# Schools That Really Care: Expanding RTI to Address Social & Emotional Needs

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# RTI for Academics & Behavior: The Short Forms

- RTI-Academics: **RTI-A**
- RTI-Behavior: **RTI-B**

Strong Socio-Emotional Functioning

'Learned Helplessness'

Anxiety Issues

Non-Compliance

# Workshop Topics

1. **Why RTI for Behavior?.** Schools need a positive focus on behavior management. RTI can help with this school-wide change effort.

2. **RTI-Behavior: Tiers 1, 2, and 3.** The Tiers of intervention in RTI-Behavior are arranged in ascending order of intensity, with the first and primary focus on classroom management and intervention.

3. **School-Wide Screening.** Screeners provide a building-wide data tool to locate at-risk students to proactively get them into behavior/social-emotional intervention services.

4. **Questions.** Time is reserved for your questions and comments on RTI-Behavior.

**Social-Emotional RTI: Building the Model**

*Social-Emotional RTI: The Research.* Why should schools implement an positive school-wide model for behavior/social-emotional concerns? And what is RTI-Behavior?
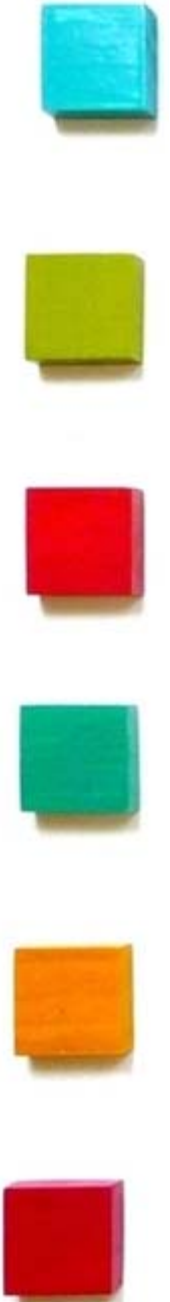
# Why is a Social-Emotional RTI Model Needed?: Zero-Tolerance Discipline Policies: The Hidden Cost

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.

Source Skiba, R. J., Reynolds, C. R., Graham, S., Shera, P., Conoley, J. C., & Garcia-Vazquez, E. (2006). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. Report by the American Psychological Association of the Zero Tolerance Task Force. Washington, DC: American Psychological Association. Retrieved on January 18 2015 from http://www.apa.org/pubs/info/reports/zero-tolerance.pdf.

# 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.

Source Skiba, R. J., Reynolds, C. R., Graham, S., Shera, P., Conoley, J. C., & Garcia-Vazquez, E. (2006). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. Report by the American Psychological Association of the Zero Tolerance Task Force. Washington, DC: American Psychological Association. Retrieved on January 18 2015 from http://www.apa.org/pubs/info/reports/zero-tolerance.pdf.

# Positive Behavior Interventions & Supports (PBIS)

"[School-wide] PBS is ….a prevention framework or approach that highlights the organization of teaching and learning environments for the effective, efficient, and relevant adoption and sustained use of research based-behavioral interventions for all students, especially those with serious behavior challenges." p. 228

Source: Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. Exceptionality, 17, 223-237.

| RTI Tier | Who Oversees? | Who is the Target? | What Supports for Students? | What Supports Needed for Teachers? |
|---|---|---|---|---|
| 3 | Intensive intervention team; case manager | Individual students | FBA-BIP (Customized intervention plans) | Demonstration of strategies Performance Feedback Intervention Integrity Check |
| 2 | TIPS Team (Team-Initiated Problem-Solving Model) | Groups of students via SWIS data | •PBIS Package: Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement •Use corrective consequences **Standard Protocol Tier 2** Behavior social-emotional programs | Demonstration of strategies Performance Feedback Intervention Integrity Check |
| PBIS: Behavior | | | | |
| 1 | Schoolwide PBIS implementation team | Entire student population | **PBIS Package:** •Prevent •Define/Teach •Reward/reinforce •Withhold reward/reinforcement | Refresher on Schoolwide Behavioral expectations Strategies to manage low-level classroom issues |

# Social-Emotional & Academic RTI: Shared Elements

No single, unified model exists for either academic or behavioral/social-emotional RTI (Burns et al., 2007). However, 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 Burns, M. K., S. L. Deno, and S. R. Jimerson. 2007. Toward a Unified Response-to-Intervention Model. In Handbook of Response to Intervention, edited by S. R. Jimerson, M. K. Burns, and A. M. VanDerHeyden, 428–440. New York, NY: Springer.'

Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.

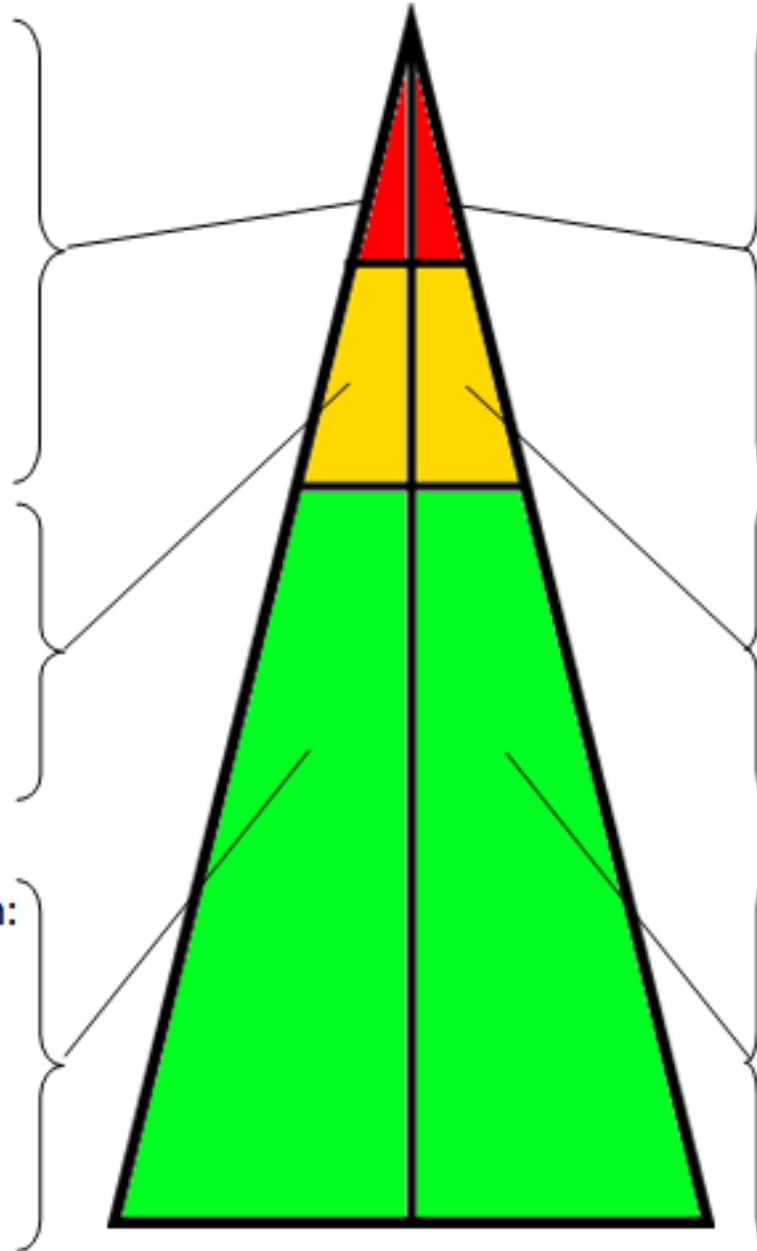# ACADEMIC RTI

## Tier 3: High-Risk Students: 5%

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

## Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

## Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

# BEHAVIORAL RTI

## Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

## Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

## Tier 1: Universal: Classroom Management: 80%

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

# 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 toward solutions and 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.

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

# Response to Intervention

## RTI: A Proactive & Preventative Approach to Student Problems

RTI adopts a proactive multi-Tier public-health approach to reduce the number and severity of student academic and behavioral problems.

| | |
|---|---|
| ■ Tier 1 | PRIMARY Intervention: Students receive classroom supports as needed to 'prevent harm' (prevent student problems from developing in the first place). |
| ▨ Tier 2 | SECONDARY Intervention: Students found to be at risk are given supplemental intervention support to 'reverse harm' (return the student to normal levels of academic or behavioral functioning). |
| ■ Tier 3 | TERTIARY Intervention: Students receive intensive intervention to 'reverse harm'. This level may also include students who may require intervention support for an extended period ('maintenance support'). |

*Source: Saeki, E., Jimmerson, S. R., Earhart, J., Hart, S. R., Renshaw, T., Singh, R. D., & Stewart, K. (2011). Response to intervention (RtI) in the social, emotional, and behavioral domains: Current challenges and emerging possibilities. Contemporary School Psychology, 15, 43-52.*

# 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.

Source: Barnett, D. W., Daly, E. J., Jones, K. M., & Lentz, F.E. (2004). Response to intervention: Empirically based special service decisions from single-case designs of increasing and decreasing intensity. Journal of Special Education, 38, 66-79.

## Social-Emotional RTI: Building the Model

*Social-Emotional RTI & Special Education.* How can RTI-Behavior help in identifying students whose behavioral or social-emotional challenges require IEPs?

# School Pathways to Student Mental-Health Support: A Source of Potential Confusion

A student with an outside diagnosis of ADHD and some oppositional classroom behaviors  could go down any of several pathways of identification and support:

1. **Emotionally Disturbed.** The school may find that the student meets criteria for ED and provides an IEP.

2. **Other Health Impairment.** The student's ADHD diagnosis is treated as a 'medical condition' and an IEP is granted.

3. **Section 504.** The attentional and/or behavioral symptoms of ADHD may be identified as comprising a "major life impairment " that requires a Section 504 plan.

4. **No support.** The student remains in general education with no additional support.

# Factors Influencing the Decision to Classify as BD

(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.

*Source: Gresham, F. M. (1992). Conceptualizing behavior disorders in terms of resistance to intervention. School Psychology Review, 20, 23-37.*

# 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."

Source: Gresham, F. M. (2005). Response to intervention: An alternative means of identifying students as emotionally disturbed. Education and Treatment of Children, 28(4), 328-344.

# Establishing a Social-Emotional RTI Model: Broad Recommendations

1.  RTI problem-solving should be integrated so that, at each Tier, schools are considering the academic, behavioral, and social-emotional needs of the student.

2.  The primary focus of RTI--both academic and behavioral/social-emotional--must be Tier 1, the general-education classroom. After all, this is where most students spend most of their time and where the learning happens.

3.  The Tier 3 RTI Problem-Solving Team should have the capacity to a wide range of social-emotional RTI cases-because those are the referrals that (a) teachers often feel least able to manage on their own, and (b) are most likely to require an open-ended problem-solving approach to solve.

# Establishing a Social-Emotional RTI Model: Broad Recommendations

4. Your school or district should have an RTI Leadership Team established to develop and oversee multi-year plans that implement, coordinate, and maintain academic and behavioral/social-emotional RTI.

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

# RTI-B Needs Assessment: Rationale

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

  They should, therefore, conduct an RTI-B **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.

# RTI-B: Issues in Behavioral and Social-Emotional Functioning

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.

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# 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.
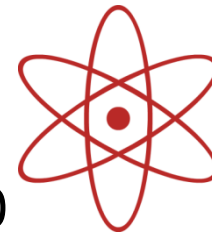
# RTI-B: Issues in Behavioral and Social-Emotional Functioning

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: Conducting Your Own Needs Assessment

02:00

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In your groups:

- Review the these 10 items of the RTI-B *School/District Needs Assessment* (full document available online).

- Select the **TOP 1-2** items from this list that you feel MOST impact your school or district.

## RTI-B 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

# RTI-B: Tiers 1, 2 & 3: Quality Indicators

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*RTI –B: 'Critical Elements' Checklist*

This checklist outlines quality indicators for building and evaluating a 3-tier behavior-intervention model.

## RTI for Behavior & Social-Emotional Concerns: 'Critical Elements' Checklist

**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.

| 1. High Expectations for Behavior. Students receive explicit training and guidance in expected classroom behaviors--to include: | | |
|---|---|---|
| **Element** | **Verified?** (Y/N) | **Information Source(s)** (e.g., observation, interview, document review) |
| **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).<br><br>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). | | |
| **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:<br>• engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities).<br>• assigning and collecting homework and classwork.<br>• transitioning students efficiently between activities. | | |
| **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). | | |
| **2. Instruction That Motivates.** Academic instruction holds student attention and promotes engagement--to include: | | |
| **Element** | **Verified?** (Y/N) | **Information Source(s)** (e.g., observation, interview, document review) |
| **Ensuring Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008). | | |

# ACADEMIC RTI
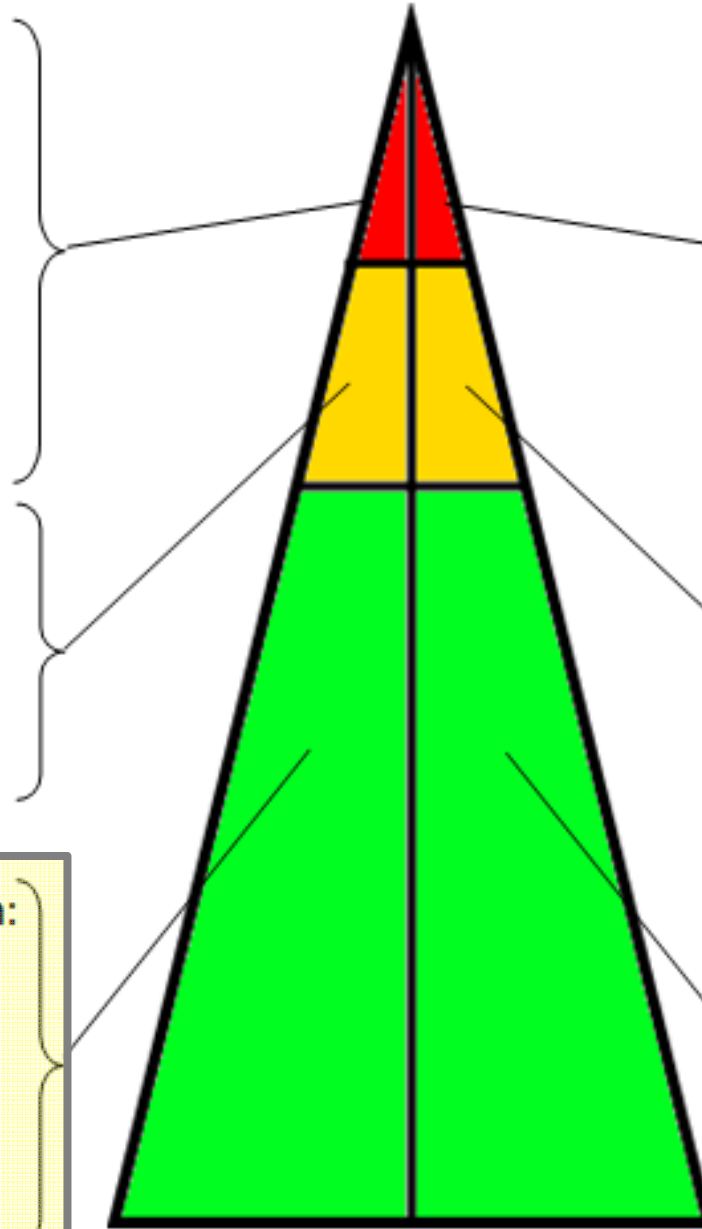
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# RTI-B: Tier 1: Class-Wide Management

- 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: Look-For's:
## 1. High Expectations for Behavior

**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).

# RTI-B: Tier 1: Class-Wide Management: Look-For's: 2. Instruction That Motivates

**Ensuring Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

# RTI-B: Tier 1: Class-Wide Management: Look-For's: 2. Instruction That Motivates

**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).

# RTI-B: Tier 1: Class-Wide Management: Look-For's:
## *2. Instruction That Motivates*

**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.

# RTI-B: Tier 1: Class-Wide Management: Look-For's: 2. Instruction That Motivates

**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).

# RTI-B: Tier 1: Class-Wide Management: Look-For's: *2. Instruction That Motivates*

**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.

# RTI-B: Tier 1: Class-Wide Management: Look-For's:
## *3. Managing the Classroom*

**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).

# RTI-B: Tier 1: Class-Wide Management: Look-For's:
## 3. Managing the Classroom

**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.

# RTI-B: Tier 1: Class-Wide Management: Look-For's:
## 3. Managing the Classroom

**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.

# RTI-B: Tier 1: Class-Wide Management: Look-For's: 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).

# RTI-B: Tier 1: Class-Wide Management: Look-For's: 3. Managing the Classroom

**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).

# 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

Teacher: _____ Date: _____ Class/Lesson: _____

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

| 1. Increase Access to Instruction | |
|---|---|
| **Instructional Element** | **Notes** |
| ☐ Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008). | |
| ☐ Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008). | |
| ☐ Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008). | |
| ☐ Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008). | |

| 2. Provided 'Scaffolding' Support | |
|---|---|
| **Instructional Element** | **Notes** |
| ☐ Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008). | |
| ☐ Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008). | |
| ☐ Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008). | |
| ☐ Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning. | |

# How to: Implement Strong Core Instruction

## 1. Access to Instruction

❑ Instructional Match

❑ Content Review at Lesson Start

❑ Preview of Lesson Goal(s)

❑ Chunking of New Material

## 2. 'Scaffolding' Support

❑ Detailed Explanations & Instructions

❑ Talk Alouds/Think Alouds

❑ Work Models

❑ Active Engagement

❑ Collaborative Assignments

❑ Checks for Understanding

## 2. 'Scaffolding' Support (Cont.)

❑ Group Responding

❑ High Rate of Student Success

❑ Brisk Rate of Instruction

❑ Fix-Up Strategies

## 3. Timely Performance Feedback

❑ Regular Feedback

❑ Step-by-Step Checklists

## 4. Opportunities for Review/ Practice

❑ Spacing of Practice Throughout Lesson

❑ Guided Practice

❑ Support for Independent Practice

❑ Distributed Practice

# RTI Practice Activity: Tier 1: Class-Wide Management



02:00

- Look over the *"Tier 1: Class-Wide Management'* section of the RTI-B Critical Elements (pp. 1-3).

- Select the **one** element that you believe is MOST challenging for teachers in your school or district to implement.

# 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.

# RTI-B: Tier 1: Classroom Interventions: Look-For's: 1. *'First Responder'*

**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.

## RTI-B: Tier 1: Classroom Interventions: Look-For's:
## 1. 'First Responder'

**Following a Structured Process.** The teacher follows a consistent RTI problem-solving process in creating the intervention plan (Bergan, 1995).

# RTI-B: Tier 1: Classroom Interventions: Look-For's:
## 1. 'First Responder'

**Choosing Evidence-Based Interventions.** Strategies included in the intervention plan are evidence-based-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008).

# RTI-B: Tier 1: Classroom Interventions: Look-For's:
## 1. *'First Responder'*

**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.

# RTI-B: Tier 1: Classroom Interventions: Look-For's:
## 1. 'First Responder'

**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.

# RTI-B: Tier 1: Classroom Interventions: Look-For's:
## 1. *'First Responder'*

**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.

# RTI-B: Tier 1: Classroom Interventions: Look-For's: 1. *'First Responder'*

**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.

# RTI-B: Tier 1: Classroom Intervention:
## *Resource Alert: Session 2*

*Classroom Intervention Planning Sheet*

Teachers can use this worksheet to quickly document Tier 1 classroom behavioral interventions while following an RTI-B problem-solving process. (Online)

## Classroom Intervention Planning Sheet

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

### Case Information

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

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

### Intervention

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

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

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

| Materials | Training |
|---|---|
| What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention. | What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention. |
| Cell phone silent timer to signal 6 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 method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

| Type of Data Used to Monitor: | Behavior Report Card | Ideas for Intervention Progress-Monitoring |
|---|---|---|
| Baseline | Outcome Goal | • Existing data: grades, homework logs, etc. |
| Engaged in seatwork:1 or fewer redirects: Y 1 of 5 days | Wk6: Engaged in seatwork:1 or fewer redirects: Y 4 of 5 days | • Cumulative mastery log<br>• Rubric<br>• Curriculum-based measurement |
| How often will data be collected? (e.g., daily, every other day, weekly): | | • Behavior report card |
| BRC completed daily during Independent Seatwork period | | • Behavior checklist |

# Creating a Written Record of Classroom Interventions: Form

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

## Case Information

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

| Student: | Angela D. | Interventionist(s): | Mrs. DePaulo Ms. Samson | Date Intervention Plan Was Written: | Jan 7, 2016 |
|---|---|---|---|---|---|
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| Description of the Student Problem: | | Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson. | | | |

# Creating a Written Record of Classroom Interventions: Form

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

| Intervention |
|---|
| **What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet. |
| START BEHAVIORS: Use Scheduled Attention during academic tasks (about 5 minute intervals) to give positive attention for appropriate behaviors<br><br>STOP BEHAVIOR PLAN. Use Contingent Instructions to minimize teacher attention when redirecting the student from playing with objects to academic task ⊞ |

# Creating a Written Record of Classroom Interventions: Form

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

| Materials |
|---|
| **What to Write:** Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention. |
| Cell phone silent timer to signal 6 minute intervals for scheduled attention. |

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# Creating a Written Record of Classroom Interventions: Form

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

## Training

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

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

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# Creating a Written Record of Classroom Interventions: Form

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

## Progress-Monitoring

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

| | | Ideas for Intervention Progress-Monitoring |
|---|---|---|
| Type of Data Used to Monitor: | Behavior Report Card | • Existing data: grades, homework logs, etc. |
| Baseline | Outcome Goal | • Cumulative mastery log |
| Engaged in seatwork:1 or fewer redirects: Y 1 of 5 days | Wk6: Engaged in seatwork:1 or fewer redirects: Y 4 of 5 days | • Rubric<br>• Curriculum-based measurement |
| How often will data be collected? (e.g., daily, every other day, weekly): | | • Behavior report card |
| BRC completed daily during Independent Seatwork period | | • 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

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.

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

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

### Materials

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

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

### Training

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

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

### Progress-Monitoring

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

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| How often will data be collected? (e.g., daily, every other day, weekly): | | • Behavior report card |
| BRC completed daily during Independent Seatwork period | | • Behavior checklist |

The ABC Timeline: How Teachers Can Change Behaviors Through Antecedents, Positive Consequences, and Extinction Techniques

# 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.

Source: Barnett, D. W., Daly, E. J., Jones, K. M., & Lentz, F.E. (2004). Response to intervention: Empirically based special service decisions from single-case designs of increasing and decreasing intensity. Journal of Special Education, 38, 66-79.

# Antecedents, Positive Consequences, and Extinction Procedures: A Balanced Behavior Intervention Plan

Behavior intervention plans are highly individualized—as every student displays a unique profile of behaviors. Teachers increase the odds of helping a student to engage in positive behaviors increase when they include these 3 elements in their classroom behavior intervention plans:

- *Antecedents*: Strategies to promote positive behaviors and prevent misbehavior

- *Positive consequences*: Responses that increase positive/goal behaviors

- *Extinction procedures*: Responses that extinguish problem behaviors

# Antecedents, Positive Consequences, and Extinction Procedures: A Balanced Behavior Intervention Plan

Each element plays a crucial role in promoting the success of a behavior plan.

- *Antecedent strategies* prevent the student from engaging in problem behaviors in the first place.

- *Positive consequences* motivate the student to show desired behaviors, such as academic engagement.

- *Extinction procedures* remove the 'pay-off' to the student for engaging in problem behaviors.

While any one of the elements might be inadequate to change the student's behavior, their combination can result in a strong, flexible plan and successful intervention outcome.

# ABC Time-line

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the **A**ntecedent, or trigger; (b) the student **B**ehavior; and (c) the **C**onsequence of that behavior.

## ABC Timeline

A          B          C
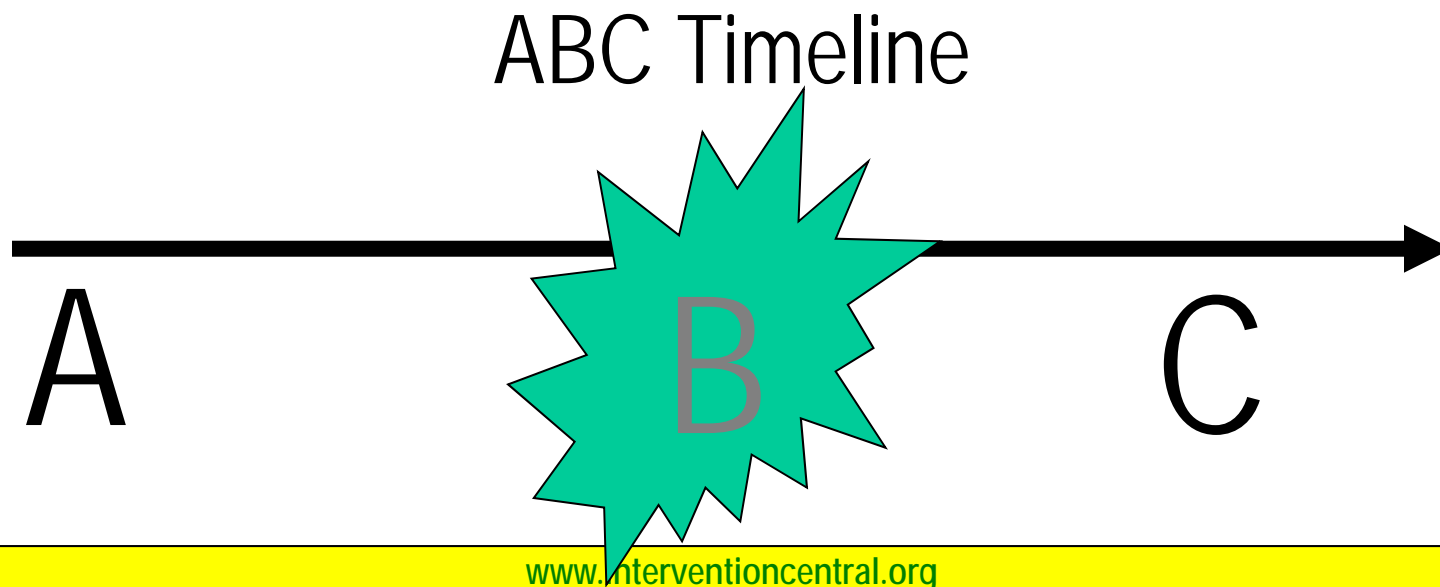
## 1. Antecedents: Strategies to Prevent Misbehavior

Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on *antecedents*: actions they take *before* the student behavior occurs.

Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred.

## Antecedents: Strategies to PREVENT Misbehavior

**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.

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# Antecedents: Strategies to PREVENT Misbehavior

**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.

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# Antecedents: Strategies to PREVENT Misbehavior

**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.

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## Antecedents: Strategies That ENCOURAGE Goal Behaviors

**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.

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# Behavioral Checklist: General Behavior
# Example: Routine/Transition
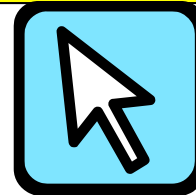
## Start-of-Class Checklist

❑ AT THE START OF CLASS, THE STUDENT:

❑ has a sharpened pencil.

❑ has paper for taking notes.

❑ has homework ready to turn in.

❑ has put her cell phone away in her backpack.

❑ has cleared her desk of unneeded materials.

❑ is sitting quietly.

❑ is working on the assigned start-of-class activity.

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

## Self-Check Behavior Checklist Maker

View | Edit | Outline | Track | Configure Tool

**Self-Check Behavior Checklist Maker**

Create customized checklists for students to monitor their own classroom behaviors

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

### Untitled Document

Save | Save as...    Start New Checklist

**Self-Check Behavior Checklist Maker**

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

**Directions**

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

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

# 2. Positive Consequences: Responses That Increase Positive/Goal Behaviors

When positive consequences follow a behavior, they increase the probability that the behavior will be repeated.

## Positive Consequences: INCREASE Positive/Goal Behaviors

**Performance Feedback: Information is Rewarding** (Conroy et al., 2009). When students receive timely feedback about their academic performance, this information can reinforce academic behavior and reduce misbehavior.

Instructional feedback comes in many forms: e.g., teacher oral or written feedback; class discussion and review of an assignment; oral feedback from class peers; student self-directed completion of a rubric or problem-solving checklist during an independent assignment.

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# Positive Consequences: INCREASE Positive/Goal Behaviors

**Praise: Catch Them Being Good** (Kern & Clemens, 2007). Research suggests that teacher praise is one of the most powerful--yet underused-- of classroom management tools.

When a student, group, or class displays an appropriate pro-social or pro-academic behavior, the teacher reinforces that behavior with a targeted praise statement containing two elements: (1) a specific description of the praiseworthy behavior, and (2) an expression of teacher approval (e.g., "You worked for the full independent-work period. Nice job!"; "I really appreciate the way that our student groups stayed on-task and completed their entire assignment.").

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# Positive Consequences: INCREASE Positive/Goal Behaviors

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

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# 3. Extinction Procedures: Responses That Reduce or Eliminate Problem Behaviors

Extinction means discontinuing the reinforcing consequences of behaviors to erase an individual's motivation to engage in those behaviors. In effect, extinction procedures 'cut off the oxygen' to problem behaviors. That is, explicit directions should be written into a behavior intervention plan to guide those working with the student to alter their responses to problem behaviors in a manner designed to remove reinforcement for the misbehavior (Hester et al., 2009).

Without extinction procedures, educators are far too likely accidentally to continue reinforcing the very behaviors they are trying to eliminate.

# Extinction Procedures: REDUCE or ELIMINATE 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."

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# Extinction Procedures: REDUCE or ELIMINATE Behaviors

## 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!"

# Extinction Procedures: REDUCE or ELIMINATE Behaviors

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

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

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# RTI Practice Activity: Tier 1: Classroom Intervention

- Look over the *"Tier 1: Classroom Interventions'* section of the RTI-B Critical Elements (p. 3).

- Discuss the current capacity of teachers at your school or district to deliver these elements.

- Be prepared to report out.

# 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.

# ACADEMIC RTI

## Tier 3: High-Risk Students: 5%

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

## Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

## Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

# BEHAVIORAL RTI

## Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

## Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

## Tier 1: Universal: Classroom Management: 80%

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

# RTI-B: Tier 2: Supplemental Interventions: Look-For's
## 1. Entrance & Exit Criteria

**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).

# RTI-B: Tier 2: Supplemental Interventions: Look-For's
## 1. Entrance & Exit Criteria

**Convening 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).

# RTI-B: Tier 2: Supplemental Interventions: Look-For's
## 1. Entrance & Exit Criteria

**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).

# RTI-B: Tier 2: Supplemental Interventions: Look-For's
## 1. Entrance & Exit Criteria

**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-B: Tier 2: Supplemental Interventions: Look-For's
## 2. 'High Quality' Services

**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.

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-B: Tier 2: Supplemental Interventions: Look-For's
## 3. Data Collection

**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%.

# RTI-B: Tier 2: Supplemental Interventions: Look-For's
## 3. Data Collection

**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.

# RTI Practice Activity: Tier 2: Supplemental Interventions

- Look over the *"Tier 2: Supplemental Interventions"* section of the RTI-B Critical Elements (pp. 4-5).

- Make an informal list of the existing programs and/or personnel that can your school or district can use as Tier 2 supports.

- Be prepared to report out.

# 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.

## ACADEMIC RTI

### Tier 3: High-Risk Students: 5%

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

### Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

### Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

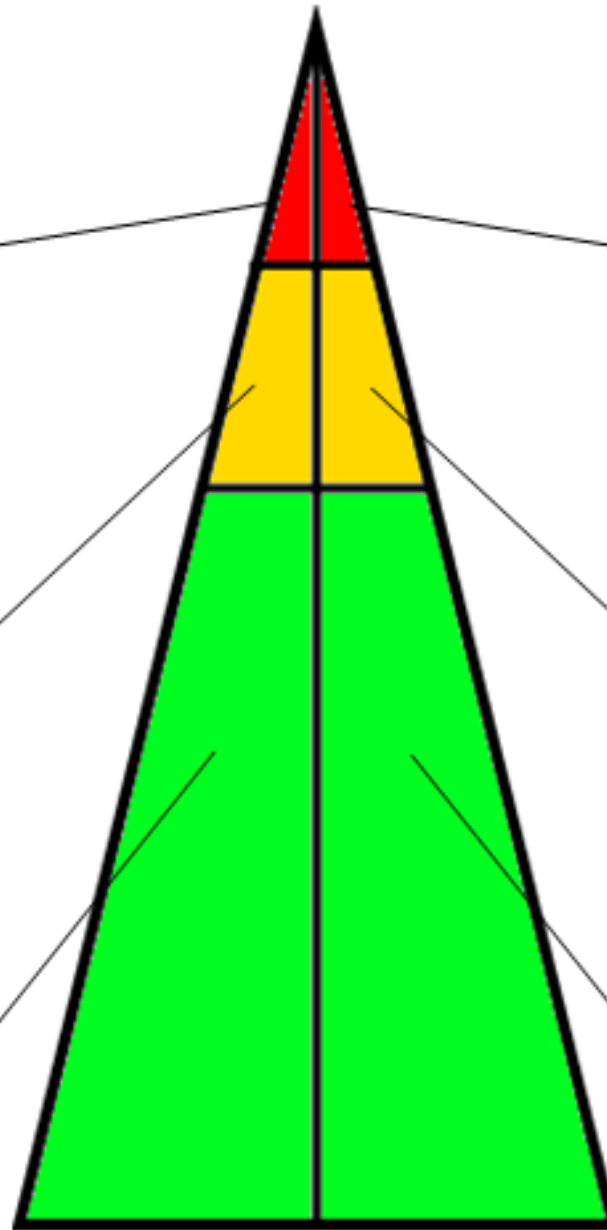## BEHAVIORAL RTI

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- Wrap-around RTI Team meetings
- Daily progress-monitoring

### Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

### Tier 1: Universal: Classroom Management: 80%

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

# RTI-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *1. Problem-Solving Focus*

**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.

# RTI-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *1. Problem-Solving Focus*

**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.

## Tier 3: Intensive Interventions: RTI Team
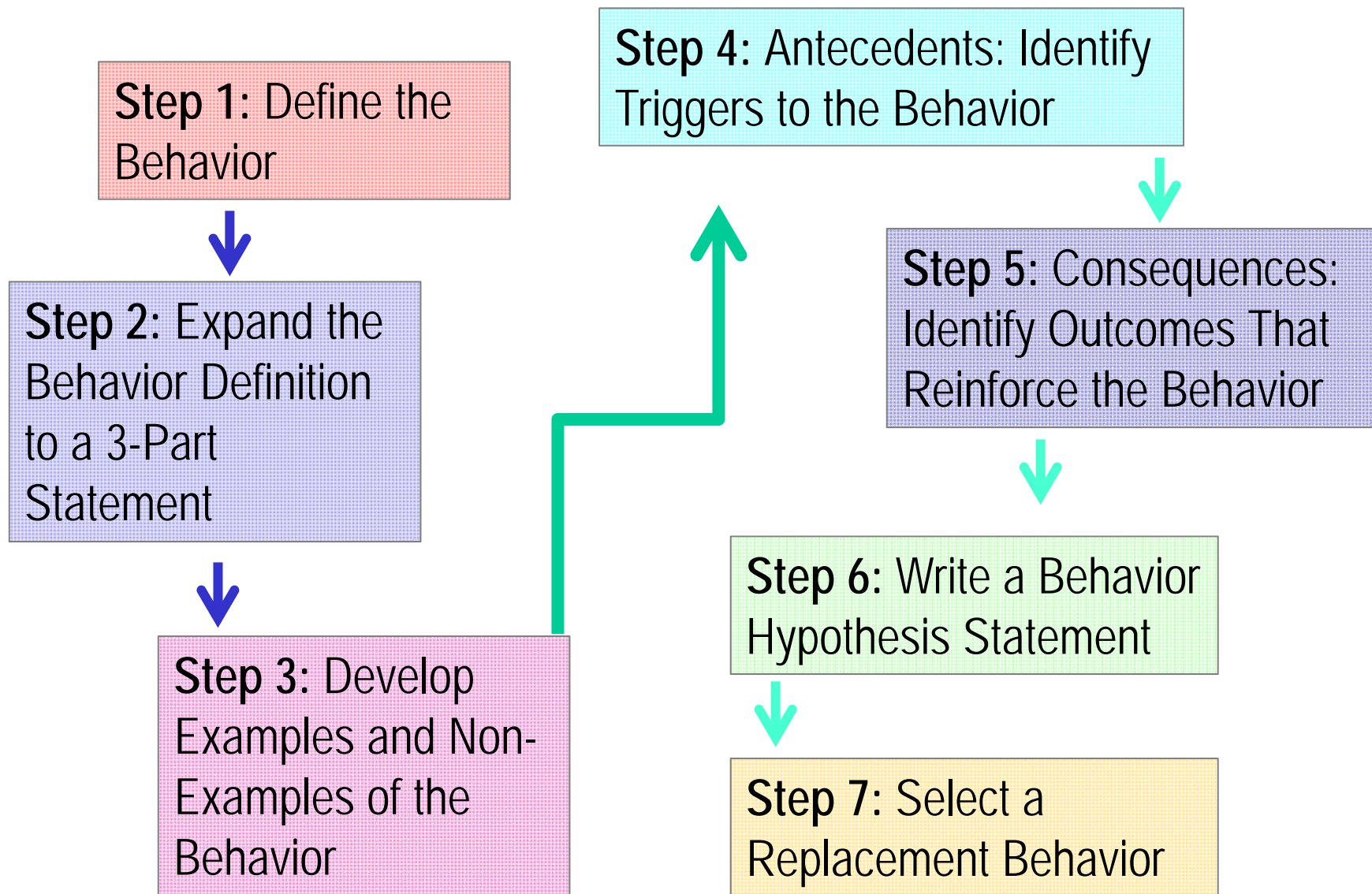## 6 Referral Scenarios

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.)

4. **Outside Psychiatric Diagnosis.** The student's parent shares an outside evaluation of the student that includes a psychiatric diagnosis. With parent agreement, the RTI Team 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.

5. **FBA/BIP.** The student has a history of serious, escalating problem behaviors or social-emotional issues unresolved at earlier, less-intensive levels of problem-solving. The RTI Team meets to recommend and coordinate the conducting of a Functional Behavior Assessment (FBA) and accompanying Behavior Intervention Plan (BIP).

6. **Community Agency/School Wraparound Planning.** The student receives intensive community-based mental health services. The school invites parent(s) and agency personnel to an RTI Team wraparound meeting to coordinate the student's therapy/intervention plans across settings.

# 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-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *1. Problem-Solving Focus*

**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-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *2. Capacity for Mental Health Interventions*

**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.

# RTI-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *2. Capacity for Mental Health Interventions*

**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).

# RTI-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *2. Capacity for Mental Health Interventions*

**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.

# RTI-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *2. Capacity for Mental Health Interventions*

**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.

# RTI-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *2. Capacity for Mental Health Interventions*

**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: Tier 3: Intensive Interventions: RTI Team: Look-For's: *3. Data Collection*

**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 3 intervention plan is carried out as designed (Gansle & Noell, 2007; Roach & Elliott, 2008).

# RTI-B: Tier 3: Intensive Interventions: RTI Team: Look-For's: *3. Data Collection*

**Tracking Student Progress.** Every Tier 3 intervention plan has at least two sources 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 (at least weekly) to assess progress toward the outcome goal.

# RTI-B: Tier 3: Intensive Interventions: RTI Team: *Resource Alert: Session 4*

## *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)

# Tier 3: RTI Problem-Solving Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

## Tier 3: RTI Team: Meeting Format

- **Introductions**/Talking Points
- **Step 1:** Select Intervention Target(s)
- **Step 2**: Inventory Student's Strengths, Talents, Interests, Incentives
- **Step 3:** Review Background/Baseline Data
- **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans

# RTI Practice Activity: Tier 3: Intensive: RTI Problem-Solving Team



- Look over the *"Tier 3: Intensive: RTI Problem-Solving Team'* section of the RTI-B Critical Elements (p. 5-7).

- Discuss with your team how closely your current Problem-Solving Team includes these critical elements.

- Be prepared to report out.

# 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.
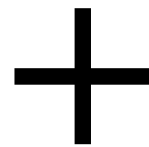
Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

## 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 |
|---|---|---|

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

**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.

## 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.

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

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 pre-set RTI cut-points on tardiness, absenteeism, and ODRs for Tiers 2 and 3.

# ODRs as a Screening Data Source: Limitations

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

| Number of ODRs/School Yr | Risk Status |
|---|---|
| 0-1 | Tier 1: Universal Behavior Management |
| 2-5 | Tier 2: Targeted Support |
| 6 or more | Tier 3: Intensive Support |

• *Source: Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.). Individualized supports for students with problem behaviors: Designing positive behavior plans (pp. 359-390). New York: Guilford.*

# 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: Benner, G. J., Kutash, K., Nelson, J. R., & Fisher, M. B. (2013). Closing the achievement gap of youth with emotional and behavioral disorders through multi-tiered systems of support. Education and Treatment of Children, 36(3), 15-29.*

- Witt, J. C., Daly, E. M., & Noell, G. (2000). Functional assessments: A step-by-step guide to solving academic and behavior problems. Longmont, CO: Sopris West.
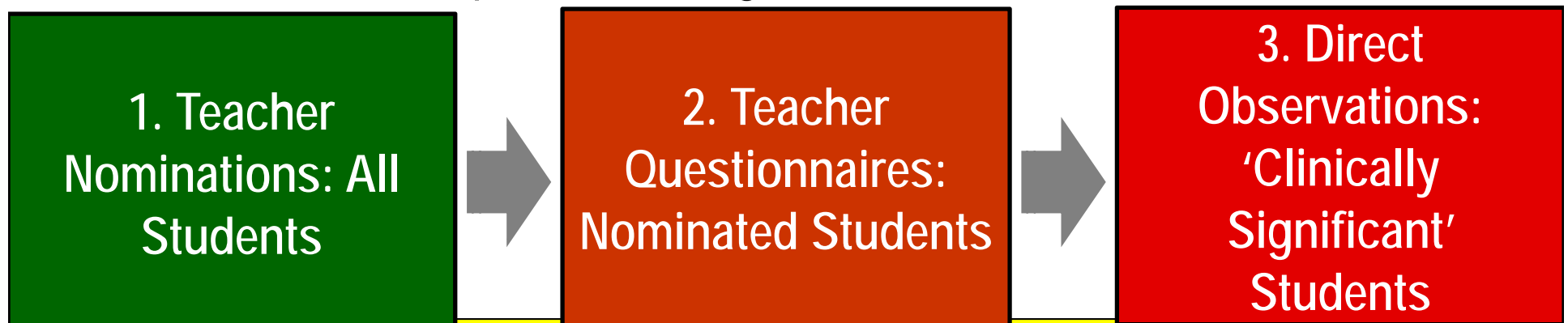
## Schoolwide RTI-B Screening: Multi-Source & Multi-Gated

**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 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

## 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*

Home › Tools Charts ›

### Behavioral Progress Monitoring

This tools chart presents information about behavioral p
*Standards, and Usability* include ratings from our TRC mer chart.

Progress Monitoring Standards | Psychometric Stand

| Tool | Scale |
|------|-------|
| BASC-2 Progress Monitor | Adaptive Skills |
| BASC-2 Progress Monitor | Externalizing and ADHD Problems |
| BASC-2 Progress Monitor | Internalizing Problems |
| BASC-2 Progress Monitor | School and ADHD Problems |
| BASC-2 Progress Monitor | Social Withdrawal |

## 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.

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

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.

# RTI-B: School-Wide Screenings: Look-For's:
## 1. Analysis of Archival Data

**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.

# RTI-B: School-Wide Screenings: Look-For's:
## *1. Analysis of Archival 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-B: School-Wide Screenings: Look-For's:
## *2. Tapping Teacher Knowledge*

A.  **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.

# RTI-B: School-Wide Screenings: Look-For's:
## *2. Tapping Teacher Knowledge*

**B. 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.

# RTI-B: School-Wide Screenings: Look-For's:
## *2. Tapping Teacher Knowledge*

C. **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.

# RTI-B: School-Wide Screenings: Look-For's:
## *2. Tapping Teacher Knowledge*

D. **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.

# Workshop Topics

1. **Why RTI for Behavior?.** Schools need a positive focus on behavior management. RTI can help with this school-wide change effort.

2. **RTI-Behavior: Tiers 1, 2, and 3.** The Tiers of intervention in RTI-Behavior are arranged in ascending order of intensity, with the first and primary focus on classroom management and intervention.

3. **School-Wide Screening.** Screeners provide a building-wide data tool to locate at-risk students to proactively get them into behavior/social-emotional intervention services.

4. **Questions.** Time is reserved for your questions and comments on RTI-Behavior.

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

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