

RTI and Positive Behavior Supports: Integrating Behavioral and Academic Supports in Schools

- Welcome and introductions
- Overview of RTI for Behavior Support
- The challenge of problem behavior in schools
- Relationship of problem behavior to academic failure
- RTI Intervention Menu for Behavior Support
- Tier 1, 2, and 3!
- Universal screening: what students in what tier?
- Progress Monitoring and Data-based Decision Making
- Intervention fidelity assessment
- Questions and comments

- RTI and Behavior: [A Guide to] Integrating Behavioral and Academic Supports (Sprague, Cook, Browning-Wright & Sadler, 2008) www.shoplrp.com

Big Ideas about RtI and Behavior Support

- **Multiple tiers of behavior support**
 - Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.
- **Evidence-based/scientifically-validated interventions**
 - Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.
- **Universal, proactive screening**
 - Refers to a systematic process of *detecting* a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.
- **Progress monitoring**
 - Refers to the practice that is used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction.
- **Problem-solving**
 - Refers to the dynamic and systematic process that guides the Behavior Support Team's behavior in (a) identifying the problem (b) analyzing the problem (c) developing a plan of action (d) implementing the plan and (e) evaluating the outcomes of the plan.
- **Data-based decision-making**
 - Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify*, *keep in place*, or *remove* particular interventions or supports.
- **Treatment integrity assessment**
 - Refers to the notion that interventions or supports being implemented in an RTI model for behavior should be implemented as intended to enable appropriate and legally defensible decision-making.

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Finding Your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often or very often**...
Swear at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household **often or very often**...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
3. Did an adult or person at least 5 years older than you **ever**...
Touch or fondle you or have you touch their body in a sexual way?
or
Attempt or actually have oral, anal, or vaginal intercourse with you?
Yes No If yes enter 1 _____
4. Did you **often or very often** feel that ...
No one in your family loved you or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If yes enter 1 _____
5. Did you **often or very often** feel that ...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If yes enter 1 _____
6. Were your parents **ever** separated or divorced?
Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often or very often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
Yes No If yes enter 1 _____
10. Did a household member go to prison?
Yes No If yes enter 1 _____

Now add up your "Yes" answers: _____ This is your ACE Score.

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It's never too early, nor too late to nurture and support children and youth

- Prevention is the outcome for everyone
- Intervention is how we achieve prevention
- Simple things form the basis for all interventions
 - Positive, caring interactions
 - Monitoring and supervision
 - Physical activity
 - Multiple points of influence

In your experience what other things do you know to work with students?

Think pair and share

Given the new science about young people's brain development, what are the implications for

–How we teach expected behavior?

–How we correct misbehavior?

–How we respond to individual differences regarding

•The need for reward?

•Responsiveness to punishment?

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Questions to ask

How can we make the behavior support process?

–Help students accept responsibility?

–Place high value on academic engagement and achievement?

–Teach alternative ways to behave?

–Focus on restoring the environment and social relationships in the school?

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Response to Intervention Capacity Assessment

A= Achieved, IP= In progress, NS= Not Started

Item/Practice	A	IP	NS
<i>District level leadership and commitment</i>			
1. There is district level support at the school board, superintendent and administrative levels that includes an agreement to adopt implement and maintain an RTI approach for academics and behavior.			
2. A district level team is established with individuals who have expertise in developing, implementing, and sustaining a full range of behavior as well as academic interventions and supports.			
3. There is commitment to a long term change process (3-5 years) evidenced by a multi-year prevention-focused action plan with goals, objectives and action steps.			
4. The district leadership team has defined a regular meeting schedule & meeting process (agenda, minutes, etc).			
5. A district-level Coordinator(s) is identified who has adequate FTE to manage day-to-day operations.			
6. The district and schools have defined policies, strategies, structures, roles and responsibilities in relation to RTI.			
7. Trainers have been identified to build & sustain School-wide RTI practices.			
8. Staff Development is facilitated through a rich variety of learning opportunities within and across schools (e.g., focused institutes, team meetings, study groups, site visits, etc.).			
9. The District leadership team has developed an evaluation process for assessing (a) extent to which teams are using School-wide RTI (b) impact of School-wide RTI on student outcomes, & (c) extent to which the leadership team's action plan is implemented.			
10. The district has a system for monitoring fidelity of model implementation (checklists, observations, self-ratings).			
11. Resources are allocated for screening, progress monitoring, and interventions (personnel, time and materials)			
12. Social marketing and communication strategies have been identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences, TV).			
Total "achieved"/12			
<i>School leadership and collaborative, problem-solving teamwork</i>			

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Item/Practice	A	IP	NS
1. Administrators and staff members (general and special education) are willing to adopt RTI practices.			
2. An administrative leader (principal or associate principal) is an active member of the behavior support teams required for implementation at all tiers.			
3. Resources are committed at the school level to supporting collaborative, teacher collaboration for implementation of behavior supports			
4. Evidence-based behavioral interventions at the primary, secondary and tertiary levels have been identified and are in use (RTI Menu)			
5. A coach is available to meet at least monthly with each emerging school RTI team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.			
6. General education, special education, and compensatory education programs collaborate to support ALL students and teachers			
7. School-based information systems (e.g., data collection for behavior and academic data and fidelity of intervention evaluation processes) are in place.			
Total "achieved"/7			
<i>Evidence-based core programs and integrated data systems</i>			
1. Schools have adopted an integrated data system for universal screening and progress monitoring.			
2. Schools analyze and report data to regularly assess the effectiveness of core literacy, numeracy and behavior support programs, and to select students for additional, supplemental instruction or intervention.			
3. Data gathering and use is geared to all students, including those with English as a second language			
4. The district/schools have adopted evidence-based core programs for: <ul style="list-style-type: none"> a. ___Reading b. ___Writing c. ___Math d. ___Behavior 			
5. The district/schools have developed systems and procedures for monitoring the fidelity of core and supplemental academic and behavioral interventions.			
Total "achieved"/5			

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Item/Practice	A	IP	NS
<i>Universal screening and progress monitoring</i>			
1. The schools have a student level data collection and management system that is tied to behavioral interventions (example: www.swis.org or other system to track office discipline referrals)*			
2. The schools have defined systems for progress monitoring (academics and behavior)			
3. Proactive, universal screening for externalizing and internalizing behavioral adjustment problems is conducted 2-3 times per year			
4. Universal screening data are shared from “sending” to “receiving” schools when students move from elementary to middle, and middle to high school			
Total “achieved”/4			
<i>Collaborative planning for supplemental interventions</i>			
1. Schools have a team in place (e.g., Data Team, Behavior and Instructional Support Team) that includes representatives from all special and general education programs. This team leads the RTI implementation process.			
2. The schools have established procedures and provided necessary resources for grade level teachers to meet regularly with the school leadership (aka Behavior and Instructional Support Team or data) team to plan, implement and monitor students in supplemental intervention groups.			
3. Schools have access to a variety of evidence-based interventions and on-going training to implement them. There are individuals who have expertise in action-research-design and effective use and progress monitoring of evidence-based and promising practices.			
4. The district and schools have developed standard protocols for reading and behavior, in particular, in order to improve effectiveness and efficiency of professional development.			
5. The schools are provided with additional training and support in teamwork techniques specific to efficient implementation of PBS and RTI, including effective collaboration, brainstorming, data-based decision making and problem-solving.			
6. The schools are provided with personnel to assist in the on-going management and implementation of instruction support (e.g., literacy specialists, counselors, learning specialists, ELL specialists, and educational/instructional assistants).			
7. School teams have developed and use generic and specific “Decision Rules” to guide changes in (intensify) instruction/ interventions.			

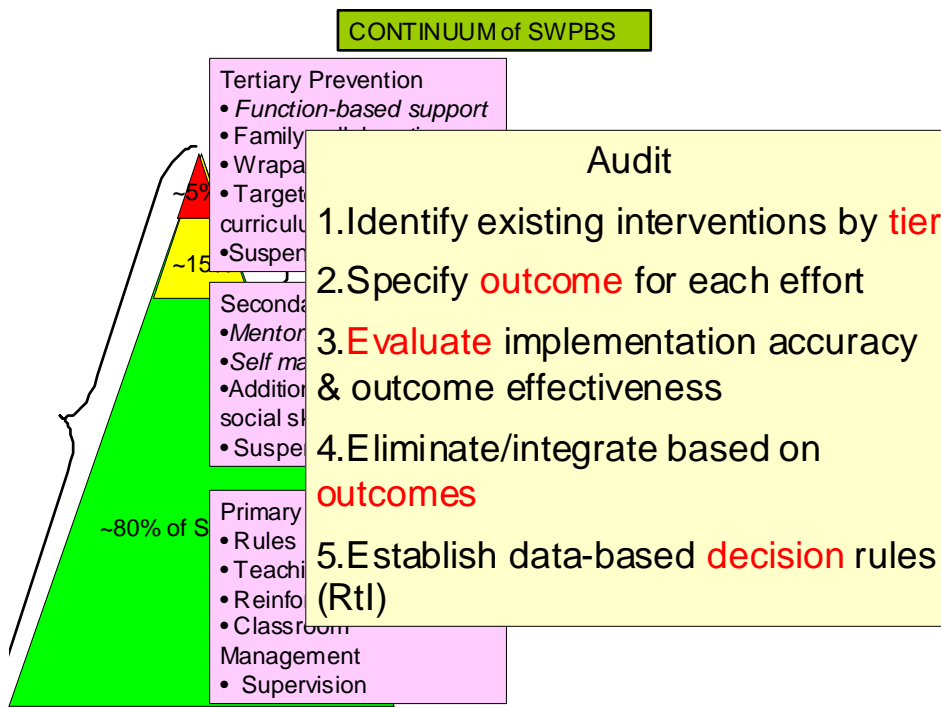
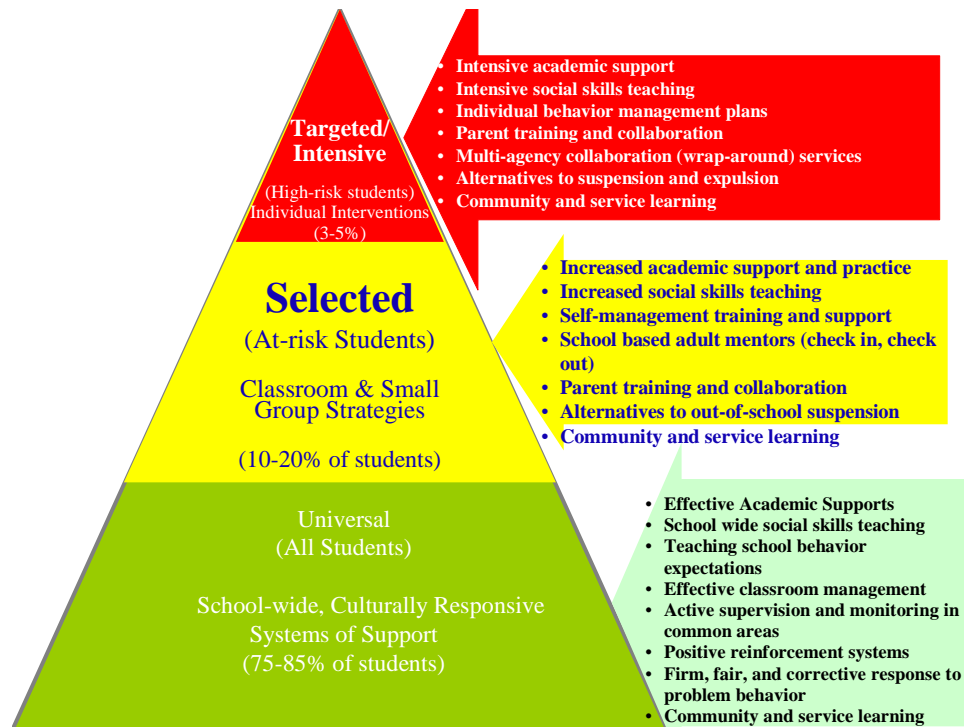
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Item/Practice	A	IP	NS
8. Teams have individuals who are knowledgeable about progress monitoring, including trend analysis, and instructional change techniques.			
Total “achieved”/8			
<i>Individualizing and intensifying interventions</i>			
1. Schools have developed procedures for individualizing, intensifying interventions for students who have not responded to supplemental group intervention.			
2. Individualizing and intensifying procedures include the following components: <ol style="list-style-type: none"> Procedures for gathering historical information (file reviews, developmental history) Procedures for examining LD “exclusionary” criteria Forms for tracking student progress, especially those resulting in a referral for special education (as in 4B). 			
3. The “Standard Protocol”, especially for reading, includes clear guidelines for interventions at the “intensive” level, schedules for progress monitoring, and specific decision rules for determining whether or not to refer a student for special education evaluation, e.g., “dual discrepancy”.			
4. School teams have access to, and on-going training for implementing, a range of interventions for ruling in/out alternative explanations for a student’s lack of progress, including, for LD, problems with attendance, cognitive ability, attention-control/health, sensory skills, language-related, and/or instruction-related causes.			
5. The district and schools have developed a standard protocol for functional behavioral assessment and linked behavior instruction plans.			
6. Teachers and team members receive regular training and support for implementation.			
7. The district has formalized procedures for parent involvement and consent within their RTI procedural guidelines.			
Total “achieved”/7			
<i>Referral and evaluation for special education</i>			
1. The district’s Special Education manual includes specific guidance (Decision Rules) for evaluating a student’s Response to Intervention (e.g., dual discrepancy and/or percentile cut-points).			

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Item/Practice	A	IP	NS
2. The district's Special Education manual includes all procedures, guidelines, and forms used in the RTI/Evaluation process, including eligibility reporting formats.			
3. The district's Special Education manual provides guidance to school teams for evaluations under other special circumstances, such as dealing with private school and other outside referrals, and re-evaluations.			
4. The district's policies and procedures for Special Education evaluation and identification are specify use of intensifying interventions and use of student response as a component of evaluation and identification of students with ED/EBD.			
5. The district's model for LD and ED/EBD evaluations is flexible to meet the needs of teams and students working at different grade levels. For example, at middle and high school a problem-solving team approach that starts by reviewing existing data and analyses of "strengths and weaknesses" may be appropriate.			
Total "achieved"/5			

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RTI and Behavior Menu

Intervention Intensity	Intervention	How are students Selected to Receive This Intervention?
Targeted/Intensive (Few)		
Selected (Some)		
Universal (All)		

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RTI and Behavior Menu

Intervention Intensity	Intervention	How are students Selected to Receive This Intervention?
Targeted/Intensive (Few)	Sample Tier III Interventions Multidimensional Treatment Foster Care Adolescent Transitions Program (ATP). Family Check up FBA to PBIS Multisystemic Therapy	Lack of response to lower tier supports, documentation of a specific symptom or disease (e.g., depression,
Selected (Some)	Sample Tier II Interventions Adolescent Transitions Program (ATP). Family Check up Check and Connect (University of Minnesota) First Step to Success (k-2) Cognitive Behavioral Intervention for Trauma in Schools(C-BITS)	Teacher nomination, office referral rates, normative behavior ratings
Universal (All)	School wide PBS (www.pbis.org) Set and teach rules Positive Reinforcement Systems Systematic Supervision Firm but fair behavior corrections Good Classroom Management! Websites for interventions: Consortium for Academic Social and Emotional Learning (www.casel.org) Improving the wellbeing of adolescents in Oregon www.earlyadolescence.org Sample Tier 1 Interventions Triple P (Positive Parenting Program) The Strengthening Families 10-14 Program Positive Action (PA) Classroom Management and Social Skills Project Towards No Tobacco Use Life Skills Training	Applied to all students, regardless of risk status

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Intensive PBS

Request for Assistance

Student: Bradley	Grade: 3	Teacher: Mr. Skinner	Date:
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Type of Concern: ☐ Academic •• Social behavior

1. What's the Problem? (Check all that apply.)

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Academic performance | <input checked="" type="checkbox"/> Work completion | <input checked="" type="checkbox"/> Noncompliance | <input type="checkbox"/> Verbal defiance |
| <input type="checkbox"/> Inappropriate language | <input type="checkbox"/> Disruptive/talking out of turn | <input type="checkbox"/> Fighting/aggression | <input type="checkbox"/> Self-injury |
| <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Tardy/truant | <input type="checkbox"/> Other_____ | |

2. Please fill out the student's schedule:

Time	Subject/Activity	Teacher	What problem?	How Likely?			
				Low			High
	Opening/homeroom			1	2	3	4
	Reading		Doesn't do his work, stares into space or doodles	1	2	3	4
	Math			1	2	3	4
	Lunch			1	2	3	4
	Recess			1	2	3	4
	Pt/specials			1	2	3	4
	Reading II			1	2	3	4
	Science			1	2	3	4
	Transitions (from what to what?)			1	2	3	4

(More questions on back.)

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3. If the problem includes academic concerns, what are the most recent relevant scores, data, etc? (e.g., oral reading fluency scores, scores on quizzes, homework scores)

4. If the problem includes behavior concerns, the single most important behavior of concern is not completing his work

5. What do you think might be motivating the behavior?

<input type="checkbox"/> Get/Obtain	<input type="checkbox"/> Escape/Avoid
<u> </u> <u> </u> Adult attention	<u> </u> <u> </u> Adult attention
<u> </u> <u> </u> Peer attention	<u> </u> <u> </u> Peer attention
<u> </u> <u> </u> Preferred activity or item	<u> </u> <u> </u> Activity
	<u> </u> <u> </u> <u> </u> <u> </u> Work

I think he is lazy and doesn't want to do the work

6. What strategies have been tried to solve the problem?

I sometimes keep him in from recess; when I do this he very quickly finishes the work so that he can get outside and play.

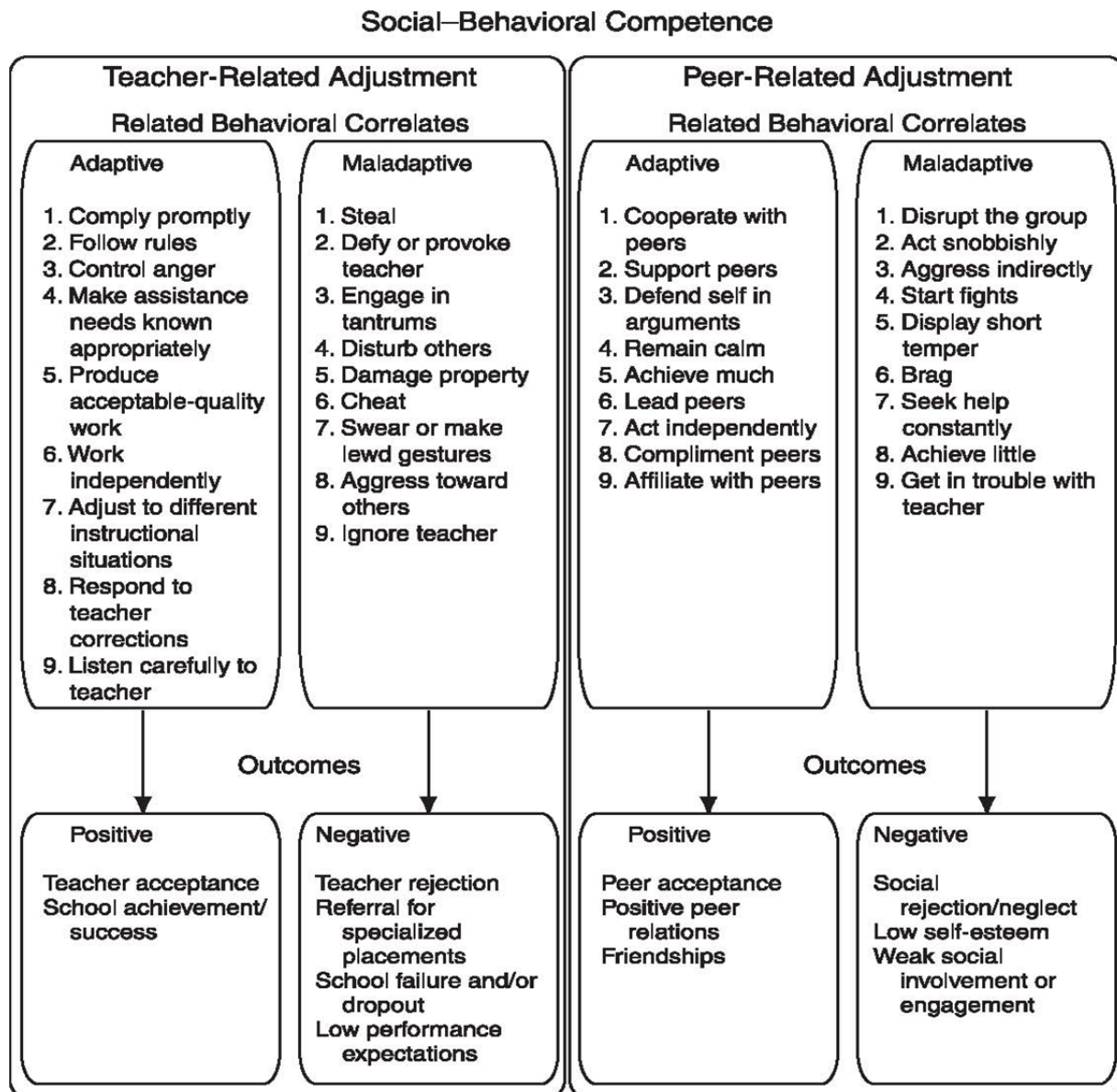
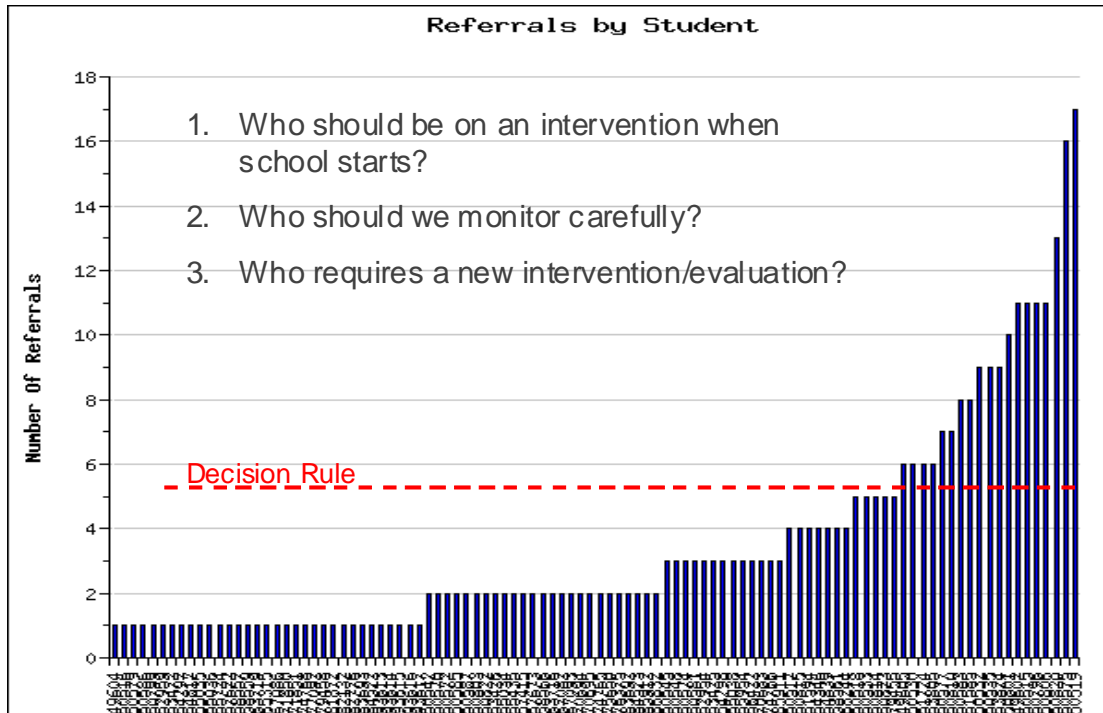
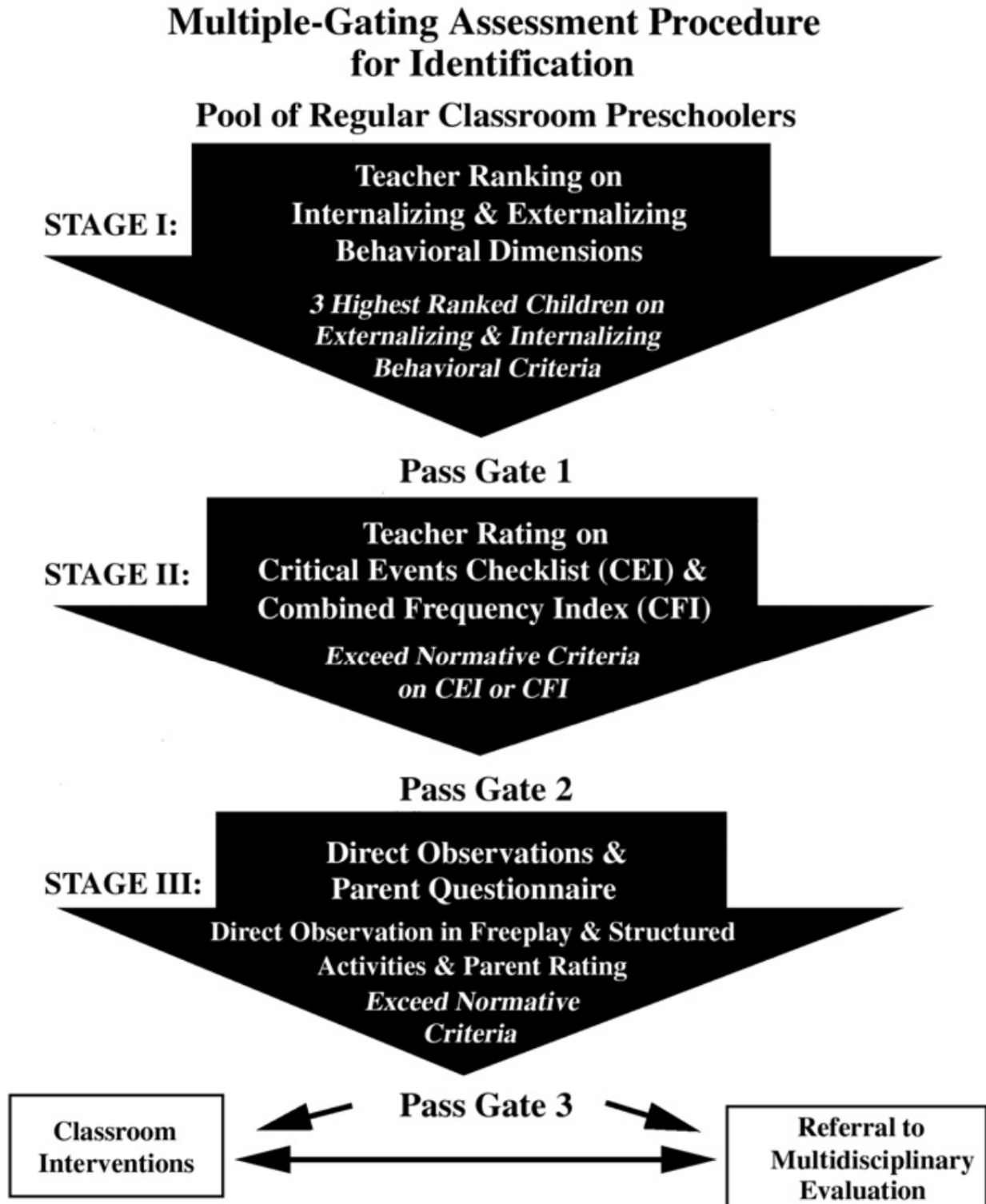


FIGURE 1.3. Model of interpersonal social–behavioral competence within school settings.

Previous Years Discipline data



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Adapted from: Feil, E., Severson, H. and Walker, H. (1994),
Early screening project: Identifying preschool children with adjustment problems.
The Oregon Conference Monograph, Vol. 6.

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Sample Universal Screening Timeline

	Dates	Universal Screening Steps
Universal Screening 1 Week of October 22 - 26		
Teacher nominations	October 22	All general education teachers nominate and rank order students
Administer Rating scales	October 23	School team gives rating scales to teachers to complete
Score rating scales	October 24	School team collects and scores rating scales
Conduct observations	October 24 & 25	School team members conduct observations of qualifying students
Selection of Tier II Students	October 26	School team members review data and select students for additional supports
Universal Screening 2 Week of January 7 - 11		
Teacher nominations	January 7	All general education teachers nominate and rank order students
Administer Rating scales	January 8	School team gives rating scales to teachers to complete
Score rating scales	January 9	School team collects and scores rating scales
Conduct Observation	January 10	School team members conduct observations of qualifying students
Selection of Tier II Students	January 11	School team members review data and select students for additional supports
Universal Screening 3 Week of March 17 - 21		
Teacher nominations	March 17	All general education teachers nominate and rank order students
Administer Rating scales	March 18	School team gives rating scales to teachers to complete
Score rating scales	March 19	School team collects and scores rating scales
Conduct Observation	March 20	School team members conduct observations of qualifying students
Selection of Tier II Students	March 21	School team members review data and select students for additional supports

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Universal Screening: Teacher Nomination Form

Examples of externalizing types of behavior	Examples of internalizing types of behavior
Displaying aggression towards objects or persons	Low or restricted activity levels
Arguing or defying the teacher	Avoidance of speaking with others
Forcing the submission of others	Shy, timid, and/or unassertive behaviors
Out of seat behavior	Avoidance or withdrawal from social situations
Non-compliance with teacher instructions or requests	A preference to play or spend time alone
Tantrums	Acting in a fearful manner
Hyperactive Behavior	Avoiding participation in games and activities
Disturbing Others	Unresponsive to social interactions by others
Stealing	Failure to stand up for oneself
Not Following Teacher or School Rules	
Non-examples of externalizing types of behavior	Non-examples of internalizing types of behavior
Cooperating	Initiation of social interactions with peers
Sharing	Engagement in conversations with peers
Working on assigned tasks	Normal rates or level of social contact with peers
Asking for help	Displaying positive social behaviors toward others
Listening to teacher	Participating in games and activities
Interacting in appropriate manner with peers	Resolving peer conflicts in an appropriate manner
Following directions	Joining in with others
Attending to task demands	
Complying with teacher requests	
Student Nomination	
Externalizing Students	Internalizing Students
1	1
2	2
3	3
4	4
5	5

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Walker Survey Instrument: Elementary Student Version					
Never (1-2), Sometimes (2-3), Frequently (4-5)					
Enter responses below:					
Item #	Item	Value	Scale 1	Scale 2	Scale 3
1	Other children seek child out to involve him/her in activities.			0	
2	Uses free time appropriately.				0
3	Shares laughter with peers.			0	
4	Has good work habits (e.g., is organized, uses class time well, etc.)				0
5	Compromises with peers when situation calls for it.		0		
6	Responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.		0		
7	Accepts constructive criticism from peers without becoming angry.		0		
8	Plays or talks with peers for extended periods of time.			0	
9	Initiates conversation(s) with peers in informal situations.			0	
10	Listens carefully to teacher instructions and directions for assignments.				0
11	Displays independent study skills (e.g., can work adequately with minimum teacher support).				0
12	Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self).		0		
13	Interacts with a number of different peers.			0	
14	Can accept not getting her/his own way.		0		
15	Attends to assigned tasks.				0
16	Keeps conversation with peers going.			0	
17	Invites peers to play or share activities.			0	
18	Does seatwork assignments as directed.				0
19	Produces work of acceptable quality given her/his skill level.				0
		Subscale Scores	0	0	0
		Grand Total	0		
Risk Status (based on Total Score <= 61)		RISK			

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ABC Chart		
A	B	C
Teacher repeats request to start work	Student refuses and puts head down	Teacher reprimands, gives warning and walks away
Teacher makes a request to start work	Student yells and pushes papers on the floor	Teacher sends student to the office

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Sample Observation Form

Directions: Identify the target student and record the behaviors. At the very beginning of the interval, record whether the student is academically engaged or off-task. Then throughout the remainder of the interval record whether the student exhibits disruptive behaviors, negative social interactions, and/or appropriate social interactions (see below for definitions of each variable). You will also be recording the behavior of a peer every fourth interval. Pick a peer that is an average student—not the best or worse behaved—to observe. You will be making a rating based on the overall class performance on every fourth interval as well. You will mark an X in the class portion only if three or more students are observed to be engaging in the particular behavior. For academic engagement and off-task, do not mark the class as academically engaged if three or more students are off-task; simply mark off-task at the beginning of the interval. The same recording format is followed for recording class behaviors as is used for recording the target student and an average peer's behavior. The peer and class recording will serve as a comparison to evaluate whether the student's behavior is improving in the desired direction.

Interval	AE	OFFT	DB	NSI	ASI
:15					
:30					
:45					
1:00 Peer Class					
1:15					
1:30					
1:45					
2:00 Peer Class					
2:15					
2:30					
2:45					

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Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

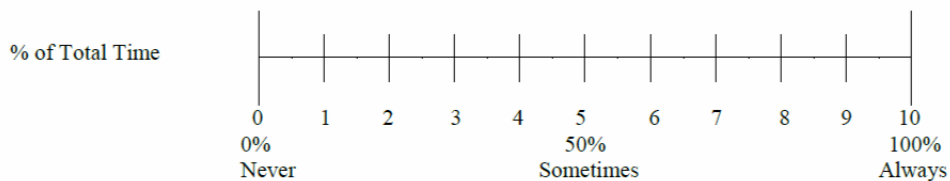
Date:	Student:	Activity Description:
M T W Th F	Rater:	
Observation Time: Start: _____ End: _____ <input type="checkbox"/> Check if no observation today	Behavior Descriptions: Academically engaged is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials. Respectful is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation. Disruptive is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

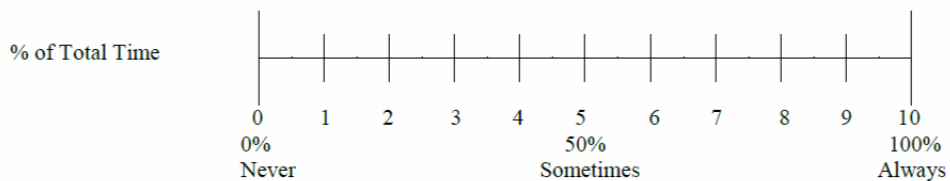
Academically Engaged



Respectful



Disruptive *



* Remember that a lower score for "Disruptive" is more desirable.

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Sample Teacher Daily Rating Form

Student: _____

Date of Rating: _____

Time of Rating: _____

- **Raising Hand Appropriately in Class: How descriptive or true is this item of the student?**

Not at all			Somewhat			Very Much		
0	1	2	3	4	5	6	7	8

- **Uses Verbal Aggression: How descriptive or true is this item of the student?**

Not at all			Somewhat			Very Much		
0	1	2	3	4	5	6	7	8

- **Overall Rating: The student's behavior was better today than before we implemented the support plan (0 = totally disagree, 9 = strongly agree)**

0	1	2	3	4	5	6	7	8	9
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Comments:

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Self Management Checklist or School Home Note Sample

Student Name: _____ Date: _____

Behavior Goals:

1. Arrive on time
2. Complete work
3. Stop and Listen

Allow student to rate her behavior first. Then initial if you agree.

	Arrive on Time	Complete work	Stop and Listen	Teacher Initial
Morning Check In	Yes/No	Yes/No	Yes/No	
Math	Yes/No	Yes/No	Yes/No	
Reading	Yes/No	Yes/No	Yes/No	
Social Studies	Yes/No	Yes/No	Yes/No	
Lunch	Yes/No	n/a	Yes/No	
Language arts	Yes/No	Yes/No	Yes/No	
Music	Yes/No	Yes/No	Yes/No	
Science	Yes/No	Yes/No	Yes/No	
Afternoon Check Out	Yes/No	Yes/No	Yes/No	
Total for Goal	/9	/9	/9	/9

Reward:

Parent Signature and Date:

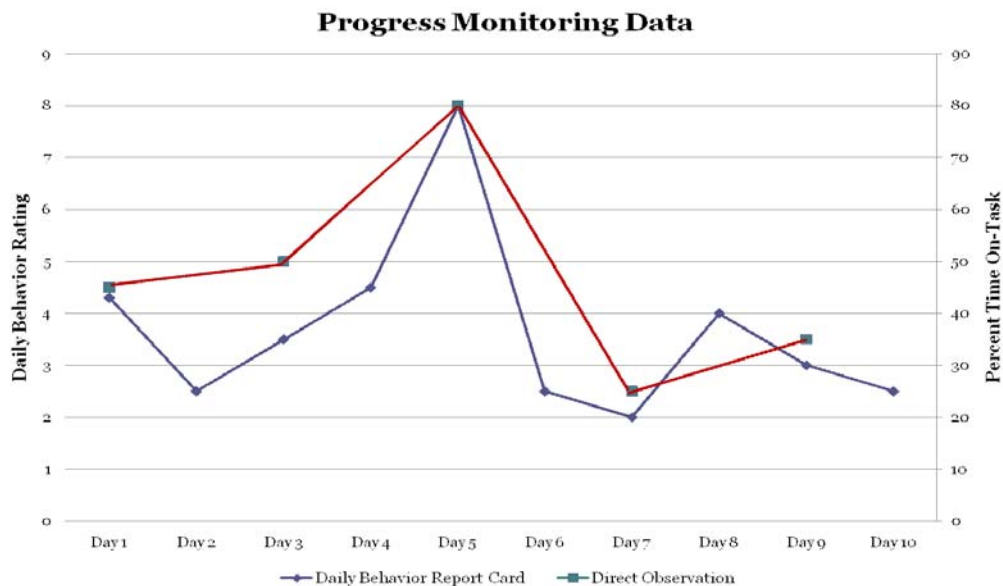
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Student: Jose Fantino

Behavior Rating Form

Behavior		Date	5/15	5/16	5/17	5/18	5/19	5/20	5/21	5/22	5/23	5/24	5/25	5/26
Profanity	0-2 times		1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times		2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times		3	3	3	3	3	3	3	3	3	3	3	3
	10+ times		4	4	4	4	4	4	4	4	4	4	4	4
Out of seat	0-2 times		1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times		2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times		3	3	3	3	3	3	3	3	3	3	3	3
	10+ times		4	4	4	4	4	4	4	4	4	4	4	4
Raises hand	0-2 times		1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times		2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times		3	3	3	3	3	3	3	3	3	3	3	3
	10+ times		4	4	4	4	4	4	4	4	4	4	4	4

Adapted from University of South Florida PTR Project by C. Anderson, Educational and Community Supports



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PBS Team Implementation Checklist

CHECKLIST #1 START-UP ACTIVITIES

1. Administrator's support and active involvement.
2. Faculty/Staff support PBS/RTI Implementation.
3. PBS/RTI Team established.
4. Team has regular meeting schedule, agenda, & procedures.
5. PBS/RTI Three-tier intervention menu built (with criteria for each tier)
6. PBS self-assessment survey completed.
7. Team summarizes existing school discipline data monthly.
8. Strengths, areas of focus, & PBS action plan identified.
9. School-wide behavior expectations defined.
10. School-wide teaching matrix developed.
11. Teaching plans for school-wide expectations developed.
12. School-wide behavioral expectations taught directly & formally.
13. System in place to acknowledge & reward school-wide expectations.
14. Clearly defined & consistent consequences & procedures for undesirable behaviors.
15. Discipline data are gathered, summarized & reported monthly.
16. School has created method for communicating with families about PBS.
17. Personnel with behavioral expertise are identified & involved.
18. Plan for teacher support, functional assessment & implementation is developed.

CHECKLIST #2 ON-GOING ACTIVITY MONITORING

19. PBS team has met at least monthly.
20. PBS team has given status report (to faculty) at least monthly.
21. Activities for PBS annual action plan implemented.
22. Effectiveness of PBS action plan implementation assessed.

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	In place	Working on it	Not in place	Target as a goal?
School Capacity				
Family Support and Collaboration				
<ul style="list-style-type: none"> Staff endorse family support and collaboration as one of the top goals of their school 				
<ul style="list-style-type: none"> Families are active participants in supporting whole school discipline systems 				
<ul style="list-style-type: none"> The school supports good parenting practices by providing information and support to families. 				
<ul style="list-style-type: none"> There is a family room in the school with materials on parenting and school success (in a variety of modes such as brochures, audio, video, internet sites) 				
<ul style="list-style-type: none"> The school has defined systems for regular, positive contacts with families. 				
<ul style="list-style-type: none"> At least one parent is a member of the whole school positive behavior support team 				
<ul style="list-style-type: none"> There is a system in place to encourage family support of academics (homework support, school engagement) 				
<ul style="list-style-type: none"> There is a staff person in the school assigned to support families 				
<ul style="list-style-type: none"> The school has a system and methods for parents to self assess developmental and behavior management needs for their children 				
<ul style="list-style-type: none"> School staff provide regular information to parents about school events 				
<ul style="list-style-type: none"> Teachers provide specific information relevant to child's attendance, behavior, school assignments, and successes 				
<ul style="list-style-type: none"> School events scheduled at family friendly times (specify when) 				
<ul style="list-style-type: none"> Parents are informed by the teacher about a school-based problem right away (within 2 days?) 				
<ul style="list-style-type: none"> There are times outside of school hours for contacts between parents and school staff. 				
<ul style="list-style-type: none"> Home visits are provided by the parent resource personnel and school counselors. 				
<ul style="list-style-type: none"> Teachers are informed about best practice parenting principles. 				

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Tier II Intervention Plan: _____

Description of Intervention:

1. Behavior(s) to increase
 - a. _____
2. Behavior(s) to decrease
 - a. _____
3. Is this intervention a good fit?
 - a. Settings intervention is and is not implemented in
 - b. Skills needed by implementer
 - c. Function(s) for which the intervention is useful (circle all that apply)

Obtain adult attention	Obtain peer attention	Obtain preferred activities	Skill deficit	Fluency deficit
Avoid adult attention	Avoid peer attention	Avoid academic tasks/other activities		
4. Decision rules
 - a. What is the goal and when will it be achieved?
 - b. What defines lack of progress toward the goal—when will modification or discontinuation of the intervention be continued?
 - c. What is a successful outcome—when will intervention fading be considered?
5. What data will be collected, by whom, and how frequently?
6. Who will graph the data? _____
7. How often will progress monitoring occur and who is responsible?

How will fidelity be assessed—are we doing what we said we would do?

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Student Name: **Marcos**

Date: **_3/13/08**

Monitoring the Intervention

Date intervention started: **_3/15/08**

Description of intervention:

Marcos earns points from his teacher after each class period. He can earn 3, 2, or 1 points for (a) being on time to class, (b) using appropriate language, and (c) completing assignments as requested. He can trade points each week during a meeting with the counselor on Friday afternoon. Marcos selected items to earn.

Date of modification: **4/15/08**

Description of modification:

Marcos will meet with the counselor each morning to review expectations and to be sure he has needed materials and his homework completed. If not, the counselor will give him needed materials and provide time to complete homework.

8. Behavior(s) to increase

a. _____

i. What is the targeted outcome (in measurable terms) and when is the goal date?

Attendance, work completion—he will be earning 90% of points across 4/5 school days by 4/15

ii. What data will be collected, by whom, and how frequently?

% points earned, daily by counselor

iii. Who will graph the data? **Ms. Lintz**

iv. How often will progress monitoring occur and who is responsible?
Every three days, counselor

9. Behavior(s) to decrease

a. **Inappropriate language**

i. What is the targeted outcome (in measurable terms) and when is the goal date?

90% of points earned for this category by 4/15

ii. What data will be collected, by whom, and how frequently?

See above

iii. Who will graph the data? **above**

iv. How often will progress monitoring occur and who is responsible?

10. How will fidelity be assessed—are we doing what we said we would do?

Weekly checks between counselor and teachers

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FACTS FOR TEACHERS/PARENTS/STAFF MEMBERS

Student Name _____ Age: _____ Grade: _____ Date: _____

Person (s) interviewed: _____

Interviewer _____

Student Profile: What is the student good at or what are some strengths that the student brings to school?

STEP 1: INTERVIEW TEACHER/PARENT/STAFF

Description of the Behavior

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Description of the Antecedent

Where, when and with whom are problem behaviors most likely?

Schedule (Times)	Activity	With Whom does Problem Occur	Likelihood/Intensity of Problem Behavior						Specific Problem Behavior
			Low					High	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	

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Summarize Antecedent (and Setting Events)

D	<p>What situations seem to set off the problem behavior? (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)</p> <p>When is the problem behavior most likely to occur? (times of day and days of the week)</p> <p>When is the problem behavior least likely to occur? (times of day and days of the week)</p> <p>Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc)</p>
	<p>What usually happens after the behavior occurs? (what is the teacher's reaction, how do other student's react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)</p>

STEP 2: PROPOSE A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence

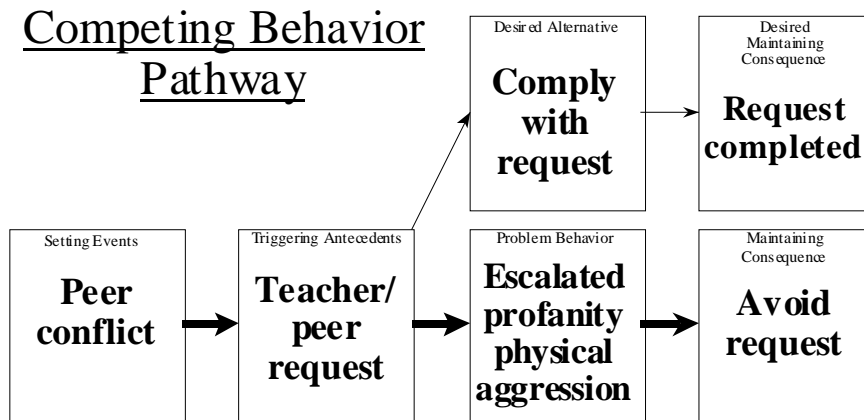
Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

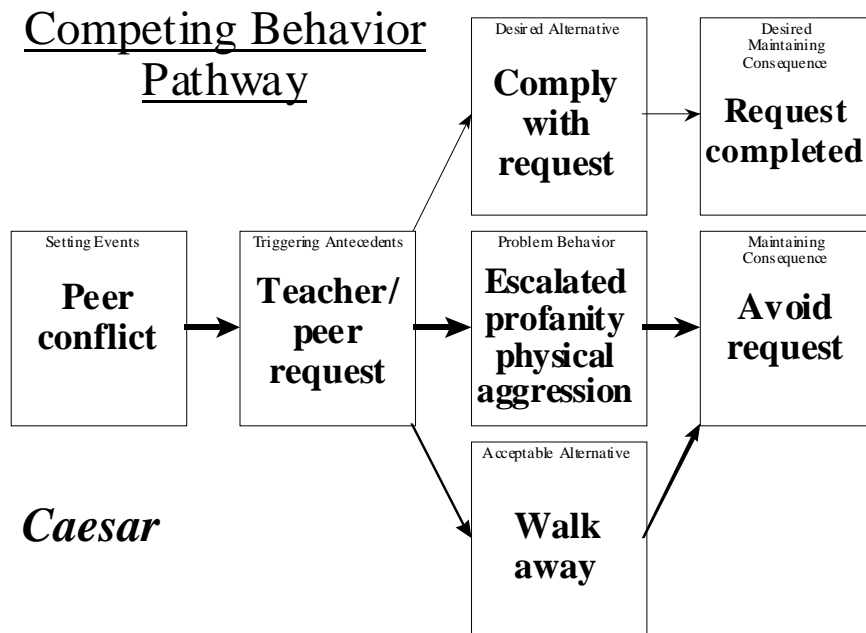
How confident are you that your testable explanation is accurate?

Very sure			So-So			Not at all
6	5	4		3	2	1

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Caesar



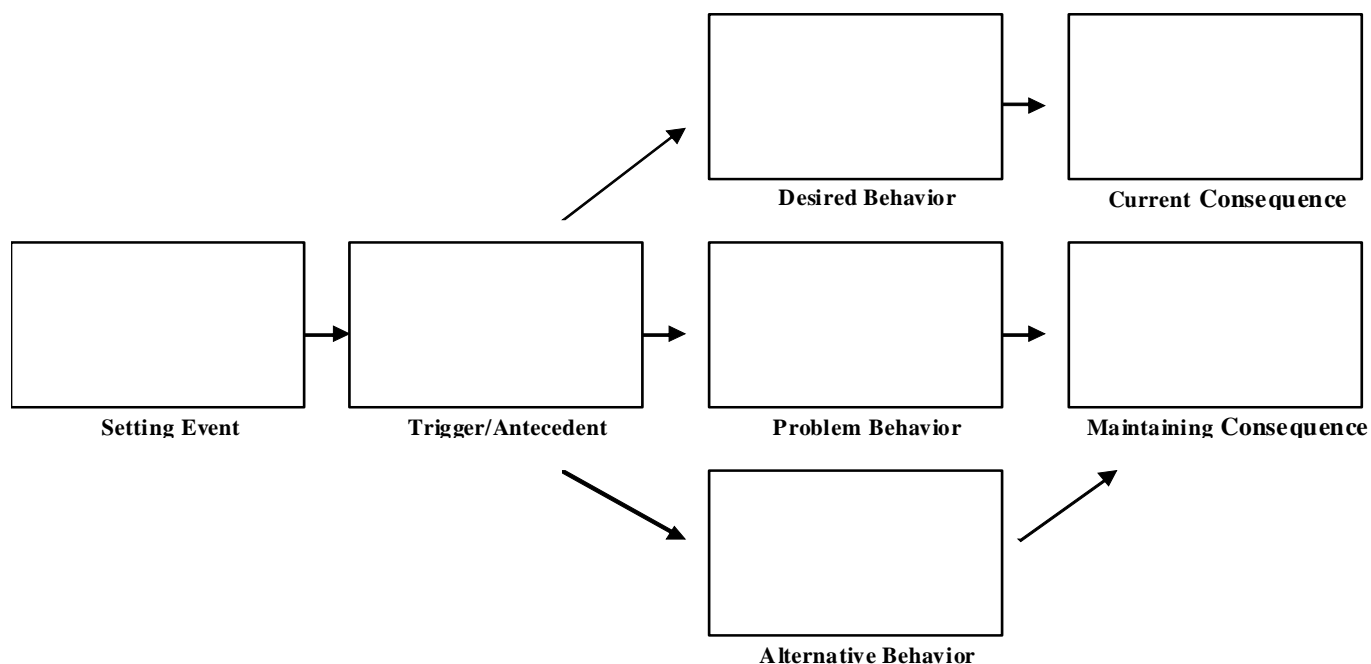
Caesar

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BEHAVIOR SUPPORT PLAN

Student: Last Name _____ First Name _____ Referred by: Name _____ Date: _____
 Student ID # _____ DOB: _____ Grade: _____ IEP: Y ☐ N ☐

Competing Behavior Pathway



Use the space below to brainstorm intervention ideas for:(a) preventing the problem,(b) teaching new skills, and (c) reinforcing new skills and decreasing the payoff for problem behavior. Cross of strategies that may not work or are not feasible. Next, describe chosen strategies in the form that follows.

Setting Event Strategies	Antecedent Strategies Behavior	Teaching Strategies	Consequence Strategies
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Behavior Support Plan Specifics

- 1. Strategies to prevent problem behavior from occurring**
 - a. Modifications to setting event**
 - b. Modifications to trigger/antecedent**
- 2. Strategies to teach new behaviors**
 - a. Teach the alternative behavior**
 - b. Teach the desired behavior**
- 3. Strategies to reinforce appropriate (alternative and desired) behavior**
 - a. Steps to reward during initial instruction and skill building (what you will do now)**
 - b. Steps to reward appropriate behavior over time — to maintain new skills**
- 4. Steps to minimize rewards for problem behavior**
- 5. Punishment procedures (if needed): Socially appropriate aversive event delivered contingent on problem behavior**
- 6. Safety procedures (if needed): Steps to ensure the safety of all in a dangerous situation**
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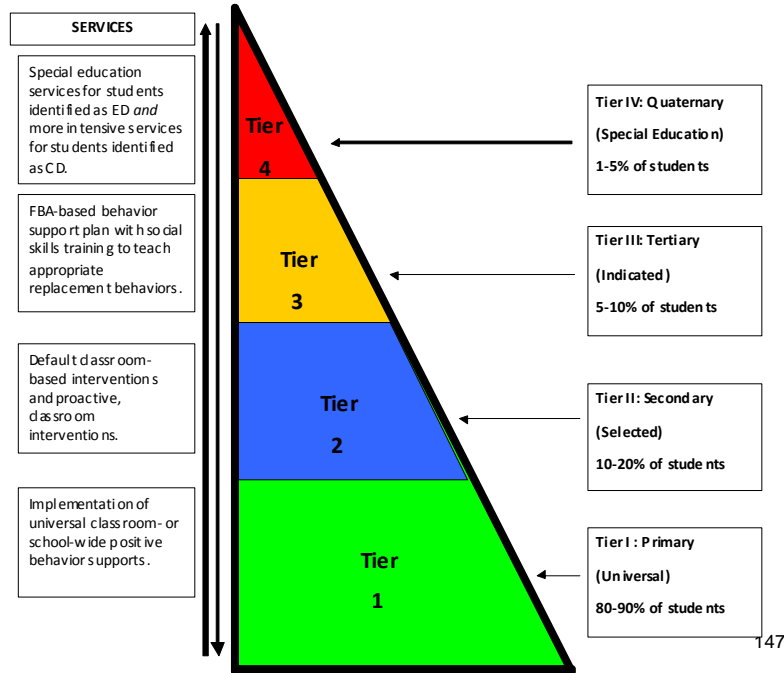
Practices for Implementation

- 1. Target date to begin implementation:**
- 2. Who will implement intervention and is training needed (if so, who will train and when will this occur?)**
- 3. Process for informing and involving parents and student (who, what, when)**
- 4. Materials needed and who is responsible for gathering and when will this occur by?**
- 5. Others who need to be informed (Who else might intervention impact?); who will inform and by when?**
- 6. Plan for notifying substitutes of intervention**

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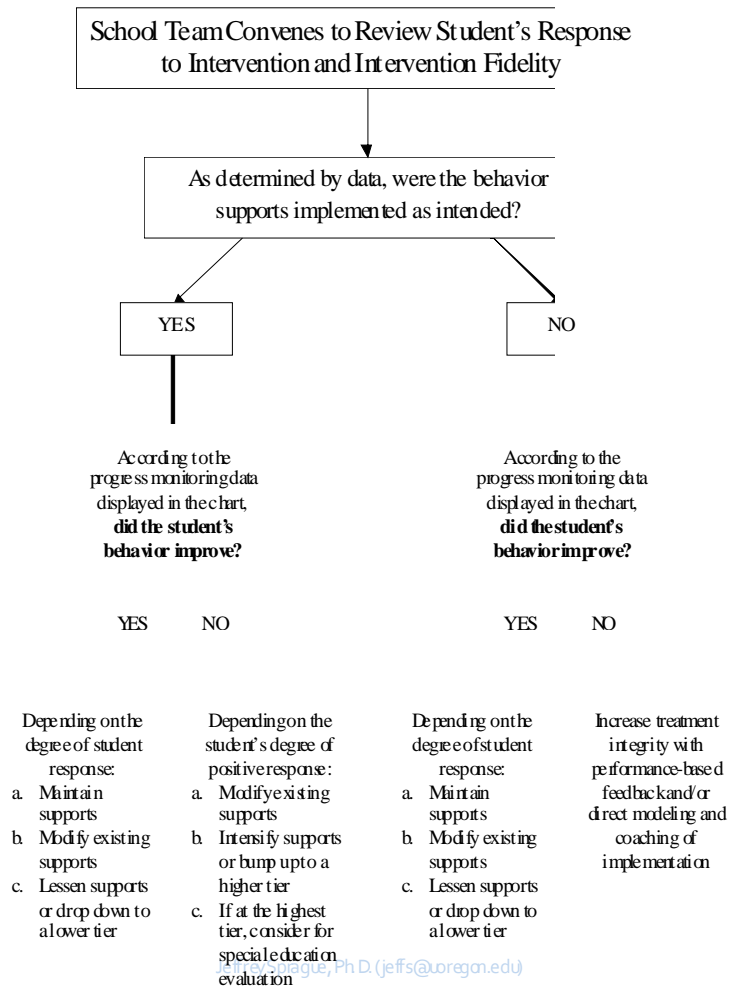
Data to be monitored

- 1. Outcomes to be monitored—operationally defined and including a check on fidelity (are we implementing the intervention as developed?)**
- 2. Who will collect data and how frequently will data be collected**
- 3. Materials needed for data collection; who is responsible for creating/gathering and when will they be available for use?**
- 4. Plan for data analysis (who analyzes, schedule for analysis, plan for providing summary to implementers)**



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Data-Based Decision-Making Tree



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Books and resources

- Institute on Violence and Destructive Behavior
 - <http://uoregon.edu/~ivdb/>
- Iris Media
 - www.lookiris.com
- Best Behavior: Building Positive Behavior Supports in Schools (Sprague & Golly, 2004) www.sopriswest.com
- Safe and Healthy Schools: Practical Strategies (Sprague & Walker, 2005) www.guilford.com
- RTI and Behavior: [A Guide to] Integrating Behavioral and Academic Supports (Sprague, Cook, Browning-Wright & Sadler, 2008) www.shoplrp.com
- Metzler, C.W., Biglan, A., Embry, D.D., Sprague, J.R., Boles, S.M., & Kavanagh, K.A. (2008). *Improving the well-being of adolescents in Oregon*. Eugene, OR: Center on Early Adolescence, Oregon Research Institute.
https://www.earlyadolescence.org/system/files/Adolescent_Wellbeing_in_Oregon_Sept22_smallFinal_0.pdf
- LAUSD Foundation Discipline Policy
 - http://notebook.lausd.net/portal/page?_pageid=33,911578&_dad=ptl&_schema=PTL_EP

Copy of Jeff's PPT here!

Videos are here!



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Committed Action

- Next steps. Specify some actions you will take in School and Classroom Management implementation – be willing to “live your values” and have troubling or difficult thoughts and feelings - even though the next steps might be hard or challenging
- And
 - You have to write it down and make a commitment to yourself.
 - You can't tell anyone else.
 - It should move the dial!



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