RTI/MTSS for Behavior: District Audit & Planning Session

Jim Wright

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Response to Intervention

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Workshop PPTs and handout available at:

http://www.interventioncentral.org/marcuswhitman
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:

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Agenda for Today’s RTI/MTSS Work. . .

Review RTI/MTSS Elements. What are the essential components of RTI/MTSS that should be part of any district’s planning?

Prioritize RTI/MTSS Elements. Which elements has your district already completed? Which should take precedence during the 2017-18 school year? Which can be delayed until next year (or later)?

Develop This Year’s RTI/MTSS Roll-Out Plan. For each of the RTI/MTSS elements targeted for this year, what is a concrete plan (e.g., persons responsible, deadline dates, resources needed, etc.) to make it a reality?
**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.
RTI-B: Issues in Behavioral and Social-Emotional Functioning

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:
- Review these 10 items of the *Behavior and Social-Emotional Concerns: School/District Needs Assessment.*
- Based on your discussion, select the **TOP 2-3** items from this list that you feel MOST impact your school or district.

### Behavioral Needs-Assessment Items:

1. Disruptive Classroom Behaviors
2. Bullying
3. Motivation
4. High-Amplitude Behaviors
5. Variability of Behavior Management Skills
6. Inconsistency in Supporting Students with Intensive Needs
7. Differing Philosophies About Behavior Management
8. No Decision Rules for Behavioral ‘Non-Responders’.
9. No Data on Behavioral Interventions
10. Vague Descriptions of Student Problems
Social-Emotional RTI: The Research. Why should schools implement an positive school-wide model for behavior/social-emotional concerns? And what is RTI-behavior?
Why is a Social-Emotional RTI 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.

Why is a Social-Emotional RTI Model Needed?:
Suspension: Impact on Students

While teachers and administrators may welcome school suspension as an appropriate consequence for student misbehavior, the data show that in fact suspension of particular students:

• is predictive of increased levels of misbehavior and further suspension, and

• is associated with greater probabilities of dropping out of school and failing to graduate on time.

Advantages of a Social-Emotional RTI Model

- Behavior concerns are conceptualized in terms of risk, rather than as deficits—leading to early, proactive intervention efforts rather than a ‘wait-to-fail’ approach.
- There is potentially greater objectivity in referral of students—that is, referrals are based on objective behavioral or social-emotional indicators rather than on minority status or other non-behavioral factors.
- By analyzing potential triggers and outcomes that influence behavior, as well as focusing on positive outcomes, RTI steers staff away from simply blaming students for their behaviors.
- Teachers are placed squarely at the center of the RTI social-emotional model, as it becomes clear that student behavior changes only in response to changes in adult behavior.

RTI: Identifying EBD Students Through Intervention, Not ‘Psychometric Eligibility’

“RTI is based on the logic that if a student’s behavioral excesses and/or deficits continue at unacceptable levels subsequent to an evidence-based intervention implemented with integrity, then the student can and should be eligible for ED [i.e., Special Education] services.

RTI is based on the best practices of prereferral intervention and gives school personnel the latitude to function within an intervention framework rather than a psychometric eligibility framework.”

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-B: Tiers 1, 2 & 3 and School-Wide Screening: Quality Indicators
Response to Intervention

RTI-B: Tier 1: Class-Wide Management

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

Resource Alert

How to Implement Strong Core Instruction

Teachers can use this checklist to strengthen their lessons, incorporating into them elements of direct instruction.

(Online)
### How to: Implement Strong Core Instruction

<table>
<thead>
<tr>
<th>1. Access to Instruction</th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Instructional Match</td>
<td>- Group Responding</td>
</tr>
<tr>
<td>- Content Review at Lesson Start</td>
<td>- High Rate of Student Success</td>
</tr>
<tr>
<td>- Preview of Lesson Goal(s)</td>
<td>- Task Rate of Instruction</td>
</tr>
<tr>
<td>- Brisk Rate of Instruction</td>
<td>- Fix-Up Strategies</td>
</tr>
<tr>
<td>- Chunking of New Material</td>
<td>- Step-by-Step Checklists</td>
</tr>
<tr>
<td>- Fix-Up Strategies</td>
<td>- Work Models</td>
</tr>
<tr>
<td>- Detailed Explanations &amp; Instructions</td>
<td>- Active Engagement</td>
</tr>
<tr>
<td>- Regular Feedback</td>
<td>- Spacing of Practice Throughout Lesson</td>
</tr>
<tr>
<td>- Talk Alouds/Think Alouds</td>
<td>- Collaborative Assignments</td>
</tr>
<tr>
<td>- Step-by-Step Checklists</td>
<td>- Checks for Understanding</td>
</tr>
<tr>
<td>- Work Models</td>
<td>- Support for Independent Practice</td>
</tr>
<tr>
<td>- Distributed Practice</td>
<td>- Checks for Understanding</td>
</tr>
</tbody>
</table>

### Strong Instruction and Behavior

Schools should remember that the most effective element of classroom behavior management is engaging instruction that is matched to the abilities of diverse learners.
Activity: Define ‘College-Ready’…

1. Appoint a recorder.

2. List up to 5 pro-social/pro-academic behaviors that you believe are essential for a student to be ‘college-ready’.

3. For each behavior you selected, describe what that behavior should look like in your elementary or secondary classroom.

   E.g., “good study skills”: What are your classroom expectations for this behavior goal?
RTI-B: Tier 1: Class-Wide Management: Look-For’s

Tier 1: Class-Wide: High Expectations for Behavior.
Students receive explicit training and guidance in expected classroom behaviors—to include:

[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, & 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).
[B.1.2] 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.
[B.1.3] 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).
Defining Behaviors: Self-Check Behavior Checklist Maker

Use this free app to create behavior checklists in PDF or RTI format, download, and print or share with others.

(App Online)
RTI/MTSS Behavior Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.

- If your group judges 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’.

### Tier 1: Class-Wide: High Expectations for Behavior

Students receive explicit classroom behaviors--to include:

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**Tier 1: Class-Wide: Managing the Classroom.** The teacher uses active, positive techniques to manage the classroom—to include:

[B.1.4] **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).
[B.1.5] 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.
[B.1.6] 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.
[B.1.7] 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. Picture the week before students return in the fall & the first week of instruction in September. Review these class-wide management elements. Discuss how you might prepare for, teach & reinforce behavioral expectations at the opening of school.

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<th>High Expectations for Behavior</th>
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05:00

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Group Behavior Management Packages

Teachers can implement any of several research-based packages to manage groups of students.

(Online)
Group Management Packages: Example

- Teacher-Student Learning Game
Teacher-Student Learning Game

Description: The Teacher-Student Learning Game (Nelson, Benner, & Mooney, 2008) is a procedure for managing instruction that can work with large and small groups, as well as with individual students.

It offers incentives for appropriate behaviors, is not coercive, and prompts students to apply positive peer pressure within their groups to earn Game points and resulting incentives.
Teacher-Student Learning Game

**Preparation:** To prepare for the Teacher-Student Learning Game, the instructor:

– teaches behavioral expectations.
– selects reinforcers to support the Game.
– creates a Game T-chart.
Teacher-Student Learning Game

Procedure: To conduct the Game during a particular activity, the teacher:

1. announces that the Game is in effect. The teacher says, "For this activity, we are going to be playing the Teacher-Student Learning Game."
Teacher-Student Learning Game

Procedure: To conduct the Game during a particular activity, the teacher:

2. assigns points for appropriate and unacceptable behaviors. While teaching, the instructor observes student behaviors. Periodically, when the teacher notes that most or all students in the group are behaving appropriately, the instructor awards 5 points to the group, recording those points in the 'Students' column of the T-chart as a 5-hashmark tally:

The instructor also says, "Students score five points for [insert description of positive behavior or rule being followed]."
Teacher-Student Learning Game

**Procedure:** To conduct the Game during a particular activity, the teacher:

1. assigns points for appropriate and unacceptable behaviors (cont.). Whenever the instructor observes a rule violation, that instructor awards 5 points to the teacher, recording those points in the 'Teacher' column of the T-chart.

   The teacher also says, "Teacher scores five points; some students did not show [insert description of positive behavior or rule not being followed]."
Teacher-Student Learning Game

**Procedure:** To conduct the Game during a particular activity, the teacher:

3. **provides reinforcers or feedback.** If, at the end of the Game, the student team wins, the teacher praises their behaviors and supplies any earned reward.

   If the teacher wins, the instructor explains what student behaviors prevented their victory and discusses with them what goals they can set for improved behavior at the next Game session.
Teacher-Student Learning Game

• **Additional Considerations:** In a typical Game session, the teacher is likely to make a total of 4 to 8 observations/point assignments.

• If the Game is effective, students will typically win in approximately 80 percent of sessions (Nelson, Benner, & Mooney, 2008).

• The Teacher-Student Learning Game can be used intermittently. Typically, the instructor would use the Game more frequently in the first months of school and taper its use later in the year.

• Teachers are encouraged to use the Game whenever a group is failing to follow classroom rules—even introducing the Game in the middle of a class period if needed.
**RTI/MTSS Behavior Elements: Prioritize!**

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*.

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### Tier 1: Class-Wide: Managing the Classroom

The teacher uses active, positive, and effective strategies to support the academic success of students.

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RTI-B: Tier 1: Classroom Interventions

- Because the teacher is the Tier 1 (classroom) RTI ‘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.
Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behavior problems.

**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

[B.1.9] Accessing Consultant Support. The teacher can easily access a behavioral consultant to assist in creating a student intervention plan to address behavioral/social-emotional concerns.
[B.1.11] Choosing Evidence-Based Interventions. Strategies included in the intervention plan are evidence-based—i.e., supported by published research (Hawken, Vincent, & Schumann, 2008).
[B.1.12] Tracking Student Progress. The teacher has set a goal for improvement in the intervention plan and selected at least one method of formative data collection (e.g., Behavior Report Card) to monitor the student's progress toward the goal during the intervention.
[B.1.13] Allocating Sufficient Time. The intervention plan is scheduled to span a minimum length of time (e.g., 4-8 instructional weeks) sufficient to allow the teacher to fully judge its effectiveness.
[B.1.14] Documenting the Intervention. The teacher uses an online Content Management System (e.g., RTIm Direct) or an electronic or paper form to record details of the intervention plan. This documentation is completed prior to the start of the intervention.
[B.1.15] Ensuring Adult Participation. In settings with more than one educator (e.g., co-taught classrooms), all adults in that setting implement the intervention plan consistently with the target student.
**Response to Intervention**

**RTI-B: Resource Alert**

**Classroom Intervention Planning Sheet**

Teachers can use this worksheet to quickly document Tier 1 classroom behavioral interventions while following an RTI-B problem-solving process. (Online)
Creating a Written Record of Classroom Interventions: Form

- **Case information.** The opening section of the form includes general information about the case, including:
  - Target student
  - Teacher/interventionist
  - Date of the intervention plan
  - Start and end dates for the intervention
  - Description of the student problem to be addressed

### Case Information

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

Creating a Written Record of Classroom Interventions: Form

- **Intervention.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.</td>
</tr>
<tr>
<td><strong>START BEHAVIORS:</strong> Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors</td>
</tr>
<tr>
<td><strong>STOP BEHAVIOR PLAN.</strong> Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic task</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Materials.** The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

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

- **Training.** If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

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

- **Progress-Monitoring.** The teacher selects a method to monitor student progress during the intervention, to include:
  - what type of data is to be used
  - collects and enters student baseline (starting-point) information
  - calculates an intervention outcome goal
  - The frequency that data will be collected.

**Progress-Monitoring**

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

**Ideas for Intervention Progress-Monitoring**

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
### 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

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

### 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.

**Training**

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

Cell phone silent timer to signal 8 minute intervals for scheduled attention.

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

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

**Ideas for Intervention Progress Monitoring:**
- Existing data: grades, homework log, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Secret Ingredients for Creating a Better Behavior Intervention Plan

This handout contains 30 classroom ideas to prevent problem behaviors and encourage positive behaviors.

(Online)

www.interventioncentral.org
Scheduled Attention: Rechannel Adult Interactions (Austin & Soeda, 2008). A strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.
Planned Ignoring: Turn Off the Attention (Colvin, 2009). In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

Teachers should remember, though, that planned ignoring alone is seldom successful. Instead, planned ignoring becomes much more powerful when, at the same time, the teacher provides regular attention whenever the student engages in positive, replacement behaviors.
Contingent Instructions: Move from 'Stop' to 'Start'
(Curran, 2006; Gable, Hester, Rock, & Hughes, 2009). When the instructor observes that a student is engaging in problem behavior requiring a response, the teacher delivers contingent instructions in a 3-part format.

1. **STOP statement.** The teacher directs the student to STOP a specific problem behavior, e.g., "Joshua, put away the magazine."; "Annabelle, return to your seat."
Contingent Instructions: Move from 'Stop' to 'Start' (Cont.)

2. **START statement.** After a brief (1-2 second) pause, the instruction describes the appropriate replacement behavior that the student should START, e.g., "Open your book to page 28 and begin the end-of-chapter questions.""; "Work with your partner to solve the math problem on the board."

3. **PRAISE for compliance.** As the student begins to engage in the desired behavior, the teacher concludes by PRAISING the student for compliance. e.g., "Thank you for starting your book assignment, Joshua.", "I see that you and your partner are solving the math problem, Annabelle. Good!"
RTI/MTSS Behavior Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.
- If your group judges 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’.

**Tier 1: Intervention: ‘First Responder’**. As the Tier 1 interventionist, the teacher can prioritize creating intervention plans for individual students:

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ B.1.9 Accessing Consultant Support.</td>
<td>The teacher can easily access a behavioral consultant to assist in creating a student intervention plan to address behavioral/social-emotional concerns.</td>
</tr>
<tr>
<td>☐ B.1.10 Following a Structured Process.</td>
<td>The teacher follows a consistent RTI problem-solving process in creating the intervention plan (Bergan, 1995).</td>
</tr>
<tr>
<td>☐ B.1.11 Choosing Evidence-Based Interventions.</td>
<td>Strategies included in the intervention plan are evidence-based—i.e., supported by published research (Hawken, Vincent &amp; Schumann, 2008).</td>
</tr>
<tr>
<td>☐ B.1.12 Tracking Student Progress.</td>
<td>The teacher has set a goal for improvement in the intervention plan and selected at least one method of formative data collection (e.g., Behavior Report Card) to monitor the student’s progress toward the goal during the intervention.</td>
</tr>
<tr>
<td>☐ B.1.13 Allocating Sufficient Time.</td>
<td>The intervention plan is scheduled to span a minimum length of time (e.g., 4-8 instructional weeks) sufficient to allow the teacher to fully judge its effectiveness.</td>
</tr>
</tbody>
</table>
RTI-B: Tier 2: Supplemental Interventions

• Tier 2 interventions occur above and beyond core instruction—and can take the form of small group programs, mentoring support, or individual counseling. Tier 2 RTI-B interventions are often ‘standard-protocol’ programs that match common student intervention needs in a school.
Tier 2: Entrance & Exit Criteria. Students move into and out of services based on objective data:

[B.2.1] Using Data for Recruitment. At several checkpoints during the instructional year, the school identifies students for Tier 2 services through use of one or more objective data sources (e.g., school-wide behavioral screening tools; attendance records; Office Disciplinary Referrals) with specific cut-points (Grosche & Volpe, 2013; McIntosh, Chard, Bolan, & Horner, 2006).
[B.2.2] Convening a Team to Place Students in Tier 2 Services. The school convenes a team (e.g., 'Data Analysis Team') that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont & Gage, 2011).
[B.2.3] Making Timely Assignments. Once identified as qualifying for Tier 2 services, students are placed in those services with little or no delay (e.g., within 1-2 weeks of initial referral) (Mitchell, Stormont & Gage, 2011).
[B.2.4] Exiting. At the start of any RTI-behavioral intervention, the school establishes clear outcome goals/criteria for success to allow it to exit students whose data indicate that they no longer require Tier 2 support (Hawken, Vincent & Schumann, 2008).
RTI/MTSS Behavior Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.

- If your group judges 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’.

**Tier 2: Strategic Interventions.** Tier 2 interventions occur above and beyond core instruction programs, mentoring support, or individual counseling. Tier 2 RTI-B interventions are often ‘standard-practice’ in schools.

**Tier 2: Entrance & Exit Criteria.** Students move into and out of services based on:

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
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<tbody>
<tr>
<td>☐ [B.2.1] Using Data for Recruitment.</td>
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</tr>
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<td>☐ [B.2.2] Convening Team to Place Students in Tier 2 Services.</td>
<td>The school convenes a team (e.g., 'Data Analysis Team') that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont &amp; Gage, 2011).</td>
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<td>Once identified as qualifying for Tier 2 services, students are placed in those services with little or no delay (e.g., within 1-2 weeks of initial referral) (Mitchell, Stormont &amp; Gage, 2011).</td>
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<td>☐ [B.2.4] Exiting.</td>
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</tr>
</tbody>
</table>
**Tier 2: 'High-Quality' Services.** All Tier 2 services are validated as effective based on research:

[B.2.5] **Inventorying Evidence-Based Services.** The school has inventoried its Tier 2 services and verified that all are 'evidence-based'—i.e., supported by published research (Hawken, Vincent & Schumann, 2008). This inventory may include:

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

While Tier 2 services can be provided in a variety of ways, most fall into one of 3 service-delivery categories:

1. 1:1 Coaching/Mentoring
2. Counseling or Therapy Group
3. Individual (Brief) Counseling
TIER 2: Methods of Delivery: 1:1
Coaching/Mentoring. A trained educator (e.g., paraprofessional, teacher, school mental-health professional) meets individually with targeted students on a regular basis to provide intervention instruction, performance feedback, incentives (if appropriate), and encouragement.
**TIER 2: 1:1 Coaching/Mentoring Example: Check In/Check Out.**

In this program, students self-monitor classroom performance and check in with a CICO coordinator at the start and end of the school day to set and review daily behavior goals.

1. At the start of the day, the CICO Coordinator gives the student a Daily Progress Report (DPR) to rate their behavior across the day according to schoolwide behavior expectations.

2. Throughout the day, teachers in each class or subject-block that the student attends rates the student's behavior on the DPR and offer positive reinforcement (praise) or corrective feedback.

3. At the end of the day, the CICO Coordinator reviews the student's DPR, providing a reward (reinforcer) if they meet or exceed the DPR goal.

TIER 2: Methods of Delivery: Counseling or Therapy Group. A trained social worker, counselor, or school psychologist pulls students out of class to participate in a counseling or therapy group.

The group meets at a frequency of 2-5 days per week for a limited duration (e.g., 6-8 weeks).
TIER 2: Therapy Group Example: The Incredible Years. Designed for children ages 3-8, The Incredible Years is a suite of related programs "for treating and preventing conduct problems and promoting social competence and emotional regulation in young children" (Webster-Stratton & Herman, 2009). It contains three optional training components designed for teachers, children, and parents.

- Tier 1: Teacher effectiveness training: classroom management and managing oppositional behaviors
- Tier 1: Twice-weekly classroom lessons: Empathy and Emotion; Problem Solving; Anger Control; Friendship Skills; Communication Skills; School Skills.

- Tier 2: Therapy Group: Two 1-hour sessions per week in small group to work on the above skills. Led by school mental-health professional.

- A parent training group component is available whose content mirrors the teacher-skills and child social-skills training components.

TIER 2: Methods of Delivery: Individual Counseling. A trained social worker, counselor, or school psychologist provides counseling in individual sessions for a fixed number of sessions (e.g., 4-6).
TIER 2: Individual Counseling Example: Solution-Focused Brief Counseling (SFBC). This brief counseling model capitalizes on student strengths and student goals to identify and accomplish counseling objectives.

The provider is a school mental health professional (e.g. school counselor; school social worker; school psychologist).

SFBC sessions are limited (typically 4-5 sessions total).

While the student determines the focus and direction of counseling sessions, the counselor uses therapeutic questions and the SBFC framework to guide the student toward a positive outcome.

Where to Find Tier 2 Behavioral Interventions:

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

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

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.
Where to Find Tier 2 Behavioral Interventions:

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

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

Users can streamline their search by subject and grade level (elementary or middle school).
RTI/MTSS Behavior Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.

- If your group judges 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’.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The school has:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[B.2.5] <strong>Inventoried Evidence-Based Services.</strong> The school has inventoried its Tier 2 services and verified that all are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent &amp; Schumann, 2008). This inventory may include:</td>
</tr>
<tr>
<td></td>
<td>• group-delivered interventions (e.g., social-skills training programs);</td>
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<tr>
<td></td>
<td>• mentoring programs (e.g., Check &amp; Connect);</td>
</tr>
<tr>
<td></td>
<td>• individual counseling (e.g., Solution-Focused Brief Counseling);</td>
</tr>
<tr>
<td></td>
<td>• individualized behavior plans to be implemented across at least 2 instructional settings.</td>
</tr>
</tbody>
</table>
RTI-B: Tiers 2/3: Data: Look-For’s

**Tiers 2/3: Data Collection.** Tier 2/3 intervention plans are tracked to measure the quality of implementation and rate of student progress:

[B.2.6] Verifying Quality of Implementation. 'Intervention integrity' data are collected periodically (e.g., via direct observation; interventionist self-rating; and/or permanent products from the intervention) to verify that the Tier 2 intervention plan is carried out as designed (Gansle & Noell, 2007; Roach & Elliott, 2008).

**NOTE:** Student attendance is a key aspect of intervention integrity and should equal or exceed 80%.
[B.2.7] Tracking Student Progress. Every Tier 2 intervention plan has at least one source of data (e.g., Behavior Report Card; behavioral frequency count) to be used to track the student's targeted behavior(s) (Grosche & Volpe, 2013).

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

When Behavior Report Cards are created according to specialized guidelines, they can be a valid and reliable measure of behavior change. (App Online)

Behavior Report Card Maker

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

Roy's Report Card

Report card title: Roy's Behavior Report Card

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.

Font family: san serif Font size: 10 pt

Append signature section

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

Person to fill out the report card: Mr. Wright
Student's classroom: Room 345
Student's first and last name: Roy Atkins
Gender: male

Parent
Behavior Progress-Monitoring Tools: Daily Report Cards

The Individualized Target Behavior Evaluation (ITBE) is a simple Daily Report Card that is structured as follows (Pelham, 2005):

– Rating items are worded to target specific behaviors of the student

– A criterion for success is set for each rating item (e.g., “Follows class rules with no more than 2 rule violations per period.”)

– The response format for each rating item is YES/NO

– The ITBE includes columns to track the student across numerous periods or locations through the day.

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>Language Arts</th>
<th>Math</th>
<th>Science</th>
<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><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>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 the allocated time.</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>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% accuracy.</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>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>Complies with teacher requests. (2 or fewer noncompliance per period)</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>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>
</tbody>
</table>
Response to Intervention

Sample ITBE

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></td>
<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Completes assignments within the allotted time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Completes assignments with 80% accuracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Complies with teacher requests. (2 or fewer noncompliance per period)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
**Response to Intervention**

**Sample ITBE**

*Ricky: Daily Report Card*

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater: Wright __________________________</td>
<td>Classroom: ______________________</td>
</tr>
</tbody>
</table>

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>Y □ YES □ NO</td>
<td>Y □ YES □ NO</td>
<td>Y □ YES □ NO</td>
<td>Y □ YES □ NO</td>
<td>Y □ YES □ NO</td>
<td>Y □ YES □ NO</td>
</tr>
</tbody>
</table>

**Completes independent assignments within time allocated.**

<table>
<thead>
<tr>
<th>Completes assignments within the 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>Y □ YES □ NO</td>
<td>Y □ YES □ NO</td>
<td>Y □ YES □ NO</td>
</tr>
</tbody>
</table>

**Did the student succeed in this behavior goal?**

- □ YES □ NO

<table>
<thead>
<tr>
<th>Completes assignments with 80% accuracy.</th>
<th>Language Arts</th>
<th>Math</th>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Complies with teacher requests.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
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<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
</tbody>
</table>

- □ YES □ NO
**Sample ITBE**

*Ricky: Daily Report Card*

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater: Wright</td>
<td>Classroom: ____________________</td>
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</table>

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>Language Arts</th>
<th>Math</th>
<th>Science</th>
<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><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>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 the allocated time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
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<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 at least 80% accuracy.</td>
<td></td>
<td></td>
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<td></td>
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</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>complies with teacher requests. (2 noncompliance per period)</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>
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<td></td>
</tr>
</tbody>
</table>

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

Did the student succeed in this behavior goal?

□ YES □ NO
**Response to Intervention**

**Sample ITBE**

**Ricky: Daily Report Card**

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater: Wright</td>
<td>Classroom: ___________________________</td>
</tr>
</tbody>
</table>

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

Total YES Score: ___ Total NO Score: ___

| Follows class rules with no more than 2 rule violations per session. |
|-------------|----------|----------|----------|----------|----------|
| Did the student succeed in this behavior goal? | YES | NO |

| Completes assignments within the allocated time. |
|-------------|----------|----------|----------|----------|----------|
| Did the student succeed in this behavior goal? | YES | NO |

| Completes assignments with 80% accuracy. |
|-------------|----------|----------|----------|----------|----------|
| Did the student succeed in this behavior goal? | YES | NO |

| Complies with teacher requests—no more than 1 incident of noncompliance per period. |
|-------------|----------|----------|----------|----------|----------|
| Did the student succeed in this behavior goal? | YES | NO |
Behavior Progress-Monitoring Tools: Daily Report Cards

The Individualized Target Behavior Evaluation is:

– easy to complete
– a valid and reliable behavior measure
– sensitive to the short-term effects of behavioral interventions and medication

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

RTI/MTSS Behavior Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.

- If your group judges 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’.

---

**Tiers 2/3: Data Collection.** Tier 2/3 intervention plans are tracked to measure the student progress:

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The Data Analysis Team:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[B.2.6] Verifying Quality of Implementation.</td>
</tr>
<tr>
<td></td>
<td>[B.2.7] Tracking Student Progress.</td>
</tr>
</tbody>
</table>
RTI-B: Tier 3: Intensive: RTI Problem-Solving Team

- General-education students needing Tier 3 academic or behavioral services take up the greatest amount of RTI resources and are at risk for referral to special education if they fail to improve. So these high-stakes cases require the RTI Problem-Solving Team, which follows a customized, team-based ‘problem-solving’ approach.
Tier 3: Intensive Interventions: Problem-Solving Team

- At Tier 3, the RTI Problem-Solving Team (‘RTI Team’) meets on students with intensive academic or behavioral needs to develop customized intervention plans.
- The RTI Team is prepared to develop Tier 3 plans for up to 5 percent of students in a school.
- RTI Team meetings follow a version of the investigative ‘problem-solving’ consultation model (e.g., Bergan, 1995)—to include:
  - Problem Identification
  - Problem Analysis
  - Plan Development and Implementation
  - Problem Evaluation

## Tier 3: Intensive Interventions: “How does a student get to the RTI-B Team?”: 6 Referral Scenarios:

1. **Tier 1 Responder Whose Plan Needs to Extend to Multiple Settings.** At least one teacher has successfully created a Tier 1 behavior plan for the student. However, there is a need both to coordinate the sharing of the plan with other adults who work with the student and—if appropriate—to communicate the necessity of all staff using the same uniform effective plan elements consistently across setting and situation.

2. **Tier 1 Non-Responder With No Tier 2 Options.** The classroom teacher has attempted to implement a behavioral intervention plan but has been unsuccessful. The student’s behavior continues to result in significant class disruption or other serious consequences. No Tier 2 programs or services currently are available to address this student’s concerns.

3. **Tier 2 Non-Responder.** The student has received Tier 2 programming or services but has failed to adequately improve behavior or attain social-emotional goals.
### Tier 3: Intensive Interventions: RTI Team

#### 6 Referral Scenarios (Cont.)

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td><strong>Outside Psychiatric Diagnosis.</strong> The student's parent shares an outside evaluation of the student that includes a psychiatric diagnosis. With parent agreement, the RTI Team meets to review the report findings, evaluate the student's school performance and behavior, discuss whether additional data should be collected (e.g., student interview, direct observations), and decide what supports—if any—the student may require for school success.</td>
</tr>
<tr>
<td>5.</td>
<td><strong>FBA/BIP.</strong> The student has a history of serious, escalating problem behaviors or social-emotional issues unresolved at earlier, less-intensive levels of problem-solving. The RTI Team meets to recommend and coordinate the conducting of a Functional Behavior Assessment (FBA) and accompanying Behavior Intervention Plan (BIP).</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Community Agency/School Wraparound Planning.</strong> The student receives intensive community-based mental health services. The school invites parent(s) and agency personnel to an RTI Team wraparound meeting to coordinate the student's therapy/intervention plans across settings.</td>
</tr>
</tbody>
</table>
RTI Problem-Solving Team Roles (Online)

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator
Tier 3: RTI Team: Meeting Format

- **Introductions**/Talking Points
- **Step 1**: Select Intervention Target(s)
- **Step 2**: Inventory Student’s Strengths, Talents, Interests, Incentives
- **Step 3**: Review Background/Baseline Data
- **Step 4**: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5**: Design an Intervention Plan
- **Step 6**: Share RTI Intervention Plan With Parent(s)
- **Step 7**: Review the Intervention and Progress-Monitoring Plans
Tier 3: Problem-Solving Focus. The RTI Problem-Solving Team follows an investigative format to understand the unique needs of students requiring intensive intervention plans:

[B.3.1] Creating a Tier 3 RTI Problem-Solving Team. The school has established an 'RTI Problem-Solving Team' to create customized intervention plans for individual students who require Tier 3 (intensive) social-emotional and/or behavioral interventions (Eber, Sugai, Smith & Scott. (2002)). The RTI Problem-Solving Team:

- has created clear guidelines for when to accept a Tier 3 student referral.
- identifies the function(s) that support problem behaviors of any referred student to better select appropriate interventions.
- follows a consistent, structured problem-solving model during its meetings.
Creating a Tier 3 RTI Problem-Solving Team. (Cont.) The RTI Problem-Solving Team:

- schedules (1) initial meetings to discuss student concerns and (2) follow-up meetings to review student progress and judge whether the intervention plan is effective.
- develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people.
- builds an ‘intervention bank’ of research-based intervention ideas for common student academic and behavioral concerns.
[B.3.2] Implementing 'Non-Responder' Decision Rules. The RTI Team applies consistent guidelines/decision rules to judge which students with intensive behavioral needs have failed to respond to general-education behavioral plans and are candidates for referral to the Special Education Eligibility Team.
RTI/MTSS Behavior Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.
- If your group judges 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’.

**Tier 3: Problem-Solving Focus.** The RTI Problem-Solving Team follows an inverse needs of students requiring intensive intervention plans:

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**Tier 3: Capacity for Mental-Health Interventions.** The RTI Problem-Solving Team has resources to assemble interventions with strong behavioral/mental-health components:

[B.3.3] **Enlisting Staff Participation** The RTI Team has the authority and scope to enlist the participation in the Tier 3 intervention plan of any educator who regularly interacts with the student.
[B.3.4] Accessing School-Wide Resources. The RTI Team has inventoried and can access available resources within the school—including Tier 1 and 2 intervention programs and services—to include in any comprehensive, customized intervention plans that it creates. The Team also ensures that all elements of its interventions plans are 'evidence-based'—i.e., supported by published research (Hawken, Vincent & Schumann, 2008).
[B.3.5] Serving as Resource Gatekeeper. The RTI Team serves as gatekeeper when scarce social-emotional or behavioral resources are to be added to a student's RTI-B intervention plan—e.g., temporary assignment of a 1:1 Teaching Assistant; placement in a multi-week series of individual counseling sessions.
[B.3.6] Conducting FBAs/BIPs. The RTI Team has the capacity to carry out Functional Behavioral Assessments (FBAs) and to use the resulting information to assemble Behavior Intervention Plans (BIPs) for students with the most intensive behavioral needs.
[B.3.7] Running 'Wrap-Around' Meetings. With parent agreement, the RTI Team is prepared to invite to Problem-Solving Meetings staff from mental-health or other community agencies who work with the student. These joint discussion between school and community agencies are run as 'wrap-around' meetings, with the goal of creating a comprehensive intervention plan that coordinates school, home, and perhaps community support.
RTI-B: Resource Alert

Tier 3: RTI Team: Initial Meeting Minutes Form

This form with matching facilitator’s guide breaks the investigative RTI process into a series of concrete steps.

(Online)
Analyzing Student Behavior: Organizer

This form guides teacher and consultant in the process of analyzing the reason(s) for a student’s behavior. (Online)
Analyzing Student Behavior: 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 Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.
- If your group judges 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’.

## Tier 3: Capacity for Mental-Health Interventions

The RTI Problem-Solving Team is responsible for designing and implementing Tier 3 interventions with strong behavioral/mental-health components:

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<th>Status (0, 1, 2)</th>
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</table>
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.
Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

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.
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.

For example, at Tier 2 for ODRs, a student may require a parent conference and reteaching of behavioral expectations, while one eligible for Tier 3 will be referred to the RTI Team for a problem-solving meeting. TIP: Schools may want to generate a menu of several acceptable responses for students identified by these data cut-points, to better match each learner to an appropriate intervention plan.
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.

<table>
<thead>
<tr>
<th>Number of ODRs/School Yr</th>
<th>Risk Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>Tier 1: Universal Behavior Management</td>
</tr>
<tr>
<td>2-5</td>
<td>Tier 2: Targeted Support</td>
</tr>
<tr>
<td>6 or more</td>
<td>Tier 3: Intensive Support</td>
</tr>
</tbody>
</table>

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).


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

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.
**Screening: Analysis of Archival Data.** The school uses existing data as a screener to identify students with emerging attendance and/or behavior problems:

[B.4.1] Developing 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.
Developing a System for Archival Data Analysis (Cont.)

– 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 Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*.

- If your group judges 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’.

### Screening: Analysis of Archival Data

The school uses existing data as a screen for attendance and/or behavior problems:

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Screening: 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).

[B.4.2] STEP 1: Conducting Class-wide 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 directed to nominate the top 3 students in their classroom with the most pronounced externalizing and internalizing behaviors. The school collects these nomination lists.
[B.4.3] STEP 2: Filling Out Follow-Up Behavior 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 internalizing. A school mental-health professional collects and scores those questionnaires.
[B.4.4] STEP 3: Carrying Out 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.
[B.4.5] STEP 4: Placing Students in RTI-B Services. Students who are found, via the multi-gating process, to have significant behavioral or socio-emotional needs are matched to appropriate RTI services.
RTI/MTSS Behavior Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.

- If your group judges 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’.

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
<th>GOALS: The school district has:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
• What additional RTI-B questions do you have that you would like answered today?
Building Staff Buy-In for RTI-B. Why might teachers be reluctant to make the classroom and school-wide changes that are part of behavioral RTI?
The ‘Last Mile’ Problem: Definition

“A phrase used in the telecommunications and technology industries to describe the technologies and processes used to connect the end customer to a communications network.

The last mile is often stated in terms of the "last-mile problem", because the end link between consumers and connectivity has proved to be disproportionately expensive to solve.”

Social-Emotional RTI: The ‘Last Mile’ Problem

Response to Intervention

IDEIA 2004

State Ed Dept

School District

Campus

Classroom

www.interventioncentral.org
“The continued use of ineffective exclusionary practices has very little to do with a student's behavior and very much to do with a teacher's behavior.”

- John W. Maag

There are several reasons why teachers may continue to react to student misbehavior with punitive responses—including removal from the classroom—rather than adopting actions that reinforce learning and a positive classroom environment.
6 Reasons Why Teachers May Be ‘Reluctant’ to Move from Punishment to Positive Behavior Management Strategies

1. Teachers lack the skills to use positive behavior strategies (Bear 2013). Instructors lack the training to refocus their management strategies in a positive direction.

6 Reasons Why Teachers May Be ‘Reluctant’ to Move from Punishment to Positive Behavior Management Strategies

2. Teachers hang on to their current disciplinary procedures as familiar, comfortable (Thaler & Sunstein, 2009). Whenever people (including teachers) are asked to change important aspects of their professional behavior, there is a tendency to cling to known and comfortable routines—even when we get mediocre results. This reluctance to give up the familiar and embrace change is universal—and is known as the 'status quo' bias.

3. Teachers are pulled into confrontational situations because students control the interactions (Conroy et al., 2009). Teachers may have good intentions to adopt positive practices. However, when students are defiant or non-compliant, these educators find themselves ‘pulled’ into a confrontation. So the student actually controls the interaction.

6 Reasons Why Teachers May Be ‘Reluctant’ to Move from Punishment to Positive Behavior Management Strategies

4. Teachers are (negatively) reinforced by use of punishment (Maag, 2012). When teachers send students with challenging behaviors to the office, this can be 'negatively reinforcing' to the instructor—thus increasing the likelihood that the teacher will use the strategy repeatedly.

6 Reasons Why Teachers May Be ‘Reluctant’ to Move from Punishment to Positive Behavior Management Strategies

5. Teachers use punishment because they see that it works—for most (Maag, 2001). In a typical student population, sending a student to the principal's office is quite effective for the 95% who show few behavior problems. The same disciplinary response is ineffective with about 5% of students, who either don't care or wish to escape the classroom. The teacher, however, may assume that these recalcitrant students simply need more of the same punishment for it to be effective—so problem interactions intensify.

6. Teachers see ‘zero tolerance’ of misbehavior as an important teaching tool (Skiba et al., 2006). The teacher believes that having the student experience punitive consequences such as class removal or suspension will teach important life lessons about consequences in the ‘real world’ (Skiba et al., 2006).

6 Reasons for ‘Reluctance’ in Moving from Punishment to Positive Strategies

1. Teachers lack the skills to use positive behavior strategies
2. Teachers hang on to 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.

Activity: Why the Teacher Reluctance?

• Discuss the reasons shared here for why teachers may be reluctant to move from punitive to positive behavior intervention strategies.
• Select 1-2 reasons that you believe might be MOST prevalent in your school.
• For each reason selected, come up with positive ideas to address that roadblock.
A journey of a thousand miles must begin with a single step.

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