

Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors Grades K-6

PD RESOURCE KIT



Bureau of Education & Research

**Using the
Response to Intervention Model
for Disruptive and Difficult
Student Behaviors
Grades K-6**

PD Resource Kit

RESOURCE GUIDE

By

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Thank you for your interest in *Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors, Grades K-6*.

Many elementary-age students are able to control their own behavior within a school context of clear expectations, positive reinforcement, and fair, effective consequences. But some students lack critical behavioral skills and need additional instruction and intervention in order to better control their own actions. Response to Intervention (RTI) is a clearly structured, data driven model that provides increasingly focused support to students with challenging behaviors and decreases behavioral referrals to special education.

This program enables viewers to observe Behavioral Response to Intervention in action. Components include a successful school-wide behavior plan; practical strategies for collecting accurate behavioral data; a variety of increasingly focused interventions; and ways to work collaboratively to significantly reduce behavioral problems from kindergarten through sixth grade.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach, PhD
Media Training Director

ABOUT THE TRAINER...

KATHRYN PHILLIPS is an internationally recognized presenter, author, and educator of students with difficult and disruptive behaviors. With over thirty years' experience in schools, Kathryn has worked extensively with teachers, administrators and support staff to develop Response to Intervention (RTI) models and comprehensive behavior management programs. Kathryn understands what components are critical to the development and success of Behavioral RTI. She possesses a wealth of practical and realistic strategies for intervening with minor, moderate and more severe behavior challenges to promote positive behavioral growth for even the most challenging students.

ABOUT THE BUREAU . . .

BUREAU OF EDUCATION & RESEARCH is North America's leading provider of PD events and resources for professional educators. Founded in 1976, the Bureau provides national and regional PD programs across the United States and Canada. The Bureau also offers additional high-quality PD resources:

- **PD Resource Kits** contain outstanding video clips and supporting print resources designed for schools and districts to use to conduct their own PD sessions
- **Online PD Courses** contain outstanding video clips and supporting print resources designed for individuals and groups of educators to learn at their own convenience
- **On-Site PD Services** enable schools and districts to bring outstanding BER Trainers to their own sites to facilitate customized professional development
- **National Train-the-Trainer Programs** on cutting-edge topics enable schools and districts to train their own staff members who then conduct site-based professional development sessions

For further information about Bureau PD programs and resources, please contact us: www.ber.org or toll free (800) 735-3503.

Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors Grades K-6

Table of Contents

PROGRAM GUIDE

Suggestions for PD Trainers	3
Overview of the Program	3
Different Ways to Use the Program	3
Print Materials That Directly Support Sessions	4
Types of Questions Included in the Program	4
Equipment Needed	5
The Program	5
How to Begin	5
RTI Behavior: Tier 1	5
RTI Behavior: Tier 2	10
RTI Behavior: Tier 3	13
Some Final Thoughts about Behavioral RTI	16
Suggestions for Self-Study	17
Overview of the Program	17
Print Materials Included in the Resource Guide	17
Types of Questions Included in the Program	18
Your Program	18
Introduction and Overview	18
RTI Behavior: Tier 1	19
RTI Behavior: Tier 2	23
RTI Behavior: Tier 3	26
Some Final Thoughts about Behavioral RTI	29

PRINT RESOURCES

Note-Taking Guide: Introduction and Overview of Behavioral RTI	33
Note-Taking Guide: RTI Tier 1	35
Note-Taking Guide: RTI Tier 2	41
Note-Taking Guide: RTI Tier 3	45
Response to Intervention (RTI)	49
Behavioral Response to Intervention	53
RTI Behavior, Tier 1:	
General Guidelines for Successful Tier 1 Instruction and Intervention	55
School-wide Behavior Plan, Part A: Clear Behavioral Expectations	57
School-wide Behavior Plan, Part B: Clear Consequences for Misbehavior	59
School-wide Behavior Plan, Part C: Clear Ways to Encourage and Reinforce Appropriate Behavior	63
Oops Slips and Green Slips	69
Social Skills Instruction	71
Basic Strategies for Keeping Minor Behaviors Minor	73
Effective Intervention Strategies	77
Time Out	83
Time Out Worksheets	85
Data Collection	89
Behavior Chart	91
Behavior Documentation Log	95
Sample Behavior Documentation Log	99
School-wide Behavior Team	101
Office Referral Data, Mid-Year Report	105
RTI Behavior, Tier 2:	
General Guidelines for Successful Tier 2 Instruction and Intervention	107
Collaborative RTI Team	109

Table of Contents, continued . . .

Small Group Skills Instruction	113
Ziploc® Behavior Goal Monitoring, Grades K-2	117
Paper Clip Strategy	119
Monitoring the Progress of Students Who Participate in Small Group Instruction	121
Sample Behavior Rating Sheet Used by Classroom Teachers	123
Sample Behavior Rating Sheets Used by Students	125
Check In and Check Out Intervention Systems	131
Sample Check and Connect Behavior Rating Form	137
Early Primary Modifications to Check In and Check Out Intervention Systems	139
Sample Early Primary Check and Connect Behavior Rating Form	141
RTI Behavior, Tier 3:	
General Guidelines for Successful RTI Tier 3 Instruction and Intervention	143
Functional Behavioral Assessment (FBA)	145
Behavioral Intervention Plan	147
Monitoring Individual Student Behaviors	151
Sample Tier 3 Behavior Rating Sheets	153
Behavior Tracking Log	157
Sample Behavior Tracking Log	159
Crisis Plan	161
Thinking Log	163
Role Flexibility within the Behavioral RTI Model	165
Positive Behavioral Reinforcement Options, Grades K-6	169
Some Final Thoughts about Behavioral RTI	173
Additional Resources	175



PROGRAM GUIDE



Bureau of Education & Research



Suggestions for PD Trainers

This section of the *Resource Guide* is designed for those who will be presenting the material in a workshop format. If you are viewing the program by yourself or with a small study group, please turn to page 17 for self-study suggestions.

Overview of the Program

Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors, Grades K-6 is a 68-minute video program that describes critical components of a Behavioral RTI framework and demonstrates strategies that can be used effectively within that framework.

The program is organized as follows:

- Introduction/Overview of RTI
- RTI Behavior: Tier 1
 - * School-wide Behavior Plan
 - * Social Skills Instruction
 - * Effective Intervention Strategies
 - * Practical Data Collection Techniques
 - * School-wide Behavior Team
- RTI Behavior: Tier 2
 - * Collaborative RTI Team
 - * Small Group Skills Instruction
 - * Individual Check In and Check Out
- RTI Behavior: Tier 3
 - * Functional Behavioral Assessment
 - * Behavior Intervention Plan
 - * Next Steps
- Close

Different Ways to Use the Program

Good video footage is a powerful way to demonstrate effective educational practices and generate discussion. This program offers facilitators a variety of options:

SHOW THE ENTIRE PROGRAM

Select **PLAY ALL** on the main DVD menu. This selection enables you to control the video playback for the entire program, pausing whenever you choose for questions, discussion, and time with the related print resources. The **PLAY ALL** option is also the most efficient way to preview the program.

FOCUS ON ONE PORTION OF THE PROGRAM

Go directly to main topics using the TOPIC MENU. Selecting Tier 1, 2, or 3 will bring up a more detailed SUB-TOPIC MENU. Selecting PLAY ALL will play the entire topic section. You can pause at any point for questions and discussion.

VIEW OR REVIEW SPECIFIC SUB-TOPICS

The SUB-TOPIC MENUs will help you enter topics at designated spots. You can also use fast forward and fast reverse commands to navigate quickly within each topic area.

NO MATTER WHICH OPTION YOU CHOOSE

As you guide participants through this program, the most effective strategy is to show a segment, then stop for discussion and/or an opportunity to read the related print resources.

Print Materials That Directly Support Sessions

- Note-taking Guides, pages 33-47

The guides are video topic outlines that participants can use to jot down specific information, thoughts and questions.

- Supporting Information, pages 49-173

These pages provide a summary of video content and supplement that content with additional strategies, details and examples.

Included are:

- * general information sheets
- * strategy directions
- * sample forms

- Additional Resources, page 175

At the close of the guide you'll find a list of websites, books, and related BER PD Resource Kits that support the implementation of a Behavioral RTI model.

Types of Questions included in the Program

- **Focus questions** help direct participants' attention to the critical attributes of program content. They create a purpose for viewing and then act as discussion starters immediately after viewing.
- **Additional discussion questions** generate conversation after participants have viewed the video footage and read the related resource material.

Equipment Needed

DVD player, monitor

The Program

How to Begin

- Clarify for participants the reasons why they will be watching and discussing the video program.
- If you are working with a group of participants familiar with the RTI model, ask them to share (in partners or small groups) the experiences they've had with RTI. Circulate and listen in.
- Distribute the note-taking guide for the **Introduction/Overview of Behavioral RTI** (page 33). Show participants the opening of the video program (3:50).
- Distribute the hand-outs *Response to Intervention (RTI)* and *Behavioral Response to Intervention* (pages 49-53) and give participants an opportunity to read the material.
- Ask participants to individually list their questions about Behavioral RTI and its implementation at the elementary level. If time allows, ask participants to share some of their questions.
- Encourage participants to look for information (in the video and in print material) that addresses their questions/concerns.

Supporting Materials

Note-Taking Guide: Introduction and Overview, page 33

Response to Intervention (RTI), pages 49-51

General description of the RTI framework, academic and behavioral

Behavioral Response to Intervention, page 53

Thumbnail description of the three-tiered model

RTI Behavior: Tier 1

26:03

Distribute copies of the RTI Tier 1 note-taking guide located on pages 35-39.

TIER 1: INTRODUCTION AND SCHOOL-WIDE BEHAVIOR PLAN

8:12

Focus Question

How important is a school-wide behavior plan to the overall success of RTI Tier 1?

Show the video section. Facilitate a discussion of the focus question.

Supporting Materials

Distribute to participants and **allow time** to read:

Tier 1: School-wide Behavior Plan

Part A: Clear Behavioral Expectations, page 57

Part B: Clear Consequences for Misbehavior, pages 59-61

Part C: Clear Ways to Encourage and Reinforce Appropriate Behavior, pages 63-67

Information sheets that describe characteristics of each component of an elementary-level school-wide behavior plan

Oops Slips and Green Slips, page 69

Details about the disciplinary and reward slips used at the school featured in the video program

Positive Behavioral Reinforcement Options, Grades K-6, pages 169-171

List of reinforcements desirable to many elementary-age students

Additional Discussion Questions

- Does your school currently have school-wide behavior expectations? If so, what are they and how are they taught and practiced? How closely do those expectations relate to classroom rules and behavioral rules for all areas of the campus?
- Talk with a partner about behavioral consequences on your campus. Are there defined consequence hierarchies for every setting within the school? If so, how closely do the hierarchies relate to one another?
- How is appropriate student behavior reinforced at your school? In what ways could the staff expand and extend positive reinforcement of good behavior?
- What is your reaction to the school-wide reward program shown in the video program? What are its strengths? Do you perceive weaknesses? How might you modify it?

TIER 1: SOCIAL SKILLS INSTRUCTION

1:34

Focus Question

What role does social skills instruction play within the core behavior program of a school?

Show the video section. Facilitate a discussion of the focus question.

Supporting Material

Distribute to participants and allow time to read:

Tier 1: Social Skills Instruction, page 71

Includes resources for social skills program selection and evaluation

Additional Discussion Questions

- Does the social skills curriculum currently in place at your school meet most students' behavioral needs and effectively support students' behavioral growth? Explain your thinking.
- How do you think your school's social skills curriculum/instruction might be strengthened?

TIER 1: EFFECTIVE INTERVENTION STRATEGIES

6:57

Focus Question

What would you identify as the critical characteristics of effective Tier 1 behavioral intervention strategies?

Show the video section. Facilitate a discussion of the focus question.

Supporting Materials

Distribute to participants and allow time to read:

Tier 1: Basic Strategies for Keeping Minor Behaviors Minor, pages 73-75

List of ways to prevent and/or deal with minor misbehaviors

Tier 1: Effective Intervention Strategies, pages 77-81

Descriptions and examples of strategies demonstrated in the video program

Time Out, pages 83-87

Guidelines for effective use of Time Out; sample student worksheets

Additional Discussion Questions

- Which intervention strategies described in the video and handouts have you found to be successful? Why do you think these strategies work so well?
- Do the video and handouts contain any intervention strategies that are new to you or remind you of techniques you haven't used recently? Which of these do you think you might implement?
- Are all members of your school staff trained in effective behavior intervention strategies? If not, how might that training be accomplished?

TIER 1: PRACTICAL DATA COLLECTION TECHNIQUES

5:06

Focus Question

What are the benefits of collecting objective data about student behavior?

Show the video section. Facilitate a discussion of the focus question.

Supporting Materials

Distribute to participants and **allow time** to read:

Tier 1: Data Collection, page 89

Overview of the components and qualities of Tier 1 data collection

Behavior Chart, pages 91-93

Description of a classroom behavior chart and how it works

Behavior Documentation Log, pages 95-99

Description of a behavior documentation log and how it works; sample log sheet

Additional Discussion Questions

- Are you currently using a classroom behavioral documentation system? In what ways is it similar to the systems modeled in the video program? In what ways is it different?
- Which of the two demonstrated classroom data collection systems do you think is most effective? Explain your choice.
- What are the benefits of adding a positive reinforcement component to a classroom data collection system?
- What types of information can teachers gain from collecting and graphing students' behavioral consequences and their own distribution of positive reinforcement?

TIER 1: SCHOOL-WIDE BEHAVIOR TEAM

3:21

Focus Question

In a Behavioral RTI model, 80-90% of students should respond to the core behavior program of the school. In what ways does a School-wide Behavior Team (SWBT) establish and maintain the effectiveness of the Tier 1 program?

Show the video section. Facilitate a discussion of the focus question.

Supporting Material

Distribute to participants and allow time to read:

Tier 1: School-wide Behavior Team, pages 101-105

Description of team membership and responsibilities; sample office referral report

Additional Discussion Questions

- Does your school have a School-wide Behavior Team? What are its responsibilities?
- Why is it helpful to have a variety of staff represented on a School-wide Behavior Team?
- Does your school use disciplinary office referrals to monitor individual misbehavior and/or patterns of misbehavior throughout the school? How might you expand the school's current use of disciplinary referrals?
- Think of an area of your school, a time during the school year, or a time within the school day that would benefit from increased behavioral instruction, incentives and interventions. How might that occur?

SUMMARIZING TIER 1

If you have not yet shown participants the close of the Tier 1 portion of the video program, do so now (00:53). This brief segment immediately follows the School-wide Behavior Team section.

Tier 1 is the bedrock foundation of a Response to Intervention pyramid. If Tier 1 cannot successfully address the needs of 80-90% of students, the effectiveness of the rest of the RTI model will be reduced.

Supporting Material

Distribute and allow time to read:

General Guidelines for Successful RTI Tier 1 Instruction and Intervention, page 55

Key elements of Behavioral RTI Tier 1

Discussion Questions

- Discuss ways in which your school is currently meeting student needs within its core behavior program and ways the core program could be strengthened.
- Response to Intervention is not a program; it is a philosophy or way of thinking. How would you express the mindset that frames Tier 1 of Behavioral RTI? Do staff members at your school share that way of thinking about student behavior? How might you begin to establish an RTI philosophy on your campus?

RTI Behavior: Tier 2

22:56

Distribute copies of the RTI Tier 2 note-taking guide located on pages 41-43.

TIER 2: INTRODUCTION AND COLLABORATIVE RTI TEAM

6:21

Focus Question

How does team collaboration strengthen decision making in the area of behavioral intervention?

Show the video section. Facilitate a discussion of the focus question.

Supporting Materials

Distribute to participants and allow time to read:

Tier 2: Collaborative RTI Team, pages 109-111

Basic information about tasks, membership and leadership of a Behavioral RTI Team

Role Flexibility within the Behavioral RTI Model, pages 165-167

Staffing descriptions and options within Behavioral RTI

Additional Discussion Questions

- Is your school currently implementing Academic RTI? If so, how might you integrate Behavioral RTI into your existing model?
- RTI Team membership varies from school to school. Consider your own school staffing. Who might best serve as members of a Behavioral RTI Team?
- How does the role of the RTI Team differ from the role of the Tier 1 School-wide Behavior Team? Which staff members are likely to serve on both teams?
- In what ways does an RTI Team support classroom teachers?
- Early intervention is considered one of the major strengths of the RTI model. How does an RTI Team facilitate early behavioral intervention?

TIER 2: SMALL GROUP SKILLS INSTRUCTION

8:03

Focus Question

What attributes of small group instruction are most critical to promoting the behavioral growth of Tier 2 students?

Show the video section. **Facilitate** a discussion of the focus question.

Supporting Materials

Distribute to participants and **allow time** to read:

Tier 2: Small Group Skills Instruction, pages 113-115

Information about the purpose, leadership, logistics, and characteristics of Tier 2 skills groups

Ziploc® Behavior Goal Monitoring, page 117

Paper Clip Strategy, page 119

Step-by-step directions for two small group reinforcement/monitoring strategies

Tier 2: Monitoring the Progress of Students Who Participate in Small Group Instruction, pages 121-129

Suggestions for monitoring student progress; sample monitoring tools

Additional Resources, page 175

Websites with charting/graphing features, books, video programs

If not previously distributed:

Role Flexibility within the Behavioral RTI Model, pages 165-167

Staffing descriptions and options within Behavioral RTI

Positive Behavioral Reinforcement Options, Grades K-6, pages 169-171

List of reinforcements desirable to many elementary-age students

Additional Discussion Questions

- Small group targeted skills instruction is a common Tier 2 intervention. Why?
- Small group leadership varies from school to school. Consider your own school staffing. Who might serve as leaders of behavioral skills groups? Would schedule adjustments need to be made to facilitate weekly small group sessions?
- Tier 2 students earn positive reinforcement by demonstrating targeted behaviors. What types of positive reinforcement would be most effective with students at your school?
- Can you think of additional ways to track students' Tier 2 behavioral progress?

TIER 2: INDIVIDUAL CHECK IN AND CHECK OUT

7:23

Focus Questions

- What are the characteristics of a Tier 2 student most likely to benefit from individual check in, check out intervention?
- What are the characteristics of a staff member most likely to be an effective check in, check out mentor?

Show the video section. Facilitate a discussion of the focus questions.

Supporting Materials

Distribute to participants and allow time to read:

Tier 2: Check In and Check Out Intervention Systems, pages 131-137

Step-by-step description of check in, check out intervention; sample daily rating card

Early Primary Modifications to Check In and Check Out Intervention Systems, pages 139-141

Modifications that enhance the effectiveness of check in, check out intervention for young Tier 2 students; sample daily rating card

If not previously distributed:

Role Flexibility within the Behavioral RTI Model, pages 165-167

Staffing descriptions and options within Behavioral RTI

Positive Behavioral Reinforcement Options, Grades K-6, pages 169-171

List of reinforcements desirable to many elementary-age students

Additional Discussion Questions

- Think of a student likely to benefit from daily check in and check out. Why do you think this particular type of intervention would be helpful for that student?
- In your opinion, which staff members at your school would be very effective as check in, check out mentors? Explain why.
- Why is classroom teacher commitment to a program like *Check and Connect* essential to the implementation of the intervention?
- A daily behavior rating form helps monitor student response to the check in, check out intervention. How can that form also serve as a behavior analysis tool?

SUMMARIZING TIER 2

If you have not yet shown participants the close of the Tier 2 portion of the video program, do so now (1:09). This brief segment, which directly follows check in, check out intervention, addresses the involvement of special educators in RTI behavioral intervention.

Ten to twenty percent of students in the school are likely to require RTI Tier 2 behavioral interventions. The goal of Tier 2 intervention is to meet the behavioral needs of challenging students and enable them to function successfully within the core behavior program of the school.

Supporting Material

Distribute and allow time to read:

General Guidelines for Successful RTI Tier 2 Instruction and Intervention, page 107
Key elements of Behavioral RTI Tier 2

Discussion Questions

- How would you compare your school's interventions for students with more challenging behaviors to the RTI Tier 2 interventions included in the video and reading material?
- Response to Intervention is not a program; it is a philosophy or way of thinking. How would you express the mindset that frames Tier 2 of Behavioral RTI? Do staff members at your school currently share that way of thinking about students with difficult behaviors? How might you begin to establish that philosophy on your campus?

RTI Behavior: Tier 3

12:53

Distribute copies of the RTI Tier 3 note-taking guide located on pages 45-47.

TIER 3: INTRODUCTION AND FUNCTIONAL BEHAVIORAL ASSESSMENT

2:00

Focus Question

Why is identifying the reasons for student misbehavior a critical first step in Tier 3 intervention?

Show the video section. Facilitate a discussion of the focus question.

Supporting Material

Distribute to participants and allow time to read:

Tier 3: Functional Behavioral Assessment (FBA), page 145

Brief description of characteristics and steps of an FBA

Additional Discussion Question

Inappropriate behavior is frequently considered an attention-seeking device. Desire for attention is only one motivator for misbehavior. What are other root causes of inappropriate student behavior?

TIER 3: BEHAVIORAL INTERVENTION PLAN

9:29

Focus Question

Why is a comprehensive plan critical to effective Tier 3 intervention?

Show the video section. Facilitate a discussion of the focus question.

Supporting Materials

Distribute to participants and allow time to read:

Tier 3: Behavioral Intervention Plan, pages 147-149

Steps in developing and implementing a BIP

Tier 3: Monitoring Individual Student Behaviors, pages 151-159

Information about Tier 3 monitoring; sample forms

Tier 3: Crisis Plan, pages 161-163

Elements of a Tier 3 crisis plan; sample individualized thinking log

If not previously distributed:

Role Flexibility within the Behavioral RTI Model, pages 165-167

Staffing descriptions and options within Behavioral RTI

Positive Behavioral Reinforcement Options, Grades K-6, pages 169-171

List of reinforcements desirable to many elementary-age students

Additional Discussion Questions

- In what ways are classroom teachers involved in Tier 3 interventions and progress monitoring?
- Considering your own school staffing, who might serve as behavioral coaches? Would schedule adjustments need to be made to facilitate brief daily meetings with students?
- Is your school currently providing a type of individual behavioral intervention not demonstrated in the video program? Describe the intervention. How does it relate to a Response to Intervention framework?
- Students usually enter Tier 3 via Tier 2, but occasionally an RTI Team will determine that a Tier 1 student needs Tier 3 intervention. Under what circumstances might a Tier 1 student move directly to a Behavior Intervention Plan?

TIER 3: NEXT STEPS

1:24

Focus Question

At the close of each intervention cycle, the RTI Team determines next steps. What array of options might the team consider for Tier 3 students who are:

- responding adequately to Tier 3 interventions?
- not responding adequately to Tier 3 interventions?

Show the video section. Facilitate a discussion of the focus question. Encourage participants to think of several options within each of the categories listed above. Here are some examples:

- **Options if student is responding adequately:** continue some or all Tier 3 interventions, continue Tier 2 small group intervention, re-establish check in, check out intervention...
- **Options if student is not responding adequately:** modify Tier 3 interventions, intensify Tier 3 interventions, consider 504 plan, consider referral to special education...

SUMMARIZING TIER 3

Within a school population, 1-5% of students will not respond adequately to Tiers 1 and 2 behavioral interventions and will need additional, individualized, intensified Tier 3 services. The goal of Tier 3 intervention is to meet the behavioral needs of challenging students and enable them to function successfully within the school setting.

Supporting Material

Distribute and allow time to read:

General Guidelines for Successful RTI Tier 3 Instruction and Intervention, page 143

Key elements of Behavioral RTI Tier 3

Discussion Questions

- Response to Intervention is not a program; it is a philosophy or way of thinking. How would you express the mindset that frames Tier 3 of Behavioral RTI? Do staff members at your school currently share that way of thinking about students with extreme behaviors? How might you begin to establish that philosophy on your campus?
- In what ways does a Response to Intervention model enable school staff to intervene early and intensely to address the behaviors of challenging, difficult students?

Some Final Thoughts about Behavioral RTI

If you have not yet shown participants the close of the video program, do so now (2:13). This brief segment directly follows *Tier 3: Next Steps* and begins with the Check and Connect mentor, Krista Baker, saying to Francisco, "What would I like to see..."

Supporting Material

Distribute and allow time to read:

Some Final Thoughts about Behavioral RTI, page 173

Reflections on an RTI mindset, implementation of an RTI model, timeline considerations

If not previously distributed:

Additional Resources, page 175

Websites with charting/graphing features, books, video programs

Discussion Questions

- What is your response to Behavioral RTI?
- What questions do you have? How might you find answers?
- What would be the next steps for your school/district in moving towards implementation of a Behavioral RTI model?
- Does your school already have a Behavioral RTI framework in place? How does it compare with the material demonstrated in the video program?

Suggestions for Self-Study

This section of the *Resource Guide* is designed for use by individuals and small groups. If you are facilitating a group, please turn back to page 3.

Overview of the Program

Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors, Grades K-6 is a 68-minute video program that describes critical components of a Behavioral RTI framework and demonstrates strategies that can be used effectively within that framework.

The program is organized as follows:

- Introduction/Overview of RTI
- RTI Behavior: Tier 1
 - * School-wide Behavior Plan
 - * Social Skills Instruction
 - * Effective Intervention Strategies
 - * Practical Data Collection Techniques
 - * School-wide Behavior Team
- RTI Behavior: Tier 2
 - * Collaborative RTI Team
 - * Small Group Skills Instruction
 - * Individual Check In and Check Out
- RTI Behavior: Tier 3
 - * Functional Behavioral Assessment
 - * Behavior Intervention Plan
 - * Next Steps
- Close

Print Materials included in the Resource Guide

- Note-taking Guides, pages 33-47

The guides are video topic outlines you can use to jot down specific information, thoughts and questions.
- Supporting Information, pages 49-173

These pages provide a summary of video content and supplement that content with additional strategies, details and examples.

Included are:

- * general information sheets
 - * strategy directions
 - * sample forms
- Additional Resources, page 175

At the close of the guide you'll find a list of websites, books and related BER PD Resource Kits that support the implementation of a Behavioral RTI model.

Types of Questions included in the Program

- **Focus questions** help direct your attention to the critical attributes of program content.
- **Reflection questions** generate thinking after you've watched the video footage and read the related resource material.

Your Program

Introduction/Overview

Watch the **Introduction/Overview** portion of the video program (3:50). The note-taking guide for this section is located on page 33.

To gain more information about the RTI model, read *Response to Intervention (RTI)* and *Behavioral Response to Intervention* (pages 49-53).

What questions do you have about Behavioral RTI and its implementation at the elementary level? Keep those questions in mind as you watch the remainder of the program.

Supporting Materials

Note-Taking Guide: Introduction and Overview, page 33

Response to Intervention (RTI), pages 49-51

General description of the RTI framework, academic and behavioral

Behavioral Response to Intervention, page 53

Thumbnail description of the three-tiered model

RTI Behavior: Tier 1

26:03

The RTI Tier 1 note-taking guide is located on pages 35-39.

TIER 1: INTRODUCTION AND SCHOOL-WIDE BEHAVIOR PLAN

8:12

Focus Question

How important is a school-wide behavior plan to the overall success of RTI Tier 1?

Watch the video section. Reflect on the focus question.

Supporting Materials

Tier 1: School-wide Behavior Plan

Part A: Clear Behavioral Expectations, page 57

Part B: Clear Consequences for Misbehavior, pages 59-61

Part C: Clear Ways to Encourage and Reinforce Appropriate Behavior, pages 63-67

Information sheets that describe characteristics of each component of an elementary-level school-wide behavior plan

Oops Slips and Green Slips, page 69

Details about the disciplinary and reward slips used at the school featured in the video program

Positive Behavioral Reinforcement Options, Grades K-6, pages 169-171

List of reinforcements desirable to many elementary-age students

Reflection Questions

- Does your school currently have school-wide behavior expectations? If so, what are they and how are they taught and practiced? How closely do those expectations relate to classroom rules and behavioral rules for all areas of the campus?
- Consider the behavioral consequences on your campus. Are there defined consequence hierarchies for every setting within the school? If so, how closely do the hierarchies relate to one another?
- How is appropriate student behavior reinforced at your school? In what ways could the staff expand and extend positive reinforcement of good behavior?
- What is your reaction to the school-wide reward program shown in the video program? What are its strengths? Do you perceive weaknesses? How might you modify it?

TIER 1: SOCIAL SKILLS INSTRUCTION

1:34

Focus Question

What role does social skills instruction play within the core behavior program of a school?

Watch the video section. Reflect on the focus question.

Supporting Material

Tier 1: Social Skills Instruction, page 71

Includes resources for social skills program selection and evaluation

Reflection Questions

- Does the social skills curriculum currently in place at your school meet most students' behavioral needs and effectively support students' behavioral growth?
- How do you think your school's social skills curriculum/instruction might be strengthened?

TIER 1: EFFECTIVE INTERVENTION STRATEGIES

6:57

Focus Question

What would you identify as the critical characteristics of effective Tier 1 behavioral intervention strategies?

Watch the video section. Reflect on the focus question.

Supporting Materials

Tier 1: Basic Strategies for Keeping Minor Behaviors Minor, pages 73-75

List of ways to prevent and/or deal with minor misbehaviors

Tier 1: Effective Intervention Strategies, pages 77-81

Descriptions and examples of strategies demonstrated in the video program

Time Out, pages 83-87

Guidelines for effective use of Time Out; sample student worksheets

Reflection Questions

- Which intervention strategies described in the video and handouts have you found to be successful? Why do you think these strategies work so well?

- Do the video and handouts contain any intervention strategies that are new to you or remind you of techniques you haven't used recently? Which of these do you think you might implement?
- Are all members of your school staff trained in effective behavior intervention strategies? If not, how might that training be accomplished?

TIER 1: PRACTICAL DATA COLLECTION TECHNIQUES

5:06

Focus Question

What are the benefits of collecting objective data about student behavior?

Watch the video section. Reflect on the focus question.

Supporting Materials

Tier 1: Data Collection, page 89

Overview of the components and qualities of Tier 1 data collection

Behavior Chart, pages 91-93

Description of a classroom behavior chart and how it works

Behavior Documentation Log, pages 95-99

Description of a behavior documentation log and how it works; sample log sheet

Reflection Questions

- Are you currently using a classroom behavioral documentation system? In what ways is it similar to the systems modeled in the video program? In what ways is it different?
- Which of the two demonstrated classroom data collection systems do you think is most effective?
- What are the benefits of adding a positive reinforcement component to a classroom data collection system?
- What types of information can teachers gain from collecting and graphing students' behavioral consequences and their own distribution of positive reinforcement?

TIER 1: SCHOOL-WIDE BEHAVIOR TEAM

3:21

Focus Question

In a Behavioral RTI model, 80-90% of students should respond to the core behavior program of the school. In what ways does a School-wide Behavior Team (SWBT) establish and maintain the effectiveness of the Tier 1 program?

Watch the video section. Reflect on the focus question.

Supporting Material

Tier 1: School-wide Behavior Team, pages 101-105

Description of team membership and responsibilities; sample office referral report

Reflection Questions

- Does your school have a School-wide Behavior Team? What are its responsibilities?
- Why is it helpful to have a variety of staff represented on a School-wide Behavior Team?
- Does your school use disciplinary office referrals to monitor individual misbehavior and/or patterns of misbehavior throughout the school? How might you expand the school's current use of disciplinary referrals?
- Think of an area of your school, a time during the school year, or a time within the school day that would benefit from increased behavioral instruction, incentives and interventions. How might that occur?

SUMMARIZING TIER 1

If you have not yet watched the close of the Tier 1 portion of the video program, do so now (00:53). This brief segment immediately follows the School-wide Behavior Team section.

Tier 1 is the bedrock foundation of a Response to Intervention pyramid. If Tier 1 cannot successfully address the needs of 80-90% of students, the effectiveness of the rest of the RTI model will be reduced.

Supporting Material

General Guidelines for Successful RTI Tier 1 Instruction and Intervention, page 55

Key elements of Behavioral RTI Tier 1

Reflection Questions

- In what ways is your school currently meeting student needs within its core behavior program and in what ways could the core program be strengthened?
- Response to Intervention is not a program; it is a philosophy or way of thinking. How would you express the mindset that frames Tier 1 of Behavioral RTI? Do staff members at your school share that way of thinking about student behavior? How might you begin to establish an RTI philosophy on your campus?

RTI Behavior: Tier 2

22:56

Distribute copies of the RTI Tier 2 note-taking guide located on pages 41-43.

TIER 2: INTRODUCTION AND COLLABORATIVE RTI TEAM

6:21

Focus Question

How does team collaboration strengthen decision making in the area of behavioral intervention?

Watch the video section. Reflect on the focus question.

Supporting Materials

Tier 2: Collaborative RTI Team, pages 109-111

Basic information about tasks, membership and leadership of a Behavioral RTI Team

Role Flexibility within the Behavioral RTI Model, pages 165-167

Staffing descriptions and options within Behavioral RTI

Reflection Questions

- Is your school currently implementing Academic RTI? If so, how might you integrate Behavioral RTI into your existing model?
- RTI Team membership varies from school to school. Consider your own school staffing. Who might best serve as members of a Behavioral RTI Team?
- How does the role of the RTI Team differ from the role of the Tier 1 School-wide Behavior Team? Which staff members are likely to serve on both teams?
- In what ways does an RTI Team support classroom teachers?
- Early intervention is considered one of the major strengths of the RTI model. How does an RTI Team facilitate early behavioral intervention?

TIER 2: SMALL GROUP SKILLS INSTRUCTION

8:03

Focus Question

What attributes of small group instruction are most critical to promoting the behavioral growth of Tier 2 students?

Watch the video section. Reflect on the focus question.

Supporting Materials

Tier 2: Small Group Skills Instruction, pages 113-115

Information about the purpose, leadership, logistics, and characteristics of Tier 2 skills groups

Ziploc® Behavior Goal Monitoring, page 117

Paper Clip Strategy, page 119

Step-by-step directions for two small group reinforcement/monitoring strategies

Tier 2: Monitoring the Progress of Students Who Participate in Small Group Instruction, pages 121-129

Suggestions for monitoring student progress; sample monitoring tools

Additional Resources, page 175

Websites with charting/graphing features, books, video programs

If not read previously:

Role Flexibility within the Behavioral RTI Model, pages 165-167

Staffing descriptions and options within Behavioral RTI

Positive Behavioral Reinforcement Options, Grades K-6, pages 169-171

List of reinforcements desirable to many elementary-age students

Reflection Questions

- Small group targeted skills instruction is a common Tier 2 intervention. Why?
- Small group leadership varies from school to school. Consider your own school staffing. Who might serve as leaders of behavioral skills groups? Would schedule adjustments be needed to facilitate weekly small group sessions?
- Tier 2 students earn positive reinforcement by demonstrating targeted behaviors. What types of positive reinforcement would be most effective with students at your school?
- Can you think of additional ways to track students' Tier 2 behavioral progress?

TIER 2: INDIVIDUAL CHECK IN AND CHECK OUT

7:23

Focus Questions

- What are the characteristics of a Tier 2 student most likely to benefit from individual check in, check out intervention?
- What are the characteristics of a staff member most likely to be an effective check in, check out mentor?

Watch the video section. Reflect on the focus questions.

Supporting Materials

Tier 2: Check In and Check Out Intervention Systems, pages 131-137

Step-by-step description of check in, check out intervention; sample daily rating card

Early Primary Modifications to Check In and Check Out Intervention Systems, pages 139-141

Modifications that enhance the effectiveness of check in, check out intervention for young Tier 2 students; sample daily rating card

If not read previously:

Role Flexibility within the Behavioral RTI Model, pages 165-167

Staffing descriptions and options within Behavioral RTI

Positive Behavioral Reinforcement Options, Grades K-6, pages 169-171

List of reinforcements desirable to many elementary-age students

Reflection Questions

- Think of a student likely to benefit from daily check in and check out. Why do you think this particular type of intervention would be helpful for that student?
- In your opinion, which staff members at your school would be very effective as check in, check out mentors?
- Why is classroom teacher commitment to a program like *Check and Connect* essential to the implementation of the intervention?
- A daily behavior rating form helps monitor student response to the check in, check out intervention. How can that form also serve as a behavior analysis tool?

SUMMARIZING TIER 2

If you have not yet watched the close of the Tier 2 portion of the video program, do so now (1:09). This brief segment, which directly follows check in, check out intervention, addresses the involvement of special educators in RTI behavioral intervention.

Ten to twenty percent of students in the school are likely to require RTI Tier 2 behavioral interventions. The goal of Tier 2 intervention is to meet the behavioral needs of challenging students and enable them to function successfully within the core behavior program of the school.

Supporting Material

General Guidelines for Successful RTI Tier 2 Instruction and Intervention, page 107

Key elements of Behavioral RTI Tier 2

Reflection Questions

- How would you compare your school's interventions for students with more challenging behaviors to the RTI Tier 2 interventions included in the video and reading material?
- Response to Intervention is not a program; it is a philosophy or way of thinking. How would you express the mindset that frames Tier 2 of Behavioral RTI? Do staff members at your school currently share that way of thinking about students with difficult behaviors? How might you begin to establish that philosophy on your campus?

RTI Behavior: Tier 3

12:53

The RTI Tier 3 note-taking guide is located on pages 45-47.

TIER 3: INTRODUCTION AND FUNCTIONAL BEHAVIORAL ASSESSMENT

2:00

Focus Question

Why is identifying the reasons for student misbehavior a critical first step in Tier 3 intervention?

Watch the video section. Reflect on the focus question.

Supporting Material

Tier 3: Functional Behavioral Assessment (FBA), page 145

Brief description of characteristics and steps of an FBA

Reflection Question

Inappropriate behavior is frequently considered an attention-seeking device. Desire for attention is only one motivator for misbehavior. What are other root causes of inappropriate student behavior?

TIER 3: BEHAVIORAL INTERVENTION PLAN

9:29

Focus Question

Why is a comprehensive plan critical to effective Tier 3 intervention?

Watch the video section. **Reflect** on the focus question.

Supporting Materials

Tier 3: Behavioral Intervention Plan, pages 147-149

Steps in developing and implementing a BIP

Tier 3: Monitoring Individual Student Behaviors, pages 151-159

Information about Tier 3 monitoring; sample forms

Tier 3: Crisis Plan, pages 161-163

Elements of a Tier 3 crisis plan; sample individualized thinking log

If not read previously:

Role Flexibility within the Behavioral RTI Model, pages 165-167

Staffing descriptions and options within Behavioral RTI

Positive Behavioral Reinforcement Options, Grades K-6, pages 169-171

List of reinforcements desirable to many elementary-age students

Reflection Questions

- In what ways are classroom teachers involved in Tier 3 interventions and progress monitoring?
- Considering your own school staffing, who might serve as behavioral coaches? Would schedule adjustments be needed to facilitate brief daily meetings with students?
- Is your school currently providing a type of individual behavioral intervention not demonstrated in the video program? Describe the intervention. How does it relate to a Response to Intervention framework?
- Students usually enter Tier 3 via Tier 2, but occasionally an RTI Team will determine that a Tier 1 student needs Tier 3 intervention. Under what circumstances might a Tier 1 student move directly to a Behavior Intervention Plan?

TIER 3: NEXT STEPS

1:24

Focus Question

At the close of each intervention cycle, the RTI Team determines next steps. What array of options might the team consider for Tier 3 students who are:

- responding adequately to Tier 3 interventions?
- not responding adequately to Tier 3 interventions?

Watch the video section. **Reflect** on the focus question. There are several options within each of the categories listed above. Here are some examples:

- **Options if student is responding adequately:** continue some or all Tier 3 interventions, continue Tier 2 small group intervention, re-establish check in, check out intervention...
- **Options if student is not responding adequately:** modify Tier 3 interventions, intensify Tier 3 interventions, consider 504 plan, consider referral to special education...

SUMMARIZING TIER 3

Within a school population, 1-5% of students will not respond adequately to Tiers 1 and 2 behavioral interventions and will need additional, individualized, intensified Tier 3 services. The goal of Tier 3 intervention is to meet the behavioral needs of challenging students and enable them to function successfully within the school setting.

Supporting Material

General Guidelines for Successful RTI Tier 3 Instruction and Intervention, page 143

Key elements of Behavioral RTI Tier 3

Reflection Questions

- Response to Intervention is not a program; it is a philosophy or way of thinking. How would you express the mindset that frames Tier 3 of Behavioral RTI? Do staff members at your school currently share that way of thinking about students with extreme behaviors? How might you begin to establish that philosophy on your campus?
- In what ways does a Response to Intervention model enable school staff to intervene early and intensely to address the behaviors of challenging, difficult students?

Some Final Thoughts about Behavioral RTI

If you have not yet watched the close of the video program, do so now (2:13). This brief segment directly follows *Tier 3: Next Steps* and begins with the Check and Connect mentor, Krista Baker, saying to Francisco, "What would I like to see..."

Supporting Material

Some Final Thoughts about Behavioral RTI, page 173

Reflections on an RTI mindset, implementation of an RTI model,
timeline considerations

If not read previously:

Additional Resources, page 175

Websites with charting/graphing features, books, video programs

Reflection Questions

- What is your response to Behavioral RTI?
- What questions do you have? How might you find answers?
- What would be the next steps for your school/district in moving towards implementation of a Behavioral RTI model?
- Does your school already have a Behavioral RTI framework in place? How does it compare with the material demonstrated in the video program?

PRINT RESOURCES

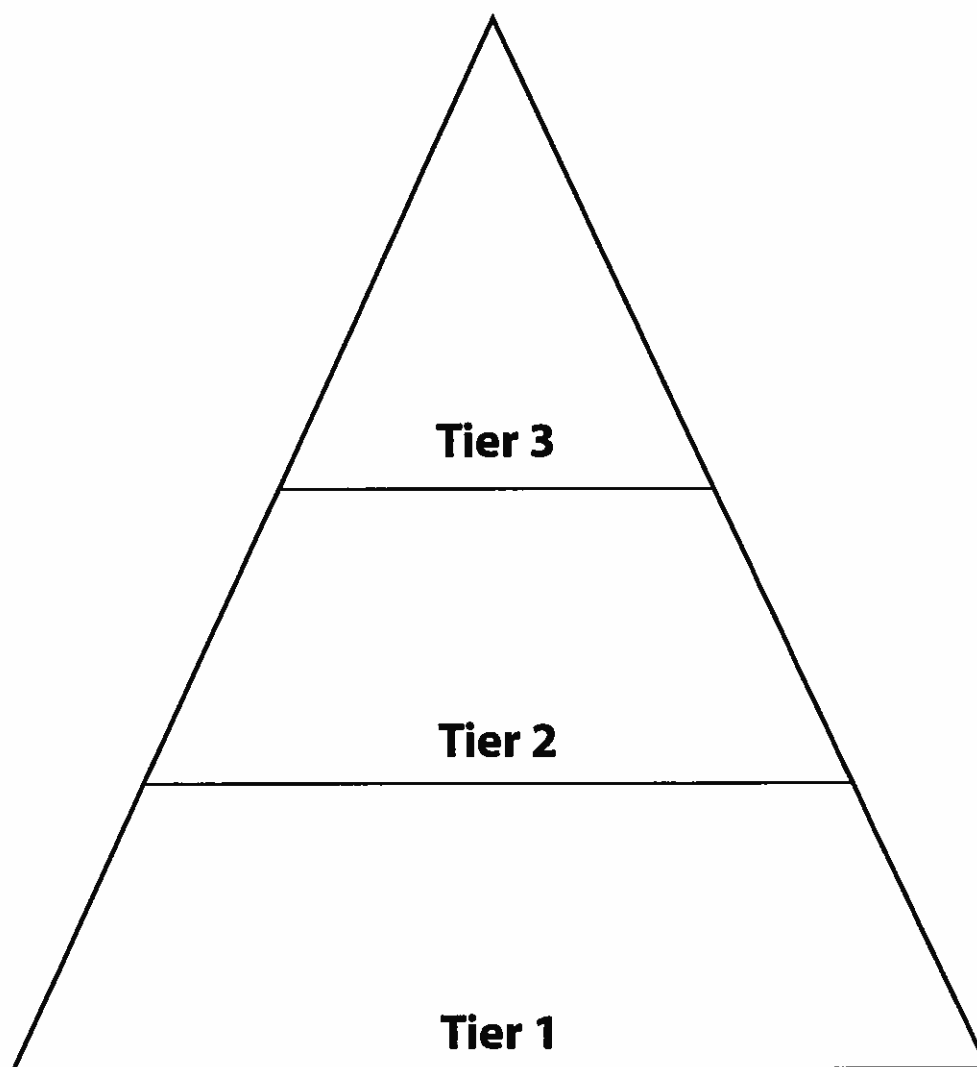


Bureau of Education & Research

Note-Taking Guide: Introduction and Overview of Behavioral RTI

Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors, Grades K-6

Behavioral Response to Intervention



Note-Taking Guide: RTI Tier 1

Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors, Grades K-6

BEHAVIORAL RESPONSE TO INTERVENTION TIER 1
School-wide Behavior Plan
Clear expectations
Clear consequences
Clear ways of encouraging positive behavior <ul style="list-style-type: none">• Verbal and written reinforcement• School-wide system of rewards
Social Skills Instruction
Effective Intervention Strategies
Body language and tone of voice
Asking questions
I messages

Behavioral Response to Intervention Tier 1, *continued*...

Restating the rule

Clear, direct messages

Fogging and broken record

Practical Data Collection Techniques

Behavior chart

- Related to school-wide behavior plan
- Time efficient
- Tracks inappropriate behaviors
- Monitors teacher use of positive reinforcement

Behavior documentation log

- Related to school-wide behavior plan
- Time efficient
- Tracks inappropriate behaviors
- Monitors teacher use of positive reinforcement

Behavioral Response to Intervention Tier 1, *continued*...

School-wide Behavior Team
<p>The School-wide Behavior Team oversees the school's Tier 1 behavior program.</p> <p>Initially:</p> <ul style="list-style-type: none">• Guides development of the school-wide behavior plan• Determines universal screening tool <p>On an ongoing basis:</p> <ul style="list-style-type: none">• Analyzes office referral data• Addresses Tier 1 issues revealed by data

The School-wide Behavior Team oversees the school's Tier 1 behavior program.

Initially:

- Guides development of the school-wide behavior plan
- Determines universal screening tool

On an ongoing basis:

- Analyzes office referral data
- Addresses Tier 1 issues revealed by data

Note-Taking Guide: RTI Tier 2

Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors, Grades K-6

BEHAVIORAL RESPONSE TO INTERVENTION TIER 2
Collaborative RTI Team
<p>Reliance on data</p> <p>Problem-solving focus</p> <p>Cycles of intervention</p>
Small Group Skills Instruction
<p>Additional focused instruction</p> <ul style="list-style-type: none">• Reinforcement of appropriate behavior• Time to practice new skills• Teachable moments <p>Data to monitor student progress</p>

Behavioral Response to Intervention Tier 2, *continued*...

Individual Check In and Check Out
Student checks in with mentor
Student checks in with teacher
Regular, focused feedback throughout the day
Student checks out with teacher
Student checks out with mentor
<ul style="list-style-type: none">• Rewards/consequences• Take-home sheet

Early Primary Modifications
Mentor checks in with student
One or two behavioral goals
Simplified behavior card
Daily mentor-teacher interactions
<ul style="list-style-type: none">• Morning• Afternoon
Mentor checks out with student

Note-Taking Guide: RTI Tier 3

Using the Response to Intervention Model for Disruptive and Difficult Student Behaviors, Grades K-6

BEHAVIORAL RESPONSE TO INTERVENTION TIER 3
Functional Behavioral Assessment
Behavioral Intervention Plan
Specific behavioral goals
Intensive intervention strategies <ul style="list-style-type: none">• Continue Tier 2 interventions• Rate targeted behaviors<ul style="list-style-type: none">▶ Periodically review data with student▶ Prompt appropriate behaviors• Meet daily with a behavior coach• Communicate in dominant language
Individualized rewards

Behavioral Response to Intervention Tier 3, *continued*...

Individualized consequences

Thinking log

- ▶ Identify emotion(s) that preceded misbehavior
- ▶ Name the inappropriate behavior
- ▶ Identify a replacement behavior
- ▶ Commit to a way to "make it right"

Next Steps

Student responds positively to Tier 3 interventions

Student fails to make adequate progress with Tier 3 interventions

Response to Intervention (RTI)

Response to Intervention is an organized approach to reducing student difficulties with learning and behavior. The RTI model, in its simplest form, consists of three tiers:

Tier 1: a comprehensive system of universal instruction and intervention, the core academic program and/or behavioral program of the school

Tier 2: additional, targeted interventions to address the specific needs of students who are not responding adequately to Tier 1 instruction and intervention

Tier 3: individualized, intensified intervention for students who are not responding adequately to instruction and intervention at Tiers 1 and 2

Response to Intervention enables students to receive significant help before being referred for special education services. Rather than waiting to establish students' learning or behavioral deficits over time, schools using an RTI model move quickly to provide support services for students who are not responding to core academic or behavioral programs. RTI keeps students out of the special education process until it has been proven that other, less restrictive interventions are ineffective.

Students' behavioral and academic success are closely aligned. Many students who struggle academically also have behavioral difficulties, whether those behaviors are overt (e.g., acting out, defiant, disruptive, challenging, oppositional) or covert (e.g., withdrawn, truant, passive, depressed). Current research indicates that more than 80% of students who have behavioral issues in school also have academic deficits. When implementing an RTI model, educators need to consider both learning and behavioral interventions as they work to meet the needs of struggling students.

The RTI model is not new, but systematic approaches to using the model are fairly recent. Applying the best practices of RTI to academic and behavioral intervention involves establishing universal, targeted and individualized interventions in a consistent, school-wide manner so that the intensity and focus of instruction will increase in proportion to students' ongoing lack of response to intervention. When students continue to "fail to respond" to increasingly intense, proven interventions, it's likely that the instruction/intervention can be ruled out as the source of the difficulty. Students can then be referred for additional assessments to determine if they have specific needs for special services.

Communication and collaboration among educational personnel are essential to the RTI model. Most of the time, educators will recommend Tier 2 interventions for students who are not responding adequately to solid Tier 1 academic and/or behavioral instruction.

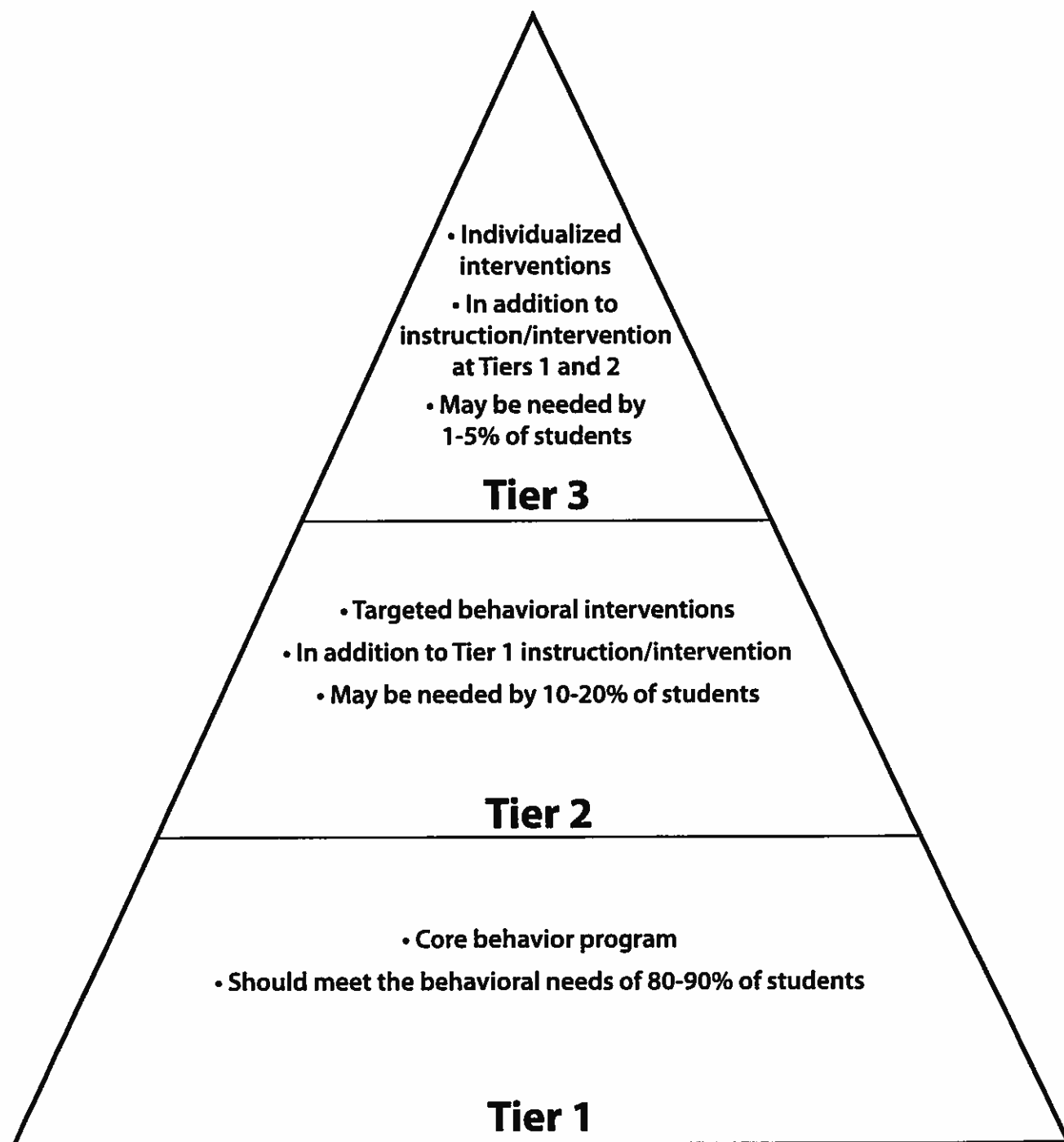
If Tier 2 intervention is ineffectual, then individualized Tier 3 interventions usually precede a referral to special education. However, it may be quite appropriate for a few students to move directly from Tier 1 to Tier 3 services. And for a small number of students with severe learning, behavioral, or physical issues, it is legitimate to seek special education services without first going through multiple RTI intervention cycles.

Adapted from:

Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12, Kathryn Phillips, 2010, BER.

Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6, Kelly Harmon and Mona Roach, PhD, 2009, BER.

Behavioral Response to Intervention



General Guidelines for Successful RTI Tier 1 Instruction and Intervention

The overall success of any Response to Intervention model is dependent on the strength of the foundational tier. In order for Tier 1 to effectively address the behavioral needs of *eighty to ninety percent* of students in a school, the following components must be fully implemented:

- ___ A school-wide behavior plan is established that includes the following elements:
 - ___ Operational expectations for proper behavior are identified, well defined, and actively taught to all members of the school community.
 - ___ A system for recognizing and rewarding positive behaviors is in place and utilized throughout the school.
 - ___ A hierarchical system of consequences is in place to deal with misbehavior.
- ___ The school-wide behavior plan is strongly supported by administration and used consistently by *at least 80%* of the staff.
- ___ All areas of the school are addressed in the plan.
- ___ A proven social skills curriculum, appropriate to the needs of the students enrolled in the school, is taught with fidelity at every grade level.
- ___ Adults are trained in effective behavior intervention strategies and demonstrate proactive response styles when dealing with students who present challenging behaviors.
- ___ Effective, time efficient behavioral data collection systems are in place for classrooms and unstructured areas of the school.
- ___ Staff is trained in how to collect behavioral data and how to use the data to track and analyze student behavior over time.
- ___ A school-wide behavior team meets regularly to oversee the Tier 1 behavior program, examine school-wide behavioral data, and make adjustments to Tier 1 systems as needed.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 1: School-wide Behavior Plan

Part A: Clear Behavioral Expectations

Expectations for student behavior are often grounded in foundational social values, such as "Respect, Responsibility, and Safety." It's vital, though, that the behavioral expectations associated with those conceptual values be clearly defined, taught, modeled, and regularly reviewed so that all students know what is expected of them wherever they may be on campus.

Here are some guidelines:

- All expectations should be measurable, behavioral and observable.
- Expectations should be applicable all day, every day.
- There should be no more than five expectations and no fewer than three for any area of the school.
- Expectations should be stated in the positive (what to do, rather than what not to do).
- Expectations should be prominently posted and frequently referenced.

Here are some examples:

- Follow directions the first time given.
- Keep hands, feet, and objects to yourself at all times.
- Speak respectfully to others.
- Stay in your assigned area of the playground.
- Walk in the hallways.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 1: School-wide Behavior Plan

Part B: Clear Consequences for Misbehavior

Consequences for misbehavior should be systematic, predictable and hierarchical. All elementary-age students start each day at the beginning of the consequence hierarchy no matter how tough the previous day might have been. In many schools, young students, grades K-1, start fresh in the morning and again after lunch.

Here are some guidelines:

- Consequences should be organized in a hierarchy of minor to significant.
- Consequences should be behavioral, logical, natural (to the greatest degree possible), and inevitable.
- Consequences should be inconvenient, boring (for the student) and immediate.
- Consequences should never be physiologically or psychologically harmful.
- There should be no more than five consequences in the hierarchy, no fewer than three.

Here are some examples:

- A verbal warning
- Last one out to recess
- Losing 1-5 minutes of recess; meeting with teacher to discuss problem behavior
- Behavioral problem-solving sheet
- Phone call home
- Oops slip
- Office referral

A variation for students who frequently misbehave

When a student frequently behaves inappropriately and racks up two or three or four consequences every day, the teacher may decide to adjust the classroom hierarchy for that child. The teacher first meets with the student and explains the change, then systematically enters the consequence hierarchy at a higher level in response to student misbehavior. For example, instead of starting with a verbal warning, the teacher may respond to the student's first misbehavior of the day with a consequence of 5 minutes out of recess and a conversation with the teacher.

Consequences for major misbehaviors

Severe misbehaviors (such as physical assault, vandalism, possession of drugs or weapons, leaving the school grounds without permission) are not subject to a consequence hierarchy. Students committing those acts face immediate administrative action as defined by school board policies.

The limits of consequences

Negative consequences *stop* misbehavior in the short term, usually quickly, but they do not *change* student behavior. In order for behavioral change to occur, students must experience greater reward for appropriate behavior than they receive from acting inappropriately on behalf of their own needs and wants. Meaningful positive reinforcement of appropriate behaviors is essential to changing student behavior.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 1: School-wide Behavior Plan

Part C: Clear Ways to Encourage and Reinforce Appropriate Behavior

Acknowledging appropriate behavior is the real foundation of a student management plan. In order for this component to be as strong as possible, educators will want to build encouragement into the school-wide behavior plan as carefully and systematically as they build in consequences for misbehavior. A system of positives should be implemented by everyone on the campus who works with children.

Here are some guidelines:

- Positives should be simple, direct, and attainable for the vast majority of students.
- Positives should be of interest to students and perceived by students as rewarding.
- Positives should be as specific as possible, clearly identifying the behavior that's being reinforced.
- There should be at least five positives in the plan.
- Positives can be verbal, written, tangible, and/or social.
- Recognition and rewards should be age appropriate.

Here are some examples:

- Verbal recognition, praise
- Hand shakes, high fives, thumbs up
- Calls and notes home
- Individual rewards and incentives (e.g., stickers, tokens, special privileges)
- Class-wide rewards (e.g., extra recess, special activities, free time, parties)
- School-wide reward systems (e.g., school-wide recognition programs, token economies)

The importance of random distribution

At Tier 1, school staff want to generously “catch students being good.” When students experience positive support for good behavior in ways that feel somewhat random and unpredictable, motivation for maintaining good behavior increases. Who knows when doing the right thing might bring a reward?

Keep in mind that it's quite appropriate for educators to deliberately watch for good behavior from students who frequently misbehave and catch those students being good more often than they catch students who seldom misbehave. The important thing about random distribution is that it appears random to the student. That's the factor that boosts individual motivation.

The four to one ratio

Research indicates that in order to help a student establish an appropriate behavior, educators need to positively reinforce that behavior *four times* for every correction of the misbehavior. That ratio – four to one – underscores the importance of the school-wide behavior plan's attention to positive support, encouragement and reward.

Types of Tier 1 positive reinforcement

The most critical attribute of any form of positive reinforcement is the degree to which students consider it meaningful and desirable. For example, if verbal praise from a teacher holds meaning for a child, then it will act as an effective incentive and reinforce that child's appropriate behaviors. By broadening Tier 1 positive reinforcements to include such things as social privileges, tangible rewards, and/or a token economy, a school is more likely to increase the number of students who find Tier 1 reinforcements meaningful and desirable. As a result, more students will respond to positive reinforcement of appropriate school behaviors at the Tier 1 level and will be less likely to need services at Tiers 2 and 3.

Two ways to promote staff use of positive reinforcement

At Juniper Elementary (the school featured in the video program) green slips are distributed by classroom teachers, administrators, specialists, support staff, paraprofessionals, playground supervisors, custodians, and office staff – all the adults who come into regular contact with students.

To encourage staff members to “catch students being good” and recognize their good behavior with green slips, the principal has instituted two practices:

- **A staff reward system**

When students spend their green slips – at the student store or by entering a raffle, buying popcorn or gaining admission to a special school event – the slips are collected and saved. At the last faculty meeting of each month, a few slips are drawn from the collection bin, and the staff members who gave the winning slips receive prizes like \$5 coffee cards or 100 free copies on the office duplicating machine.

- **Green and pink pads**

Green slips and pink oops slips are bound together in pads. Each pad includes four times more green slips than pink ones to remind staff that behavioral change is dependent on generous positive reinforcement of appropriate behaviors.

Sources for tangible rewards

If educators decide to include items with monetary value in the school-wide behavior plan, they need to find ways to support that decision. Here are some ideas:

- **PTA**

The Parent-Teacher Association of the school is often willing to commit funds for Tier 1 school-wide recognition and/or reward systems. PTA volunteers may also be able to make and bag popcorn for lunchtime or after-school distribution and help with the supervision of special events.

- **Local Businesses**

Local community businesses may agree to donate small items like pencils, erasers and folders for a student store.

- **Grants**

When the rewards are part of a comprehensive school-wide plan, there may be grant or Title monies available to underwrite some of the costs.

- **Donation Drives**

Never underestimate the power of a donation drive, school-wide or staff-wide, for specific new or “like new” items that can be used to stock student store shelves.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Oops Slips and Green Slips

Juniper Elementary (the school featured in the video program) uses two different recording/reporting slips within its school-wide behavior plan.

Oops slips are a consequence for repeated minor misbehaviors or mildly aggressive misbehaviors. The pink slips are sometimes referred to as "minor office referrals," but students are not sent to the office for these misbehaviors. Instead, the staff member who decided that the student's behavior warranted an oops slip is responsible for handling the immediate situation. Oops slips are frequently accompanied by a time out and/or the completion of a behavioral problem-solving sheet or thinking log. The oops slip is not given to the child but sent to the office where it becomes part of the student's behavioral records and the school's behavioral data collection system.

Green slips (or **Pride slips**) are the currency of the school's token economy. Green slips are given to students within the Tier 1 program to acknowledge and reward safe, respectful, responsible behavior on campus. At Tiers 2 and 3, students may earn green slips for displaying appropriate targeted behaviors. Green slips at Juniper Elementary enable students to:

- purchase items at the student store
- buy popcorn at lunch
- participate in school drawings (e.g., off-campus lunch with the principal)
- gain admission to special school events (e.g., movie nights, craft afternoons)
- take part in coveted activities (e.g., membership on the custodian's crew or the student team for a faculty-student kickball match)

OOPS REPORT

STUDENT _____
TEACHER _____
DATE/TIME _____
INCIDENT _____

ACTION TAKEN _____

STAFF _____

WILDCAT PRIDE

STUDENT _____
☐ Being SAFE
☐ Being RESPECTFUL
☐ Being RESPONSIBLE
Comments _____

From _____ Date _____

Tier 1: Social Skills Instruction

Effective social skills instruction is an essential component of Tier 1 RTI. Students with problem behaviors need help in developing appropriate social skills, and all elementary students benefit from direct instruction in resolving conflicts, making friends, dealing with bullies, and managing anger. These types of life skills lessons, taught well across every grade level, help meet many students' behavioral needs at the Tier 1 level and reduce the need for additional services at Tiers 2 and 3.

Here are some guidelines:

- The social skills curriculum should directly reflect the needs of the students in the school
- Topics may include character education, bullying prevention, drug abuse prevention, conflict resolution, friendship making, anger management, violence prevention, and other social skills
- Social skills programs should be carefully selected from the array of available evidence-based programs

Resources for selection/evaluation of social skills programs

The Collaborative for Academic, Social, and Emotional Learning (CASEL) provides guidelines for the selection of social skills programs. *Safe and Sound: An Educational Leader's Guide to Social and Emotional Learning Programs* rates 80 different programs and identifies the 20 considered by CASEL to be most effective. Refer to the CASEL website for more information: <http://www.casel.org/programs/selecting.php>

The U.S. Department of Education's Institute of Education Sciences maintains the What Works Clearinghouse. By going to <http://ies.ed.gov> and clicking on Featured Sites, users can access the Clearinghouse, search by topic, and review the results of program evaluations.

Tier 1:

Basic Strategies for Keeping Minor Behaviors Minor

It is estimated that 80-90% of misbehaviors presented by students in a school setting can be considered *minor*. Some of these common misbehaviors include: talking out of turn, tattling, teasing, running in hallways, not following an adult's directions, squabbling with peers, and engaging in off-task behavior.

Educators can often keep minor misbehaviors at a minor level by dealing with them proactively and positively. Effective low-key interventions:

- maintain a focus on teaching and learning
- strengthen teacher-student relationships
- help keep students out of the classroom consequence hierarchy

Here are some proven strategies:

- 1. Eye contact**
The “teacher look” or a “revised teacher look” of bewildered puzzlement can stop misbehavior without a word.
- 2. Verbal reminders**
A gentle reminder can sometimes get a student back on track without further effort.
- 3. Nonverbal reminders**
A shake of the head, finger to the lips, finger tap on an assignment sheet, and other forms of silent communication don't disturb or distract the rest of the class but deliver a clear message to an individual student.
- 4. Well taught and well practiced routines and procedures**
Routines and procedures create orderly systems of behavior within classrooms, lunch rooms, auditoriums, and playgrounds. By taking time to develop helpful routines and procedures, teach them, model them, practice them, and regularly review them, teachers eliminate countless minor misbehaviors.
- 5. Movement throughout the classroom**
Staying in motion increases educators' chances of acknowledging appropriate behaviors as well as preventing or minimizing inappropriate ones.
- 6. Ignoring**
Teachers may choose to simply ignore random, minor inappropriate behaviors. Choose your battles.
- 7. Proximity**
Moving calmly towards a student who is behaving inappropriately (while continuing to give directions or instruction) can be enough to stop or reduce misbehavior.

8. Proximity praise

Positively reinforcing a student who is seated near a misbehaving student gets the attention of the misbehaving student and encourages positive change.

9. Clear statements of expectation

Educators need to make their behavioral expectations clear, succinct and specific, especially when transitioning from one type of activity to another (e.g., switching from an interactive lesson to quiet seatwork).

10. Shaping behaviors

An educator can “shape behavior” by positively reinforcing individual student behaviors that are *close* to the desired behavior. As the student’s behavior improves, the educator slowly increases his/her criteria for positive reinforcement.

11. Individual assistance

Some challenging students respond well to periodic one-on-one help (both academic and behavioral) throughout the day.

12. Coaching specific skills

When a student demonstrates a consistent misbehavior (e.g., not following directions), teachers can take time to teach, model, and practice the behavior individually with the student. Don’t begin with an assumption of willful disobedience.

13. Modeling appropriate behaviors

How educators behave is a powerful model for students. Become a third party observer of your own behavior and adjust as needed.

Tier 1: Effective Intervention Strategies

Educators need a tool box of strategies for proactively redirecting disruptive student behavior and maintaining a safe, productive learning environment. Strategies like the ones described below help stop misbehavior, usually quickly, and enable challenging students to function more successfully within the Tier 1 program.

BODY LANGUAGE AND TONE OF VOICE

It is difficult to overstate the importance of body language and tone of voice in behavioral interventions with challenging students.

- **When adults calmly position themselves at the student's side and at the student's level, their body position is less likely to trigger a defensive reaction.** Too often educators rush in, square off with students, box them into a corner, or tower above them. These motions and positions are subconsciously interpreted by many challenging students as threatening, and they will react to that perception rather than consciously process what is being said.
- **A quiet, steady tone of voice is another key to effective intervention.** Students quickly pick up teacher emotions and reflect them back. By remembering to breathe deeply and remain steady, teachers can often keep interventions, even interventions with challenging students, from escalating.
- **By making disciplinary interactions as private as possible, educators avoid setting the stage for defiance.** Intervening from across the room is far less effective than intervening quietly at the student's side. In fact, intervening from across the room may do more harm than good when dealing with a student who is seeking power or control. A good approach to effective intervention is to move in deliberately, get close, and get quiet.

ASKING QUESTIONS

It's not enough to just "ask questions" in behavioral interventions with difficult students because some questions will only make the situation worse. Questions like "What are you doing?" and "Why are you doing that?" open the door to confrontation and extended, escalating dialogues. Instead, educators want to ask questions that require short responses and result in students naming the expected behavior. Here are some examples:

- What should you be doing?
- What's our procedure for ____?
- What's a better choice you could make?
- Is __ (what the student is doing) __ against our rules? What should you be doing?
- Is this helping you or hurting you? What would helping look like?
- Are you going to finish your work now or at recess?

If a student responds in a challenging or unexpected way (e.g., "I think it's helping me" or "I'll finish at recess"), be prepared with your own response in the form of a succinct I message (see below) to redirect student behavior.

I MESSAGES

I messages are clear statements of need and want. They avoid the confrontational, attacking nature of You messages ("You need to sit down", "You need to stop that") and create a more personal interaction between teacher and child. I messages in the classroom usually begin with one of the following:

- I need...
- I want...
- I'd appreciate...

I message openings are followed by a clear statement of the expected behavior.

In recent years, classic "I feel..." messages have come under attack for communicating blame and promoting guilt in students (e.g., "I feel terrible when you behave that way"). Appropriate I messages in a school setting are straightforward behavioral requests.

RESTATING THE RULE

Restating the rule is an effective intervention strategy that provides a replacement behavior for the student. Here are some examples:

- Follow directions. Write your name on your paper.
- Go back to your seat and raise your hand.
- Use respectful language. No put downs.

When educators restate a rule or behavioral expectation in a nonjudgmental, concise way, they provide students with extra instruction right at the moment of need. What should students be doing in place of their current behavior?

CLEAR, DIRECT MESSAGES

Clear, direct messages are useful in stopping minor conflicts and individual disruptive behaviors. Clear, direct messages have four basic components:

- Student name(s)
- Behavior that needs to stop
- Desired behavior
- Thanks

Here are two examples:

- John, Crystal, stop arguing...(breath) Get started on your math. Thanks.
- Denise, stop playing with the water faucet...(breath) Take your seat. Thanks.

After delivering a clear, direct message, educators stay in proximity to the student(s) involved *just long enough to see that the misbehavior has stopped*, then move away. Remaining at hand any longer will open the door to an extended interaction ("She started it" or "I was just getting a drink"). By walking away at the close of the message, the educator communicates three powerful assumptions:

- The interaction is over
- The students are responsible for getting back on task
- The educator is confident they can behave appropriately

FOGGING

Fogging is a useful strategy for defusing emotional interactions with confrontational, upset students or students who are actively seeking to control the intervention. **Fogging is the use of short, neutral, opening phrases that diminish a student's ability to continue arguing with the adult.**

- That's possible, and...
- You may be right, and...
- Could be, and...
- That's interesting, and...

The opening phrases are followed by a restatement of the behavioral expectation. Notice that the conjunction between the phrase and the restatement is not *but*. When educators use *but* to link a fogging phrase to the desired replacement behavior (e.g., *That's possible, but I need you to get to work*), they significantly weaken the power of their fogging. *But* says to a student: I didn't really listen to you; I just want you to change your behavior. *And* says to the student: I hear you; and I need you to do something different at this point in time.

BROKEN RECORD

Broken record is another strategy that can be effective with students who resist redirection. **Broken record is an unemotional repetition of the desired replacement behavior.**

Teacher: I need you to start working on your assignment.

Student: This is a waste of time.

Teacher: That may be so, and I need you to get started on the assignment.

Student: I don't even know why we have to do this stuff.

Teacher: That may be so. Get your paper set up, and try the first problem. I'll be back in few minutes to see if you have questions.

Adapted from *A Practical Approach to Classroom Management and Discipline, Part III: Strategies for Dealing with Difficult and Challenging Students, Grades 3-6*, Spencer Henry and Mona Roach, 2006, BER.

Time Out

Time Out can be a helpful intervention strategy when it is utilized in productive, positive ways. Time Out can provide a mental and emotional break for a student who has become confrontational or angry. Once a student (and his/her teacher) have calmed down, conversation about the behavior is more likely to be productive.

Time Out may also be known as Take Five, Chill Out, Cool Down, Get It Together, and Think Time.

Here are some guidelines for effective use of Time Out:

1. Before educators implement Time Out as an intervention strategy, they need to designate a Time Out space away from the rest of the students and make sure that all students fully understand what Time Out is, what it is for, and what they should do during that time.
2. Time Out procedures should be taught and posted in the Time Out area.

Example:

Time Out

1. Sit down.
2. Work quietly.
3. Complete the Time Out form.
4. Signal the teacher when you are finished.
5. Wait patiently until the teacher comes to you.

3. When students are in Time Out, they should complete a Time Out log or worksheet that helps them reflect on the behavior that caused the Time Out. Primary and intermediate samples are located on pages 85 and 87.
4. A mini-conference with the teacher should precede students' return to ongoing classroom activities.
5. When students are extremely volatile and upset, the teacher may choose to waive the worksheet and use the Time Out space as a cool-down area where the student can regain control over his/her emotions prior to talking with the teacher.

Adapted from *A Practical Approach to Classroom Management and Discipline, Part III: Strategies for Dealing with Difficult and Challenging Students, Grades 3-6*, Spencer Henry and Mona Roach, 2006, BER.

TIME OUT WORKSHEET

Name _____

Use words or pictures to complete the worksheet.

What I did.

What I will do next time.

TIME OUT WORKSHEET

Name _____

What was the problem that caused me to be here?

Is it against our classroom rules? YES NO

How did my behavior affect others?

How I plan to change my behavior:

From A Practical Approach to Classroom Management and Discipline, Part III: Strategies for Dealing with Difficult and Challenging Students, Grades 3-6, Spencer Henry and Mona Roach, 2006, BER.

Tier 1: Data Collection

Behavioral data drives decision making within an RTI framework. Reliable data helps educators make objective observations about the timing, location, frequency, and duration of students' misbehaviors. When data is tracked, staff can more easily spot behavioral trends and patterns.

The two basic levels of data collection at Tier 1 are:

- school
- classroom

SCHOOL-WIDE DATA COLLECTION

- **Office Referrals**

Office referrals are the response to most major misbehaviors on a school campus. Behaviors such as physical assault, vandalism, possession of drugs or weapons, and leaving the school grounds without permission usually result in office referrals. It is vital for a school staff to establish clear guidelines for office referrals so that all adults apply the same criteria to this serious consequence.

- **Oops Slips**

At Juniper Elementary, oops slips are the result of repeated minor misbehaviors or mildly aggressive misbehaviors. The pink slips are sometimes referred to as "minor office referrals," but students are not sent to the office for these misbehaviors. Instead, the staff member who decided that the student's behavior warranted an oops slip is responsible for handling the immediate situation. Oops slips are frequently accompanied by a time out and/or the completion of a behavioral problem-solving sheet or thinking log. The oops slip is not given to the child but sent to the office where it becomes part of the student's behavioral records and the school's behavioral data collection system.

CLASSROOM DATA COLLECTION

Practical whole class data collection systems are a vital part of Behavioral RTI Tier 1. Effective classroom systems:

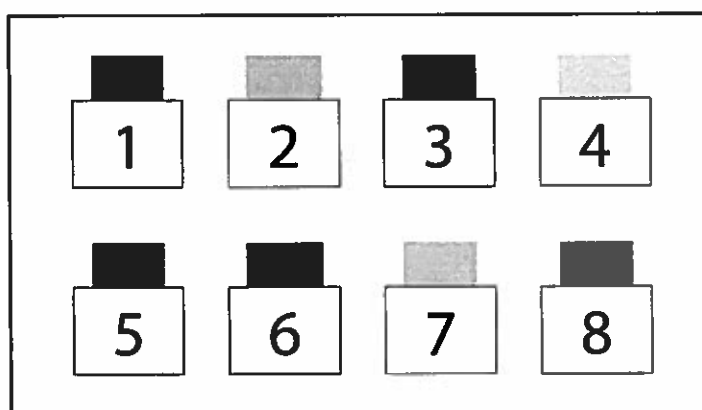
- are directly related to the school-wide behavior plan
- are time efficient for teachers
- enable teachers to easily track inappropriate behaviors
- help teachers monitor their own use of positive reinforcement

Two effective classroom data collection strategies are behavior charts and documentation logs. See pages 91-99 for descriptions.

Behavior Chart

What it is

A behavior chart consists of library pockets and color-coded sets of cards that represent the steps of the classroom consequence hierarchy. Each student has a pocket labeled with his/her name or number.



Each pocket contains a set of color-coded cards.

Examples:

Green – good behavior, no problems

Yellow – warning

Orange – a few minutes out of recess, talk with the teacher

Blue – a more significant amount of time out of recess, talk with the teacher

Purple – time out or a phone call home

Brown – a phone call home or removal from class

How it works

Every student begins each day anew with the good behavior card in the front of his/her pocket. Many K-1 classroom teachers give students a fresh start after lunch.

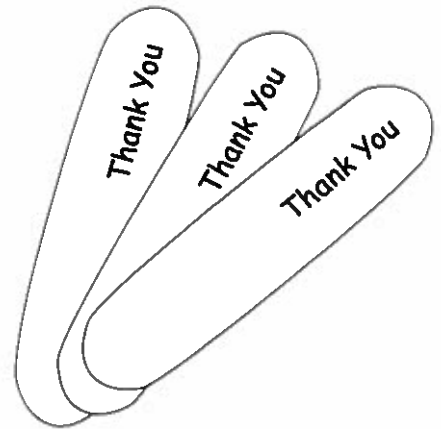
If a student behaves inappropriately, the teacher tells him/her to change the front card in his/her pocket. This action increases student awareness of consequences and creates a visual behavioral record for the day.

If a few students work their way up the consequence hierarchy every day, it may be appropriate to individually establish revised hierarchies for those children. One approach is to have a challenging student move from the good behavior card directly to the second

or third consequence. Another option is developing alternative consequences that are more meaningful, and therefore more effective, for a particular student.

Positive reinforcement

Teachers can also use the chart to track one type of positive reinforcement. In the video you saw thank you sticks used as tangible symbols of positive feedback. When teachers notice students following directions, behaving respectfully and acting responsibly, they can hand them thank you sticks or ask the student to get a thank you stick from a designated location. Students place the sticks in their behavior chart pockets. After school, Juniper teachers convert the thank you sticks into green slips and distribute those to students the next day.



Record keeping

At the close of the day, teachers take a few minutes to record the chart data on a class roster. A record of student misbehaviors enables teachers to identify behavioral patterns and trends over time. By keeping a separate record of positive reinforcements, teachers can also monitor the distribution of these positive interactions with students.

Behavior Documentation Log

What it is

A behavior documentation log enables teachers to very quickly create a private record of student misbehavior and their own positive reinforcement of appropriate replacement behaviors. Classroom rules and consequences are represented by numbers.

Kindergarten Behavior Documentation Log			
Rules:	1. Be Safe	2. Be Respectful	3. Be Responsible
Consequences:	1. Warning/reminder 2. Warning/1 minute time out to talk with student 3. 5 minute time out at quiet table/if on recess sit out 4. Time out remainder of activity/recess 5. Call home		

How it works

When a student misbehaves, the teacher records the student's name on the log sheet, circles the number of the rule the student broke and circles the number of the resulting consequence. There is space for a comment if the teacher wants to record something specific about the incident.

Date	Name	Rule	Cons.	Comments	Positives
2/17	Natalie	1(2)3	(1)2 3 4 5	talking	
2/17	Dustin	1 2(3)	(1)2 3 4 5	directions	

The log helps teachers keep track of what rules students are breaking, so they can provide additional instruction and modeling as needed. The log also becomes a daily record of where children are on the classroom consequence hierarchy. If a few students move up the hierarchy every day, the teacher may want to deal with them differently (e.g., entering the consequence hierarchy at 2 or 3 rather than entering at 1, developing alternative consequences for a student).

Positive reinforcement

The final column of the behavior documentation log enables teachers to tally all the times they specifically reinforce students' desired replacement behaviors. To promote positive behavioral change, educators must reinforce appropriate behavior four times for every single time misbehavior is corrected. For example, if a student is corrected for disrespectful

language, then the student's use of respectful language should be affirmed a minimum of four times within a reasonable time period. The positives column reminds teachers to acknowledge and reinforce appropriate replacement behaviors.

Date	Name	Rule	Cons.	Comments	Positives
2/17	Natalie	1 ② 3	① 2 3 4 5	talking	
2/17	Dustin	1 2 ③	① 2 3 4 5	directions	

Record keeping

By recording and organizing their documentation log data, teachers will be able to more easily identify patterns in student behavior and address those patterns constructively with students.

Kindergarten Behavior Documentation Log

Rules: 1. Be Safe 2. Be Respectful 3. Be Responsible

Consequences: 1. Warning/reminder
 2. Warning/1 minute time out to talk with student
 3. 5 minute time out at quiet table/if on recess sit out
 4. Time out remainder of activity/recess
 5. Call home

Date	Name	Rule	Cons.	Comments	Positives
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		
		1 2 3	1 2 3 4 5		

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 1: School-wide Behavior Team

The School-wide Behavior Team (SWBT) oversees the school's Tier 1 behavior program.

Team membership

Representative SWBT membership could include:

- general education teacher(s)
- an administrator
- a school psychologist
- a counselor
- a paraprofessional
- an ELL teacher
- a special educator

If possible, it's ideal to include the school custodian and the playground/lunchroom supervisor on this team as they bring a unique perspective to discussions about school-wide behavior.

Responsibilities of the SWBT

The School-wide Behavior Team is responsible for many foundational aspects of the Response to Intervention model. Duties include:

- Set a positive tone for the school and articulate a school vision of positive behavior management
- Establish and maintain all components of the school-wide behavior plan
- Organize and oversee direct instruction in school-wide expectations, rules, consequences, and positives
- Determine a universal screening tool for behavior
- Regularly examine and analyze behavioral data from a variety of sources:
 - * office referrals
 - * numbers of students receiving behavioral interventions in RTI Tiers 2 and 3
 - * attendance records
 - * suspensions and expulsions
- Identify areas of the school in need of more supervision
- Address school-wide systems issues raised by behavioral data

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Universal screening tool for behavior

Typically, schools use disciplinary office referrals as a universal screening tool for Behavioral Response to Intervention. The SWBT determines how many office referrals will identify a student as not responding adequately to Tier 1 behavioral instruction and intervention.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Office Referral Data

Juniper School

Grade:

MONTH	K	1	2	3	4	5	Total	Prior Year Total	Two Years Ago Total
SEP	1	1	0	3	4	0	9	9	13
OCT	1	0	0	3	3	0	7	6	28
NOV	2	0	1	1	2	2	8	17	11
DEC	1	0	3	4	1	1	10	6	15
JAN	1	2	3	2	6	1	15	17	16
FEB								12	17
MAR								7	14
APR								28	27
MAY								18	13
JUN								5	3
TOTAL	6	3	7	13	16	4	49	125	157

Time:

MONTH	Before School	A.M. Recess	Lunch Recess	P.M. Recess	After School	Instruction Time	Lunch
SEP	1	0	3	1	1	3	0
OCT	0	0	1	0	0	4	2
NOV	0	3	0	1	2	2	0
DEC	0	0	5	1	0	4	0
JAN	0	1	1	0	0	12	1
FEB							
MAR							
APR							
MAY							
JUN							
TOTAL	1	4	10	3	3	25	3

Location:

MONTH	Cafe	Class	Bus	Turf	'A'	Blacktop	Restroom	Other
SEP	0	3	2	0	0	4	0	0
OCT	0	4	0	0	0	0	0	3
NOV	0	4	1	0	0	1	1	0
DEC	0	4	0	0	1	3	1	1
JAN	1	10	0	1	0	0	1	2
FEB								
MAR								
APR								
MAY								
JUN								
TOTAL	1	25	3	1	1	8	3	6

General Guidelines for Successful RTI Tier 2 Instruction and Intervention

Even with a solid Tier 1 foundation in place, *ten to twenty percent* of students may require additional, targeted Tier 2 behavioral interventions. In order for Tier 2 RTI to effectively address these students' behavioral needs, the following components should be in place:

- ___ An RTI Team meets regularly to consider individual students' behavioral needs and determine what types of interventions would be most appropriate.
- ___ Skills groups are organized as needed with instruction directly focused on students' behavioral deficits.
 - ___ The curriculum for each small group is sound and data driven.
 - ___ Group leaders are trained in and comfortable with the curriculum they are teaching.
 - ___ Lessons are focused on the specific behavioral skills needed by the participants.
 - ___ Instruction is engaging and interactive.
 - ___ Small groups meet for 20-45 minutes, one to two times per week.
 - ___ Group size ranges from 3 to 6 students.
 - ___ Student progress is regularly monitored and graphed. Instruction is modified as needed.
- ___ A daily check in and check out program is established for individual Tier 2 students who need increased supervision and support.
 - ___ Student progress is regularly monitored and graphed. Modifications are made as needed.
- ___ Small group leaders and/or check in, check out mentors regularly review student progress with classroom teachers and make adjustments as needed.
- ___ The RTI Team periodically reviews student behavioral progress and determines next steps.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 2: Collaborative RTI Team

Role of the Behavioral RTI Team

Collaboration is a critical attribute of the Response to Intervention model. Members of the RTI Team work together to determine appropriate interventions for students who are not responding adequately to the school's Tier 1 program.

The team:

- relies on student data, both behavioral and academic
- maintains a problem-solving focus
- identifies the interventions most likely to promote student growth and progress
- establishes cycles of intervention
- regularly monitors student progress
- determines next steps, including: continuing intervention, modified intervention, functional behavioral assessment, intensified intervention, referral to special education

Team membership

Membership on RTI Teams varies significantly from school to school. The configuration of the team is dependent on school size, staffing and resources. The following roles are frequently represented on teams that address students' behavioral needs:

- administrator
- classroom teacher
- school psychologist
- specialist
- counselor
- special educator

Team leadership

Effective leadership is essential to the functioning of an RTI Team. Teams may have a single leader or co-leaders who share the responsibilities of the role.

Team leaders:

- develop meeting agendas
- effectively and efficiently facilitate team meetings
- make sure team decisions are implemented in a timely way
- communicate decisions as needed to the rest of the staff, including classroom teachers, small group leaders, behavior mentors, and coaches

Integration of Behavioral and Academic RTI

When schools and districts choose to implement both Academic and Behavioral RTI, they must decide how to best integrate those models and how integration will affect the roles and membership of school-based RTI Teams. There is growing consensus that the commonalities of the academic and behavioral frameworks lend themselves to the development of a comprehensive RTI model. Fortunately, that consensus is accompanied by an increasing amount of practical guidance about how to best establish a comprehensive model. An excellent resource for more information is *A Comprehensive RTI Model: Integrating Behavioral and Academic Interventions* by Cara Shores, Corwin Press, 2009.

Tier 2: Small Group Skills Instruction

Targeted small group intervention

When a student fails to respond adequately to the Tier 1 behavioral program of the school, he/she becomes eligible for additional Tier 2 interventions. To be effective, the interventions should provide instruction that focuses on the specific behavioral skills the student is lacking. The programs/curricula used for instruction should be proven and sound.

Typical skills groups at the elementary level

- social skills
- anger management
- impulse control
- friendship making
- conflict resolution
- bullying prevention

Group leaders

- administrators
- school psychologists
- special educators
- counselors
- general education teachers
- specialists

Most important, the group leaders must be trained in the programs/curricula they are teaching and comfortable in their role.

Group logistics

- Tier 2 behavior groups include 3-6 students.
- Groups usually meet once or twice a week.
- The normal time frame for lessons is 20-45 minutes.

Characteristics of small group behavioral skills instruction

One of the major advantages of small group instruction is the increased opportunity for teacher-student interaction. That interaction includes:

Clear identification of goal behavior

Small group leaders clearly communicate goal-appropriate behaviors to students. In the video program, the leader of the kindergarten group uses a Ziploc® bag to help students

visualize appropriate listening behavior and to monitor their success at demonstrating that behavior. See page 117 for details.

Positive reinforcement of appropriate behavior

Effective leaders consciously and deliberately affirm targeted, appropriate student behaviors.

Positive reinforcement and progress monitoring

You observed two small group reinforcement strategies in the video program that also act as behavior monitoring strategies. For students, the strategies result in rewards for appropriate behaviors. For group leaders, the strategies generate data about students' use of appropriate behaviors.

- Kindergartners receive sticky dots for demonstrating appropriate listening behavior. Five dots earn a student one green slip – the currency of the school's token economy.
- The leader of an intermediate-level group distributes paper clips to acknowledge goal-appropriate behaviors. See page 119 for details.

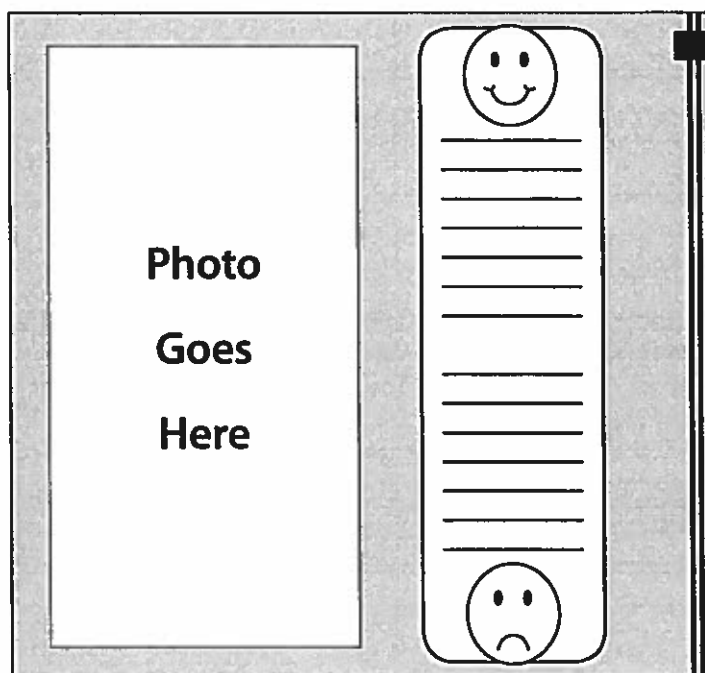
Time to practice new skills

Because the group size is small, there is time for students to practice the skills they are learning. Role playing gives students a chance to apply new ways of thinking, speaking and acting.

Teachable moments

Tier 2 group leaders can take advantage of opportunities to address inappropriate student behavior. Leaders are able to provide misbehaving students with replacement behaviors and help them practice those behaviors. Leaders can also positively reinforce students in the group who choose not to participate (by action or reaction) in the misbehavior.

Ziploc® Behavior Goal Monitoring, Grades K-2



How to Get Started

1. Start by talking with students about the goal behavior. What does it look like?
2. Take a photo of the children demonstrating the agreed-upon behavior. The photo provides a visual of the behavior in action.
3. On a sturdy sheet of paper, create your own version of the happy face/sad face continuum scale shown above.
4. Glue or tape the group photo to the continuum sheet.
5. Place the continuum inside a Ziploc® – the type that uses an external zipper to open and close the bag.
6. Keep the bag handy during group instruction.

How to Use the Bag

1. Start each lesson by showing the students the photo and reminding them of the goal behavior. The zipper should be in a neutral position in the center of the scale.
2. During the lesson, hold up the bag and adjust the zipper incrementally up or down in response to students' demonstration, or lack of demonstration, of the desired behavior.
3. Use the bag throughout the lesson to encourage students to demonstrate the goal behavior and to remind them what the behavior looks like.
4. When the lesson ends with the zipper on the happy face, celebrate together (e.g., praise, high fives, stickers, hand stamps).

Adapted from *A Practical Approach to Classroom Management and Discipline, Part III: Strategies for Dealing with Difficult, Challenging Students, Grades K-2*, Gene Bedley and Mona Roach, PhD, 2007, BER.

Paper Clip Strategy

1. Create behavior monitoring folders for students in the group. Each folder contains behavior graphing pages.
2. Establish a primary behavioral goal for each student in the small group. The goal should address one of the student's most significant behavioral challenges. Examples include: Avoid silliness – Try your best – Follow directions – Participate in the lesson.
3. Determine a reasonable, attainable performance standard for each student – the degree to which the student can display goal-appropriate behavior within the time frame of the small group lesson. The performance standard will be measured by paper clips.
4. At the beginning of each lesson, ask each student to review his/her goal.
5. Use a timer. At regular intervals (e.g., every 3 minutes), distribute a paper clip to each student who is displaying appropriate goal behavior. **The distribution of the clips takes place without comment and does not interrupt instruction.**
6. At the close of the lesson, distribute students' folders. Students count their paper clips and graph their totals.

Student _____	Goal Behavior _____				
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Day	2/10	2/11	2/12	2/13	/



7. Quickly check each student's graph; reinforce positive behaviors; intervene as needed with suggestions for how student behavior could improve at the next small group session.
8. After several sessions of successful performance, students are eligible for a reward. The sessions do **not** need to be consecutive. The group leader decides how many positive sessions are needed for a reward.

Rewards will vary. In the video program the teacher was using a treasure box filled with small, inexpensive items. Meaningful rewards can take many forms (e.g., tangible items, social privileges, the currency of a school's token economy).

Tier 2: Monitoring the Progress of Students Who Participate in Small Group Instruction

The importance of monitoring

It's imperative that small group leaders and RTI Team members know whether or not a small group intervention is working. By consistently gathering and tracking data, educators get a good sense of a student's response to the particular intervention. They can determine if the intervention needs to be altered or if the intervention needs to be dramatically changed. The data speaks directly to the progress the student is, or is not, making.

Monitoring by small group leaders

Small group leaders gather data on students' use of targeted skills within small group lessons. Small group leaders also develop behavior rating sheets for use by classroom teachers.

Monitoring by classroom teachers

During each intervention cycle, classroom teachers use rating forms provided by small group leaders to monitor students' targeted behaviors in the general education setting. Once or twice a week, classroom teachers complete the simple rating sheets and give them to small group leaders so they can see what kind of progress students are making in targeted areas. Small group leaders record and graph the data and use the information to adjust instruction as needed. A sample rating sheet is located on page 123.

Self-monitoring by students

Group leaders may choose to enhance data collection by having students self-monitor their targeted behaviors. This approach can increase students' self-awareness of their own actions and is useful across a range of behavioral goals, including anger management, control of aggressive or bullying behaviors, and demonstration of appropriate social skills. Sample self-monitoring forms are located on pages 125-129.

Tier 2: Sample Behavior Rating Sheet Used by Classroom Teachers

Behavior Report Card

Student: _____ Date: _____

Teacher: _____ 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.

Follow directions

Circle the degree to which the student met the behavior goal:

1 2 3 | 4 5 6 | 7 8 9
Never/Seldom Sometimes Usually/Always

Keep hands, feet and objects to self

Circle the degree to which the student met the behavior goal:

1 2 3 | 4 5 6 | 7 8 9
Never/Seldom Sometimes Usually/Always

Eyes and ears on teacher

Circle the degree to which the student met the behavior goal:

1 2 3 | 4 5 6 | 7 8 9
Never/Seldom Sometimes Usually/Always

Tier 2: Sample Behavior Rating Sheet Used by Students

Lunch Bunch Report Card

Student: _____

Teacher: _____ Classroom: _____

Directions: Every afternoon, review each of the Behavior Report Card items below and then rate the degree to which you showed the behavior or met the behavior goal that day.

Date	/ /	/ /	/ /	/ /	/ /
Behavioral Target	M	T	W	Th	F
<p>I was respectful of other students' feelings and avoided teasing them</p> <p>Circle the degree to which the student met the behavior goal:</p> <p>1 2 3 4 5 6 7 8 9</p> <p>Never/Seldom Sometimes Usually/Always</p>	____ Pts.	____ Pts.	____ Pts.	____ Pts.	____ Pts.
<p>I was respectful with my friends at lunch and lunch recess</p> <p>Circle the degree to which the student met the behavior goal:</p> <p>1 2 3 4 5 6 7 8 9</p> <p>Never/Seldom Sometimes Usually/Always</p>	____ Pts.	____ Pts.	____ Pts.	____ Pts.	____ Pts.
<p>I included other students in an activity or game.</p> <p>Circle the degree to which the student met the behavior goal:</p> <p>1 2 3 4 5 6 7 8 9</p> <p>Never/Seldom Sometimes Usually/Always</p>	____ Pts.	____ Pts.	____ Pts.	____ Pts.	____ Pts.
<p>I solved a problem with another student respectfully.</p> <p>Circle the degree to which the student met the behavior goal:</p> <p>1 2 3 4 5 6 7 8 9</p> <p>Never/Seldom Sometimes Usually/Always</p>	____ Pts.	____ Pts.	____ Pts.	____ Pts.	____ Pts.

Tier 2: Sample Behavior Graphing Sheets Used by Students

Lunch Bunch Report Card

Student Name: _____

Wk. 1 ____/____/____ Wk. 2 ____/____/____ Wk. 3 ____/____/____ Wk. 4 ____/____/____
Start Date: M T W Th F M T W Th F M T W Th F M T W Th F

I was respectful of other students' feelings and avoided teasing them.

Usually/Always	9	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	9	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	9	Usually/Always
	8	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	8	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	8	
	7	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	7	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	7	
Sometimes	6	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	6	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	6	Sometimes
	5	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	5	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	5	
	4	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	4	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	4	
Never/Seldom	3	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	3	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	3	Never/Seldom
	2	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	2	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	2	
	1	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	1	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	1	
		M T W Th F	M T W Th F			M T W Th F	M T W Th F	

I was respectful with my friends at lunch and lunch recess.

Usually/Always	9	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	9	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	9	Usually/Always
	8	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	8	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	8	
	7	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	7	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	7	
Sometimes	6	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	6	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	6	Sometimes
	5	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	5	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	5	
	4	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	4	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	4	
Never/Seldom	3	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	3	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	3	Never/Seldom
	2	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	2	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	2	
	1	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	1	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	1	
		M T W Th F	M T W Th F			M T W Th F	M T W Th F	

Lunch Bunch Report Card, *cont* ...

Student Name: _____

Wk. 1 / / Wk. 2 / / Wk. 3 / / Wk. 4 / /
 Start Date: M T W Th F M T W Th F M T W Th F M T W Th F

I included other students in an activity or game.

Usually/Always	9	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	9	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	9	Usually/Always	
	8	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	8	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	8		
	7	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	7	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	7		
Sometimes	6	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	6	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	6	Sometimes	
	5	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	5	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	5		
	4	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	4	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	4		
Never/Seldom	3	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	3	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	3	Never/Seldom	
	2	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	2	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	2		
	1	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	1	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	1		
		M T W Th F	M T W Th F			M T W Th F	M T W Th F		

I solved a problem with another student respectfully.

Usually/Always	9	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	9	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	9	Usually/Always	
	8	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	8	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	8		
	7	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	7	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	7		
Sometimes	6	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	6	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	6	Sometimes	
	5	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	5	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	5		
	4	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	4	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	4		
Never/Seldom	3	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	3	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	3	Never/Seldom	
	2	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	2	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	2		
	1	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	1	○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○	1		
		M T W Th F	M T W Th F			M T W Th F	M T W Th F		

Tier 2: Check In and Check Out Intervention Systems

A daily check in and check out program is an effective Tier 2 intervention for students who need a structured system to help them regulate their behaviors. The program demonstrated in the video is based on the *Behavior Education Program (BEP)*, also referred to as *Check-In, Check-Out (CICO)*, *Check and Connect*, and *Check-n-Connect* (Crone, Hawken, Horner, 2010).

This type of program provides significant monitoring and support for Tier 2 students. Many students find that they make better behavioral choices when they are required to answer to someone twice a day, every day. The intervention facilitates daily collection of individual behavioral data.

Basic program components include:

Behavior rating card

A check in, check out intervention system requires a daily behavior rating card and a set of rewards/incentives tied to the points students earn. The student behavioral goals listed on the rating card may be the school-wide expectations, or schools could choose to individualize the goals for each participating student. See page 137 for a copy of the individual behavior rating card included in the video program.

Identification of mentors

- Mentors are staff members who relate well with students. They are able to be direct with students about their behaviors, firm with students when needed, and, at the same time, positive with students about their ability to improve their behaviors.
- Mentors may be chosen from a wide range of roles – paraprofessionals, special educators, office staff, counselors, school psychologists, custodians...
- All mentors will need training, clear guidelines for their interactions with students and record-keeping responsibilities, and a degree of time flexibility at the beginning and ending of the day.
- Schools often designate a number of mentors so that more students will be able to participate in this intervention.

Identification of students

Tier 2 students are identified as needing this type of program based on data: office disciplinary referrals, minor office referrals, classroom behaviors, trancies, and tardies. Students who exhibit a high need for structure/supervision and an equally high need for support are likely to respond positively to a check in, check out intervention system.

Notification of parents

Parents should be informed of their children's participation in a check in, check out intervention. The behavior rating card is sent home each afternoon for parent review, and its value will be intensified by active parent involvement.

Check in with a mentor

At the beginning of each school day, the student checks in with a designated mentor. The mentor greets the student, reviews behavioral expectations, encourages the student, and gives him/her a behavior rating card for that day.

Check in with the classroom teacher

The student next checks in with his/her classroom teacher who greets the student, reviews behavioral expectations, and encourages the student to behave appropriately. The student gives the teacher his/her behavior rating card.

Teachers monitor student behavior throughout the day

In defined time increments throughout the school day, the classroom teacher rates the student's behavior. When the student is behaving appropriately, the teacher takes time to affirm and positively reinforce the behavior. If the student spends time in his/her day with other teachers (e.g., reading specialist, PE teacher), those teachers are responsible for rating the student's behavior during their lessons and activities.

Check out with the classroom teacher

Near the end of the day, the student checks out with his/her classroom teacher and receives feedback on his/her behavior. The teacher gives the student his/her card to take to the mentor.

Check out with the mentor

The student returns to the mentor shortly before school is dismissed. The mentor calculates the student's points and determines whether or not the student has met his/her goal for the day. (The same point goal may be set for all participants in the check in, check out intervention or point goals may be established on a student-by-student basis.) A lost card results in no points for the day. The mentor distributes rewards or consequences and affirms the student's ability to control his/her actions, even if that particular day was less than successful.

Rewards and consequences

Reinforcements and consequences will vary by school:

- All students participating in the check in, check out intervention may be earning the same rewards OR the rewards may be somewhat individualized.
- The consequence for failure to meet a daily goal may be lack of reward OR may involve additional student effort (e.g., completion of a thinking log or behavioral problem-solving sheet).

Student takes home a copy of the behavior rating card

Rating cards are often printed as two-copy NCR forms. The top sheet stays at the school; the second sheet is torn off and sent home to parents/guardians.

Student points are recorded and graphed

The mentor is responsible for regularly graphing the student's point totals. This may occur daily or weekly. Trends and patterns will help determine future interventions and RTI Team decisions.

Sample Check and Connect Behavior Rating Form

Individual Behavior Rating Form

Student Name: _____

Date: _____

Please record
schedule/
activities
(above time
periods)

	8:45- 9:00	9:00- 9:30	9:30- 10:00	10:00- 10:30	10:30- 11:15	11:15- 11:35	11:35- 12:00	12:00- 1:00	1:00- 1:30	1:30- 2:00	2:00- 2:45	2:45- 3:30
Goal 1: Be Respectful: Cooperating appropriately with peers.	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N
Goal 2: Be Safe: Sitting with feet on the floor and hands to self.	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N
Goal 3: Be Responsible: Appropriate class participation (raise hand, be on task).	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N	2 1 0 N

Student
Goal

Daily
Points
Earned/
Possible

72

Tier 2: Early Primary Modifications to Check In and Check Out Intervention Systems

The following modifications make it possible for a Tier 2 check in, check out intervention to best meet the needs of young primary children:

Mentor checks in with student

Rather than having kindergarten and first grade students travel to a mentor, the mentor comes to the classroom for check in.

One or two behavioral goals

For a young student, just one or two behaviors are targeted for improvement. A mentor reviews the goal(s) with the student and reminds him/her of techniques to control the behavior(s).

Simplified behavior rating card

The behavior rating card for young children usually consists of symbols rather than numbers. In addition, rating time increments are shortened so that students will more frequently receive positive feedback from their classroom teachers. See page 141 for a copy of the early primary rating card seen in the video.

Morning interaction with the classroom teacher

The mentor quickly recaps morning check-in with the classroom teacher.

Afternoon interaction with the classroom teacher

Near the close of the day, the mentor touches base with the classroom teacher, receives the student's completed rating card, and hears about the student's behavior during the day.

Mentor checks out with student

Then the mentor checks out with the student and calculates a score for the day. The interaction includes feedback on difficulties and positive reinforcement of goal behavior.

Sample Early Primary Check and Connect Behavior Rating Form

Behavior Rating Card

Date: _____

Teacher Comments

8:45 - 9:00	Breakfast	😊 / 😞	
9:00 - 9:15	Carpet	😊 / 😞	
9:15 - 9:30	Carpet	😊 / 😞	
9:30 - 9:45	Writing	😊 / 😞	
9:45 - 10:00	Writing	😊 / 😞	
10:00 - 10:15	Recess	😊 / 😞	
10:15 - 10:30	Recess	😊 / 😞	
10:30 - 10:45	Reading	😊 / 😞	
10:45 - 11:00	Reading	😊 / 😞	
11:00 - 11:15	Reading	😊 / 😞	
11:15 - 11:30	Centers/ Closure	😊 / 😞	

- Goals: 1) Follow directions with one prompt/reminder.
2) Keep hands and feet to self.

General Guidelines for Successful RTI Tier 3 Instruction and Intervention

Approximately *one to five percent* of students will require Tier 3 individualized behavioral interventions. In order to meet the needs of students with challenging and problematic behaviors, RTI Tier 3 interventions should include the following elements:

- The RTI Team decides that an individual behavioral intervention plan is the most effective way to address the student's inappropriate behavior.
- The RTI Team coordinates a Functional Behavioral Assessment (FBA) and an analysis of the results.
- Using information from the FBA, an individual behavioral intervention plan is developed by one or more qualified staff members to address the student's most significant behavioral needs. This is often accomplished in coordination with the classroom teacher, an administrator, a parent, and the student.
- The student's behavior is monitored daily using a behavioral rating card or behavior tracking log and a system of rewards and consequences that is meaningful to the individual student.
- In addition to regular behavioral consequences and reinforcement by his/her teacher(s), the student receives daily behavioral feedback from a behavior coach.
- There is specific, regular communication between school and home.
- Student progress is graphed.
- The behavioral intervention program is adjusted as needed.
- After one or more cycles of intervention, the RTI Team determines whether or not the student is responding to Tier 3 intervention and what the next steps should be.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 3: Functional Behavioral Assessment (FBA)

A Functional Behavioral Assessment (FBA) is a problem-solving format commonly used as part of initial and ongoing work with students who have behavior disorders. The effectiveness of this approach makes it ideal for planning interventions for Tier 3 students.

Some key characteristics of a Functional Behavioral Assessment

- An FBA is designed to investigate the issues that surround a student's misbehavior and why it keeps occurring.
- An FBA should be conducted by a group, not by an individual.
- An FBA provides excellent data and helps determine next steps.
- An FBA is NOT busy work or just jumping through the hoops. It is designed to help staff best provide interventions that will potentially resolve or mitigate an individual student's behavioral issues.

Basic steps of a Functional Behavioral Assessment

1. Define the inappropriate behavior
2. Gather information
 - Where does the behavior occur?
 - With whom does it occur?
 - When does the behavior occur?
 - What is happening right before the behavior occurs?
 - What is happening right after the behavior occurs?
 - Examine the environments in which the student more often behaves appropriately. When, where, with whom, and what is happening when the inappropriate behavior does **not** occur?
3. Using the information, develop a theory about **why** the behavior is occurring.
 - What is the function of the behavior for the student?
 - What needs are being met and/or maintained through the student's behavior?

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 3: Behavioral Intervention Plan

An individual Behavioral Intervention Plan (BIP) is a document that spells out as precisely as possible the student's behavioral goal(s) and how school staff and parents/guardians will intervene to help the student develop and increase his/her use of appropriate goal behavior(s).

Steps in developing and implementing a BIP include:

DEFINE THE GOAL(S)

1. Identify the **problematic behavior(s)**. Target no more than three behaviors.
2. Identify **replacement behavior(s)**. What do you want the student to do instead?

DETERMINE INTERVENTIONS

3. Decide what you are going to do to **prevent** the targeted behavior(s) from occurring or decrease the frequency of occurrence. Information gained from the FBA will be very helpful here. Examples include: engaging the student in more tactile/kinesthetic learning activities, making environmental accommodations, including the student more frequently in small group instruction, adjusting who the student works with in the classroom...
4. Decide how you will best **teach** replacement behavior skills. Options include:
 - Tier 2 small group skills instruction focused on the kinds of behaviors the student needs to learn
 - Regular meetings with a behavior coach who can provide timely, one-on-one behavior instruction as needed
 - For an ELL student, opportunities to receive instruction and coaching in the dominant language, if possible
5. Identify what **reinforcements** will follow student use of replacement behavior. It is essential that the student be involved in this step of the process. What reinforcements are desirable and meaningful to the student? What will act as an incentive for appropriate behavior? Decide which staff members will be responsible for providing the reinforcement.
6. Identify what **consequences** will follow student use of targeted behaviors. Which staff members will be responsible for implementing the consequences?
7. Decide if the student is at all likely to require crisis interventions. If so, develop a **crisis plan**.

IDENTIFY MONITORING STRATEGIES

8. Decide how you will monitor the student's behavioral progress.
 - How will you gather data?
 - Which staff members will be responsible for monitoring?
 - How will the student be involved in looking at his/her behavioral data?
 - How will you report student progress?

DEFINE THE TIME PERIOD AND GET AGREEMENT

9. Select a **beginning and an ending date** for this intervention cycle.
10. Get agreement from all involved, including the student.

IMPLEMENT THE BEHAVIORAL INTERVENTION PLAN

11. Use the BIP with fidelity.
12. Monitor and graph student progress.
13. Adjust the BIP during the intervention cycle if necessary.
14. Use the results of the BIP to determine future steps.

Tier 3: Monitoring Individual Student Behaviors

In order for staff to determine if a student is responding to a Behavioral Intervention Plan, specific behavioral data must be collected on a daily basis.

One option is a daily behavior rating card customized to address individual goals. This type of card is used to record numerical behavior ratings in time increments throughout the day. For students at Tier 3, the card is further individualized to include:

- ascending numerical goals for positive reinforcements that are meaningful to and desired by the student
- a hierarchy of specific consequences for failure to meet basic numerical goals

Another option is an individual behavior tracking log. Staff members are instructed to document each of the student's behavioral infractions and note the intervention and the outcome.

Both these documents help staff analyze patterns of behavior and the effectiveness of ongoing interventions. Examples of the forms are located on pages 153-159.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 3 Behavior Rating Sheet, Sample A

Individual Behavior Rating Form

Student Name: _____

Date: _____

Please record
schedule/
activities
(above time
periods)

	Breakfast		Reading		Reading		Reading		Rec/Lunch		Math		Math		Writing		Writing		Storyline		Storyline	
	8:00- 9:00	9:00- 10:00	10:00- 10:30	10:30- 11:15	11:15- 12:00	12:00- 12:30	12:30- 1:00	1:00- 1:30	1:30- 2:00	2:00- 2:30	2:30- 3:00	3:00- 3:30										
Goal 1: Follow directions the first time asked	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N										
Goal 2: Be respectful, speak respectfully	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N										
Goal 3: Keep hands/ feet to self	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N										

Daily
Points
Earned/
Possible

58

Goal:

72

58+ = 10 min. computer time
68+ = 15 min. computer time
72 = 20 min. library time

55 or less = miss lunch recess/thinking log
45 or less = miss LR/Lunch in office/thinking log
25 or less = out of class remainder of day/next day
N = Time-out/out of class rest of day

Tier 3 Behavior Rating Sheet, Sample B

Individual Behavior Rating Form

Student Name: _____ Date: _____

Please record
schedule/
activities
(above time
periods)

	Breakfast	Science	Reading	Writing	PE/Music	Rec/Lunch	Msg. DEAR	Math Intv.	Math	Break	Reading
	8:45- 9:00	9:00- 10:00	10:00- 10:30	10:30- 11:00	11:00- 11:30	11:30- 12:30	12:30- 1:00	1:00- 1:30	1:30- 2:15	2:15- 2:30	2:30- 3:30
Goal 1: Talk respectfully to others	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N
Goal 2: Respect personal space of self/others.	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N
Goal 3: Stay on task and complete class work.	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N	210N

Comments: _____

Daily
Points
Earned/
Possible

Goal: 53

66

53+ = 15 Min. Helper KG
60+ = 15 min. Help KG w/ friend
66 = 5 Wildcat Pride Slips/call home!

52 or less = Miss helping KG
48 or less = return 5 Wildcat Pride Slips
43 or less = Phone call home
N = Office Discipline Referral/call home

Behavior Tracking Log

Student's Name:

Replacement Behavior(s):

Date/Time	Incident/Intervention	Outcome	Initial

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Sample Behavior Tracking Log

Student's Name: *Joey*

Replacement Behavior(s):

Joey will use pro-social, nonaggressive actions with others

Date/Time	Incident/Intervention	Outcome	Initial
<i>November 5 10:40</i>	<i>Joey became frustrated in the blocks area, hit Sam with a block. I removed him to time out.</i>	<i>Joey had to be helped to the time out area; stayed in area for 5 minutes; we talked about behavior before his return to class activity</i>	<i>KP</i>
<i>November 7 10:00</i>	<i>Joey wanted to be chosen to use highlighter tape during shared reading, kicked Darla (the person chosen). Time out.</i>	<i>Joey went on his own to time out area, was quiet the entire time (4 minutes). Said he was sorry to Darla without being prompted.</i>	<i>KP</i>
<i>November 7 11:45</i>	<i>Joey's mother picked him up for a doctor's appointment. Joey hit his mom. She pulled him to the car.</i>	<i>Joey went to the car crying and screaming.</i>	<i>KP</i>

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Tier 3: Crisis Plan

If a student is likely to require crisis interventions, then it's essential to have a crisis plan. The plan should include:

- 1. Which staff member(s) will be contacted to remove the student from the classroom or other location**
- 2. Where the student will be taken to calm down**

A safe time out space is empty with bare walls. Ideally, it is sound proof. A high window in the door enables staff to observe the student at all times from outside the room.
- 3. Which staff member(s) will talk with the student about his/her behavior and its consequences**
 - a. The student will identify his/her inappropriate behavior
 - b. An individualized thinking log (see page 163) may be used to help the student identify:
 - The emotions that immediately preceded the behavior
 - The behavior itself
 - What the student could have done instead
 - How the student can try to make the situation right
- 4. What the specific consequences will be for extreme or explosive misbehaviors**

Thinking Log

Date: _____ Time: _____

I felt:

☐ Angry

☐ Sad

☐ Nervous/Afraid

☐ Upset

☐ Disappointed

☐ Other: _____

What I did:

Next time I will:

☐ Take a "Chill"

☐ Ignore the problem

☐ Calm myself

☐ Talk to Mrs. D.

☐ Continue working

☐ Other: _____

To "make it right," I will:

☐ Make an apology to _____

☐ Help do an extra class chore

☐ Finish my work

☐ _____

Role Flexibility within the Behavioral RTI Model

Each school staff will need to determine who can best take on specific roles within the Behavioral RTI model. There is no "one right way" or "one best way" to implement Behavioral RTI. Staffing decisions must be realistically based on personnel, time and available resources.

All members of the school staff will be involved in elements of RTI Tier 1.

- The **school-wide behavior plan** will affect all staff interactions with students.
- Classroom teachers will teach **social skills** and collect student **behavioral data**.
- All staff members will know and use effective **behavioral intervention strategies**.
- Representatives of the entire school community will serve on the **School-wide Behavior Team**.

Each component of RTI Tier 2 can be implemented by a variety of school staff members.

- The **RTI Team** will benefit from representation by administration, general education teachers, specialists, and special educators as well as participation by a school psychologist and counselor if possible.
- **Small behavioral skills groups** may be taught by various educators, including: school psychologists, counselors, specialists, general education teachers, administrators, and special education teachers. Because the small group programs/curricula will be established and sound, a variety of staff members can be trained to use the material successfully with students.
- **Check in and check out**
 - ◊ **Mentors** are staff members who relate well with students and who are able to be direct, positive, and firm when needed. Mentors may be chosen from a wide range of roles – paraprofessionals, special educators, office staff, counselors, school psychologists, custodians... All mentors will need training, clear guidelines for their interactions with students, and a degree of time flexibility at the beginning and ending of the day. Schools often designate more than one mentor so that a greater number of students can participate in this intervention.
 - ◊ **Classroom teachers** are also involved in a check in, check out program. They monitor and rate student behavior throughout the day and engage in check in, check out procedures with individual students in their classrooms.

Within RTI Tier 3, one-on-one behavior intervention may involve a variety of staff members.

- Educators who have been trained in student observation and techniques of assessment and analysis will conduct **functional behavioral assessments**.

- School psychologists, counselors, administrators, specialists, special educators, and/or general educators can work together to develop and implement individual **behavioral intervention plans**.
- The student's Tier 2 small group instructor is often the best person to serve as the student's **Tier 3 behavior coach**.

When a school staff approaches Behavioral RTI with role flexibility in mind, it is easier to find ways to implement a strong, effective behavioral framework for students.

Positive Behavioral Reinforcement Options, Grades K-6

To best support RTI Tier 1, educators want to thoughtfully develop a hierarchy of sustainable rewards and then generously “catch kids being good” in ways that feel somewhat random and unpredictable to students. Students receiving services in Tiers 2 and 3 continue to participate in the Tier 1 rewards program and also earn desired positive reinforcement by improving their targeted behaviors.

There are many different ways to positively reinforce elementary students’ appropriate behaviors:

- Verbal recognition
- Notes of appreciation
- Certificates, medallions, ribbons
- Recognition in classrooms, in assemblies, in school newsletters
- Special stickers, hand stamps
- Happy notes, phone calls, emails to parents/guardians
- Homework pass
- Computer game pass
- Library pass
- Free choice pass
- Drawing time pass
- Extra recess pass
- Play a game with a friend at lunch
- Sit with a friend for a lesson
- Visit another classroom for a lesson
- Be the line leader
- Keep a stuffed animal at your desk
- Sit at the teacher’s desk
- Choose where to sit in the classroom (at lunch or during a portion of the day)
- Help in a kindergarten classroom, in the office
- Help a teacher, the principal, the custodian, any staff member
- Choose something from a treasure box that’s filled with small, inexpensive items
- Take your shoes off for part of the day

- Classroom or school-wide tokens that can be used to:
 - ◊ purchase tangible items at a student store
 - ◊ purchase privileges (e.g., homework pass, free choice time, permission to sit at the teacher's desk, an item from a treasure box)
 - ◊ obtain food products at lunch, recess, or after school
 - ◊ have lunch with the teacher
 - ◊ gain admission into special school or grade-level events like craft/game afternoons, movie/popcorn evenings, ice cream parties
 - ◊ enter raffles for lunches, special items, special privileges
 - ◊ participate in coveted activities like helping the custodian or playing on the student team in a faculty-student kickball match

Some Final Thoughts about Behavioral RTI

- Behavioral Response to Intervention is not a program nor is it merely a process. It is a framework, a philosophy, a mindset. In many ways, it is good teaching.
- When you hear the comment “An RTI model will take too much time,” it’s important to keep in mind that students with behavioral difficulties already take time. They take classroom teacher time, class time, administrator time, office staff time, playground supervisor time, cafeteria supervisor time, counselor time, and specialist time. And they spend way too much of their own time in time out, in the school office, and in disciplinary interactions with school staff. So while it’s true that an RTI model takes time, that time is directly, productively focused on students’ behavioral improvement. RTI enables educators to collaborate, to intervene early and effectively, and to teach children targeted pro-social behaviors. Isn’t that a better way to spend time?
- Fully implementing Behavioral RTI will take a school staff three to five years. That’s not a pessimistic estimate; that’s a realistic estimate.
- Educators need to be well informed about RTI. Use the resources listed on page 175 and find additional information that will help guide your thinking and your decisions.
- Behavioral RTI will involve every member of your school staff in significant ways. Create a plan and a timeline. Take the development process slowly. Sometimes the fastest way to accomplish a big goal is to move slowly and steadily.
- Enlist the support of as many members of the school staff as possible. A *minimum* level of staff support for any successful school-wide initiative is 80%. Try to exceed that goal.

Adapted from *Using the Response to Intervention Model for Disruptive and Difficult Students Behaviors, Grades K-12*, Kathryn Phillips, 2010, BER.

Additional Resources

WEB RESOURCES

Google Docs

<http://www.docs.google.com>

Enables users to create forms and generate graphs and charts

Intervention Central

<http://www.interventioncentral.org>

Created by Jim Wright; contains a wealth of resources related to Response to Intervention, including the *Behavior Report Card Generator* and *ChartDog Graphmaker*

Positive Behavioral Interventions and Supports

<http://www.pbis.org>

Descriptions and resources for an established approach to Behavioral Response to Intervention

PRINT RESOURCES

Bender, William C. and Cara Shores. *Response to Intervention: A Practical Guide for Every Teacher*. Thousand Oaks, CA: Corwin, 2007.

Crone, Deanne A., Leanne S. Hawken, PhD, and Robert H. Horner, PhD. *Responding to Problem Behavior in Schools, Second Edition: The Behavior Education Program (The Guilford Practical Intervention in Schools Series)*. New York, NY: The Guilford Press, 2010.

Shores, Cara. *A Comprehensive RTI Model: Integrating Behavioral and Academic Interventions*. Thousand Oaks, CA: Corwin, 2009.

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These programs feature Gene Bedley.

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These programs feature Bev Bain and Spencer Henry.

Making Inclusion More Successful: Practical Behavior Management Strategies for the Classroom, Grades K-6

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