Behavior RtI (MTSS)
Data Sources within a Multiple Gate Process

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Topics

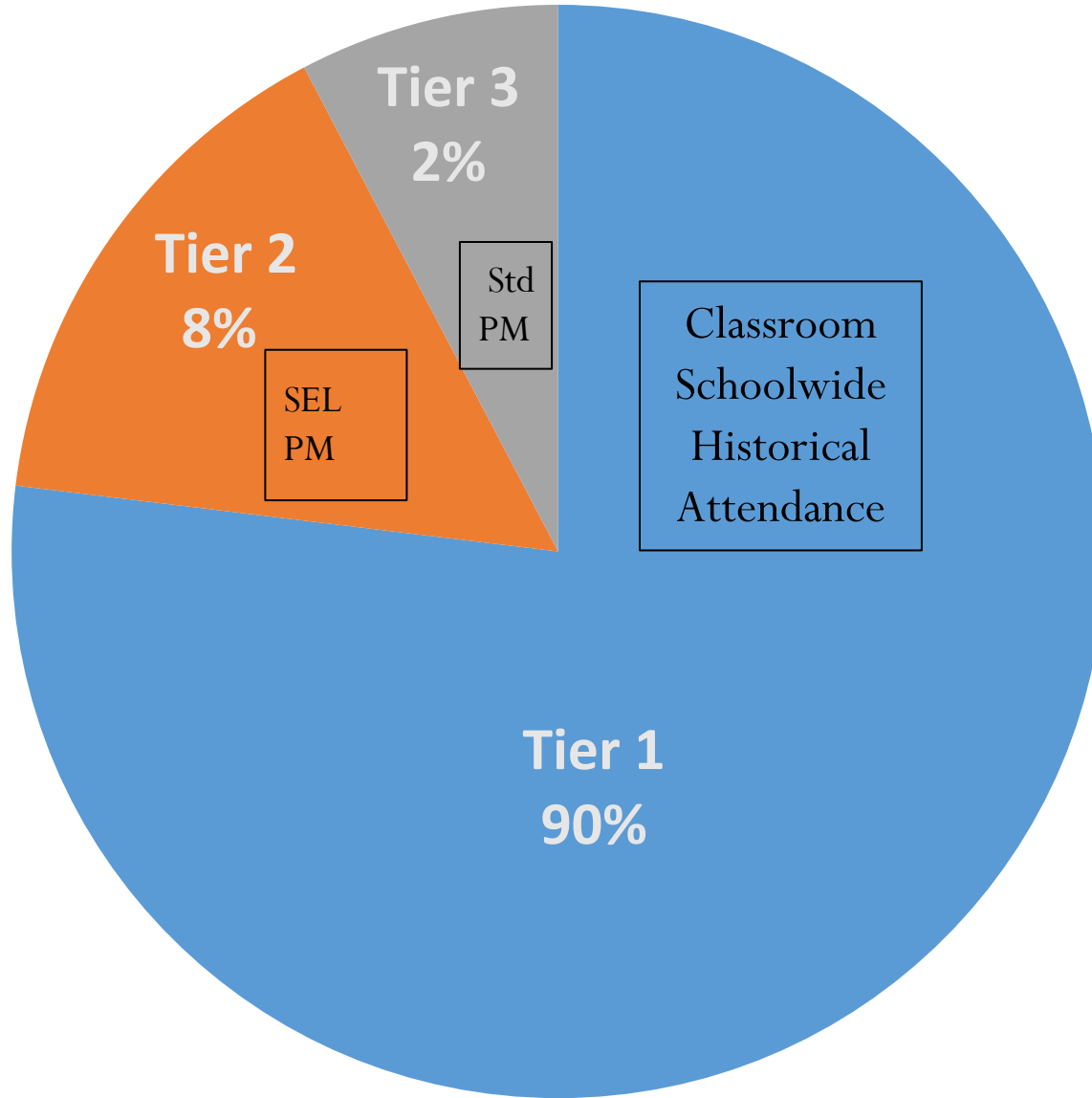Multiple Sources Throughout the Tiers

Screening using Multiple Gates

Data Matrix (ICEL/RIOT)

Student Specific Data for Progress

Case Analysis

Multiple Sources of Behavior Data

Non-negotiables

1. Increase Intensity and Scope as behavioral output increases.
2. Align intervention with data.
3. Monitor Fidelity.

How Do You Determine Student Needs (Other than discipline referrals or "adult" needs)?

1 Target causes: motivation, attendance, behavior are symptoms

2 Examine history of academic failure (particularly reading)

3 Use caution on preconceived notions and reputations that unfairly "label"

4 Gather data and identify which students are in need of additional support.

Tier 1 Data Includes:

- **Campus Self-assessment of culture and climate**
- **Observations**
  - Circulate throughout the classroom and building
  - Visually scan to monitor alignment with expectations
  - Teacher behaviors such as modeling, encouraging,
  - Interacting, etc....
- **ODR's**
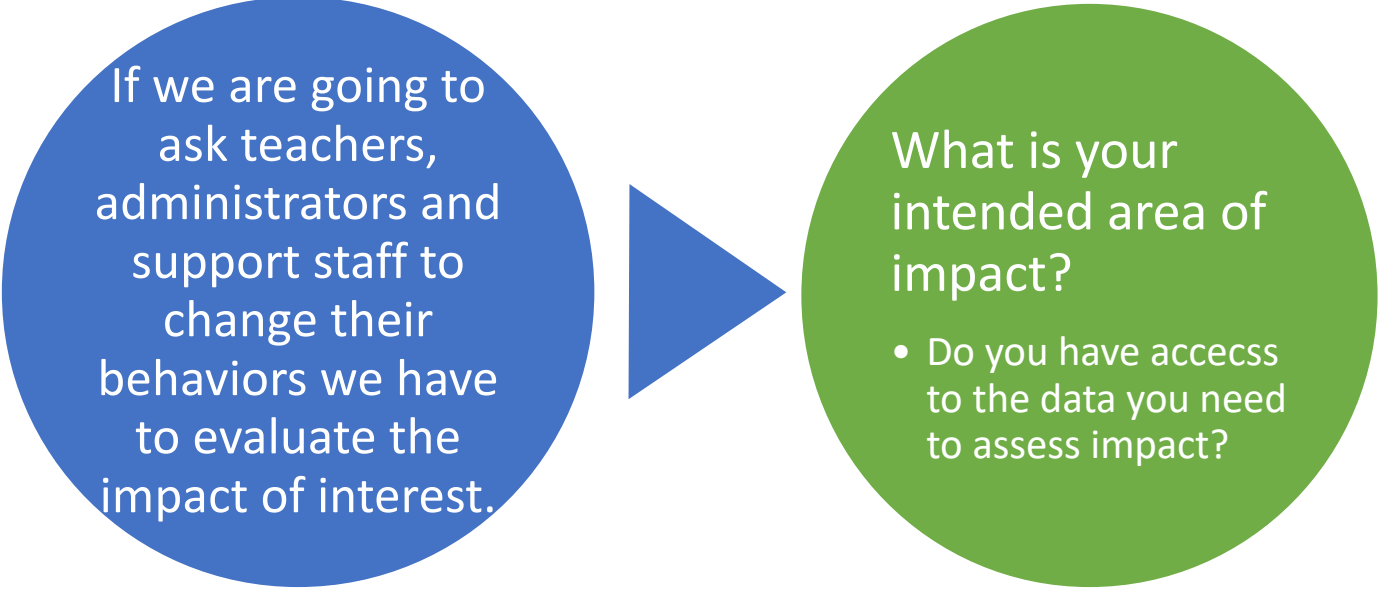 - Look for patterns: time of day, classroom, areas
  - Attendance

Collecting the Right Data

What does our data tell us about *need*?

- How strong is our Tier 1?
- How effective are we at Tiers 2 / 3?
- What is *missing?*
  - Skills
  - Positive Climate
  - Safety
  - Relationships
  - Connectedness

Self-Evaluation

If we are going to ask teachers, administrators and support staff to change their behaviors we have to evaluate the impact of interest.

What is your intended area of impact?

- Do you have accecss to the data you need to assess impact?

Self-Evaluate

Feelings of belonging	Student problem behaviors	Adult responses to problem behavior
Academic instructional time	Peer interactions	Suspensions, expulsions, and graduation rates
	Parental involvement / satisfaction	Community providers on school teams

Resources for Data

Self-Assessments of Systems and Practices:
Climate and Culture

Tiered Fidelity Inventory (TFI: www.PBISapps.org) for systems evaluation.

District Capacity Assessment (DCA: http://sisep.fpg.unc.edu/) for capacity of the district to scale.

Tier 1:
ICE- (L)

Instruction

Curriculum

Environment

Instruction/Curriculum/Environment

- Instruction
  - Lessons are designed to create variety and engagement
  - Teachers provide frequent unconditional attention
  - Restorative Practices are evident during observations
  - Teachers provide age-appropriate positive feedback
  - Maintain a 5:1 ratio of positive interactions
  - Lessons are Taught (and re-taught)on behavioral expectations

Instruction/Curriculum/Environment

- Curriculum
  - Campus Character Ed Program
  - Anti-Bullying Program
  - PBIS Specific Structure (i.e. Champs)
- **Environment**
  - Create a classroom environment that is structured for success:
    - *Free From clutter, routines established, rules posted and taught*
    - *Relationship building is intentional*
    - *Social skills taught within the delivery of instruction*

Tier 1RIOT

Review

Interview

Observe

 Test

Progress Monitoring Indicators (Tier 1)

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
Increase	Academic engagement time
Improve	Academic performance
Improve	Personnel retention
Improve	Attendance rates for students and staff

Multiple Gating Procedures

Gate 1: Cast a wide Net

- Discipline referrals

- Attendance

- Teacher report or nomination

Gate 2: Refine the "Catch"

- Rating Scales

Gate 3: Identify those most at risk

- Observation(s)

- Interview(s) Teacher & Parent

- Behavior data

- Student self report

Multi-Stage & Multi-Gate Approach to Screening
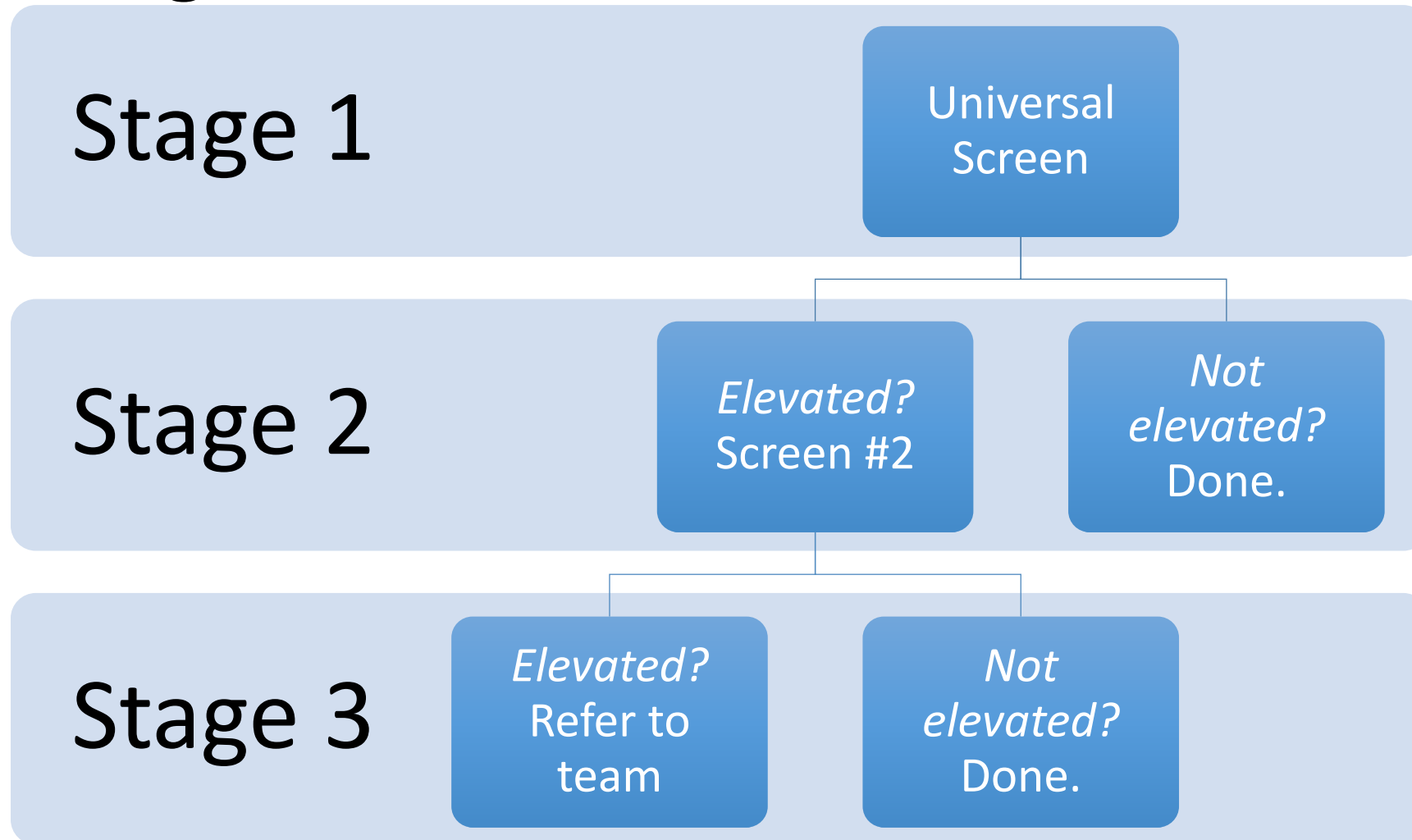
Data: Tier 1 Screening for Tier 2 Supports

Multiple Gate Rating Scale

- Defines needed social skills
- Quantifies skills in area of importance
- Aligns with curriculum being used

Example:
   Devereux Early Childhood Assessment
   Devereux Student Strengths Assessment

https://pacificnwpublish.com
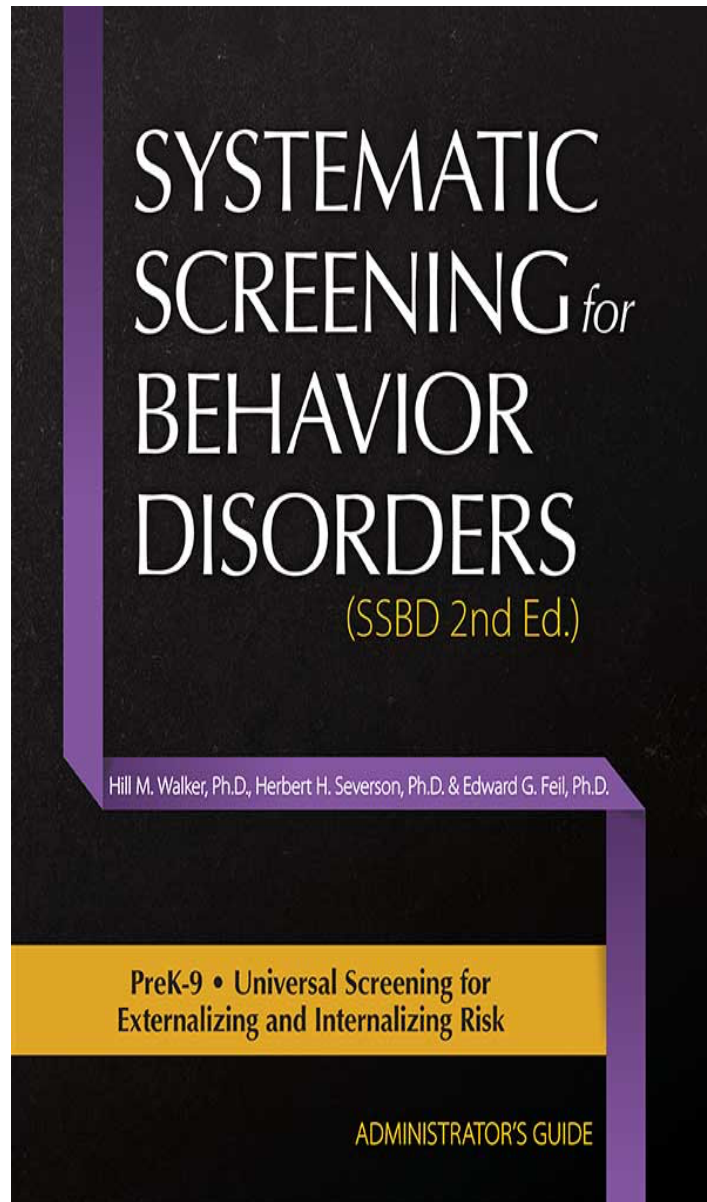
- Evidence based
- Pre-K – 9th grade
- Internalizing & Externalizing
- Three gate systematic process
- Cost: $225 + $30 / 100 students

SSBD Multi-Stage or Multi-Gate Process

Screening
- Review class roster
- Rank order top 5 students in each group

Teacher Rating
- complete two rating scales for top 3 externalizers and top 3 internalizers

Direct Observation
- In class & playground
- Code academic engaged time & peer social behavior
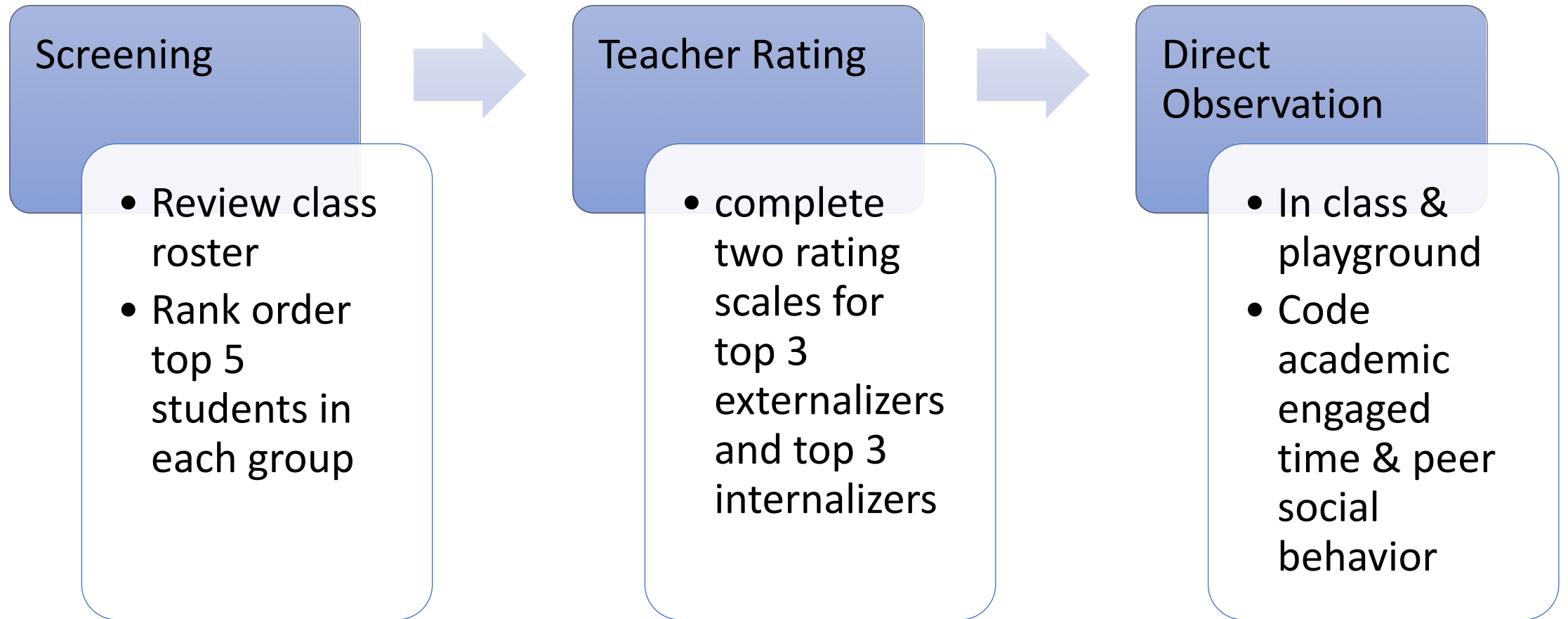
Additional Screeners

- Student Risk Screening Scale
  http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures/StudentRiskScreeningScale.aspx

- Social Skills Improvement System
  http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html

- Strengths and Difficulties Questionnaire
  www.sdqinfo.org

- BASC™-2 Behavioral and Emotional Screening System (BASC-2 BESS)http://www.pearsonassessments.com

Progress Monitoring Tier 2/3

- Systematic process of repeatedly collecting data on student response to make instructional/intervention decisions

- Best done with "direct" assessment that is sensitive to small changes in student social behavior

- General outcome measure
  - Blood pressure, BMI, subcutaneous stomach fat

"L" in ICEL (Learner)

Operationalize the target behavior(s)

Qualitative data to establish patterns

Sources to establish comparative analysis

Baseline data collected with integrity

- Frequency, duration, latency
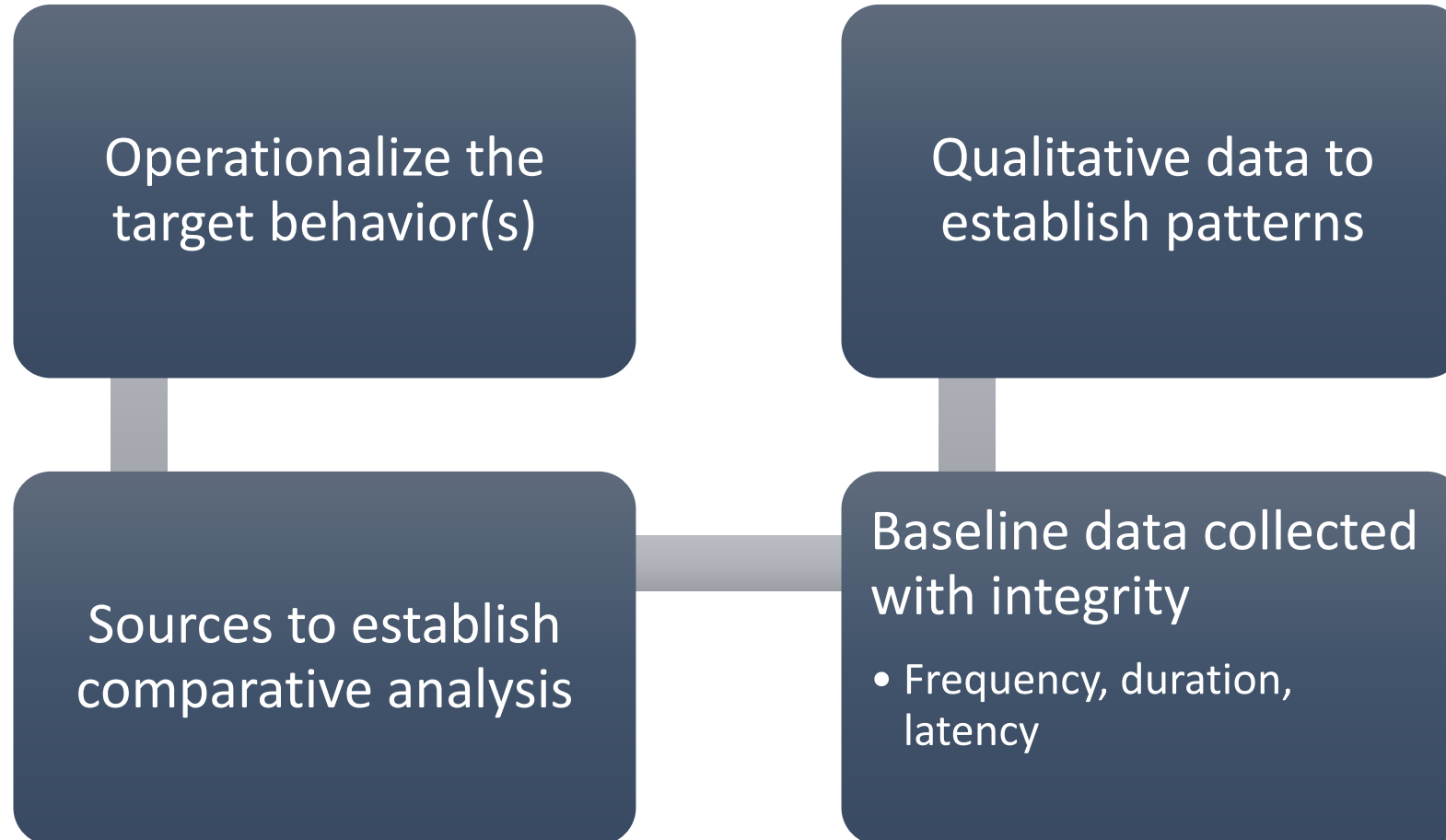
Tiers 2/ 3 Challenge

"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)

Tier 3 Data to Inform Plan

Intensified Individualized Behavior Supports
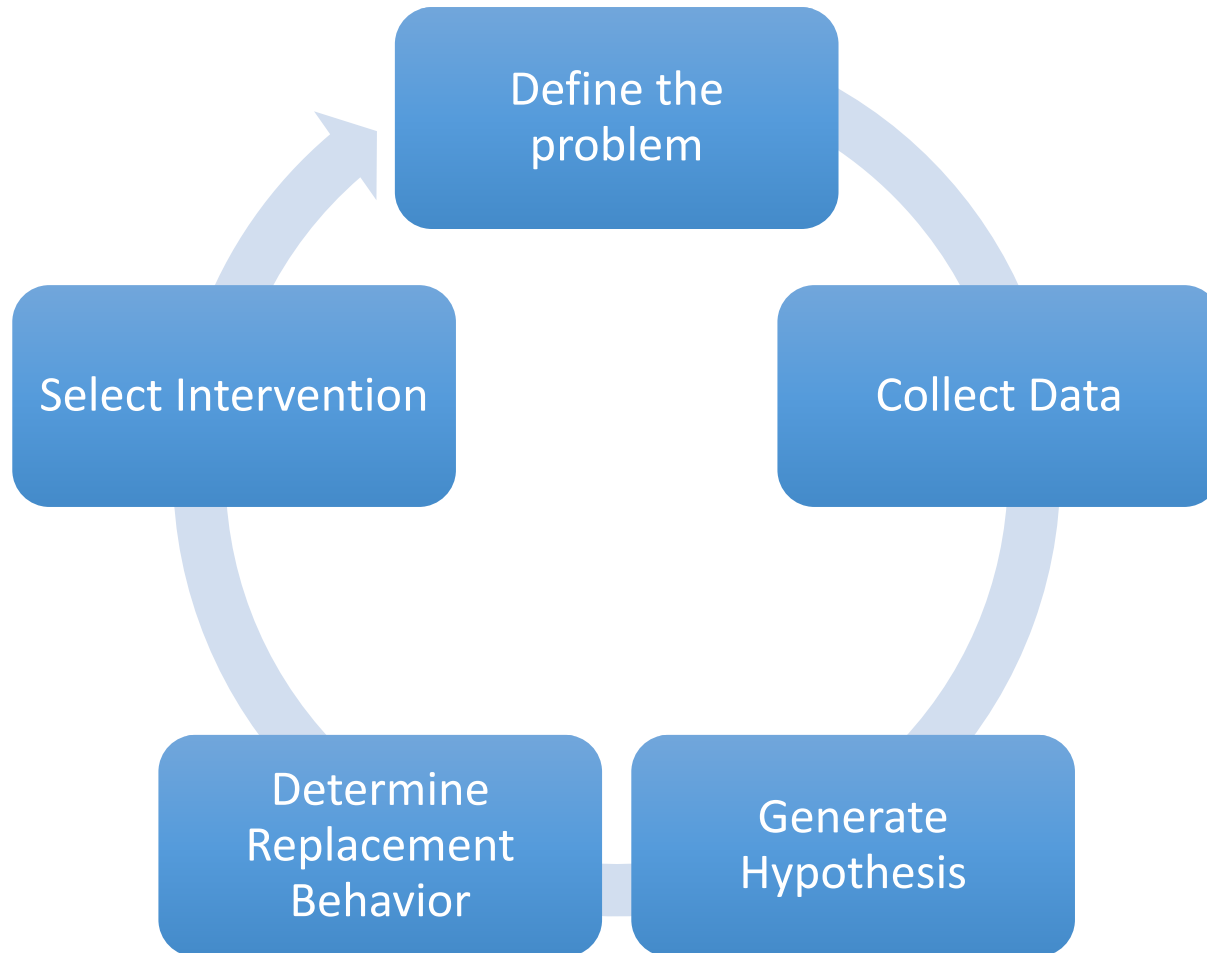
Data Integration

- Variables that set up the occurrence of the behavior

- Antecedents/ triggers for behavior

- Operational Definition of behavior

- Consequences of behavior

ABC Charts
Event Recording
Interval Recording

Data to Collect

Progress Monitoring

• Attendance

• ODR's

• Frequency, latency, duration counts

• Check in/Out forms

• Earned positive reinforcement data sheet

• Observations

• Teacher/Parent contact

Opportunities for Coherence

1. RtI: Create Better Professional Learning Supports for Teachers
   a. Emphasis on common formative and summative assessments through screening, progress monitoring and diagnostic assessments
   b. Shifting to Tiered interventions
   c. Focus on student engagement
   d. RIOT/ICEL

Data Collection Summary

What types of data are necessary to make decisions at each of the tiers?

Tier 1 Universal	Tier 2 Supplemental	Tier 3 Intensive
• Discipline referrals • Suspensions • Requests for assistance • Faculty, student, family surveys • Direct observations • Universal Screening	• Discipline referrals • Suspensions • Requests for assistance Direct observations • Daily progress reports	• Discipline referrals • Suspensions • Direct behavior observation forms • Behavior rating scales • FBA forms • Individualized measures of student outcomes

Resources

Park Place Publications