

Implementing an RtI Continuum of Behavior Supports – Parts 1 & 2

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Introduction

Behavioral intervention has a compelling track record of success, yet these practices are not being implemented in most schools on a regular basis.

WHY? Control issues

- Teachers cannot “control” student behavior.
- When students misbehave, it poses a direct threat to the teacher.
- When threatened, we all exhibit fight-or-flight responses.

Myths about power

- Punishment and power
- Role-bound power
- “Get Tough!” power

WHAT TO DO? Provide structure, training, and follow-up

- Emphasize schoolwide and classroom prevention.
- Organize for RTI to meet the needs of individual students.
- Provide training in evidence-based interventions.

Objectives

Propose a continuum of services for meeting students’ social and emotional needs.

Look at the availability of collaborative resources relative to the needs of student and staff.

Examine a process in which an interventionist and teacher conduct a “Teacher Interview”

Efficient, team-based intervention planning

Multi-disciplinary team planning

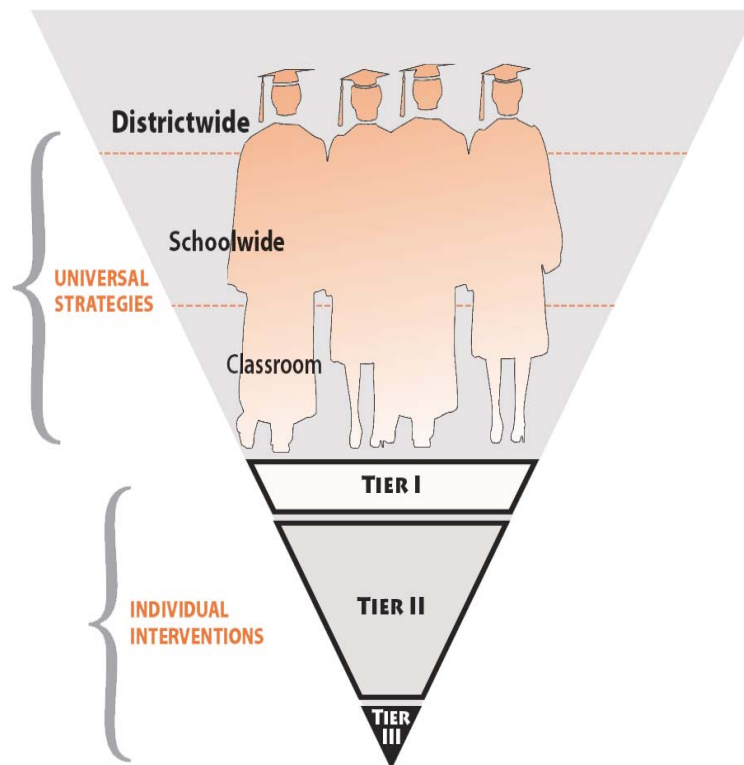
Targeted use of personnel trained in comprehensive FBA

Train all staff to implement “Early-Stage Interventions.”

Train interventionists to implement “Highly-Structured Interventions.”

The Goal

No student falls through the cracks



Focus on comprehensive behavioral intervention, not just reactive techniques.

STOIC: One who demonstrates patience and endurance in the face of adversity.

S tructure/organize all settings for student success.

T each students how to behave responsibly in every setting.

O bserve student behavior in all school settings. (Supervise!).

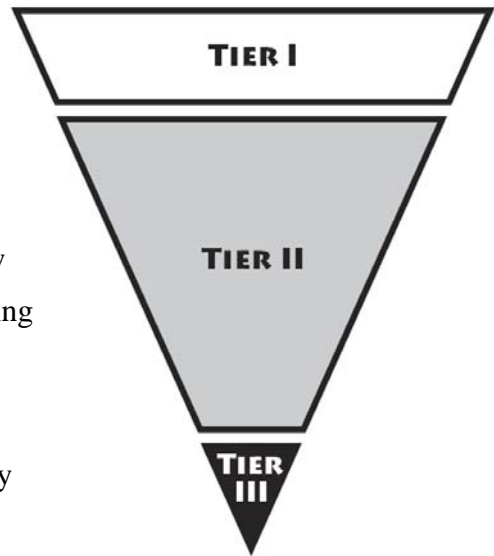
I nteract positively with students—build relationships.

C orrect irresponsible behavior fluently—calmly, consistently, immediately, briefly, respectfully.

When prevention has not been successful, move into problem-solving mode. Manipulate all five variables.

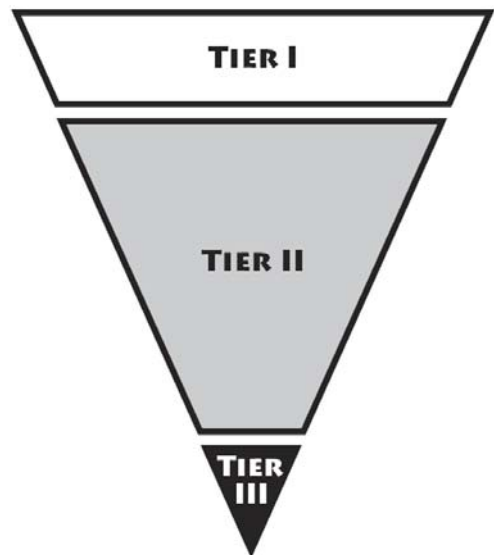
A proposed Response-To-Intervention (RTI) continuum of services:

- Tier 1 Interventions planned and implemented by general education classroom teachers
- Tier II Collaborative design and implementation
Interventions planned with specialist using the Intervention Decision Guide: Teacher Interview
Interventions planned by an Intervention Planning Team (IPT), utilizing the 25 Minute Planning Process
Multi-disciplinary approach, utilizing the Intervention Decision Guide: Multi-Disciplinary Approach
- Tier III Comprehensive FBA by a school Psychologist or a certified behavior analyst



Identify the continuum and vocabulary in your district/state:

- Tier 1:
- Tier II:
- Tier III:



Construct policies and processes to ensure that staff and student needs are met.

Determine if the two levels of interventions within Interventions: Evidence-Based Behavior Support for Individual Students are consistent with your district’s processes and vocabulary. This includes early-stage and highly-structured interventions.

Early-Stage Interventions:	Highly-Structured Interventions:	
A. Planned Discussion B. Academic Assistance C. Goal Setting D. Data Collection and Debriefing E. Increasing Positive Interactions F. STOIC Intervention and Analysis	G. Managing Physically Dangerous Behavior H. Managing Severely Disruptive Behavior I. Managing the Cycle of Emotional Escalation J. Cueing and Precorrecting K. Self-Monitoring and Self-Evaluation L. Positive Self-Talk and Attribution Training	M. Teaching Replacement Behaviors N. Functional Communication O. Structured Reinforcement Systems P. Defining Limits and Establishing Consequences Q. Relaxation and Stress Management R. Internalizing Problems (Depression & Anxiety) and Mental Health

RED FLAGS that initiate systems of support for individual students:

Current or Proposed:

- Failing grades in two or more classes
- More than three disciplinary referrals in a semester
- More than six after-school detention assignments within a semester
- Chronic absenteeism
- Student request for assistance
- Teacher request for assistance

SYSTEM RESOURCES

available to assist staff in designing support plans for individual students:

- Grade-level (departmental) colleagues
- Intervention Planning Team
- Counselor
- Lead teacher
- Behavior specialist
- District-level behavior support specialist
- School psychologist
- County mental health department
- Child protective services

Targeted (Group) Interventions

Create policies and procedures to provide “buffet” of group interventions for targeted students.

For example:

- Connections—a check-and-connect or a carry-card system
- Mentoring
- Peer tutoring
- Homework room
- Recess 101 (analogous to remedial driving school)
- Lunchtime detention (with a curriculum component)
- In-school suspension (with a curriculum component)

Design a Comprehensive Staff Development Plan

Construct a preliminary action plan to address:

- Initiating or continuing a focus on school-wide prevention
- Initiating or continuing a focus on classroom management that includes training, accountability, and coaching
- A three-tiered model for behavior
- Red-flags for students
- A menu of personnel/teams for collaborative problem-solving
- Processes for teachers to request assistance
- A “buffet” of group-based interventions
- A staff-development plan for training all staff on “early-stage” interventions
- A staff-development plan for training “interventionists” in highly-structured interventions and consultation processes.

Training Resources:

Sprick, R.S., Sprick, M.S., & Garrison, M. (2nd ed. 2008). *Interventions: Evidence-based behavior support for individual students*. Eugene, OR: Pacific Northwest Publishing.

Sprick, R.S., Garrison, M., & Borgmeier, C., (in press). *RTI for behavior: Implementing a comprehensive approach to individual interventions*. Eugene, OR: Pacific Northwest Publishing.

Intervention Decision Guide: Teacher Interview

Student Name

Age

Grade

Beginning Date

Interventionist Name

Teacher(s) Name

Stage 1: Background

Reason for the referral and description of the problem:

Code Red: Is this an emergency situation?

The behavior is a threat to physical safety.	Intervention G: Managing Physically Dangerous Behavior
The behavior is so disruptive the teacher cannot teach.	Intervention H: Managing Severely Disruptive Behavior

Are there situations that seem to set off the problem behavior(s)?

Where do the problems tend to occur?

When do the problems tend to occur?

Times of day:

Days of week:

How often do the problems occur? How long does the behavior last?

Is the student psychologically and neurologically capable of controlling his or her behavior? Is there evidence to support this opinion?

Is the student aware of the problem behavior?

What seems to be maintaining or reinforcing the student's misbehavior?

- Ability
- Attention from adults
- Power/Control
- Competing reinforcers
- Awareness
- Attention from peers
- Escape/Avoidance
- Other

Strengths of the student (List at least three)

Teacher's goal or desired outcome

What would the teacher like to have happen?

What can't the teacher live with any longer?

Methods for evaluating intervention effectiveness

Notes on parental involvement

Contact date(s):

Notes on the contact(s):

What would the parents or guardians like to have happen?

Other interventions tried and their result (in particular, Interventions A–F)

For each:

Are copies of the information relating to the intervention available?

How successful was the intervention tried?

Other information of which the teacher is aware

Input from other adults who know the student (teachers, assistants, specialists, counselor):

Review of the student's records:

Stage 2: Intervention Selection

Possible Interventions to Consider

	Behavior or Concern	Check if true:	Intervention	Date of implementation	Effectiveness (+/-)
TIER I	Several or many students in class misbehave.		Preintervention: <i>Classroom Management Strategies</i>		
	The student may not know what is expected.		Intervention A: <i>Planned Discussion</i>		
	The student may have an underlying academic problem.		Intervention B: <i>Academic Assistance</i>		
	The student has difficulty with motivation and may not understand how to reach a goal.		Intervention C: <i>Goal Setting</i>		
	Objective data on the problem or goal has not been collected and shared with the student.		Intervention D: <i>Data Collection and Debriefing</i>		
	The student gets a lot of attention from adults or peers for misbehavior or failure.		Intervention E: <i>Increasing Positive Interactions</i>		
TIER II	A multi-pronged behavior support intervention that addresses behavior function has not been implemented.		Intervention F: <i>STOIC Analysis and Intervention</i>		
	The behavior poses a threat to someone's physical safety.		Intervention G: <i>Managing Physically Dangerous Behavior</i>		
	The behavior is so severe that the teacher cannot continue to teach.		Intervention H: <i>Managing Severely Disruptive Behavior</i>		
	The student is impulsive and has difficulty maintaining emotional control.		Intervention I: <i>Managing the Cycle of Emotional Escalation</i>		
	The student seems to be unaware of when he/she engages in inappropriate behavior.		Intervention J: <i>Cueing and Precorrecting</i>		
	The student has some motivation to change or learn new behaviors.		Intervention K: <i>Self-Monitoring and Self-Evaluation</i>		
	The student makes negative comments about himself or herself and others.		Intervention L: <i>Self-Talk and Attribution Training</i>		
	The student does not know how to meet expectations.		Intervention M: <i>Teaching Replacement Behavior</i>		
	The student cannot or will not communicate verbally.		Intervention N: <i>Functional Communication</i>		
	The misbehavior is a firmly established part of the student's behavior.		Intervention O: <i>Structured Reinforcement Systems</i>		
	It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior.		Intervention P: <i>Defining Limits and Establishing Consequences</i>		
	Consequences for misbehavior seem necessary but do not seem to work.				
	Teacher feels anxious, worried, discouraged, or angry about one or more students.		Intervention Q: <i>Relaxation and Stress Management</i>		
	The student seems anxious, lethargic, or depressed.		Intervention R: <i>Internalizing Problems and Mental Health</i>		

Stage 3: Intervention Design

Selected intervention(s):

Summary of who does what:

Summary of final plan:

Stage 4: Implementation

Initial follow-up notes:

First follow-up meeting

Date:

Purpose:

Summary:

Second follow-up meeting

Date:

Purpose:

Summary:

25-Minute Planning Process Worksheet

Student Name _____ **Age** _____ **Grade** _____ **Date** _____

Interventionist Name _____ **Teacher Name(s)** _____

Other Participants _____

Starting Time _____

Step 1: Background (5 Minutes) **Stop** _____

- Describe the presenting problem. Identify when, where, how often, how long, etc. the problem occurs.
- Identify student strengths.
- Identify strategies already tried.

Step 2: Problem/Goal/Data (4 Minutes) **Stop** _____

Narrow the scope of the problem and identify a goal.

Identify what form of data will be used to track progress toward the goal.

Step 3: Corrective Consequences (2 Minutes) Refer to menu of possible corrective consequences as needed.

Stop _____

Determine whether irresponsible or inappropriate behavior will be corrected, ignored, or whether a consequence will be implemented.

Step 4: Responsible and Irresponsible Behavior (4 Minutes) **Stop** _____

Provide examples of responsible behavior and/or student strengths to encourage. Provide examples of irresponsible behavior to discourage.

Responsible Behavior	Irresponsible Behavior

Step 5: Proactive Strategies (4 Minutes) Refer to menu of possible strategies as needed. Stop _____

Brainstorm strategies to encourage responsible behavior. (Brainstorm; don't evaluate.)

Step 6: Proactive Plan (3 Minutes) Stop _____

Select a manageable set of proactive strategies to implement.

Step 7: Final Details (3 Minutes) Stop _____

- a. Evaluation: Identify at least two ways to determine if the plan is working.

- b. Support: Identify things other adults can do to assist the student and teacher. (Be specific—who, what, where, and when.)

- c. Plan Summary: Identify each person's responsibilities and when actions will be taken. Identify who will discuss the plan with the student and when. Schedule follow-up.

Who	Responsibilities	Date(s)

Discussion with the Student:

Who _____ Date _____
_____ Time _____

Follow-Up Meeting:

Who _____ Date _____
_____ Time _____

Report on Graduation Rates in the U.S.

A revised report, commissioned by the Black Alliance for Educational Options, found that the overall graduation rate nationally is 71%. Graduation rates:

African-American	56%	Native American	57%
Asian	79%	White	78%
Hispanic	54%		

To access and download the original report, log onto:

http://www.manhattan-institute.org/html/cr_31.htm#1

To access the revised report, log onto:

http://www.manhattan-institute.org/html/cr_baeo.htm

To access the historical information, log onto:

<http://www.nces.ed.gov/programs/digest/do2/tables/dt103.asp>

Report on School Connectedness

"Increasing evidence shows that when adolescents feel cared for by people at their school and feel like a part of their school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age."

McNeely, C.A., Nonnemaker, J.A., Blum, R.W.; (2002)

The study examines the association between school connectedness and the school environment. Higher school connectedness was associated with: positive classroom management climates, participation in extracurricular activities, tolerant disciplinary policies and small school size.

McNeely, C.A., Nonnemaker, J.A., Blum, R.W.; (2002). Promoting School connectedness: Evidence from the National Longitudinal Study of Adolescent Health, Journal of School Health, 72(4), 138-146.

Research at the following website clearly demonstrates an association between connectedness and effective classroom management, effective disciplinary policies, small school size and involvement in extracurricular activities.

[http://www.jhsph.edu/adolescenthealth/Products/Military Child Initiative/MCI Monograph FINAL.pdf](http://www.jhsph.edu/adolescenthealth/Products/Military%20Child%20Initiative/MCI%20Monograph%20FINAL.pdf)

Randy Sprick's Safe and Civil Schools

Visit <http://www.safeandcivilschools.com/> for information on Safe and Civil Schools products and services to help improve behavior, discipline and school climate, improve school connectedness and reduce suspensions/expulsions.

Your Name: _____ Your state code (e.g. OR) _____

Your email (optional): _____

Please print neatly!

If you provide your email, Safe and Civil Schools will NEVER sell or give out your address. We will occasionally send you up-dates on workshops, tips, or new products.

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