Behavior RtI: Interventions Essential for a Successful Tiered Process Supporting Student Success

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RtI/MTSS Collaboration & Planning

LSSP/School Psychologists:

- Plan/consult for a culture mutual respect, connections, and safety school-wide, classroom, individual students/Plan/consult and design threat assessments and crisis response plans

- General ed and special ed counseling, social skills training, academic, and behavioral supports

- Work directly with children, teachers, administrators, and families

Prevention

1 Support early identification of potential academic skill deficits and/or learning difficulties
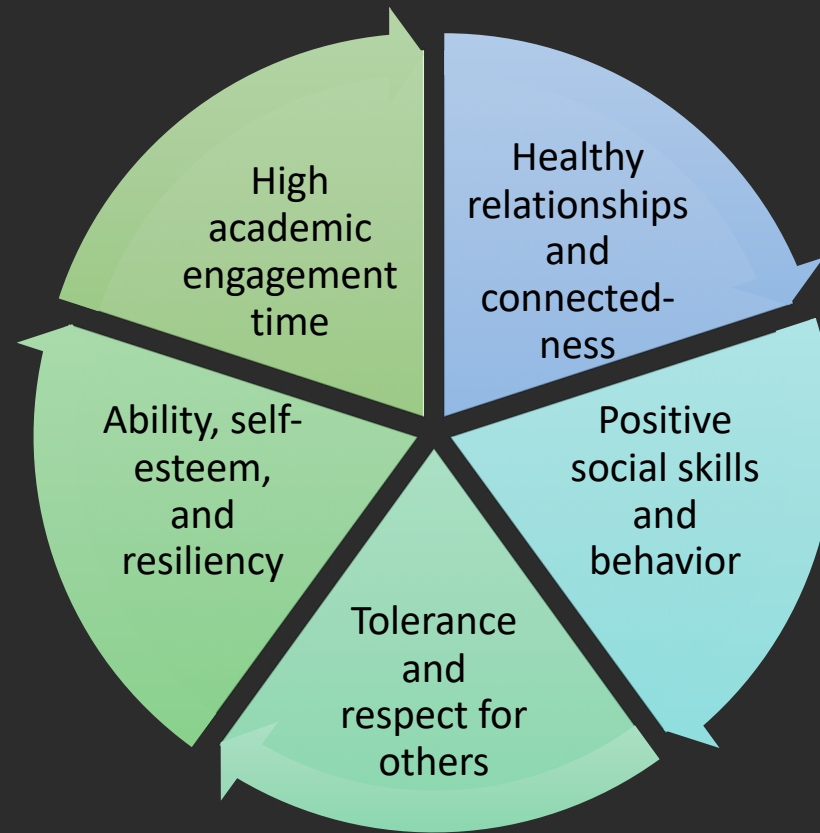
2 Design and implement programs for at-risk children

3 Foster tolerance and appreciation of diversity

4 Create safe, supportive learning environments

School Psychologists link mental health to learning &behavior to promote:

High academic engagement time

Healthy relationships and connected-ness

Positive social skills and behavior

Tolerance and respect for others

Ability, self-esteem, and resiliency

TEA Strategic Plan : Intervention Best Practices

Support for:

- ✓ Multi-tiered systems of support (behavior) to include PBS and Restorative Discipline
- ✓ Culturally responsive pedagogical practices
- ✓ RtI

Opportunities for Success

Create more effective instructional and behavioral techniques for students through the use of:

a. data talks
b. professional learning communities (scheduling issues, communication, different thinking …)
c. universal screening and progress monitoring
d. tiered levels of strategies and interventions

Keys for Successful Practices

1. Strong, cohesive, knowledgeable building **leadership**
2. Use of open, transparent **communication**
3. Ongoing **professional development** opportunities
4. Establishment of a leadership/planning **team**
5. Routine use of **data-based decision-making** practices

Leadership Styles

Punitive

Characteristic

Compliance is forced

Power hoarded

Information is power

Fear of engagement

Results

Resentment

De-valued

Mistrust

Withdrawn/Acting Out

Restorative

Authoritative

Collaborative

Engaging

Focused on strengths

Foster respect for all

Shared power

Cooperative

Maximize resources/respect

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Behavioral Tiered Interventions

- ✓ Restorative Practices
- ✓ Supportive Accommodations
- ✓ Focused SEL Development
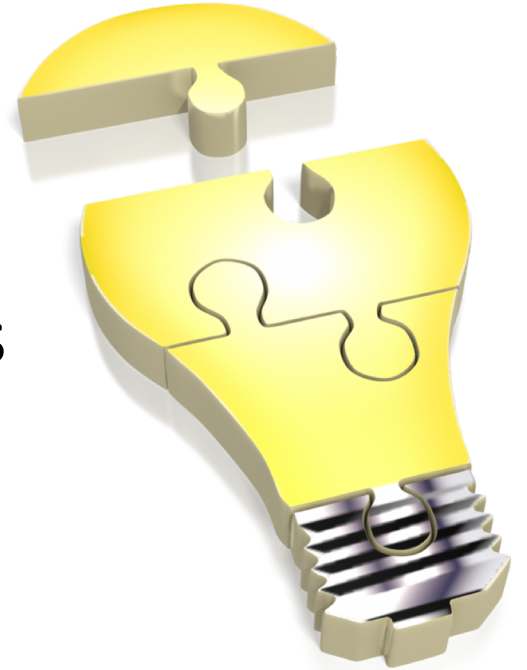- ✓ Behavior Action Plan

Important Systematic Pieces of the Process

Tier 1 SEL Climate and Culture
- PBIS
- Resiliency Building
- Restorative Practices in the classroom

TIERS 2/3: Mental Health/Behavioral Interventions
- Weekly (targeted) small group social skills
- Restorative Practices: Check-in, Check-out and Check-up circles
- Behavior Action Plans

Good relationships are the basis for learning. Anything that affects relationships, like inappropriate behavior, impacts learning.

Challenging inappropriate behavior needs to be experienced as an opportunity for learning.

-- Bruce Schenk, Director of the International

Institute for Restorative Practices in Canada

If a child can't read, we teach him to read.

If a child can't do math problems, we teach him how to do math problems.

If a child doesn't know how to behave, we punish him.

*A student **misbehaves** in class and her teacher asks her to leave. The student **is suspended** from school and comes back. Nothing is resolved; nothing is restored.*

*But with restorative practices, the student is **held accountable** and given **support** to resolve the issue, **repair the harm** and make a plan to ensure that the misbehavior doesn't happen again. **Relationships** are restored and **community** is built.*

-Ted Wachtel, International Institute for Restorative Practices

Respect: What does it look like?

Tier 1 Setting the Foundation

Conscious Classroom Management

It's all about building relationships

90% is about prevention

Assume the best, be pro-active not re-active

Exercise the muscle of kindness

Proximity / get within 3 feet of each student each day

Make connections

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Continuum: Class Meetings

Class meetings can be used for:
- Team / Community building
- Checking in / Checking out
- Planning
- Problem Solving
- Teachable moments
- Sensitive issues

✓Supports Responsive Classroom
✓More teacher directed

Important Systematic Pieces of the Process: The Written Plan

THE RTI/MTSS PLAN
- GOALS THAT ARE SPECIFIC/MEASURABLE
- BASELINE DATA
- SPECIFICED RATE OF GROWTH
- DEFINED ASSESSMENT TOOL FOR MEASURING PROGRESS
- DEFINED INTERVAL/FREQUENCY OF DATA COLLECION FOR MEASURING PROGRESS

Behavior: PBIS &Social Skills

- Student- teacher relationships
- Connecting students with each other and adults
- Positive schoolwide and classroom management
- Researched based social skills aligned with PBIS
- Parent and Community Resources
- Professional Development

Keep In Mind

Sometimes these interventions work better than a BIP.

Behavior Outcomes

- Decrease rates of out-of-district placements
- Decrease rates of out of school suspensions and DAEP placements
- Increase graduation rates for at-risk students including students with ED
- Decrease numbers of special education students
- Improve academic performance
- Improve personnel retention
- Improve attendance rates for students and staff

Linking Academic and Behavior Supports

- Effective school-wide and classroom wide behavior support is linked to increased academic engagement.

- Improved academic engagement with effective instruction is linked to improved behavior outcomes.

- The systems needed to implement effective academic supports and effective behavior supports are very similar.

Behavior Change Concepts

1. Behavior is highly flexible….. It can be changed.

2. Teachers must recognize that they need to manipulate the variables they can control and not worry about those they cannot.

Tiers 2/ 3 Challenge

Fidelity!!

"For schools that do not have primary supports in place, ***the impact of the individual plan will be minimized*** due to the lack of consistent control across the school environment. In other words, if the school or classroom environment is inconsistent, nonresponsive to demonstrated prosocial behavior on the student's part, and primarily relying on reactive and negative strategies in an attempt to control behavior, an individualized function-based PBS plan has little chance of successfully changing student behavior." (Lewis, T.J., 2009, p. 368)

Social Emotional Learning

"Involves the processes through which adults and children develop social and emotional competencies in five areas."

Schonert-Reichl, K. A., Kitil, M. J., & Hanson-Peterson, J. (2017). To reach the students, teach the teachers: A national scan of teacher preparation and social and emotional learning. A report prepared for the Collaborative for Academic, Social, and Emotional Learning (CASEL). Vancouver, B.C.: University of British Columbia.

SEL Core Skills Addressed in Tier 2

1. ***Self-Awareness:*** The ability to accurately recognize one's emotions and thoughts and their influence on behavior.

   ➢Tagging feelings and emotions
   ➢Connecting emotions to physiological responses
   ➢Self-assessment of strengths and weaknesses
   ➢Well grounded sense of confidence and optimism.

Core Skills Addressed in Tier 2

2. ***Self-Management:*** *The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.*

➤ Managing stress & frustration

➤ Controlling impulses

➤ Motivating oneself

➤ Goal setting and working towards achieving goals

Core Skills Addressed in Tier 2

3. ***Social-Awareness:*** *The ability to take the perspective of and empathize with others*

> ➤ Diverse backgrounds and culture
> ➤ Understand norms for behavior (social and ethical)
> ➤ Recognize family, school, and community resources and supports

Core Skills Addressed in Tier 2

4. ***Relationship Skills:*** *The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.*

➢Communicating clearly
➢Listening actively
➢Cooperating
➢Resisting inappropriate social pressure
➢Negotiating conflict constructively
➢Seeking /offering help when needed

Core Skills Addressed in Tier 2

5. ***Responsible Decision Making:*** *The ability to make constructive and respectful choices about personal behavior and social interactions.*

➢Consideration of ethical standards
➢Safety concerns and social norms
➢Realistic evaluation of various actions
➢The well-being of self and others.

Tier 2/3 Interventions

Prevention (make problem behaviors irrelevant by managing antecedents and setting events):

- Schedule
- Curriculum (content, sequence)
- Instruction
- Skill Building (Coping, etc.)
- Teaching - delivering events that *change* behavior, not just delivering curriculum
- Replacement behaviors (maintain same function as problem behavior)
- Adaptive skills

Teachers Who Are Resistant

Caution: Remind Staff

- Behavior will increase before it decreases!
- It takes time to change behavior.
- Changing maladaptive behavioral patterns can be exhausting!

Individualized Interventions

Rules of Engagement:

1. Never stop doing what already works!
2. Always look for the smallest change that will produce the biggest result.
3. Avoid targeting too many behaviors at once.
4. Do a small number of things well with the student.
5. Do not add something new to plan without taking away something you are already doing.

Factors Affecting Behavior Severity

- Immediate vs. delayed consequences
- Frequent vs. infrequent feedback
- High vs. low desire of consequences
- Early vs. late in the day
- Supervised vs. unsupervised time
- Novelty vs. familiarity
- Male vs. female presence

1. *Do your teachers know this?*
2. *What can you do to increase awareness?*

Tier 2/3 RtI Plan of Strategies for Intervention

Dr. O's Favorites:

1. Proximity control for immediate feedback
2. Precision requests
3. Behavior contracts
4. Behavior Momentum
5. Self-Monitoring

Do you Have Students with ADHD on your campuses?

The on-demand deficiencies observed by others are often attributed to negative personal characteristics such as lack of responsibility, apathy, passive aggressive stance, or oppositional defiance.

Resources That Aid in Integrity of Process

Documentation
The use of technology makes ongoing data collection, data consumption, and data-based decision making a more plausible proposition, and it can keep these important aspects of RtI from monopolizing teacher time.

Teacher Competencies
Ongoing training on academic and behavioral instructional strategies and practices.

Computer Aided Instruction/Data Collection
Research supported and student Centered programs to compliment and support (not replace) instructional practices.

RtI/MTSS Process: The Big "3"

Data

- Universal Screening: Multi-gate with campus chosen instrument. (2x/year)
- Data to determine targeted SEL skills.
- Progress monitoring: Tier 1 ongoing with naturally occurring teacher collected data (grade level)
- Progress monitoring: Tiers 2 and 3 (RtI decision making which will be communicated to parents in letter format) and used for decision making (movement) in Tiers and defining student growth on RtI Plan).

Intervention

- Tier 1 Identified Students: Supportive instructional and restorative strategies to promote relationships and connectedness.
- Tiers 2 & 3: Social and emotional skill specific additional small groups and strategies to promote mental health growth.

Plan

- Goals that are specific and measurable.
- Baseline data specific with expected Rate of Improvement.
- Defined assessment tool for behavior progress monitoring.
- Defined interval and frequency for collection of progress monitoring data.

The work you are doing is so important. Thank you for being a part of this learning community today and for all that you do for students!