Thinking About RTI/MTSS Through a Behavioral Lens: Elementary & Secondary

Jim Wright
www.interventioncentral.org
RTI Toolkit: A Practical Guide for Schools

Thinking About RTI/MTSS Through a Behavioral Lens: Elementary & Secondary
Jim Wright, Presenter

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Fort Edward, NY

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

Handout 1
Workshop PPTs and handout available at:

http://www.interventioncentral.org/RTI_B
RTI/MTSS for Behavior: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for behavioral/social-emotional support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:

1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the ‘Status’ column with a ‘0’. If you decide that a goal should be a priority to complete during the current school year, mark it with a ‘1’. If you believe a goal can be delayed until at least the next school year, mark it with a ‘2’.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

**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: High Expectations for Behavior.** Students receive explicit training and guidance in expected classroom behaviors—to include:

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[B.1.1] Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, &amp; Lathrop, 2007). Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorus, &amp; Kozleski, 2012).</td>
<td></td>
</tr>
<tr>
<td>[B.1.2] Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, &amp; Lathrop, 2007; Marzano, Marzano, &amp; Pickering, 2003). Examples of classroom routines include:</td>
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**Discussion (current implementation; questions; next steps; persons responsible, etc.)**
RTI-B: 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), supplemental-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.
Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

- **RTI-B Screening: Purpose.** Schools use an array of building-wide screening tools to identify students with behavioral or social/emotional problems. These students can then be placed on appropriate classroom (Tier 1), early-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.

- The goal is to prevent behavior and social-emotional problems from escalating to the point where intervention becomes more costly to implement and the student faces possible serious disciplinary consequences such as repeated classroom removal and suspension from school.
Applications of Screening Data (Adapted from Stewart & Silberglit, 2008)

Behavioral/social-emotional screening data can be used to:

• set goals for improvement for students on Tier 2 and Tier 3 interventions.

• evaluate and improve classroom behavior climate and guide group behavior management.

• allocate resources to classrooms, grades, and buildings where student behavior needs are greatest.

• guide the creation of targeted Tier 2/3 (supplemental behavior intervention) groups.

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

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

It incorporates:

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

- Advantages in using archival data as a component of a school-wide RTI-B screening process are that
  - schools routinely collect the information,
  - this data is already understood and used by educators,
  - rates of tardiness, absenteeism, and office disciplinary referrals are all robust predictors of student problems.
Here are 5 steps that schools can follow to use archival data as one source of RTI-B screening information:

1. *Ensure the timely collection of quality data.* The school verifies that data on class tardiness, school absences, and ODRs is being collected reliably and entered into some type of electronic management system on a timely basis. For example, if a teacher sends a student from the classroom as a disciplinary consequence, that removal must be recorded on paper or digitally (e.g., to include date, time, location, and a brief narrative of the incident) and added within a reasonable timespan (e.g., within 2 days) to the school’s ODR database.
Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

2. **Set cut-points for RTI intervention.** The school sets cut-points to determine risk status. Typically, a school would adopt *five-week intervals* for data reviews. Cut-points are set as the minimum number of incidents of tardiness, school absence, or ODRs that trigger an RTI response.

Separate cut-points are set to trigger an early-intervention (Tier 2), or intensive-intervention (Tier 3) support plan. For example, a school may decide that a student with at least 2 ODRs will require a Tier 2 intervention while one who has 4 or more ODRs merits a more intensive Tier 3 RTI response.
3. **Develop a matrix of RTI responses to match cut-points.**

The school puts together appropriate RTI interventions that match the Tier 2 and Tier 3 cut-points for tardiness, absences, and ODRs.

<table>
<thead>
<tr>
<th>Number of ODRs/ School Yr</th>
<th>Risk Status</th>
<th>RTI Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>Tier 1: Universal Behavior Management</td>
<td>• None</td>
</tr>
<tr>
<td>2-5</td>
<td>Tier 2: Targeted Support</td>
<td>• Schedule parent conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reteach behavioral expectations</td>
</tr>
<tr>
<td>6 or more</td>
<td>Tier 3: Intensive Support</td>
<td>• Schedule Tier 3 RTI Problem-Solving Team meeting</td>
</tr>
</tbody>
</table>

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

4. Run periodic data reports. The school creates procedures and assigns person(s) responsible to run reports every five weeks and share them with appropriate RTI and classroom staff. At minimum, these reports highlight students who have exceeded the preset RTI cut-points on tardiness, absenteeism, and ODRs for Tiers 2 and 3.
ODRs as a Screening Data Source: Example

The school monitors student ODRs at 5-week intervals across the school year and applies the cut-scores below to determine risk status and assign behavioral support.

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Schoolwide Screeners: The Behavioral Impact of Academics...

- Difficulties with academic performance are a frequent cause of behavior problems (Witt et al., 2000).

- Schools should adopt sensitive academic schoolwide screeners to identify students who struggle with basic skills and provide them with appropriate RTI Tier 2/3 academic support as one means to prevent or reduce motivation and behavior problems (Benner et al., 2013).

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

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

• Teacher nominations are an excellent additional method to flag less-visible students at risk for behavioral and social-emotional problems.

• However, the process of teacher nomination must be made manageable so as not to overwhelm classroom staff with additional evaluation duties.
Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

Part 2: Multi-Gating: Employ Teacher Knowledge Through Nominations and Questionnaires. A multi-gating approach is a solution that is both efficient and reliable. Consisting of 3 steps, it allows the teacher rapidly to survey the mental-health/behavioral needs of all students while limiting that educator to a much smaller number of more detailed assessments for the handful that present the greatest classroom concerns:

1. Teacher Nominations: All Students
2. Teacher Questionnaires: Nominated Students
3. Direct Observations: ‘Clinically Significant’ Students
Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

1. **Teacher: Complete classwide nominations.** Educators are trained to recognize externalizing behaviors, such as non-compliance and hyperactivity, as well as internalizing behaviors, such as social withdrawal and signs of anxiety. Each teacher is asked to nominate the top 3 students in their classroom with the most pronounced externalizing and internalizing behaviors. (An instructor working with multiple sections of students would complete separate nomination lists for each section.) The school collects these nomination lists.
Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

2. **Teacher: Complete questionnaires.** The teacher is directed to complete a short (5- to 10-minute) normed behavior-assessment questionnaire for each of the 6 students that he or she previously nominated as internalizing or externalizing. A school mental-health professional collects and scores those questionnaires.

**NOTE:** The BASC-2 Progress Monitor for Externalizing and ADHD Problems is an example of such a questionnaire. Review other commercial questionnaires suitable for this stage in the screening at the National Center on Intensive Intervention: http://www.intensiveintervention.org/resources/tools-charts
Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

• EXAMPLE: The BASC-2 Progress Monitor for Externalizing and ADHD Problems is an example of such a questionnaire. Review other commercial questionnaires suitable for this stage in the screening at the National Center on Intensive Intervention:
  http://www.intensiveintervention.org/resources/tools-charts

Behavioral Progress Monitoring

This tools chart presents information about behavioral progress monitoring. Standards, and Usability include ratings from our TRC method chart.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Scale</th>
</tr>
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<tbody>
<tr>
<td>BASC-2 Progress Monitor</td>
<td>Adaptive Skills</td>
</tr>
<tr>
<td>BASC-2 Progress Monitor</td>
<td>Externalizing and ADHD Problems</td>
</tr>
<tr>
<td>BASC-2 Progress Monitor</td>
<td>Internalizing Problems</td>
</tr>
<tr>
<td>BASC-2 Progress Monitor</td>
<td>School and ADHD Problems</td>
</tr>
<tr>
<td>BASC-2 Progress Monitor</td>
<td>Social Withdrawal</td>
</tr>
</tbody>
</table>
3. Mental-Health Professional: Conduct classroom observations. The mental-health professional conducts classroom observations of those students nominated by their teachers who score within the 'clinically significant' range on the behavior-assessment questionnaire.

If needed, other information (e.g., via student interview; parent contact, etc.) is collected as well.
4. **School:** Match students to appropriate RTI services. Based on screening results, those students whose behavioral and/or socio-emotional profile place them in the significantly at-risk range are identified for and matched to appropriate Tier 2 or Tier 3 services.
Workshop Agenda

1. **Positive Behavior Management.** What is the importance of having teachers adopt a “positive-behavior” focus in the classroom?

2. **RTI-Behavior Needs Assessment.** What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?

3. **RTI for Behavior: The Tiers.** What are the 3 Tiers of support in RTI-Behavior?

4. **Big Ideas in Behavior Management.** What key concepts can lay the groundwork for teacher success in managing challenging behaviors?

5. **Class-Wide Behavior Management.** What elements contribute to a well-managed classroom?

6. **The Inattentive/Non-Compliant/Anxious Student.** What are examples of behavior-management strategies that work with specific behavioral profiles?
RTI vs. MTSS: What is the Difference?

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

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

Independent Seatwork: Scenario 1

1. Jenna starts work on an in-class writing assignment.
2. She gets bogged down and frustrated.
3. Jenna stops work and puts her head on the desk.
Student Scenarios: The Power of Timely Support...

Independent Seatwork: Scenario 2

1. Jenna starts work on an in-class writing assignment.
2. She gets bogged down and frustrated.
3. The teacher approaches Jenna and helps her to break the assignment down into smaller steps (response effort).
4. Jenna finds the steps manageable and continues working.
Student Scenarios: The Power of Timely Support…

Engaging with Peers: Scenario 1

1. Rayshawn is directed to join classmates for small-group discussion.
2. He interrupts others during discussion and gets into a minor conflict.
3. The teacher pulls Rayshawn from the group and has him work alone on an alternate assignment.
Engaging with Peers: Scenario 2

1. Rayshawn is directed to join classmates for small-group discussion.

2. Before he joins the group, the teacher and Rayshawn review behavior expectations for small-group work (pre-correction).

3. Rayshawn successfully participates in the group, making a contribution and interacting appropriately with others.
Student Scenarios: The Power of Timely Support…

Complying with Adult Requests: Scenario 1

1. Ellis is directed to start his in-class assignment.
2. He loudly asserts that he is NOT doing this stupid assignment.
3. Ellis is sent to the principal’s office for disrespectful behavior.
1. Ellis is directed to start his in-class assignment.

2. The teacher reminds Ellis that he can choose to work alone or with a peer on the assignment and also can decide where in the room he wants to do the work (choice-making).

3. Ellis chooses to work with a friend. They move to a corner table and complete the assignment.
Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 1

1. Dee is working at her desk on an in-class assignment.
2. She grows fatigued. Dee engineers a ‘break’ by making funny noises that crack the class up.
3. The teacher is not amused. Dee gets in-school suspension.
Student Scenarios: The Power of Timely Support...

Developing Endurance: Scenario 2

1. Dee is working at her desk on an in-class assignment.
2. She decides to use a break ticket provided by the teacher to request a 2-minute break (break on demand).
3. Dee is refocused after the break and continues her work.
Positive Behavior Management.
What is the importance of having teachers adopt a “positive-behavior” focus in the classroom?
Factors Influencing the Decision to Classify as Behaviorally Disordered (Gresham, 1992)

Four factors strongly influence the likelihood that a student will be classified as Behaviorally Disordered:

- **Severity**: Frequency and intensity of the problem behavior(s).
- **Chronicity**: Length of time that the problem behavior(s) have been displayed.
- **Generalization**: Degree to which the student displays the problem behavior(s) across settings or situations.
- **Tolerance**: Degree to which the student’s problem behavior(s) are accepted in that student’s current social setting.

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

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

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

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

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

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

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

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

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

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

Leach & Helf, 2016; p. 30

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

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

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

ACADEMIC RTI

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

BEHAVIORAL RTI

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

The REAL Goal of MTSS for Behavior at Tier 1: Changing Behavior

When educators reach school-wide consensus on how to teach and reinforce acceptable student behaviors:

• staff view positive behavior as a teachable skill-set. (And a student’s absence of positive behaviors is viewed as a learning deficit, not a sign of moral failing.)

• adults across locations are consistent in acknowledging and reinforcing expected behaviors, resulting in more “predictable” settings for students.

• behavior moves from the “hidden” to the “open” curriculum. The school is transparent in defining what cultural values and behaviors it supports.
**RTI-Behavior Needs Assessment.** What issue(s) relating to student behavior and social-emotional functioning present the greatest challenge(s) to your school?
RTI-B Needs Assessment: Rationale

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

They should, therefore, conduct an RTI-Behavior needs assessment to better understand what goals to work toward, how to allocate their limited resources, and how to prioritize their efforts.
1. **Disruptive Classroom Behaviors.** Problem behaviors in the classroom commonly interfere with effective instruction.

2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for a substantial number of learners.
3. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.

4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention resources.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

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

6. Inconsistency in Supporting Students with Intensive Needs. For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

7. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'pro-active/positive' viewpoints about how to manage student misbehavior.

8. **No Decision Rules for Behavioral ‘Non-Responders’**. The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require special education services.
9. **No Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.

10. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."
### Activity: Behavior Needs Assessment

In your groups:

- Discuss these 10 behavioral needs-assessment items with your team.

- CIRCLE the TOP 2-3 items from this list that you feel MOST impact your school or district.

#### Behavioral Needs-Assessment Items:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Disruptive Classroom Behaviors</td>
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<tr>
<td>2.</td>
<td>Bullying</td>
</tr>
<tr>
<td>3.</td>
<td>Limited motivation</td>
</tr>
<tr>
<td>4.</td>
<td>High-Amplitude Behaviors</td>
</tr>
<tr>
<td>5.</td>
<td>Variability of Behavior Management Skills</td>
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<td>6.</td>
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</tbody>
</table>
RTI for Behavior: The Tiers.

What are the 3 Tiers of support in RTI-Behavior?
Response to Intervention

Social-Emotional & Academic RTI: Shared Elements

RTI for both academics and behavior includes these elements:

- A range of services to which students can be assigned that span the levels, or Tiers, from universal through intensive supports.

- "Decision points": educators periodically looking at data, identifying students at risk, and deciding what specific academic/behavioral supports those students need.

- Ongoing progress-monitoring of student interventions.

- Provision of more intensive interventions when lesser interventions are not effective.

- Referral for special education services for students who continue to have significant academic or behavioral deficits despite best efforts to provide intervention support of appropriate intensity.

Sources

Interventions: Scheduled or Contingency-Driven?

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

• **academic interventions** can often be scheduled (e.g., reading group meets for 30 minutes 3 times per week), while

• **behavioral interventions** are often contingency-driven (administered contingent on the occurrence or possibility of a student behavior), such as use of praise or pre-correction.

RTI-Behavior: Tier 1: Classwide: 80%

The foundation of RTI-B is built upon the strategies each teacher uses in the classroom to promote:

– strong core instruction
– classwide behavior management.

These strategies focus on the group. They ensure that the classroom will be orderly and that instruction will be engaging.
RTI-Behavior: Tier 1: Individualized Classroom Interventions

The teacher develops, implements, and documents behavior-intervention plans for students needing additional socio-emotional or behavioral support.

Plans typically last several weeks and are delivered with consistency.

Strategies suitable for classroom behavior-intervention plans include: rearranging classroom events to prevent behavioral 'triggers', providing increased attention for positive behaviors while reducing attention during problem behaviors, using verbal prompts to remind a student to show appropriate behaviors, etc.
RTI-Behavior: Tier 2: Supplemental Intervention: 10-15%

Students with common behavioral or social-emotional problems (e.g., escape/avoidance of schoolwork) are:

– identified through schoolwide screening.
– matched to 'standard-protocol' (scripted/packaged) interventions.
– monitored to judge whether the intervention is effective.

Examples of Tier 2 RTI-B interventions are mentoring programs (e.g., Check and Connect), skills-training groups, and solution-focused brief counseling.
RTI-Behavior: Tier 3: Intensive Intervention: 1-5%

Students with more severe/chronic behavior/social-emotional issues who fail to respond to lesser interventions are reviewed by the RTI Problem-Solving Team. The intervention plan:

– is customized to the student’s unique needs
– can include various stakeholders as interventionists (e.g., student, teacher(s), support staff, parent, etc.)
– often requires implementation of the intervention with consistency across multiple settings.

Additionally, the RTI Team at Tier 3 can make use of specialized problem-solving tools (i.e., Functional Behavior Assessments; Behavior Intervention Plans).
RTI/MTSS for Behavior: Minimizing Risk...

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

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

What key concepts can lay the groundwork for teacher success in managing challenging behaviors?

Handout 1; pp. 2-3
Big Ideas in Classroom Behavior Management

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

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

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

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

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

3. **Identify the underlying function of the behavior.** Problem behaviors occur for a reason. Such behaviors serve a function for the student. (See the list of possible functions on the next page.)

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

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

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

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

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

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

6. **Be flexible in responding to misbehavior.** Educators have greater success in managing the full spectrum of student misbehaviors when they respond flexibly—evaluating each individual case and applying strategies that logically address the likely cause(s) of that student’s problem conduct.
Problems are an unacceptable discrepancy between what is expected and what is observed.

-Ted Christ

Behavior in the Classroom: A Product of...

Child Characteristics

Classroom Environment

‘Big Ideas’ in Behavior Management…

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

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‘Big Ideas’ in Behavior Management...

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‘Big Ideas’ in Behavior Management…

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### PROBLEM BEHAVIORS: COMMON REASONS...

- **LACK OF SKILLS.** The student lacks the skills necessary to display the desired behavior.

- **PEER ATTENTION-SEEKING.** The student is seeking the attention of other students.

- **ADULT ATTENTION-SEEKING.** The student is seeking the attention of adults.

- **ESCAPE/AVOIDANCE OF A TASK OR SITUATION.** The student is seeking to escape or avoid a task or situation.

- **LACK OF MOTIVATION.** The student possesses the skills necessary to display the desired behavior but lacks sufficient incentive to do so.

- **EMOTIONAL OR ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (This category can include symptoms linked with anxiety, oppositional disorders or ADHD.)
‘Big Ideas’ in Behavior Management…

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

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

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

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.
‘Big Ideas’ in Behavior Management…

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

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

Be flexible in responding to misbehavior. Educators have greater success in managing the full spectrum of student misbehaviors when they respond flexibly—evaluating each individual case and applying strategies that logically address the likely cause(s) of that student’s problem conduct.
LAB WORK: Which Big Idea Do You Find Most Useful?

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

‘Big Ideas’ in Behavior Management

1. Teach expected behaviors.
2. Check for academic problems.
3. Identify the underlying function of the behavior.
4. Eliminate behavioral triggers.
5. Focus on factors within the school’s control.
6. Be flexible in responding to misbehavior.
Class-Wide Behavior Management.
What elements contribute to a well-managed classroom?
Handout 2; pp. 1-3
‘Choice’ Architecture: Structuring Choice for Better Outcomes

‘Choice’ architecture is the conscious effort to organize the work or school environment in a way that increases the probability that people will make certain decisions or choose certain actions or activities—over other options.

Teachers as 'Choice Architects'

Teachers control a number of classroom factors that can encourage students to be 'motivated' to choose academic engagement.

As an example, the arrangement of classroom furniture promotes certain student 'default' behavior: e.g., desks in clusters facilitate small-group discussion, while desks in traditional rows support large-group lecture and independent work.

The sequence of activities, lesson duration, lesson materials, and opportunities for peer collaboration are additional factors that can be manipulated to increase student engagement-a.k.a. motivation.

Teaching Culturally Responsive Behavioral Expectations.
Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorius, & Kozleski, 2012).
RTI-B: Tier 1: Class-Wide Management: Look-For’s:

1. High Expectations for Behavior

Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include:

– engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities).

– assigning and collecting homework and classwork.

– transitioning students efficiently between activities.
RTI-B: Tier 1: Class-Wide Management: Look-For’s:

1. High Expectations for Behavior

Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as ‘goal’ behaviors (e.g. ‘Students participate in learning activities without distracting others from learning’). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).
Providing Explicit Instruction. When teaching new material, the teacher delivers instruction in a manner that maximizes student understanding: starting with (1) modeling and demonstration, moving to (2) supervised practice with performance feedback, and concluding with (3) opportunities for independent practice with feedback (Rosenshine, 2008).
Promoting Active Engagement. The teacher inserts activities at key points throughout the lesson to ensure that learners are engaged in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) at rates sufficient to hold attention and optimize learning.
Providing a Brisk Rate of Instruction. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of ‘dead time’ (e.g., drawn-out transitions between activities) when misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).
Offering Choice Opportunities. The teacher provides the class with appropriate opportunities for choice when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001). Offering choice options can increase academic motivation and focus while reducing problem behaviors.
Scanning the Class Frequently. The teacher ‘scans’ the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002).
Employing Effective Verbal Commands. The teacher delivers clear directives to students that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DON'T statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.
Providing Active Supervision. The teacher frequently moves through the classroom—strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors, and praises examples of appropriate student behavior.
3. Managing the Classroom

**Shaping Behavior Through Praise.** To increase desired behaviors, the teacher praises students when they engage in those targeted behaviors (Kern & Clemens, 2007). Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981; Burnett, 2001). The teacher uses praise at a rate sufficient to motivate and guide students toward the behavioral goal and maintains an average of 4 praise statements for every disciplinary statement (Villeda et al. 2014).
Establishing a Range of Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; temporarily suspend classroom privileges; send the student to another classroom for a brief reflection period) that can be used before the teacher considers administrative removal of any learner from the classroom (Sprick, Borgmeier, & Nolet, 2002).
**Starting the Year on a Strong Behavioral Footing.** Review these class-wide management elements. Discuss how your school might share these elements with teachers and help them to implement in their classrooms.

### RTI-B: Tier 1: Class-Wide Management: Look-For’s

<table>
<thead>
<tr>
<th>1. High Expectations for Behavior</th>
<th>3. Managing the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching Culturally Responsive Behavioral Expectations</td>
<td>• Posting Positive Classroom Rules</td>
</tr>
<tr>
<td>• Training the Class in Basic Classroom Routines</td>
<td>• Scanning the Class Frequently</td>
</tr>
<tr>
<td>• Providing a Brisk Rate of Instruction</td>
<td>• Employing Effective Verbal Commands</td>
</tr>
<tr>
<td>• Offering Choice Opportunities</td>
<td>• Providing Active Supervision</td>
</tr>
</tbody>
</table>

#### Instruction That Motivates

| • Ensuring Instructional Match |
| • Providing Explicit Instruction |
| • Promoting Active Engagement |

| • Shaping Behavior Through Praise |
| • Establishing a Range of Consequences for Misbehavior |
The Inattentive/Non-Compliant/Anxious Student. What are examples of behavior-management strategies that work for students with specific behavioral profiles?
The Inattentive/Non-Compliant/Anxious Student: Sample Behavior-Management Ideas

Handout 1: pp. 10-11

INATTENTION. Inattentive students benefit from reminders of appropriate behaviors, encouragement to monitor their own behaviors, and use of rewards. Here are strategies appropriate for this group:

- Relocate the Student: Remove from Temptation (US Department of Education, 2004). When the student's problem behaviors are triggered or supported by factors in the environment—such as a talkative peer or difficulty hearing or seeing the instructor—the teacher may choose to move the student to another, less-distracting location in the classroom. A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.

- Checklist for Challenging Situations: Script Transition Times (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school. Teachers can assist by making up step-by-step checklists that 'walk' the student incrementally through the routine. Instructors can use these checklists as guides to teach and measure student success in navigating transitions. Just as important, the student can use the checklist as a prompt and guide to follow the expected steps.

- Goal-Setting: Get a Commitment (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task. At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success. For example, a student about to begin a writing task may choose the goal of locating 3 primary sources for a term paper. Or a student starting an in-class reading assignment might come up with two questions that he would like to have answered from the reading.

- Pre-Correction: Plant a Positive Thought (De Pry & Sugai, 2002). Some students need a timely reminder of expected behaviors just before they transition into situations or settings in which problem behaviors tend to occur. At this 'point of performance', the teacher gives the student a timely reminder of goal behaviors, using such prompting strategies as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors, or praising another student for demonstrating goal behaviors.

- Rewards: Choose Them in Advance (De Pry & Sugai, 2002). Just as the student is about to enter a challenging situation or setting in which he or she will need to show appropriate behaviors, the instructor reminds the student of the behavioral expectations and has the student select a possible reward from a menu. The student is later given that reward if behaviors were appropriate.

NON-COMPLIANCE. Oppositional students can be argumentative and non-compliant. They do well with clear rules and boundaries, along with strategies to reduce frustration. Here are behavior-management ideas appropriate for this group:

- ‘No’: Substitute a Preferred Alternative (Mace, Pratt, Prager, & Pritchard, 2011). This strategy is useful if the student has a pattern of misbehaving when told that he or she cannot access a desired item or engage in a preferred activity.
The Inattentive/Non-Compliant/Anxious Student: Behavior-Management Examples

Students who are chronically inattentive, or non-compliant, or anxious can benefit from specific strategies. Here is a sampling...
<table>
<thead>
<tr>
<th>PROBLEM BEHAVIORS: COMMON REASONS…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• LACK OF SKILLS. The student lacks the skills necessary to display the desired behavior.</td>
</tr>
<tr>
<td>• PEER ATTENTION-SEEKING. The student is seeking the attention of other students.</td>
</tr>
<tr>
<td>• ADULT ATTENTION-SEEKING. The student is seeking the attention of adults.</td>
</tr>
<tr>
<td>• ESCAPE/AVOIDANCE OF A TASK OR SITUATION. The student is seeking to escape or avoid a task or situation.</td>
</tr>
<tr>
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</tr>
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</tr>
</tbody>
</table>
The Inattentive/Impulsive Student
Attention-Deficit/Hyperactivity Disorder: Essential Features

- The individual displays a level of inattention and/or hyperactivity-impulsivity that interferes with functioning:
  - **Inattention.** Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:
    - Fails to give close attention to details
    - Has difficulty sustaining attention in tasks or play
    - Seems not to pay attention when spoken to
    - Does not follow through on instructions or finish schoolwork
    - Has difficulty organizing tasks and activities
    - Avoids or dislikes tasks requiring sustained mental effort
    - Often loses things needed for tasks or activities
    - Is distracted by extraneous stimuli
    - Is often forgetful in daily activities (e.g., chores, errands)

Attention-Deficit/Hyperactivity Disorder: Essential Features

• The individual displays a level of inattention and/or hyperactivity-impulsivity that interferes with functioning:

• **Hyperactivity/Impulsivity:** Six or more symptoms over the past six months to a marked degree that impacts social/academic functioning:
  – Fidgets or taps hands or feet or squirms in seat
  – Leaves seat when expected to remain seated
  – Runs around or climbs in situations when the behavior is not appropriate
  – Is unable to play or take part in a leisure activity quietly
  – Seems “on the go” “as if driven by a motor”
  – Talks incessantly
  – Blurts out an answer before a question has been fully asked
  – Interrupts others

The Inattentive/Impulsive Student: Prescription

Here are 3 general strategies for working with these learners:

✓ Ensure that the student is taught step-by-step behavioral expectations for common routines and transitions.
✓ Provide cues at ‘point of performance’ for expected behaviors.
✓ Have the student monitor his or her own behavior.
Relocate the Student: Remove From Temptation (US Department of Education, 2004). When the student's problem behaviors are triggered or supported by factors in the environment—such as a talkative peer or difficulty hearing or seeing the instructor—the teacher may choose to move the student to another, less-distracting location in the classroom.

A good option is to seat the student within the teacher's 'action zone', close to the instructor and in the region of the room toward which that educator directs most instruction.
Checklist for Challenging Situations: Script Transition Times (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school.

Teachers can assist by making up step-by-step checklists that 'walk' the student incrementally through the routine. Instructors can use these checklists as guides to teach and measure student success in navigating transitions. Just as important, the student can use the checklist as a prompt and guide to follow the expected steps.
Behavioral Checklist: General Behavior
Example: Routine/Transition

<table>
<thead>
<tr>
<th>Start-of-Class Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>- AT THE START OF CLASS, THE STUDENT:</td>
</tr>
<tr>
<td>- has a sharpened pencil.</td>
</tr>
<tr>
<td>- has paper for taking notes.</td>
</tr>
<tr>
<td>- has homework ready to turn in.</td>
</tr>
<tr>
<td>- has put her cell phone away in her backpack.</td>
</tr>
<tr>
<td>- has cleared her desk of unneeded materials.</td>
</tr>
<tr>
<td>- is sitting quietly.</td>
</tr>
<tr>
<td>- is working on the assigned start-of-class activity.</td>
</tr>
</tbody>
</table>
Goal-Setting: Get a Commitment (Martin et al., 2003). One tool to increase student motivation to perform an academic task is to have that student choose a specific, measurable outcome goal before starting that task. At the end of the work session, the student compares the actual outcome to the previously selected goal to judge success.

For example, a student about to begin a writing task may choose the goal of finding 3 primary sources for a term paper.

Or a student starting an in-class reading assignment might develop two questions that he would like to have answered from the reading.
Pre-Correction: Plant a Positive Thought (De Pry & Sugai, 2002). Some students need a timely reminder of expected behaviors just before they transition into situations or settings in which problem behaviors tend to occur.

At this 'point of performance', the teacher gives the student a timely reminder of goal behaviors, using such prompting strategies as stating goal behaviors, having the student preview a checklist of goal behaviors, asking the student to describe goal behaviors; or praising another student for demonstrating goal behaviors.
Rewards: Choose Them in Advance (De Pry & Sugai, 2002). Just as the student is about to enter a challenging situation or setting in which he or she will need to show appropriate behaviors, the instructor reminds the student of the behavioral expectations and has the student select a possible reward from a menu.

The student is later given that reward if behaviors were appropriate.
The **Non-Compliant Student**
Oppositional Defiant Disorder: Essential Features

• *ODD is one of the Disruptive, Impulse-Control, and Conduct Disorders.*
• The individual shows a pattern of oppositional behavior lasting at least 6 months that includes elevated levels of at least 4 of the following:
  – Often loses temper
  – Often argues with adults
  – Often defies or refuses to comply with adults’ requests or rules
  – Often purposely annoys people
  – Often blames others for his or her mistakes or misbehavior
  – Is often touchy or easily annoyed by others
  – Is often angry and resentful
  – Is often spiteful or vindictive
• The individual displays these oppositional behaviors significantly more frequently than typical age-peers.

The **Non-Compliant** Student: Prescription

Here are 4 general strategies for working with these learners:

- Ensure that the student has the skills and strategies necessary for academic success.
- Teach behavioral expectations. . . then hold the student accountable for following those expectations.
- Keep interactions at a minimum when the student is uncooperative.
- Work to establish a personal connection with the student.
‘No’: Substitute a Preferred Alternative (Mace, Pratt, Prager, & Pritchard, 2011). This strategy is useful if the student has a pattern of misbehaving when told that he or she cannot access a desired item or engage in a preferred activity.

The teacher makes a list of activities or items preferred by the student that are allowed during the academic situation or setting where problems arise. Then, whenever the student requests an item or activity that is not allowed, the teacher (1) tells the student that he or she cannot access the desired activity or item; (2) provides a brief explanation of why the requested item or activity is off-limits; and (3) immediately offers the student one or more items or activities from the prepared list that are allowable in the current situation or setting.
Work Break: Make It Available on Request (Majeika et al., 2011). Sometimes misbehavior is an attempt by the student to engineer a break from an academic task.

The teacher can choose an alternative method for the student to use to communicate that he or she would like a brief break, such as requesting that break verbally or pulling out a color-coded break card.

Of course, the student will also require clear guidelines on how long the requested break will last and what activities are acceptable for the student to engage in during that break.
High-Preference Requests: Build Behavioral Momentum (Kern & Clemens, 2007). Use 'behavioral momentum' to increase compliance by first directing the student or class to complete several short, simple, high-preference directives that they readily complete (e.g., "Take out a sheet of paper", "write your name on the paper", "copy the assignment from the board") before presenting the student or class with a low-preference directive that they typically balk at (e.g., "Open your books and begin the assignment").
Behavior Management Strategies: Non-Compliance

HIGH-PROBABILITY REQUESTS: TO START AN ASSIGNMENT. The teacher identifies brief actions associated with the ‘low-probability’ assignment that the student is likely to complete. The instructor delivers a sequence (e.g., 3) of these high-probability requests and verifies compliance before delivering the low-probability request.

<table>
<thead>
<tr>
<th>Hi-Prob Requests: To Start Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Take out a piece of paper.’</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Write your name on your paper.’</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>‘Copy the topic description that you see on the board.’</td>
</tr>
<tr>
<td>Challenge</td>
</tr>
<tr>
<td>‘Write an introductory paragraph on this topic.’</td>
</tr>
</tbody>
</table>
Response Effort: Reduce Task Difficulty (Friman & Poling, 1995; Skinner, Pappas & Davis, 2005). The teacher increases student engagement through any method that reduces the apparent difficulty (‘response effort’) of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates.

Examples of strategies that lower response effort include:

– having students pair off to start homework in class;
– breaking larger academic tasks into smaller, more manageable 'chunks'.
The Anxious Student
Generalized Anxiety Disorder: Essential Features

- [GAD is one of the Anxiety Disorders.]

- The individual experiences excessive anxiety and worry about a variety of topics, events, or activities over a period of at least 6 months. Worry occurs on the majority of days. It is difficult for the individual to control the anxiety/worry.

- The worry is associated with at least 3 of these 6 symptoms:
  - Restlessness.
  - Becoming fatigued easily
  - Difficulty concentrating
  - Irritability
  - Muscle tension
  - Sleep disturbance

- The individual experiences 'clinically significant' distress/impairment in one or more areas of functioning (e.g., at work, in social situations, at school).

- The worry or anxiety cannot be better explained by physical causes or another psychiatric disorder.

<table>
<thead>
<tr>
<th>Stage/Age</th>
<th>Anxieties/Fears About…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Later Infancy:</td>
<td>• Strangers</td>
</tr>
<tr>
<td>6-8 months</td>
<td></td>
</tr>
<tr>
<td>Toddler:</td>
<td>• Separation from parents</td>
</tr>
<tr>
<td>12 months-2 years</td>
<td>• Thunder, animals</td>
</tr>
<tr>
<td>Early Childhood:</td>
<td>• Death, dead people, ghosts</td>
</tr>
<tr>
<td>4-5 years</td>
<td></td>
</tr>
<tr>
<td>Elementary:</td>
<td>• Germs, natural disasters, specific traumatic events</td>
</tr>
<tr>
<td>5-7 years</td>
<td>• School performance</td>
</tr>
<tr>
<td>Adolescence:</td>
<td>• Peer rejection</td>
</tr>
<tr>
<td>12-18 years</td>
<td></td>
</tr>
</tbody>
</table>

The Anxious Student: Prescription

Here are 4 general strategies for working with these learners:

✓ Make classroom expectations predictable.
✓ Offer choice opportunities as appropriate to allow the student a say in structuring his or her own learning experience.
✓ Teach the student how to translate global tasks into manageable sub-tasks.
✓ Use affirming statements that motivate the student to take risks and apply his or her best effort.
Schedule: Increase Predictability (Kern & Clemens, 2007). When students know the “content, duration, and/or consequences of future events”, their level of engagement rises and problem behaviors decline—a good definition of motivation.

To increase the predictability of events for individual students or an entire classroom, post or provide a schedule outlining the day’s activities. In simplest form, the schedule lists a title and brief description for each activity, along with start and end times for that activity. Teachers may wish to add information to the schedule, such as reminders of what work materials a student might need for each event.
Choice-Making: Allow for Student Preference (Green, Mays, & Jolivette, 2011). Students find it motivating to have opportunities to choose how they structure or carry out their academic tasks. Teachers can allow choice on any of a variety of dimensions of a classroom activity, such as:

- where the activity takes place;
- who the child works with;
- what materials to work with (e.g., choosing a book from several options);
- when to begin or end the activity;
- how long to engage in the activity.
Managing Academic Anxiety Through an Antecedent Writing Activity

Description. Students may become anxious when faced with academic tasks such as test-taking—to the point at which the anxiety seriously interferes with their work performance.

Being barraged with anxious thoughts while trying to complete academic tasks is a negative form of multi-tasking and taxes working memory (Beilock & Willingham, 2014). Anxious thoughts divert attention and thus degrade student performance.

Managing Academic Anxiety Through an Antecedent Writing Activity

**Description (Cont.)** One strategy that can help students to minimize the intrusion of anxious thoughts during a stressful test or assignment is to have them first complete a brief (7- to 10-minute) writing exercise in which they write about their anxiety (Park, Ramirez, & Beilock, 2014).

This activity can lower anxiety levels and thus allow the student to complete the academic task without interference.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure. Before an individual student or larger group begins an academic task likely to trigger anxiety, the teacher hands out a worksheet with these (or similar) instructions:

Writing Exercise: This Assignment: How Are You Feeling?

I would like you to write honestly about what you are thinking and feeling as you prepare to take this exam/start this assignment.

Because everyone is unique, there is no ‘correct response’ to this writing task. You should just describe as fully as you can your thoughts and feelings about the exam/assignment. You can also write about how your current thoughts and feelings might be the same as—or different from—those you experienced in similar past situations.

You will have __ minutes to write. Please keep writing until you are told to stop. I will not collect this assignment.

Lab Work: Behavioral Profiles and Classroom Strategies

Look over the strategies shared here (handout 1; pp. 10-11) for supporting the inattentive, non-compliant, and/or anxious student.

Select 1-2 ideas that you would like to encourage teachers to use more frequently in their classrooms.
Behavior Management: Show Me the Data. What are feasible ‘go-to’ methods teachers can use to track almost any classroom behavior?
The Struggling Student: Data Tells a Story…

Whenever a student faces significant behavioral challenges and you, the teacher, are involved to help solve the problem, 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 and lose meaning:

- What kind of behavioral problems is the student experiencing?
- What is the student’s current performance?
- What are you (and/or the student) going to do to address the problem(s)?
- How will you judge that the problem has been fixed?
- Does the student actually improve over time?
Classroom Data Collection: The Basics...

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

• measure skill(s) targeted by the intervention. The teacher 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 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., YES/NO). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student’s behavior.
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.)
**Ricky: Daily Report Card**

Student Name: ___________________________ Date: ___________________________

Rater: Wright ___________________________ Classroom: ___________________________

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

Total YES Score: ___ Total NO Score: ___

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

<table>
<thead>
<tr>
<th>Completes assignments within the allocated time.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
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<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
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<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments with 80% accuracy.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
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<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
</tr>
<tr>
<td>□ YES □ NO</td>
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<table>
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<tr>
<th>Complies with teacher requests. (2 or fewer noncompliance per period)</th>
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</table>
## Ricky: Daily Report Card

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

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

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows class rules--no more than 1 rule violation per session.</td>
<td><em>Y</em></td>
<td>_N</td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] YES [ ] NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments within the allotted time.</td>
<td><em>Y</em></td>
<td>_N</td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] YES [ ] NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments with 80% accuracy.</td>
<td><em>Y</em></td>
<td>_N</td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
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<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows class rules with no more than 2 rule violations per session.</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments within time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments with 80% or better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Did the student succeed in this behavior goal?</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>□ YES □ NO</td>
<td></td>
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**Response to Intervention**

---

**Ricky: Daily Report Card**

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**Rater:** Wright  **Classroom:** ___________________________

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<td><em>Y</em> _N</td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments within the allocated time.</th>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Completes assignments with at least 80% accuracy.**

| Did the student succeed in this behavior goal? | _Y_ _N | _Y_ _N | _Y_ _N | _Y_ _N | _Y_ _N |
| [ ] YES  [ ] NO |

<table>
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<tr>
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<td><em>Y</em> _N</td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Completes assignments within the allocated time.** |              |      |         |                |            |
| Did the student succeed in this behavior goal? | _Y_ _N | _Y_ _N | _Y_ _N | _Y_ _N | _Y_ _N |
| ☐ YES ☐ NO               |           |      |         |                |            |

| **Completes assignments with 80% accuracy.** |              |      |         |                |            |
| Did the student succeed in this behavior goal? | _Y_ _N | _Y_ _N | _Y_ _N | _Y_ _N | _Y_ _N |
| ☐ 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.
Classroom Data Tool: Checklist

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components.

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.
Classroom Data Tool: Checklist

• What It Can Measure:

☐ Step-by-step cognitive strategies
☐ Behavioral routines
☐ Generalization: Target behavior carried out across settings
When Behavior Goals Are Too Broad, How Can We Define Them?

The positive 'behavior' selected for an intervention plan is sometimes actually a global term that refers to a cluster of related behaviors. Here are examples:

- "participates in discussion groups"
- "solves math word problems"
- "is prepared for classwork"

Each of these behavioral goals contains multiple smaller behaviors that must all be done successfully in order for the larger goal to be accomplished.
Task Analysis: What is It?

A task analysis is the procedure that consultants can use to convert a comprehensive goal into a series of discrete, specific, teachable behaviors.

The product can then be formatted as a convenient checklist. This checklist ‘communicates’ to student and teacher exactly what the student must do to attain success on the task.

### Start-of-Class Checklist

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT THE START OF CLASS, THE STUDENT:</td>
</tr>
<tr>
<td>- has a sharpened pencil.</td>
</tr>
<tr>
<td>- has paper for taking notes.</td>
</tr>
<tr>
<td>- has homework ready to turn in.</td>
</tr>
<tr>
<td>- has put her cell phone away in her backpack.</td>
</tr>
<tr>
<td>- has cleared her desk of unneeded materials.</td>
</tr>
<tr>
<td>- is sitting quietly.</td>
</tr>
<tr>
<td>- is working on the assigned start-of-class activity.</td>
</tr>
</tbody>
</table>
## Math Word Problem: Problem-Solving Checklist

When completing a math word problem, the student follows these steps:

1. **Reading the Problem.** The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).

2. **Paraphrasing the Problem.** The student restates the problem in his or her own words.

3. **Drawing the Problem.** The student creates a drawing of the problem, creating a visual representation of the word problem.

4. **Creating a Plan.** The student decides on the best way to solve the problem and develops a plan to do so.

5. **Predicting the Answer.** The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.

6. **Computing the Answer.** The student follows the plan developed earlier to compute the answer to the problem.

7. **Checking the Answer.** The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

---

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.
Activity: Behavior Management: Show Me the Data . . .

Discuss any of these questions:

1. How might you use behavior report cards and/or behavioral checklists to monitor student behaviors?

2. What are ideas to encourage students to use these tools to monitor their own behavior(s)?

3. How can the information from behavior report cards and/or behavior checklists help you as you prepare for a student or parent conference, RTI Problem-Solving Team Meeting, or Section 504 or Special Education meeting?
Activity: What Are Your ‘Small Steps’?

• Review the key points shared at today’s workshop.

• What are 2-3 immediate ‘small steps’ that your school/district can adopt to advance RTI/MTSS for behavior?