Response to Intervention (RtI): Behavior

Training and Resource Guide

January 2011

Foreword

This guide contains Escambia County's Response to Intervention (RtI) Behavior procedures and resources to assist school personnel and student support personnel in providing various levels of behavioral support. RtI for Behavior is a three-tiered model of instruction and intervention that includes the principle that behavioral supports are provided at a universal level intended to effectively address the needs of all students in a school (referred to as Tier 1). However, not all students will respond to the universal behavioral supports. As a result, some students with identified needs would receive supplemental intervention at Tier 2. Finally, at Tier 3, a few students with the most severe needs receive intensive and individualized behavioral support. This system allows educators to identify the needs of all students, match the level of support to the severity of the behavior problems and then assess the students' response to intervention. Most notably, RtI for Behavior provides a problem solving approach that aims to prevent inappropriate behavior and teach and reinforce appropriate behaviors.

Implementation of the RtI Behavioral model requires school and district personnel to understand the core components of an RtI for Behavior framework and the resources and procedures necessary to ensure success on a school campus. Escambia County formed a RtI Behavior committee whose mission was to, 1) identify critical components for behavioral support at each tier; 2) identify necessary procedures and resources to support each tier; and 3) develop guidelines to assist with training school personnel on necessary skills to implement behavioral support across a three-tiered model. These results are outlined in this guide to assist educators, family members, and other support providers to work collaboratively to develop an understanding of circumstances affecting student behavior and to design interventions that lead to positive outcomes.

This resource guide is not intended to be an exhaustive technical document designed to address the philosophy of RtI or behavioral principles, concepts, and techniques in detail. Rather, it is intended to provide an overview of information to assist staff in better understanding the process of developing effective behavioral intervention plans at all levels of behavior support.

Parts of this packet were modeled from existing materials, as well as from information obtained through the Florida Positive Behavior Support Project. Please refer to the Appendix for resources and references.

Table of Contents

References & Resources

Resource	Reference
Florida Positive Behavior Support Project/RtI	http://flpbs.fmhi.usf.edu/index.asp
Florida Problem-Solving/RtI	http://www.florida-rti.org/ http://floridarti.usf.edu
Intervention Central	http://interventioncentral.mysdhc.org
OSEP Center for Positive Behavior Interventions and Supports	http://www.pbis.org
RtI Action Network	http://www.rtinetwork.org
What Works Clearinghouse (WWC)	http://www.w-w-c.org.
FL DOE - RtI TAP 2006	http://www.fldoe.org/ese/pdf/y2006-8.pdf
FL DOE - FBA/BIP TAP 1999	http://www.fldoe.org/ese/pdf/tap99-3.pdf
FL DOE – RtI for Behavior TAP	http://www.fldoe.org – (coming soon)
School Example: Tigard-Tualatin School District, Tigard, Oregon	http://www.ttsd.k12.or.us
School Example: Pasco County, Florida	http://www.pasco.k12.fl.us
Statewide RtI Implementation Plan	http://www.fldoe.org/ese/clerhome.asp
PBIP Maryland	http://www.pbismaryland.org
Ohio State Support Team	http://www.swoserrc.org
Institute on Violence and Destructive Behavior	http://darkwing.uoregon.edu/~ivdb/
Center for Effective Collaboration and Practice	http://cecp.air.org/fba/
Model Program – Building school wide PBS	http://www.modelprogram.com/?pageid=41897
Create a Graph	http://nces.ed.gov/nceskids/createagraph/
Chart Dog 2.0	http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php
ABC Graphs	http://www.abcgraphs.com

Resource	Reference
IRIS Center	http://iris.peabody.vanderbilt.edu/
USF web-based training: Problem-Solving/RtI	http://131.247.120.48/rti_training/
National Association of School Psychologists	http://www.nasponline.org/
RtI Wire	http://www.jimwrightonline.com/php/rti/rti_wire.php
Association for Positive Behavior Support	http://www.apbs.org
On-line Academy for Positive Behavioral Support	http://uappbs.apbs.org
National Center of RtI	http://www.rti4success.org
National Center of Student Progress Monitoring	http://www.studentprogress.org
SEDNET	http://www.fldoe.org/ese/sedhome.asp
Colorado PBIS	http://www.cde.state.co.us/pbs/
Missouri PBIS	http://pbismissouri.org
Illinois PBIS	http://www.pbisillinois.org
Iowa Behavioral Alliance	http://www.educ.drake.edu/rc/alliance.html
Utah State Office of Education: Least Restrictive Behavioral Interventions (LRBI)	http://www.usu.edu/teachall/text/behavior/LRBI.htm

An Overview of the Model

Response to Intervention: Behavior

Excerpts taken from:
Response to Intervention for Behavior: A Technical Assistance Paper
by Florida Positive Behavior Support/RtI for Behavior Project

An Overview of the Model
RtI: Behavior

1. What is Response to Intervention for Behavior?

Response to intervention (RtI) focuses on "the practice of providing high-quality instruction and interventions that are matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions." (NASDSE, 2007).

RtI for Behavior should involve Positive Behavior Support (PBS) that aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). RtI for Behavior should offer a **range of interventions that are systematically applied to students based on their demonstrated level of need**, and addresses the role of the environment as it applies to the development and improvement of behavior problems.

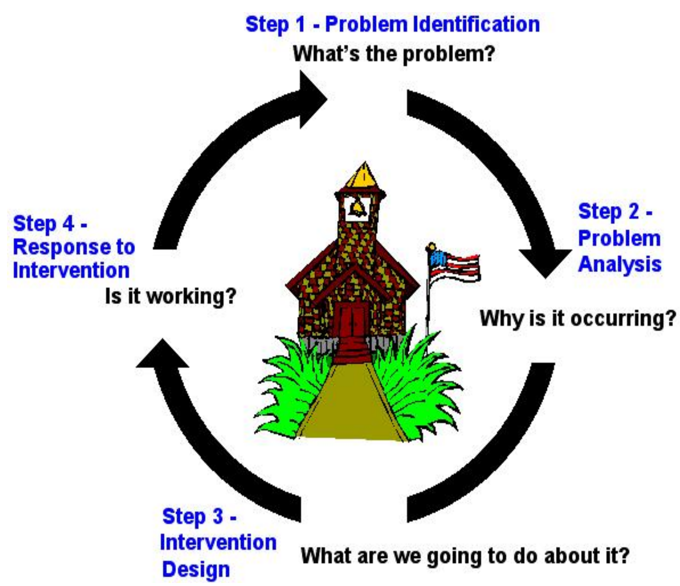
2. What are the core principles of RtI for Behavior?

The core principles of Response to Intervention for Behavior include:

1. Continual application of a **structured problem-solving process**;
2. Reliance on an **integrated data system** that is used to inform problem-solving and decision making;
3. Utilization of a **multi-tiered model** of support delivery that enables the efficient use of school resources;
4. Applying **evidence-based interventions** that match the student's level of need, and that rely on prevention, teaching, and reinforcement-based strategies;
5. Monitoring the **progress** of students; and
6. Measuring the **fidelity** of applied interventions.

3. What is a problem solving process?

The four-step, problem-solving model of RtI for Behavior looks very simple. First, problem behaviors of all students, groups of students or individual students must be identified. Next, it is critical to understand why those behavior problems are occurring. Based on an understanding of why the behavior is occurring, school personnel and teams can develop effective and efficient interventions to address the problem behavior and then progress monitor whether students are responding to the interventions.



4. Why is it so important to focus on teaching positive social behaviors?

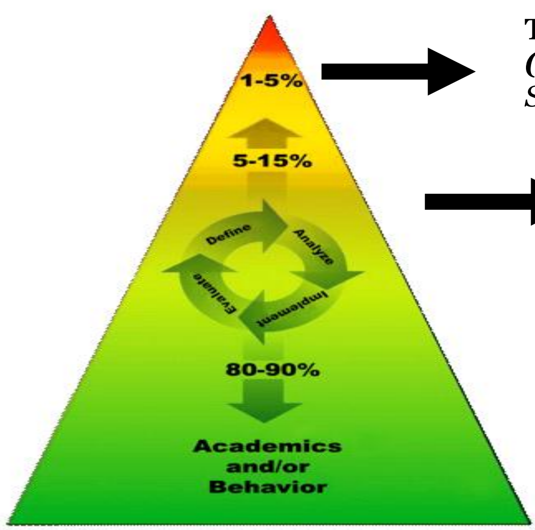
In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following the expectations is a more positive approach than waiting for misbehavior to occur before responding.

5. Why is an integrated data system so necessary for problem-solving?

The success of the RtI for Behavior process is dependent on a number of critical features. First, the problem-solving approach requires the use of accurate data for decision-making at each level and step of the process. This means that schools have to have ways of collecting, maintaining, and accessing their data that are easy to use, relevant, and accessible to decision makers, and easily summarized in a way that is understandable to teachers and parents. The types of data collected will differ according to the focus of the problem-solving process. For example, problem solving at the entire school level requires the analysis of summary data that is based on the behaviors of the entire student body; while problem solving for an individual student requires the analysis of specific patterns of behavior for that student. Understanding which kinds of data to collect requires a deeper understanding of each level or tier of support.

6. What does this multi-tiered support system look like?

A three-tiered model for instruction and intervention expresses the concept that behavioral supports are provided at a **universal level** that is intended to effectively address the needs of all students in a school. This is sometimes referred to as Tier 1. However, not all students will respond to the same strategies. As a result, at Tier 2 some students with identified needs would receive **supplemental or targeted instruction** and intervention. Finally, at Tier 3, a few students with the most severe needs receive **intensive and individualized** behavioral support. This three-level support system allows educators to identify the needs of all students, match the level of support to the severity of the behavior problems and then assess the students' response to intervention.



Tier III: Intensive Interventions
(Few Students)
Students who need individual interventions

Tier II: Supplemental Interventions
(Some Students)
Students who need more support in addition to the school-wide positive behavior plan.

Tier I: Universal Interventions
ALL students; all settings

7. What is Tier 1 Response to Intervention for Behavior?

The goal of RtI Behavior at the Tier 1 level is the prevention of problem behavior and promotion of positive behavior by establishing processes that should facilitate success for ~80% of the student body. An effective Tier 1 system should reduce the number of students who need more expensive and time consuming resources at Tiers 2 and 3. So, if more than 80% of students respond to Tier 1 supports, the school has maximized their resources and is able to meet the needs of more students more effectively.

8. What are school-wide behavioral supports?

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Some parents and educators believe that all students come to school knowing appropriate rules of conduct, and those who do not follow the rules should simply be punished. However, research and experience has taught us that systematically teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms, etc.). By teaching and encouraging positive student behavior, we reduce the "white noise" of common but constant student disruption that distracts us from focusing intervention expertise on the more serious problems mentioned above. In summary, the purpose of a school-wide behavior plan is to establish a climate in which appropriate behavior is the norm.

9. What are the components of a comprehensive Tier 1: Universal system of discipline or positive behavioral interventions and supports?

All effective school-wide systems have seven major components in common a) an agreed upon and common approach to discipline, b) a positive statement of purpose, c) a small number of positively stated expectations for all students and staff, d) procedures for teaching these expectations to students, e) a continuum of procedures for encouraging displays and maintenance of these expectations, f) a continuum of procedures for discouraging displays of rule-violating behavior, and g) procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

10. What are Tier 2 Supplemental Supports?

Tier 2 Supplemental Supports are designed to provide additional or targeted interventions to support students who have access to Tier 1 Universal Supports and are not responding positively to them. Supplemental Supports are more intensive since a smaller number of students within the middle part of the triangle are at risk for engaging in more serious problem behavior and need more support. Common Supplemental Support practices involve small groups of students or simple individualized intervention strategies. Supplemental Support is designed for use in schools where there are more students needing behavior support than can be supported via intensive and individual Tier 3 support, and for students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential. Supplemental Support often involves targeted group interventions with a few students or larger groups (30 students or more) participating. Supplemental Supports are an important part of the continuum of behavior support needed in schools, and there is a growing literature documenting that targeted interventions can be implemented by typical school personnel, with positive effects on up to 67% of referred students. Supplemental interventions also are recommended as an approach for identifying students in need of more intensive, individualized interventions. Specific Supplemental Supports include practices such as "social skills club," "check-in/check-out" and the Behavior Education Plan.

11. How many students may need Tier 2 Supplemental Supports?

Approximately 15-20% of your student body may need Tier 2 supports. This percentage is not absolute; schools with strong Tier 1 supports will have a reduced need for Tier 2 supports.

12. What differentiates Tier 2: Supplemental Supports from other systems of positive behavior support?

The main difference between supplemental and other levels of positive behavior support is the focus on supporting students at risk for more serious problem behavior. Supplemental Intervention addresses the needs of students who require more support than is available for all students (i.e., Universal Support) and less support than is available for individual students who need flexible, focused, personalized interventions (Tier 3: Intensive Support). This means that Supplemental Intervention allows teams to select features of the process (e.g., types of programs or interventions, data collection tools used, information gathered, and degree of monitoring) to provide more focused behavior support to students with behavior needs that do not require intensive, individualized plans

13. What are the key features of Tier 2: Supplemental Supports?

Tier 2: Supplemental Supports are implemented through a flexible, but systematic, process. Key features of Supplemental Support interventions include:

1. Continuous availability;
2. Rapid access (within 72 hr);
3. Very low effort by teachers;
4. Consistent with school-wide expectations;
5. Implemented by all staff/faculty in a school;
6. Flexible intervention based on assessment;
7. Match between the function of the problem behavior and the intervention;
8. Adequate resources for implementation;
9. Student chooses to participate; and
10. Continuous monitoring of student behavior for decision-making.

14. What is Tier 3: Intensive/Individual Supports?

Tier 3: Intensive/Individual Supports were originally designed to focus on the needs of individuals who exhibited patterns of severe or extreme problem behavior. Research has demonstrated the effectiveness of positive behavior supports in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. Tier 3: Intensive/Individual Support is most effective when there are positive universal and supplemental systems in place. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process should include the individual with behavioral challenges and people who know him/her best all working together as a behavioral support team. Support should be tailored to a student's specific needs and circumstances. It should involve a comprehensive approach to understanding and intervening with the behavior, and should use multi-element interventions. The goal of Tier 3: Intensive/Individual Support is to diminish problem behavior and, also, to increase the student's adaptive skills and opportunities for an enhanced quality of life. Tier 3 should also meet the behavioral needs of students with the most intense and/or persistent problems in the most effective and efficient manner and in the least restrictive setting possible.

15. What are the critical components of Tier 3: Intensive/Individual Supports?

Tier 3: Intensive/Individual Supports involve a process of functional behavioral assessment (FBA) that investigates why a behavior is occurring in more detail and development of a positive behavior implementation plan (PBIP) that includes more intensive research-based interventions, closer and more detailed progress monitoring, and more staff time and resources dedicated to problem solving for individual students. The PBIP should be comprised of individualized, assessment-based intervention strategies, including a wide range of options such as: (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) procedures for monitoring, evaluating, and reassessing of the plan as necessary. In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target behavior is dangerous to the student or others), or major ecological changes, such as changes in school placements, in cases where more substantive environmental changes are needed. However, this action should occur only after Tier 3 interventions have been attempted and have been proven ineffective.

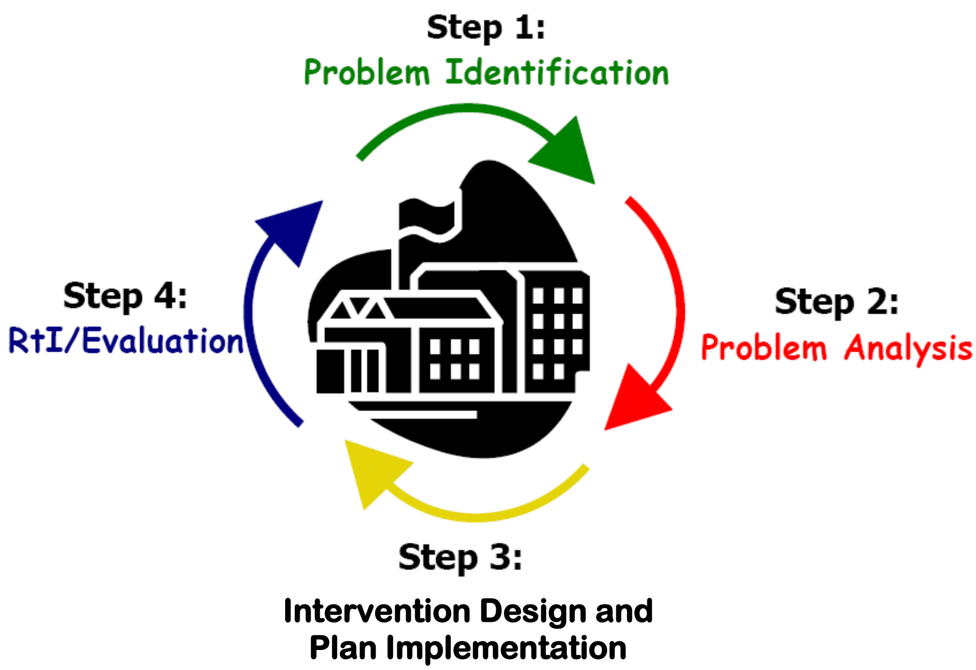
Tier 3 supports can be provided at different levels of intensity, depending on the student's level of need. Initially, the student's behavioral team should gather specific information for a detailed FBA. Then, students with less intensive or frequent behavior problems may benefit from a PBIP that describes simple individualized interventions and progress monitoring procedures. Students with more intense behavior problems, or a continued poor response to previous Tier 3 interventions, may be supported through a more comprehensive process that includes the development of a more targeted and comprehensive PBIP. Finally, a very small number of students with the most severe needs may require what is called wraparound services, which continues to utilize the same FBA and PBIP components, but include processes for identifying and coordinating family and community services.

16. What differentiates Tier 3: Intensive/Individual Supports from other systems of positive behavior support?

The main differences between Tier 3: Intensive/Individual Supports and other levels of positive behavior support are the focus and intensity of the interventions. The defining features of Tier 3: Intensive/Individual Supports (i.e., identification of goals, data collection and analysis, summary statements, multi-element plans, and a monitoring system) address the needs of individual children in a more comprehensive manner. Tier 3: Intensive/Individual Supports allow teams to vary features of the process (e.g., data collection tools used, breadth of information gathered, specificity and number of hypotheses generated, extent of the behavioral support plan, and degree of monitoring) to provide the most individualized behavior support possible.

The Problem-Solving Process

Response to Intervention: Behavior



PROBLEM IDENTIFICATION

GOAL: To define the problem as the measurable difference between what is expected and what is observed. The problem should be specific, observable, and measurable.

Step 1:
Problem Identification
WHAT IS THE PROBLEM?

Review Existing Information

Look at the current behavioral data and information to determine:

- The present level of behavior and to what extent the problem is occurring
- The gap between the present behavior and the expected behavior
- Patterns or trends with regard to who, what, when, and where the problems are occurring

Identify the Problem

Define the problem in specific, observable, and measurable terms. Prioritize the concerns so that the problem focuses on teaching skills that are meaningful and alterable through instruction.

Identify the Replacement Behavior/Goal

What behavior(s) do you want to occur instead (e.g., social behavior to decrease and increase)?

PROBLEM SOLVING PITFALLS

- Choosing a problem that cannot be changed.
- Using vague or broad problem definitions.
- Moving to the next step before gathering baseline data about the problem.
- Making replacement behavior goals too low or too high.

PROBLEM ANALYSIS

GOAL: To determine probable causes for the problem by considering relevant information related to instruction, curriculum, environment, and the student.

Develop Hypotheses

A **hypothesis statement** is an evidence-based statement about WHY a problem is occurring. The purpose of developing hypotheses is to guide the most appropriate interventions.

"The problem is occurring because ______________________________."

A hypothesis should only be made based on known information and data.

- Look through your data for ideas and explanations.
- Assess the interventions and supports currently in place, whether they are effective or implemented with fidelity.
- Determine if current interventions have been implemented for a reasonable amount of time with fidelity.
- Determine if there are possible environmental reasons for the gap between the present behavior and the expected behavior.
- Consider both skill and performance deficits.

Gather Information to Validate/Not Validate Hypotheses

A hypothesis must be validated before interventions are developed. If the hypothesis is inaccurate and the wrong intervention is implemented, valuable time could be wasted on an intervention that was not an appropriate match for why the problem occurred.

- The team may not only look at the current data, but may also gather additional information to determine if the hypothesis is correct. Information can be gathered through the use of **r**eviews, **i**nterviews, **o**bservations, and **t**ests (**RIOT**).
- Once hypotheses are validated, the team can proceed with designing the most appropriate interventions.

Develop a Prediction Statement

The purpose of a **prediction statement** is to make explicit what we would expect to see happen if the hypothesis is valid and we intervened successfully to reduce or remove the barrier.

"When (flip the hypothesis statement), occurs, then (restate your goal statement)."

PROBLEM SOLVING PITFALLS

- Failing to examine environmental factors, not just within child factors.
- Failing to examine when the problem does and does not occur.
- Generating hypotheses about variables that cannot be changed (labels, family factors, etc.).
- Jumping to solutions and making assumptions without analyzing the data.

INTERVENTION DESIGN & PLAN IMPLEMENTATION

GOAL: To review and adjust systems of support at each TIER of intervention as needed. Intervention is developed and focuses on WHAT is taught and HOW it is taught. A progress monitoring plan is also developed to measure the effectiveness of the intervention.

**Step 3:
Intervention Design and Plan Implementation
What are we going to do about it?**

Develop Appropriate Interventions

Interventions should be guided by the hypothesis and prediction statements developed in Step 2 (Problem Analysis). Examine interventions that best fit the needs of the student, classroom, and/or school. Consider available support, time, personnel, and acceptability.

Types of Interventions:

- **Prevent:** Remove or alter "trigger" for problem behavior
- **Define/Teach:** Define behavioral expectations; provide demonstration/instruction in expected behavior (alternative to problem behavior)
- **Reward/reinforce:** The expected/alternative behavior when it occurs; prompt for it, as necessary
- **Withhold reward/reinforcement:** For the problem behavior, if possible.
- **Use non-rewarding/non-reinforcing corrective consequences:** When problem behavior occurs
- **Collect additional data:** Collect if needed to gain more information before developing hypothesis/solution pair; also use to monitor success of implementation solutions

EFFECTIVE INTERVENTIONS

1. Always increase the intensity of instruction.
2. Provide more opportunities for previewing, re-teaching, reviewing, and practicing.
3. Focused on the most essential needs.
4. Integrated to the universal supports
5. Evidence-based
6. Delivered with integrity
7. Implemented for sufficient time
8. Evaluated frequently

Develop an Implementation Plan

- Identify roles, responsibilities, and timelines.
- Ensure that the intervention plans have support from the administrators. Teachers should not be expected to implement plans for which there is no support.

Determine Progress Monitoring Methods

- Focus only on gathering information that is directly linked to the identified problem, and that will guide in determining progress.
- Identify fidelity measures to ensure that the interventions are being implemented as designed.

PROBLEM SOLVING PITFALLS

- Selecting an intervention that is not directly linked to the problem analysis findings.
- Selecting an intervention that is unacceptable to the person that will be implementing it.
- Changing/selecting the intervention procedures without getting the team's and/or parent input.
- Implementing an intervention without gathering progress monitoring data.
- Not implementing the intervention as planned.

RTI/EVALUATION

GOAL: To evaluate progress toward the goal and the response to the intervention.

Evaluate Frequently

Interventions should be monitored and evaluated on a regular and frequent basis to:

1. Prevent ineffective interventions and supports from wasting time and resources,
2. Improve the effectiveness of current procedures,
3. Remove elements of the system that are ineffective or inefficient, and
4. Make modifications before patterns of school-wide behavior become too resistant to change.

Determine Intervention Fidelity
(Did we do what we said we would do?)

Determine whether or not the intervention was implemented as planned. If interventions are not carried out the way they were designed, then schools cannot say whether the poor response to intervention is related to the effectiveness of the intervention or the lack of implementation.

Determine Response to Intervention
(Did it work?)

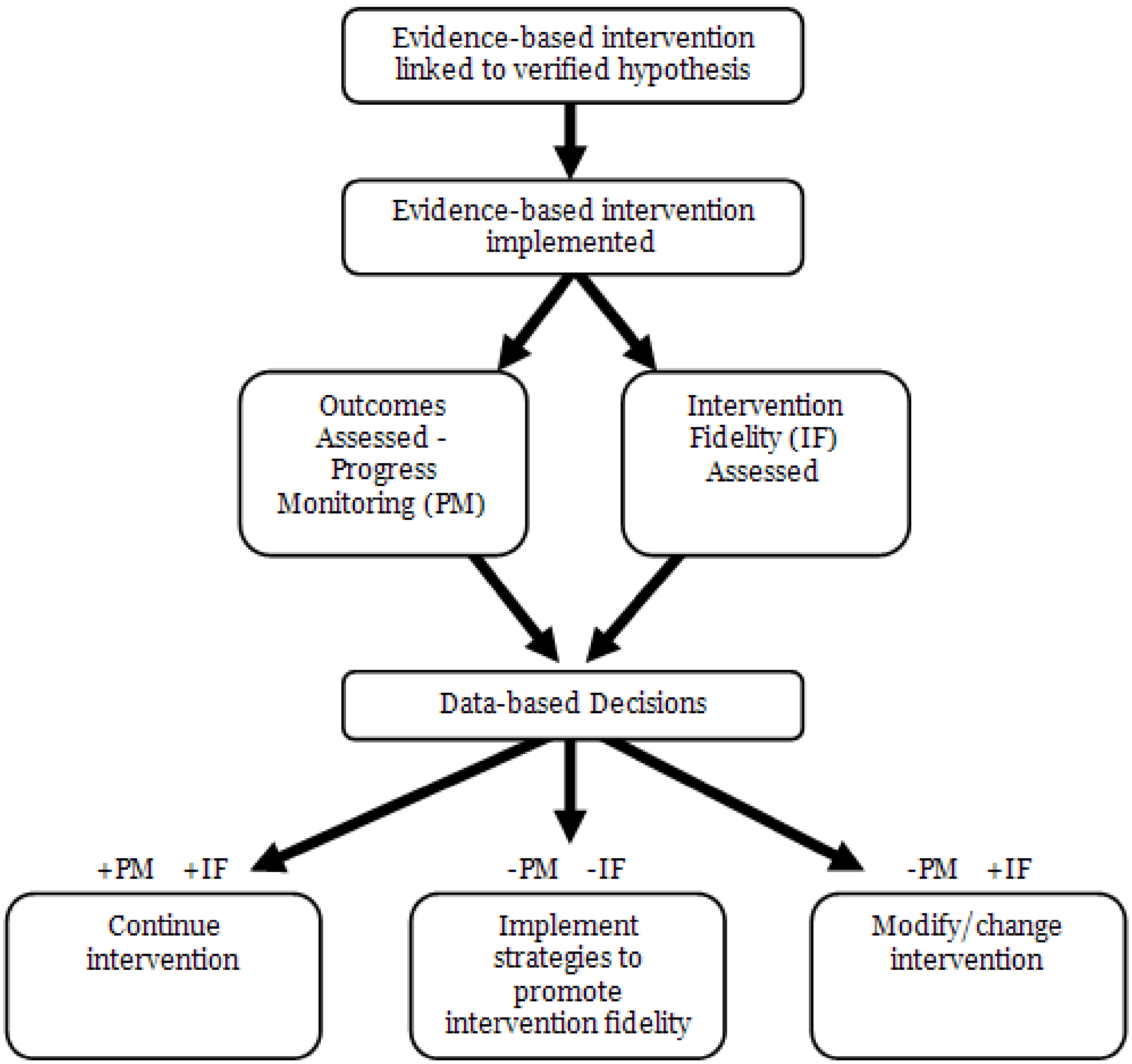
Review the progress monitoring data collected during the intervention implementation period. Review the data and determine the response to the intervention(s).

1. Good Response (progress is being made toward the goal) → Continue the intervention.
2. Questionable Response (response varies, no significant progress) → Increase exposure to the intervention or make modifications.
3. Poor Response (progress is not being made) → Review Problem Solving steps 1-3 and adjust as necessary.

PROBLEM SOLVING PITFALLS

- Making decisions without adequate data.
- Not considering the teacher's acceptance of the intervention and the degree of implementation.
- Not planning for maintaining the skills or generalizing the skills to new and different environments/situations.

DATA-BASED DECISIONS



Tier 1: Universal Supports

Response to Intervention: Behavior

Tier 1 is for ALL students in ALL settings!

CRITICAL ELEMENTS OF TIER 1	
I.	School-wide Behavior Team
II.	Universal Interventions & Supports
III.	Integrated Data System
IV.	Problem-Solving Model
V.	Classroom Supports

I. SCHOOL-WIDE BEHAVIOR TEAMS

Broad representation

- Recruit individuals from your staff who would like to be part of your school-wide behavior team. Individual participation on this team should be voluntary.
- This team should include approximately 6-8 team members and consist of a broad representation of your school, including the school principal, grade level and special area representation, ESE teacher, and a team member with behavioral expertise or knowledge (i.e., Intervention Specialist). Schools may also include school improvement team members, other administrators, guidance counselor, parent representative, school psychologists, and a student representative (for secondary schools).
- Every member of the team should have a specific role or responsibility (e.g., data specialist, team leader, recorder, time keeper, community involvement, communications, administrator, snack master, behavior "expert," etc.)

Administrative support

- The school's administration plays an active role in the process by communicating their commitment to the faculty, supporting the decisions of the team, and attending ALL team meetings.

Faculty Buy-In

- The team should ensure that faculty and staff are included as part of the Tier 1 process. As with any effort to create change in an organization, it is important to gain consensus on the need for universal supports. An important rule for establishing consensus is that at least 80% of all staff should agree on the problems and the strategies to address them, and make a commitment to implement the strategies as planned. Obviously, some universal support strategies will be easier to implement than others. This is why it is important for all staff in the school to have input and agree on which strategies will be implemented.

Team Responsibilities

- Develop, implement, and evaluate the school-wide behavior plan.
- Monitor behavior data and evaluate progress.
- Develop interventions.
- Maintain communication with faculty and staff.
- Hold regular team meetings (approximately once a month).

Examples of School-wide Behavior Teams

Example A	Example B
Principal Guidance Counselor ESE teacher/Intervention Specialist K-1 grade representative 2-3 grade representative 4-5 grade representative Specials representative Parent representative School Psychologist	Principal Dean 6th grade representative 7th grade representative 8th grade representative Specials representative Parent representative Student government representative

II. UNIVERSAL INTERVENTIONS AND SUPPORTS

School-wide Behavior Management Plan

- The purpose of the ***School-wide Behavior Management Plan*** (see Tier 1 Resources) is to promote positive behavior and diminish inappropriate student behaviors. The practice of teaching and reinforcing students for displaying school-wide expectations is considered to be a universal intervention, delivered to every student in every setting. These universal interventions increase the probability that the majority of students will act according to the expectations, and acts as a proactive intervention for students with a history of problem behavior.
- Each school-wide behavior management plan should address the following components:
    - School-wide behavior team
    - Statement of Purpose (behavioral mission)
    - School-wide behavioral data and goals
    - Progress monitoring (outcomes and data-based decision making)
    - Establishing and teaching school-wide expectations and rules
    - Reward/recognition systems
    - Consistent disciplinary procedures and crisis procedures
    - Training and implementation (including faculty buy-in and community involvement)
- The ***Guidelines for Developing a School-wide Behavior Management Plan*** (see Tier 1 Resources) provides descriptions of each component and offers suggestions for developing the components of the plan. The plan should be considered a working document that may change, depending upon faculty input and school-wide data and outcomes.

Other Universal Supports

- School-wide behavioral support is not considered a new initiative. Rather, it is a set of problem-solving strategies and processes that can build upon a school's existing strengths. It shares a lot of characteristics that overlap with other initiatives.

Align your school-wide behavior initiatives and eliminate competing initiatives that do not produce measurable outcomes.

TIER 1 – UNIVERSAL SUPPORTS

School-wide Behavior Management Plan - teaching school-wide expectations, active supervision and monitoring in common areas, positive reinforcement for all students, pro-social and consistent discipline strategies, etc.

Other Universal Supports - Effective academic support, effective classroom management, Student Code of Conduct, Rights and Responsibilities, School-wide Bullying Prevention, Safe and Drug Free Schools, Character Education, School-wide Social Skills Training, etc.

III. INTEGRATED DATA SYSTEM

Purpose of Tier 1 Data

- The Tier 1 data system is used to monitor and evaluate the effectiveness and fidelity of Tier 1 interventions. Specifically, the data system allows the school-wide behavior team to analyze progress to the school-wide behavioral goals and to identify patterns or trends in discipline referral data.
- Most importantly, the team uses the data and outcomes collected to make informed decisions about school-wide behavior with regard to developing, revising, or eliminating aspects of the school-wide behavior plan.

Key Features of a Successful Data System

The data are:

- Accurate
- Consistently entered into the database (at least weekly)
- Easy to collect
- Readily available when decisions need to be made
- Printed, analyzed, and put into graph format (or other easy to understand format) at least monthly before team meetings
- Shared with the school-wide behavior team and all faculty at least monthly

Different kinds of data can be used to assess the outcomes and fidelity of Tier 1 supports. The table below displays possible sources for Tier 1 Behavior Data.

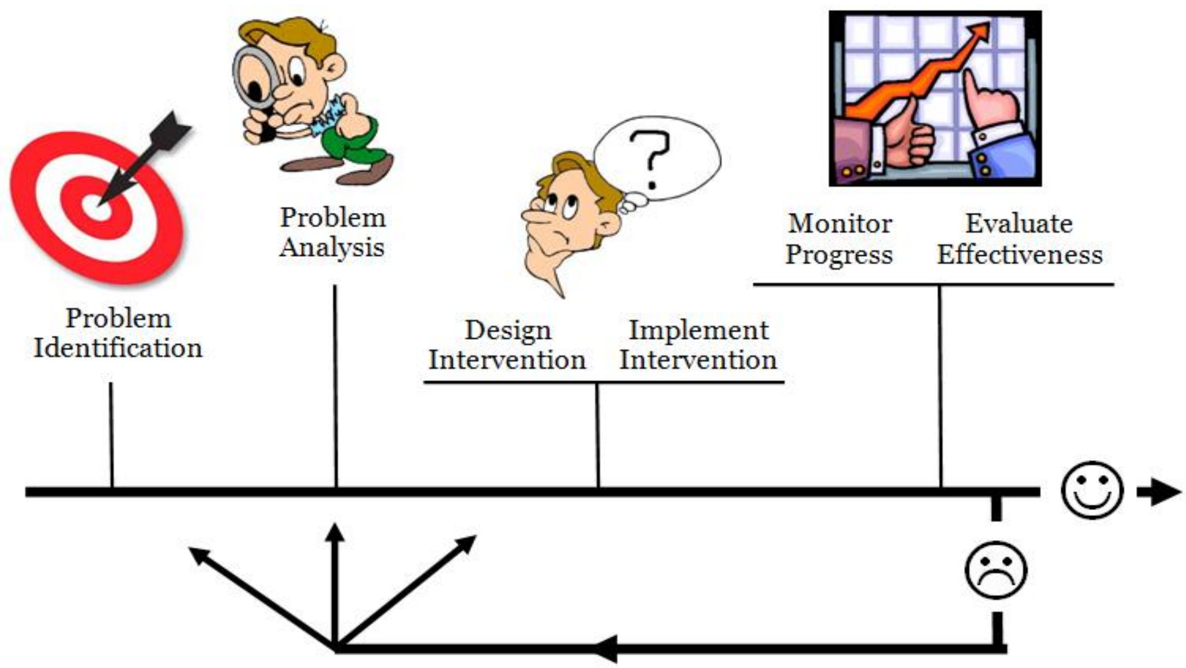
Possible Sources for Tier 1 Behavior Data:

INFORMATION/DATA	CATEGORIES OF ANALYSIS	PURPOSE
• **Office Discipline Referrals** • **Classroom Tracking Reports**	• Average referrals per day/per month • # of referrals by: ○ Month or Grading period ○ Days of the week ○ Location ○ Time ○ Students ○ Classroom ○ Type of behavior ○ Disciplinary action ○ Grade level • # of Students with referrals by: ○ Month ○ Grade level • Problem Behaviors by: ○ Grade Level	• Problem Identification and Analysis • Progress Monitoring • Student Identification • Classroom Support
• **In-School Suspensions** • **Out-of-School Suspensions** • **Bus Suspensions**	• # of Occurrences and # of students with occurrences by: ○ Month or Grading period ○ Grade level ○ Type of behavior	• Problem Identification and Analysis • Progress Monitoring • Student Identification • Classroom Support

Possible Sources for Tier 1 Behavior Data (continued):

INFORMATION/DATA	CATEGORIES OF ANALYSIS	PURPOSE
Average Daily Attendance (ADA)	• ADA by: ○ Month or grading period ○ Grading period	• Problem Identification and Analysis • Progress Monitoring
Bullying Prevention	• % of Staff trained • % of Students trained • # of reported occurrences	• Problem Identification and Analysis • Progress Monitoring • Student Identification
Requests for Support	• # of teacher requests for assistance • # of ESE referrals/evaluations	• Problem Identification and Analysis • Progress Monitoring • Student Identification • Classroom Support
Academic Data	• Subject Area • Grade Levels • Learning Gains	• Problem Identification and Analysis
Surveys	• Faculty Surveys regarding: ○ Top problem behaviors ○ Top problem locations ○ School Climate ○ Buy-in ○ Safety ○ Implementation • Student surveys regarding: ○ Reward systems ○ Expectations and rules ○ School climate ○ Buy-in	• Problem Identification and Analysis • Progress Monitoring • Intervention Design • Implementation Fidelity
Observations/ Walkthroughs	• Classroom • Other school settings (e.g., cafeteria, hallways, bus ramps, playground, common areas, etc.)	• Problem Identification and Analysis • Progress Monitoring • Student Identification • Implementation Fidelity
Tier 1 Implementation Checklist	• Total score • By category	• Implementation Fidelity
Product Data	• # of tokens distributed • # of forms completed • Visible posters on walls	• Implementation Fidelity
Classroom Behavior Management Checklists	• Total classroom percentage score • Compare classes or grade levels • Compare categories of classroom management • Correlations between checklist results and # of referrals	• Problem Identification and Analysis • Progress Monitoring • Student Identification • Implementation Fidelity

IV. PROBLEM SOLVING MODEL



HELPFUL TIPS FOR TIER 1 PROBLEM-SOLVING

1. **Problem Identification (What is the problem?)**
   Prior to designing interventions, information about what is going on school-wide has to be accurate and useful for identifying problems.

Review Existing Information

- Analyze data that is based on the behaviors of the entire student body.
- Identify the behavioral, discipline, and safety concerns in the school.
- Determine any patterns or trends.
  1) To what extent (e.g., frequency) are these problems occurring?
  2) Are there specific problem locations?
  3) Are there specific times when problems occur?
  4) What problem behaviors are most common?
  5) Are there many students receiving referrals or only a small number of students with many referrals?
  6) Are there specific subgroups generating more problems (e.g., grade level, staff, ESE status, etc.)
  7) Are there specific classrooms that may require Tier 1 interventions?

Identify the Problem

- Strong problem statement: "40% of the office discipline referrals in January occurred in the hallway."
- Weak problem statement: "Office discipline referrals are increasing this month."

Identify the Replacement Behavior/Goal

- Strong goal statement: "All students will use transition position in the hallways when transitioning between locations."
- Weak goal statement: "Office referrals originating in the hallway will decrease."

2. Problem Analysis (Why is the problem occurring?)

The team must analyze problems so that interventions can be effective and efficient. Decisions made with accurate data are more likely to be implemented and effective.

Develop Hypotheses

- Dig deeper into the school-wide behavioral data to determine the reason why the problem is occurring.
- Determine if the universal interventions and supports in place are being implemented with fidelity. The ***Intervention Fidelity*** section provides tools that will assist you in comparing the critical elements.

Gather Information to Validate/Not Validate the Hypotheses

- Make sure that your hypothesis is correct by digging deep into the data, interviewing or surveying staff and students, and/or completing observations or walkthroughs.

Develop a Prediction Statement

- State what you would expect to happen if your Tier 1 intervention was successful.
  - "If we train bus drivers to use our reward system, we will see a decrease in the # of bus referrals."

3. Intervention Design and Implementation (What are we going to do?)

Develop Appropriate Interventions

- Interventions should be guided by the hypothesis and prediction statements developed in Step 2 (Problem Analysis).

Possible Tier 1 Interventions

School-wide Interventions that Address Systemic Problems

Examples:
- Re-teaching expectations to students
- Training for students on accepting differences

Interventions that Address Behavioral Patterns with Certain Populations or Locations in the School

Examples:
- Reward system for bus behavior
- Classroom supports for teachers with high referrals.

Modifications to Components of the School-wide Behavior Plan

Examples:
- Restructuring the discipline procedures
- New methods for involving and communicating with parents and community members

Trainings and Procedures to Help Improve the Fidelity of School-wide Interventions

Examples:
- Re-train all staff on procedures for completing referral forms
- Develop a tracking system to monitor the tokens distributed.

Develop an Implementation plan

- Be specific as to who, what, and when the interventions will occur.
- Provide as much support (time and resources) as possible to the staff responsible for implementing the interventions.

Determine Progress Monitoring Methods

- Focus only on gathering information that is directly linked to the identified problem, and that will guide in determining progress. For examples, see section above, *III. Integrated Data System*.
- Identify fidelity measures to ensure that the interventions are being implemented as designed.

4. Evaluation/Response to Intervention (Is it working?)

Evaluate Frequently

- Teams should meet at least **monthly** to evaluate the Tier 1 data.
- Data should be used to evaluate a) necessary areas for attention, b) whether implemented strategies were effective, and c) whether improvements have been maintained over time.

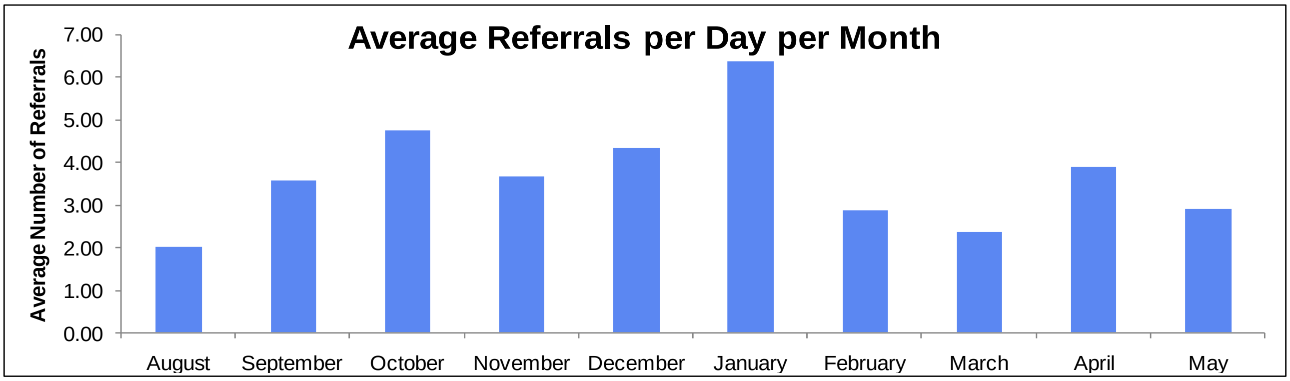
Determine Intervention Fidelity

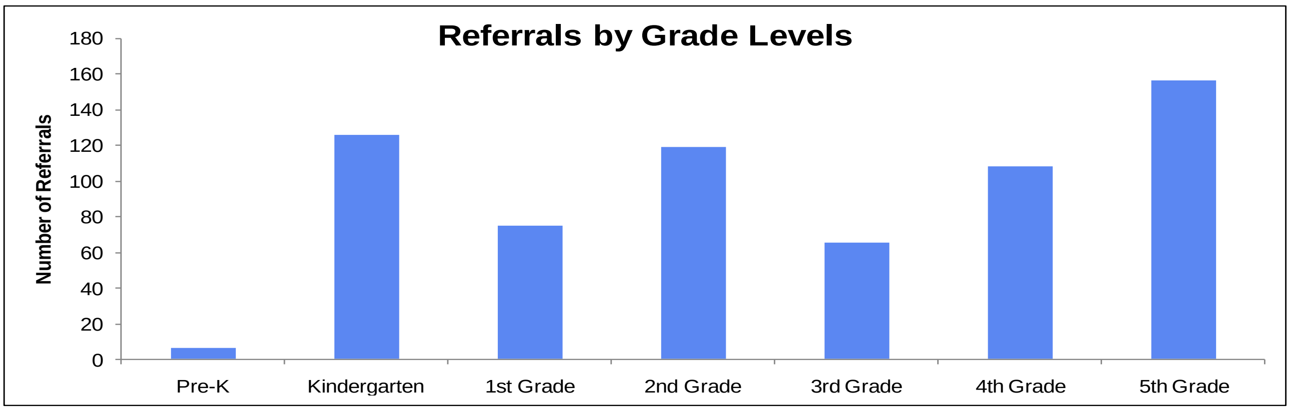
- Outcome data should be used in conjunction with other measures that determine the level of fidelity of a Tier 1 program (the degree to which procedures reflect best practice and are carried out as intended).
- If Tier 1 procedures are not carried out the way they were designed, then schools cannot say whether students are having poor responses to the intervention and will not likely reduce the overall number of students who need more intensive services.
- When discussing intervention fidelity, use the following questions to guide your discussion:
  - Do we have faculty buy-in and commitment?
  - Do we have school-wide expectations and rules?
  - Do we continuously teach those expectations in multiple settings on campus?
  - Do we have a school-wide reward/recognition program to acknowledge students for exhibiting expectations and rules?
  - Do we have a discipline process and documentation that everyone is trained on and implements consistently?
  - Are we regularly evaluating our school-wide data and outcomes to determine progress?
- Formal evaluations of fidelity, such as the ***Tier 1 Implementation Checklist*** (see Intervention Fidelity Resources), are typically used at least twice a year, but teams can use it more frequently if necessary.
- Additional tools can also be used to evaluate outcomes and fidelity on a more frequent basis

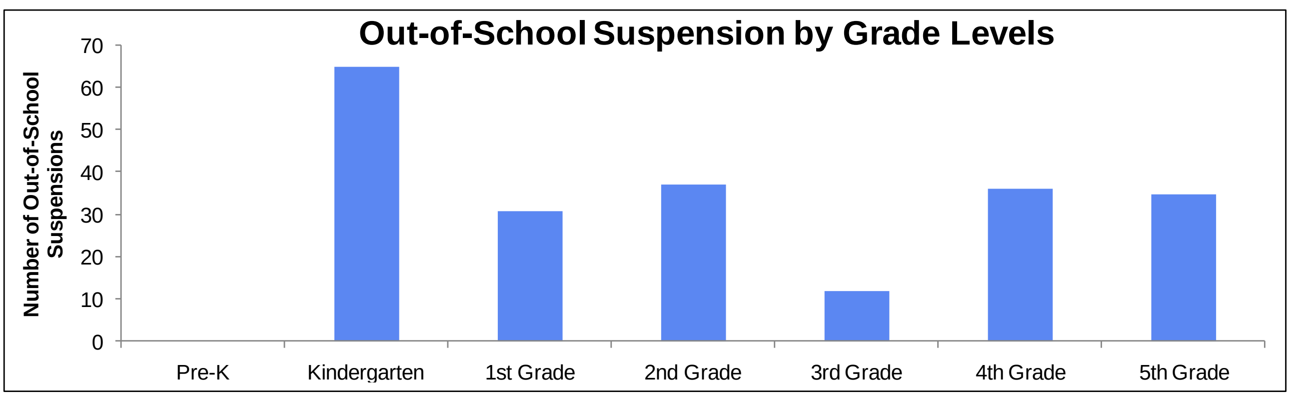
Determine Response to Intervention

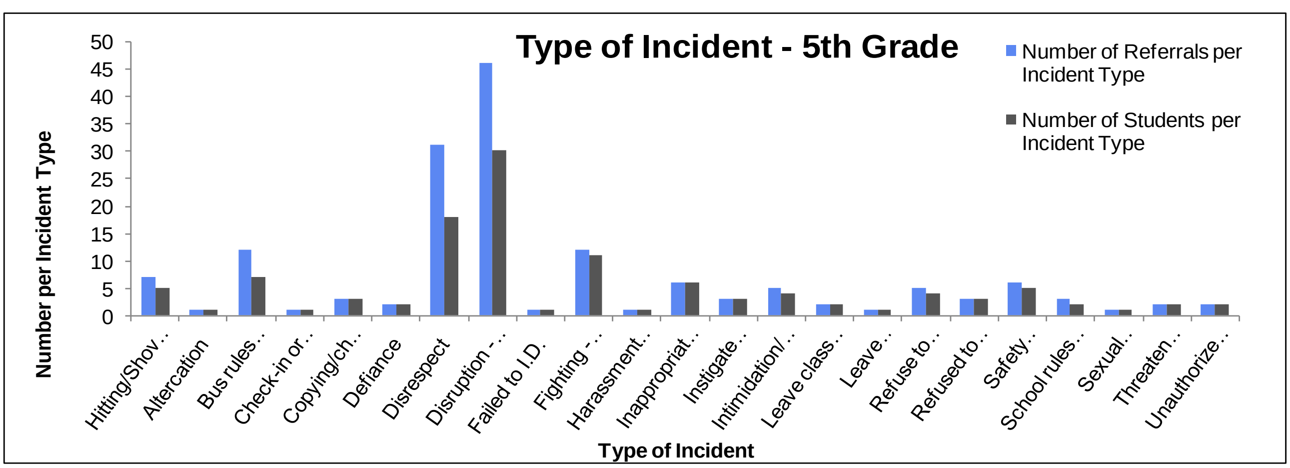
- Teams will use their data to make this decision. If all or most of the students are not responding to the Tier 1 intervention, then the Tier 1 supports may need to be reassessed and reworked.
- See ***Tier 1 Decision Making Points*** (in Tier 1 Resources) for specific decision points to consider in Tier 1 universal and classroom supports.

Examples of Tier 1 School-wide Behavior Data:
*Refer to the School-wide Behavioral Data Guide for different ways to analyze Tier 1 data.

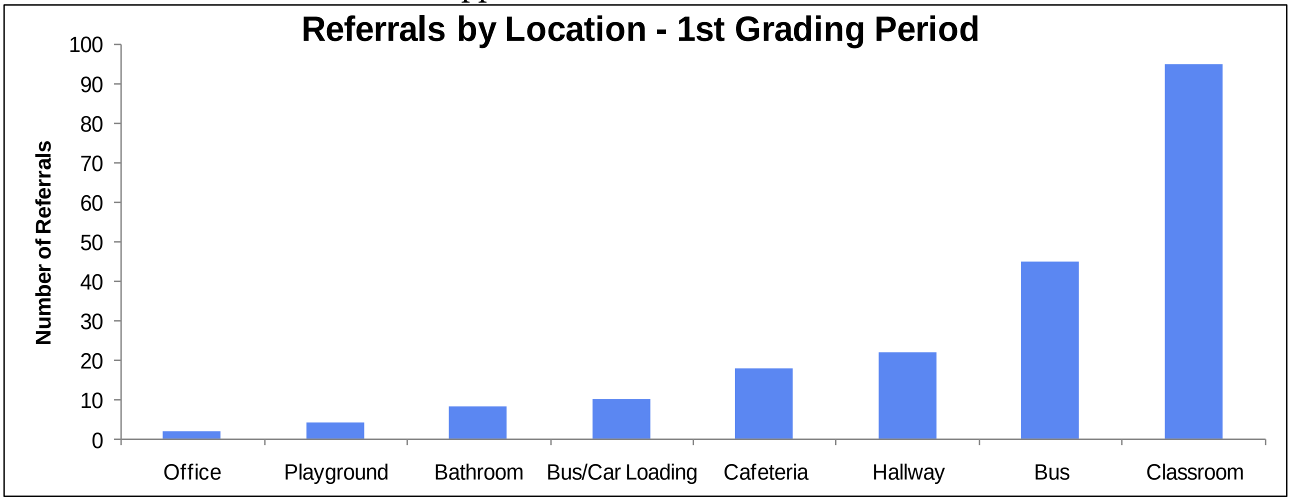




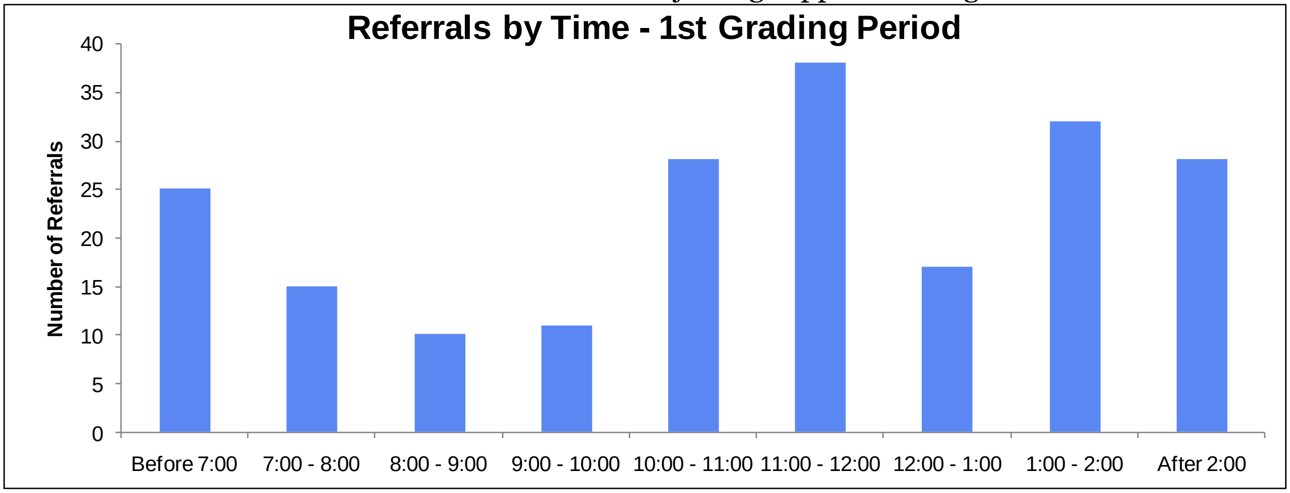




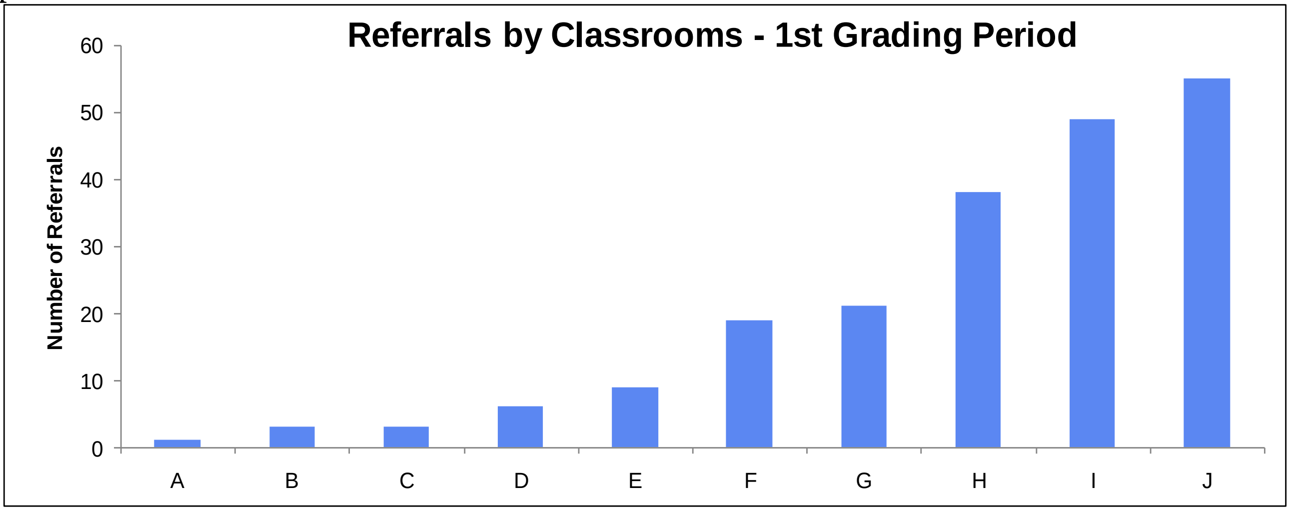
In the graph below, the entire school faculty would benefit from professional development activities that focus on classroom behavior supports.



In the graph below, most of the discipline referrals are being generated during arrival, dismissal, and lunch. The behavior team will want to look at adjusting supports during those times.



When a few staff generate lots of referrals, as in the graph below, targeted support should be provided to those teachers.



V. CLASSROOM SUPPORTS

Many of the interventions in Tier 1 will target all the school environments, but it is likely that the Tier 1 team's regular data analysis will identify the need for some classroom-level supports. In the article, "Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters from Different Misters?" the authors (Sandomierski, Kincaid, & Algozzine) state the importance of addressing the classroom environment as part of the RtI process.

> "Identifying and meeting the educational needs of students requiring additional support must also address the classroom environment. Otherwise, it would be difficult to argue that a student had a poor response to intervention, when the intervention was put into place in the midst of a maladaptive environment. As part of the prevention process, schools must continually look at their classroom-level data to determine the overall health of each of their classrooms. Classroom environments in which numbers of students experiencing academic difficulties are consistently high require analysis and attention. Classes that generate a high number of discipline referrals, have high levels of off-task behavior, have continuing low achievement, or have extended periods of unstructured time also require action. Administrators and support teams should work with those classroom teachers to pinpoint the areas that are most in need of development. **It is only after high-quality academic and behavior instruction and interventions are established at both the school-wide and classroom levels that schools could conclude that a student has a need for additional services."**

Problem-Solving at the Classroom Level

The following sources of information can be helpful in identifying, assessing, and evaluating the application of school-wide behavioral supports in all classrooms or in groups of targeted classrooms who are struggling with implementation.

	Identification	Assessment	Evaluation
Office Discipline Referrals	Are the majority of referrals coming from the classroom? Are many or only a few classrooms producing referrals?	Are students being referred for similar behaviors? Times of day? Same reason?	On a monthly or more frequent basis, the referrals from targeted classrooms can be analyzed to determine whether referrals are occurring at the same frequency or for the same reasons.
Classroom Tracking Forms	What are the recurring behaviors? When are the behaviors occurring? What are the classroom interventions that have been used? Are they working? Why is the behavior occurring?		Discover patterns in order to address behavior. Monitor consequences to see if they are effective.
Walkthroughs/ Observations	Helps identify behavioral, curricular, instructional, and environmental issues that may be impacting all students in the class.	Helps determine whether targeted groups or individual interventions are necessary for students and whether classroom adaptations may be able to support certain students and/or the entire class.	Can provide an estimate of changes that can be seen in the classroom setting by comparing results prior to intervention to results after intervention.
Classroom Management Checklist	Are there certain elements of classroom management that could use improvement? Use this tool as an observation checklist or interview/checklist with the teacher. Helps identify areas of the classroom that require additional support.		Can be re-administered to teachers after several months to determine whether support activities produced any change by the consultant or teacher.

*Teacher requests for assistance can also be used as a method of identifying a need for classroom support.

Elements of Classroom Support

There are certain elements of classroom support that contribute to a successful classroom environment. It is encouraged that each classroom teacher develops a ***Classroom Behavior Plan*** (see Tier 1 Resources) to help organize and structure the behavior management procedures. The classroom support level in the RtI process is a critical step because it provides tools that support classroom teachers in embedding school-wide supports into their classroom practices. It also supports groups of students in need of behavioral support in addition to existing school-wide supports.

The following is a brief summary of the critical elements to consider when develop a classroom behavior plan. An excellent resource for classroom management is the **Florida Positive Behavior Support Project website** (http://flpbs.fmhi.usf.edu/resources_classroom.asp).

1. **Classroom Rules**
    - Aligned to the school-wide expectations
    - Classroom rules should be positive stated and limited in number (maximum of 5).

2. **Teaching the Rules**
    - School-wide expectations form the foundation for classroom supports. The teacher should conduct direct, on-going lesson plans to teach the school and classroom expectations and embed expectations into academic lesson plans.

3. **Classroom Procedures**
    - Proactively identify procedures that are important for your classroom to maintain structure and organization.
        - Ex: Turning in assignments, bathroom breaks, hall passes, sharpening pencils, working with other students, etc.
    - The procedures must be taught and rehearsed so that the students can see and demonstrate their understanding of the procedures.

4. **Positive Reinforcement**
    - Work on providing immediate and specific praise.
    - Ratio of positive statements to corrective statements is high (at least 4:1)
    - Set up reinforcement systems to motivate the students and acknowledge appropriate behavior.

5. **Prevention Strategies**
    - Examine academic engagement and success and develop appropriate curriculum and instruction to meet the needs of the students.
    - Modify the environment to promote academic and behavioral success (e.g., room arrangement, organization, transitions, routines, etc.)

6. **Responding to Problem Behavior**
    - Develop pre-planned consequences that include a hierarchy of options, are aligned with the function (purpose) of the behavior, and provide an opportunity to re-teach appropriate behaviors.
    - Include interventions that will allow the teacher to provide discipline effectively in the classroom rather than in the office.
        - Ex: Re-teach expectations/rules, changing seating arrangements, conference with parent and/or student, peer mediation, student contracts, provide choices, removing tempting items from the classroom, redirection, failure to earn a privilege, restitution/apology, prompt and cue (verbal and non-verbal), etc.

Student Identification

Response to Intervention: Behavior

STUDENT IDENTIFICATION PROCEDURES

Even though Tier 1 Universal Supports delivered to the entire school or classroom level are most cost effective, there are still students who need more support for behavior problems, social/emotional problems, and mental health. Therefore, schools that implement tiered interventions for behavior must also incorporate student identification procedures to proactively identify at-risk students. Students are selected for supplemental or intensive supports based on results from the universal screener and/or school-wide data or teacher requests. Once identified, the team must determine if the student had enough exposure to Tier 1 and classroom level supports. If so, the team begins an assessment of the problem behavior and develops interventions to match the needs of the student.

Identifying Students with the Universal Screener

What are Universal Screeners?

Screening measures are used to make sure we identify students who may be at-risk and need additional supports early, rather than waiting for them to have ongoing problems. This idea is consistent with RtI for academics, where schools use academic screeners (such as FAIR) to identify students experiencing reading difficulties.

Why aren't office discipline referrals sufficient as a screener?

Most office discipline referrals typically involve defiance, disruption, noncompliance, and inappropriate verbal or physical behaviors, which are known as externalizing types of behaviors. Thus, students with less disruptive, more internalizing behaviors problems such as extreme shyness, withdrawal, and depression, who are equally in need of supports and intervention, are often not identified. In addition, office discipline referrals are not sufficient as a screener because they may not reflect that some teachers produce referrals while some do not. The discipline referrals will still be used to help determine which students need more support, but the universal screener is a process that will help identify students in need of supplemental or intensive supports who are not identified by discipline referral data.

What are the features of a behavioral universal screener?

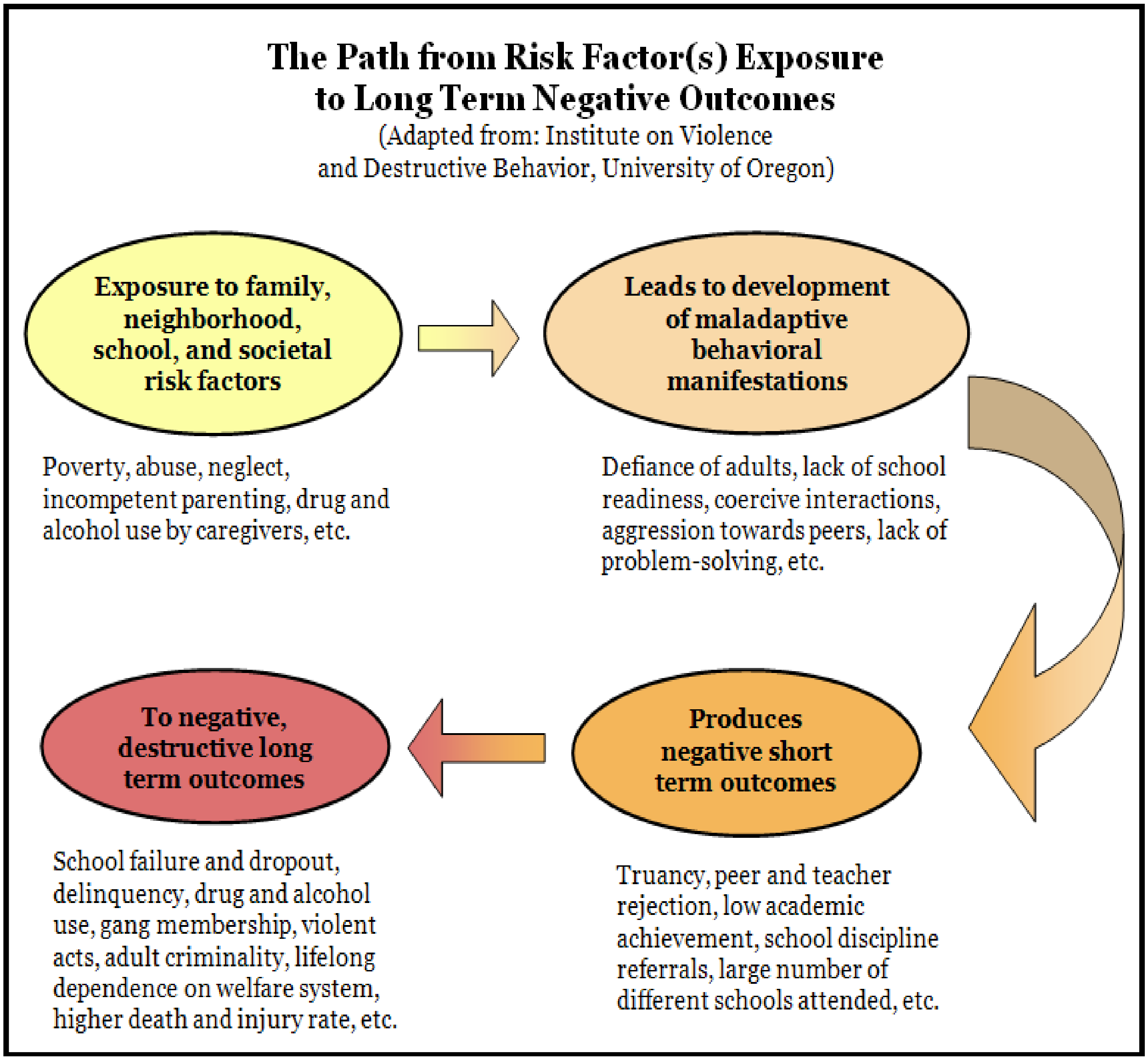
1. Be easy to administer.
2. Be completed quickly.
3. Provide accurate data about students who need more intensive services.
4. Identify students with internalizing *and* externalizing behavior.
5. Ensure required teacher time and effort is reasonable

Which students participate in the universal screener?

Yes, universal means ALL. Kindergarteners? YES. All transfers into school? YES. All students during transition year to middle or high school? YES. Every student will participate in the first stage of the universal screener. As the screening process progresses, only students identified as "at-risk" will continue through the process.

Why do we need behavioral screeners?

- We can identify problems early before the behaviors intensify.
- We can identify students with internalizing problems as well as externalizing behaviors.
- The schools are the only place where we have universal access.
- The screener informs the school about the student population.
- It helps find groups of students with common needs.
- Students are more likely to use services that are offered at school.
- Untreated emotional/behavioral issues correlate with negative outcomes (see visual below).



How often should we administer the screener?

The universal screener process should be administered three times each year, or on an as-needed basis for new students and students with sudden changes in their mental health needs.

Approximate Schedule (these screening periods may change):
Behavioral Screen 1 – Beginning of October
Behavioral Screen 2 – Middle of January
Behavioral Screen 3 – Middle of April

How are parents notified about the universal screening process?

The general behavior screening process must be shared with families before the initiation of the screening. This information should also include when screenings will occur and information about their rights to opt out and procedures for doing so. Each school should determine how this information will be shared to increase the likelihood that families are aware of the process and its benefits (e.g., open house, handbook, letter home, phone system, etc.).

Universal Screening Procedures

The behavioral screening process is a multi-gated process to identify students at-risk for developing ongoing behavior concerns that takes into consideration teacher judgments and determines the existence of risk. The screener involves **several levels** of assessment to avoid over- or under-identification of students. At each stage or gate, the level of risk is determined. Those with an elevated risk who may require additional assessment or services continue to the next gate. Those who don't have an elevated risk "exit" the screening process.

Gate 1 – TEACHER Nomination Process ("Cast a Wide Net")

The goal of Gate 1 is: 1) to provide structure for teachers to use in referring students who may be in need of intervention services, 2) to increase the likelihood that a particular student in need of specialized services will be referred; and 3) to give each student an equal chance of being referred for external and internal behaviors. Use the ***Teacher Nomination Form*** (see Student Identification Resources) to complete this stage of the screening.

STEP 1 - Carefully study the definitions and examples of externalizing and internalizing behavior problems.

Externalizing = all behavior problems that are directed outwardly by the student toward the external social environment. These behavior problems usually involve behavioral excesses (i.e., too much or too often) and are considered inappropriate by teachers and other school personnel.

Internalizing = all behavior problems that are directed inwardly (i.e., away from the external social environment) and that represent problems with self. These behavior problems are often self-imposed, do not occur frequently enough, and appear to allow the student to avoid social events.

Examples: Externalizing Behaviors	Examples: Internalizing Behaviors
• Aggression towards people, animals, or things • Forcing the submission of others • Defiance • Being out of seat • Non-compliance • Calling out • Arguing • Tantrums • Hyperactivity (extreme) • Disturbing others • Stealing • Not following school or class rules • Instigating or provoking others	• Having low or restricted activity levels • Not talking with other children • Being overly shy, timid, and/or unassertive • Avoiding/withdrawing from social situations • Preferring to play or spend time alone • Acting in a fearful manner • Not participating in games or activities • Being unresponsive to social initiations • Not standing up for one's self • Exhibits sadness or depression • Difficulty accepting criticism • Frequently rejected by peers or teased • Extreme perfectionism and frustration • Self-injurious

STEP 2 - List no more than 5 students in your class or throughout your day who exhibit externalizing behaviors and no more than 5 students who exhibit internalizing behaviors. Consider the following when nominating students:

- Only list the students who exhibit externalizing or internalizing behavior on a level that interferes with their success at school. This may mean that there are not 5 students listed under each category.
- Do not include students who are already receiving Tier 2 or 3 supports.
- Select the groups according to the students behavior (i.e., what they say and do) and not according to what you infer they may be thinking or feeling.
- A single student can only appear on one of the lists – not both! Occasionally a student may exhibit both dimensions, but determine which dimension best characterizes the students behavior pattern.
- Do not include the names of any students you have known less than one month.
- If you are a middle school, high school, specials, or any other type of teacher who interacts with hundreds of students throughout the day, please think about all of the students that you teach and identify the top students of concern across your day.

STEP 3 - Using the list created in Step 2, rank order the top three externalizing students and the top three internalizing students. Once again, there may or may not be three students listed under each category, depending upon the number of students in your classroom that present behavioral concerns.

Gate 2 – TEAM Nomination Process ("Refine the Catch")

The purpose of Gate 2 is to determine the level of risk for each student identified in Gate 1 and to prioritize students according to their level of risk. Of those identified as "at-risk" in Gate 1, Gate 2 should then assist in determining: 1) what proportion is correctly identified, and 2) what proportion is actually not "at-risk." Use the ***Team Nomination Form*** (see Student Identification Resources) to complete this stage of the screening.

STEP 1 - The grade level or department team should sit down together to review their Teacher Nomination Forms. Each teacher should have already identified their top 3 "Externalizing" students and their top 3 "Internalizing" students. These students should be listed in rank order on each teacher's ***Teacher Nomination Form***.

STEP 2 - Now as a team, they should review each other's nominations, and decide on a total of three "Externalizing" students and three "Internalizing" students that the team will recommend for extra support. List these students in rank order on the ***Team Nomination Form*** (the first student listed in each category should represent the student with the most need).

Criteria to Pass Gate 2

- The students chosen by the team who rank in the top 3 "externalizing" and top 3 "internalizing" students should proceed to Gate 3.
- If an individual teacher feels that a particular student has a significant need for extra support, but this student was not nominated by the team, each teacher has the option of referring a student for services using the teacher request process (outlined in an upcoming section of this manual).

Gate 3 – Observations and Information Gathering

Once students have been identified through Gates 1 and 2 of the screening process, schools need to determine whether those students have been exposed to appropriate Tier 1 and classroom level supports (i.e., taught the school-wide expectations in context, rewarded for displaying those expectations, healthy classroom behavior management systems, appropriate curriculum/instructional methods, etc.).

STEP 1 - Administrator completes **classroom walkthrough** to determine if there are any elements of the classroom that may be contributing to the student's behavior (e.g., physical environment, routines, expectations, discipline, curriculum/instruction, teacher-student relationship, etc.).

If there is an issue occurring in the classroom that may be causing the student's behavior to occur, then schools cannot assume the student is having a poor response to the Tier 1 interventions and teams should consult with these students' teachers to increase their use of the school-wide system within their classroom. **It is only after high-quality academic and behavior instruction and interventions are established at both the school-wide and classroom levels that schools could conclude that a student has a need for additional services.**

STEP 2 - If the student has contacted the school-wide behavior system and there are no classroom management issues that could cause the student's behavior, then the team **gathers any additional information** that will help determine if supports will be given to the student (e.g., parent interviews/questionnaires, student interviews, additional observations, student history, academic performance, etc.).

The team notifies the teacher that the student passed Gate 3 and is being considered for behavioral support. The teacher is asked to complete the ***Referral for RtI Behavioral Supports*** (see Student Identification Resources). The teacher should turn the referral form into the school team overseeing the advanced tiers of support. The team will use the selection procedures (described below in "Selection of Students") to determine if the student should receive additional support.

Sample Timeline – Universal Screening

Universal Screening #1 (of 3 per year) - Week of October 5 - 9		
October 5	Teacher nominations	Teachers nominate and rank order students
October 6	Team nominations	Teams nominate and rank order students
October 7 & 8	Conduct observations	School team members conduct observations and gather information on qualifying students.
October 9	Selection of students	School team members review data and select students for additional supports

Universal Behavior Screening Process

GATE 1
Teacher Nominations and Rank Ordering

Teachers nominate & rank up to 3 internalizers and 3 externalizers on the ***Teacher Nomination Form.***

If student is nominated, then
Pass Gate 1

GATE 2
Team Nominations and Rank Ordering

Teams nominate & rank up to 3 internalizers and 3 externalizers on the ***Team Nomination Form.***

If student is nominated, then
Pass Gate 2

GATE 3
Observations & Information Gathering

Classroom walkthroughs/ observations (administrator), parent questionnaires, student interviews, etc.

If the student has contacted the school-wide behavior supports (e.g., taught and reward expectations) and classroom supports are in place, then
Pass Gate 3

Teacher completes the Referral for RtI Behavioral Support and gives to RtI team. The team prioritizes student needs and select students who will receive additional support.

If student is selected

Notify Teacher to begin collecting baseline data on ***Behavior Progress Report*** Form.

Notify Families.

Schedule initial meeting to determine appropriate interventions for the student.

Identifying Students through School-wide Data or Teacher Requests

There will be situations when students require additional support outside of the universal screener process. Between administrations of the universal screener, there may be students who have transferred to the school with behavioral difficulties or students who have begun exhibiting maladaptive behavior and require additional supports without delay. In addition, teachers may also initiate requests if they have data to substantiate the need for additional behavioral support. If the student is not identified (passed all 3 gates) during the universal screening process and the teacher continues to be concerned about the student's behavior, then the teacher could initiate a referral for behavioral support for the team to review.

INFORMATION THAT MAY IDENTIFY STUDENTS

1. School-wide data may indicate frequent discipline referrals or classroom infraction reports from certain students.
    - See ***Tier 1 Decision Making Points*** (in Tier 1 Resources) to determine when these students should receive Tier 2 supports.

2. School-wide data or teacher reports may indicate poor attendance or frequent tardiness from certain students.
    - Not only can the student's academic performance be significantly impacted from the student's absence from the classroom, but the student's behavior may also suffer due to insufficient access to school-wide and classroom behavioral supports.
    - There are Tier 2 interventions that address increasing attendance, student engagement, and family/school collaboration.

3. School-wide data or teacher reports may discover certain students whose behavioral problems have originated because of the student's inability to succeed academically at a level comparable to his/her peers.
    - Most educators would agree that it is rare to find a student who has behavior challenges who does not also have academic challenges. A student's academic and social competencies typically influence each other. When you improve a student's social competence you also make it more likely that they will improve academically.
    - If a student has shown a poor response to school-wide and classroom-level behavioral interventions, his/her academic proficiency should be assessed.
    - If the student has academic deficits, they should receive evidence-based interventions that directly address their needs. Schools may find that it is necessary to provide academic and behavior interventions simultaneously, but a judgment of the student's response to the behavior intervention should be interpreted cautiously until the academic problems are remediated.

4. The student could be engaging in a behavior that has not responded to school-wide or classroom level supports.
    - The teacher should collect data or complete classroom infraction reports to document the behavioral concern.
    - It is recommended to document the type of behavior, typical locations and times, people typically involved (peers or adults), possible motivation (i.e., what triggered the behavior? Why is it happening?), and types of interventions tried with the student.

If the SCHOOL-WIDE BEHAVIOR TEAM identifies a student…

Step 1	School-wide behavior team gathers information to determine if the student has had contact with the school-wide behavioral system (i.e., taught the school-wide expectations in context, rewarded for displaying those expectations, etc.).
Step 2	If the student has contacted the school-wide behavior system, then the Administrator completes a **classroom walkthrough** to determine if there are any elements of the classroom that may be contributing to the student's behavior (e.g., physical environment, routines, expectations, discipline, curriculum/instruction, teacher-student relationship, etc.).
Step 3	If there are no classroom management issues that could cause the student's behavior, then the teacher is asked to complete the ***Referral for RtI Behavioral Supports***. The teacher should turn the referral form into the school team overseeing the advanced tiers of support.
Step 4	The team will use the selection procedures (described below in "Selection of Students") to determine if the student should receive additional support.

If the TEACHER identifies a student…

Step 1	The teacher completes the ***Referral for RtI Behavioral Supports*** and turns the referral form into the school team overseeing the advanced tiers of support.
Step 2	The team gathers information to determine if the student has had contact with the school-wide behavioral system (i.e., taught the school-wide expectations in context, rewarded for displaying those expectations, etc.).
Step 3	If the student has contacted the school-wide behavior system, then the Administrator completes a **classroom walkthrough** to determine if there are any elements of the classroom that may be contributing to the student's behavior (e.g., physical environment, routines, expectations, discipline, curriculum/instruction, teacher-student relationship, etc.).
Step 4	If there are no classroom management issues that could cause the student's behavior, the team will use the selection procedures (described below in "Selection of Students") to determine if the student should receive additional support.

Selection of Students

Initially, schools may not have the interventions, personnel, or resources to address the needs of every student identified in the school-wide screening process. Teams will need to develop a process for prioritizing students according to their level of need. Use the ***Student Identification Worksheet*** (see Student Identification Resources) as a tool to help prioritize and guide your selection process.

Students who do not meet priority criteria may be waitlisted and continue to receive Tier 1 supports until Tier 2 supports become available.

Data that can inform the selection process include:

- # of discipline referrals
- Teacher nomination ranking order (i.e., 1st, 2nd, or 3rd)
- # of suspensions/disciplinary actions
- # of classroom infraction reports
- # absences/tardies
- # of teachers nominating each student
- Reported academic concerns
- Above/below grade level
- ESE status

Once a STUDENT IS IDENTIFIED for behavioral support…

Step 1	Teacher/Staff should be notified of the decisions within 10 days of making the referral.
Step 2	The teacher must begin collecting baseline data on the student using the ***Behavior Progress Report*** (see Tier 2 Resources). The teacher should collect at least 3 to 5 days of baseline data that the teacher should bring to the initial team meeting.
Step 3	Parent/Family should be notified and an initial team meeting should be scheduled with the advanced tier team members, teacher, and parent to discuss the assessment of the problem behavior and to determine the most appropriate Tier 2 interventions for the student.
Step 4	The student should begin receiving the support in a timely manner (within 30 days of the initial referral).

Does the student have to receive TIER 2 supports BEFORE receiving TIER 3?

In the majority of cases, if a student is identified for additional support, the RtI team will implement Tier 2 supports and monitor the progress of the interventions prior to providing more intensive and individualized supports at Tier 3. Students receiving Tier 1 and Tier 2 supports who are not making adequate progress and are unresponsive to the continuum of supports available at Tier 1 and 2 might be moved into Tier 3 to receive more intensive intervention supports and progress monitoring.

However, the RtI approach does allow some flexibility to serve students based on their level of need in a timely and efficient manner. There are **emergency** situations when a student who is experiencing very severe or significant behavior or social-emotional problems can be triaged directly into Tier 3 to receive more intensive assessment and individualized intervention supports, even if they have not had adequate exposure to Tier 1 and 2 supports. An emergency situation is when a student is continuously engaging in a severe, dangerous/violent behavior that has caused or has a high probability of causing injury to the student or others. For some students, this option is necessary to provide needed supports in a timely fashion rather than delaying access to these supports by making students wait to go through Tier 2 intervention services.

If the student's behavior is severe enough to warrant immediate Tier 3 services, the teacher should complete the Referral for RtI Behavioral Supports form, notify the school administrator and RtI team, contact the School Psychologist to conduct an observation, and begin collecting baseline data on the problem behavior (see Tier 3 section - Progress Monitoring).

Tier 2: Supplemental Supports

Response to Intervention: Behavior

Tier 2 is for SOME students who need more support in addition to the school-wide supports!

CRITICAL ELEMENTS OF TIER 2
I. Support Systems **II. Problem Analysis** **III. Interventions & Implementation** **IV. Progress Monitoring and Evaluation**

I. SUPPORT SYSTEMS

As schools move towards providing a more comprehensive and systemic system of behavioral supports for their students, they will need to identify groups of individuals who can lead their school through the problem solving process at all tiers of service. Each school should have their school-wide behavior team (Tier 1) and subcommittees/teams to monitor advanced tier support (Tier 2 and 3).

Team Formation

- Each school should structure their teams based on the resources and needs of their building.
- Teams should include people who know the students best, have a vested interest in positive outcomes, represent the range of environments in which the student participates, and have access to resources needed for support.
- Team membership should include individuals with the following roles:
  - Allocation of resources (e.g., administrator)
  - Universal SW-PBS team member
  - Faculty with expertise in behavior assessment and interventions
  - General Educator with expertise in academic assessment and intervention
  - Person responsible for coordinating Tier 2 intervention.
- Some schools may choose to use the school-wide behavior team across all tiers.
- At least half of the members of the Tier 2 team should be provided information about systems, data, and practices required for implementation of Tier 2 supports.

Team Responsibilities

- Meet frequently to discuss progress and monitor fidelity.
- Reviews data and information to make decisions about who should receive Tier 2 support(s).
- Assesses resources available for Tier 2 interventions.
- Utilizes the problem-solving process to identify the most appropriate support for each student.
- Reviews data and information to monitor progress of students receiving Tier 2 support(s).
- Ensures effective intervention practices are implemented for each student.
- Provides support for staff who implement Tier 2 interventions.

Collaborative Model

The implementation of Tier 2 supports requires a collaborative process that includes the involvement of the team members, administration, faculty, and family.

- The teacher(s) directly involved with the students receiving Tier 2 supports are notified about changes to strategies immediately and should be updated on their progress frequently.
- The number of students and progress of students is reported to faculty quarterly.
- Available professional development activities are communicated to faculty members frequently.
- The administrator is updated about which students receive Tier 2 supports at least monthly.
- There should be some crossover membership and/or communication that inform the Tier 1 team of the status of Tier 2 supports (# of students, fidelity, and progress of students)
- The parents and/or guardians of students receiving Tier 2 supports must be:
  - Informed of the student's need for supports in Tier 2;
  - Encouraged and invited to participate in developing Tier 2 supports;
  - Notified about changes to strategies immediately; and
  - Updated on progress frequently.

II. PROBLEM ANALYSIS

Once the student is identified for Tier 2 supports, the team must complete the ***ERASE form*** (see Tier 2 Resources) before the student receives supplemental supports. The ERASE is a simple and brief functional assessment process that guides the team in identifying the behavior, exploring reasons for the behavioral problem, generating a hypothesis as to why the problem is occurring, and matching the student to the most appropriate Tier 2 intervention(s).

ERASE?

E = EXPLAIN
R = REASON
A = APPROPRIATE
S = SUPPORT
E = EVALUATE

Step One – Information Gathering

- The teacher or referring person who observes the problem most often must complete the ***Referral for RtI Behavioral Supports*** (see Student Identification Resources) as part of the Student Identification Process.
- The teacher(s) must use the ***Behavior Progress Report*** (see below, IV. Progress Monitoring and Evaluation) to collect data on the student for at least 3 to 5 days to gather baseline data. The baseline data average will help the team establish a reasonable behavioral goal.
- Parents must receive an invitation to participate in the intial Tier 2 meeting.

Step Two – Develop the Hypothesis

"No Data! No Ticket!"
- John McCook

- The Tier 2 team should bring all of the information used in the Student Identification process (e.g., Referral for RtI Behavioral Supports, discipline data, screening data, attendance, academics, etc.).
- The teacher must bring the required baseline data to the Tier 2 team meeting. If the baseline data and information is not complete, the team should reschedule the meeting until the required documentation is ready to review.
- Use the information gathered by the team and complete the ***Explain*** and ***Reason*** section of the ERASE form.
  - **EXPLAIN**
    - Reason for the referral → Describe the problem behavior. Use objective and measurable terms to describe the primary problem behavior that interferes with the student's success in the classroom.
  - **REASON**
    - Important information → Describe anything that might help the team understand the student and his/her behavior.
    - General Antecedents → Describe the conditions under which the behavior is most and least likely to occur (i.e., "triggers").
    - General Consequences → Describe the consequences the student receives when the behavior happens.
    - Function of the Behavior → Generate a hypothesis that describes WHY the behavior occurs (e.g., gain attention, avoid an assignment or situation, gain an item or preferred activity, to be left alone, etc.)
      - When the teacher gives Matthew math work, he will destroy the work or materials around him to avoid the assignment (the work is too difficult for him).
      - When a peer teases Joey, he will engage in physical aggression to escape the embarrassing situation (make the person leave him alone).

III. INTERVENTIONS & IMPLEMENTATION

Once a student has been identified as needing additional support and the team has developed a hypothesis of why the behavior occurs, the team should then determine research-based interventions that require resources appropriate to the student's level of need. The types and quantity of Tier 2 interventions applied within a school building should be dictated by the needs of its student population.

Step One – Resource Mapping

Resource mapping is a way to determine your school's capacity for providing interventions under the RtI model**.** Intervention resources are the materials and programs, as well as the skills, experience, time, training, and knowledge of staff members. By evaluating the available resources within a building, schools can efficiently establish standard protocols for students needing specific interventions, as well as establish the availability or need for developing other interventions. Resource mapping is also very helpful in determining where there are gaps in available resources. The ***RtI:B Resource Map*** and ***Assessing Tier 2 Interventions*** (see Tier 2 Resources) are both tools that can help schools identify and organize interventions that are available in their school.

Critical Questions

- What do we have in our building that looks like Tier 2 instruction/ intervention?
- How could we modify current Tier 2 interventions and supports to increase efficiency and effectiveness? "What's the smallest change that will lead to the largest gain?"
- Based on the *types* of problem behaviors, what interventions are needed?
- Based on the *functions* of problem behaviors, what interventions are needed?

Key Features of Tier 2 Supports	
The strategies should be established and applied to groups of students consistently.	• Rapid access (3 to 5 days) • Continuously available (materials and resources) • Include written materials that describe the core features, functions, and systems of the strategies • Include orientation materials and procedures for the staff, substitutes, families, and volunteers
The strategies should be efficient and require very low effort.	• Limited time and effort by school staff • Adequate resources for implementation • Personnel trained to implement
The strategies should include an assessment process for determining interventions.	• Simple assessment • Match intervention to function of behavior • Link intervention to the student's needs • Incorporate culturally responsive practices (using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them)
The strategies should include a formal process for teaching and monitoring behaviors.	• Reference the school-wide expectations • Provide regular opportunities for students to perform appropriate behaviors. • Include continuous monitoring of student behavior for decision-making • Include frequent communication with the family • Use accurate and objective data to adapt, modify, and improve support

Step Two – Determine Supports

The table below outlines three types of supplemental supports and examples of possible interventions. Refer to the ***Tier 2 Intervention Toolbox*** (see Tier 2 Resources) for specific information about various Tier 2 supports.

Types of Supplemental Supports	Examples of Interventions
Collaborative Strategies	• Check-In/Check-Out • Check and Connect • Peer Tutoring • Behavioral Contracts • Cooperative Discipline • Peer Mentors
Small Group Strategies	• Time Management • Social Skills • Problem-Solving, Conflict Resolution • Anger Management, Violence Prevention • Mentoring programs • De-escalation/Relaxation • Bully Prevention (Victims/Aggressor) • Newcomers Club • Behavioral Awareness • Homework Club • Organization & Study Skills • Re-teaching school-wide expectation groups • Academic Skill Groups
Simple Behavior/ Classroom Strategies	• Positive Peer Reporting • Organization & Physical Structure • Reflection Centers • Visual Supports • Classroom Reinforcement System • Task Analysis • Modeling • Self-Monitoring • Curriculum/Instruction Modifications

Which intervention is best?

The Tier 2 strategies chosen for each student should be linked to the hypothesis for the problem behavior. The intervention should be least intrusive and customized to match the problem, but not highly individualized or intensive. The teams should avoid plugging students into a group or multiple groups because they are easy, fun, and/or economical. More is not always better if it does not match the data-identified need AND the FUNCTION of the problem behavior. Consider that the intervention may be environmental changes rather than direct student intervention.

- Social-Behavioral Concerns → might consider social skills or self-management
- Academic Concerns → might consider peer tutors, check-in, or homework club
- Emotional Concerns → might consider adult mentors

Critical Questions

- What does the data tell us? Do the interventions match the data?
    - Data show that the concern is emotional, social, academic, location specific, new students, peer relationships, etc.
- Do we have groups of students that might benefit from a similar intervention?
- Do the types or causes of their problem behaviors match a group intervention?
- What can we implement to have the biggest impact for the least cost/effort?

Step Three – Develop the Intervention Plan
In order for the intervention to be implemented as designed, an intervention plan should be developed to ensure all components of implementation are addressed. Complete the ***Appropriate*** and ***Support*** sections of the ERASE form to document the intervention plan.

<u>APPROPRIATE</u>

- Identify the desired behavior → What behavior/skill should the student do instead? (Ex: communication, problem-solving, conflict resolution, etc.)

<u>SUPPORT</u>

- *WHAT will be implemented?*
  - Interventions to Facilitate Success → Describe the Tier 2 intervention(s) that the team determined was most appropriate for the student's behavior. These may be collaborative strategies, group strategies, or simple behavioral/classroom strategies. Explain how the intervention(s) will be implemented.
  - Reinforcement for Replacement Behavior → Describe how the appropriate behavior will be reinforced in the natural environment.
  - Procedures for Responding to Behavior → Describe what can be done when the student displays the problem behavior so that the inappropriate behavior is not reinforced.

*** Tier 2 supports DO NOT EXCLUDE Tier 1 supports. Students receiving a Tier 2 strategy should continue to have full access to Tier 1 supports (taught expectations and rules, opportunities to receive acknowledgements throughout the entire school, etc.).***

- *WHO is responsible for implementing*?
  In order for Tier 2 interventions to work, the implementer of the intervention must not be the only person involved.
  - Implementer (e.g., teacher, adult mentor, support staff, personnel identified to coordinate and deliver a specific intervention or group)
  - Administrative support (e.g., actively supports programs, identifies times and resources for training, coordinating, delivering, and monitoring interventions)
  - School Faculty (e.g., aware of various interventions, participate in transfer of learning activities, prompting new skills in natural environments, helping progress monitor and reinforce student behaviors)

Common misperception is that these strategies will "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff are often involved in the intervention – Important to stress that these interventions will require high level of involvement among ALL staff within the school building.

- *WHEN and WHERE will it occur?*
  - Length of intervention?
  - Location?
  - How often (e.g., days, times, etc.)

TIER 2 – SUPPLEMENTAL SUPPORTS

ERASE process, social skills, anger management, problem-solving, organization, academic support and practice, self-management training and support, school-based adult mentors, simple behavioral interventions, attendance contracts, behavior contracts, motivation systems, classroom modifications, mentoring, tutoring, parent training and collaboration, etc.

IV. PROGRESS MONITORING & EVALUATION

Complete the ***Evaluate*** section of the ERASE form to document intervention fidelity and progress monitoring procedures.

Step One – Intervention Fidelity Procedures

As with the universal and classroom levels of intervention, academic and behavior interventions must be carried out with fidelity in Tier 2 before the student can be judged to have an adequate or insufficient response to intervention. Even the best interventions, if they are implemented poorly, will be ineffective in changing a student's behavior. Teams cannot make decisions about whether an intervention was effective in helping a student unless the intervention was implemented as intended.

"The reason most interventions fail is because they are not used…and the reason they are not used is because they are not feasible."

How Do You Measure Fidelity at Tier 2?

- If the interventions are being implemented only in the classroom, fidelity will need to be measured to determine if the intervention is being implemented as intended in the classroom.
- If the interventions are being implemented in non-classroom settings, fidelity will need to be measured in two locations: first, to be sure the intervention is being implemented as intended in the non-classroom setting, and secondly in the classroom, to be sure a generalization plan is being followed.
    - EXAMPLE: Teachers of students receiving pull-out, supplemental social skills lessons will need to know what skills are being taught during each session, so they can prompt for those skills and provide recognition as the student displays them in the classroom. Similarly, the facilitators of the pull-out sessions will need to hear from the classroom teachers about their students' progress outside of pull-out group.

See ***Intervention Fidelity across the Tiers*** for samples of Intervention Fidelity Forms.

Step Two – Progress Monitoring Procedures

In addition to intervention fidelity, schools should rely on progress monitoring procedures to ensure that their interventions are effective and appropriate for students. With effective progress monitoring in place, schools are, in essence, providing the research base for their selected interventions.

Behavior Progress Report (See Tier 2 Resources)

The Behavior Progress Report (BPR) is the recommended progress monitoring tool that should be used across the day with multiple teachers to track a student's progress with target behaviors. The BPR can also be adapted to collect student data on a wide range of Tier 2 interventions. The BPR requires that teachers track their perception of the behaviors being monitored as they occur throughout the day. The BPR can also be amended to allow for self-monitoring of target behaviors, and for school-specific information as well. The most obvious drawback to this method of progress monitoring is that the teacher's reported opinion is being measured, not the actual instances of academic or social behavior. However, at this level of analysis, the resources dedicated to any particular student should match his/her level of need; more time-consuming and intensive measures should be left to levels of intervention that are equally intense.

How the BPR Works

- The team determines the problem behavior and replacement behavior to monitor on the BPR form. The team may also choose to monitor an additional behavior or skill.
- Based on the teacher's perception, the students can earn up to three points during each interval (class period, instructional time, activity, etc…) for displaying target behaviors. As the teacher fills out the rating scale, they provide brief, specific verbal feedback to the student about why they earned that rating.
- At the end of the day, the Percent of Points Earned is calculated by dividing the number of points earned by the total number of points possible for the day. This information allows intervention teams to see how well the intervention is working for each student.
- The team sets a behavioral goal for the behavior(s) that are being monitored, such as 80% of points earned. It is likely that students who score at 80% - 90% consistently on this rating scale will be considered to have had a positive response to the intervention.

BEHAVIOR PROGRESS REPORT

Name: Mister Behavior **Date:** 2/20/10

Intervention Program(s): Check-In/Check-Out

Rating Scale: **3**= Good day **2**= Mixed day **1**= Will try harder tomorrow

Type of Data (circle one): BASELINE PROGRESS MONITORING

Daily Goal (%): **80%**

Points Possible: **48**
Points Received: **36**
% of Points: **75%**
Goal Achieved? **Y** **N**

	BEHAVIORAL GOALS:				**Check-in/ Check-Out ONLY**	
Class Periods, Intervals, or Instructional Activities: (list in order)	**Behavior of Concern:** Defiance	**Replacement Behavior:** Follows Instructions	**Other:**	**Total Points**	**Staff Initials**	**Student Initials**
1st READING	3	3		6	AS	MB
2nd READING	3	3		6	AS	MB
3rd ALGEBRA	1	1		2	PM	MB
4th P.E.	2	1		3	RT	MB
5th ENGLISH	2	2		4	SE	MB
6th HISTORY	3	3		6	LP	MB
7th SCIENCE	2	1		3	MM	MB
8th BAND	3	3		6	RS	MB

Step Three – Evaluating the Data

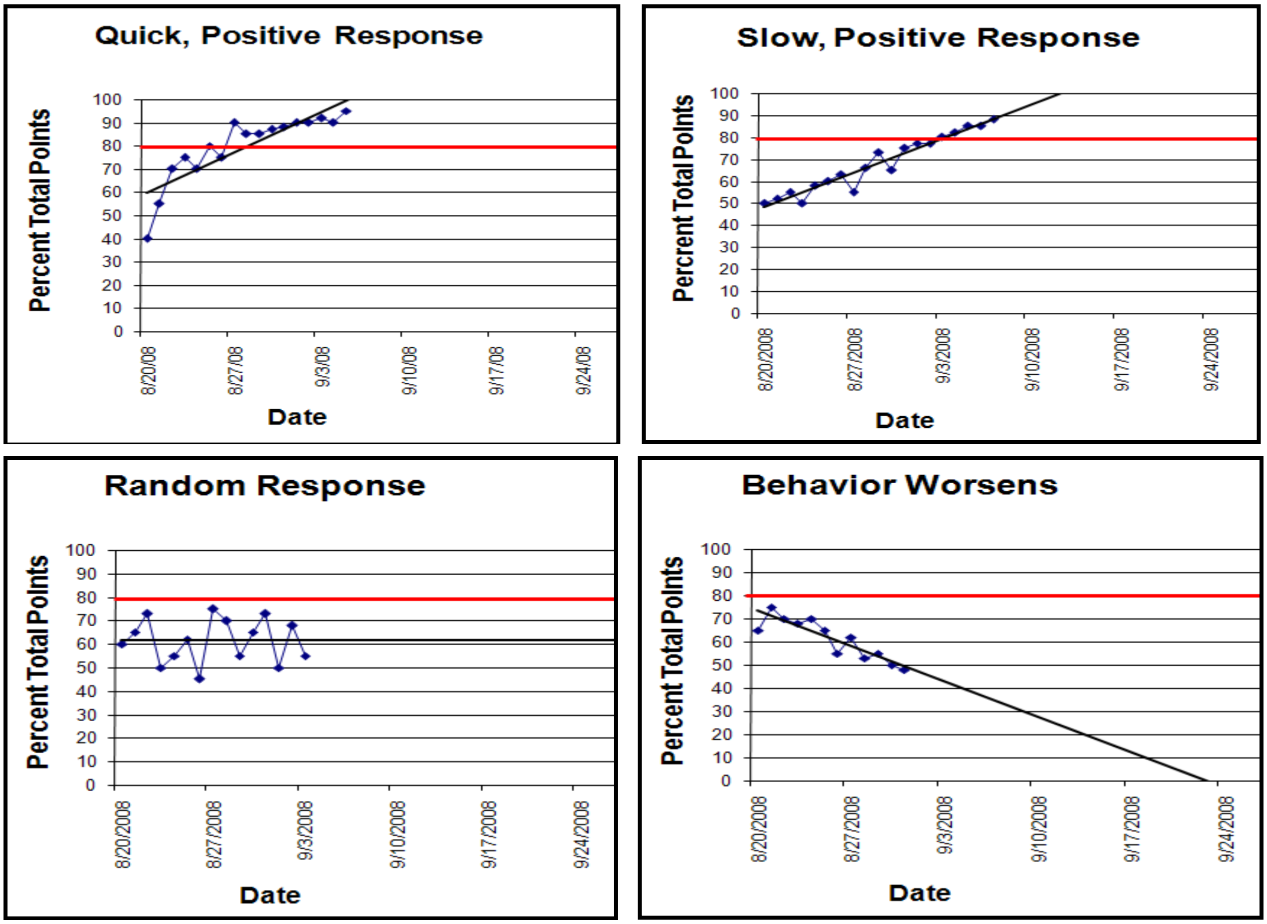
Tier 2: Supplemental Supports are designed to be quick and efficient; therefore, the goal of frequent progress monitoring is to identify students who need different or additional supports early on and to respond to that need in a timely manner. With the Behavior Progress Report (BPR), students' progress under different interventions is tracked much more consistently, and with much more specific data.

- Progress monitoring data should be **collected on a daily basis** and **examined on at least a biweekly basis**.
- The percentage of points earned should be graphed across days to allow for more timely and accurate decision making.
- At **least 10 days of data** must be collected before considering modifications or changes to the student's type of support.
- In addition, the team may also want to continue to monitor discipline referrals or attendance to determine if they have decreased since the implementation of the intervention. The behavioral screener can also be completed again to compare pre- and post-intervention results.
- In addition to the student's individual response to the intervention, the team may decide to also examine the data for groups of students receiving the same intervention to provide information about the overall success of a certain intervention.

Graphing the Behavior Progress Report

An Excel spreadsheet and graphing template is available on the Florida Positive Behavior Support Project website that provides a template for data entry and graphing the percentage of points earned. The website link is http://flpbs.fmhi.usf.edu/resources_targetedgroup.asp and the file name is “Tier 2 Spreadsheet” (under the heading “Progress Monitoring”).

Sample Graphs of BPR Data:



Determine the Response to Intervention

See ***Tier 2 Decision Making Points*** (in Tier 2 Resources) for specific decision points to consider in Tier 2 Supplemental Supports.

What if the behavior is not improving?

- Was the intervention implemented with fidelity?
  - Were the supports/interventions implemented as designed?
  - Is the data on student performance reliable?
  - Was the intervention given enough time?
- Are students matched to appropriate supports/intervention?
- Do supports/interventions need to be modified (e.g., smaller group, more frequently, last longer)?
- Do we need to develop a new intervention plan?
- Does the student need more intensive support?

Does the student need Tier 3?

Students are identified for Tier 3 supports when reliable progress monitoring data have been collected and a poor response to intervention has been established at Tier 2. As part of this process, school teams need to ensure that students have had adequate exposure to Tier 1 and 2 interventions, and that those interventions have been carried out with fidelity.

Tier 3:
Intensive Supports

Response to Intervention: Behavior

Tier 3 is only for a FEW students who need more individualized, intensive support in addition to the school-wide supports!

CRITICAL ELEMENTS OF TIER 3
I. Support Systems **II. Functional Behavior Assessment** **III. Positive Behavior Intervention Plan** **IV. Progress Monitoring and Evaluation**

NOTE: In order to provide appropriate Tier 3 supports, RtI teams should refer to the manual, "Addressing Student Behavior: A Positive Approach (Conducting Functional Behavioral Assessments and Developing Positive Behavior Intervention Plans)". Each school should have at least two individuals (school FBA facilitators) who have attended the FBA and PBIP training and received the manual.

I. SUPPORT SYSTEMS

Team Formation

- Tier 3 support teams should be multi-disciplinary and include key personnel who can facilitate a specific student's team in conducting a ***Functional Behavioral Assessment (FBA)*** and developing a ***Positive Behavior Intervention Plan (PBIP)***.
- The team should have a diverse representation of members who know the student best and have a vested interest in positive outcomes. Support teams should include:
    - People who have direct knowledge of the child's behavior and represent personnel charged with implementing the plan (e.g., teachers, therapists, teacher assistants, counselor, other school personnel, etc.)
    - The school should make **considerable** efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.
    - School Psychologist
    - One person who has knowledge of and experience in applying behavioral principles, including functional behavior assessments and behavior intervention plans. This role could be filled by the school FBA facilitator, intervention specialist, behavior analyst, exceptional student education (ESE) specialist, guidance counselor, social worker, or other school-based behavioral consultant.
    - One team member has knowledge of the campus and classroom contexts and has the capability of providing resources and making procedural decisions (e.g., administrator).
- At least half of the team members have sufficient training to conduct FBAs and implement Tier 3 supports with fidelity. Each school should have at least 2 school-based FBA facilitators that have received training on FBAs, PBIPs, and Tier 3 progress monitoring.

Team Responsibilities

- Gather information to conduct a Functional Behavior Assessment
- Identify individual behavioral issues through data analysis
- Develop intensive individual interventions and supports (PBIP) based on the FBA hypothesis
- Implement or support implementation of the PBIP
- Monitor the progress of the PBIP
- Assess integrity and intensity of interventions
- Reviews the Tier 3 school process and considers modifications, as needed.
- Administration is responsible for providing all faculty and staff with orientation to the Tier 3 support process. All staff should be aware of their roles in Tier 3 supports.

Collaborative Model

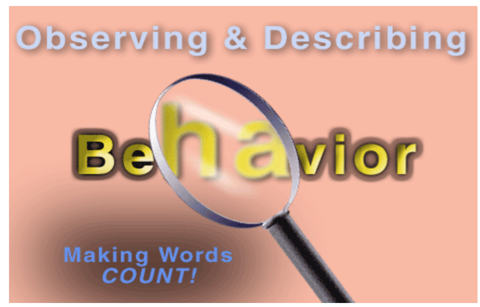
Tier 3: Intensive/Individual Supports are most effective when approached as a collaborative (rather than expert-driven) process. As with other collaborative efforts, building-level administrative support, parental involvement, and student input (when appropriate) are also essential to a successful outcome. Tier 3 interventions most often require change of behavior by the adults more so than the students. That is, adults may need to change features of the environment or context triggering behaviors, teach new skills, and deliver reinforcement differently. To overcome resistance in implementing specific intensive interventions, a collaborative model is adopted that allows and honors teachers as the "local expert" about the individual child and takes into consideration the teacher's input, classroom context and skill capabilities when developing supports.

II. FUNCTIONAL BEHAVIORAL ASSESSMENT

* Refer to the FBA & PBIP manual for more specific information about conducting the FBA. The manual also includes reproducible FBA assessment forms.

A **Functional Behavioral Assessment (FBA)** (see Tier 3 Resources) is a comprehensive and individualized, problem-solving process that addresses challenging behavior. It incorporates a variety of techniques and strategies to gather information as a means of understanding the specific reasons for the student's problem behavior and how a student's behavior relates to or is affected by his/her environment. An FBA looks beyond the form of the behavior (i.e., what the behavior looks or sounds like), and focuses on identifying what causes and maintains the behavior (i.e., the function). This type of assessment leads the observer beyond the "symptom" (the behavior) to the student's underlying motivation (escape, avoid, or gain something).

Step One – Identify the Problem Behavior



What behavior do we want to change?

- Before an FBA can be conducted, the team must pinpoint the behavior causing learning or discipline problems. The team must **identify the behavior** that needs to change.
- Once the behavior of interest is identified, the team must create a **behavioral definition**. A behavioral definition is a statement that specifies exactly what behavior to observe.
  - The definition should be in specific terms that are easy to communicate and simple to measure and record. If the behavioral definitions are vague, it can be difficult to determine appropriate interventions.
  - Precise definitions lead to accurate data collection, reliable measurement, and confidence in educational decision making. Enough detail about the behavior is provided so that anyone observing the student would recognize its occurrence.

Step Two – Gather Sources of Information

Functional Information

- Members of the behavioral support team gather information through a variety of sources including:
  - Review of existing records;
  - Interviews (school personnel, parent, student);
  - Behavioral rating scales or questionnaires;
  - Skill checklists; and,
  - Functional assessment observation of patterns, antecedents, contexts, and consequences (A-B-C data or scatterplots).

Baseline Data - At what level does the target behavior exist (e.g., frequency, duration, etc.)?

- Baseline data is information gathered about the target behavior before a program begins. It is used later to provide a comparison for assessing the success and progress of subsequent interventions. In addition to collecting data on the targeted student, the FBA should also collect comparative data on one or more other students.
- It is recommended that the observer start collecting data as soon as the FBA process begins. That way, the team will have at least 3- 5 days of data, or more, to gather a baseline average.
- Data collection from this point forward must be a continuous, ongoing process. The data collection method chosen for baseline will also need to be used as an evaluation tool in the PBIP to determine the effectiveness of the interventions. Refer to ***IV. Progress Monitoring and Evaluation*** for more information on progress monitoring tools.

Required Sources
Although multiple sources of information are recommended, the following sources are required when completing an FBA:

1. Record Review
2. Structured interview with the parent or family member
3. Structured interview with a teacher, support provider, or administrator.
4. Two functional assessment observations (one observation must be from someone outside of the classroom)
5. Baseline data

Step Three – Summarize Assessment Data

What circumstances or events are likely to trigger or influence the behavior?

The team summarizes the information gathered in Step 2 to determine relationships between the student's behavior of concern and aspects of the environment. The team identifies the following:

- Student's strengths and skills
- Setting events (e.g., variables that appear to be affecting the person's behavior)
- Antecedents (e.g., certain events or situations that trigger the behavior; when, where, with whom the behavior is most/least likely to occur)
- Consequences (e.g., what happens following the behavior? What do they get or avoid?)
- Previous interventions
- Student preferences and reinforcers

Step Four – Formulate Summary Statements

What function does the problem behavior serve? Is the problem behavior a performance deficit or a skill deficit? What replacement behavior should be taught?

WHAT IS "FUNCTION?"

Function refers to why the student is demonstrating the behavior.

Hypothesis Statement

- The hypothesis includes the **antecedents** or contextual events predicting the occurrence of the behavior, the definition of the **behavior**, and the **function** or purpose that it serves.
    - Antecedents include both immediate environmental triggers (e.g., demand to do a non-preferred task) and setting events or triggers that are removed in time from behavior occurrence but act as a trigger.
    - There are two basic functions all behaviors serve. Students are either (a) trying to get attention, sensory input, activities, tangibles or (b) they are trying to avoid or get away from attention, sensory input, activities, tangibles, etc.

"When the teacher is providing instruction, Hannah will yell out during class in order to gain peer attention."

Replacement Behavior

- Once a hypothesis is determined, the team must determine the appropriate behavior they want to teach the student and/or reinforce.
- The replacement behavior is a more acceptable behavior that replaces the inappropriate behavior, yet serves the same function (e.g., ways to gain peer approval through positive social initiations; ways to seek teacher attention through non-verbal signals).

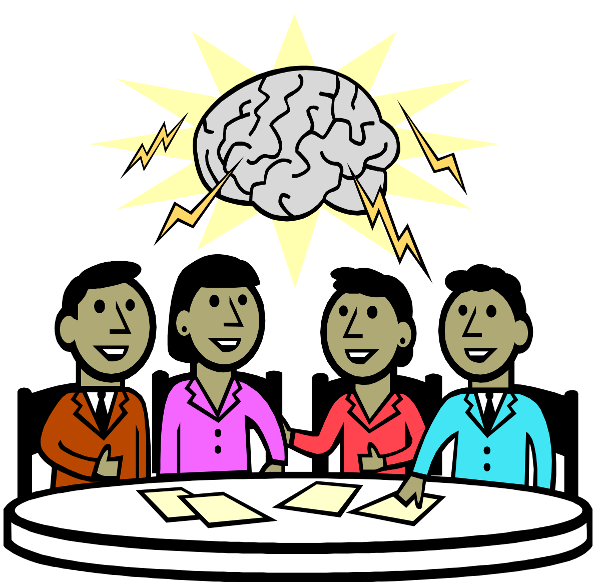
"Rather than yell out during class, I want Hannah to participate in group instruction by raising her hand in order to gain peer attention appropriately."

Who should receive an FBA?

Best practice suggests that an FBA be conducted for any student whenever behavior appears to be significantly interfering with the learning process and well before behaviors reach crisis proportions. Although used largely with ESE students, an FBA and PBIP can play a major role in explaining and redirecting the academic and social behaviors of all students, including students with a 504 plan and general education students. Students with problem behaviors that show inadequate response to intervention at Tiers 1 or 2, or those who need immediate intensive interventions, typically warrant an FBA.

When should an FBA be completed?

In general, an FBA and PBIP should be completed when a student's behavior is sufficiently disruptive that it interferes with his or her learning or the learning of others. It is a recommended best practice to complete an FBA before a behavior issue escalates to a point where discipline procedures such as suspension or expulsion are used. School personnel generally should introduce one or more classroom and/or Tier 2 interventions before seeking to initiate the more complex, and often time-consuming, process of an FBA. A formal assessment usually is reserved for serious, recurring problems that do not readily respond to intervention strategies, or classroom management techniques and impede a student's learning, or are ongoing.



Who should complete an FBA?

Persons responsible for conducting the functional behavioral assessment will vary from school to school, depending upon the supports available at the school. To coordinate the effort, each school should have at least two individuals to serve as school-based FBA facilitators. The facilitators should have knowledge and experience conducting an FBA. They will provide assistance and support to the team members during the FBA process. However, a facilitator is no more responsible for the evaluation and implementation than any other team member. With training and support, many components of the assessment can be conducted by individuals on the student's team. In addition, anyone who knows the student or has direct knowledge of the situation and/or is a direct contributor to the situation should participate in providing information for the FBA.

III. POSITIVE BEHAVIOR INTERVENTION PLAN

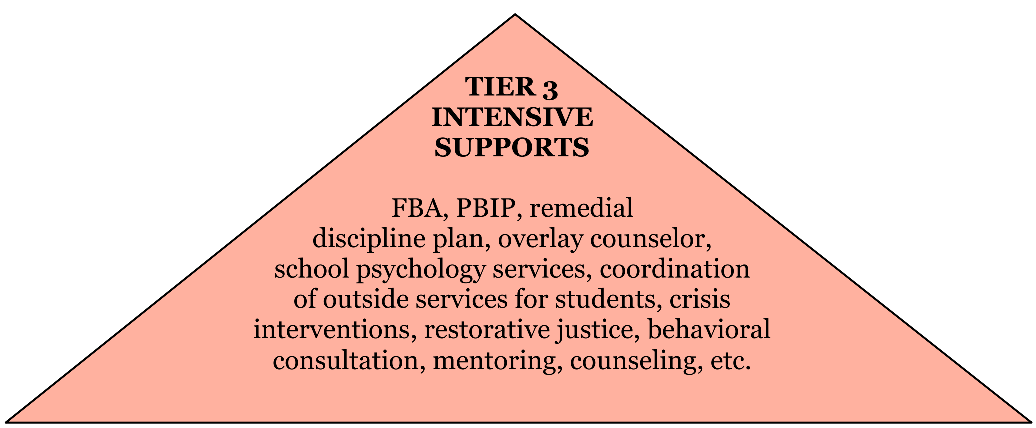
* Refer to the FBA & PBIP manual for more specific information about developing a PBIP. The manual also includes a Behavior Intervention Guide with examples of individualized interventions.

A **Positive Behavior Intervention Plan (PBIP)** (see Tier 3 Resources) is a specific plan of action that designs effective positive behavior interventions to teach the student more acceptable behavior(s) to replace the inappropriate behavior. The purpose is to teach the student more appropriate behaviors that meet the same function, or purpose, as the inappropriate behaviors previously exhibited. When a PBIP is implemented, progress monitoring (data collection) occurs to determine if there are reductions in the inappropriate behavior and increases in the appropriate behavior(s).

In order to develop a more effective and efficient behavior intervention plan, the team members should determine interventions based on information gathered during the FBA. Intervention plans based on an understanding of "why" a student engages in problem behavior are extremely useful in addressing a wide range of problem behaviors. The PBIP includes a combination of multiple interventions based on the student, teacher, and environmental needs and linked to each element of the hypothesis statement (e.g., antecedents, behavior, function).

Levels of Tier 3

As a student moves along the third Tier of intervention and support, schools will want to continue to use the guiding principle of matching services, time, and resources to a student's demonstrated need. The Tier 3 approach should include procedures that allow a continuum of strategies to match the complexity of the student's needs, ranging from simple, single-element interventions to complex, multi-component interventions. Students with severe behavioral or mental health issues may require a "wraparound" approach that supports a school, family and community team collaboration. This process includes person-centered planning and other approaches aimed at broadening the support provided to students with more complex needs.



Step One – Develop Interventions and Strategies

Does the intervention match the hypothesis/function of the targeted behaviors?

Prevention Strategies

- What strategies can we implement to prevent the problem behavior from occurring and to facilitate success?
- These strategies remove the "trigger" or modify the environmental context to make problem behavior irrelevant (e.g., change in environment/setting, instruction methods, and visual strategies).

Teaching Appropriate Behavior

- Determine the replacement behavior - A behavior that is either incompatible to the target behavior or will serve the same purpose (function) as the target behavior, but in a more appropriate way.
- Determine any other appropriate skills that will be taught - These are behaviors that may not necessarily serve the same function as the inappropriate behavior, but are critical for facilitating success.
- Determine the strategies for teaching the appropriate behaviors - The team should determine types of teaching strategies (e.g., direct instruction, modeling, opportunities to practice, immediate feedback, etc.) to ensure the student learns the appropriate behaviors chosen.

Increasing Appropriate Behavior

- Identify reinforcers - A reinforcer is something that is given after the occurrence of behavior that results in an increase in the behavior. The team must determine reinforcers that can be used to motivate the student to engage in the replacement behavior and other appropriate behaviors.
- Determine reinforcement procedures - Reinforcers should only be delivered contingent upon the occurrence of appropriate behavior. They should never be used as a bribe to get the student to behave appropriately. They are only delivered if the student already exhibited an appropriate behavior. There are many different methods to deliver reinforcers. The team must decide what procedures they will use to reinforce the appropriate behaviors.

Decreasing Inappropriate Behavior

- Determine prompts/redirections - Describe any verbal or visual prompts and redirections that will be given when the behavior occurs.
- Determine procedures for changing the way others respond to problem behavior so that it no longer is effective in getting the desired outcomes (i.e., get or escape/avoid).
- Determine possible environmental arrangements - Describe any environmental strategies that may occur in an effort to decrease the behavior.
- Determine last resort strategies – If the problem behavior persists despite least restrictive interventions, what interventions will occur to eliminate the disruption.

Crisis Plan

- Tier 3: Intensive/Individual Supports is a process that takes time to be effective. When severe episodes of problem behavior occur, it is important to provide a rapid response to ensure the safety of all involved and produce a rapid de-escalation of the behavior.
- If the student's behavior is severe enough to cause harm to themselves or others, a crisis plan must be written in the PBIP to address a severe or dangerous situation.
- The teams should spell out the conditions under which a crisis/emergency plan should be used.
- This plan should also include the exact procedures that participating team members should use if these conditions occur.

NOTE: When a student receives Tier 3 supports, he or she will continue to utilize supports that are offered as part of Tiers 1 and 2. However, schools may have to amend how those supports are utilized based on the Tier 3 problem-solving process and ongoing progress monitoring information.

Step Two – Determine Progress Monitoring Procedures

Based on baseline data and information gathered during the FBA, the PBIP should include measurable goals to assess the rate of progress. The goals should be reasonable, but still be indicative of significant improvement. There should also be documentation of the student's response to implemented interventions plus documentation that the PBIP was consistently implemented as designed. Refer to section ***IV. Progress Monitoring and Evaluation*** for more information.

Step Three – Implement and Support the Plan

Is the Behavior Intervention Plan likely to be implemented with fidelity in the classroom?

In order for the PBIP to be implemented as designed, an intervention plan should be developed to ensure all components of implementation are addressed.

- Determine training needs - All participating members should be trained on the procedures in the PBIP, including the interventions, strategies, and progress monitoring procedures. The intensity of training should depend on the level of knowledge of each participant.
- Determine material needs - The team may need to make materials before certain interventions can begin, such as data collection sheets, reward systems, or visual strategies (e.g., schedules, prompts, signs) before the plan can begin. A list of materials and resources should be made and team members should be assigned responsibilities to prepare the materials.
- Determine any environmental arrangements - Specific changes to the environment may be necessary to promote success, such as seating arrangements, removing distractions, de-cluttering the room, moving furniture, etc.
- Determine how the PBIP will be implemented – Who will implement? How often? Locations?

Step Four – Monitor the Effectiveness of the Plan

Once a PBIP is developed, the team should continue collecting progress monitoring data and summarize/graph the data. Progress notes must be completed at the mid 9-week and end of 9-week mark each academic quarter. Based on data and progress, the team determines if revisions are needed. Refer to section ***IV. Progress Monitoring and Evaluation*** for more information.

Who should receive a PBIP?

All students can benefit from the use of consistent positive behavior interventions and supports. Like the FBA, a PBIP is strongly recommended for any student whose behavior regularly interferes with their learning or the learning of others – and preferably be done before the behavior requires disciplinary actions. Positive proactive intervention plans that teach new ways of behaving will address both the source of the problem and the problem itself.

When should we develop a PBIP?

It should be developed only if a current FBA exists on the target behavior and baseline data is collected. If an FBA has not been conducted, the team must conduct the FBA and then develop the PBIP using the information obtained during the assessment. If an FBA already exists, the team must determine if the information is still accurate and valid for the current behavior. It is a recommended best practice to complete an FBA and PBIP before a behavior issue escalates to a point where discipline procedures such as suspension or expulsion are used.

Who should implement the PBIP?

Persons responsible for implementing the PBIP will vary according to the student's needs and the supports available at the school. When developing the PBIP, the team will determine the persons responsible for implementing and monitoring the PBIP. Participants usually include the teacher(s), intervention specialist, and support staff that interacts with the student daily. However, the team may want to consider training other participants, such as the guidance counselor, bus driver, cafeteria staff, parents, and administrator(s). The parent/guardian at home should also be significantly involved with the implementation of the PBIP, as the connection between school interventions and home support can help ensure the student's behavioral success. The individuals at the school who serve the role of FBA Facilitator should also provide assistance and support to the team, as needed. However, a facilitator is no more responsible for the implementation of the plan than any other team member.

IV. PROGRESS MONITORING & EVALUATION

* Refer to the FBA & PBIP manual for more specific information about data collection at Tier 3. The manual also includes a Data Collection Guide and reproducible data collection forms.

Step One - Intervention Fidelity Procedures

At Tier 3, fidelity of intervention implementation continues to be an important consideration for the school team. The school team will need to assess whether interventions are being done as often as necessary and as completely as necessary. Without clear measures of fidelity at Tier 3, it is impossible to assess a student's response to intervention. If the student's behavioral data indicate "no improvement," we must be able to determine if the lack of progress is due to insufficient interventions or to lack of intervention fidelity. This will help determine if interventions should be revised or if training and supports need to increase.

Examples of fidelity procedures:

- "Self-check" or checklist to correspond with each component of an intervention
- Implementation rating scales
- Walkthroughs or observations
- Written scripts or lists that detail the responsibilities of each individual participating in implementing the plan
- Student reports about the strategies and interventions
- Review of intervention products (e.g., data collection sheets, completed token economy sheets, reward charts, behavioral contracts)

Proactive Strategies to Ensure Intervention Fidelity
• Be very specific when writing the interventions and strategies. • Document the individuals responsible for implementing the interventions. • Involve the teacher in developing the interventions and ensure that he/she agrees that the plan matches the context of their classroom and can be implemented. • Provide training on the PBIP interventions to all personnel implementing the PBIP. • Provide follow-up technical assistance support to the teacher to help sustain intervention implementation and also make available opportunities to brainstorm and troubleshoot problems.

See ***Intervention Fidelity across the Tiers*** for samples of Tier 2 Intervention Fidelity Forms.

Step Two – Progress Monitoring Procedures

In order to evaluate the effectiveness of the intervention plan, the team must collect behavioral data to accurately measure changes to the target and replacement behaviors. By collecting and analyzing data on a systematic basis, the team will be able to clearly determine whether the program has produced, or is producing, the desired change in behavior. The use of data also promotes consistent communication to all parties involved (e.g., school and home) on the progress of the interventions, rather than relying on verbal reports and subjective opinions. Only with data can the team accurately assess and document progress with the PBIP and determine if the interventions should be modified or if more supports are necessary.

<u>Type of Data Collection Method</u>

The team must decide which method of data collection will be used. The data collection method and observation tools depend on the identified challenging behavior. The type of behavior, strength of behavior (e.g., intensity, frequency, duration), and context of the behavior (e.g., when and where it occurs) should be considered when deciding on a data collection method.

Refer to ***Choosing a Data Collection Method*** Tool (in Tier 3 Resources) for assistance in determining the most appropriate method.

Data Method	Description
Frequency/Rate	Counts the number of times a behavior occurs in a specific time period.
Duration	Documents the length of a behavior by recording the time the behavior begins and ends.
Percent of Intervals	Determines how behaviors are distributed across an observation by dividing the observation period into a number of smaller time periods or intervals, observing the student throughout each interval, and then recording whether the behavior occurred or not in that interval.
% of Opportunities or % Correct	Determines how often the behavior occurred when given the opportunity to engage in the behavior.
Latency	Documents how long a student takes to begin performing a particular behavior once the opportunity has been presented.
Time Sampling	Determines how behaviors are distributed across an observation by determining small samples of time (30 seconds) within larger intervals (5 minutes), observing the student during the small sample, and recording whether the behavior occurred or did not occur within the small sample of time.
Permanent Product	Selecting a product or result that indicates the occurrence of the target or replacement behavior and recording if the product is or is not produced.
Rating Scales	Assigning a value to each rating scale (1=0-3 incidents, 2=4-6 incidents, etc.) and providing a rating during small intervals of time.

Data Collection Procedures

- **Frequency of Data Collection:**
  At this stage, more intensive progress monitoring techniques should be applied. To provide valid and reliable information regarding a student's performance, Tier 3 progress monitoring must be done with greater frequency (i.e., daily) and with more detailed information gathered (e.g., specifics rather than teacher perceptions). If data is not collected accurately or reliably, the team may conclude that a procedure is working and continue it when in fact it is ineffective and should be modified. On the other hand, the team may also conclude that a procedure is not working and terminate it when in fact it was effective and should have continued to produce greater effects.
- **Comparison Peer Data:**
  Data should be collected occasionally (1-2 x week) on a comparison peer to provide information about how the student compares to peers. The purpose of comparison peer data is to investigate whether a student's behavior is noticeably different from other students in their class. If many students are struggling academically and behaviorally in a classroom, there are likely to be systems or classroom issues that need to be addressed before more intensive interventions are considered.
- **Feasibility of Data Collection:**
  The intensive progress monitoring requires additional amounts of staff time than Tier 2 progress monitoring methods; however, by this stage of the intervention process, the student's behavioral difficulties have been shown to be persistent, and may also be intense, and the additional time and resources would be warranted. However, the complexity of the progress monitoring cannot surpass the ability of the classroom teacher to measure behavior of one student while attending to the academic and behavioral needs of the entire class. The teacher or observer should review his/her resources and daily schedule to determine what data collection systems are feasible and can be implemented successfully.

Step Three – Evaluate the Data

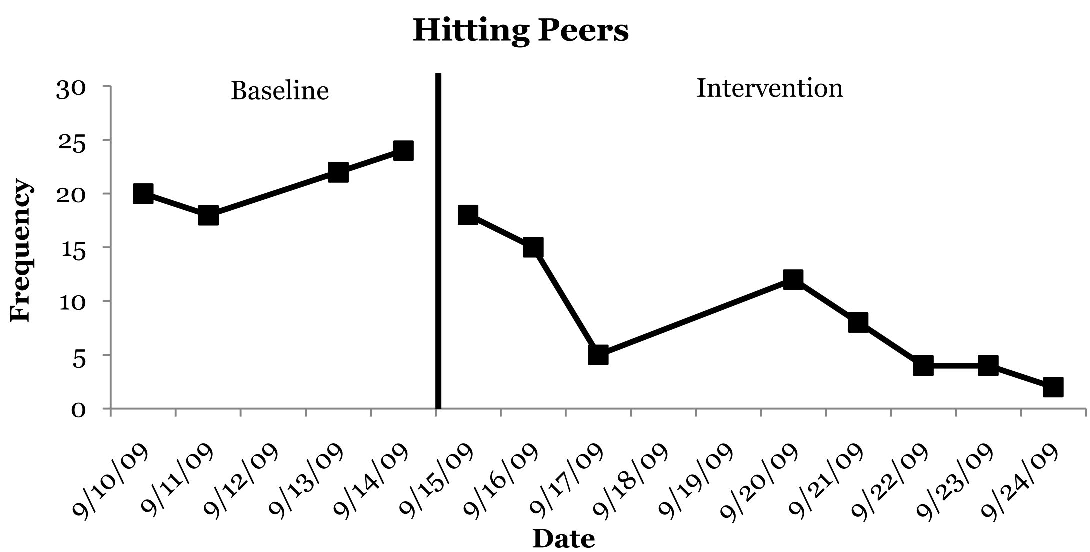
Data Summary and Analysis

Once the PBIP is implemented, behavioral data collection should be on-going and continuous. However, for the data to be useful, the information gathered must be summarized and easily readable.

- Raw data from a data sheet can be difficult to interpret, especially when more than one individual is sharing the information.
- It is recommended to make time to summarize the data at least **weekly**. However, it may be beneficial to take a few minutes at the end of each day to quickly summarize and review the daily data to identify anything that might need to be addressed the next day (e.g., What seemed to go particularly well and what can we draw from that to make other activities more successful?).
- At **least 10 days of data** must be collected before considering modifications or changes to the student's type of support.

Graphing the Data

- Provides an easy, systematic way of displaying information about the target behavior.
- Displays the data in a format that is meaningful and teacher friendly.
- Allows the teacher and team to monitor the progress of the student and provides necessary data to make decisions about intervention effectiveness.
- Evaluates the data for trends by focusing on systematic and consistent increases or decreases in the data. Trends are defined as 3 or more data points in the same direction.



- Graphing can often be time consuming if the person does not have the ability or skills. However, creating graphs can also be easy and quick, depending on the method chosen. The following are different methods for graphing behavioral data.
  - Graph by hand – Graphing Paper
  - Microsoft Excel
    - http://www.uvm.edu/~cdci/tripscy/archivepdr/Creating_Excel_Line_Cht07.pdf
    - http://bcoe.kennesaw.edu/7720/JimData_Presentation.ppt
  - Free on-line graphing websites
    - Chart Dog: http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php
    - Create a Graph: http://nces.ed.gov/nceskids/createagraph/
  - ABC Graphs (Download or CD): http://www.abcgraphs.com

Making Data-Based Decisions

Once progress is assessed, the team must determine if any changes need to occur in the student's behavioral supports. The team should only make decisions that are guided by data and the level of progress towards the desired goal. The following are actions that can be taken by the team to better support the student and the PBIP.

- Continue Plan as Written
- Review FBA hypothesis
- Revise Current Intervention(s)
- Add Intervention(s)
- Remove Intervention(s)
- Fade Out Intervention(s)
- Discontinue Plan

Important Questions to Consider when Making Decisions
• Have there been gains in new skills to enable the student to meet his or her needs in a socially acceptable manner?   o If there has been little or no increase in new skills, what can be done to enhance acquisition?
• Have there been reductions in the student's problem behavior? Are these reductions satisfactory?   o If there has been little or no decrease in problem behavior, are there sufficient increases in new skills? What can be done to better enable the student to decrease problem behavior?

• If there has been little positive development of new skills and/or decreases in problem behavior, has the team:
  o Implemented the support plan in a consistent manner?
  o Reevaluated the FBA hypotheses and PBIP interventions and support strategies?

Completing Progress Notes

The PBIP must be reviewed and formally documented on the ***Positive Behavior Intervention Plan Progress Note*** (see Tier 3 Resources). The PBIP must be reviewed and documented at the mid 9-week and end of 9-week mark of each academic quarter to ensure that the strategies that are in place are appropriate and that the student is making progress. However, data can be reviewed or the team can meet at **any time** to determine the student's progress. The progress note requires the team to summarize weekly averages of the data collected, determine progress or lack of progress with the target and replacement behavior, and determine an action to take in order to ensure continued success or to promote behavioral success. These progress notes must be distributed to the teacher(s), student's cumulative folder, and the parent.

Intervention Fidelity across the Tiers

Response to Intervention: Behavior

Intervention Fidelity across the Tiers

Intervention Fidelity involves implementing an intervention as it was designed to be implemented.

"If we are going to implement interventions, and use data from these interventions to determine the level of supports that a student receives, we must be confident that the **student's outcome** (either positive or negative) is a response to the intervention and not a response to someone's **failure to implement** the intervention."

Why should we assess intervention fidelity?

- Research-based programs are only research-based **IF** they are implemented as planned.
- It supports teacher implementation and effective instructional techniques.
- Teams need to understand if the program is being implemented before evaluating outcome data.
- Teams need evidence of implementation across the tiers before increasing the intensity of intervention for an individual student.

How Do You Measure Fidelity?

Direct Observation – Steps of the intervention plan are operationally defined. A person observes the intervention while it is being implemented, recording whether each step of the intervention plan occurred or did not occur. Calculation of the percentage of steps completed occurs.

Permanent Products – Intervention implementer collects a permanent product for each component of the intervention as evidence that the intervention occurred. This may include a by-product of the plan or a product that insinuates the presence of a component of the plan.

Self-Report – The person implementing the intervention is asked to complete a self-report form after each intervention session. Each step of the intervention is listed, and the implementer indicates if each step was completed with a high or low level of integrity. This method is less objectives and there is a risk of inflation. It is recommended that this method is paired with another method.

Interview – Similar to self-report, another person interviews the intervention implementer whether each step of the intervention plan was implemented as intended, and implementer's answers are recorded.

Rating Scale – A person observes the intervention while it is being implemented, and then rates each step of the intervention from absent to 100% present.

Intervention Fidelity is the "Achilles Heel" of Intervention Success!

Treatment integrity generally decreases as the intervention becomes more complex, takes more time, requires more resources, or involves several persons implementing parts of the intervention.

Factors that diminish fidelity:

- High complexity or lack of skill
- Time consuming
- Materials not available
- Lack of perceived efficacy
- Interventionist's motivation

What are some ways to improve integrity?

- Assess fidelity regularly
- Streamline design (time, materials, personnel)
- Develop a thorough intervention plan
- Build in support

How can you make the fidelity measurement experience more positive for those involved with implementing the interventions?

- Communicate that the purpose is to support the implementer (e.g., coaching tool, to make things better, provide resources).
- Clarify to the implementer who has access to the fidelity check results.
- Communicate clear expectations and procedures for fidelity.
- Have a discussion with the teacher before the assessment to review the fidelity procedures.
- Have teachers self rate before a second person comes in to observe.

Intervention Fidelity Resources

Tier 1/Classroom

- Tier 1 Implementation Checklist
- On-Site School-wide Behavior Walkthrough
- RtI – Classroom Management Checklist
- Environmental Inventory

Tier 2 or 3

- Intervention Fidelity Rating Scale
- Intervention Fidelity Self-Report
- Intervention Fidelity Direct Observation Checklist
- Intervention Documentation Worksheet

Refer to ***Intervention Fidelity*** section for examples of intervention fidelity forms across all three tiers of RtI.