RTI: Building a Pyramid of Positive Behavioral Supports
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Agenda

Building a Pyramid of Behavior Support

• Tier 1: The Foundation of the GA Pyramid
  – Have you collected and analyzed your Tier 1 Behavior Data?

• What Works at Tiers 2, 3 and 4: Navigating the Interventions Universe
  – Critical Definitions: Strategies versus Research Based Interventions
    • Training
    • Progress Monitoring
    • Fidelity
    • Coaching and Supports
    • Resources

• Questions
In 21st Century Education:

“We cannot continue to do the same things we have always done and expect different results”
Common Behavioral Trends in Schools and Systems

• Not analyzing behavioral data at Tier 1 to view patterns and school wide issues

• “CPR interventions” - responding to moderate level problems and implementation at Tier 3 or Tier 4

• More reactive, punitive responses to problem behavior

• Lack of evidence based interventions, of coaching and fidelity, with more use of “general strategies”
Context (Horner adapted, 2008)

- Science guided by our values and vision
- Programs and practices guided by our science

Keywords:
- Georgia Pyramid of Intervention
- Early Intervention
- Family Support
- Math
- CC GPS Standards Wraparound
- Literacy
- Differentiation
- Applied Behavior Analysis
- Positive Behavior Intervention & Supports
- Response to Intervention
Using RTI to ALIGN Resources

- Early Intervention
- Literacy
- Wraparound
- Family Support
- Behavior Support (PBIS)

Student Outcomes

(Fixsen, Blase, Horner, Sugai, 2008)
Georgia’s Pyramid of Interventions is the overarching structure and framework for Response to Intervention

“...a process which aligns appropriate assessment with purposeful instruction for all students.”

(page 6, GaDOE RTI Guide)
RTI/POI is Based on a Data-Driven Problem Solving Process

- Did the plan work? What does the data show?
- What is the problem? What does the data show?
- Why is this happening? Curriculum Issue? Instructional Issue? Student Issue?
- What is our plan? What are we going to do? What interventions are needed? How will we measure success?
- Implement the plan Who will do what, where, when, and how often? How will fidelity of implementation be determined?
Focus on the individual student

- Hypothesis-driven
- Diagnostic assessment and in-depth analysis
- Intervention matched to specific needs of the student
- Infuses diverse expertise

Focus on groups of students

- Common assessments and screening (automatic triggers)
- Standards-based preplanned strategies & interventions

Problem Solving at ALL Tiers

(Pennington, 2009-SSTAGE)
Positive Behavioral Interventions & Supports (PBIS) (Sandomierski, Kincaid, Algozzine)

• Based on problem-solving model
• Teaching and supporting appropriate behaviors
• RTI and PBIS are grounded in differentiated instruction
• Evidenced-based interventions matched to student need, implemented with fidelity
• Data-driven (universal screening – progress monitoring)
Similarities? (Phillips, 2008)

Problem Solving Process

School Improvement Process

1. Schools & Communities define their problems using their goals
2. They draw on an understanding of learning to select improvement strategies
3. They initiate changes in accordance with local conditions
4. They evaluate and decide what more needs to be done to meet their goals
Factors Influencing Achievement

1. Guaranteed and Viable Curriculum
2. Challenging Goals and Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism
6. Instructional Strategies
7. Classroom Management
8. Classroom Curriculum Design
9. Home Environment
10. Learning Intelligence/ Background Knowledge
11. Motivation
Keys

• Common Language

• Mindset/Belief in Diverse Student Learners and Differentiated Learning
  – Yes, we can
  – Failure is not an option
  – Whatever it takes
Acronym Review

CICO- Check-In, Check-Out
BEP- Beh Educ. Program
DPR- Daily Progress Report
PBIS- Positive Behavioral Interventions & Supports
pbs- positive behavior supports
SI- School Improvement
POI- Pyramid of Intervention
RTI- Response to Intervention
PSM- Problem-Solving Model
SST- Student Support Team
FBA- Functional Behavior Assessment
BIP- Behavior Intervention Plan
SWD- Students with disabilities
ELL- English Lang Learners
ODR- Office discipline referrals
SWIS- School Wide Info System
CBM- Curriculum Based Msmt
US- Universal Screener
PM- Progress Monitoring
RB- Research Based
EB- Evidence Based
AYP- Adequate Yrly Progress
What Does Not Work (Hummell, et. al., 2007)

Reviews of over 600 studies on how to reduce school discipline problems indicate that the LEAST effective responses to school violence are:

- Counseling (talking therapies)
- Psychotherapy
- Punishment

associated with INCREASED aggression, vandalism, truancy, tardiness, & dropout rates

What DOES Work? (Hummell, et. al., 2007)

- The same research reviews indicate that the MOST effective response to school violence is a comprehensive approach that includes:
  - Social skills training
  - Academic restructuring
    - (Common Core Georgia Performance Standards; Pyramid of Interventions/RTI; Data Driven, Research Based practices)
  - Behavioral interventions
Example of 4-Tiered PBIS System of Behavior Support
(adapted Horner, 2009)

**Tier 1 Universal Team**
- Universal Support
  - PBIS; SWIS
    - Eg- Positive Action-a SW RB-Interv
  - Plans/Reviews SW & CW data-to build supports

**Tier 2 – Target Sm Grps Data Team**
- CICO
  - Group w/ individual feature
    - w/ Supplem. Strategies & Interventions
      - Interv Ctrl
  - Led by Tier 1 data, targeted small group intervention PM-ongoing
    - Measure response

**Tier 3 Individual Problem Solving Team/SST**
- Eg-Project RIDE; SSIS
  - SST FBA/BIP Process
    - IntervCntrol & other intervention supports
      - PST/SST Team
        - w/ input of specialists
  - Standing team; SST Individized. Process
    - FBA/BIP process for 1 student at a time

**Tier 4- Specialized Programs Team**
- Specialized FBA/BIP
  - Intensive Individ Interv eg: Prepare; Equip/HIT
  - IEP, ELL, Gifted Case managers Process data; determines overall intervention effectiveness

**Universal Support**
- Led by Tier 1 data, targeted small group intervention PM-ongoing
  - Measure response

**CICO**
- Group w/ individual feature
  - w/ Supplem. Strategies & Interventions
  - Interv Ctrl

**Eg-Project RIDE; SSIS**
- SST FBA/BIP Process
  - IntervCntrol & other intervention supports
    - PST/SST Team
      - w/ input of specialists

**Specialized FBA/BIP**
- Intensive Individ Interv eg: Prepare; Equip/HIT

**Case Mgrs, Specialists**
Building a Pyramid of Successful Behavior Supports

**Tier 1 is CRITICAL**

Building on a weak Tier 1 (which meets less than 80-90% of student needs - indicates curriculum and instructional barriers)

- Results in continued low achievement scores
- Limited to, at best, short-term gains with interventions at Tiers 2, 3, 4
- No sustained gains in achievement/AYP
What is School-wide Positive Behavior Intervention & Supports? (Horner, PBIS)

• **School-wide PBIS is:**
  - A systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

• **Evidence-based features of SW-PBIS**
  - Prevention, 10 critical elements
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual intervention supports
  - Implementation of the systems that support effective
<table>
<thead>
<tr>
<th>SCHOOL-WIDE</th>
<th>PBIS</th>
<th>CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership team</td>
<td>EVIDENCE-BASED INTERVENTION PRACTICES</td>
<td>1. All school-wide</td>
</tr>
<tr>
<td>5. Continuum of procedures for encouraging expected behavior</td>
<td></td>
<td>5. Continuum of strategies to acknowledge displays of appropriate behavior.</td>
</tr>
<tr>
<td>7. Procedures for on-going data-based monitoring &amp; evaluation</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INDIVIDUAL STUDENT</th>
<th>NONCLASSROOM</th>
<th>FAMILY ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Behavioral competence at school &amp; district levels</td>
<td>1. Positive expectations &amp; routines taught &amp; encouraged</td>
<td>1. Continuum of positive behavior support for all families</td>
</tr>
<tr>
<td>2. Function-based behavior support planning</td>
<td>2. Active supervision by all staff (Scan, move, interact)</td>
<td>2. Frequent, regular positive contacts, communications, &amp; acknowledgements</td>
</tr>
<tr>
<td>5. Targeted social skills &amp; self-management instruction</td>
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<tr>
<td>6. Individualized instructional &amp; curricular accommodations</td>
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</tr>
</tbody>
</table>

(Sugai, 2010)
GA PBIS

• Exploration

• Foundation

• Implementation

• Sustainability
GA PBIS

• Exploration

• Foundation

  – Improving behavior is identified as a top priority in district (e.g. in CLIP, district improvement or strategic plan)

  – Development of District PBIS goal, common language among district personnel, and analysis of district behavior data trends/needs

  – Development of District PBIS Leadership Team

  – Identify District PBIS Coordinator

  – Begin District Action Plan
Tier 1 Behavioral Data

Are you analyzing your Tier 1 Behavioral Data Trends?

– Using your system/school’s information system?
  Examples:
  *AS400      *Infinite Campus
  *SchoolMax   *SASI

– Do you have a Behavioral Universal Screening and Progress Monitoring Data Tool? Example:

– SWIS- School Wide Information System

www.swis.org
Tier 1 Universal Screening Behavior Data:

Do you know your school or systems Tier 1 Behavior data trends?

If NOT……

Before you can build intervention capacity at Tiers 2, 3 and 4

Your First Step is to …..Work on Tier 1 Behavioral Data Collection & Analysis
Examples of Tier 1 Behavioral Data

- Office discipline reports
- Behavioral incidents
- Attendance
- Suspension/Detention

- Observations
- Self-assessments
- Surveys, Rating scales
- Etc.
Examples of Tier 1 Behavioral Data

- Office Discipline Reports
- Behavioral Incidents
- Attendance
- Suspension/Detention
- Observations
- Self-Assessments
- Surveys, Rating Scales
- Etc.

This is Your Tier 1 Data

Universal Screenings

Att. Beh.

Office

Self-a.

Surveys, Rau.
Is your school seeing this trend?

2003: 1561
2004-05: 1038
2005-06: 1082
2006-07: 1107
2007-08: 1251
2008-2009: 1561
2009-10: 2003

FRMS Total Office Discipline Referrals

Academic Years

Total Office Discipline Referrals

01-02 02-03 03-04 04-05 05-06 06-07 07-08 08-09 09-10
Expect to hear this request on an increasing basis from your colleagues, administrators, parents, students, advocates, attorneys...

What kind of behavioral data are we talking about for the Georgia Pyramid of Intervention: RTI?

Group Activity
Tale of 2 Schools

Northside High School
Southside Middle School

Answer these questions:
• What does the data tell you?
• What would your next steps be?
Behavioral Universal Data:
Who? **What?** Where? When?

Northside HS

- **Defiant**: 600 referrals
- **Disruptive**: 500 referrals
- **Lang**: 400 referrals
- **Skip**: 300 referrals
- **Fighting**: 200 referrals

Type of Problem Behavior

- Trdy
- Min
- Lang
- Def
- Dis
- Skip
- Har
- Figt
- Van
- Theft
- Sub
- Wea
- Other
- Unclr
- Bus
Behavioral Universal Data: Who? What? **Where**? When?

![Bar chart showing referrals by location in a school.](chart.png)
By Staff Member- Who

Ten teachers or 1/3 teaching staff account for 237 referrals.

Number of Referrals

- 40
- 62
- 56
- 79
ODR’s by Time of Day - When

Time of Day
Southside Middle School
### Behavioral Universal Data:

**Who? What? Where? When?**

#### Referrals per Prob Behavior

<table>
<thead>
<tr>
<th>Type of Problem Behavior</th>
<th>Number of Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting</td>
<td>40</td>
</tr>
<tr>
<td>Disruptive</td>
<td>30</td>
</tr>
<tr>
<td>Defiant</td>
<td>20</td>
</tr>
<tr>
<td>Tardy</td>
<td>10</td>
</tr>
<tr>
<td>Lang</td>
<td>5</td>
</tr>
<tr>
<td>Achol</td>
<td>3</td>
</tr>
<tr>
<td>Arson</td>
<td>2</td>
</tr>
<tr>
<td>Bomb</td>
<td>2</td>
</tr>
<tr>
<td>Combs</td>
<td>2</td>
</tr>
<tr>
<td>Agg/fgt</td>
<td>2</td>
</tr>
<tr>
<td>Theft</td>
<td>2</td>
</tr>
<tr>
<td>Harass</td>
<td>2</td>
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<tr>
<td>Prop D</td>
<td>2</td>
</tr>
<tr>
<td>Skip</td>
<td>2</td>
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<tr>
<td>Tobac</td>
<td>2</td>
</tr>
<tr>
<td>Vand</td>
<td>2</td>
</tr>
<tr>
<td>Weap</td>
<td>2</td>
</tr>
</tbody>
</table>

The diagram illustrates the number of referrals per type of problem behavior.
All ODR’s by student by high school grade level - WHO

<table>
<thead>
<tr>
<th>Grade</th>
<th>ODR's</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>294</td>
</tr>
<tr>
<td>7th</td>
<td>93</td>
</tr>
<tr>
<td>8th</td>
<td>20</td>
</tr>
</tbody>
</table>

Dr. John D. Barge, State School Superintendent
Behavioral Universal Data:
Who? What? **Where?** Where?

Number of Office Referrals

School Locations:
- Cafeteria
- Class
- Hall

Number of Office Referrals

Who? What? Where? When?
Behavioral Universal Data:
**Who?** What? Where? When?

Teacher ODR

- 6th
- 7th
- 8th
Data Activity Discussion

- What trends did each school have?
- Was the data the same for all schools?
- Why is this important to building a strong foundation of behavioral supports?

- Ultimately, using your own school or system data is the goal.
Problem Cycle of Failure  (Colarusso & O’Rourke, 2007)

**Solutions:** Building PBIS

**Tier 1 Data Collection/Analysis**
- Univ. Screening-Behavior Data
- Successful Classroom Mgmt
- Solid Foundation of Teaching Behavior

**Tiers 2, 3 & 4: Intervention Capacity**
- Training
- Progress Monitoring
- Fidelity
- Coaching and Supports
- Resources-Building on What You Have
Teaching Behaviors

We assume students come to school equipped with all the behaviors (academic and social) that they need to succeed in school.

• Being able to sit and be quiet for long periods of time
• Complete their work independently
• Have all the prerequisite social skills to communicate and cooperate with adults and peers
The “What” of Teaching Behavior

• **Teach ‘em** what they don’t yet know...but what and how (behaviorally speaking)?
  – Reflective decision making
  – Problem solving
  – Social skills
  – Anger management
  – Conflict resolution

– Character education, in order to:
  • Provide a solid foundation on which to base the newly acquired social-behavior skills
  • Prevent a self-serving display of appropriate behavior

(PENT, Wright-Browning)
The “How” of teaching behavior ....

(just like teaching academics)

• Determine the current level of knowledge/skill.
  (questioning, observation, baseline of behavior)
• Make the learning relevant & useful to the learner.

• Make use of present knowledge/skills.
• Instruct, model, & provide guided practice.

• Provide more guided practice (at least 20 successes to ingrain in memory bank) with progressively more “pressure”.
• Recognize effort & progress.

• Re-teach parts with which s/he has difficulty.

(PENT, Wright-Browning; Mary Beth Hewitt, What Changes Behavior? Punishment or Remediation. Choices)
Disrespect and Defiance was a common theme in our data activity.

Teachers that treat students respectfully tend to have fewer problems and the problems they do have tend to be smaller in magnitude.

How do we teach respect?
Survey of Respectful Behavior

• Participants
  – 2900 middle & high school students
  – Chicago, IL, Hammond, IN, Houma, LA & Webster, MA
  – Approximately 76% of students at school receive free or reduced lunch

• Survey asked students, “What are some ways that teachers show you respect?”
# Top 12 Answers

Of the over 2900 student responses

1. Talk privately to students when a problem occurs.
2. Use a calm tone of voice, even when they are upset. *(No yelling)*
3. Respect personal space *(Don't touch, grab, eyeballing, crowd)*
4. Listen without interrupting.
5. Have a sense of humor.
6. Display student work around the classroom & school.
7. Prepare exciting lessons.
8. Let parents/guardian know student did a good job *sometimes* *(see a balanced picture).*
9. Use student's name when talking to them
10. Be available during non-classroom times
11. Return work promptly
12. Talk sincerely - no sarcasm or “eye rolling”

**Worth noting:**

Acknowledge Bday received multiple mentions.
Teacher Greetings (Allday & Pakurar, 2007)

Figure 1. Percentage of intervals with on-task behaviors across participants and phases.
Project Respect: Student Activity

The term respect often looks very different to different people. As a matter of fact respect can look different across people based on their age, cultural, ethnic, religious, and economic backgrounds.

You probably spend a lot of time with other people, like students and teachers and students at your school who have different definitions of the word respect.

As part of our efforts to make your school experience more positive we would like to hear your thoughts on the word respect.

Instructions:
Please define in terms that are observable to others what respect would look like in your classroom from the perspectives described below.

1. Provide specific examples that can be observed by another person. So if someone was respectful we would be able to see it and tell them what they did that was respectful.

2. Answer each question using complete sentences.

3. Use the back of this paper to write your answers. For students just learning to write you can draw a picture for each question.

A. How do your teachers demonstrate respectful behavior toward you? Remember, please state this in terms that are observable, so that if I came into one of your classes I would know if a teacher was behaving in a respectful manner. If this is difficult, try to describe a teacher who you believe treated students with respect. What did he/she do that made you feel respected?

B. How do you demonstrate respect toward your teachers? Once again please state this in terms that are observable. What specific things do you do to show your teachers respect?

C. Give an example of when a student was disrespectful to a teacher and describe how the teacher dealt with it. Did you think this teacher’s strategy was effective? If you were the teacher, what would you have done differently?

D. How do other students show you respect?

E. Give an example of when a student was disrespectful to you and describe how you dealt with it. Did you think your strategy was effective? What could you have done differently?
Ineffective Instruction

Sets the occasion for student failure

Miss Bence liked to go over a few of her rules on the first day of school.

Parr, NASP 2010
<table>
<thead>
<tr>
<th></th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bus</th>
<th>Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show Integrity</strong></td>
<td>- Go directly to your destination and return promptly.</td>
<td>- Take only what you pay for.</td>
<td>- Play fair.</td>
<td>- Go directly to your bus.</td>
<td>- Be mindful of your own space.</td>
</tr>
<tr>
<td></td>
<td>- Be honest.</td>
<td>- Take the choice you ordered.</td>
<td>- Be honest.</td>
<td>- Be honest.</td>
<td>- Wash hands.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Follow directions of monitors.</td>
<td>- Play safe.</td>
<td>- Be honest.</td>
<td>- Use time wisely.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Share equipment and areas.</td>
<td>- Be on time for morning pick up.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>- Keep hands and feet to self.</td>
<td>- Keep hands and feet to self.</td>
<td>- Solve problems.</td>
<td>- Walk to bus quietly.</td>
<td>- Respect the privacy of others.</td>
</tr>
<tr>
<td></td>
<td>- Walk on the blue line.</td>
<td>- Stay in line.</td>
<td>- Listen to adults.</td>
<td>- Remain silent at railroad crossing.</td>
<td>- Wait your turn.</td>
</tr>
<tr>
<td></td>
<td>- Walk quietly.</td>
<td>- Stay in your seat.</td>
<td>- Keep hands, feet and equipment to self.</td>
<td>- Talk quietly.</td>
<td>- Keep stalls clean and free of markings.</td>
</tr>
<tr>
<td></td>
<td>- Listen to adult directions.</td>
<td>- Talk quietly to your neighbor.</td>
<td>- Allow others to play with you.</td>
<td>- Stay in seat.</td>
<td>- Keep hands and feet to self.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Line up quietly to leave.</td>
<td>- Use appropriate language.</td>
<td>- Listen to driver instructions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use appropriate language in conversations.</td>
<td>- Use appropriate language.</td>
<td>- Keep hands and feet to self.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>- Be on time.</td>
<td></td>
<td>- Stay in designated area.</td>
<td>- Go directly to bus.</td>
<td>- Flush toilet and/orinal.</td>
</tr>
<tr>
<td></td>
<td>- Go directly to your destination and return promptly.</td>
<td>- Keep lunch area clean.</td>
<td>- Line up on time.</td>
<td>- Keep all items in book bag.</td>
<td>- Keep bathroom clean and neat.</td>
</tr>
<tr>
<td></td>
<td>- Stay in line.</td>
<td>- Keep food and drink on your plate.</td>
<td>- Take care of equipment.</td>
<td>- Sit in seat with feet on the floor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Put trash in proper place.</td>
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</table>
## PBIS Training Matrix

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Break</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Cell phones and computer only used for session work</td>
<td>• Cell phones on</td>
<td>• Return on time</td>
</tr>
<tr>
<td></td>
<td>• Listen to team members’ ideas</td>
<td>• Respond to emails</td>
<td>• Throw trash away</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Return on time</td>
<td>• Network</td>
</tr>
<tr>
<td><strong>Be an Active Participant</strong></td>
<td>• Share work</td>
<td>• Network</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ask questions</td>
<td>• Move around</td>
<td>• Sit with other teams</td>
</tr>
<tr>
<td></td>
<td>• Contribute Ideas</td>
<td>• Stretch</td>
<td>• Share successful experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Drink water</td>
<td>• Laugh</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Complete activities</td>
<td>• Smile</td>
<td>• Relax</td>
</tr>
<tr>
<td></td>
<td>• Remain on task</td>
<td>• Share solutions</td>
<td>• Recharge</td>
</tr>
<tr>
<td></td>
<td>• Stay focused during training</td>
<td>• Return on time</td>
<td>• Regroup</td>
</tr>
<tr>
<td></td>
<td>• Add unfinished items to Action Plan</td>
<td></td>
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</tr>
</tbody>
</table>

**Network**: This includes activities that promote social engagement and team building.
There is a great deal of confusing language being used to ‘qualify’ strategies, interventions, programs and practices

Which is which?

• Strategies

• Interventions:
  – Scientifically-Based
  – Research-Based
  – Evidence-Based
• **Definition of Strategy**
  - A loosely defined collective term that is often used interchangeably with the word “intervention”; **however strategies are generally considered effective instructional and behavioral practices** rather than a set of prescribed instructional procedures, systematically implemented. (GaDOE RTI Guidance)
Interventions are NOT...

- Preferential seating
- Shortened assignments
- Parent contacts
- Classroom observations
- Suspension
- Doing MORE of the same
- Retention
- Peer helpers (informal)
NCLB Defines Scientifically Based Reading Research as:

- (A) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

- (B) includes research that:
  - (i) employs **systematic, empirical methods** that draw on observation or experiment;
  - (ii) involves **rigorous data analyses** that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  - (iii) relies on measurements or observational methods that provide **valid data across evaluators and observers and across multiple measurements and observations**; and
  - (iv) has been **accepted by a peer-reviewed journal** or approved by a **panel of independent experts** through a comparably **rigorous, objective, and scientific review**.  
    
    (20 U. S. C. § 6368(6))
Interventions

• Definition of an intervention
  – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques. (GaDOE RTI Guidance)
Interventions should ...

- Be connected to a specific goal that is well-defined, observable and measurable

- Have specific, defined, step-by-step descriptions so they can be:
  - Implemented consistently
  - Can be replicated

- Include ongoing data, progress monitoring of the student’s response to the intervention

(Freer-SSTAGE, 2008)
Behavioral Cycle of Failure (Colarusso & O’Rourke, 2007)

- Removed from Class
- Challenging Behavior
- Fall Behind Academically
- Difficult Work

CYCLE OF FAILURE

Dr. John D. Barge, State School Superintendent
Effectiveness of Evidence-Based Behavioral Interventions

Most Effective

Least Effective

Fill in the answers

Differential Reinforcement

Behavior Reduction - Response Cost, Time Out

Classroom and Beh Mgmt, Contingent Attention, Choice Making, Cooperative Learning

Signal Control, Precorrection Enhancing Engagement, Multiple Opportunities to Respond

Token Economy, Behavior Contracts, Group Contingency

Punishment/Aversives, OSS, ISS

Colarusso & O’Rourke, 2007
Behavior Reduction:
- Timeout
- Differential Reinforcement
- Conferencing
- Token Economy
- Behavioral Contracts
- GRP Contingencies
- Signal Control
- Precorrection
- Enhancing Engagement
- Multiple Opportunities To Respond

Classroom and Behavior Management:
- Contingent Attention
- Choice Making
- Cooperative Learning
- Premack Principle

Aversives:
- ISS OSS

Pyramid of Evidence-Based Interventions
(Colarusso & O’Rourke, 2007)

Positive Behavior Supports, Teaching

Negative, Punitive
Tier 2 Non-negotiables

NEEDS-BASED LEARNING:

• In addition to Tier 1, targeted students participate in learning that is different by including:
  – **Standard intervention protocol** process for identifying and providing research based interventions based on need and resources.
  – On-going progress monitoring to measure student response to intervention and guide decision-making.
## TIER 2 INTERVENTION: Behavioral Example

<table>
<thead>
<tr>
<th>Focus</th>
<th>For targeted 9-12th grade students who have 3-7 or more behavioral referrals. School has 10 or more students who are in this range (less than 10 students, individual interv’s may be more appropriate).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>Beh Ed. Program: Check-in/Check-out- CICO; Evidence Based Tier 2 Behavioral Intervention</td>
</tr>
<tr>
<td>Grouping</td>
<td>15-20 students participating in CICO with daily check in/out with Coordinator; each student has points card, goals</td>
</tr>
<tr>
<td>Time</td>
<td>Students C/I C/O 2-5 min before and at end of school, one weekly/biwkly meeting to review progress with C/I Coord.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Progress monitoring- Beh tally weekly as indicated in CICO Excel- graphing DVD</td>
</tr>
<tr>
<td>Provider</td>
<td>Teachers with follow-up/support by CICO Coordinator, Coaching Support by School Psychologist, social wker, school counselor…</td>
</tr>
<tr>
<td>Setting</td>
<td>All classes and school wide</td>
</tr>
<tr>
<td>Fidelity</td>
<td>Direct observation by CICO Coordinator using CICO fidelity checklist every two weeks; C/I Team reviews data weekly</td>
</tr>
</tbody>
</table>
Student Recommended for CI/CO (7> ODR; ISS, teacher rec)

CI/CO Implemented

Parent Feedback

Regular Teacher Feedback

Afternoon Check-Out

Morning Check-In

CI/CO Coordinator Summarizes Data for Decision Making

Regular Meetings to Assess Student Progress

Revise program or consider FBA / SST

Back to Tier 1
## KENNEDY CARD

<table>
<thead>
<tr>
<th>Materials to Class</th>
<th>Worked and Let Others Work</th>
<th>Followed Directions</th>
<th>Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 1 No</td>
<td>2 1 No</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignments:</td>
<td>Wow,</td>
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<td>2 1 No</td>
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<td></td>
<td>Assignments:</td>
<td>Wow,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

= ____  Goal = 36
Brad's CI/CO Progress

Monitoring Data

% of Total Points

0 20 40 60 80 100

Brad's CI/CO Progress

Progress

Daily Goal


© 2005 by The Guilford Press
“You know, Mr. Stup, what I liked about BEP... Every day I got to talk to my administrator about how I was doing. The teachers weren’t raggin’ on me all the time. They had something to say to me that wasn’t always negative. My parents were proud when I brought home a good report or graph. It helped me get through 8th grade”

Emanuel S. – repeating 8th grade - 15 years old – in danger of repeating again by early November 2006 (Miblisi, MiDOE)
Manual on How to Implement the BEP


[www.guilford.com](http://www.guilford.com)

**Free Web resource**

[www.ed.utah.edu/~hawken_l/bep.htm](http://www.ed.utah.edu/~hawken_l/bep.htm)

- BEP graphing program
- Research on BEP
- Sample DPR forms
- CICO forms
- Testimonials
A Tale of 3 Schools
The top reasons why interventions FAIL?

• Not implemented with **Fidelity**
  – Implemented Inconsistently
  – Implemented Incorrectly- missing steps, not implemented in the time it was designed
    (E.g. Do 20 min when it is a 45 min intervention)

• Lack of scheduling supports
• Lack of Progress Monitoring-Measuring Student Response to the Intervention
• Lack of training and coaching to support
Essential Questions: Assessing Instructional Contexts and the Fidelity of Implementation

☑ What is fidelity?
  ▪ Whether an intervention was implemented as planned (Moncher & Prinz, 1991)

☑ Surface fidelity (Gersten, Fuchs, Compton, et al., 2005)
  ▪ Were key components implemented?
  ▪ Was adequate time allowed?
  ▪ Was the specified amount of material covered?

☑ Quality of delivery (Gersten, Fuchs, Compton, et al., 2005)
  ▪ Teacher behaviors
  ▪ Student behaviors

(Parisi, Potter & Whitcomb, NASP 2007)
# CICO Fidelity

## Fidelity Checklist

**Behavior Education Program/Check-In, Check-out (CICO)**

<table>
<thead>
<tr>
<th>School:</th>
<th>CICO Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer:</td>
<td>Date and Day of Week:</td>
</tr>
</tbody>
</table>

### Program Elements/Non-negotiables

<table>
<thead>
<tr>
<th>Evident</th>
<th>Not Evident</th>
</tr>
</thead>
</table>

- **BEP Coordinator has received training.**
  - Date ____________

- **BEP School training has been provided to staff**
  - (circle documentation: handouts; list trainer)
  - Date ____________

- **BEP Coordinator displays necessary skills/attitude**
  - (positive, warm relationships with students).
  - Documentation consistent face-to-face check-in daily with the student
    - (1-3 minutes on average).
  - Documentation of consistent face-to-face check-out with the student
    - (1-3 minutes on average).
  - Direct observation of (circle all that apply): Check-in Check-out

- **Evidence of CICO Team meeting weekly/biweekly to review data and goal targets, data trends, adjustments. BEP Coordinator organizing team meetings/follow-up.**

- **BEP forms completed consistently. If missing data points/dates/periods explanation is documented on form.**

- **Documented consistency in delivery of rewards/incentives.**

- **Inputting data into excel program and printing out graphs.**

- **Initial Parent Permission Form signed (by parent or legal guardian only) granting participation in BEP/CICO (written-documentation in student file).**

### Monthly discipline data to DH (ISS/OSS)

<table>
<thead>
<tr>
<th>Evident</th>
<th>Not Evident</th>
</tr>
</thead>
</table>

### Notes:

- TOTAL Present /10 % Fidelity

- Initial Parent Permission Form signed (by parent or legal guardian only) granting participation in BEP/CICO (written-documentation in student file).
Tiers 3 and 4: FBA/BIP

These Basic Steps Align with **Problem-Solving Process**.

**Problem identification/definition**
- Describe target behavior
- Problem Analysis, collect baseline/academic information.
- Describe environment/demands

**Functional assessment**
- Direct and indirect assessment

**Hypothesis formation (Attn. Avoid/Escape, Sensory...)**
- Hypothesis testing through experimental design

**Plan Development- Behavioral/Intervention Plan**
- Match RB interv to student need; Implementation
- Evaluation/progress monitoring
- Follow-up/Modify
**TIER 3 INTERVENTION: Behavioral Example**

<table>
<thead>
<tr>
<th>Focus</th>
<th>For specific individual 6-8th grade students who continue to have 7-10 or more behavioral referrals after 1 month participation in the Check-in, Check-out program (building on Tier 2 Program).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>Selected students in Tier 2 BEP/Check-in/Check-out, referred to Tier 3 for Individualized FBA and development of Behavior Intervention Plan (Behavior Contract, Talk Ticket Intervention)</td>
</tr>
<tr>
<td>Grouping</td>
<td>Individualized BIP with interventions (Talk Ticket Intervention, Behavior Contract)</td>
</tr>
<tr>
<td>Time</td>
<td>Daily during PE and Math classes where targeted behavior problems have been identified</td>
</tr>
<tr>
<td>Assessment</td>
<td>Progress monitoring- Beh tally as indicated in Behavior Contract (student tallies) and Talk Ticket Intervention (teacher checklist)</td>
</tr>
<tr>
<td>Provider</td>
<td>SST Case Mgr, Teachers with Coaching/follow-up support by Behavior Specialist (School Counselor, Sch. Psych., Interv. Specialist...)</td>
</tr>
<tr>
<td>Setting</td>
<td>All classes, school-wide</td>
</tr>
<tr>
<td>Fidelity</td>
<td>Direct observation by school counselor (or behavior specialist, interv, swker, psych...) using checklist every two weeks.</td>
</tr>
<tr>
<td><strong>TIER 4 INTERVENTION: Behavioral Example</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td></td>
</tr>
<tr>
<td>For specific individual 6-8th grade students who continue to have 7-10 or more behavioral referrals after 1 month participation in the Check-in, Check-out program (building on Tier 2 Program).</td>
<td></td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
</tr>
<tr>
<td>Targeted sped. students in Tier 2 BEP/Check-in/Check-out, Per IEP team, individualized FBA and development of Behavior Intervention Plan (E.g.-, Prepare, Equip, Conflict Resolution group)</td>
<td></td>
</tr>
<tr>
<td><strong>Grouping</strong></td>
<td></td>
</tr>
<tr>
<td>Individualized BIP with interventions (Managing Escalation Intervention, Behavior Contract)</td>
<td></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td></td>
</tr>
<tr>
<td>Daily during Language Arts, Math classes, bus transition where targeted behavior problems have been identified</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Progress monitoring- Beh tally as indicated in Behavior Contract (stu tallies) and Managing Escalation Intervention (Self ctrl sheets)</td>
<td></td>
</tr>
<tr>
<td><strong>Provider</strong></td>
<td></td>
</tr>
<tr>
<td>Sped. Teacher/case mgr, Teachers with Coaching/follow-up support by Behavior Specialist (School Counselor, Sch. Psych., Interv. Specialist, Sch Swker...)</td>
<td></td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td></td>
</tr>
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<td>All classes, school-wide</td>
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<tr>
<td><strong>Fidelity</strong></td>
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</tr>
<tr>
<td>Direct observation by school counselor (or behavior specialist, interv, swker, psych...) using checklist every two weeks.</td>
<td></td>
</tr>
</tbody>
</table>
Focus on the individual student

- Hypothesis-driven
- Diagnostic assessment and in-depth analysis
- Intervention matched to specific needs of the student
- Infuses diverse expertise

Focus on groups of students

- Common assessments and screening (automatic triggers)
- Standards-based preplanned strategies & interventions

(Pennington, 2009-SSTAGE)
Effective Behavioral Interventions: What are Social Skills? (NASP/Hough, 2010)

Four areas of skills:

- **Survival Skills** (listening, following directions)
- **Interpersonal Skills** (sharing, asking for permission)
- **Problem-solving Skills** (asking for help, apologizing)
- **Conflict Resolution Skills** (dealing with teasing, peer pressure)

Social Skills also encompass:

- The thoughts and emotions that accompany the behaviors that are critical to success.
Behavioral RtI Resources: Tier II – III- IV

• Primary Mental Health Project (Cowen et al.)
  

• The EQUIP Program (Gibbs, Potter, & Goldstein)
  
  http://www.researchpress.com/scripts/product.asp?item=4848#5134

• The PREPARE Curriculum (Goldstein)
  
  http://www.researchpress.com/scripts/product.asp?item=5063

• The ACCEPTS Program (Walker et al.)
  

• Project Achieve and “Stop and Think”
  
  http://www.projectachieve.info
Behavioral RtI Resources Tier II – III- IV

– Aggression Replacement Training, Mark Amendola, Anger Control, Aggression, Moral Reasoning Training
  www.aggressionreplacementtraining.org

– I Can Problem Solve, Myrna Shure, Aggression, Emotionality, Withdrawal, Rejected
  www.researchpress.com

– Intervention Central, Jim Wright, ADHD, Bullying, Defiance, Peer Tutoring
  http://www.interventioncentral.org/

– Life Skills Training, Gilbert Botvin, Self-esteem, Social Skills, Substance Abuse, Social Anxiety, Peer Pressure,
  www.lifeskillstraining.com

– Peace Education Foundation, Conflict Resolution Programs, Peer Mediation, Crisis Management,
  http://www.peaceeducation.com
More Behavioral RtI Resources Tier II – III- IV

– Primary Mental Health Project, Deborah Johnson, Mild Aggression, Withdrawal, Shyness, Anxious, Poor Classroom Adjustment, [www.childreninstitute.net](http://www.childreninstitute.net)


– Parent resources, books on emotional self-regulation for children etc. [http://www.nj.gov/education](http://www.nj.gov/education)

Behavioral RTI/POI Resources: Tier I

OSEP Center on PBIS

http://www.pbis.org

GaDOE

Ginny O’Connell, Program Manager

Positive Behavioral Interventions & Supports of GA

- Phone: 404-657-9953
- Email: goconnell@doe.k12.ga.us

Website:

Positive Behavioral Interventions and Supports (PBIS)

PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety and support improved academic outcomes. More than 10,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, recognizing and rewarding of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Schools that effectively implement PBIS demonstrate:

- Up to 50% reduction in office referral rates per year (and a corresponding reduction in suspension and expulsion rates)
- Improved attendance rates
- Improved academic achievement
- Improved staff morale and perceptions of school safety

Positive Behavioral Interventions and Supports (PBIS) and...
RTI Assessment:
Universal Screening & Progress Monitoring

National Center on Student Progress Monitoring
http://www.studentprogress.org/

Research Institute Progress Monitoring
www.progressmonitoring.org

National RTI Center
www.rti4success.org/

Intervention Central
www.interventioncentral.org

SWIS
www.swis.org
Federal and State Guidance
Research and Evidence Based Resources

US DOE What Works Clearinghouse
www.w-w-c.org/

Promising Practices Network
www.promisingpractices.net

Best Evidence Encyclopedia (Johns Hopkins)
www.bestevidence.org

Georgia DOE www.gadoe.org and SERVE
RTI Guidance Series: Using Research to Select Interventions Archived Web
# Overview of the 9 Sessions

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Series Introduction &amp; Overview</strong></td>
<td><strong>Scientifically Based Research (SBR) &amp; Evidence-Based Decision-Making (EBDM)</strong></td>
<td><strong>Education Research &amp; Determining “What Works”</strong></td>
<td><strong>Putting Research to Daily Use: Critiquing Research Studies</strong></td>
<td><strong>State of Research on RTI Math: What do we know? What do we not know?</strong></td>
<td><strong>State of Research on RTI Reading: What do we know? What do we not know?</strong></td>
<td><strong>Putting Research to Daily Use: Reviewing Interventions</strong></td>
<td><strong>Fidelity of RTI Implementation</strong></td>
<td><strong>Promising Progress Looking forward</strong></td>
</tr>
<tr>
<td>9/10</td>
<td>9/17</td>
<td>10/1</td>
<td>10/15</td>
<td>10/28</td>
<td>11/5</td>
<td>11/19</td>
<td>12/3</td>
<td>12/9</td>
</tr>
</tbody>
</table>

**invited GA Supt. of Schools Kathy Cox Welcome**

Dr. Tessa Rose National Center on RTI

**Participants will:**
- understand what the EBDM Cycle and SBR are and why they are important
- share team expectations for the rest of the series

GaDOE and REL-SE staff introduce SBR & EBDM

**Participants will:**
- understand the different types of education research
- learn why it is important to understand them as they consider interventions
- learn their strengths and weaknesses for determining "what works"

REL-SE presentation of the types of education research methods

**Participants will:**
- understand how to assess the rigor and findings of studies on interventions they are considering implementing or creating
- practice using the Protocol with research studies relevant to Ga. educators

REL-SE presentation of Critical Review Protocol for Studies on Interventions

**Participants will:**
- learn the findings and recommendations of the IES Math Practice Guide - Q&A

Dr. Sybilla Beckman gives an overview of the IES Math Practice Guide - Q&A

**Participants will:**
- learn the findings and recommendations of the IES RTI Reading Practice Guide - Q&A

Dr. Carol Conner gives an overview of the IES RTI Reading Practice Guide - Q&A

**Participants will:**
- learn about fidelity of implementation from a national expert
- gain tips on how to monitor the fidelity of implementation of interventions
- reflect on what they learned in the series
- discuss their own next steps and next steps for GA

REL-SE presentation of Intervention Review Protocol

Dr. Joe Witt, Professor Emeritus LSU - video

Presentations of promising progress from GA schools and districts

Participants will:
- learn from colleagues how to put concepts and tools from the series into action
- reflect on what they learned in the series
- discuss their own next steps and next steps for GA
How to access the 9 webinars and participant handouts

http://www.doe.k12.ga.us/ci_services.aspx?PageReq=CIServRTI

Scroll down to RTI Professional Learning Webinar Series: Using Research to Select and Design Effective Interventions

• Access all 9 or any one webinar
• Watch sessions
• Or just download handouts
Cycle of Success  (Colarusso & O’Rourke, 2007)

**Removed from Class**
- Behavior Contracting
- Conferencing
- Precorrection

**Challenging Behavior**
- Token Economy
- Differential Reinforcement
- Group Contingencies

**Goal: Positive Behavior & Academic Interventions**

**Fall Behind Academically**
- Assess strengths/areas to remediate
- Increased opportunities to respond
- Exposure to Content

**Difficult Work**
- Curricular Modifications
- Choice-Making
- High Interest Materials
- Cooperative Learning
Thank you!

You are the key to success!

Together,
We Can Make a Difference!

pfreer@doe.k12.ga.us