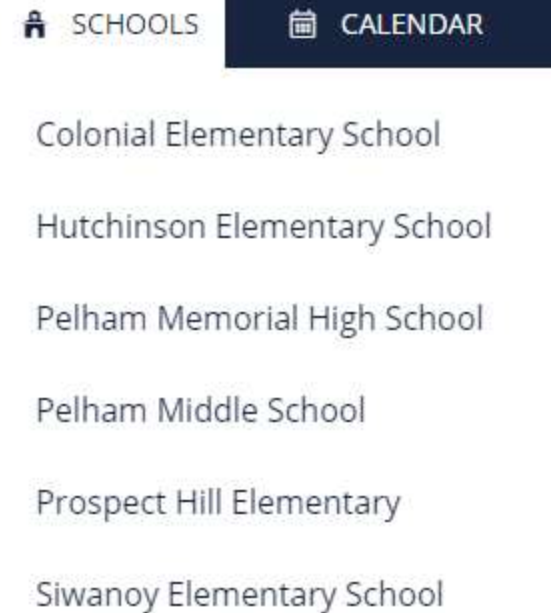




# RTI/MTSS for Academics: 'Roadblocks'



## **MTSS: ACADEMICS**

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

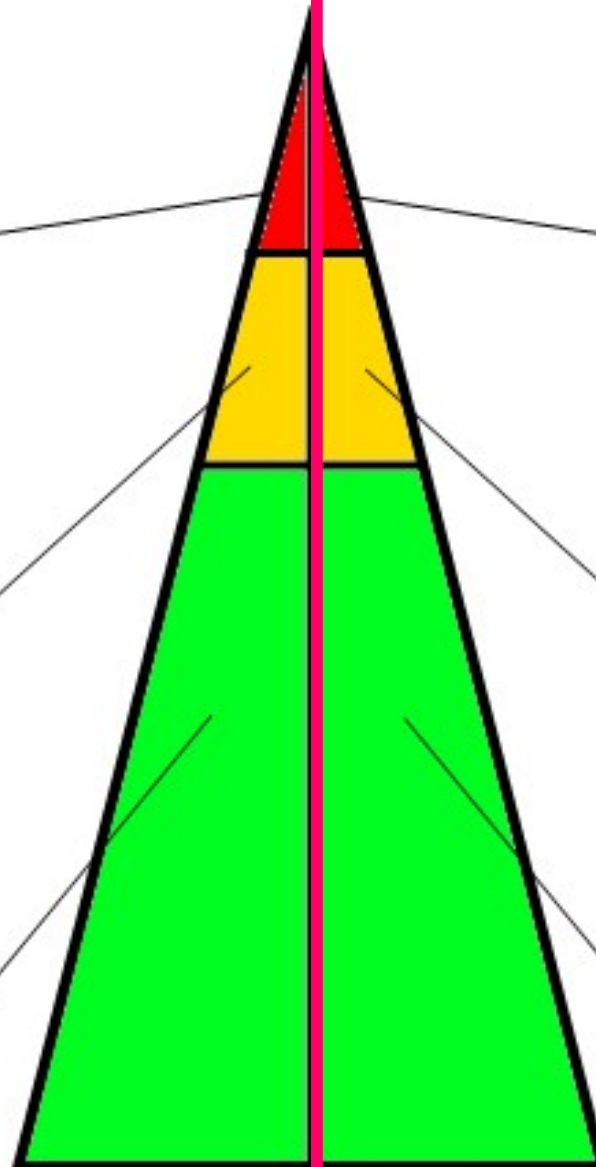
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **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



## **MTSS: BEHAVIOR**

### **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%**

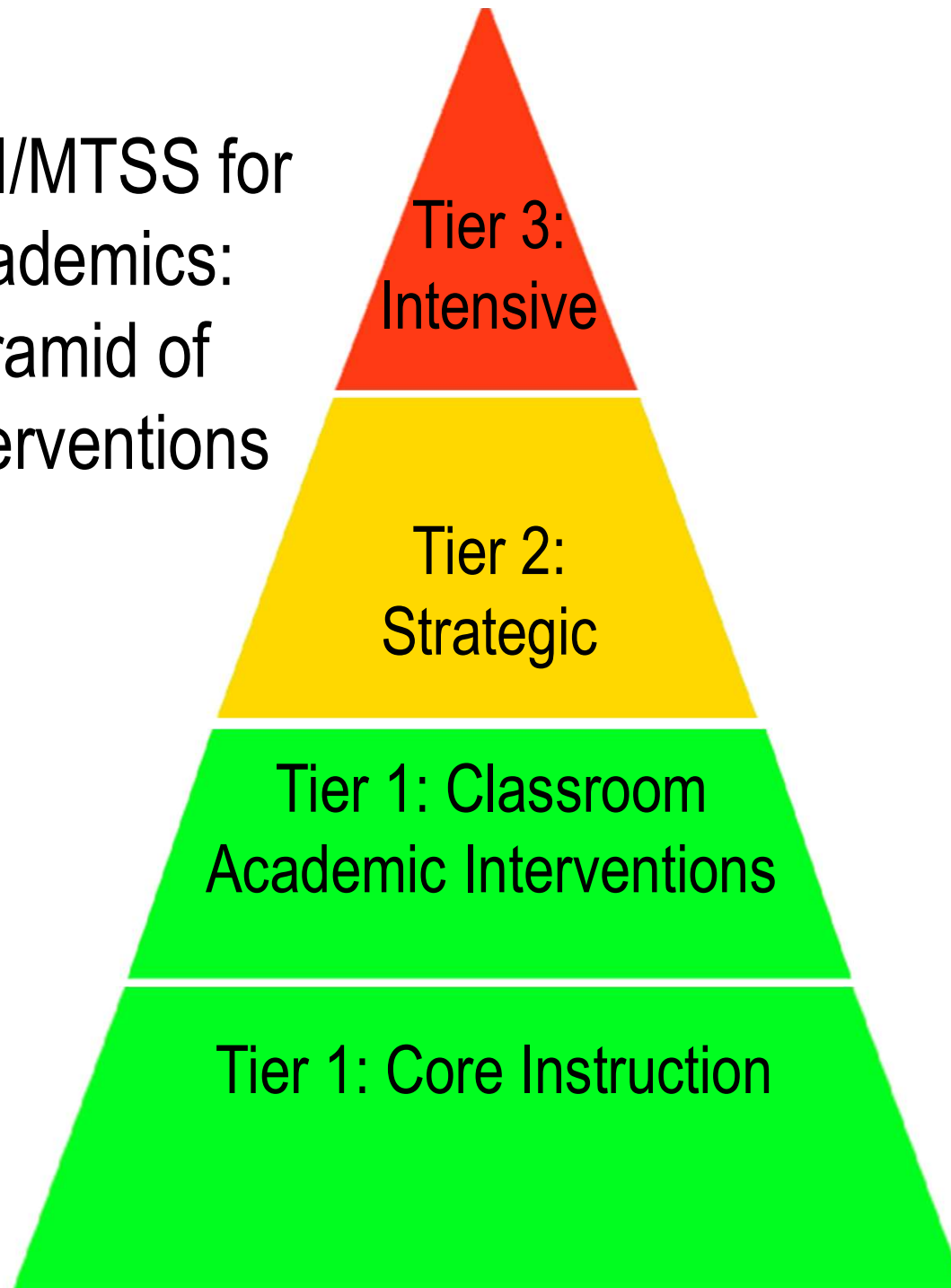
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

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

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

Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education*, 28, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



# RTI/MTSS for Academics: Pyramid of Interventions



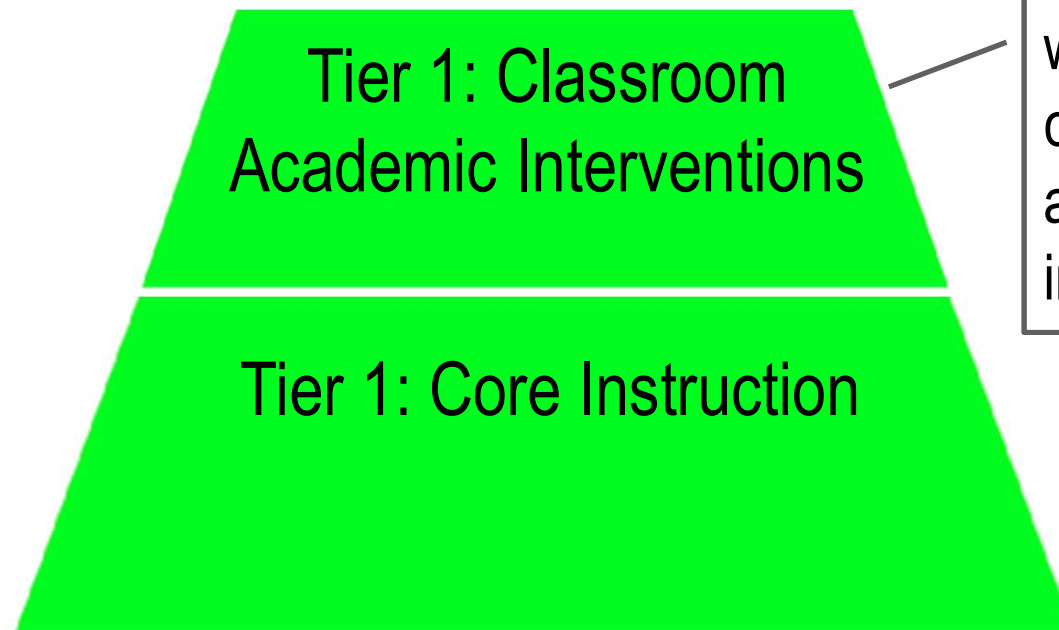
# RTI/MTSS for Academics: Pyramid of Interventions



Tier 1: Core Instruction

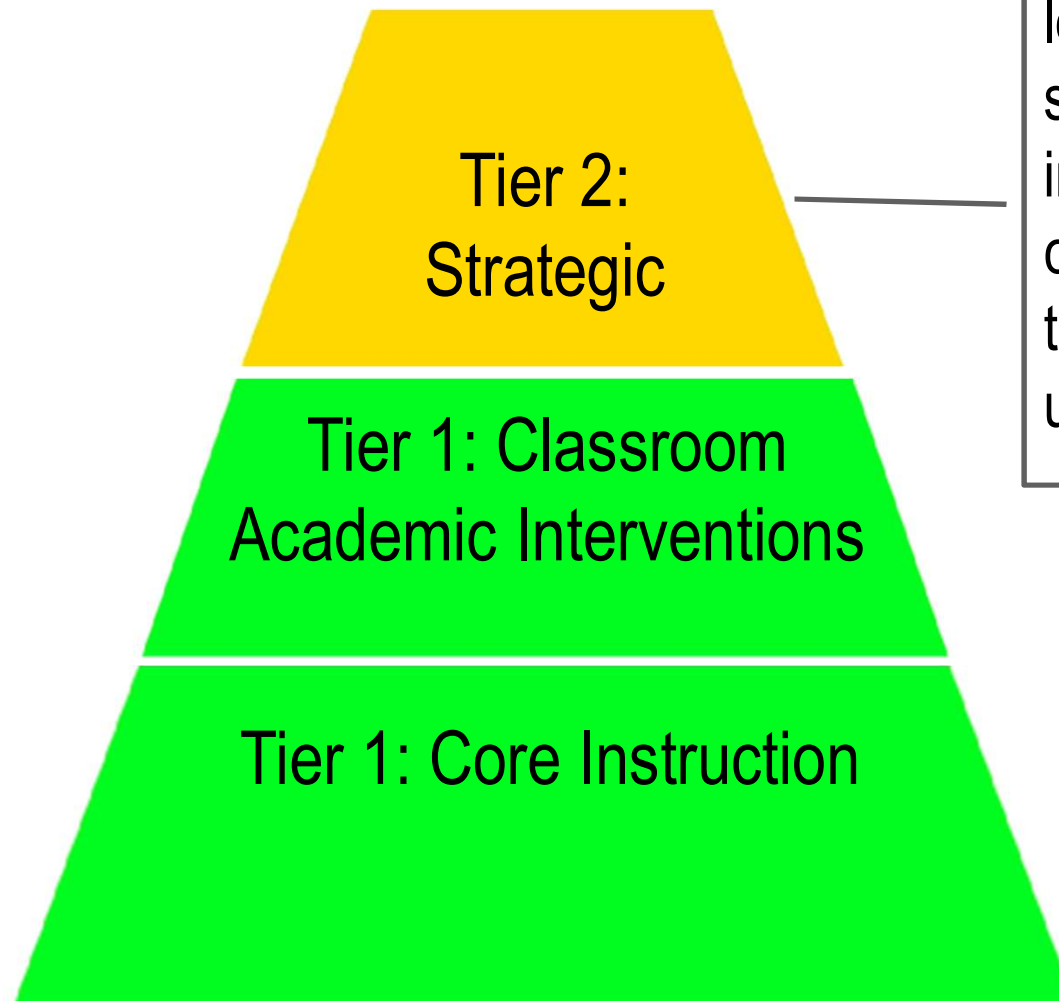
**Tier 1: Core Instruction (100%).** Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

# RTI/MTSS for Academics: Pyramid of Interventions



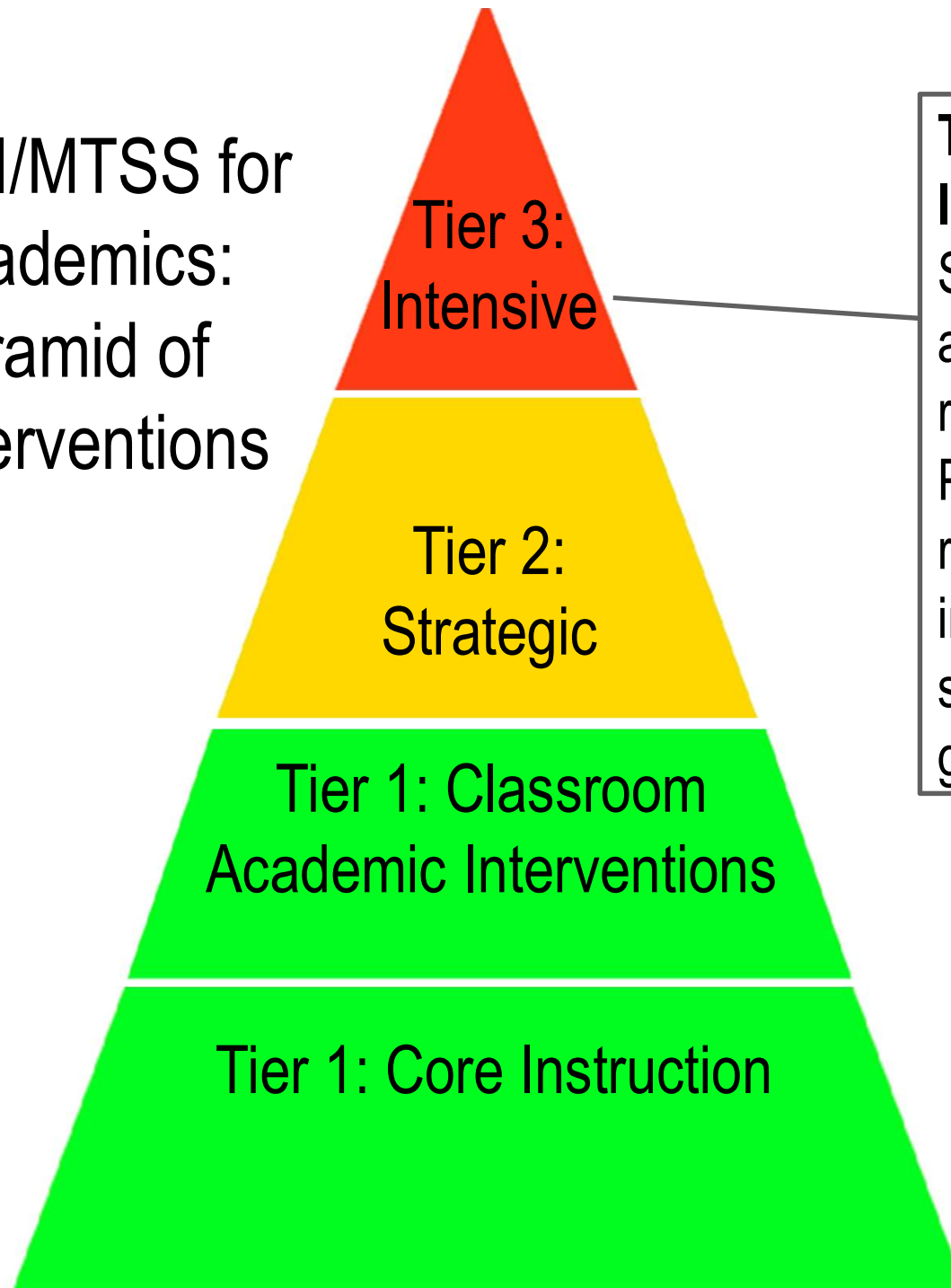
**Tier 1: Classroom Intervention.** The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

# RTI/MTSS for Academics: Pyramid of I



**Tier 2: Strategic Intervention (10-15%).** Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions

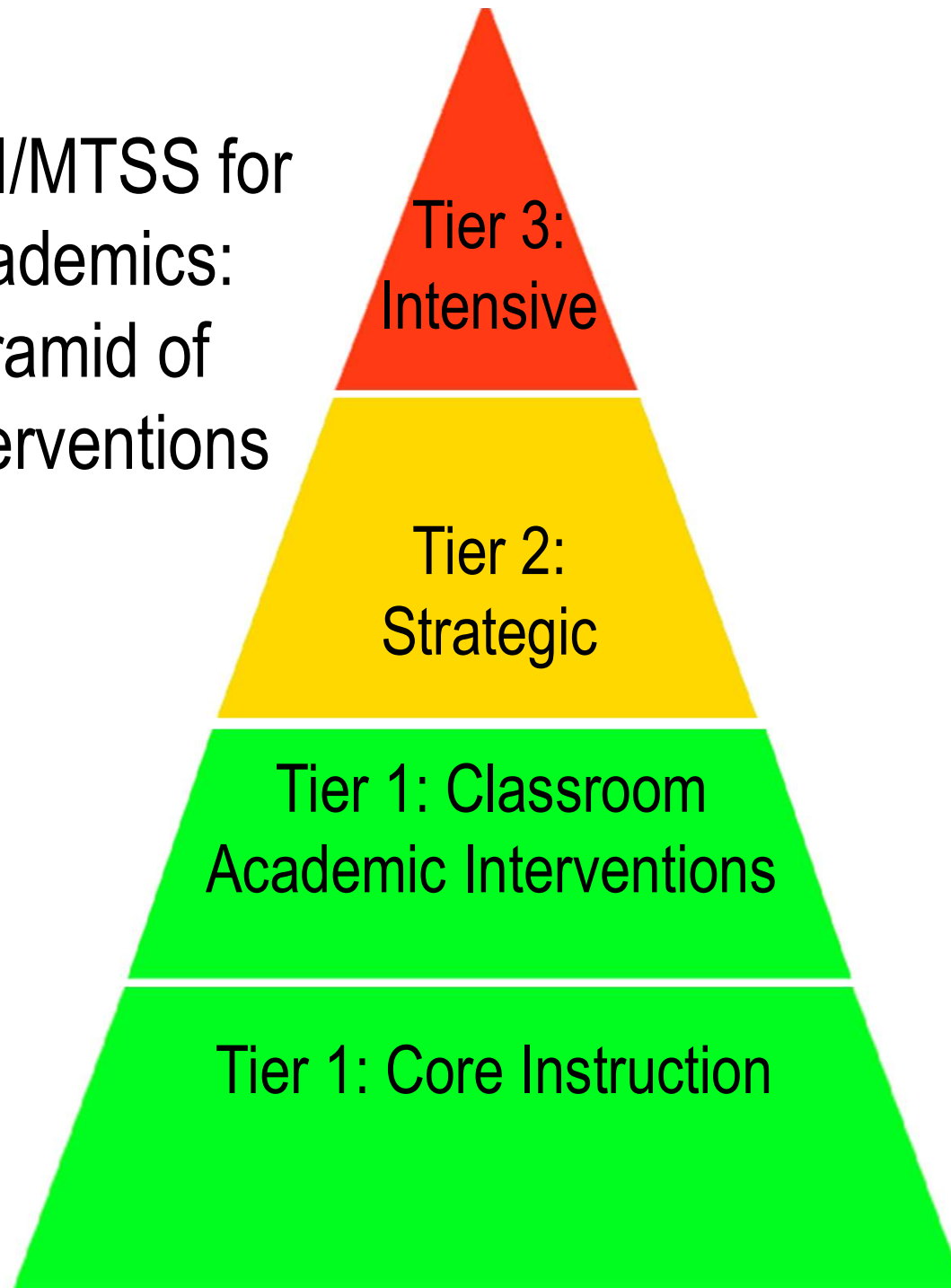


**Tier 3: Intensive  
Intervention (1-5%).**

Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.



RTI/MTSS for  
Academics:  
Pyramid of  
Interventions

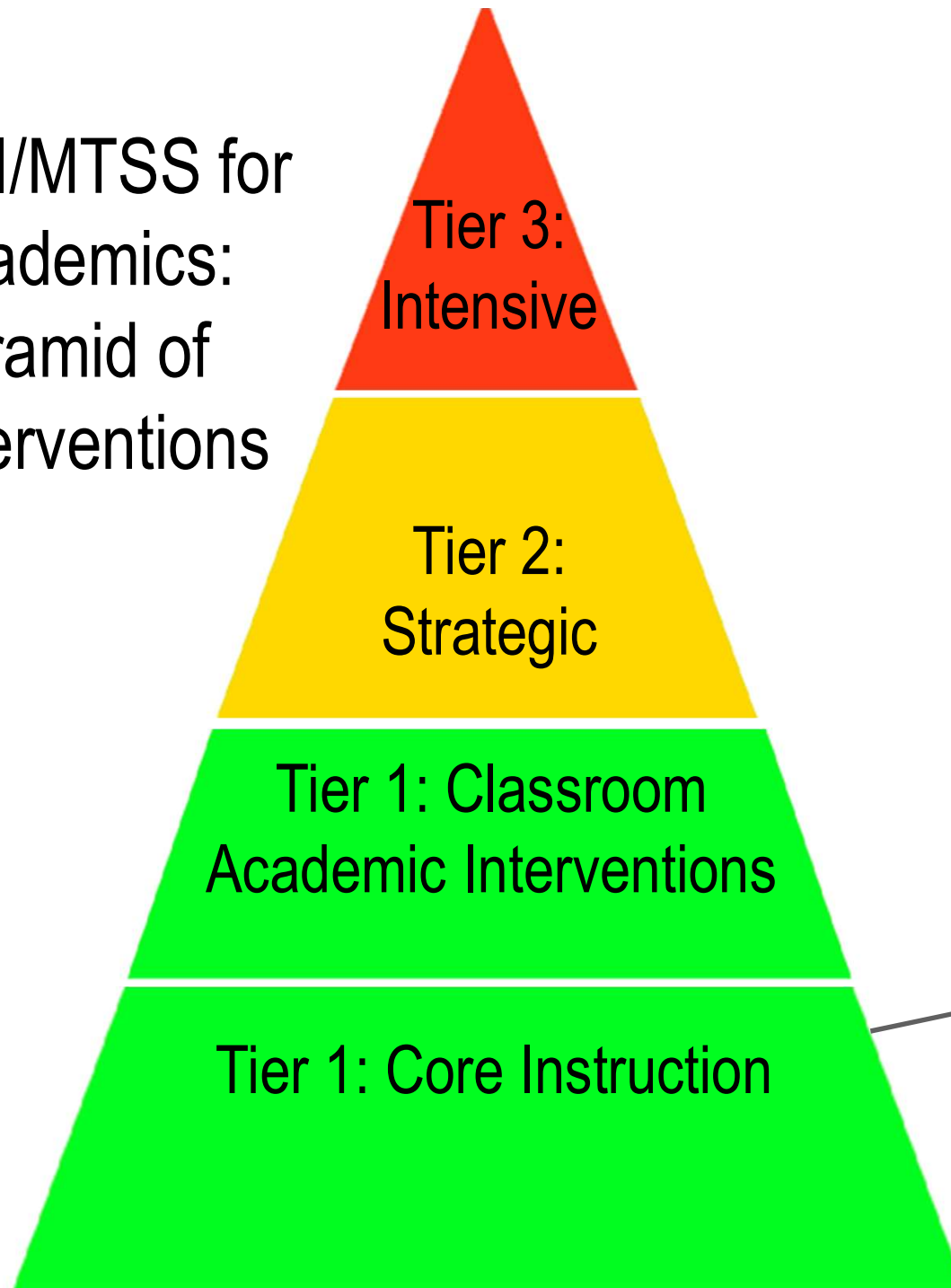




### **Tier 1: Core Instruction**

The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



Tier 3:  
Intensive

Tier 2:  
Strategic

Tier 1: Classroom  
Academic Interventions

Tier 1: Core Instruction

**Tier 1: Core Instruction (100%).** Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

## Tier 1: Core Instruction. The teacher's whole-group instruction...

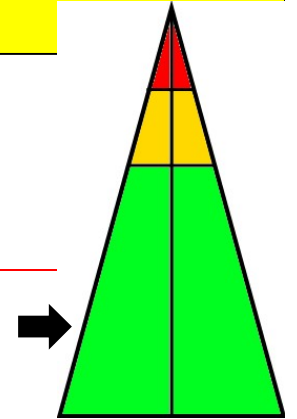
...maximizes **time devoted to instruction** by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.



...provides **differentiated instruction** matched to student needs.

...incorporates essential elements of **explicit and systematic instruction** into lessons.

...for reading and mathematics instruction, uses programs and/or practices **supported by research**.



## RTI/MTSS: Roadblocks: Tier 1: Core Instruction



### Core Instruction.

**Roadblock:** Teachers do not have a shared framework for delivering strong direct instruction.



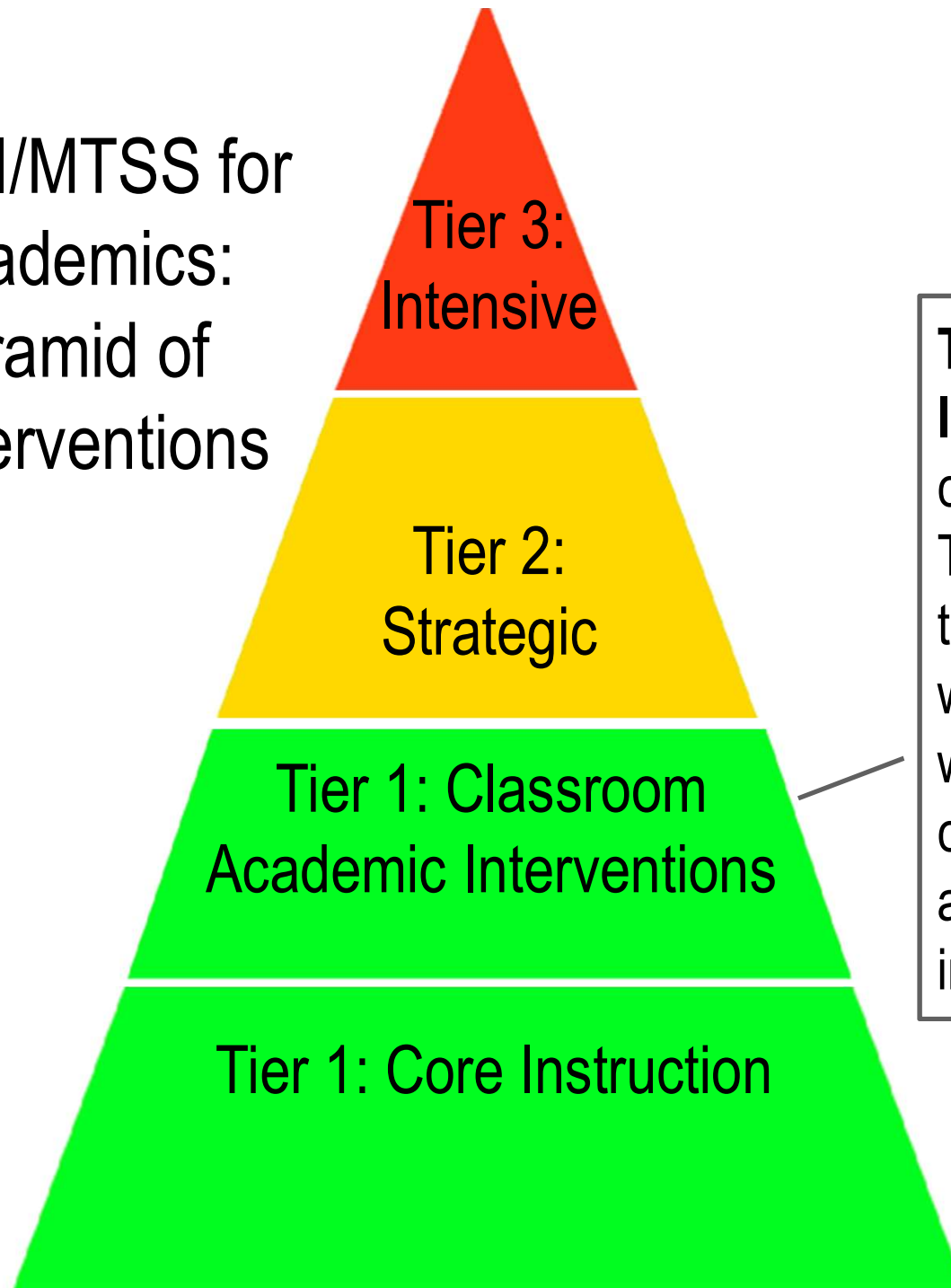
**Negative Impact.** If the school or district lacks a shared understanding of what effective instructional elements should go into lesson plans, instruction may vary considerably across classrooms. And inconsistent instruction can quickly cascade into a need for individualized student interventions.



## Tier 1: Classroom Intervention

The teacher provides Tier 1/classroom interventions to help academically-struggling students to experience success in core instruction

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



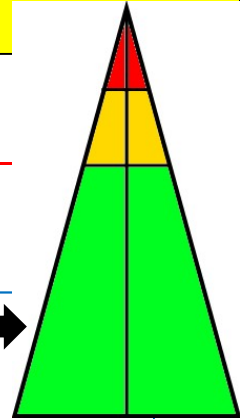
**Tier 1: Classroom Intervention.** The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

## Tier 1: Classroom Intervention. The teacher...

...has access to a bank of academic intervention ideas and data-collection methods accessible by all staff.



...uses standardized form(s) to record classroom interventions.



...defines the student's presenting academic problem(s) in clear and specific terms.



...selects method(s) to monitor student progress, setting a goal and collecting baseline data.



...chooses appropriate academic intervention(s) supported by research.





## RTI/MTSS: Roadblocks: Tier 1: Classroom Intervention



### Professional Duties.

**Roadblock:** Teachers do not see classroom interventions as part of their job.

**Negative Impact.** No one is better placed than the classroom teacher to understand particular students and their struggle with schoolwork. Teachers observe students, study work samples, and collect assessment information. If teachers do not see intervention as part of their job, this leaves a vacuum of support at the Tier 1/classroom level.



## RTI/MTSS: Roadblocks: Tier 1: Classroom Intervention



**Tier 1 Documentation.**  
**Roadblock:** Teachers provide classroom interventions but do not regularly put those plans in writing.

**Negative Impact.** In many schools, teachers provide considerable help to students that should count as ‘classroom intervention plans’. If these plans are not written down, however, those teacher efforts are lost to RTI/MTSS. Furthermore, other stakeholders—instructors, parents, etc.—cannot benefit from that teacher’s insights.

## RTI/MTSS: Roadblocks: Tier 1: Classroom Intervention



### **Toolkit.**

**Roadblock:** Teachers lack easy access to a 'toolkit' of academic-intervention strategies.



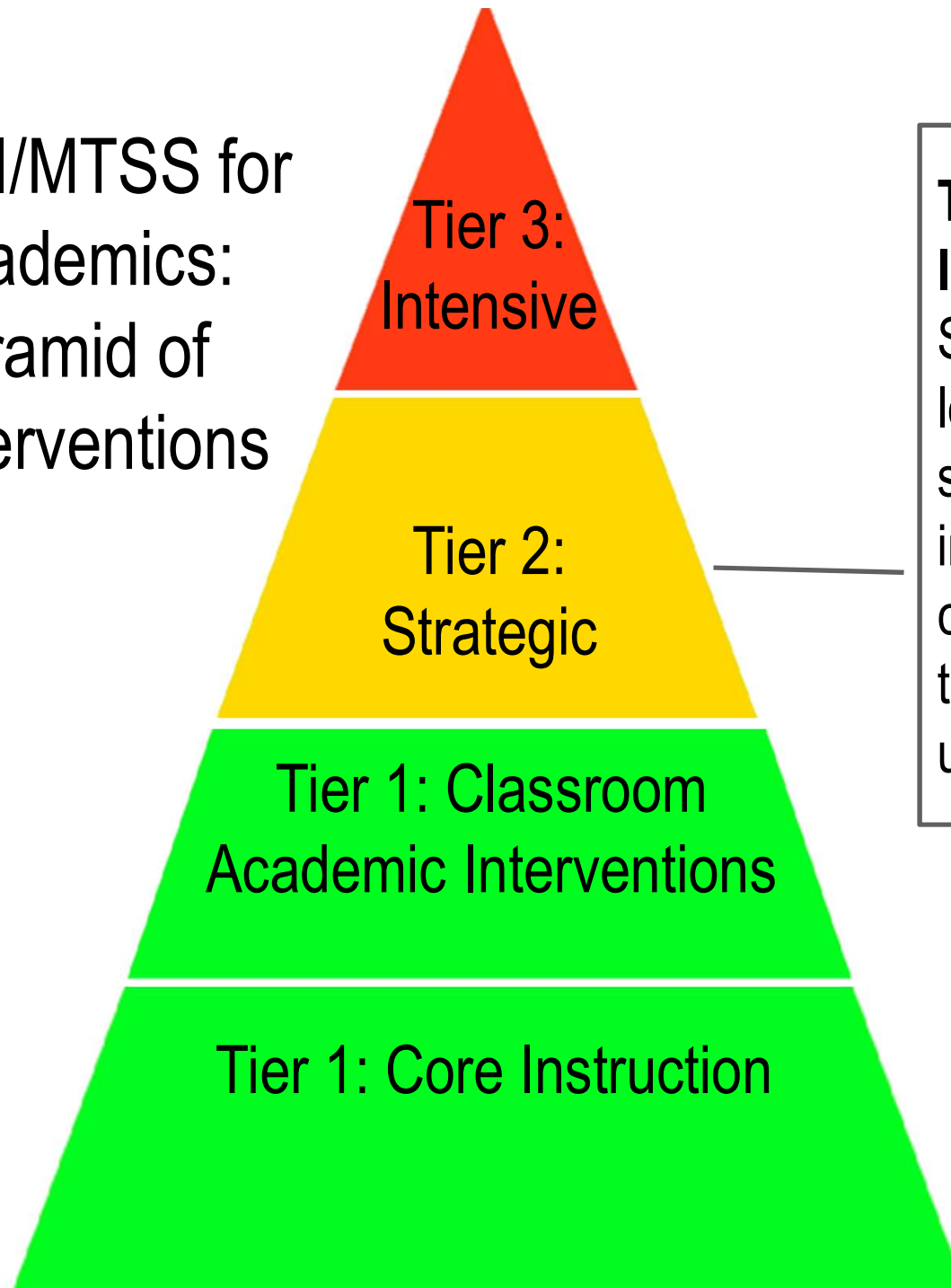
**Negative Impact.** Teachers are very, very busy. If potentially useful intervention ideas require time and effort to find, most teachers will find classroom intervention to be too time-intensive to be feasible.



### **Tiers 2/3: Strategic/ Intensive Intervention**

Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). Approximately 10-20% of students may need Tier 2/3 services across a school year.

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



**Tier 2: Strategic Intervention (10-15%).** Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

## Tier 2: Supplemental Intervention. At Tier 2,...

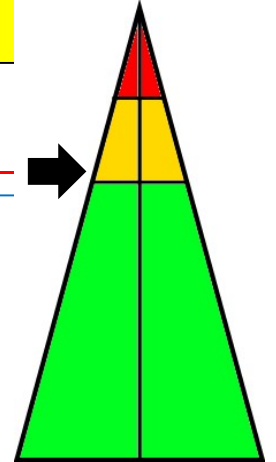
...students enter and exit Tier 2 services based primarily on the objective data of the school-wide screening tool(s) (e.g., 20-25th% or below), with teacher nomination as only a minor source of recruitment.

...interventions are documented in writing before Tier 2 services begin, and Tier 2 plans are archived electronically for easy access.

...the interventionist employs academic programs or practices supported by research.

...the interventionist collects progress-monitoring data at least twice per month to monitor the success of the intervention.

...interventions seek to fix 'off-grade-level' academic deficits—and are not simply a reteaching of classroom instruction .



## RTI/MTSS: Roadblocks: Tiers 2/3: Strategic/ Intensive Intervention



**Off-Grade-Level Focus.**  
**Roadblock:** Tier 2/3 interventionists primarily reteach/reinforce classroom instruction rather than identifying and fixing off-grade-level skill deficits.

**Negative Impact.** Struggling students are often at-risk for failure because of off-grade-level skill gaps. The Tier 2/3 provider is typically the only educator in the school with the opportunity to find and remediate these skill gaps. If that remediation work does not happen, the student will fall farther behind and show ever-increasing classroom difficulties.

## RTI/MTSS: Roadblocks: Tiers 2/3: Strategic/ Intensive Intervention



### Research-Based Programs.

**Roadblock:** Tier 2/3 interventionists do not use programs or practices supported by research.



**Negative Impact.** When Tier 2/3 interventionists use programs or practices not backed by research, the school has little confidence that these services will be effective. Also, when Tier 2/3 interventions lack research support, they are often eclectic and may fail to target specific student academic needs.



## RTI/MTSS: Roadblocks: Tiers 2/3: Strategic/ Intensive Intervention



### Tier 2 Documentation.

**Roadblock:** Tier 2/3 interventionists do not put their student academic-intervention plans in writing.

**Negative Impact.** Tier 2/3 interventions are 'high-stakes' because students receiving them have serious academic deficits. When these interventions are not adequately recorded and therefore lost to RTI/MTSS, the school may find itself repeating programs already tried or failing to advance the student to more intensive services.

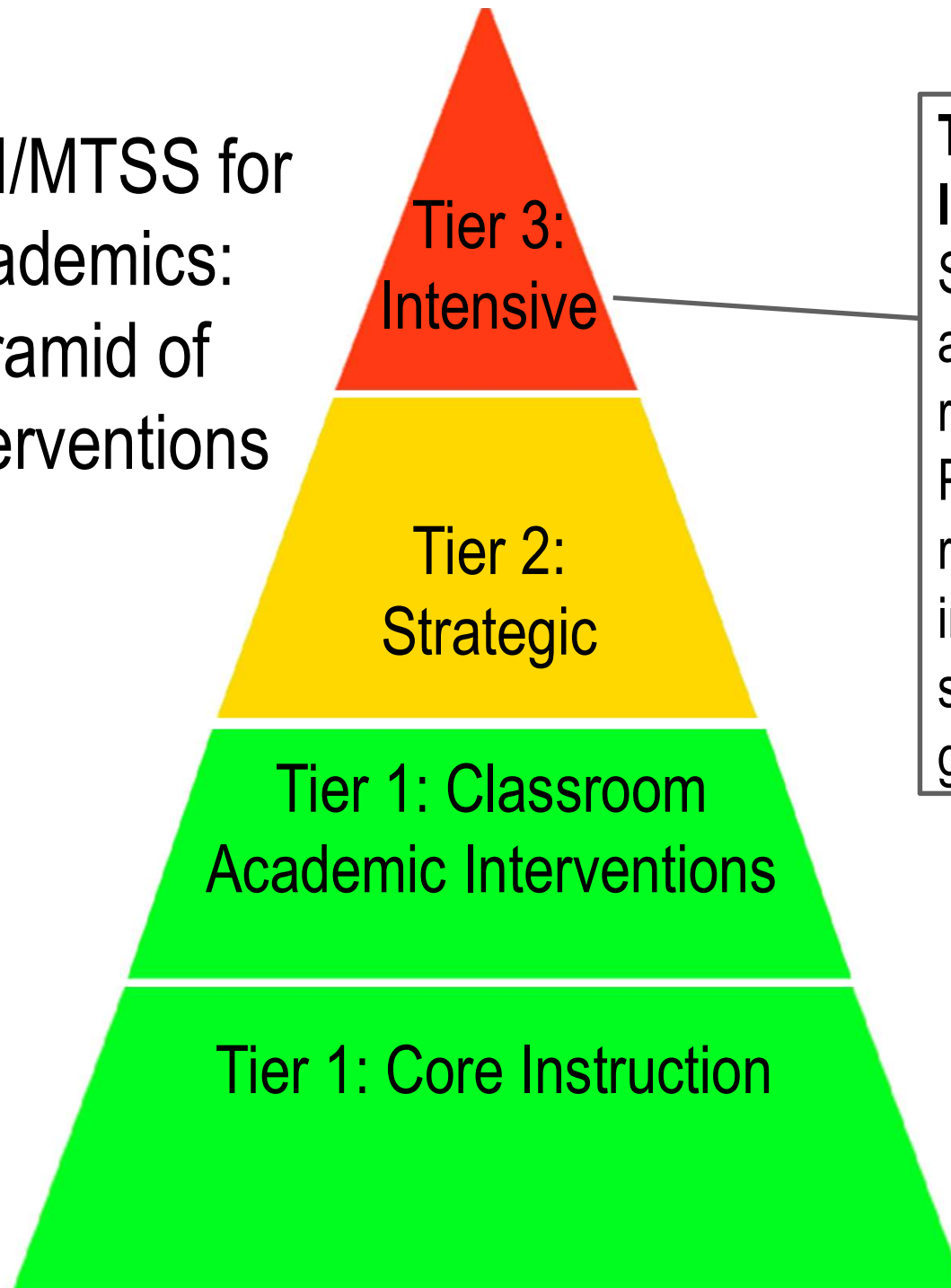




### **Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team**

The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year.

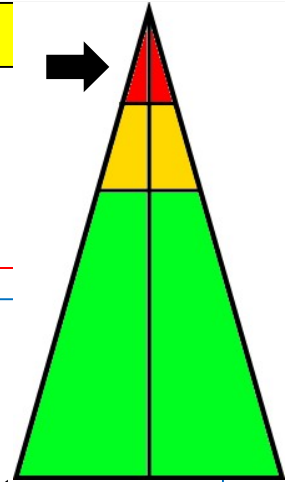
RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



**Tier 3: Intensive  
Intervention (1-5%).**

Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.

## Tier 3: Intensive Intervention. The RTI Problem-Solving Team...



...meets on referred students within 1-2 weeks of initial referral.



...has guidelines to 'screen out' referrals that can be addressed at a lower level of intervention support.



...follows a standardized problem-solving meeting format, with defined meeting roles and steps.



...produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.



...routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.



## RTI/MTSS: Roadblocks: Tier 3: Intensive Intervention: RTI/MTSS Team



### Screening of Referrals.

**Roadblock:** The Tier 3 Problem-Solving Team accepts referrals for students with less-intensive needs prematurely—when they could more appropriately be supported at Tier 1 or 2.

**Negative Impact.** If the RTI/MTSS Team lacks guidelines for screening out inappropriate referrals, the Team can rapidly find itself with an unmanageable caseload.

## RTI/MTSS: Roadblocks: Tier 3: Intensive Intervention: RTI/MTSS Team



### Structured Meetings.

**Roadblock:** The Tier 3 RTI/MTSS Team follows a loose, open-ended protocol at meetings. It is not always efficient or effective in identifying the key student problem(s) and/or developing effective intervention plans.



**Negative Impact.** If RTI/MTSS Team meetings lack structure, the Team will not be able reliably:

- to uncover reason(s) for student academic or behavioral problems and
- to use that information to develop effective intervention plans.



## **Tiers 2/3: Data: School-Wide Academic Screeners**

Screeners are administered to all students to identify those needing Tier 2/3 services.

## School-Wide Academic Screeners. The school/district has...

...selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.

...identified any additional data sources (e.g., teacher nomination, state assessments) to be used in determining student eligibility for Tier 2/3 services.

...established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 2/3 intervention support.

...ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.





## RTI/MTSS: Roadblocks: Tiers 2/3: Data: School-Wide Academic Screeners



### Identification of At-Risk Students.

**Roadblock:** The screeners adopted by the school/district miss significant numbers of students who are at-risk for academic failure.

**Negative Impact.** If school-wide academic screeners are overlooking important pockets of students with significant academic delays, those learners may miss out on valuable Tier 2/3 intervention support.

## RTI/MTSS: Roadblocks: Tiers 2/3: Data: School-Wide Academic Screeners



### **Valid, Reliable Data Sources.**

**Roadblock:** The school includes subjective measures (e.g., teacher nomination; classroom reading assessments) as central data sources when identifying students for Tier 2/3 services.

**Negative Impact.** When subjective measures are used as primary sources of data to determine eligibility for Tier 2/3 services, they can introduce uncertainty to the process. As a result, students truly needing Tier 2/3 help might be overlooked while others who objectively do not qualify for that assistance are selected.



## **School/District-Wide: Knowledge & Procedures**

The school/district has built staff understanding and developed procedures to guide the RTI/MTSS process.



## RTI/MTSS: Roadblocks: School/District-Wide: Knowledge & Procedures



### RTI/MTSS District Plan.

**Roadblock:** The school/district lacks an up-to-date plan that fully describes their current RTI/MTSS model.



**Negative Impact.** Without a current plan, the school/district lacks a roadmap for implementing RTI/MTSS. Districts without comprehensive plans also tend to 'drift' from RTI/MTSS 'best practice' over time.

## RTI/MTSS: Roadblocks: School/District-Wide: Knowledge & Procedures



### Staff Understanding.

**Roadblock:** Faculty lack an understanding of RTI/MTSS and their role in supporting it.

**Negative Impact.** It is impossible for teachers to provide meaningful classroom RTI/MTSS support if they:

- do not understand the purpose of the model, or
- understand what RTI/MTSS strategies they can use to support struggling students.



## RTI/MTSS: Roadblocks: School/District-Wide: Knowledge & Procedures



### Leadership.

**Roadblock:** The school/district does not have an RTI/MTSS Leadership Group that meets periodically to coordinate rollout of the RTI/MTSS plan.



**Negative Impact.** The RTI/MTSS Leadership Team is the 'decider' about how the model is to be rolled out across grade-levels and schools.

Without this team, schools can lapse into indecision or fragment into inconsistent practices.

### Activity: RTI/MTSS 'Roadblocks'



- Consider the potential RTI/MTSS roadblocks presented today.
- What questions about RTI/MTSS do you still have?



Workshop PPTs and handout available at:

<http://www.interventioncentral.org/pelham>



***Tier 1: Core Instruction.*** What are the elements of strong direct instruction that promote student success?



## MTSS: Tier 1: Core Instruction

- Strong core instructional practices are the **foundation** of MTSS. They underlie and strengthen **classroom instruction**.

When teachers are able successfully to teach across the **full range** of classroom ability levels, individualized **interventions** may not be needed.

Strong instruction includes making optimal use of **instructional time**, integrating **direct-instruction elements** into lessons, and providing **accommodations & supports** as appropriate.

# MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by 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 |
| <input type="checkbox"/> <b>Instructional Match.</b> Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).   |       |
| <input type="checkbox"/> <b>Content Review at Lesson Start.</b> The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008). |       |
| <input type="checkbox"/> <b>Preview of Lesson Goal(s).</b> At the start of instruction, the goals of the current day's lesson are shared (Rosenhine, 2008).   |       |
| <input type="checkbox"/> <b>Chunking of New Material.</b> The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenhine, 2008).  |       |

| 2. Provided 'Scaffolding' Support  |       |
|--|-------|
| Instructional Element  | Notes |
| <input type="checkbox"/> <b>Detailed Explanations &amp; Instructions.</b> Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).  |       |
| <input type="checkbox"/> <b>Think-Alouds/Talk-Alouds.</b> 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). |       |
| <input type="checkbox"/> <b>Work Models.</b> The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenhine, 2008).  |       |
| <input type="checkbox"/> <b>Active Engagement.</b> 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

# How To Implement Strong Core Instruction

## *Increase Access to Instruction*

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).
2. **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).

# How To Implement Strong Core Instruction

## *Increase Access to Instruction*

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).
4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).

# How To Implement Strong Core Instruction

## *Provide ‘Scaffolding’ Support*

- 1. 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).
- 2. Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: ‘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).

# How To Implement Strong Core Instruction

## *Provide 'Scaffolding' Support*

3. **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).
4. **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

## *Provide 'Scaffolding' Support*

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).
6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).

# How To Implement Strong Core Instruction

## *Provide 'Scaffolding' Support*

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).
8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).

## How To Implement Strong Core Instruction

### *Provide 'Scaffolding' Support*

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate--sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).
10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

# How To Implement Strong Core Instruction

## *Give Timely Performance Feedback*

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).
2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).

# How To Implement Strong Core Instruction

## *Provide Opportunities for Review & Practice*

- 1. Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).

# How To Implement Strong Core Instruction

## *Provide Opportunities for Review & Practice*

- 2. Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).

## How To Implement Strong Core Instruction

### *Provide Opportunities for Review & Practice*

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).
4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).

# How to: Implement Strong Core Instruction

## 1. Access to Instruction

☐ Instructional Match

☐ Co  
☐ Pre  
**Activity: Strong Direct Instruction**

☐ Ch  
1. Review this list of **elements** of **direct instruction**.

2. Discuss how your school might use this or a similar checklist to create school-wide expectations for strong, consistent Tier 1 (core) instruction to benefit struggling learners.

☐ De

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☐ Act

☐ Co

☐ Checks for Understanding

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

☐ Group Responding

☐ High Rate of Student Success

☐ Brisk Rate of Instruction

☐ Fix-Up Strategies

### Timely Performance Feedback

☐ Regular Feedback

☐ Step-by-Step Checklists

### Opportunities for Review/ Practice

☐ Spacing of Practice Throughout Lesson

☐ Guided Practice

☐ Support for Independent Practice

☐ Distributed Practice





### Questions from Pelham Elementary: Academic: 8

- Definition of RTI and the purpose
- Clarity of Tiers and movement in between
- Tier 1/2/3 interventions, both academic and SE
- Roles of Intv teacher vs. classroom teacher vs related service providers
- Entrance and Exit Criteria
- Types of data and importance/priority (AIMS vs BAS vs Teacher, etc)
- Kdg screening and MTSS process
- Clarify of timelines for supports

## Questions from Pelham Elementary: Behavior: 3

- Type of data collected for behavioral concerns
- SEL and Behavior supports
- Tier 1/2/3 interventions, both academic and SE

***Interventions: Collecting Data.*** What are ways to collect data on classroom academic interventions?  
**Behavior Report Card**



# Classroom Data Collection: The Basics...

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

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. The data-collection method is selected to track growth in that skill or behavior.
- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months— whether the intervention is effective.
- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.
- **include both baseline and goal.** Prior to the intervention, the teacher collects up to several data points to determine the student's baseline performance (starting point) and uses that information to calculate an outcome goal.

## Classroom Data Tool: **Behavior Report Cards**

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

## Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**

- ☐ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
- ☐ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

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

### Behavior Report Card



Curriculum-Based Measurement: **Behavior Rating Scales Report Card Maker**

#### *Rodney: Behavior Report Card*

Student Name: Rodney Date: \_\_\_\_\_

Rater: Mrs. Smith 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.

***Rodney spoke respectfully and complied with Mr. Jones' requests within 1 minute without argument or complaint.***

Did Rodney succeed in this behavior goal?

☐ YES ☐ NO

***Rodney remembered instructions and directions without needing extra reminders.***

The degree to which Rodney met this behavior goal



***Rodney remembered instructions and directions without needing extra reminders.***

The degree to which Rodney met this behavior goal



1



2



3

I have reviewed this completed Behavior Report with my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

[www.interventioncentral.org](http://www.interventioncentral.org)

2

## Behavior Report Card

### *Charlene: Behavior Report Card*

Student Name: Charlene Date: \_\_\_\_\_

Rater: Mr. Wright Classroom: Classroom 345

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

***Charlene brought all necessary work materials to class.***

***Charlene brought all necessary work materials to class.***

How well Charlene did in meeting the behavior goal?

1.....2.....3  
Poor Fair Good

\_\_\_\_\_  
I have reviewed this completed Behavior Report with my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

2



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

**Behavior Report Card Maker**

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

**Roy's Report Card** Switch to Expert Mode

[Save](#) [Save as...](#) [Start New Report Card](#)

**Step 1**

**Enter the basic form information**

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

|  |  |
|--|--|
| <b>Report card title</b> ?<br><input type="text" value="Roy's Behavior Report Card"/>  | <b>Person to fill out the report card</b> ?<br><input type="text" value="Mr. Wright"/>                         |
| <b>Directions</b> ?<br><div>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.</div> | <b>Student's classroom</b> ?<br><input type="text" value="Room 345"/>  |
| <b>Font family</b> ? <input type="text" value="san serif"/> <b>Font size</b> ? <input type="text" value="10 pt"/>  | <b>Student's first and last name</b> ?<br><input type="text" value="Roy"/> <input type="text" value="Atkins"/> |
| <input checked="" type="checkbox"/> <b>Append signature section</b> ?  | <b>Gender</b> ? <input type="text" value="male"/>  |
| <b>Instructions for report card signer</b> ?<br><div>I have reviewed this completed Behavior Report with my child.</div>   | <b>Person to sign the report card</b> ?<br><input type="text" value="Parent"/>                                 |

[Previous](#) [Next](#)

2

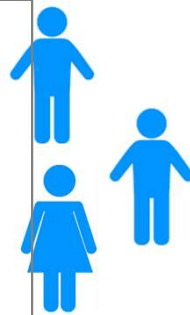
## Response to Intervention/Multi-Tier System of Supports

### Screening Students for Social-Emotional Support:3-Gate Process

**GATE 1: Teacher Nomination.** In any classroom, teachers nominate up to 3 students each for externalizing, internalizing disorders.

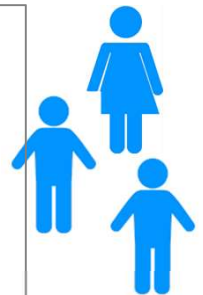
#### Internalizing Behaviors

- lack of social interactions
- tense or nervous appearance
- display of unhappiness/sadness
- use of negative self-comments



#### Externalizing Behaviors

- defiant/non-compliant
- bullying
- physically aggressive
- hyperactive



**GATE 2: Clinical Questionnaire.** For each nominated student, teachers complete a short (5-min) clinical rating scale to judge severity of symptoms.



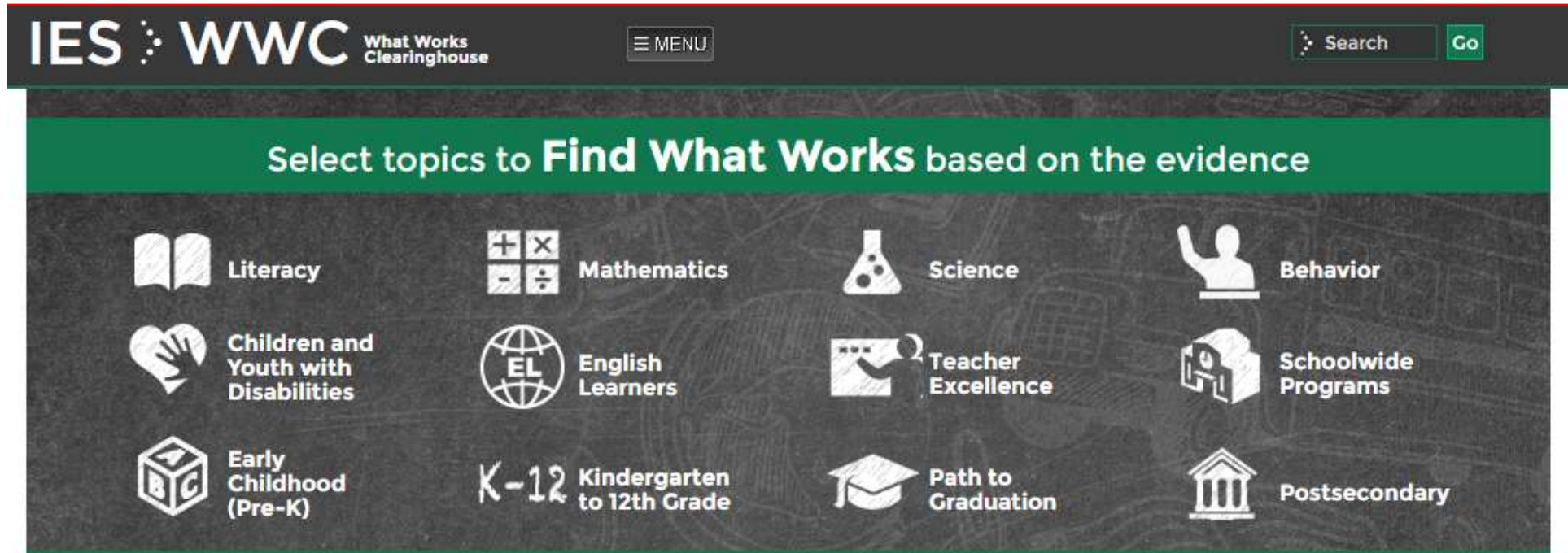
**GATE 3: Observations.** Support staff (e.g., psychologists, counselors) conduct follow-up observations of nominated students and determine eligibility / placement in continuum of services.

Source: Wright, D. B. (n.d.). *Observable emotionally driven behavior in children and youth that requires a continuum of care*. Retrieved from <http://www.pent.ca.gov/mh/observableemo.pdf>

# MTSS: Tier 2: Supplemental Intervention

***Q: Where can schools find good Tier 2 programs to match different areas of academic need?***

- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs:  
<http://ies.ed.gov/ncee/wwc/>



***Building the Behavior/Social-Emotional Toolkit.*** What are research-based strategies that can help teachers to motivate students and decrease problem behaviors?







## Behavior Toolkit (Online)

### A Toolkit: 38 Classroom Ideas to Help Students to Make Better Behavioral Choices

Behavior intervention plans are highly individualized—because every student displays a unique profile of behaviors. However, teachers will find that their chances of helping a student to engage in positive behaviors increase when they include each of these 3 elements in their classroom behavior intervention plans:

1. Antecedents: Strategies to promote positive behaviors and prevent misbehavior
2. Positive consequences: Responses that increase positive/goal behaviors
3. Extinction procedures: Responses that extinguish problem behaviors

Every one of these elements 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, the combination of antecedents, positive consequences, and extinction procedures can result in a strong, flexible plan and successful intervention outcome.

Teachers can use this guide to build their own behavior plans using its research-based ideas for antecedents, positive consequences, and extinction procedures.

#### 1. Antecedents: Strategies to Prevent Misbehavior

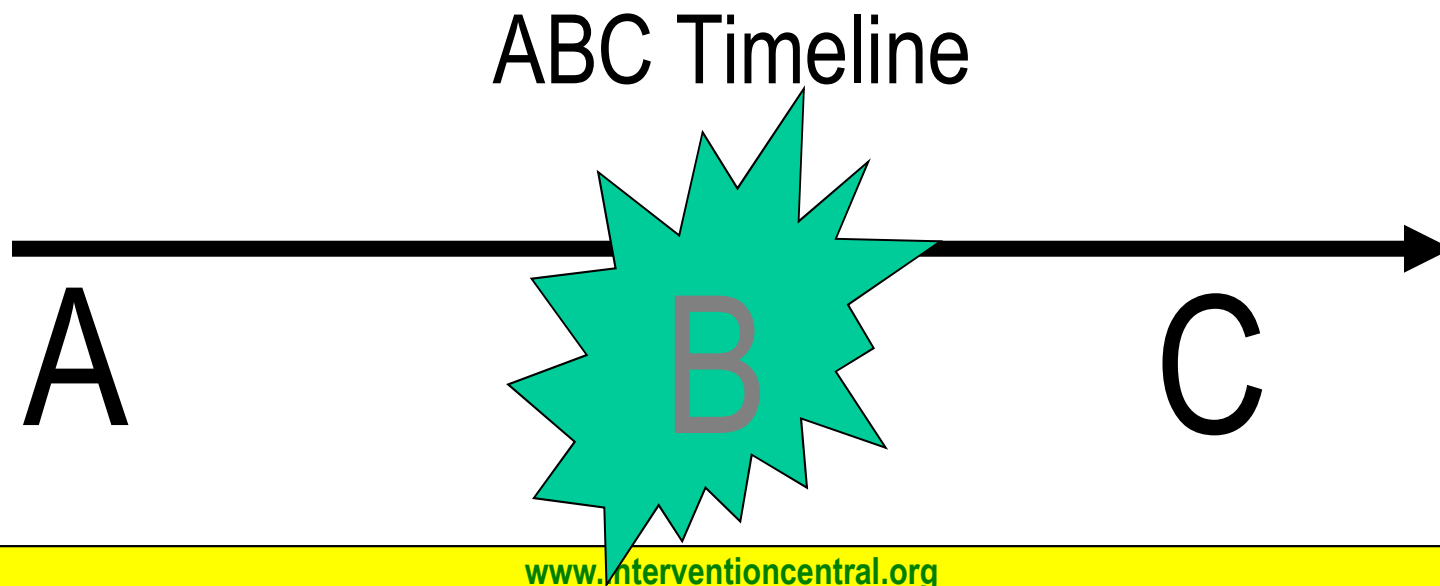
Teachers have the greatest array of options to influence a student to engage in positive behaviors when they focus on antecedents: actions they take before the student behavior occurs. Proactive antecedent actions to encourage desired behaviors are often quick-acting, can prevent misbehavior and attendant interruption of instruction, and usually require less teacher effort than providing corrective consequences after problem behaviors have occurred. Teacher strategies to elicit positive student behaviors include making instructional adjustments, providing student prompts and reminders, and teaching students to monitor and evaluate their work performance. Here are specific antecedent ideas that teachers can use to 'nudge' students to engage in desired behaviors:

##### *Antecedents That Prevent Problem Behaviors*

- ☐ **Behaviors: Teach Expectations** (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Students must be explicitly taught behavioral expectations before they can be held accountable for those behaviors. The teacher should model positive behaviors, give students examples and non-examples of appropriate behaviors to clarify understanding, have students practice those behaviors with instructor feedback; and consistently acknowledge and praise students for successfully displaying positive behaviors.
- ☐ **Instructional Match: Ensure the Student Can Do the Work** (Burns, VanDerHeyden, & Boice, 2008). Student misbehavior frequently arises from an inability to do the academic task. When the student lacks skills necessary for the academic task, the instructor teaches the necessary skill(s). Additional strategies include adjusting the immediate task to the student's current skill(s) and pairing the student with a helping peer.

## 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.



### Extinction Procedures: REDUCE or ELIMINATE Behaviors

#### **Planned Ignoring: Turn Off the Attention** (Colvin, 2009).

In planned ignoring, the instructor withholds attention when the student engages in the problem behavior. Ignoring problem behavior can remove the source of its reinforcement and thus help to extinguish it.

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

### Positive Consequences: INCREASE Positive/Goal Behaviors

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



- **‘Two by Ten’: Engage in Brief Positive Chats** (Mendler, 2000). If a teacher has a strained (or nonexistent) relationship with a particular student, that instructor may want to jump-start a more positive pattern of interaction using the 'two-by-ten' intervention.

With this time efficient strategy, the teacher commits to having a positive 2-minute conversation with the student at least once per day across 10 consecutive school days. The active ingredient in the intervention is regular and positive teacher attention delivered at times when the student is engaged in appropriate behavior.

## Activity: What Are Your Next Steps?

- Review the key information shared at today's workshop.
- What are **2-3 key next steps** that you would like to accomplish in RTI/MTSS at your school by June 2020?

