

RTI/PBIS: Creating Processes for Tier 2 & 3 Behavioral Interventions (While maintaining and expanding Tier 1)

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The goal of positive behavior support is to create a safe, civil and productive school.

- Reduce barriers to learning
- Increase motivation to achieve

To improve behavior and motivation, staff can manipulate five variables.

1. **Structure**/organize all school settings for success.
2. **Teach** students how to behave responsibly in those settings.
3. **Observe** student behavior (supervise!).
4. **Interact positively** with students.
5. **Correct** irresponsible behavior calmly, consistently and immediately in the setting in which the infraction occurred.

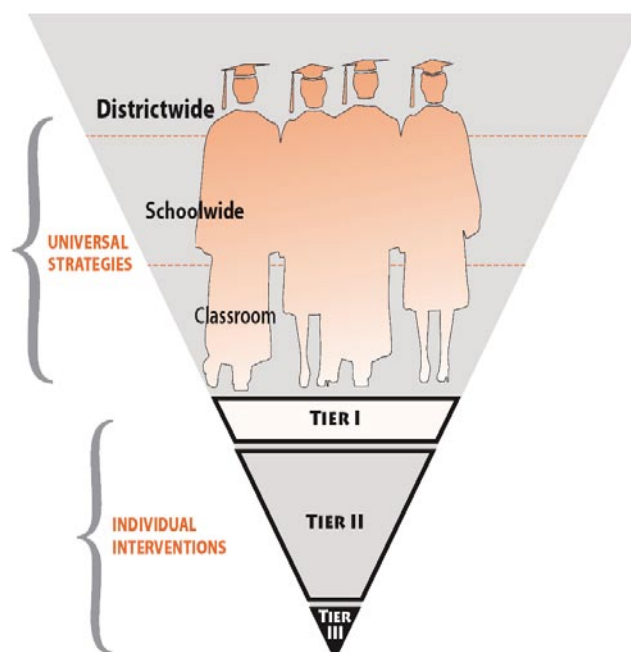
STOIC: Someone respected and admired for patience and endurance in the face of adversity.

The difficulty is getting staff trained and *consistently implementing* these practices. Why is this so difficult

- Discipline problems drive staff crazy!
- Many schools depend too much on punitive consequences.
- Some staff may not realize how malleable much power they have to shape behavior.

The Goal of RTI (Both academic and behavioral)

No student falls through the cracks



SCHOOLWIDE BEHAVIOR SUPPORT CHECKLIST

Item	Component or Process	In Place?	Actions
1	A leadership team, including active involvement of the building principal, represents the entire staff.		
2	The team meets on a regular basis and uses its time efficiently—starting and ending on time, keeping minutes, assigning tasks, etc.		
3	The team involves the staff in a continuous cycle of improvement that includes: a) collecting data, b) setting priorities, c) revising existing practices, d) adopting new policies or procedures, and e) ensuring implementation by staff.		
4	Review meaningful data to identify strengths of current behavior support practices and areas needing improvement.		
	4a. Annually, the team guides the staff in collecting and analyzing staff, student, and parent perceptions of existing policies and practices as well as overall school climate.		
	4b. Annually, the team (with help from staff and students) conducts observations of all common areas.		
	4c. The administrator provides quarterly summaries of disciplinary referrals so the team can analyze trends based on location, type of offense, time, date, and so on.		
5	This data is used to identify new priorities for improvements and assess the efficacy of current and past priorities.		

SCHOOLWIDE BEHAVIOR SUPPORT CHECKLIST

Item	Component or Process	In Place?	Actions
6	For any given priority, revision proposals are developed for new policies and procedures. Any revision proposals are presented for feedback to the entire staff.		
	6a. Guidelines for Success (or equivalent) have been developed and are used as the basis for rules, procedures, and lessons.		
	6b. Common areas have been assessed with regard to safety, civility, and efficacy and improved as needed. In secondary schools, particular attention is paid to hallway/passing time issues.		
	6c. Procedures for coordination among administration, counseling, and teaching staff regarding severe misbehavior have been assessed and improved as needed.		
	6d. An analysis has been conducted to determine gaps in the school's efforts to create school connectedness and to meet all students' basic needs.		
7	Any revision proposal will be implemented only after being adopted by the staff.		
8	The team will monitor implementation of new policies and practices, refining implementation until a subsequent review of data indicates that specific priority has been largely resolved.		
9	A classroom management model has been adopted, training and coaching provided, and reasonable accountability created.		

Adapted from *Foundations: Evidence-Based Behavioral Strategies for Individual Students* (Sprick, Garrison, & Howard, 2002)

CLASSROOM MANAGEMENT STOIC CHECKLIST



Variables	Questions to guide discussion	Y	N	Comments
<p>Structure/ Organize the classroom for success.</p>	<ol style="list-style-type: none"> 1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently? 2. Can you and your students access materials and the pencil sharpener without disturbing others? 3. Does the schedule create consistency, variety, and opportunities for movement? 4. Do you have effective beginning and ending routines? 5. Have you defined clear expectations for instructional activities? 6. Have you defined clear expectations for transitions between activities? 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p>	
<p>Teach students how to behave responsibly in the classroom.</p>	<ol style="list-style-type: none"> 1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions? 2. Have you created lessons and explicitly taught expectations for classroom routines and policies? 3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.) 	<p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p>	
<p>Observe student behavior (supervise!)</p>	<ol style="list-style-type: none"> 1. Do you circulate and scan as a means of observing/monitoring student behavior? 2. Do you model friendly, respectful behavior while monitoring the classroom? 3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan? 	<p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p>	
<p>Interact positively with students.</p>	<ol style="list-style-type: none"> 1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)? 2. Do you provide age-appropriate, non-embarrassing feedback? 3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior? 	<p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p>	
<p>Correct irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.</p>	<ol style="list-style-type: none"> 1. Do you correct consistently? 2. Do you correct calmly? 3. Do you correct immediately? 4. Do you correct briefly? 5. Do you correct respectfully? 6. Do you have a menu of in-class consequences that can be applied to a variety of infractions? 7. Do you have a plan for how to respond to different types of misbehavior fluently? 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p>	

Safe & Civil Schools

Dr. Randy Sprick, Director

Creating a Functional Team

Actively involving the entire staff in a unified and consistent approach is crucial to implementing positive behavior interventions and supports (PBIS) and response to intervention (RTI) for behavior-related issues through *Safe & Civil Schools*. Although a functional leadership team has been shown to be a key to effective implementation, a fully functioning team is absolutely essential to creating consistency within a very large staff. Following are leadership team suggestions gleaned from more than 20 years of working with elementary and secondary school teams on schoolwide discipline and behavior support.

To be most effective, this leadership team should consist of six to nine staff members, including a school-based administrator and representatives of the entire staff. The suggestion of six to nine is based solely on group dynamics. If the team gets too large, it becomes very difficult to sit around a table and discuss issues. The team must meet on a regular basis to maintain the cycle of reviewing data, selecting priorities, and revising policies and procedures you want the staff to adopt and implement. If the team stops meeting (or meets but is not efficient), the process of continuous improvement grinds to a halt.

The principal must be actively engaged with the team and with the PBIS/RTI processes. Either the principal or an assistant principal may lead a PBIS initiative on a campus and be an actively participating team member. However, if it is an assistant principal, the principal must be actively supportive and participate in communicating to the entire staff the importance of the work the team is doing. The principal must also help ensure fidelity of implementation of any agreed-upon policies and procedures. The staff has to see that the principal is directly engaged, or the chance of a faction within the staff being unwilling to follow through increases dramatically. In every example of a great implementation of *Safe & Civil Schools* in a large urban school, the principal has been actively and vocally supportive of all the efforts.

Representation on the team must mirror, as closely as possible, the population of the staff. Because general education teachers make up the largest percentage of the staff, there must be an adequate number of general education teachers on the team. In a high school, this representation of general education teachers might be organized by departments, grade levels, teachers with common planning periods, or professional learning communities, depending on how the lines of organization and communication work within the school. There should be at least one special education teacher to represent the special education staff. Once representation of teaching staff is achieved, ensure that every member of the school staff is directly connected to a member of the team. **For example, someone on the team must directly represent the custodial staff, even if that person is not a custodian. Someone must represent counseling staff, clerical staff, food service staff, etc.** To limit the team to nine members, some members will have to represent multiple groups. Following is an example of a team configuration. Keep in mind that this is only one example. Each school should form its team based on lines of communication, influence, and affiliation.

Sample Staff Representation on the Team

Team members	Who each member represents
Principal	Administrative team
6th grade teacher	6th grade teachers and clerical staff
7th grade teacher	7th grade teachers and counseling staff
8th grade teacher	8th grade staff, parent advisory groups, and PTA
Specialist (e.g., PE)	Specialist staff (art, music, PE, technology), student council, and all other student groups
Special education teacher	Special education staff, psychologist, social worker, and mental health liaison
Custodian	Custodial staff and food service staff
Campus security officer	Campus security, nursing, and school volunteers

Once the groups and representation are formed, identify actual team members by asking each group to select someone to represent them. In one very successful high school, each group was told to identify someone they respected and could learn from. In other words, because the team was going to receive ongoing training in PBIS and RTI, each group decided who they wanted to attend the training and bring the information back to them. If the team members are not well respected and influential, there is greater risk that the team may be ineffective, perhaps even creating greater divisions among staff, instead of serving as a unifying force.

Whenever the team is going to discuss an issue that affects constituents who are not on the team, the team member who represents that constituency should not only seek input from his or her constituents, but also invite them to the next team meeting. For example, if the team is going to discuss some aspect of the cafeteria, food service and custodial personnel should be invited to join the next team meeting. If they cannot attend, their representative should bring their thoughts and opinions to the meeting.

Note that no parents or students are on the team; instead, members of the team serve as student and parent representatives. Sometimes the team may need to discuss important internal staff business such as staff morale or staff inconsistency in implementing a particular policy. It may be very difficult to have a frank discussion about important business (which could be viewed as “airing dirty laundry”) with a parent or student in attendance. We support actively involving students and parents in many specific PBIS activities (such as collecting and analyzing data, selecting priorities for improvement, serving on task forces to develop new policies), but the team needs the freedom to have frank, open, and even occasionally contentious discussions about internal staff issues.

Once the team is functioning and receiving ongoing training and support, it can take specific actions to guide and unify staff in design and implementation of PBIS and a three-tiered RTI model. By striving to ensure that all staff have adequate representation through a voice on the team and by “marketing” their efforts and purpose, the team can serve to unify and motivate staff to actively follow through on all agreed-upon policies and procedures.

Examples of the Utility of Survey Data

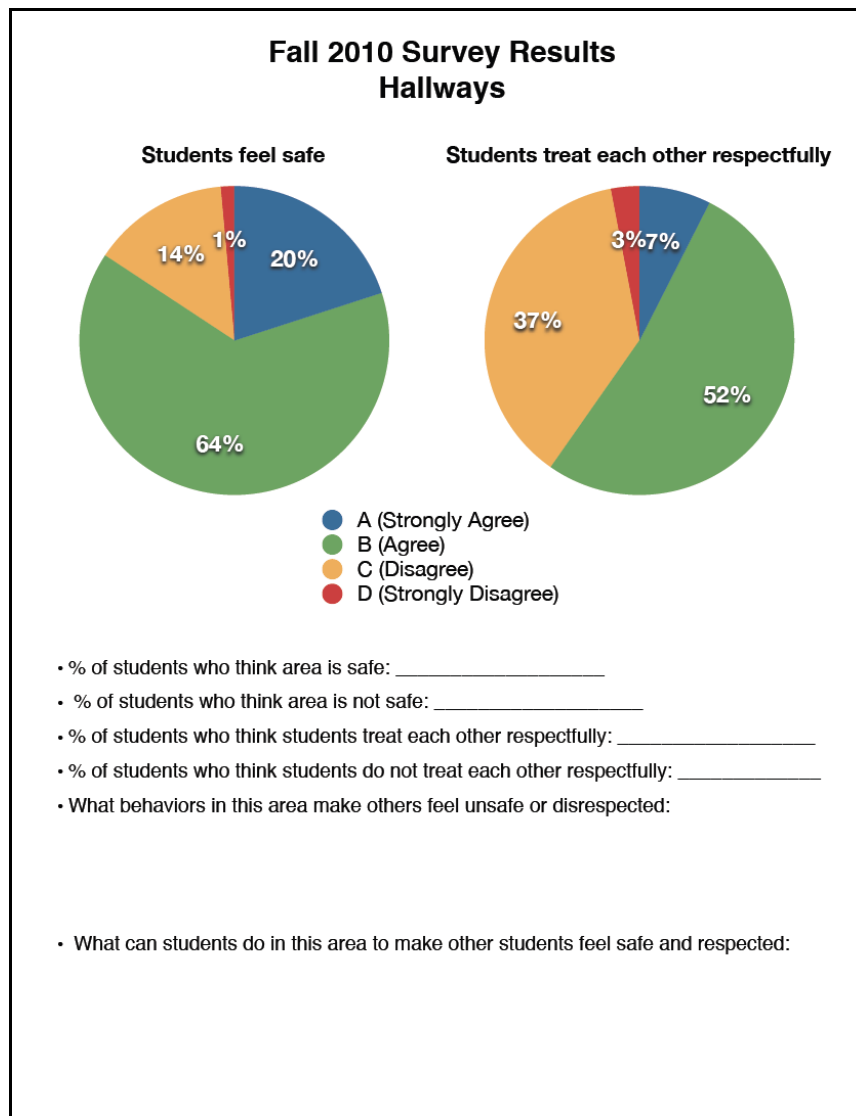
Ask the questions below about each of the physical areas where students spend time (e.g., classrooms, halls, restrooms, cafeteria, playground, etc.)

- Students feel safe in ____.
- Students are taught how to behave responsibly in ____.
- Students treat other students respectfully in ____.
- Students treat staff respectfully in ____.
- Staff treat students respectfully in ____.

Do you know what percentage of:

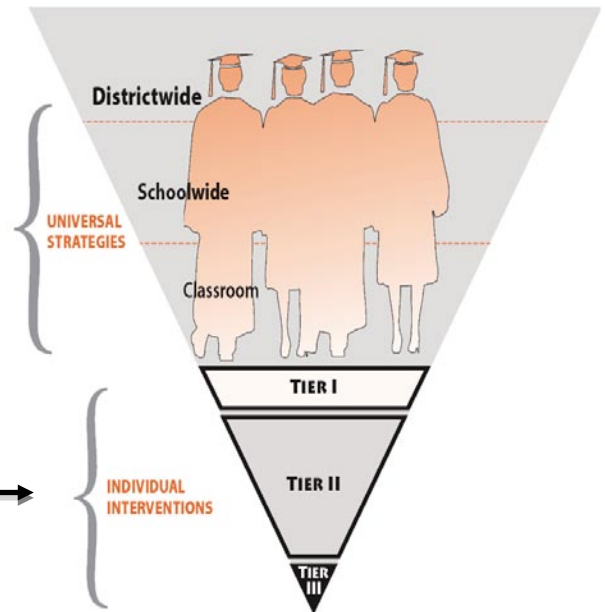
- staff would agree that teachers treat students respectfully?
- students would agree that teachers treat students respectfully?

- staff would agree that students think the work they do in school is important?
- students would agree that the work they do in school is important?



The Goal: No student falls through the cracks

Individual Behavior Support:



Create a culture of data-driven *early-stage* interventions planned and conducted by all teachers (Tier 1).

- A. Planned Discussion
- B. Academic Assistance
- C. Goal Setting
- D. Data Collection and Debriefing
- E. Increasing Positive Interactions
- F. STOIC Intervention and Analysis

From *Interventions: Evidence-Based Behavioral Strategies for At-Risk Students*

Create a system of “red flags” that signal the system (administrators, school counselors, school psychologists, and so on) that a student may need a Tier 2 or 3 individual support plan:

- Failing grades in two or more classes
- Chronic absenteeism
- One or more grade levels behind chronological peers
- Three ODRs in a semester
- Six or more detentions in a semester
- Screening for internalizing problems (anxiety/depression)
- Student/parent request

Train support personnel in Tier 2, group-based interventions such as:

- Connections (Check & Connect)
- Meaningful Work
- Mentoring

Train all support personnel in efficient problem-solving and intervention design processes.

- 25-Minute Planning Process
- Intervention Decision Guide (IDG): Teacher Interview
- Intervention Decision Guide (IDG): Multi-Disciplinary Team

From Behavioral Response to Intervention: Creating a Continuum of Problem-Solving and Support

Train all support personnel in designing and helping teachers to implement (WITH FIDELITY!) highly-structured individualized interventions (Tier 2 & 3).

- 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

From Interventions: Evidence-Based Behavioral Strategies for At-Risk Students

For information on staff development planning on schoolwide, classroom or individual student go to: www.safeandcivilschools.com or call 800-323-8819.

10. Strengths of the student (list at least three):

11. The teacher's goal or desired outcome:

What would the teacher like to have happen?

What can't the teacher live with any longer?

12. Methods for evaluating intervention effectiveness:

13. Notes on parental involvement:

Contact date(s):

Notes on the contact(s):

What would the parents or guardians like to have happen?

14. Other interventions tried and their results (in particular, Interventions A–F):

For each:

Are copies of this information available?

How successful were the interventions?

15. Other information the teacher is aware of:

Input from other adults who know the student (teachers, assistants, specialists, school counselors)

16. Review of the student's records:

Stage 2: Preparation

Possible Interventions to Consider:

	Presenting Behavior	✓ if true	Intervention	Date of Implementation	Effectiveness (+/-)
TIER 1	Several or many students in the class misbehave.		Preintervention: <i>Classroom Management</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>		
	The student's behavior seems to be chronic and resistant to simple intervention.		Intervention D: <i>Data Collection & Debriefing</i>		
	The student gets a lot of attention from adults or peers for misbehavior or failure.		Intervention E: <i>Increasing Positive Interactions</i>		
	The reason the behavior occurs chronically needs to be analyzed and incorporated into the intervention plan.		Intervention F: <i>STOIC Analysis & Intervention</i>		
TIER 2	The student's escalating behavior is physically dangerous, or poses a threat to 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 & Precorrecting</i>		
	The student has some motivation to change or learn new behaviors.		Intervention K: <i>Self-Monitoring & Self-Evaluation</i>		
	The student makes negative comments about him- or herself and others.		Intervention L: <i>Positive Self-Talk & 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 & 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 & Stress Management</i>		
	The student seems anxious, lethargic, or depressed.		Intervention R: <i>Internalizing Problems & Mental Health</i>		

25-Minute Planning Process Worksheet

Student _____ Age _____ Grade _____ Date _____

Interventionist _____ Teacher(s) _____

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) Stop _____

Determine whether irresponsible or inappropriate behavior will be corrected or ignored, or whether a consequence will be implemented. Refer to the menu of possible correct consequences as needed.

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)

Stop _____

Brainstorm strategies to encourage responsible behavior. (Brainstorm, don't evaluate.) Refer to possible proactive strategies menu as needed.

Step 6: Proactive Plan (3 minutes)

Stop _____

Select a manageable set of proactive strategies to implement.

Step 7: Final Details (4 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 _____