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

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Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/rti_b
Workshop Topics

1. RTI for Behavior: Why? The opening segment of the training presents a rationale for adopting a positive-behavior RTI model.

2. RTI for Behavior: Tiers of Intervention. This segment presents current research on how schools can effectively apply the 3-tier RTI model to build a continuum of support for students with significant social-emotional needs.

3. RTI for Behavior: The Role of Data. This segment explores a process to screen all students for behavioral and social-emotional risk factors.

4. Social-Emotional RTI: Next Steps. The final workshop segment lays out a sequence of recommended initial steps that schools should follow to roll out social-emotional RTI.
Workshop: 2 Points of Etiquette: Please…

• silence your cell-phones.

• refrain from private conversations at your tables during the presentation.
Social-Emotional RTI: The Research. Why should schools implement an positive school-wide model for behavior/social-emotional concerns? And what is RTI-behavior?
Why is a Social-Emotional RTI Model Needed?:
Zero-Tolerance Discipline Policies: The Hidden Cost

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>RTI Tier</th>
<th>Who Oversees?</th>
<th>Who is the Target?</th>
<th>What Supports for Students?</th>
<th>What Supports Needed for Teachers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Intensive intervention team; case manager</td>
<td>Individual students</td>
<td>FBA-BIP (Customized intervention plans)</td>
<td>Demonstration of strategies, Performance Feedback, Intervention Integrity Check</td>
</tr>
</tbody>
</table>
| 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 |
| 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 |

PBIS: Behavior
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.


Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behavior problems.

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

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

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

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

RTI for Academics & Behavior: The Short Forms

- RTI-Academics: RTI-A
- RTI-Behavior: RTI-B
Advantages of a Social-Emotional RTI Model

- Behavior concerns are conceptualized in terms of risk, rather than as deficits—leading to early, proactive intervention efforts rather than a ‘wait-to-fail’ approach.

- There is potentially greater objectivity in referral of students—that is, referrals are based on objective behavioral or social-emotional indicators rather than on minority status or other non-behavioral factors.

- By analyzing potential triggers and outcomes that influence behavior, as well as focusing on positive outcomes, RTI steers staff away from simply blaming students for their behaviors.

- Teachers are placed squarely at the center of the RTI social-emotional model, as it becomes clear that student behavior changes only in response to changes in adult behavior.

### RTI: 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.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>PRIMARY Intervention: Students receive classroom supports as needed to 'prevent harm' (prevent student problems from developing in the first place).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>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).</td>
</tr>
<tr>
<td>Tier 3</td>
<td>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').</td>
</tr>
</tbody>
</table>

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.

Social-Emotional RTI & Special Education. How can RTI-Behavior help in identifying students whose behavioral or social-emotional challenges require IEPs?
Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
(C) Inappropriate types of behavior or feelings under normal circumstances.
(D) A general pervasive mood of unhappiness or depression.
(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.
“Emotional Disturbance”: Federal Definition

(i) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

(A) An inability or significant difficulty in the ability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability or significant difficulty in being able to get along with other children in the school setting.

(C) An inability or significant difficulty in being able to follow instructions or rules.

(D) An inability or significant difficulty in controlling impulses.

(E) An inability or significant difficulty in controlling aggressive or destructive behaviors.

(ii) Emotionally disturbed children or youth do not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

“This definition has a number of inherent flaws. It is contradictory, poorly specified, and redundant. The limiting criteria are poorly and subjectively defined, and in the case of the educational impact criterion, redundant and unclear ...” (Gresham et al., 2013)

"Emotional Disturbance": Federal Definition

(i) Emotional disturbance means a condition exhibiting one or more of the following characteristics existing concurrently: (A) an inability to learn that cannot be accounted for by intellectual, organic, or environmental causes; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) an elder or markedly unsatisfactory behavior, in school or home, or both, including truancy, rudeness, aggression, or severe or persistent vandalism. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

"... the social maladjustment clause has received some criticism as well....Specifically, it states that students who are socially maladjusted should not be classified as ED; this part of the definition clearly contradicts Part B ("an inability to build or maintain satisfactory interpersonal relationships with peers or teachers")." (Gresham et al., 2013)
“Emotional Disturbance”: Federal Definition

(i) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors.

(B) Serious emotional disturbance, which means a child behavior problem that adversely affects educational performance. Emotional disturbance includes schizophrenia.

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

“By excluding students who are socially maladjusted, but including students who cannot build or maintain satisfactory interpersonal relationships, the definition simultaneously includes and excludes a subset of students, which is confusing.” (Gresham et al., 2013)
School Pathways to Student Mental-Health Support: A Source of Potential Confusion

A student with a 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.

“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.”

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.
**Pivot Points.** What are key classroom competencies that ANY student needs for school success?
The Struggling Student in a General-Education Setting: Pivot Points

**Directions.** The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. Number in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Student Competency</th>
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<tbody>
<tr>
<td>A.</td>
<td>Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.</td>
</tr>
<tr>
<td>B.</td>
<td>Academic Survival Skills. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.</td>
</tr>
<tr>
<td>C.</td>
<td>Work Completion. The student independently completes in-class work and homework.</td>
</tr>
<tr>
<td>D.</td>
<td>Transitions. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).</td>
</tr>
<tr>
<td>E.</td>
<td>Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.</td>
</tr>
<tr>
<td>F.</td>
<td>Emotional Control. The student manages emotions across settings, responding appropriately to setbacks and frustrations.</td>
</tr>
<tr>
<td>G.</td>
<td>Peer Interactions. The student collaborates productively and has positive social interactions with peers.</td>
</tr>
<tr>
<td>H.</td>
<td>Self-Efficacy. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').</td>
</tr>
<tr>
<td>I.</td>
<td>Self-Understanding. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.</td>
</tr>
<tr>
<td>J.</td>
<td>Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.</td>
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</table>
The Struggling Student in a General-Education Setting: Pivot Points

Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.
1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

2. **Academic Survival Skills.** The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
3. **Work Completion.** The student independently completes in-class work and homework.

4. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.

6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.
7. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.

8. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes (‘growth mindset’).
Pivot Points: The Struggling Student in a General Education Setting

9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.

10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.
Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY

- **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

- **Academic Survival Skills.** The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.

- **Work Completion.** The student independently completes in-class work and homework.

- **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).

- **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.

- **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.

- **Peer Interactions.** The student collaborates productively, has positive social interactions with peers.

- **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes.

- **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.

- **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

**DIRECTIONS.** Review the 10 ‘pivot points’ discussed today.

1. **Select up to 3** that you or your school find most challenging.

2. **Number those selected in order from greater (‘1’) to lesser (‘3’) importance.**

3. **Be prepared to report out.**
RTI-B: Tiers 1, 2 & 3: Quality Indicators
Response to Intervention

RTI –B: ‘Critical Elements’ Checklist

This checklist outlines quality indicators for building and evaluating a 3-tier behavior-intervention model.
Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behavior problems.

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

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

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

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

BEHAVIORAL RTI

Tier 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

Response to Intervention

RTI-B: Tier 1: Class-Wide Management pp. 1-3

- 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).
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.
Providing a Brisk Rate of Instruction. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of ‘dead time’ (e.g., drawn-out transitions between activities) when misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).
Offering Choice Opportunities. The teacher provides the class with appropriate opportunities for choice when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001). Offering choice options can increase academic motivation and focus while reducing problem behaviors.
Scanning the Class Frequently. The teacher ‘scans’ the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002).
Employing Effective Verbal Commands. The teacher delivers clear directives to students that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DON’T statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.
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.
Shaping Behavior Through Praise. To increase desired behaviors, the teacher praises students when they engage in those targeted behaviors (Kern & Clemens, 2007). Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981; Burnett, 2001). The teacher uses praise at a rate sufficient to motivate and guide students toward the behavioral goal and maintains an average of 4 praise statements for every disciplinary statement (Villeda et al. 2014).
Establishing a Range of Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; temporarily suspend classroom privileges; send the student to another classroom for a brief reflection period) that can be used before the teacher considers administrative removal of any learner from the classroom (Sprick, Borgmeier, & Nolet, 2002).
How to Implement Strong Core Instruction

Teachers can use this checklist to strengthen their lessons, incorporating into them elements of direct instruction. (Online)
RTI: Tier 1: Core Instruction

- Strong core instruction is the foundation of RTI.

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

Strong instruction includes making optimal use of instructional time, integrating direct-instruction elements into lessons, and providing accommodations & supports as appropriate.
**RTI: Tier 1: Core Instruction: Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction. (Online)

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### How To: Implement Strong Core Instruction

<table>
<thead>
<tr>
<th><strong>1. Increase Access to Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Element</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, &amp; Boice, 2008).</td>
</tr>
<tr>
<td>Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, &amp; Boice, 2008, Rosenshine, 2008).</td>
</tr>
<tr>
<td>Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).</td>
</tr>
<tr>
<td>Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).</td>
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</tbody>
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### 2. Provided 'Scaffolding' Support

<table>
<thead>
<tr>
<th><strong>Instructional Element</strong></th>
<th><strong>Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Explanations &amp; Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, &amp; Boice, 2008).</td>
<td></td>
</tr>
<tr>
<td>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, &amp; Boice, 2008, Rosenshine, 2008).</td>
<td></td>
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<tr>
<td>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).</td>
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<tr>
<td>Active Engagement. The teacher ensures that the lesson engages the student in active accurate responding (Skinner, Pappas &amp; Davis, 2006) often enough to capture student attention and to optimize learning.</td>
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How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

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. **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).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

7. Checks for Understanding. The instructor regularly checks for student understanding by posing frequent questions to the group (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

<table>
<thead>
<tr>
<th>1. Access to Instruction</th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
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<tbody>
<tr>
<td>Instructional Match</td>
<td>Group Responding</td>
</tr>
<tr>
<td>Content Review at Lesson Start</td>
<td>High Rate of Student Success</td>
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<tr>
<td>Preview of Lesson Goal(s)</td>
<td>Brisk Rate of Instruction</td>
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<td>Chunking of New Material</td>
<td>Fix-Up Strategies</td>
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<tr>
<th>2. ‘Scaffolding’ Support</th>
<th>3. Timely Performance Feedback</th>
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<tbody>
<tr>
<td>Detailed Explanations &amp; Instructions</td>
<td>Regular Feedback</td>
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<tr>
<td>Talk Alouds/Think Alouds</td>
<td>Step-by-Step Checklists</td>
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<td>Work Models</td>
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<th>4. Opportunities for Review/ Practice</th>
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</tr>
</tbody>
</table>
Motivating Students Through Collaboration: Numbered Heads Together

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

- instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).
- students should have enough wait-time to formulate an adequate answer,
- the teacher should provide targeted performance feedback (Maheady et al., 2006).
Motivating Students Through Collaboration: Numbered Heads Together

- **Solution.** Numbered Heads Together is an instructional technique built upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).
Motivating Students Through Collaboration: Numbered Heads Together

Procedure: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. **Create teams.** The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)
Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to "put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.
4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, "*All number [1, 2, 3, or 4] students who know the answer, raise your hand.*" The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "*How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand.*" [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]
# 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 (Cont.)
- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
- Fix-Up Strategies

## 2. ‘Scaffolding’ Support
- Detailed Explanations & Instructions
- Talk Alouds/Think Alouds
- Work Models

## 3. Timely Performance Feedback
- Regular Feedback
- Step-by-Step Checklists

## 4. Opportunities for Review/Practice
- Active Engagement
- Collaborative Assignments
- Checks for Understanding
- Spacing of Practice Throughout Lesson
- Guided Practice
- Support for Independent Practice
- Distributed Practice
RTI: 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

<table>
<thead>
<tr>
<th>1. Access to Instruction</th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Instructional Match</td>
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<tr>
<td>- Spacing of Practice Throughout Lesson</td>
<td>- Distributed Practice</td>
</tr>
</tbody>
</table>

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**Activity: Strong Direct Instruction (Online)**

Discuss how your school can use this or a similar ‘best instructional practices’ checklist to ensure that classroom instruction is optimized and motivating to all students.
Group Behavior Management Packages

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

(Online)
Group Management Packages: 3 Examples

• Good Behavior Game
• Teacher-Student Learning Game
• Color Wheel
Good Behavior Game
Sample Classroom Management Strategy: Good Behavior Game

(Barrish, Saunders, & Wold, 1969)

The Good Behavior Game is a whole-class intervention to improve student attending and academic engagement. It is best used during structured class time: for example, whole-group instruction or periods of independent seatwork.

The Game is not suitable for less-structured activities such as cooperative learning groups, where students are expected to interact with each other as part of the work assignment.
Good Behavior Game: Steps

1. The instructor decides when to schedule the Game.
   (NOTE: Generally, the Good Behavior Game should be used for no more than 45 to 60 minutes per day to maintain its effectiveness.)

2. The instructor defines the 2-3 negative behaviors that will be scored during the Game. Most teachers use these 3 categories:
   - **Talking Out**: The student talks, calls out, or otherwise verbalizes without teacher permission.
   - **Out of Seat**: The student’s posterior is not on the seat.
   - **Disruptive Behavior**: The student engages in any other behavior that the instructor finds distracting or problematic.
Good Behavior Game: Steps

3. The instructor selects a daily reward to be awarded to each member of successful student teams. (HINT: Try to select rewards that are inexpensive or free. For example, student winners might be given a coupon permitting them to skip one homework item that night.)

4. The instructor divides the class into 2 or more teams.

5. The instructor selects a daily cut-off level that represents the maximum number of points that a team is allowed (e.g., 5 points).
Good Behavior Game: Steps

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student’s team (e.g., as a tally mark on the board) and continues to teach.
7. When the Game period is over, the teacher tallies each team’s points. Here are the rules for deciding the winner(s) of the Game:

- Any team whose point total is at or below the pre-determined cut-off earns the daily reward. (NOTE: This means that more than one team can win!)
- If one team’s point total is above the cut-off level, that team does not earn a reward.
- If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.
Good Behavior Game: Troubleshooting

Here are some tips for using the Good Behavior Game:

- Avoid the temptation to overuse the Game. Limit its use to no more than 45 minutes to an hour per day.
- If a student engages in repeated bad behavior to sabotage a team and cause it to lose, you can create an additional ‘team of one’ that has only one member—the misbehaving student. This student can still participate in the Game but is no longer able to spoil the Game for peers!
- If the Game appears to be losing effectiveness, check to be sure it is being implemented with care and that you are:
  - Assigning points consistently when you observe misbehavior.
  - Not allowing yourself to be pulled into arguments with students when you assign points for misbehavior.
  - Reliably giving rewards to Game winners.
  - Not overusing the Game.
Good Behavior Game

Team 1

[Out of Seat]
[Disruptive]

Team 2

Game Over

[Call Out]

Answer: Both teams won the Game, as both teams’ point totals fell below the cut-off of 5 points.
Teacher-Student Learning Game
Description: The Teacher-Student Learning Game (Nelson, Benner, & Mooney, 2008) is a procedure for managing instruction that can work with large and small groups, as well as with individual students.

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Teacher-Student Learning Game

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

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

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

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

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

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

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

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

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

- Teachers are encouraged to use the Game whenever a group is failing to follow classroom rules—even introducing the Game in the middle of a class period if needed.
The Color Wheel
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel

- The Color Wheel enforces uniform group expectations for conduct and responds flexibly to the differing behavioral demands of diverse learning activities.
- This classwide intervention divides all activities into 3 categories, linking each category to a color and behavioral rules:
  - green for free time/low-structure activities
  - yellow for large- or small-group instruction/independent work
  - red for brief transitions between activities.

### Color Wheel Behaviors: Sample List

<table>
<thead>
<tr>
<th>Green Condition: Free Time/Low-Structure Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talk in a quiet voice</td>
</tr>
<tr>
<td>• Keep hands and feet to self</td>
</tr>
<tr>
<td>• Comply with directions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yellow Condition: Large- or Small-Group Instruction/Independent Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To speak, raise hand for teacher permission</td>
</tr>
<tr>
<td>• To leave seat, raise hand for teacher permission</td>
</tr>
<tr>
<td>• Look at the speaker or your work</td>
</tr>
<tr>
<td>• Comply with directions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Red Condition: Transitions Between Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Return to your seat</td>
</tr>
<tr>
<td>• Clear your desk</td>
</tr>
<tr>
<td>• Look at the teacher</td>
</tr>
<tr>
<td>• Do not talk</td>
</tr>
</tbody>
</table>
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Green Behaviors
- Talk in a quiet voice
- Keep hands and feet to self
- Comply with directions

Yellow Behaviors
- To speak, raise hand for teacher permission
- To leave seat, raise hand for teacher permission
- Look at the speaker or your work
- Comply with directions

Red Behaviors
- Return to your seat
- Clear your desk
- Look at the teacher
- Do not talk
Color Wheel: Additional Considerations:

1. **Give advance warning.** The instructor gives a 30-second warning when the Color Wheel is about the change. (An additional 2-minute warning may be added as well.)

2. **Praise rule-following.** The teacher frequently praises students for following posted behaviors. Classwide praise should be intermixed with praise to small groups and individuals. Praise should be "labeled", clearly describing the praise-worthy behaviors (e.g., "This reading group transitioned quickly and quietly to the math lesson. Nice work!").
How To: Improve Classroom Management Through Flexible Rules: The Color Wheel (Cont.)

Color Wheel: Additional Considerations:

3. *Keep the Color Wheel 'red' periods short.* Teachers should keep students on the red phase only long enough to complete the transition to a new green or yellow activity (e.g., 3-5 minutes).

4. *Do not use the 'red' Color Wheel setting as punishment.* The rules for the red (transitions) Color Wheel condition are the most restrictive. However, teachers should never set the classroom color condition to red to punish students for misbehavior—as students may fail to comply with the red behavioral rules because they are seen as punitive.
RTI Practice Activity: Tier 1: Class-Wide Management

• 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).
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., RTI m 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: Resource Alert**

### Classroom Intervention Planning Sheet

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

#### Case Information

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention(s)</th>
<th>Date Intervention is to Start</th>
<th>Date Intervention is to End</th>
<th>Total Number of Intervention Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela D.</td>
<td>Mrs. DePaulo Ms. Samson</td>
<td>Jan 11, 2016</td>
<td>Feb 19, 2016</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

*Description of the Student Problem: Angela is uncooperative when directed to complete independent seatwork, especially with the room TA, Ms. Samson.*

#### Intervention

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

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

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

#### Materials

| What to Write | What to Write: Jet 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 | What to Write: Note what training—if any—is needed to prepare adult(s) and the student to carry out the intervention. | Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement on how to implement both interventions. |

#### Progress-Monitoring

<table>
<thead>
<tr>
<th>What to Write</th>
<th>Type of Data Used to Monitor: Behavior Report Card</th>
<th>Ideas for Intervention Progress Monitoring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
<td>Existing data: grades, homework log, etc.</td>
</tr>
<tr>
<td>Engaged in seatwork: 1 or fewer</td>
<td>WS6: Engaged in seatwork: 1 or fewer reteach: Y 4 of 5 days</td>
<td>Cumulative mastery log</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily every other day, weekly)</td>
<td>BRC completed daily during Independent Seatwork period</td>
<td>Curriculum-based measurement</td>
</tr>
<tr>
<td>Behavior report card</td>
<td>Behavior checklist</td>
<td>Behavior checklist</td>
</tr>
</tbody>
</table>

*For online version of this worksheet, visit www.interventioncentral.org.*
Creating a Written Record of Classroom Interventions: Form

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

### Case Information

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
</tbody>
</table>

Teacher and TA will review guidelines for Scheduled Attention and Contingent Instructions to ensure agreement about how to implement both interventions.
Creating a Written Record of Classroom Interventions: Form

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

### Progress-Monitoring

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

**Ideas for Intervention Progress-Monitoring**
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
How To: Create a Written Record of Classroom Interventions
RTI-B: Resource Alert

Secret Ingredients for Creating a Better Behavior Intervention Plan

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

(Online)

The Secret Ingredients for Creating a Better Behavior Intervention Plan: Antecedents & Consequences

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.

ADHD/ODD (Oppositional Defiant Disorder) GAD (Generalized Anxiety Disorder)

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

- ADHD/ODD/GAD: Behaviors: Teach Expectations (Fairbanks, Sugai, Guartino, & Littrop, 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.

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

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

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

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

3. **PRAISE for compliance.** As the student begins to engage in the desired behavior, the teacher concludes by PRAISING the student for compliance. e.g., "Thank you for starting your book assignment, Joshua.", "I see that you and your partner are solving the math problem, Annabelle. Good!"
RTI 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.
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, & Homer, 2006).

1. Entrance & Exit Criteria
Convening a Team to Place Students in Tier 2 Services. The school convenes a team (e.g., 'Data Analysis Team') that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont & Gage, 2011).
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).
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).
Inventoried Evidence-Based Services. The school has inventoried its Tier 2 services and verified that all are 'evidence-based'—i.e., supported by published research (Hawken, Vincent & Schumann, 2008). This inventory may include:

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

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

1. 1:1 Coaching/Mentoring
2. Counseling or Therapy Group
3. Individual (Brief) Counseling
TIER 2: Methods of Delivery: 1:1 Coaching/Mentoring. A trained educator (e.g., paraprofessional, teacher, school mental-health professional) meets individually with targeted students on a regular basis to provide intervention instruction, performance feedback, incentives (if appropriate), and encouragement.
TIER 2: 1:1 Coaching/Mentoring Example: Check In/Check Out.
In this program, students self-monitor classroom performance and check in with a CICO coordinator at the start and end of the school day to set and review daily behavior goals.

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

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

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

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

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

– Tier 1: Teacher effectiveness training: classroom management and managing oppositional behaviors

– Tier 1: Twice-weekly classroom lessons: Empathy and Emotion; Problem Solving; Anger Control; Friendship Skills; Communication Skills; School Skills.

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

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

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

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

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

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

Where to Find Tier 2 Behavioral Interventions:

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

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

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

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

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

Users can streamline their search by subject and grade level (elementary or middle school).
RTI-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%.
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.
Behavior Progress-Monitoring Tool: BRC

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

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

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

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

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

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

## Ricky: Daily Report Card

**Student Name:** ____________________  **Date:** ____________________

**Rater:** Wright  **Classroom:** ____________________

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

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

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

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

<table>
<thead>
<tr>
<th>Completes assignments with 80% accuracy.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
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<table>
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<tr>
<th>Complies with teacher requests. (2 or fewer noncompliance per period)</th>
<th>Language Arts</th>
<th>Math</th>
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<td></td>
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<td></td>
</tr>
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</table>
Response to Intervention

Sample ITBE

Ricky: Daily Report Card

Student Name: ___________________________ Date: ___________________________

Rater: Wright ___________________________ Classroom: ___________________________

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

Total YES Score: ___ Total NO Score: ___

<table>
<thead>
<tr>
<th>Item</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows class rules--no more than 1 rule violation per session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Completes assignments within the allotted time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>Y</td>
<td>N</td>
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<td></td>
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<tr>
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<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>
# Sample ITBE

**Ricky: Daily Report Card**

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

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

Total YES Score: __  Total NO Score: __

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<tr>
<th>Follows class rules with no more than 2 rule violations per session.</th>
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<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
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</tbody>
</table>

**Completes independent assignments within time allocated.**

Did the student succeed in this behavior goal?

☐ YES  ☐ NO

<table>
<thead>
<tr>
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**Student Name:** ____________________________  **Date:** ____________________________

**Rater:** Wright  **Classroom:** ____________________________

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<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Completes assignments within the allocated time.</strong></td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
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<tr>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completes assignments with at least 80% accuracy.</strong></td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
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</tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample ITBE

Ricky: Daily Report Card

| Student Name: __________________________ | Date: __________________________ |
| Rater: Wright | Classroom: __________________________ |

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

Total YES Score: ___ Total NO Score: ___

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<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Completes assignments within the allocated time. Did the student succeed in this behavior goal?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Completes assignments with 80% accuracy. Did the student succeed in this behavior goal?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
</tbody>
</table>

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

Did the student succeed in this behavior goal?  
☐ YES  ☐ NO
Behavior Progress-Monitoring Tools: Daily Report Cards

The Individualized Target Behavior Evaluation is:

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

Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.
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 your school or district can use as Tier 2 RTI-B 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.
Tier 3: Intensive Interventions: Problem-Solving Team

• At Tier 3, the RTI Problem-Solving Team (‘RTI Team’) meets on students with intensive academic or behavioral needs to develop customized intervention plans.

• The RTI Team is prepared to develop Tier 3 plans for up to 5 percent of students in a school.

• RTI Team meetings follow a version of the investigative ‘problem-solving’ consultation model (e.g., Bergan, 1995)—to include:
  – Problem Identification
  – Problem Analysis
  – Plan Development and Implementation
  – Problem Evaluation

### Tier 3: Intensive Interventions: RTI Team

#### 6 Referral Scenarios

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tier 1 Responder Whose Plan Needs to Extend to Multiple Settings</td>
<td>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.</td>
</tr>
<tr>
<td>2. Tier 1 Non-Responder With No Tier 2 Options</td>
<td>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.</td>
</tr>
<tr>
<td>3. Tier 2 Non-Responder</td>
<td>The student has received Tier 2 programming or services but has failed to adequately improve behavior or attain social-emotional goals.</td>
</tr>
</tbody>
</table>
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.
RTI Problem-Solving
Team Roles (Online)

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last.</td>
<td>• Write a short introductory ‘script’ to ensure that important points are always reviewed at the start of the meeting.</td>
</tr>
<tr>
<td></td>
<td>□ Guides the Team through the stages of the problem-solving process.</td>
<td>• Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another.</td>
</tr>
<tr>
<td></td>
<td>□ Checks for agreement between Team members at important discussion points during the meeting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control—e.g., classroom instruction).</td>
<td></td>
</tr>
<tr>
<td>RTI Team Role</td>
<td>Responsibilities</td>
<td>Tips for RTI Teams</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Recorder</td>
<td>Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring.</td>
<td>• Sit next to the facilitator for ease of communication during the meeting.</td>
</tr>
<tr>
<td></td>
<td>Asks the Team for clarification as needed about key discussion points, including phrasing of teacher ‘problem-identification’ statements and intervention descriptions.</td>
<td>• When the Team is engaged in exploratory discussion, use ‘scratch paper’ to capture the main points. When the Team reaches agreement, recopy only the essential information onto the formal meeting forms.</td>
</tr>
<tr>
<td>RTI Team Role</td>
<td>Responsibilities</td>
<td>Tips for RTI Teams</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Time-Keeper         | Monitors the time allocated to each stage of the meeting and informs members when that time has expired. | • Give the Team a ‘two-minute warning’ whenever time is running low during a stage of the meeting.  
• If time runs out during a meeting stage, announce the fact clearly. However, let the facilitator be responsible for transitioning the team to the next meeting stage. |
<table>
<thead>
<tr>
<th>RTI Team Role</th>
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<th>Tips for RTI Teams</th>
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</thead>
<tbody>
<tr>
<td>Case Manager</td>
<td>☐ Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.</td>
<td>• If you discover, in meeting with a referring teacher prior to the RTI Team meeting, that a concern is vaguely worded, help the teacher to clarify the concern with the question “What does [teacher concern] look like in the classroom?”</td>
</tr>
<tr>
<td></td>
<td>☐ Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.</td>
<td>• After the RTI Team meeting, consider sending periodic emails to the referring teacher(s) asking them how the intervention is going and inviting them to inform you if they require assistance.</td>
</tr>
<tr>
<td>RTI Team Role</td>
<td>Responsibilities</td>
<td>Tips for RTI Teams</td>
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</table>
| Coordinator  | Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings. | • During the time set aside for weekly RTI Team meetings, reserve time for the Tam to review new student referrals and to schedule them in the meeting calendar.  
• Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff. |
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
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.
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.
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.
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).
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. 
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.
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.
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).
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: Resource Alert

Tier 3: RTI Team:
Initial Meeting Minutes Form
This form with matching facilitator's guide breaks the investigative RTI process into a series of concrete steps.
(Online)
Analyzing Student Behavior: Organizer

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

- **Step 1:** Define the Behavior
- **Step 2:** Expand the Behavior Definition to a 3-Part Statement
- **Step 3:** Develop Examples and Non-Examples of the Behavior
- **Step 4:** Antecedents: Identify Triggers to the Behavior
- **Step 5:** Consequences: Identify Outcomes That Reinforce the Behavior
- **Step 6:** Write a Behavior Hypothesis Statement
- **Step 7:** Select a Replacement Behavior
RTI 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.

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

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

It incorporates:

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

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

1. *Ensure the timely collection of quality data.* The school verifies that data on class tardiness, school absences, and ODRs is being collected reliably and entered into some type of electronic management system on a timely basis. For example, if a teacher sends a student from the classroom as a disciplinary consequence, that removal must be recorded on paper or digitally (e.g., to include date, time, location, and a brief narrative of the incident) and added within a reasonable timespan (e.g., within 2 days) to the school's ODR database.
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 preset RTI cut-points on tardiness, absenteeism, and ODRs for Tiers 2 and 3.
ODRs as a Screening Data Source: Example

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

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

Schoolwide Screeners: The Behavioral Impact of Academics...

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

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


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

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

- However, the process of teacher nomination must be made manageable so as not to overwhelm classroom staff with additional evaluation duties.
Part 2: Multi-Gating: Employ Teacher Knowledge Through Nominations and Questionnaires. A multi-gating approach is a solution that is both efficient and reliable. Consisting of 3 steps, it allows the teacher rapidly to survey the mental-health/behavioral needs of all students while limiting that educator to a much smaller number of more detailed assessments for the handful that present the greatest classroom concerns:

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

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

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

**NOTE:** The BASC-2 Progress Monitor for Externalizing and ADHD Problems is an example of such a questionnaire. Review other commercial questionnaires suitable for this stage in the screening at the National Center on Intensive Intervention:

http://www.intensiveintervention.org/resources/tools-charts
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
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.
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.
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.
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.
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.
Timeline Activity: RTI–B: ‘Critical Elements’ Checklist

- Review the items on the checklist.
- For each item, note any current practices and/or resources you have at your school/district that can support this critical element.
- Use remaining time to develop a ‘next steps’ plan for advancing RTI-B in your school or district.

### 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.

<table>
<thead>
<tr>
<th>1. High Expectations for Behavior. Students receive explicit training and guidance in expected classroom behaviors— to include:</th>
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</thead>
<tbody>
<tr>
<td>Element</td>
</tr>
<tr>
<td>Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. <strong>(Fairbanks, Sugai, Guardino, &amp; Latrope, 2012)</strong> Positive behaviors are acknowledged and rewards are given.</td>
</tr>
<tr>
<td>Behavioral expectations are selected and prioritized taking into consideration the diversity of cultures within the school. <strong>(Fairbanks, Sugai, &amp; Guardino, 2012)</strong></td>
</tr>
<tr>
<td>Training the class in Basic Classroom management routines to deal with common classroom behaviors. <strong>(Sugai, Guardino, &amp; Latrope, 2007)</strong> Marzano Examples of classroom routines include:</td>
</tr>
<tr>
<td>- engaging students in meaningful academic work (e.g., using bell-ringer activities).</td>
</tr>
<tr>
<td>- assigning and exchanging homework and classwork.</td>
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<tr>
<td>- transitioning students efficiently between activities.</td>
</tr>
<tr>
<td>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. <strong>(Simonsen, Fairbanks, Bresch, Myers, &amp; Sugai, 2008)</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement—to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element</td>
</tr>
<tr>
<td>Ensuring Instructional Match. Lesson content is appropriately matched to students’ abilities. <strong>(Burns, VanDeHeyden, &amp; Boice, 2008)</strong></td>
</tr>
</tbody>
</table>
Building Staff Buy-In for RTI-B. Why might teachers be reluctant to make the classroom and school-wide changes that are part of behavioral RTI?
“The continued use of ineffective exclusionary practices has very little to do with a student’s behavior and very much to do with a teacher’s behavior.”

- John W. Maag

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

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

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

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

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

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

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

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

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

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

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

Activity: Why the Teacher Reluctance?

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

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

1. Teachers lack the skills to use positive behavior strategies
2. Teachers hang on to their current disciplinary procedures as familiar, comfortable
3. Teachers are pulled into confrontational situations because students control the interactions.
4. Teachers are (negatively) reinforced by the use of punishment.
5. Teachers use punishment because they see that it works—for most.
6. Teachers see ‘zero tolerance’ of misbehavior as a teaching tool.
A journey of a thousand miles must begin with a single step.

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