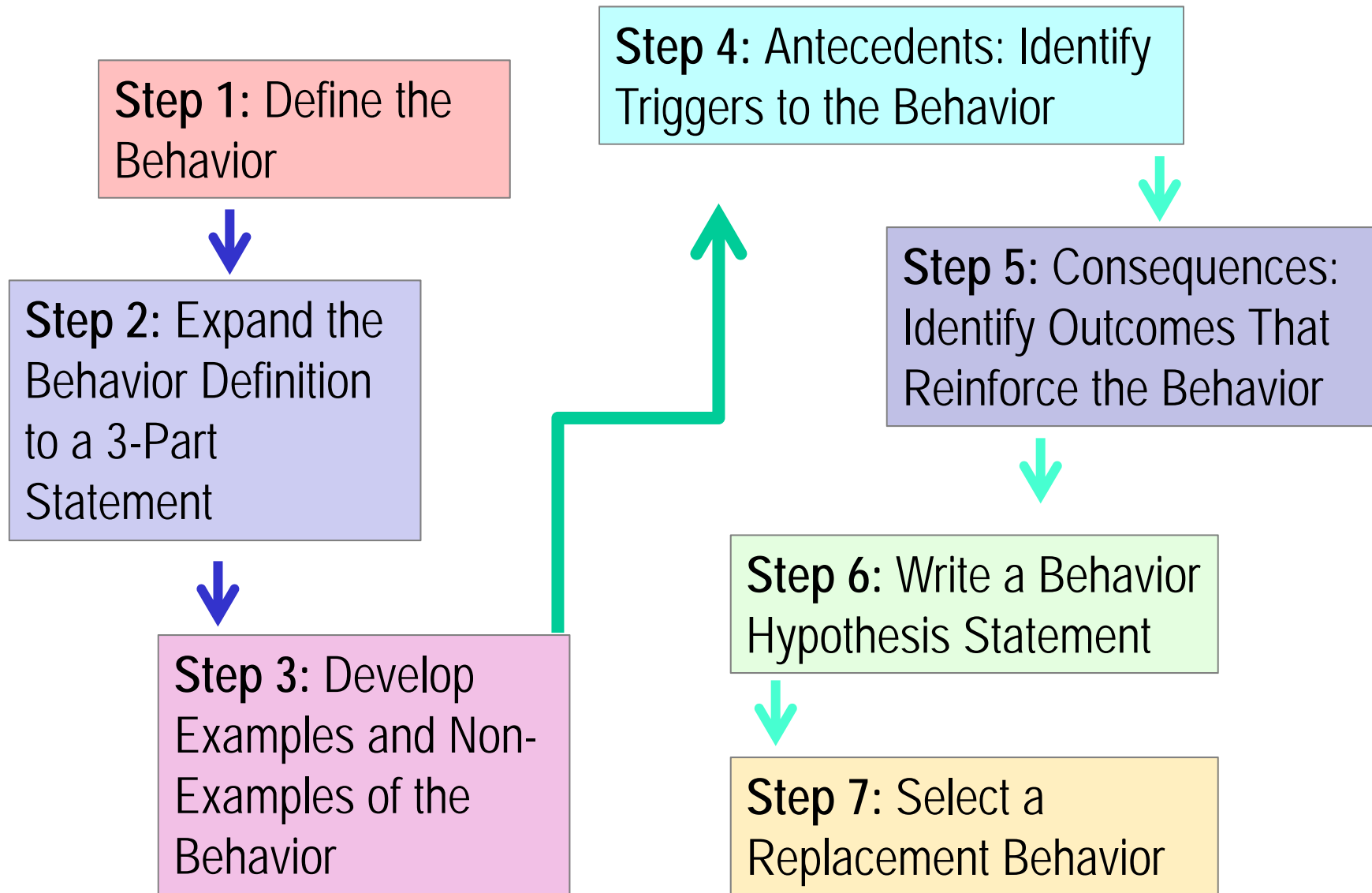
RTI/MTSS-Behavior: Homework Ideas

Here are some optional ideas for 'homework' to consider before session 3 on Th 14 March 2019.

1. **Help Teachers to Write ABC/Behavior Statements.** Encourage teachers to use the guide in handout 1 pp. 7-16 (*How To: Write Behavior Statements to Pinpoint Causes of Student Misbehavior*) to help them to describe and analyze problem classroom behaviors.

RTI/MTSS-Behavior: Homework Ideas

2. **Begin an MTSS-Behavior Intervention Teacher Toolkit.** Use the intervention ideas in handout 1 pp. 7-16 (*38 Classroom Ideas to Help Students to Make Better Behavioral Choices*) as a starting point for creating a classroom toolkit for your teachers.

RTI/MTSS-Behavior: Homework Ideas

3. **Explore 'Function-Based Thinking'.** Encourage behavioral consultants in your building or district to use the FBT materials in handout 2 (7-step process to analyze problem behaviors) when they consult with teachers about Tier 2 behavior issues. THe FBT approach can be used prior to full FBA/BIPs.

RTI/MTSS-Behavior: Homework Ideas

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

   – having staff complete the *Beliefs About Behavior* questionnaire. This measure will give you insight into current staff attitudes. (Directions for administering and scoring this questionnaire are posted in today's PowerPoint.)

   – presenting *Big Ideas in Behavior Management*. Use the PowerPoint & handout to convey positive, research-supported 'big behavioral ideas' to staff. (These 'big ideas' foster positive attitudes toward challenging behaviors.)

RTI/MTSS-Behavior: Homework Ideas

5. **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: Homework Report-Out

- Select a spokesperson.

- Review any homework that your group completed since our last meeting on 28 February 2019.

- Prepare a brief summary to present to the large group.

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

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

- *MTSS-Behavior: School-Wide Screening.* What is an efficient way to screen all students for behavioral/social-emotional needs?

- *MTSS-Behavior: Show Me the Data.* What are feasible 'go-to' methods educators can use to monitor almost any behavior?

- *MTSS-Behavior: Social-Emotional Learning.* How do the NYSED SEL Benchmarks support the MTSS-B model?

- *MTSS-Behavior: Moving Forward.* What are the critical 'first steps' that your team will take after this workshop series to advance MTSS in your school or district?

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

15

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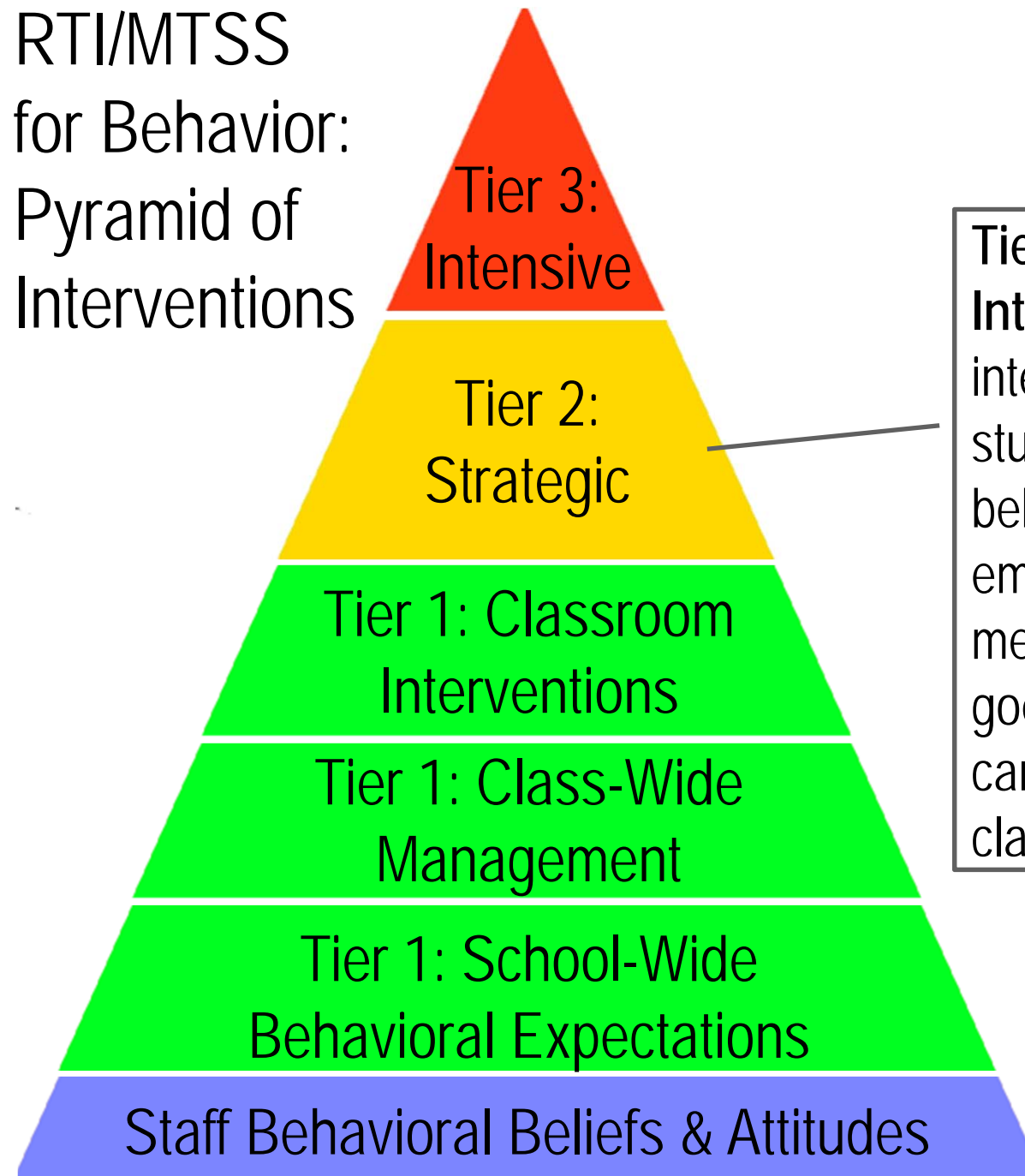
Tier 2: Strategic Interventions. Tier 2 interventions target students who need behavior and/or social-emotional support (e.g., mentoring, counseling) that goes beyond that which can be provided in the classroom.

"

The perfect is the enemy of the good.

-Italian Proverb

"

MTSS-Behavior: Tier 2: Expectations

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

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

MTSS-Behavior: Tier 2: Expectations

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

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

Handout 3: *Supplemental Materials* p. 6

2. Intervention Programs/Services

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

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

Activity: Building MTSS-B Tier 2 Capacity

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

2. Intervention Programs/Services

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

MTSS-Behavior: Tier 2: Expectations

- **Tier 2: Quality Indicators.** A building-wide system of Tier 2 social-emotional/behavioral assistance offers intervention options that:

  - students can access quickly (e.g., within 1-2 weeks of referral),

  - use data periodically to determine which students should enter or exit Tier 2 services,

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

MTSS-Behavior: Tier 2: Expectations

- **Tier 2: Outcome Goal.** The goal of Tier 2 services is to address students' emotional difficulties to permit them eventually to drop back to Tier 1/school-wide supports— rather than escalating to require Tier 3 resource-intensive, individual treatment plans.

MTSS-Behavior: Tier 2: Expectations

- **Tier 2: Data.** Schools used a variety of sources to identify students who qualify for Tier 2 services, including:

  - Office Disciplinary Referrals (ODRs)

  - attendance

  - grades

  - teacher/administrator referrals,

  - brief norm-referenced behavior-rating questionnaires.

Handout 3: *Supplemental Materials* p. 7

3. Data Sources

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

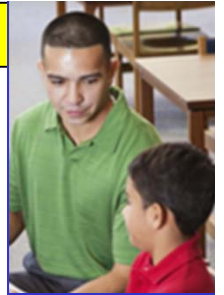| Archival Data Source:	Contact Person. Who would be responsible for compiling this data source?	Frequency. How frequently would this data be compiled and reviewed?	Team. Who would review this Tier 2 behavioral data to determine eligibility and placement in Tier 2 services?
☐ Grades			
☐ Attendance	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

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

Activity: Building MTSS-B Tier 2 Capacity

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

3. Data Sources

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

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

MTSS-Behavior: Tier 2: Program/Service Options

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

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

MTSS-Behavior: Tier 2: Program/Service Options

Behavior Education Program/Check In-Check Out

- *Description.* The Behavior Education Program/Check In-Check Out (CICO) connects at-risk students to assigned educators. CICO includes individualized student contact, behavior training, data collection, and parent communication (Mitchell et al, 2011). The student starts and ends each day by briefly checking in with their CICO educator contact. During the day, teachers working with the student complete a progress report rating that student's classroom behaviors. A goal of CICO is consistently to teach and reinforce positive student behaviors.

1

MTSS-Behavior: Tier 2: Program/Service Options

Behavior Education Program/Check In-Check Out

- *Considerations.* When selecting educators to serve as CICO contacts, schools should strive to recruit adults who project warmth and caring.

- *Resource. Responding to Problem Behaviors in Schools: The Behavior Education Program* is an excellent manual written by the BEP/CICO program creators and available through booksellers (ISBN-13: 978-1606236000).

1

MTSS-Behavior: Tier 2: Program/Service Options

Mentoring

- *Description.* School-based mentoring programs match educators or other adult volunteers with at-risk children or youth.
  Through the mentoring relationship, the mentor can help the student to avoid risky activities or behaviors and to increase school engagement.

  In a typical mentoring relationship, the mentor and student meet for about an hour per week, during or after school (Bernstein et al., 2009).

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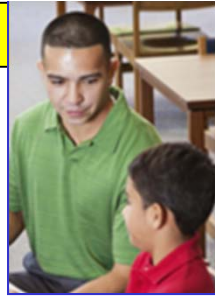
MTSS-Behavior: Tier 2: Program/Service Options

Mentoring

- *Considerations.* A mentoring program is most likely to be successful when the school

  - designs it to meet the needs of a specific student risk profile (e.g., academic disengagement),

  - trains mentors in techniques to build effective relationships with their mentees,

  - makes available a welcoming space and activity materials (e.g., board games) for mentoring sessions, and

  - provides close supervision of the mentoring program and regularly evaluates program effectiveness (Smith & Stormont, 2011).

2

MTSS-Behavior: Tier 2: Program/Service Options

Mentoring

- *Resource.* The National Mentoring Resource Center: https://nationalmentoringresourcecenter.org/index.php.

  This website, sponsored by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), contains links to resources for setting up peer and adult mentoring programs.

2

MTSS-Behavior: Tier 2: Program/Service Options

Solution-Focused Brief Counseling (SFBC)

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

3

MTSS-Behavior: Tier 2: Program/Service Options

Solution-Focused Brief Counseling (SFBC)

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

3

MTSS-Behavior: Tier 2: Program/Service Options

Solution-Focused Brief Counseling (SFBC)

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

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

3

Handout 3:
Supplemental Materials
p. 5

Worksheet: MTSS-B Tier 2 Intervention Resources

School/District: _____ Date: _____

Person(s) Completing Survey: _____

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

1. Personnel Resources

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

Availability/ Access?	Name	Position
☐		
☐		
☐		
☐		
☐		

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

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

Activity: Building MTSS-B Tier 2 Capacity

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

1. Personnel Resources

Availability/ Access?	Name	Position
☐		
☐		

MTSS-Behavior: Tier 2: Program/Service Options

Social Skills Training

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

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MTSS-Behavior: Tier 2: Program/Service Options

Social Skills Training

- *Considerations.* Social-skills programs are most frequently used in elementary-school settings and—to a lesser extent—in middle schools. They are little-used in high schools.

  A challenge cited for social-skills programs as a Tier 2 support is that students' often fail to generalize social-skills gains to the classroom setting and to maintain them over time (Rodriguez et al., 2016).

4

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MTSS-Behavior: Tier 2: Program/Service Options

Social Skills Training

- *Resource.* NASP Social Skills Page: http://www.naspcenter.org/factsheets/socialskills_fs.html.

  The National Association of School Psychologists (NASP) provides a useful overview of social-skills training in schools.

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MTSS-Behavior: Tier 2: Program/Service Options

Behavior Contracts

- *Description.* A behavior contract is developed with the participation of student and educator (e.g., teacher; mental-health professional; administrator) (Rodriguez et al., 2016).

  It outlines goal behaviors the student will work toward, reinforcers that can be earned for attaining behavior goals, and [optionally] consequences for display of problem behaviors (Downing, 1990).

557
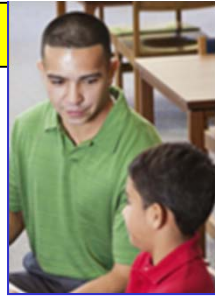
MTSS-Behavior: Tier 2: Program/Service Options

Behavior Contracts

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

5

Sample Behavior Contract (Online)

Behavior Contract for Ricky

Effective Dates: From <u>10/20/2019</u> to <u>12/20/2019</u>

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

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

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

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

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

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

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

Student Signature: _____

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

Teacher Signature: _____

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

Parent Signature: _____

Behavior Contract for Ricky

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

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

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

Student Signature: _____

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

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

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

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

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Student Signature: _____

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Parent Signature: _____

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

Behavior Contract for Ricky

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

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

Contract
(Online)

• ch___ of a prize from the 'Surprise Prize Box'

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Parent Signature: _____

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

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

Student Signature: _____

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Parent Signature: _____

MTSS-Behavior: Tier 2: Program/Service Options

Behavior Contracts

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

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

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

5₆₈

Activity: Building MTSS-B Tier 2 Capacity

InterventionCentral
10-Minute 'Count Down' Timer

10:00

www.interventioncentral.org

Review Tier 2 Options.
Review the Tier 2 programming options presented today (Handout 3; pp. 2-4).

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

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

RTI/MTSS-Behavior: 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).
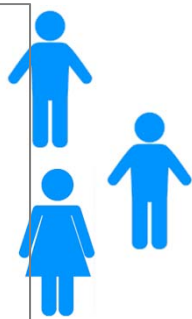
Screening Students for Social-Emotional Support: 3-Gate Process

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 (5-10 min) clinical rating scale to judge severity of symptoms.

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

Source: Gresham, F. M., Hunter, K. K., Corwin, E. P., & Fischer, A. J. (2013). Screening, assessment, treatment, and outcome evaluation of behavioral difficulties in an RTI mode. Exceptionality, 21, 19-33.

RTI/MTSS-Behavior Elements: Prioritize!

- Appoint a recorder. Review RTI/MTSS goals in this section of the *RTI/MTSS Behavior: District-Wide Planning Tool* *(Handout 2 pp. 6-7)*

- Rate each goal, using this scale:

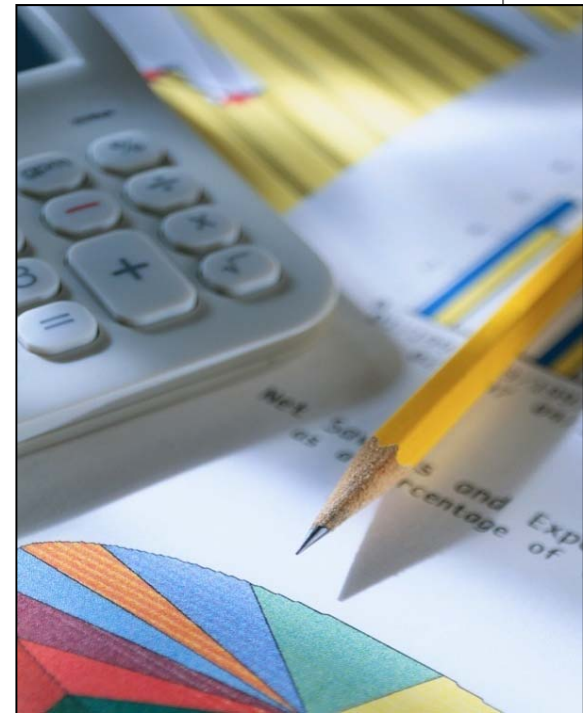**Low Priority|High Priority**

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

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

RTI/MTSS Behavior: School-Wide Screenings. Schools use an array of building-wide data and screening tools proactively to identify students with behavioral or social/emotional problems. These students can then be placed on appropriate classroom (Tier 1), early-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.

RTI/MTSS Element	Rating: How Important?	Discussion Notes
☐ **[B.4.1] Develop a System for Archival Data Analysis.** The school creates a process for analyzing building-wide archival data on attendance/tardiness and Office Disciplinary Referrals (ODRs) to identify students with significa... of behavi... adjustm... Volpe, 2... 2006). T... periodic review o... ODR da... the setti... 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.	Low Priority|High Priority 0.....1.....2.....3	
☐ **[B.4.2] Screen via Teacher Nomination.** Up to 3 times per year, instructors use a 'multi-gating' structured process to identify students in their classrooms with significant behavioral or socio-emotional concerns (Grosche & Volpe, 2013).	Low Priority|High Priority 0.....1.....2.....3	

InterventionCentral
10-Minute 'Count Down' Timer
10:00
www.interventioncentral.org

RTI/MTSS-Behavior: Show Me the Data. What are feasible 'go-to' methods educators can use to monitor almost any behavior?

Activity: Think of a student…

- Think of a student whom you work with that displays challenging classroom behaviors.

- Discuss this student with your group.

- Through the rest of this workshop segment on collecting behavioral data, think about how you might use the various assessment methods on this student.

Collecting Behavioral Progress-Monitoring Data: 6 Methods

1. Behavior Report Cards
2. Checklists
3. Behavior Frequency Count
4. Momentary Time Sampling: Attention
5. Behavior Logs
6. Monitoring Adult Prompts
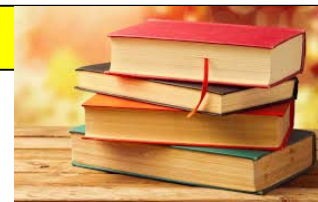
The Struggling Student: Data Tells a Story...

Whenever a student has behavioral challenges, you look to data to tell a coherent story about the student. If any of these elements are missing, the 'data story' can become garbled:

❖ What academic/behavior problem(s) is the student experiencing?

Jason fails to comply with adult requests during math instruction.

❖ What is the student's current performance?

On a behavior report card (BRC), Jason is rated as 'poor' in compliance on 80% of days.

❖ What goal will you set to show that the behavior has improved?

On a BRC, Jason will be rated as 'good' in compliance on 80% of days.

❖ How will you use data as feedback to judge your intervention's effectiveness?

The math teacher will complete the BRC daily. The intervention will be reviewed after 6 instructional weeks.

Classroom Data Collection: The Basics…

Here are important guidelines: Tier 1/classroom data collection methods should:

- **measure skill(s) targeted by the intervention.** The educator wants to know whether the student is improving a specific skill or behavior. The data-collection method is selected to track growth in that skill or behavior.

- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months– whether the intervention is effective.

- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale (see pp. 24-28) that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., POOR/FAIR/GOOD). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

1

Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**

  ❑ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)

  ❑ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

1

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score:____ Total NO Score: ____

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

1

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 Sco___

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

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Follows class rules with no m violations per session. Did the student succeed in thi ❑ YES ❑ NO					
Completes assignments within the a time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

1

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score: ___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ☐ YES ☐ NO	Y N	Y N	Y N	Y N	Y N
Completes assignments within t... time. Did the student succeed in ... ☐ YES ☐ NO					
Completes assignments with 80% ... Did the student succeed in this behavi... ☐ YES ☐ NO					
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ☐ YES ☐ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Completes independent assignments within time allocated.

Did the student succeed in this behavior goal?

☐ YES ☐ NO

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score:____ Total NO Score: ____

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this beha... ❑ YES ❑ NO					
Completes assignments with 8... Did the student succeed in t... ❑ YES ❑ NO					
Complies with teacher requests. (2 noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes assignments with at least 80% accuracy.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

1

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

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

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% acc Did the student succeed in this beh ❑ YES ❑ NO					
Complies with teacher reque **noncompliance per period)** Did the student succeed in this b ❑ YES ❑ NO					

Complies with teacher requests--no more than 1 incident of noncompliance per period.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

**Free Online App:
Behavior Report Card Maker.**
Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.

Behavior Report Card Maker

If you have any suggestions or comments about this tool, please mail me.

Roy's Report Card

Switch to Expert Mode

Save   Save as...   Start New Report Card

Step 1

Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title
Roy's Behavior Report Card

Person to fill out the report card
Mr. Wright

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.

Student's classroom
Room 345

Student's first and last name
Roy   Atkins

Gender   male

Font family   san serif   Font size   10 pt

☑ Append signature section

Instructions for report card signer
I have reviewed this completed Behavior Report with my child.

Person to sign the report card
Parent

Previous   Next

Classroom Data Tool: **Checklist**

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. (See pp. 22-23).

  Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.

2

Classroom Data Tool: **Checklist**

- **What It Can Measure:**

    ❑ Step-by-step cognitive strategies

    ❑ Behavioral routines

    ❑ Generalization: Target behavior carried out across settings

2

Classroom Data Tool: **Checklist**

Checklist
Example:
Classroom
Routine

Start-of-Class Checklist

- ❏ AT THE START OF CLASS, THE STUDENT:
- ❏ has a sharpened pencil.
- ❏ has paper for taking notes.
- ❏ has homework ready to turn in.
- ❏ has put her cell phone away in her backpack.
- ❏ has cleared her desk of unneeded materials.
- ❏ is sitting quietly.
- ❏ is working on the assigned start-of-class activity.

2

Classroom Data Tool: Checklist

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

2

Classroom Data Tool: **Checklist**

Activity: Customize a
Behavioral Checklist

1. Pick a routine in your classroom that your student finds challenging, such as:

   – *Getting organized at the start of class.*

   – *Completing an in-class reading assignment.*

   – *Participating in small-group discussion.*

2. Write down the steps that make up this larger task to create your own behavioral checklist.

2

Classroom Data Tool: Checklist

Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

Self-Check Behavior Checklist Maker

View | Edit | Outline | Track | Configure Tool

Self-Check Behavior Checklist Maker

Create customized checklists for students to monitor their own classroom behaviors

If you have any suggestions or comments about this tool, please mail me.

Untitled Document

Save | Save as... | Start New Checklist

Self-Check Behavior Checklist Maker

Students who track their own behaviors gain greater control over those behaviors. Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.)

Directions

Click HERE to download the full Self-Check Behavior Checklist Maker manual.

- To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down

2

Classroom Data Tool: **Behavior Frequency Count**

- **What It Is:** In a behavioral frequency count, an observer (e.g., the teacher) watches a student's target behavior and keeps a cumulative tally of the number of times that the behavior is observed during a given period (handout 1 pp. 29-31.)

  Behaviors best measured using frequency counts have clearly observable beginning and end points—and are of short duration.

  Examples include:
  - call-outs
  - requests for teacher help during independent seatwork.
  - raising one's hand to contribute to large-group discussion.

Classroom Data Tool: **Behavior Frequency Count**

Behavior Frequency Count Handout 1 pp. 30-31

Behavioral Frequency Count/Behavioral Rate Worksheet

Student: _____ School Yr: _____ Classroom/Course: _____

Behavior Definition: Define in clear, measureable, observable terms the behavior that will be measured using the behavioral frequency count (e.g., student call-outs during instructional activities):

_____

_____

Date: ___/___/___   Start Time: ___:___   End Time: ___:___   Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|') in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
1		Divided by	Equals

Comments: _____

_____

Date: ___/___/___   Start Time: ___:___   End Time: ___:___   Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|') in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
2		Divided by	Equals

Comments: _____

_____

Date: ___/___/___   Start Time: ___:___   End Time: ___:___   Setting/Activity: _____

Behavior Frequency Count: During the observation, place a tally mark ('|') in the box below whenever the student displays the target behavior:

	Total Observed Behaviors	Minutes of Observation Time	Behavior Rate Per Minute
3		Divided by	Equals

Comments: _____

_____

Classroom Data Tool: **Behavior Frequency Count**

- **How to use:** The observer watches the student and makes a tally mark for each observed display of the target behavior. At the end of the observation, the observer divides total number of behaviors observed by minutes of observation time to calculate a standardized rate of **behavior per minute**.

Behavior Definition: Define in clear, measureable, observable terms the behavior that will be measured using the behavioral frequency count (e.g., student call-outs during instructional activities):

The student calls out comments without permission during large-group instruction.

Date: __10/20/2018__ Start Time: ___10:30___ End Time: __10:50__ Setting/Activity: __Writing Instruction: Whole-class__

Behavior Frequency Count: During the observation, place a tally mark ('|') in the box below whenever the student displays the target behavior:

Total Observed Behaviors		Minutes of Observation Time		Behavior Rate Per Minute
6	Divided by	20m	Equals	0.3

1 / / / / / / /

Comments: __Called out 1 correct answer to teacher Q; rest of call-outs were nonsense noises.__

3

Classroom Data Tool: **Behavior Frequency Count**

Activity: Think Critically About BFC's

- Behavior Frequency Counts are useful when the student's behaviors have clear, observable start and end points and are of short duration.

  Because BFCs require direct observation, the quality of information they provide also depends on factors such as where the observer is sitting and whether the student knows that he/she is being observed.

  Look over the BFC form (pp. 30-31). Discuss ideas for when and how to use BFCs that will increase the usefulness of their data.

3

Classroom Data Tool: **Momentary Time Sampling**

- **What It Is:** In Momentary Time Sampling (MTS), the observer uses a timer, recording in sequence whether the student displays a specific 'target' behavior (e.g., 'on-task') across a series of fixed intervals (e.g., 15 seconds) (Handout 1; p. 32.)

  At the start of each interval, the observer briefly looks at the student ('momentary time sampling'). If, during that glance, the student displays the target behavior, the observer marks that interval on the observation form. If the student does NOT display the target behavior at the interval onset, the interval is not marked.

  During the remainder of the interval, the observer can make observational notes. At the onset of the next interval, the observer repeats the observe-and-record process described above—and continues until the observation period ends.

4

Classroom Data Tool: Momentary Time Sampling

Classroom
Attention
Observation
Form
Handout 1
p. 32

Classroom Attention Observation Form

Student Name: _____ Date: _____

Observer: _____ Location: _____ Start Time: _____ End Time: _____

Description of Activities: _____

_____

Directions: Observe the student at a time when the student is engaged in independent seatwork or attending to large-group instruction. *On-Task Behavior* is the only behavior being recorded. It is coded using a momentary time-sampling procedure. At the start of **each** 15-second interval, glance at the target child for approximately two seconds and determine if the child is on-task or off-task during the brief observation. If the child is found to be on-task (attending to large-group instruction or doing his or her assigned seatwork), mark the interval with an "X." If the child is off-task, leave the article unmarked. Then keep running notes of any student behaviors or classroom events until the onset of the next time interval. When the observation is finished, use Table 1 below to calculate the student's *time on task* (engaged academic time).

	1				**2**				**3**				**4**				**5**			
	0:00	0:15	0:30	0:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45	4:00	4:15	4:30	4:45
ON-TASK																				

	6				**7**				**8**				**9**				**10**			
	5:00	5:15	5:30	5:45	6:00	6:15	6:30	6:45	7:00	7:15	7:30	7:45	8:00	8:15	8:30	8:45	9:00	9:15	9:30	9:45
ON-TASK																				

	11				**12**				**13**				**14**				**15**			
	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	13:00	13:15	13:30	13:45	14:00	14:15	14:30	14:45
ON-TASK																				

Table 1: Calculate the Rate of *On-Task Behavior* During the Observation Period

Type of Behavior	Number of intervals in which the On-Task behavior was observed.		The TOTAL number of intervals in the observation period(s)		Rate (in decimal form) that the On-Task behavior occurred during the observation.		Rate (in percentage form) that the On-Task behavior occurred during the observation.
ON-TASK		Divided by		Equals		Times 100 =	%

Describe any notable student behaviors or other classroom events observed during the session:

_____

_____
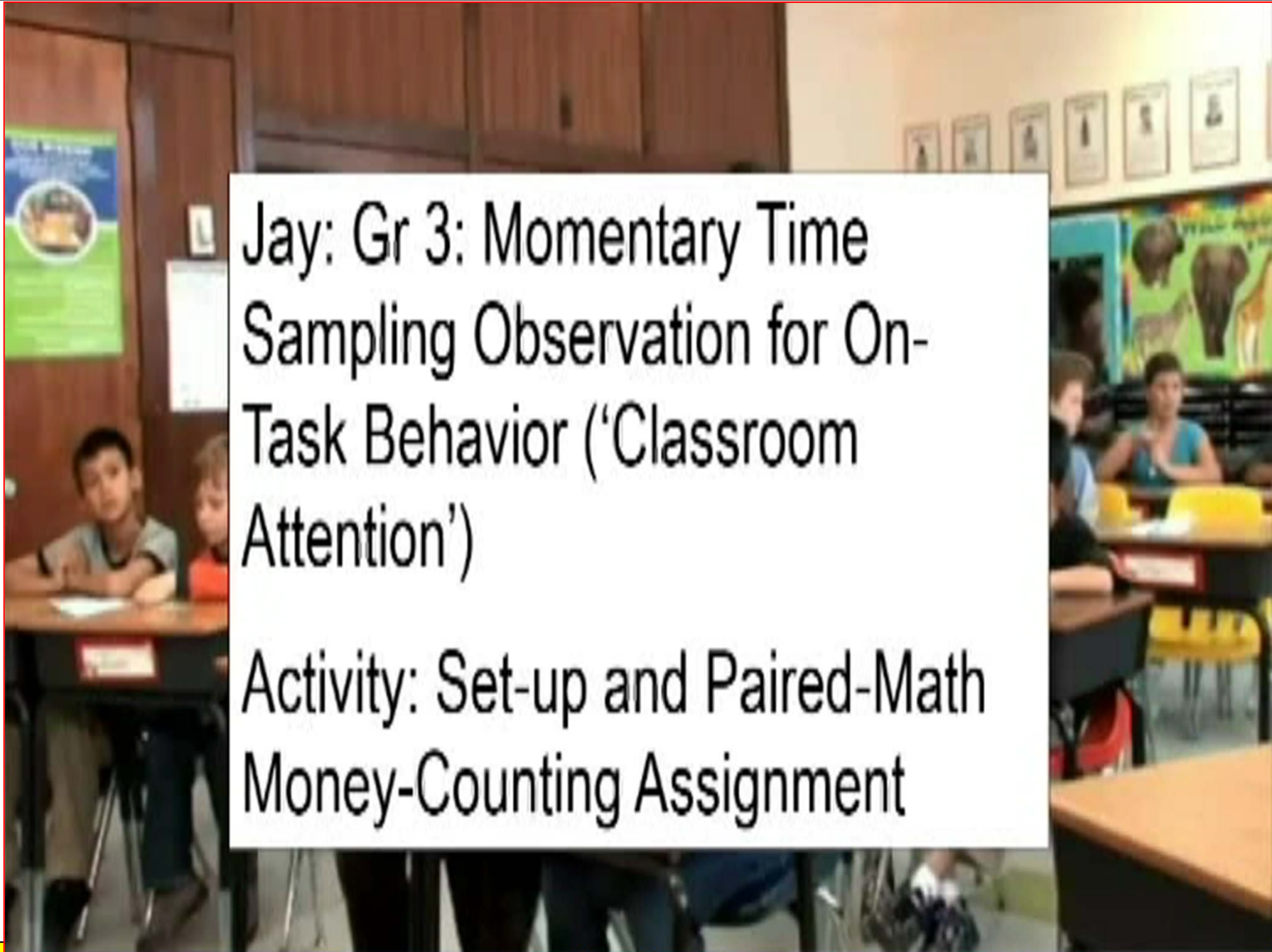
Classroom Data Tool: **Momentary Time Sampling**

- **Activity: Part 1:** Review the 'Classroom Attention Observation Form' sheet on handout 1 p. 32 of your handout.

- Watch the brief video of a classroom observation of a math-pairs activity in a 3rd-grade classroom—and observe how the observation sheet is completed for Jay using a Momentary Time-Sampling approach.

- *Discussion: What questions do you still have about using an MTS monitoring format?*

4

Jay: Gr 3: Momentary Time Sampling Observation for On-Task Behavior ('Classroom Attention')
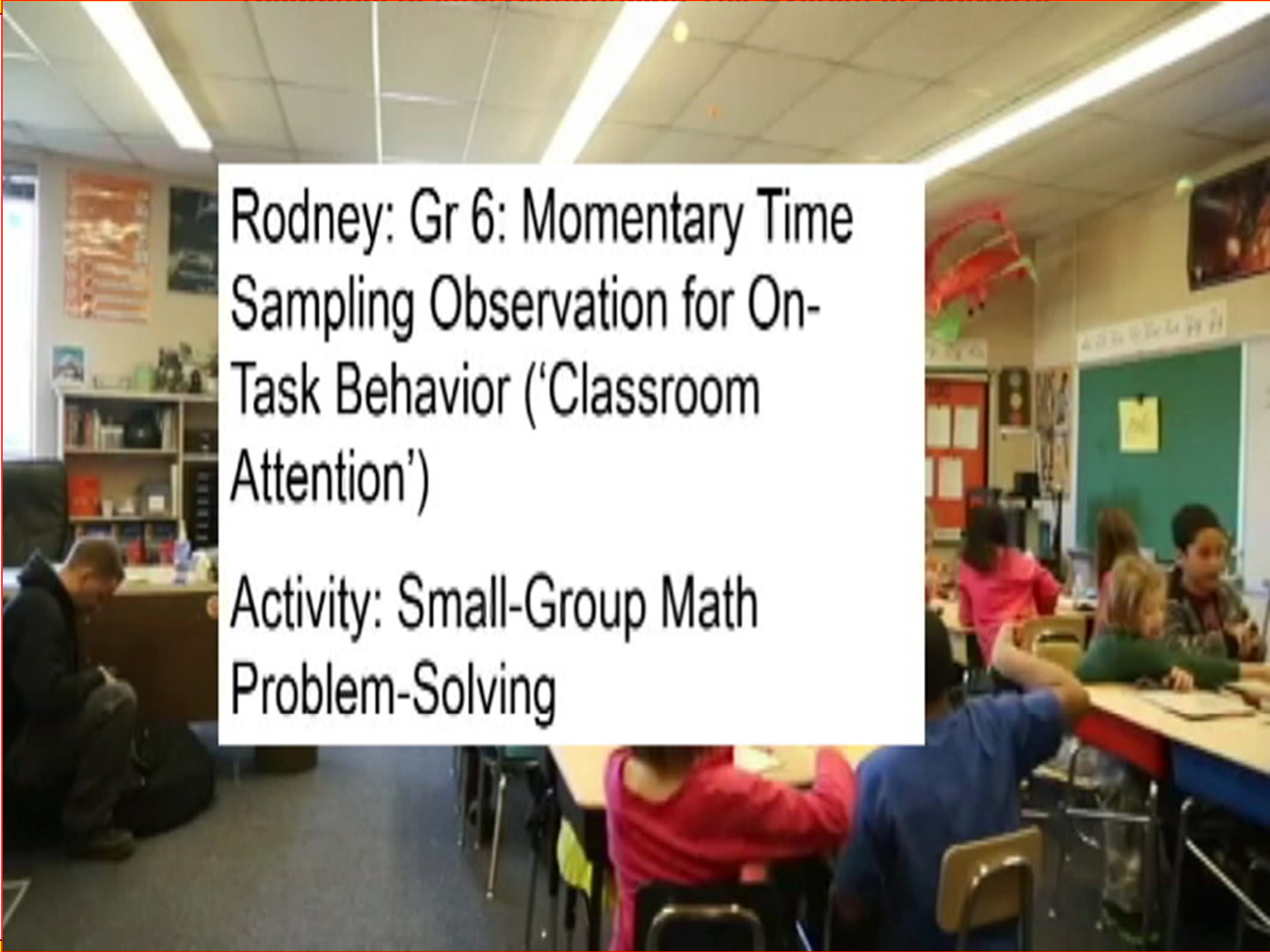
Activity: Set-up and Paired-Math Money-Counting Assignment

Classroom Data Tool: **Momentary Time Sampling**

- **Activity: Part 2:** Watch the brief video of a classroom observation (small-group math activity).

- Using your 'Classroom Attention Observation Form' (handout 1 p. 32), monitor your target student, Rodney, for on-task behavior. (If you have access to a stopwatch, try to use it during this observation.)

- At the end of the observation, you will score the sheet to compute percentage of intervals of on-task behavior for Rodney.

- *NOTE: Before beginning, write out a list of what behaviors you would consider to be 'on-task' for small-group cooperative math problem-solving.*

4

Rodney: Gr 6: Momentary Time Sampling Observation for On-Task Behavior ('Classroom Attention')

Activity: Small-Group Math Problem-Solving

Classroom Data Tool: **Behavior Log/Scatterplot**

- **What It Is:** Behavior logs are narrative 'incident reports' that the teacher records about problem student behaviors. (See pp. 33-35.) The teacher makes a log entry each time that a behavior is observed. An advantage of behavior logs is that they can provide information about the context within which a behavior occurs.(Disciplinary office referrals are a specialized example of a behavior log.)

  Logged behavior incidents can then be plotted on 'scatterplots' to look for connections between student schedule and problem behaviors.

5

Behavior Log: Sample Form p. 34

Student Name: _____Observer:_____

Time: ___;___ a.m./p.m.   Date: ___/___/___   Location: _____

Brief narrative of incident (including persons involved, scheduled activity, triggering event(s), outcome(s));

_____

_____

_____

How long did this incident last? _____ mins

How severe was the behavior in the incident?

1	2	3
Not Severe	Somewhat Severe	Very Severe

5

Classroom Data Tool: **Behavior Log/Scatterplot**

- **What It Can Measure:**

   Behavior logs are often used for teachers to record 'low-incident, high-amplitude' behaviors—that is, behaviors that occur only occasionally but that can disrupt instruction and/or pose a risk to safety (e.g., threats, verbal outburst, tantrum, destruction of property).

5

Behavior Log: Sample Form

Student Name: __Angela H._____ Observer:___Meredith Z._____

Time: 11:40 (a.m.) p.m. Date: __10/20/18__ Location: __Social Studies: Indep Rdng_____

Brief narrative of incident (including persons involved, scheduled activity, triggering event(s), outcome(s));

The class was assigned a short passage to read and given 10 mins.

Angela sat at her desk but did not begin the reading. When approached by

the teacher and told to start reading, she refused and suddenly left the

room.

How long did this incident last? _____2_____ mins

How severe was the behavior in the incident?   1   2   3
                                            Not Severe Somewhat Severe Very Severe

5

Behavioral
Scatterplot
p. 35

Behavioral Scatterplot

Directions: Write the student's general daily schedule in the column labeled 'Activity/Class Schedule'. For each day during which target problems behaviors were monitored in the student's *behavioral log*, mark an 'X' in the appropriate date column at the time when the problem behavior occurred. When all behaviors have been plotted at the correct date and time of their occurrence, look for possible explanatory patterns between the activities scheduled and the behaviors observed --e.g., due to physical setting variables, academic task demands, presence or absence of adult supervision, etc.

Time	Activity / Class Schedule	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____
7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45						
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
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2:30-2:45						
2:45-3:00						
3:00-3:15						
3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

5

Behavioral Scatterplot

Step 2: Superimpose the student's school schedule over the scatterplot. Look for significant patterns between location/activity and PRESENCE or ABSENCE of student behaviors.

Step 1: Plot Teacher Behavior Log Data onto Scatterplot. (In example, "X" represents student refusal to comply with teacher request.)

Math

Reading

Science

Behavioral Scatterplot

Directions: Write the student's general daily schedule in the column labeled 'Activity/Class Schedule'. For each day during which target problems behaviors were monitored in the student's *behavioral log*, mark an 'X' in the appropriate date column at the time when the problem behavior occurred. When all behaviors have been plotted at the correct date and time of their occurrence, look for possible explanatory patterns between the activities scheduled and the behaviors observed --e.g., due to physical setting variables, academic task demands, presence or absence of adult supervision, etc.

Time	Activity / Class Schedule	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____
7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45		X				
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15						
11:15-11:30				X		
11:30-11:45		X				
11:45-12:00						
12:00-12:15						
12:15-12:30					X	X
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
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3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

5

Behavioral
Scatterplot

Step 1: Plot Teacher Behavior
Log Data onto Scatterplot. (In
example, 'X' represents student
refusal to comply with teacher
request.)

Behavioral Scatterplot

Directions: Write the student's general daily schedule in the column labeled 'Activity/Class Schedule'. For each day during which target problems behaviors were monitored in the student's *behavioral log*, mark an 'X' in the appropriate date column at the time when the problem behavior occurred. When all behaviors have been plotted at the correct date and time of their occurrence, look for possible explanatory patterns between the activities scheduled and the behaviors observed --e.g., due to physical setting variables, academic task demands, presence or absence of adult supervision, etc.

Time	Activity / Class Schedule	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____
7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45		X				
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15						
11:15-11:30				X		
11:30-11:45			X			
11:45-12:00						
12:00-12:15						
12:15-12:30					X	X
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
2:00-2:15						
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2:45-3:00						
3:00-3:15						
3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

5

J1 Jlm, 3/13/2019

Behavioral Scatterplot

Step 2: Superimpose the student's school schedule over the scatterplot. Look for significant patterns between location/activity and PRESENCE or ABSENCE of student behaviors.

Math

Reading

Science

Behavioral Scatterplot

Directions: Write the student's general daily schedule in the column labeled 'Activity/Class Schedule'. For each day during which target problems behaviors were monitored in the student's *behavioral log*, mark an 'X' in the appropriate date column at the time when the problem behavior occurred. When all behaviors have been plotted at the correct date and time of their occurrence, look for possible explanatory patterns between the activities scheduled and the behaviors observed --e.g., due to physical setting variables, academic task demands, presence or absence of adult supervision, etc.

Time	Activity / Class Schedule	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____	Date/Day _____
7:30-7:45						
7:45-8:00						
8:00-8:15						
8:15-8:30						
8:30-8:45		X				
8:45-9:00						
9:00-9:15						
9:15-9:30						
9:30-9:45						
9:45-10:00						
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00						
11:00-11:15						
11:15-11:30				X		
11:30-11:45		X				
11:45-12:00						
12:00-12:15						
12:15-12:30					X	X
12:30-12:45						
12:45-1:00						
1:00-1:15						
1:15-1:30						
1:30-1:45						
1:45-2:00						
2:00-2:15						
2:15-2:30						
2:30-2:45						
2:45-3:00						
3:00-3:15						
3:15-3:30						
3:30-3:45						
3:45-4:00						
4:00-4:15						
4:15-4:30						

5

Classroom Data Tool: **Behavior Log/Scatterplot**

Activity: Design Your Own Behavior Log

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

- Review the sample behavior log form on p. 35.

- *What recommendations do you have to encourage teachers to use logs for low-incident behaviors?*

Student Name: _____ Observer: _____

Time: ____;____ a.m./p.m. Date: ___/___/___ Location: _____

Brief narrative of incident (including persons involved, scheduled activity, triggering event(s), outcome(s));

_____

_____

_____

How long did this incident last? _____ mins

How severe was the behavior in the incident?

1	2	3
Not Severe	Somewhat Severe	Very Severe

5

How to Track Use of Adult Prompts on Academic Tasks
pp. 18-21
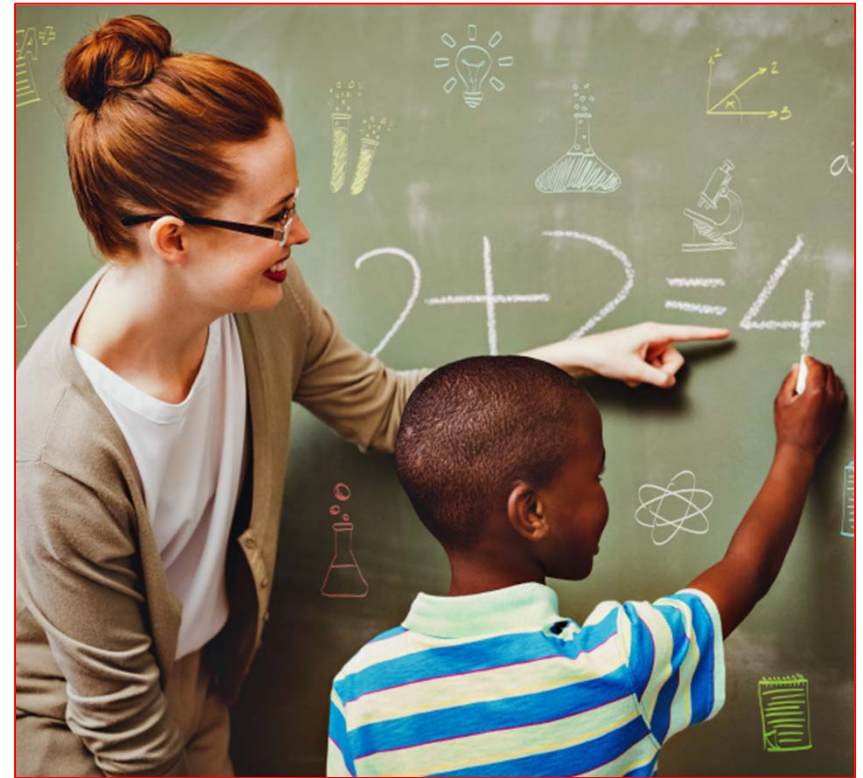
Tracking Adult Prompts

When students acquire new academic skills, they often require a transitional phase of teacher prompts to successfully perform those skills.

Prompts are a valuable tool to transition students to task-independence.

This segment presents a process and accompanying forms that teachers can use monitor progress toward task-independence—by tracking the type and number of prompts required for student performance.

External Prompt Types Look-Up Table: Handout 1 p. 18

Table 1: Prompt Types (MacDuff et al., 2001)	
Manual Prompt	The student is guided manually to complete the skill. Guiding the student's hand to write letters on a worksheet is an example of a manual ('hand-over-hand') prompt. A partial manual prompt (e.g., the teacher guiding the student manually through only part of the task) is counted as a manual prompt.
Modeling Prompt	The student views a demonstration of the skill (e.g., demonstrated in person or via a video recording). Partial modeling (e.g., the teacher demonstrating a single step of a multi-step task) is counted as a modeling prompt.
Verbal Prompt	The student is prompted via verbal communication to demonstrate the skill. Verbal prompts can consist of a single word or several consecutive sentences. Encouragement and praise whose goal is to get the student to begin the task are considered verbal prompts.
Gestural Prompt	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

Recording Adult Prompts: A Data Source

The *Student Prompts Recording Form* provides space for the adult to record the kind and number of adult prompts that the student needs to complete an activity.

1 DATE: M T W Th F ___Oct 22, 2018___ NOTES: <u>Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.</u>

No Prompt	1 Gestural	2 Verbal	1 Modeling	Manual

Tracking Adult Prompts

Student Prompts Recording Form

Student: _____ Rodney H. _____ **Teacher:** _____ Mrs. Salinger _____

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has 15 minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

Prompt Definitions. Use these definitions to classify the types of prompts you use with your student.

Prompt Types. (MacDuff et al., 2001)	
Manual	The student is guided manually to complete the skill.
Modeling	The student views a demonstration of the skill (e.g., demonstrated in person, via a video recording).
Verbal	The student is prompted via verbal communication to demonstrate the skill.
Gestural	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

Prompt Recording. In the sections below, record your use of task-initiation prompts to initiate the identified task/behavior. Write observation dates, number and type of prompts used, and notes explaining your prompt use.

1 DATE: M T W Th F ___ Oct 22, 2018   NOTES: Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.

No Prompt	Gestural	Verbal	Modeling	Manual
	1	2	1	

2 DATE: M T W Th F _____   NOTES: _____

No Prompt	Gestural	Verbal	Modeling	Manual

3 DATE: M T W Th F _____   NOTES: _____

No Prompt	Gestural	Verbal	Modeling	Manual

Student Prompts Recording Form

Tracking Adult Prompts

Student Prompts Recording Form

Student: _____ Rodney H. _____ **Teacher:** _____ Mrs. Salinger _____

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has ___ minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

Prompt Definitions. Use these definitions to classify the types of prompts you use with your student.

| Prompt (MacDuff et al., 2001) |

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has 15 minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

Prompt Recording. In the sections below, record your use of task-initiation prompts to initiate the identified task/behavior. Write observation dates, number and type of prompts used, and notes explaining your prompt use.

1 DATE: M T W Th F___ Oct 22, 2018   NOTES: Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.

| No Prompt | 1 | Gestural | 2 | Verbal | 1 | Modeling | | Manual |

2 DATE: M T W Th F_____   NOTES: _____

| No Prompt | | Gestural | | Verbal | | Modeling | | Manual |

3 DATE: M T W Th F_____   NOTES: _____

| No Prompt | | Gestural | | Verbal | | Modeling | | Manual |

Student Prompts
Recording Form

Tracking Adult Prompts

Student Prompts Recording Form

Student: _____ Rodney H. _____ **Teacher:** _____ Mrs. Salinger _____

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Prompt Definitions. Use these definitions to classify the types of prompts you use with your student.

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Prompt Types. (MacDuff et al., 2001)	
Manual	The student is guided manually to complete the skill.
Modeling	The student views a demonstration of the skill (e.g., demonstrated in person, via a video recording).
Verbal	The student is prompted via verbal communication to demonstrate the skill.
Gestural	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

2 DATE: M T W Th F_____ NOTES: _____

| No Prompt | Gestural | Verbal | Modeling | Manual |

3 DATE: M T W Th F_____ NOTES: _____

| No Prompt | Gestural | Verbal | Modeling | Manual |

Student Prompts Recording Form

Tracking Adult Prompts

Student Prompts Recording Form

Student: _____ Rodney H. _____ Teacher: _____ Mrs. Salinger _____

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

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1 DATE: M T W Th F ___ Oct 22, 2018   NOTES: Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.

| | No Prompt | **1** Gestural | **2** Verbal | **1** Modeling | | Manual |

1 DATE: M T W Th F ___ Oct 22, 2018   NOTES: Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.

| | No Prompt | **1** Gestural | **2** Verbal | **1** Modeling | | Manual |

2 DATE: M T W Th F _____   NOTES: _____

| | No Prompt | | Gestural | | Verbal | | Modeling | | Manual |

3 DATE: M T W Th F _____   NOTES: _____

| | No Prompt | | Gestural | | Verbal | | Modeling | | Manual |

Student Prompts
Recording Form

Recording Adult Prompts: A Data Source

The *Student Prompts Progress-Monitoring Chart* allows the adult to keep a cumulative record of prompt-use, to look for decreases in degree of prompting needed for task completion.

Prompt Chart: Series/Week 1 for Rodney

	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26
Manual					
Modeling	1				
Verbal	2	2	1		
Gestural	1	1	1	1	
No Prompt					1
Date	Date	Date	Date	Date	Date

Student Prompts Progress-Monitoring Chart

Tracking Adult Prompts

Monitoring Use of Student Prompts © 2018 Jim Wright   www.interventioncentral.org

Student Prompts Progress-Monitoring Chart

Student: _____ Rodney H. _____   **Teacher:** _____ Mrs. Salinger _____

Directions. Use this chart to record/summarize entries from the *Student Prompts Recording Form.*

Prompt Chart: Series/Week 1 for Rodney

	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26
Manual					
Modeling	1				
Verbal	2	2	1		
Gestural	1	1	1	1	
No Prompt					1
Date	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26

Prompt Chart: Series/Week ___

Manual					
Modeling					
Verbal					
Gestural					
No Prompt					
Date					

Student Prompts Progress-Monitoring Chart

Tracking Adult Prompts

Monitoring Use of Student Prompts © 2018 Jim Wright   www.interventioncentral.org

Student Prompts Progress-Monitoring Chart

Student: _____Rodney H._____   **Teacher:** _____Mrs. Salinger_____

Directions. Use this chart to record/summarize entries from the *Student Prompts Recording Form.*

Prompt Chart: Series/Week 1 for Rodney

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	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26
Manual					
Modeling	1				
Verbal	2	2	1		
Gestural	1	1	1	1	
No Prompt					1
Date	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26

Progress-Monitoring Chart

Activity: Monitoring Adult Prompts

- Look over the forms on handout 1 pp. 20-21.

- Discuss what students in your classroom or school might be appropriate to monitor with this prompt-tracking form. (Remember that sometimes we use prompts when not realizing it: e.g., 'nagging' the student.)

How to Monitor Student Progress on Tier 1/Classroom Interventions

How to Monitor Student Progress on Tier 1/Classroom Interventions
Handout 1
pp. 2-5

How to Monitor Tier 1/Classroom Interventions © 2018 Jim Wright   www.interventioncentral.org

How to Monitor Student Progress on Tier 1/Classroom Interventions

If you are a teacher who wants to put a classroom academic or behavioral intervention plan in place for a struggling student, you will want to collect data on that intervention so that you can judge its effectiveness. After all, no one wants to commit time and effort to an intervention that is ineffective.

Your goal of interventions in Tier 1 (general-education instructional settings) is to provide academic and/or behavioral support that will allow your target student to be successful in core instruction. The kinds of data that you choose to monitor that student's progress will, of course, depend on what you wish to measure. However, any assessment that you choose should be a valid measure of the behavior or academic skill that is the focus of the intervention, able to accurately record short-term student gains, and feasible to collect in a busy classroom.

This article walks you through a 7-step process to create and carry out a plan to monitor student progress for any teacher-created classroom intervention:

STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure. This 'problem-identification' statement should define the skill or behavior in clear, specific terms. Here are some examples:

Problem-Identification Statements: Examples
HOMEWORK. Russell does not turn in homework.
WRITING. Andrea's writing includes many incomplete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.
BEHAVIOR. Angela is inattentive in large-group instruction.

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention. You have a range of data-collection tools to choose from, such as rubrics, checklists, Daily Behavior Report Cards (DBRC), Curriculum-Based Measures (CBMs), teacher logs, etc. Here are examples of data collection methods selected to match specific student problems:

Data Collection Methods: Examples	
Problem ID Statement	*Sample Data Tool*
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card

Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?

2. What data-collection method will best measure your target skill or behavior?

3. How long will your intervention last?

4. What is the student's baseline performance?

5. What is the student's outcome goal?

6. How often will you collect data?

7. How does the student's actual performance compare with the outcome goal?
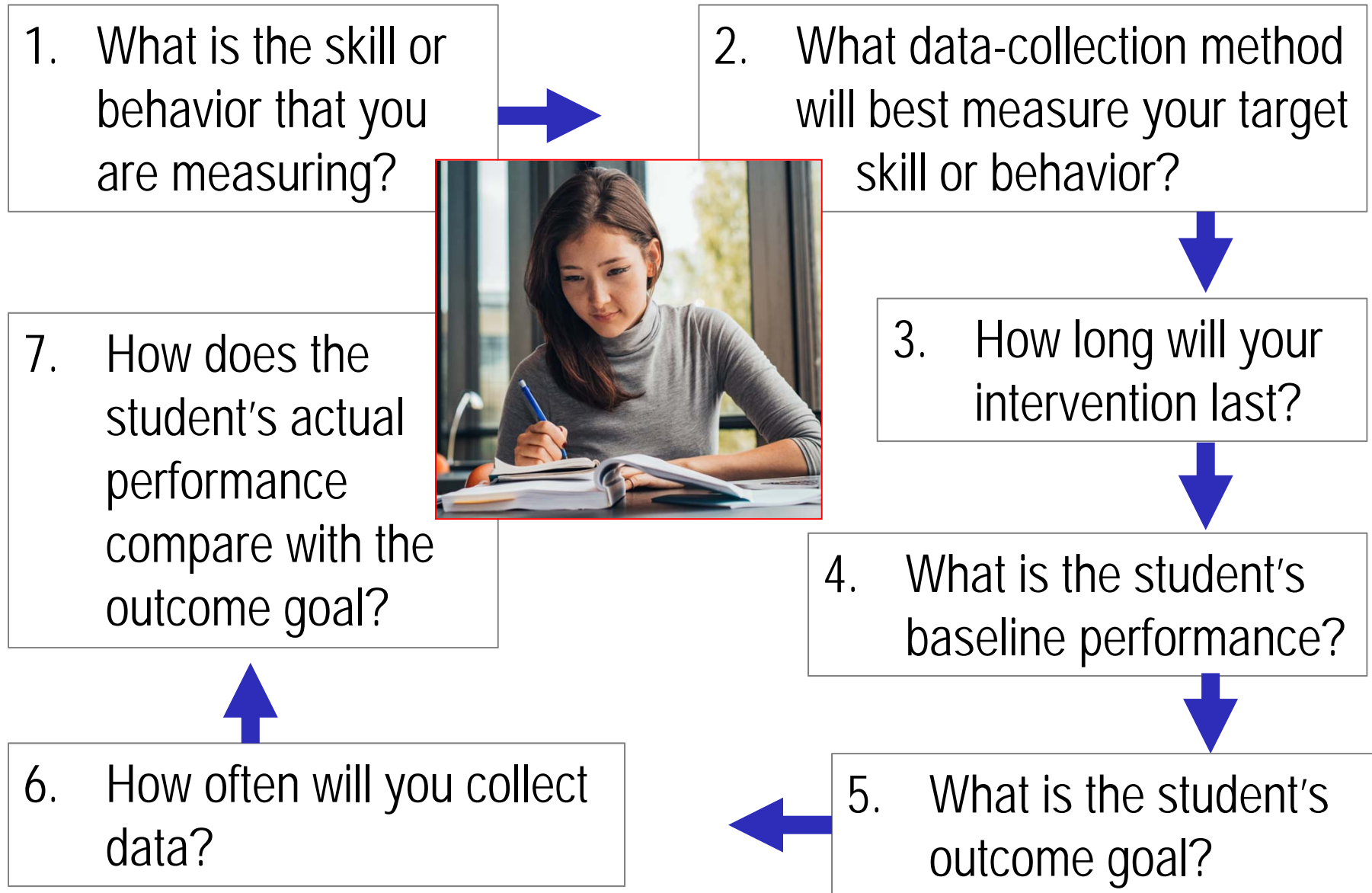
How to Monitor Classroom Interventions

STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure.

This 'problem-identification' statement should define the skill or behavior in clear, specific terms.

Problem-Identification Statements: Examples

HOMEWORK. Russell does not turn in homework.

WRITING. Andrea's writing includes many incomplete sentences.

MATH FACTS. Rick is not fluent in multiplication math facts.

BEHAVIOR. Angela is inattentive in large-group instruction.

How to Monitor Classroom Interventions

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention. (For a list of assessment tools, see handout; pp. 8-10)

Data Collection Methods: Examples

Problem ID Statement	Sample Data Tool
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card

How to Monitor Classroom Interventions

STEP 3: How long will your intervention last? When planning your classroom intervention, you should determine an end-date when you can review your progress-monitoring data and decide whether the intervention is successful. A good practice is to run your intervention for at least 6-8 instructional weeks before evaluating its effectiveness.
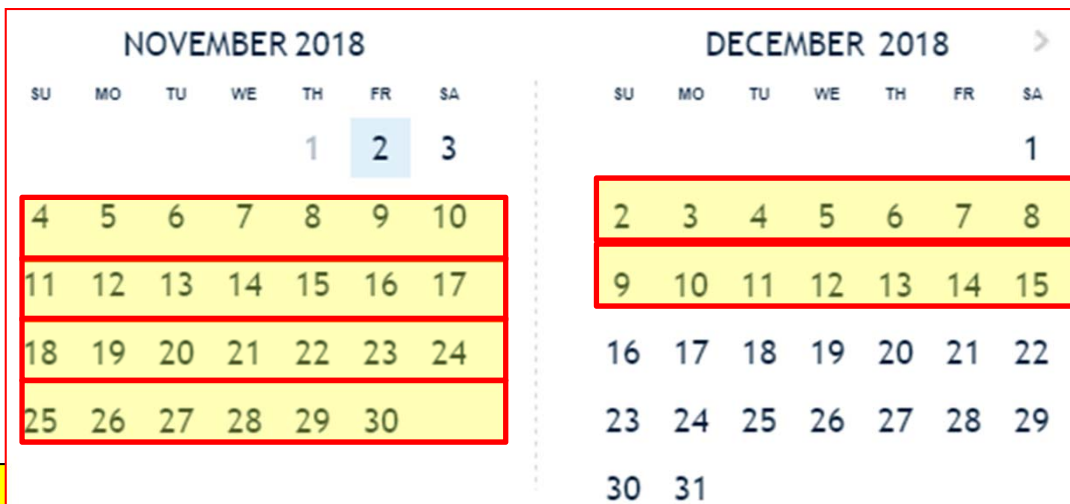
How to Monitor Classroom Interventions

STEP 4: What is the student's baseline performance?
Before launching your intervention, you will first use your selected data-collection tool to record baseline data reflecting the student's current performance in the skill or behavior that you are measuring.

Baseline data represents a starting point that permits you to calculate precisely any progress the student makes during the intervention.

Because student data can vary, you should strive to collect at least 3 baseline data points.

Baseline Data: Examples

Problem ID Statement	Sample Data Tool	Baseline Data
HOMEWORK. Russell does not turn in homework.	Homework log	Russell turned in homework on 20 percent of days when homework was assigned. **[Data source: percentage homework completion calculated from 1 week of homework log entries.]**
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, an average of 40 percent of sentences are found to be incomplete. **[Data source: median value of 3 writing samples collected on different days]**
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick calculates an average of 29 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. **[Data source: median value of 3 CBM worksheets collected on different days.]**
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item *"The student requires no more than 1 redirect for inattention during the class period"*, the teacher rates this item 'YES' during 1 of 5 days (20 percent). **[Data source: percentage calculated from 5 days of DBRC data collection.]**

How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? You will next set an outcome goal that describes how the student is expected to perform on the target skill or behavior if the intervention is successful (e.g., after 6-8 weeks).

S.M.A.R.T. (SMART)

- *S*PECIFIC

- *M*EASURABLE

- *A*PPROPRIATE, ACHIEVEABLE, ATTAINABLE

- *R*EALISTIC, RESULTS-FOCUSED

- *T*IME-BOUND

Outcome Goal: Examples

Problem ID Statement	Sample Data Tool	Outcome Goal
HOMEWORK. Russell does not turn in homework.	Homework log	Russell will turn in at least 80 percent of assigned homework. [Data source: percentage homework completion calculated from final week of homework log entries.]
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, at least 90 percent of attempted sentences will be correct and complete. [Data source: median value of final 3 writing samples]
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick will calculate an average of 49 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. [Data source: average of final 2 CBM worksheets.]
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item *"The student requires no more than 1 redirect for inattention during the class period"*, the teacher will rate this item 'YES' during at least 4 of 5 days (80 percent). [Data source: percentage calculated from final 5 days of DBRC data collection.]

How to Monitor Classroom Interventions

- **STEP 5: What is the student's outcome goal? (Cont.)** You can use several sources to calculate an outcome goal:

- *CBMs.* If you are using academic CBMs with benchmark norms, those grade-level norms can help you to set a goal for the student.

- *Classroom Norms.* If you are measuring a skill for which you lack benchmark norms, you may instead be able to compile classroom norms (i.e.., sampling your entire class or a subgroup of your class) and use those group norms to set an outcome goal.

- *Teacher-Defined Performance Goal (Criterion Mastery).* Sometimes, you must write an outcome goal—but don't have access to benchmark or classroom norms. In this case, you can always use your own judgment to define a meaningful outcome goal: e.g., the student will follow a 7-step process to solve a math word problem.

How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? (Cont.)

TIP: For a student with a large academic deficit, you very likely will not be able to close that skill-gap entirely within one 6-8-week intervention cycle.

In this instance, you should instead set an ambitious **'intermediate goal'** that will demonstrate that your student is clearly closing the academic gap with peers.

Students with substantial academic delays may require several repeated intervention-cycles with intermediate goals before they can close the skill-gap sufficiently to bring them up to grade-level peers (**'final goal'**).

How to Monitor Classroom Interventions

STEP 6: How often will you collect data? The more frequently you collect data, the more quickly you will be able to judge whether an intervention is effective (Filderman & Toste, 2018). This is because more data points make trends of improvement easier to spot and increase your confidence in the pattern that the data is showing you.

Ideally, you should collect data at least weekly for the duration of the intervention period. If that is not feasible, you will want monitor student progress no less than twice per month.

How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? Once you have created your progress-monitoring plan for the student, you will put that plan into action. At the end of the pre-determined intervention period (e.g., in 6 weeks), you will review the student's cumulative progress-monitoring data, compare it to the outcome goal, and judge the effectiveness of the intervention.

How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? (Cont.) Here are your outcome decision rules:

- *Outcome goal met.* If your student meets the outcome goal, the intervention is a success. You can stop the intervention or continue for a time if the student still benefits from it.

- *Progress but outcome goal not met.* If your student fails to meet the outcome goal, but you see clear signs that the student is making progress, you might decide that the intervention shows promise. Here, your next step would be to alter the existing intervention to intensify its effect: e.g., smaller group size; more frequent meetings).

- *Little or no progress observed.* If your student does not make progress, you should replace the intervention plan with a new strategy.

Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?

2. What data-collection method will best measure your target skill or behavior?

3. How long will your intervention last?

4. What is the student's baseline performance?

5. What is the student's outcome goal?

6. How often will you collect data?

7. How does the student's actual performance compare with the outcome goal?
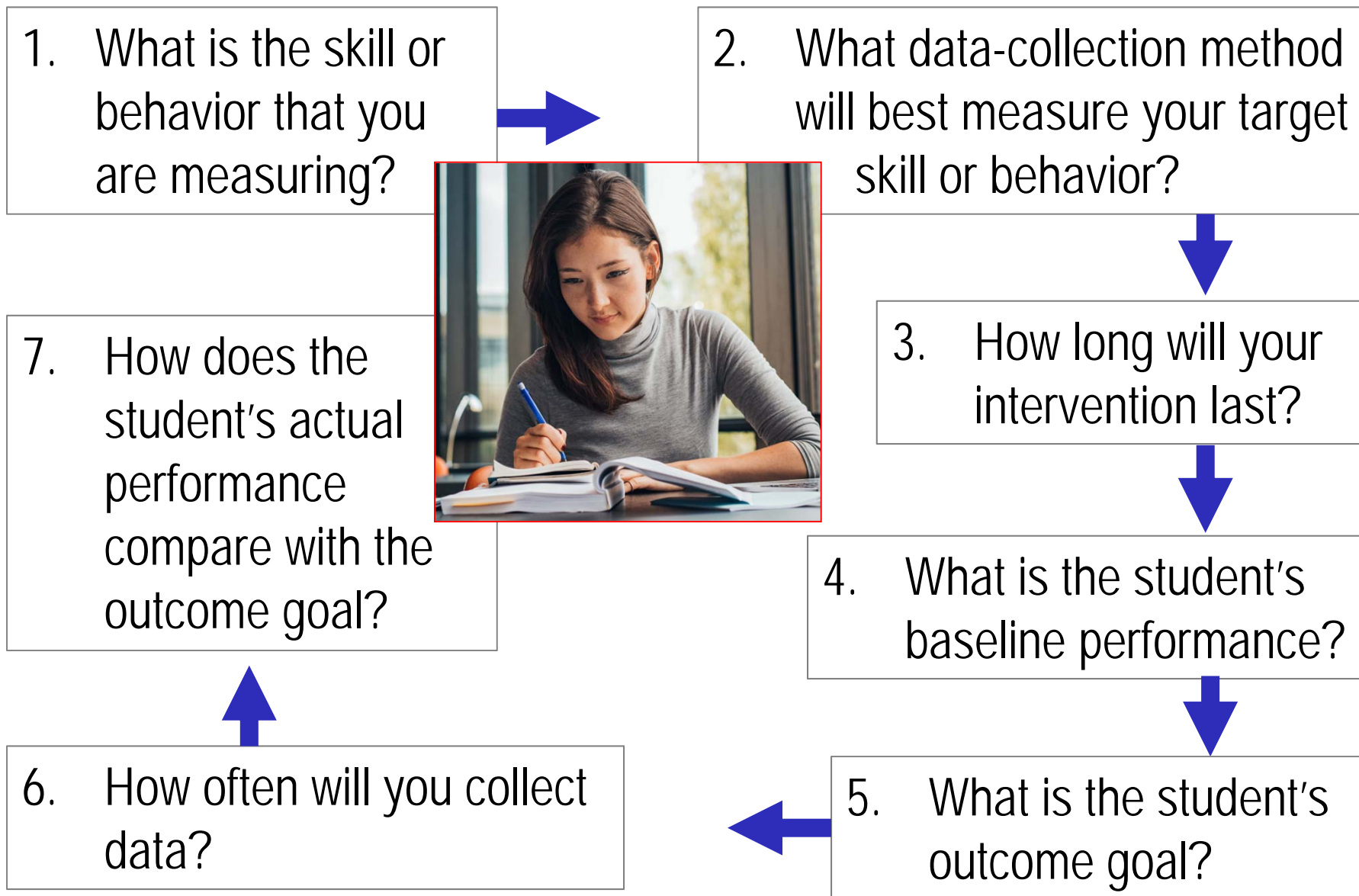
Activity: How to Monitor Classroom Interventions

- Review the 7 steps shared here for developing a plan to monitor any classroom intervention (handout 1 pp. 2-5). Discuss with your team how you could use this planning framework in your school.

- Which step(s) do you believe might be the **MOST challenging** to implement in your school?

Social-Emotional Learning. How do the NYSED SEL Benchmarks support the MTSS-B model?

15

New York State Social Emotional Learning Benchmarks

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
B. Recognize personal qualities and external supports.	**1B.1a.** Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions. **1B.1b.** Identify family, peer, school, and community strengths and supports.	**1B.2a.** Describe personal strengths/skills and interests that one wants to develop. **1B.2b.** Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.	**1B.3a.** Analyze- how personal strengths and areas in need of improvement influence choices and outcomes. **1B.3b.** Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	**1B.4a.** Set priorities that build on strengths and identify areas for improvement. **1B.4b.** Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.	**1B.5a.** Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. **1B.5b.** Implement a plan to build on a personal strength to meet a need, or address a challenge facing one's community. **1B.5c.** Evaluate how developing interests and "giving back"/filling useful roles support school and life success.
C. Demonstrate skills related to achieving personal and academic goals.	**1C.1a.** Describe why learning is important in helping students achieve personal goals. **1C.1b.** Identify goals for personal behavior progress, achievement, or success.	**1C.2a.** Describe the steps in setting and working toward goal achievement. **1C.2b.** Monitor progress on achieving a short-term personal goal.	**1C.3a.** Set a short-term goal and develop a plan for achieving it. **1C.3b.** Analyze why one achieved or d[...] achieve a goa[...]	**1C.4a.** Identify strategies to make use of resources to overcome obstacles to achieve goals. [...]es to [...]to	**1C.5a.** Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. **1C.5b.** Monitor progress toward achieving a goal and evaluate one's performance against criteria.

Handout 2
pp. 9-15

Source: New York State Social Emotional Learning Benchmarks. (August, 2018). Retrieved from
http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf p. 3

" …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 "

Source: New York State Social Emotional Learning Benchmarks. (August, 2018). Retrieved from
http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf p. 1

" *Research findings show that instruction in SEL skills is most effective when they are taught by classroom teachers and integrated into ongoing classroom activities.* "

-US Dept of Education

Source: O'Conner, R., De Feyter, J., Carr, A., Luo, J. L., & Romm, H. (2017). A review of the literature on social and emotional learning for students ages 3–8: Teacher and classroom strategies that contribute to social and emotional learning (part 3 of 4) (REL 2017–247). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=443. p. 3

2013
CASEL GUIDE

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Effective Social and Emotional Learning Programs

Preschool and Elementary School Edition

CASEL

http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf

Activity: SEL in the Classroom

Discuss one or more of these questions:

- *What current classroom programs and/or instructional practices in your school support the SEL benchmarks?*

- *How can the MTSS-B Tier 1 process of defining and reinforcing school-wide behavioral expectations (session 1) support the SEL benchmarks?*

- *What process might your school follow to review and select appropriate SEL curriculum materials?*

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and describe emotions and how they are linked to behavior. 1A.1b. Demonstrate control of impulsive behavior.	1A.2a. Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a constructive manner. 1A.2c. Demonstrate control of behaviors that interfere with time on task.	1A.3a. Analyze factors that create stress or motivate successful performance. 1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges. 1A.3c. Demonstrate the capacity to maintain concentration on a task.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes. 1A.4c. Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.	1A.5a. Evaluate how expressing one's em in different situation affects others. 1A.5b. Evaluate how expressing more pos attitudes influences others. 1A.5c. Demonstrate ability to adjust one behavior in response to changes in one's environment or to changes in one's goal(s).

Handout 2
pp. 9-15

RTI/MTSS-Behavior: The Road Ahead. What are the immediate steps that your team will take to advance MTSS-B in your building or district?

15

" *A journey of a thousand miles must begin with a single step.* "

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

Handout 2
pp. 1-8

RTI/MTSS for Behavior: District-Wide Planning Tool

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

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

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

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

RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

RTI/MTSS
for Behavior:
Pyramid of
Interventions

RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 1: School-Wide Behavioral Expectations. 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

RTI/MTSS for Behavior: Pyramid of Interventions

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

Tier 1: Class-Wide Management

Tier 1: School-Wide Behavioral Expectations
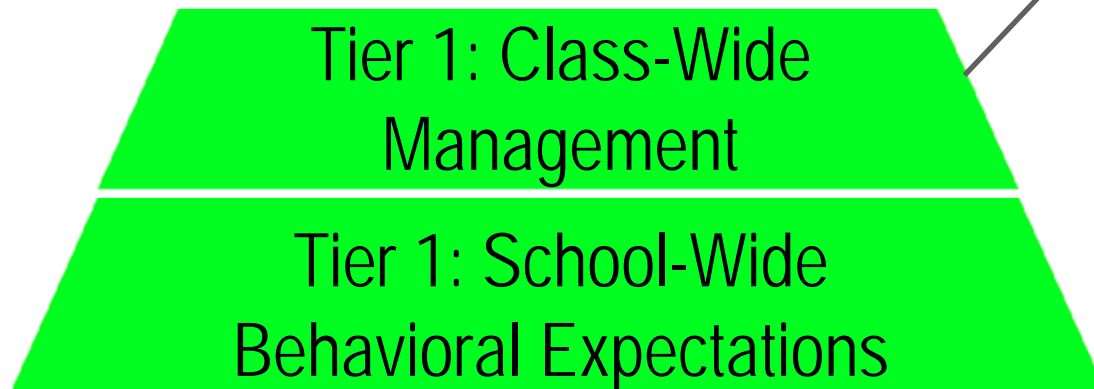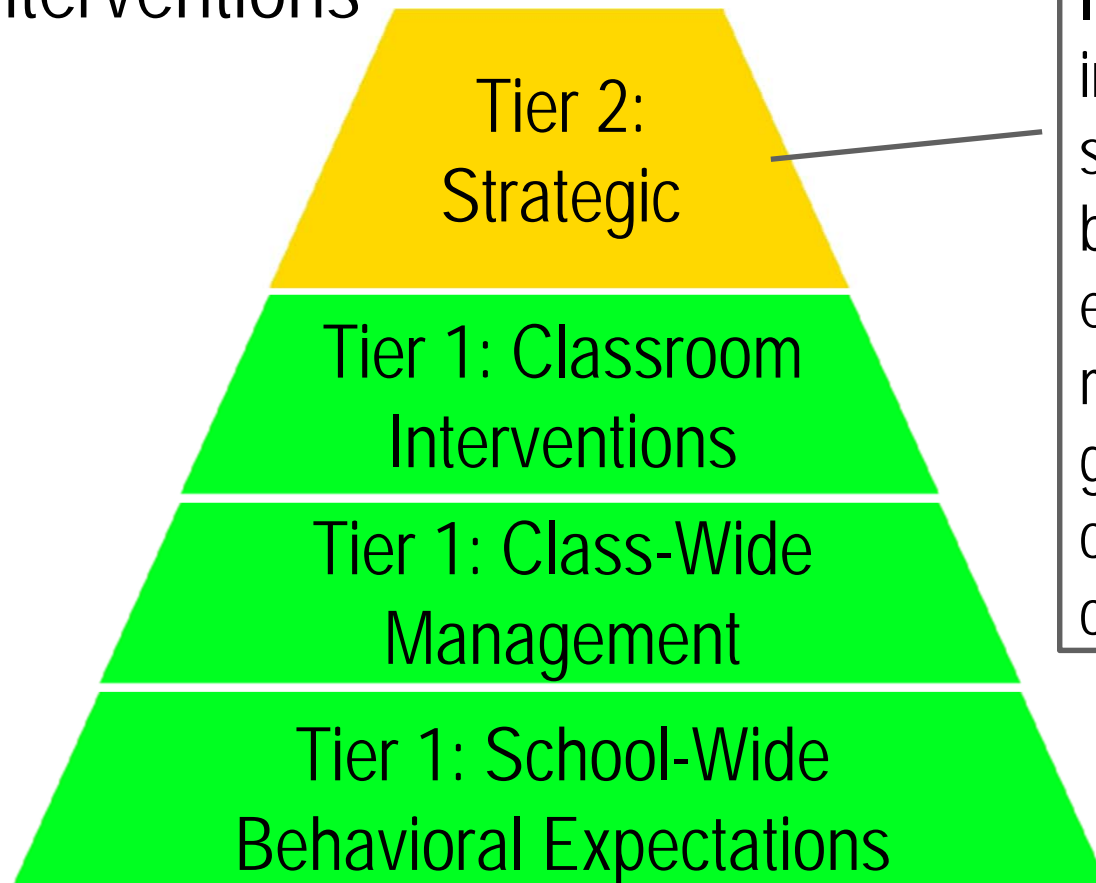
RTI/MTSS for Behavior: Pyramid of Interventions

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

Tier 1: Classroom Interventions

Tier 1: Class-Wide Management

Tier 1: School-Wide Behavioral Expectations

RTI/MTSS for Behavior: Pyramid of Interventions

Tier 2: Strategic

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.
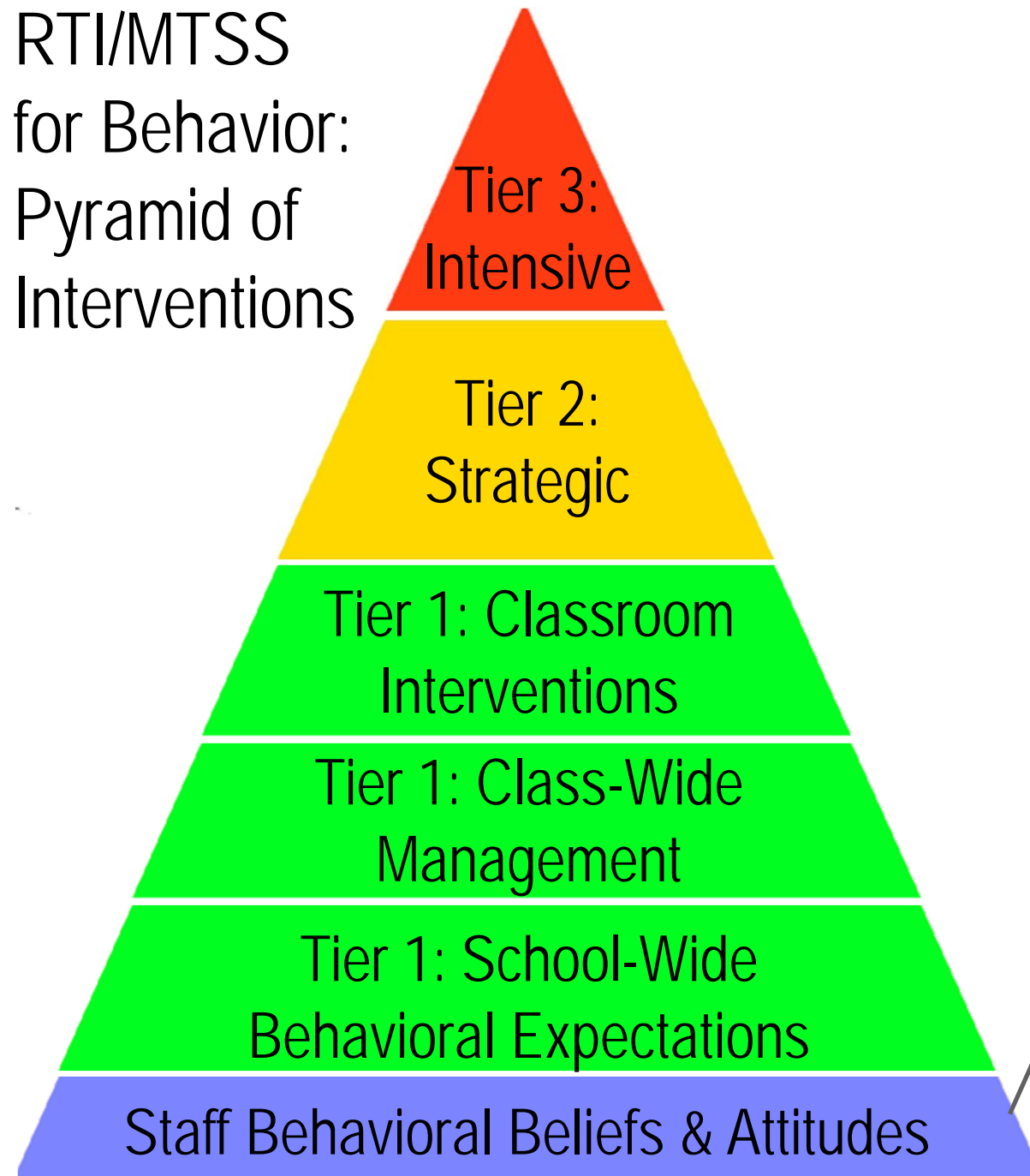
RTI/MTSS
for Behavior:
Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations
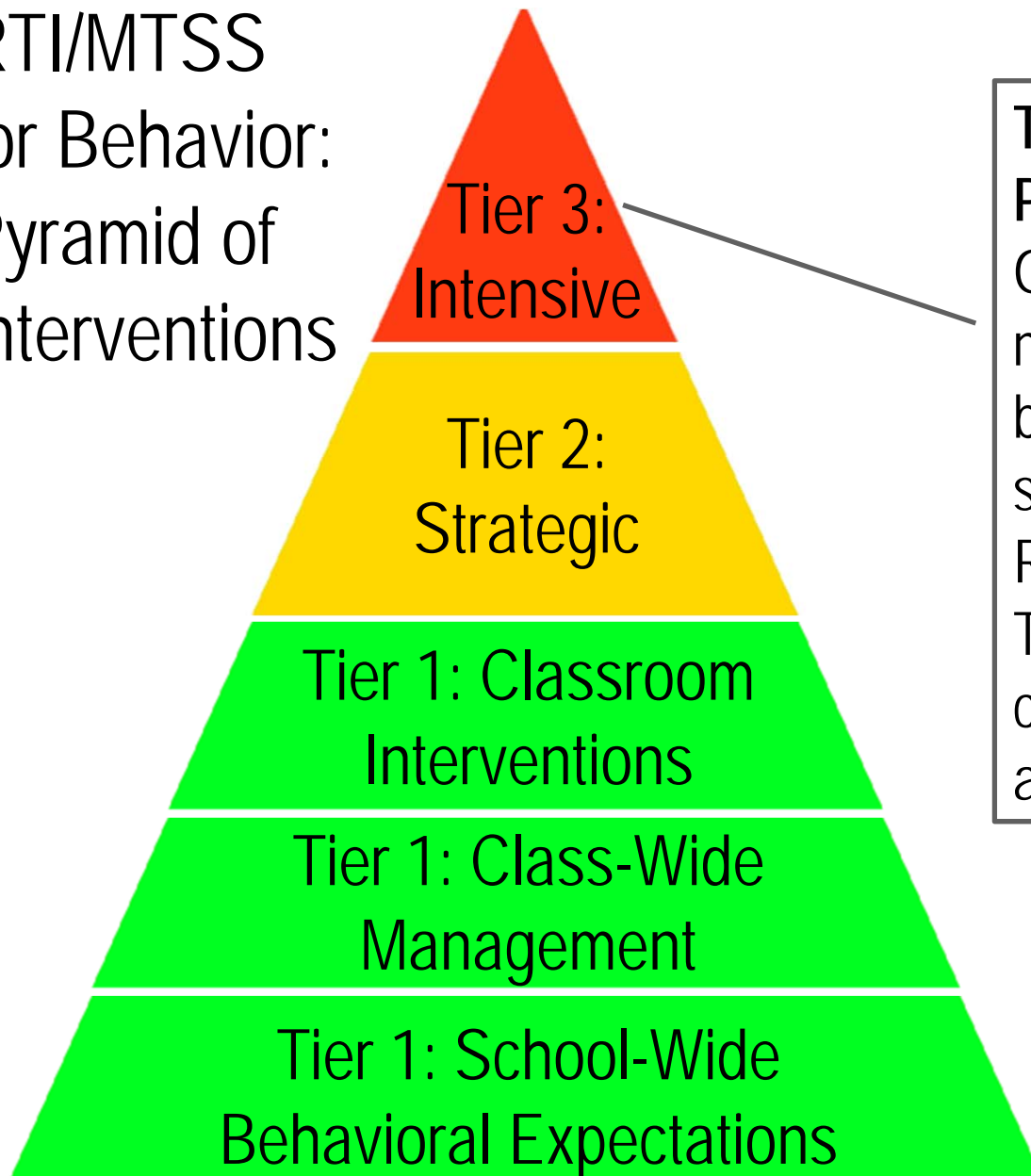
Tier 3: Intensive: RTI/MTSS Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services are high-stakes cases that require the RTI/MTSS Problem-Solving Team. This team follows a customized 'problem-solving' approach.

RTI/MTSS for Behavior: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Interventions

Tier 1: Class-Wide Management

Tier 1: School-Wide Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

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

RTI/MTSS
for Behavior:
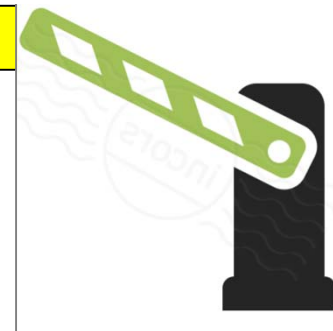Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Interventions

Tier 1: Class-Wide
Management

Tier 1: School-Wide
Behavioral Expectations

Staff Behavioral Beliefs & Attitudes

MTSS for Behavior: Challenges to Implementation

1. All stakeholders/decision-makers did not attend these workshops.

2. Teachers do not yet fully support a positive behavior approach.

3. Staff may not feel urgency to take on MTSS-B.

4. MTSS-B has a number of elements: you cannot tackle them all at once.

5. Resources (teacher time for classroom interventions; counseling slots, etc.) are limited.

6. Staff turnover (e.g., admins) can undermine past MTSS gains.

MTSS for Behavior: Possible 'First Steps'

1. Meet with stakeholders to share key MTSS-B information.

2. Establish a school/district MTSS-B Leadership Team.

3. Draft MTSS-B 3-Tier roll-out plan.

4. Complete behavioral needs assessment to justify MTSS-B.

5. Provide teacher trainings to shift attitudes toward positive-behavioral approaches.

6. Inventory resources to support MTSS-B (staff, funding, etc.).

7. Begin developing toolkit, form(s) for Tier 1/classroom behavioral intervention and data collection.

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

Create Your MTSS-B 'Roadmap'.

- Review quality indicators in *RTI/MTSS for Behavior: District-Wide Planning Tool* (handout 2; pp. 1-8).

- Develop a short list of critical 'first steps' that your team plans to take after this final workshop session to advance MTSS-B in your school or district.

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

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

	Goal Number(s) from Planning Tool/ Description of Task	Person(s) Responsible	Proposed Completion Date	Additional Resources Needed
E x a m p l e	**[B.1.3] Teach Expected Behaviors to Students.** The school trains students in expected behaviors—treating those behaviors as a formal curriculum to be taught.	School Psychologist/ RTI/MTSS Behavior Team	March 2019	Half-Day during Supt Conf Day in February for staff; 2-hr Principal Assemblies to train students
1				
2				
3				
4				
5				

Handout 3:
Supplemental Materials
p. 14