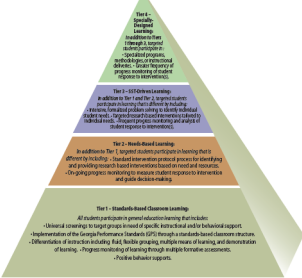
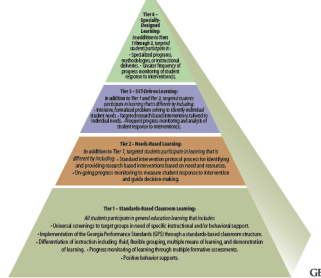


# RTI: Building a Pyramid of Positive Behavioral Supports

Response to Intervention: The Georgia Student Achievement Pyramid of Interventions



Response to Intervention: The Georgia Student Achievement Pyramid of Interventions



Dr. John D. Barge, State School Superintendent

# ***Non-Endorsement Statement***

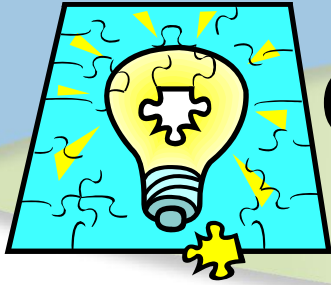
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# Agenda

## *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



# Guiding Thought

In 21<sup>st</sup> 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

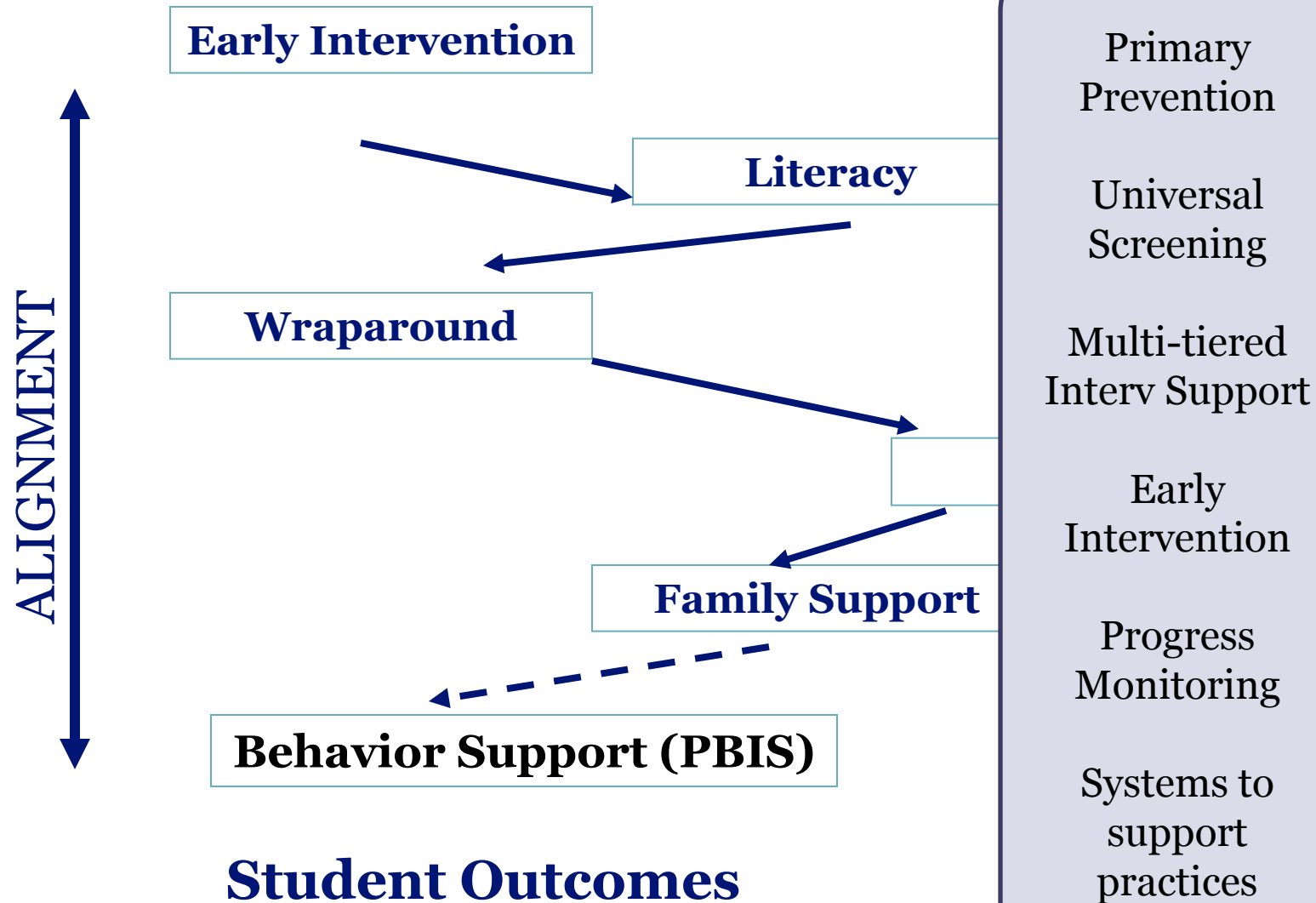
*Georgia  
Pyramid of  
Intervention  
Early Intervention  
Family Support  
Math*

*CC GPS  
Standards  
Wraparound*

*Literacy  
Differentiation*

*Applied Behavior Analysis  
Positive Behavior  
Intervention & Supports  
Response to Intervention*

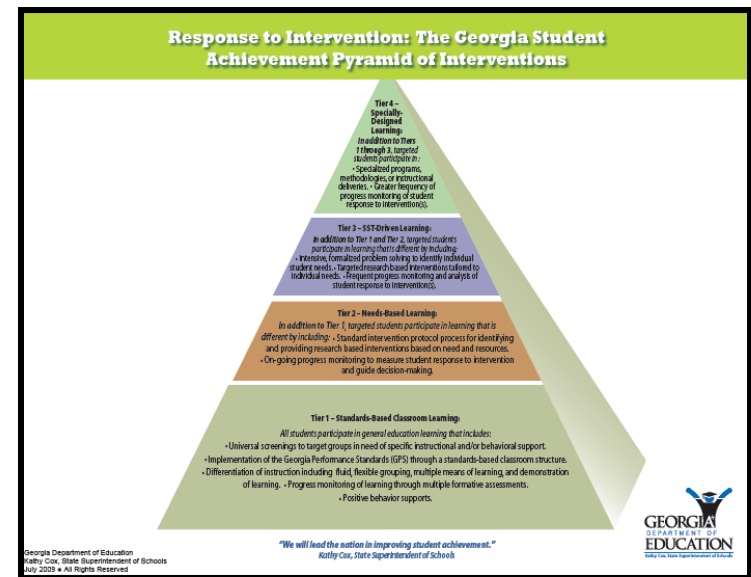
# Using RTI to **ALIGN** Resources



# 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**

**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?

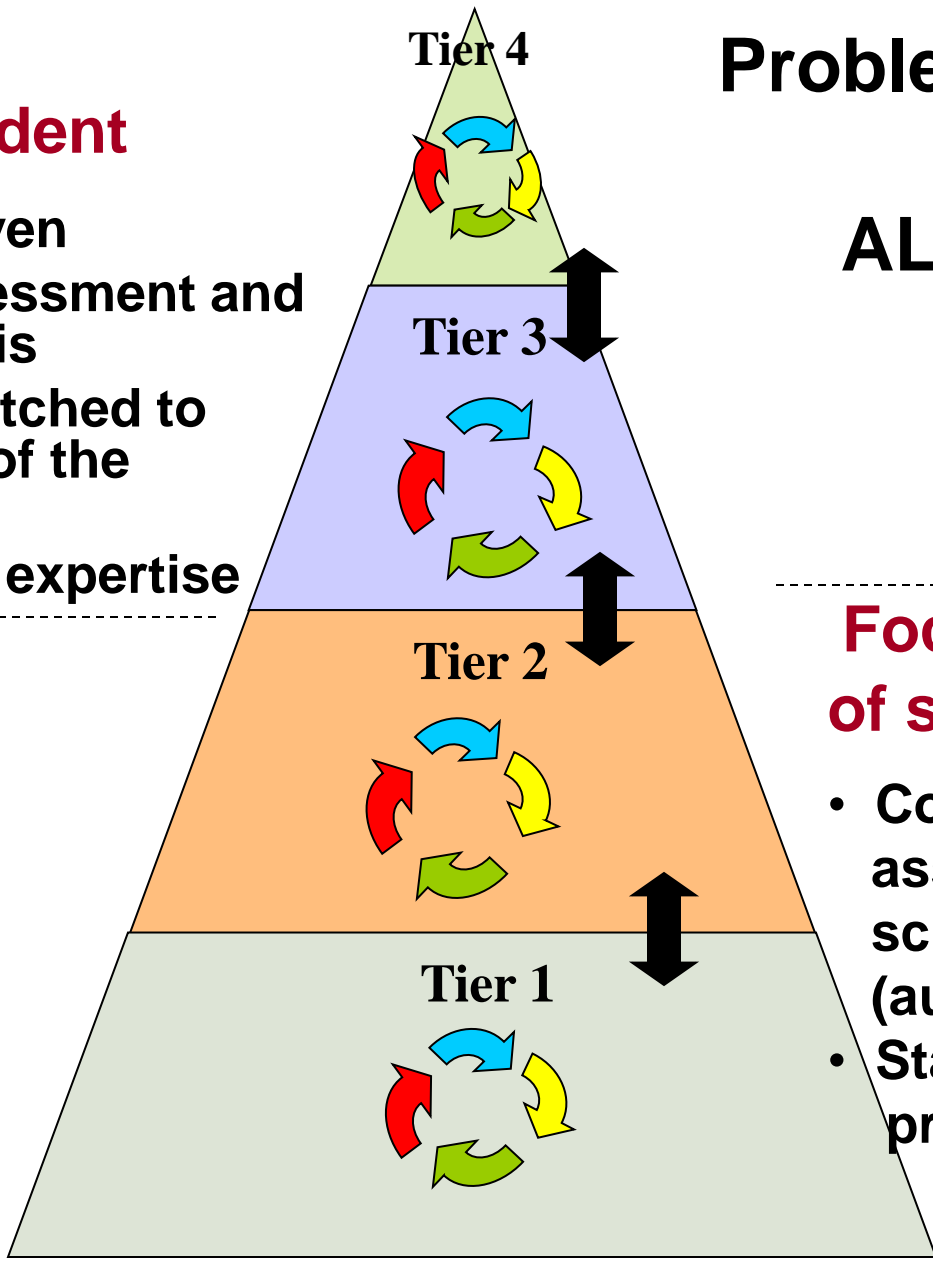
**Implement the plan**  
Who will do what, where,  
when, and how often?  
How will fidelity of  
implementation be  
determined?

**Did the plan work?**  
What does the data show?

# Focus on the individual student

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

# Problem Solving at ALL Tiers



# Focus on groups of students

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

(Pennington, 2009-SSTAGE )

# Positive Behavioral Interventions & Supports (PBIS) (Sandomierski, Kincaid, Algozzine)

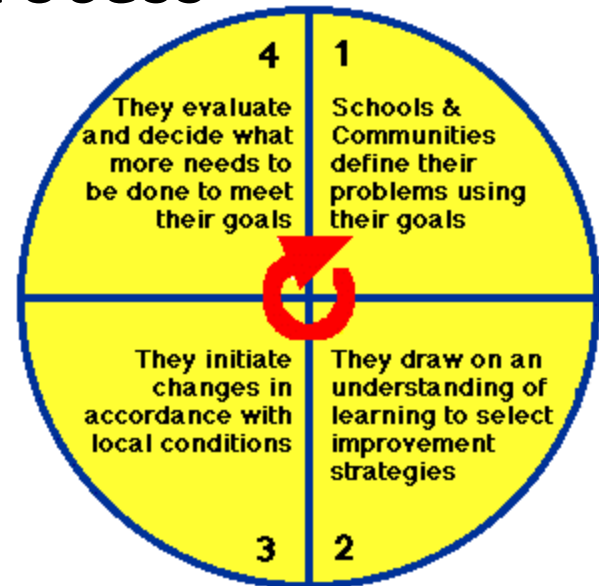
- Based on problem-solving model
- Teaching and supporting appropriate behaviors
- RTI and PBIS are grounded in differentiated instruction
- Evidenced-based interventions matched to student need, implemented with fidelity
- Data-driven (universal screening – progress monitoring)

# Similarities? (Phillips, 2008)

## Problem Solving Process



## School Improvement Process

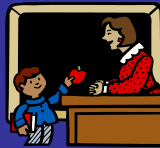


# Leadership

## Factors Influencing Achievement



**School**



**Teacher**



**Student**

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

Leadership

Leadership

Leadership

# 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**

(Elliott, Hamburg & Williams, 1998; Gottfredson, 1996; Lipsey, 1991, 1992; Mayer, 1995; Mayer & Sulzer-Azeroff, 1990; Tolan & Guerra, 1994)



# 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

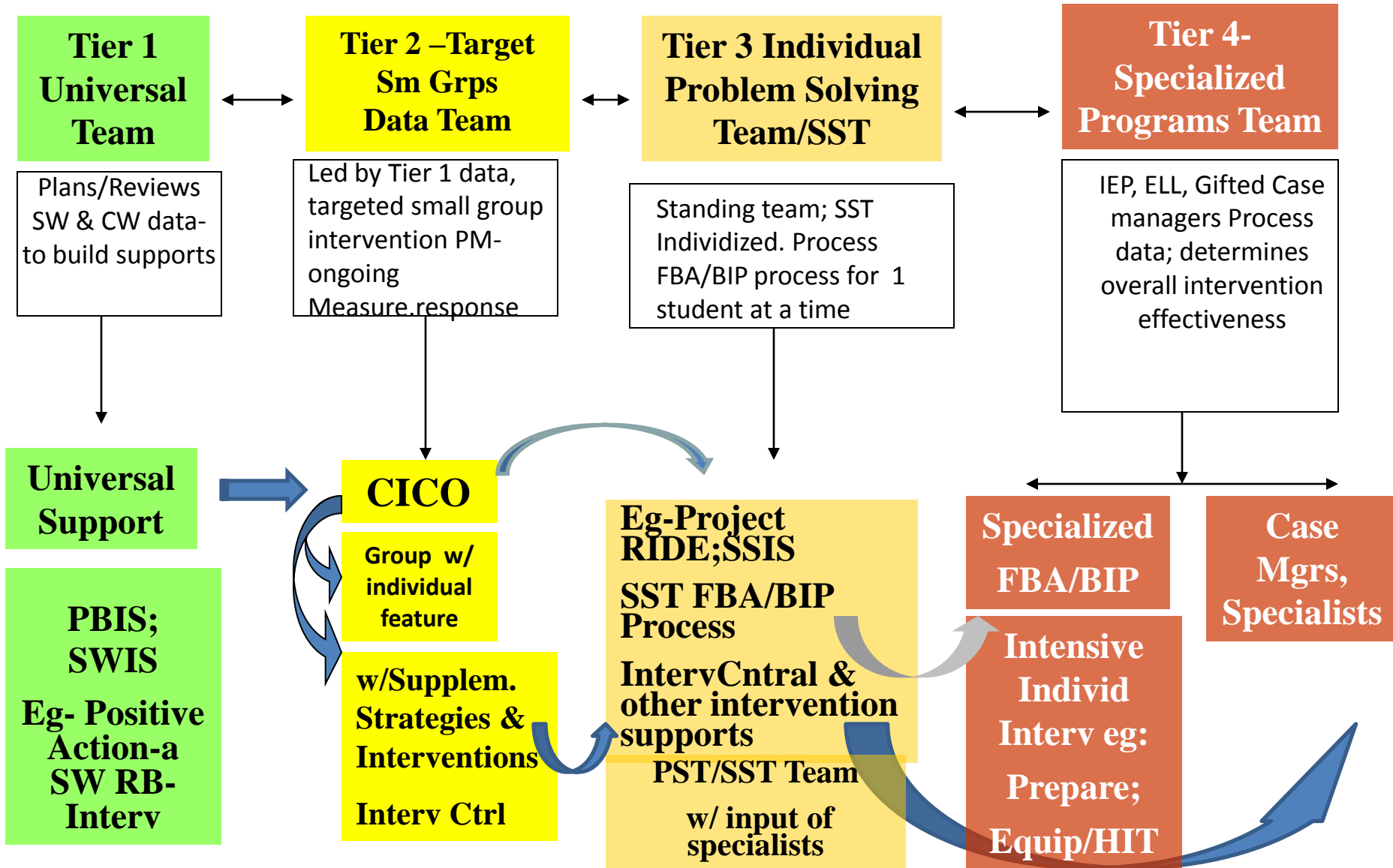
- ★ Academic restructuring

- ★ (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)



# 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

# SCHOOL-WIDE

1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

# INDIVIDUAL STUDENT

1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Team- & data-based decision making
4. Comprehensive person-centered planning & wraparound processes
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

# PBIS

## EVIDENCE-BASED INTERVENTION PRACTICES

(Sugai, 2010)

# CLASSROOM

1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positively stated expectations posted, taught, reviewed, prompted, & supervised.
4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior.

# NONCLASSROOM

1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Precorrections & reminders
4. Positive reinforcement

# FAMILY ENGAGEMENT

1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources

# 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](http://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

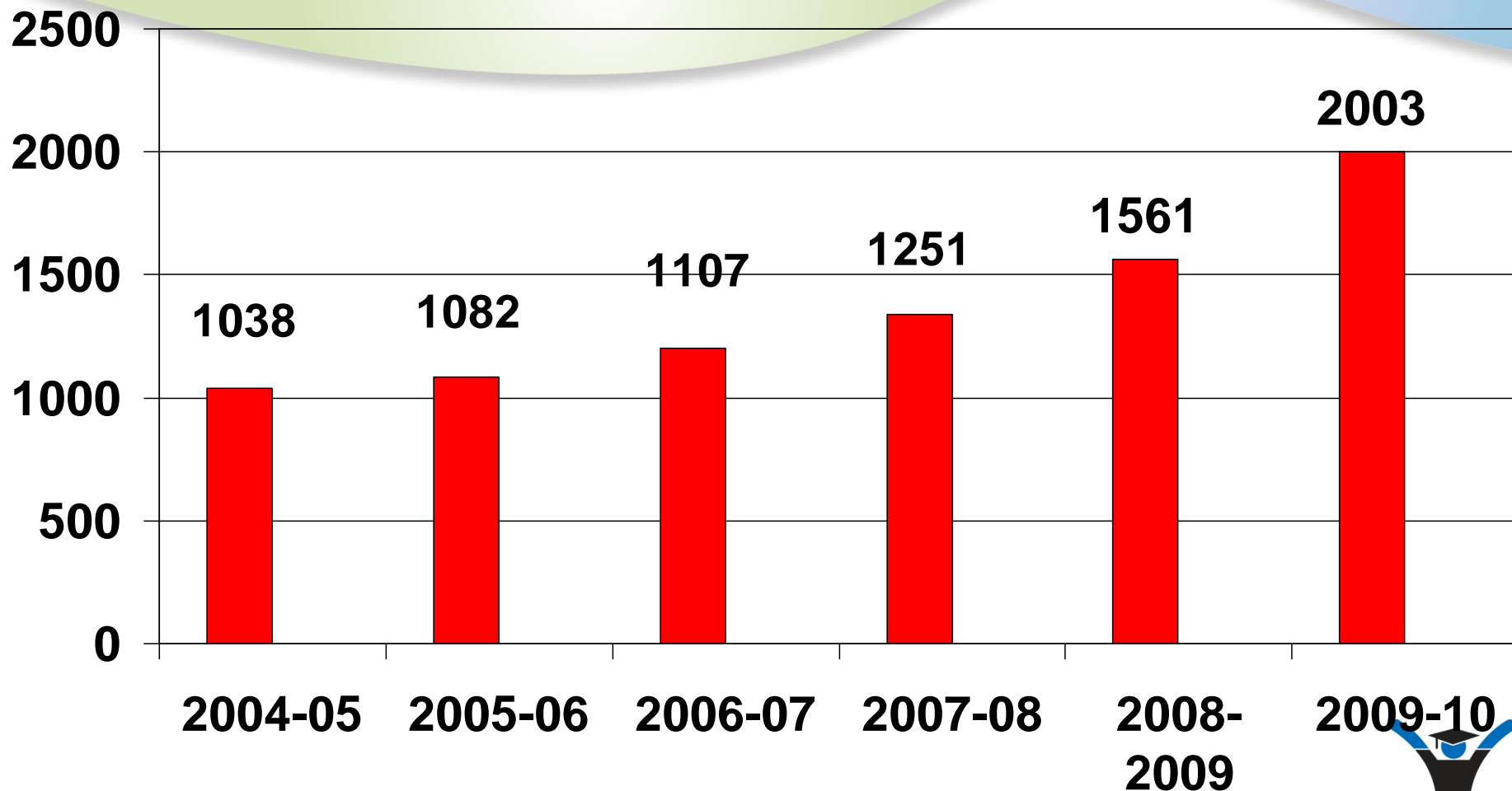
- Office discipline reports
- Behavioral incidents
- Attendance
- Suspension/Detention
  
- Observations
- Self-assessments
- Surveys, Rating scales
- Etc.

Examples of Tier 1  
Data

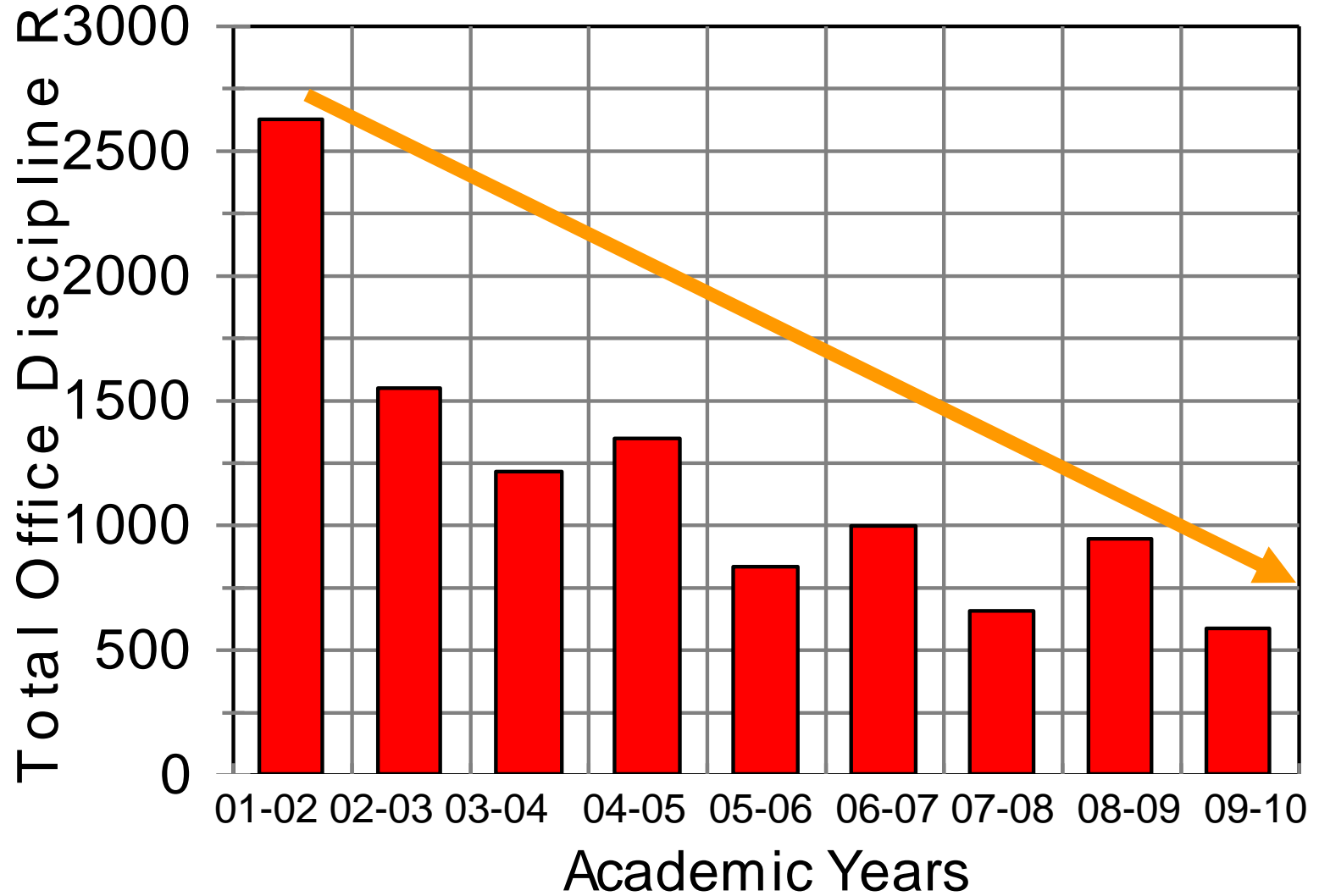
- Office
- Behavior
- Attendance
- Student
- Self-assessment
- Surveys, Ratings
- Etc.

# This is Your Tier 1 Universal Screening Data for Behavior

# Is your school seeing this trend?



# FRMS Total Office Discipline Referrals





# ***Show me the DATA!***

- 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

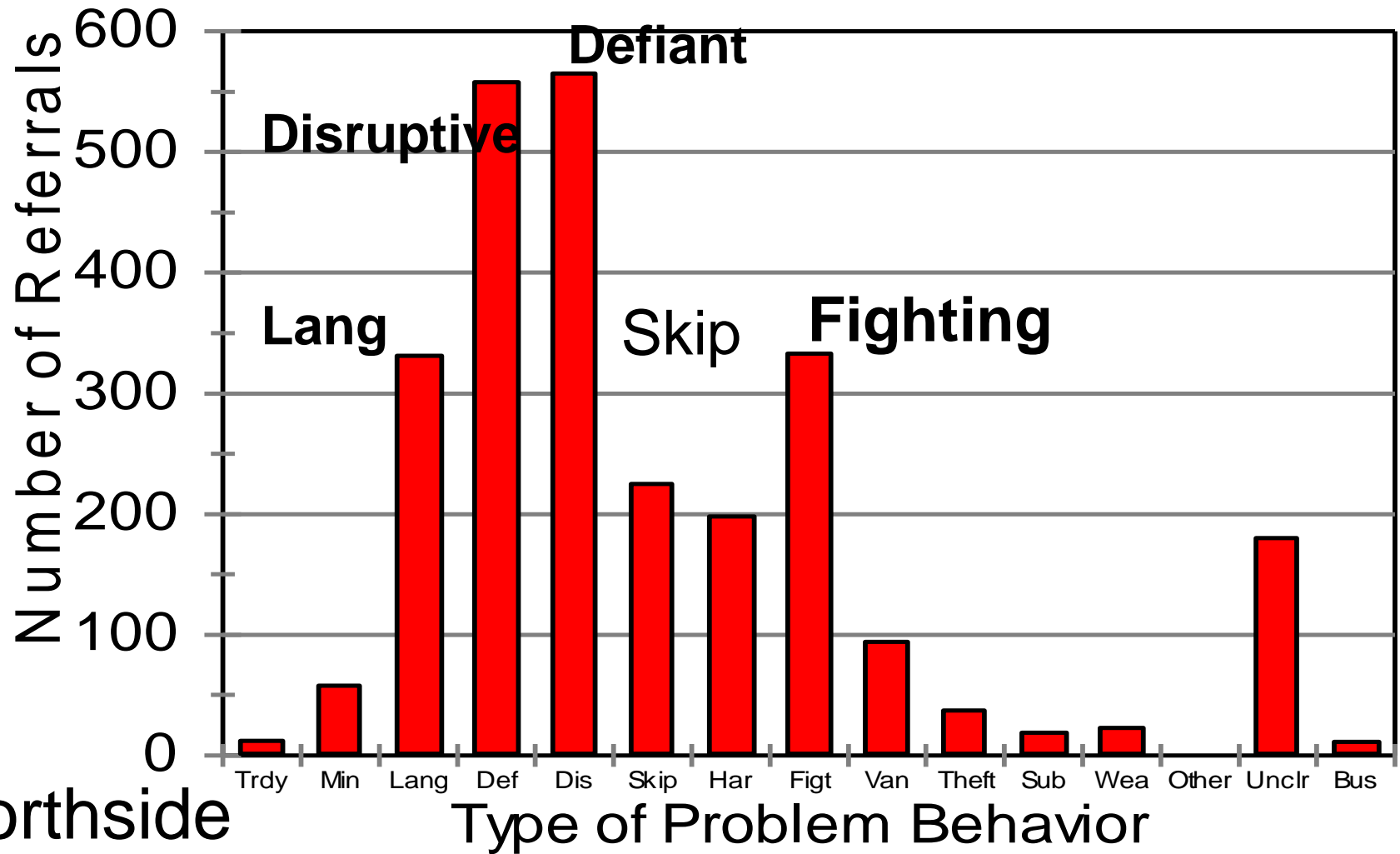
Southside Middle School

Answer these questions:

- What does the data tell you?
- What would your next steps be?

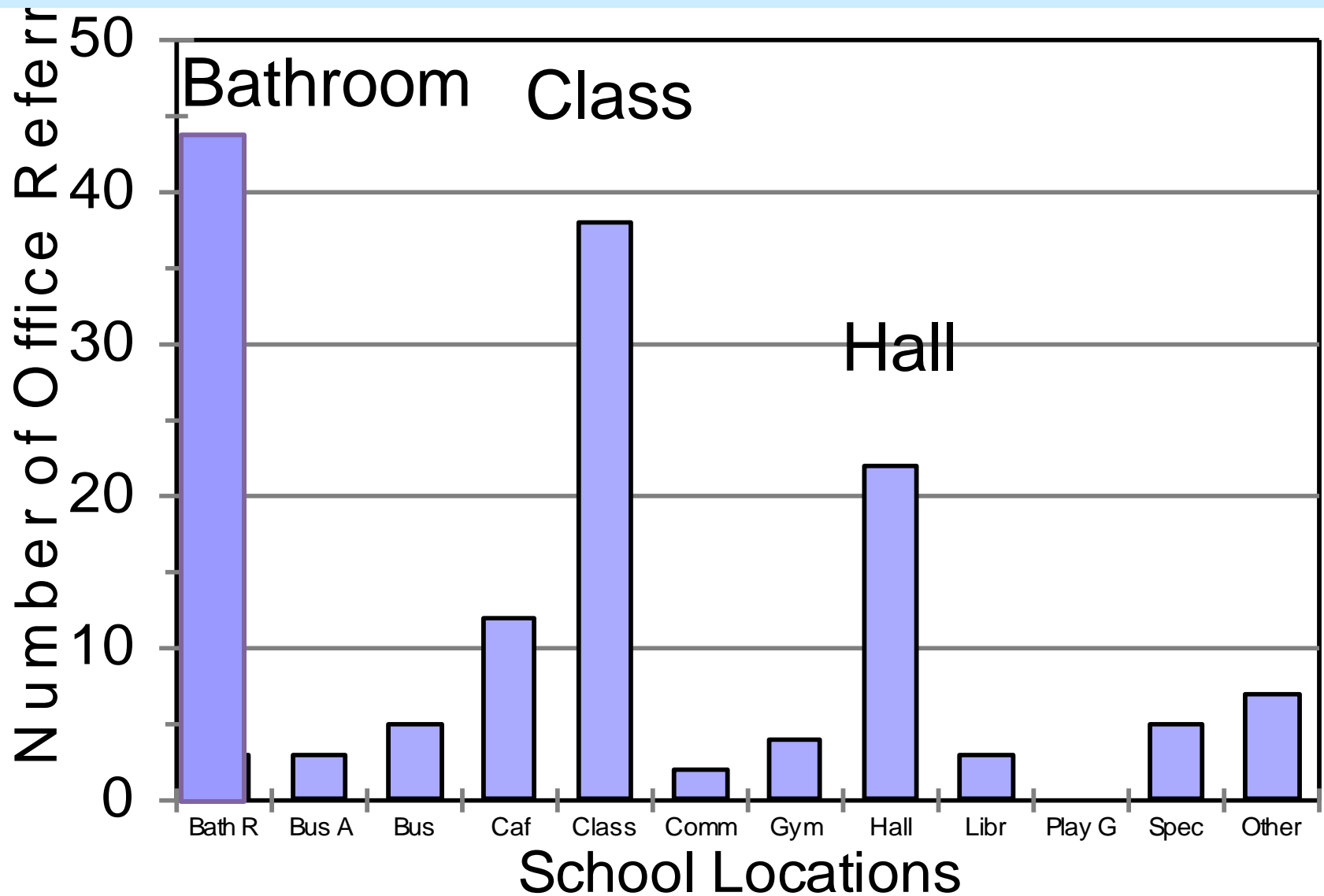


# Behavioral Universal Data: Who? **What?** Where? When?

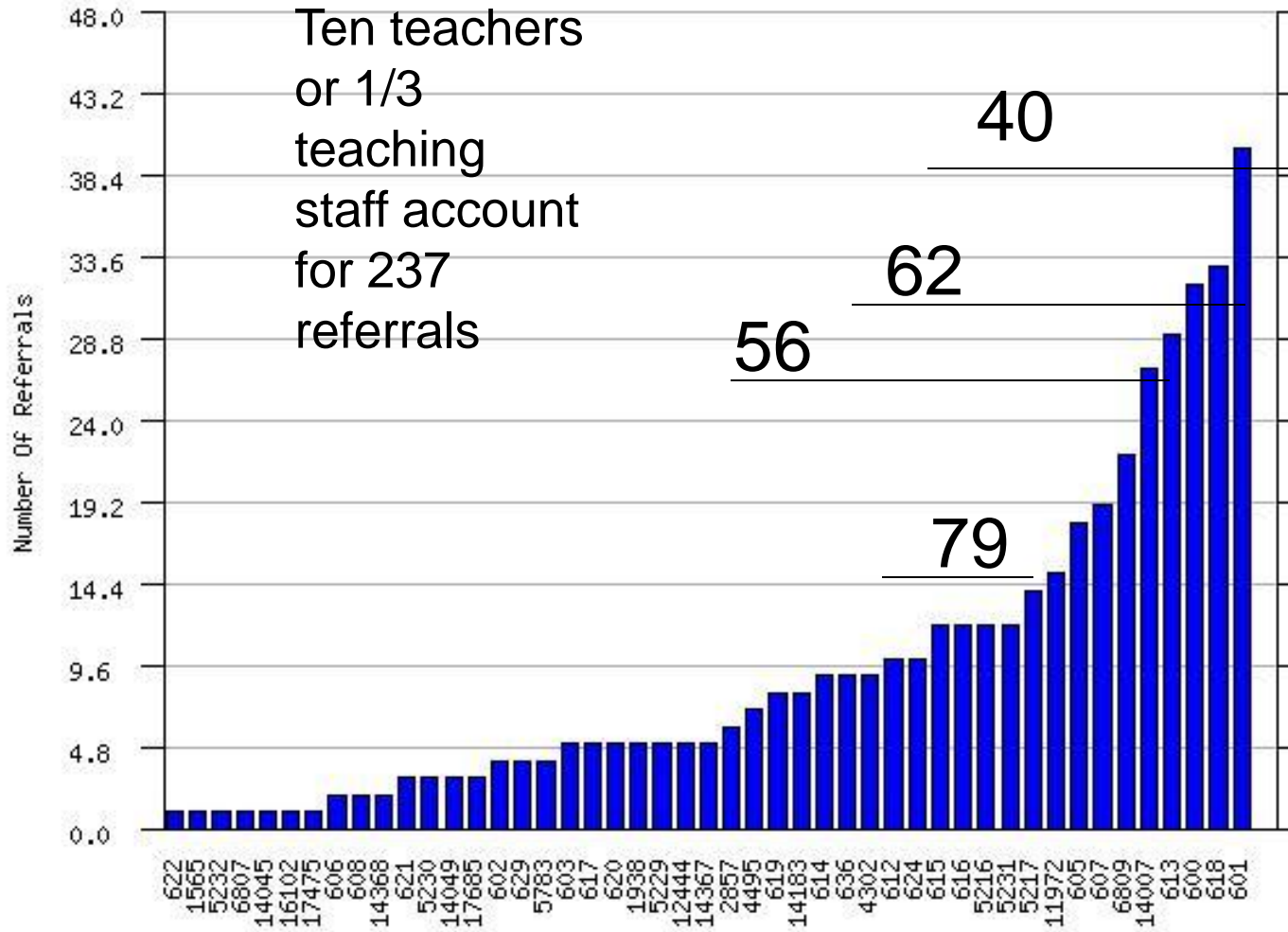


Northside  
HS

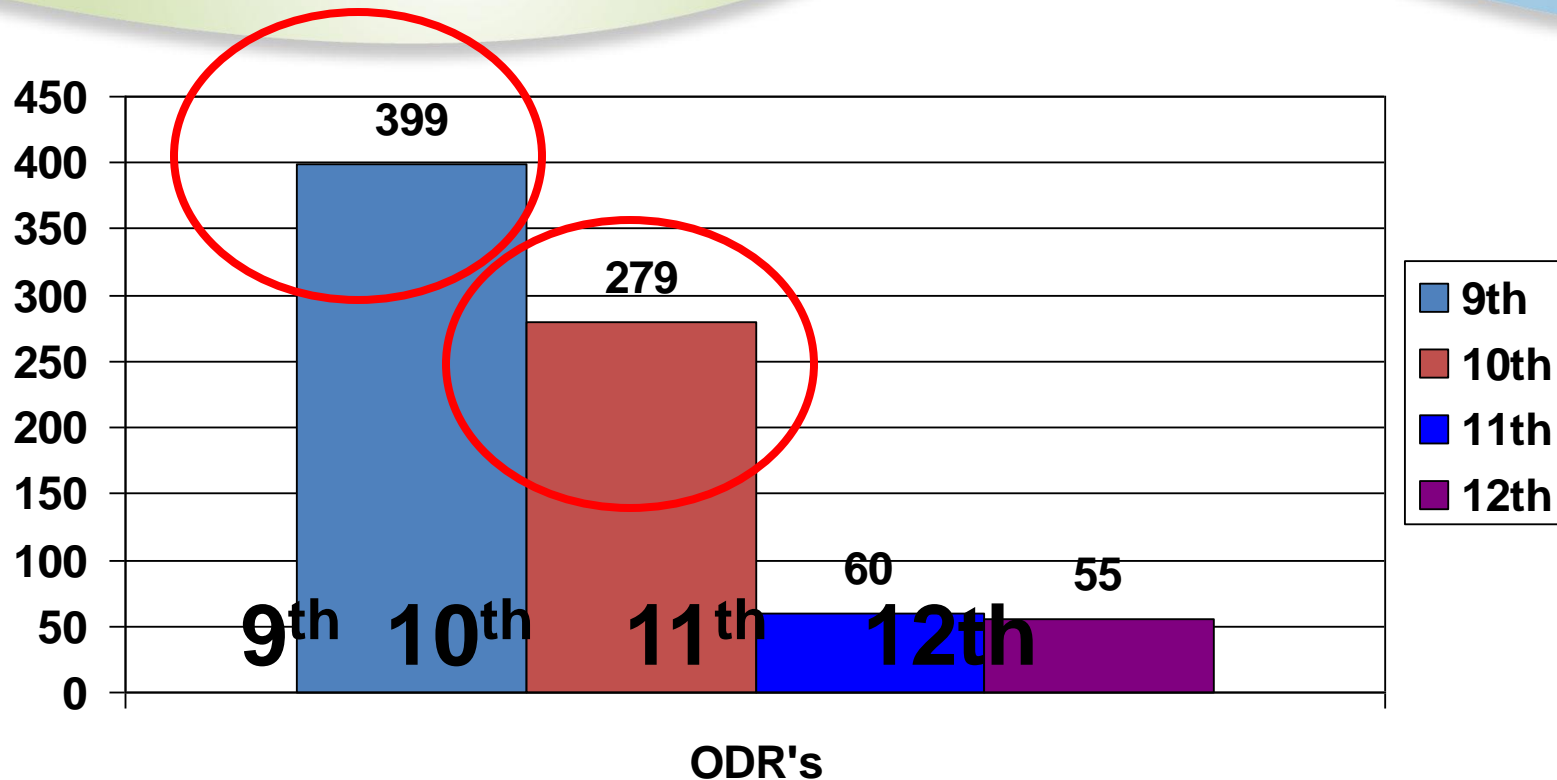
# Behavioral Universal Data: Who? What? **Where?** When?



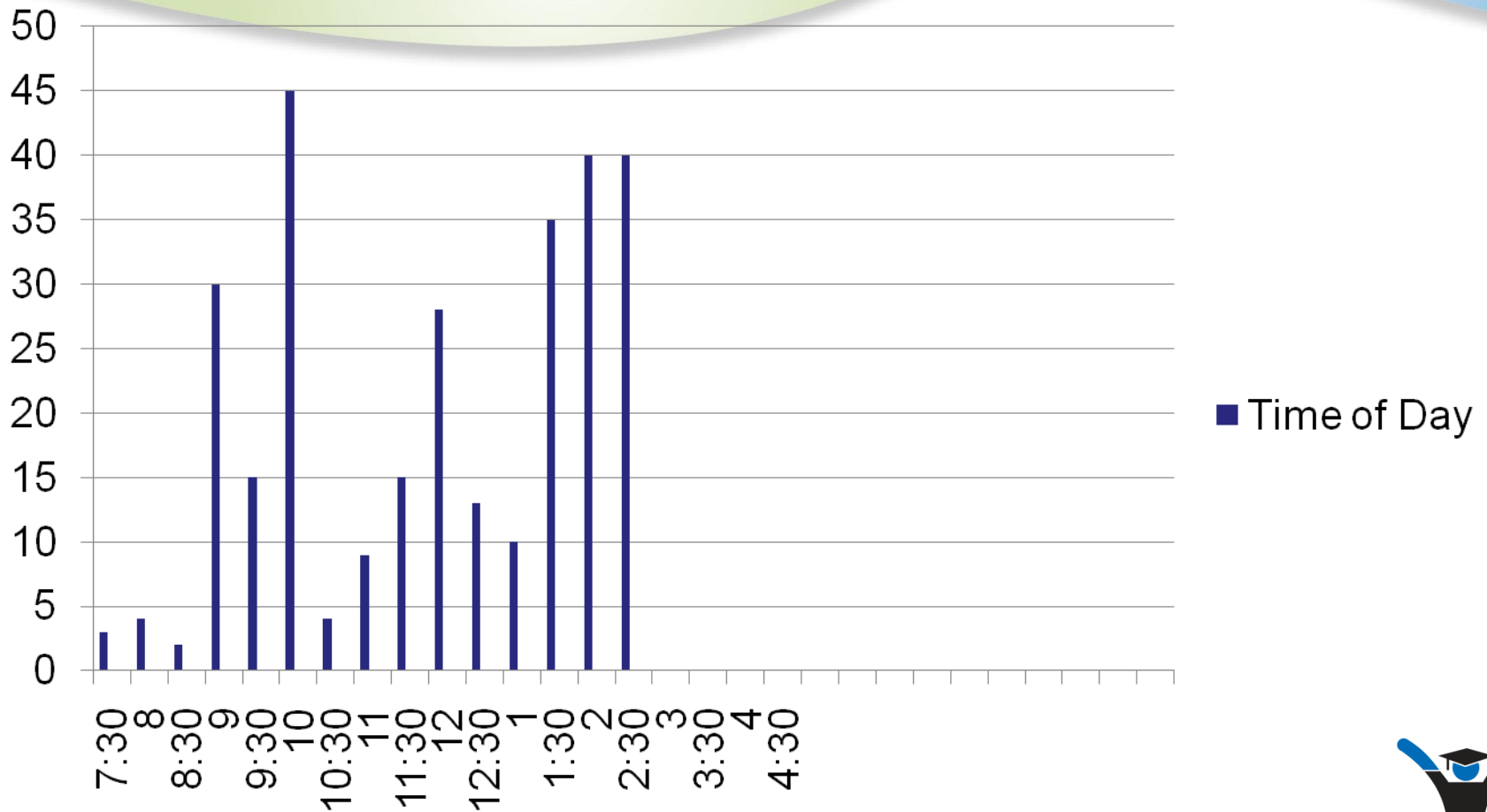
# By Staff Member- Who



# All ODR's by student by high school grade level- WHO



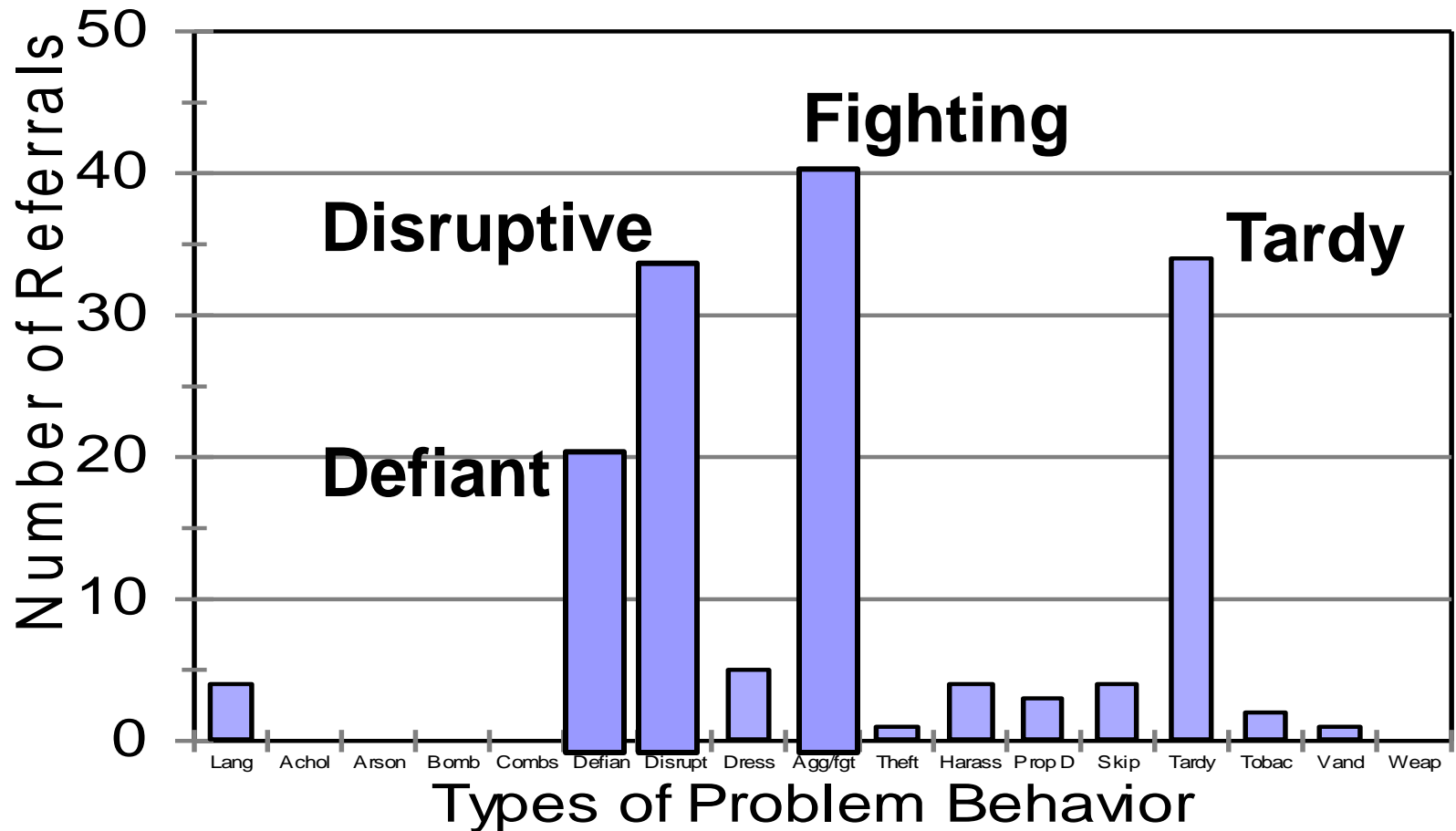
# ODR's by Time of Day- When



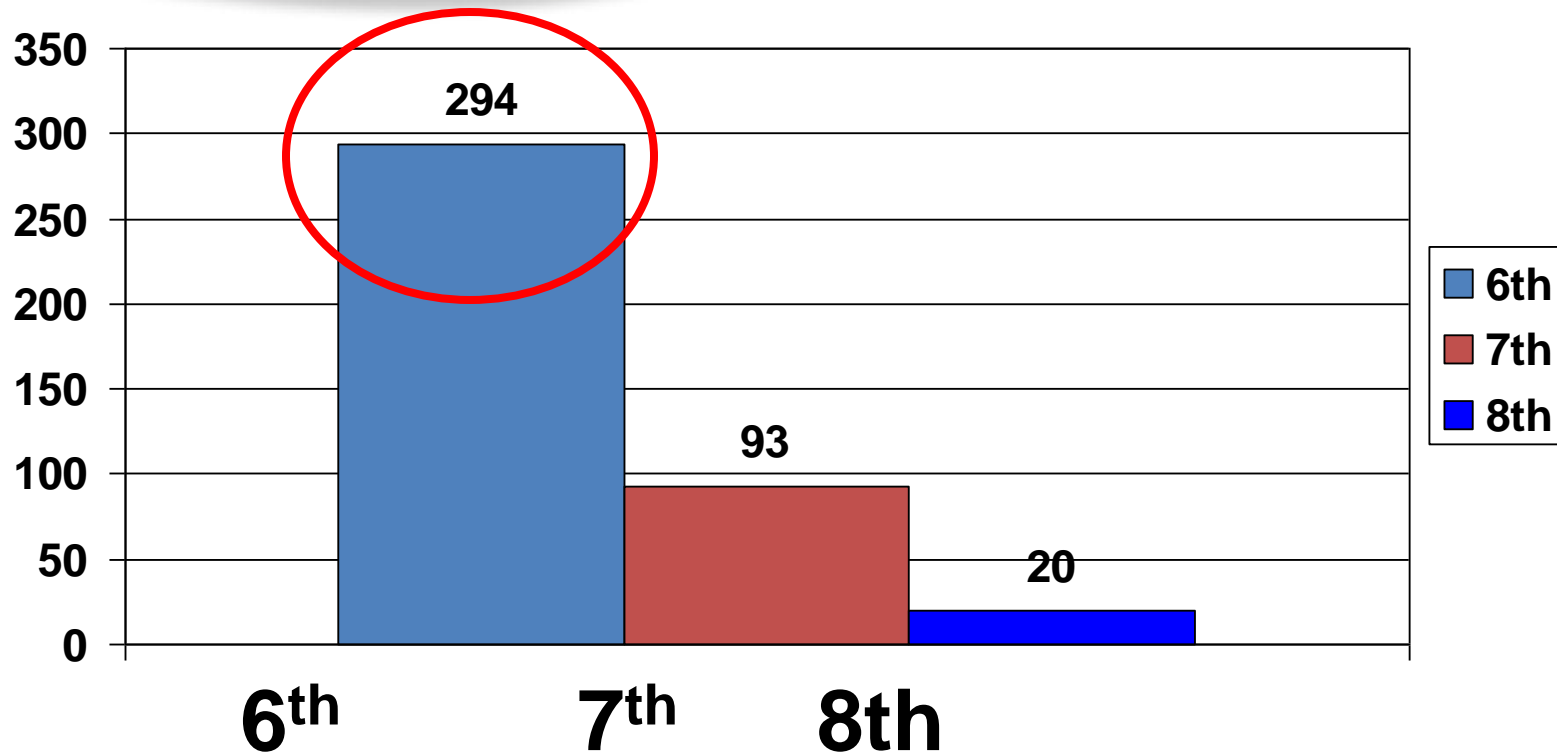
# Southside Middle School

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

## Referrals per Prob Behavior

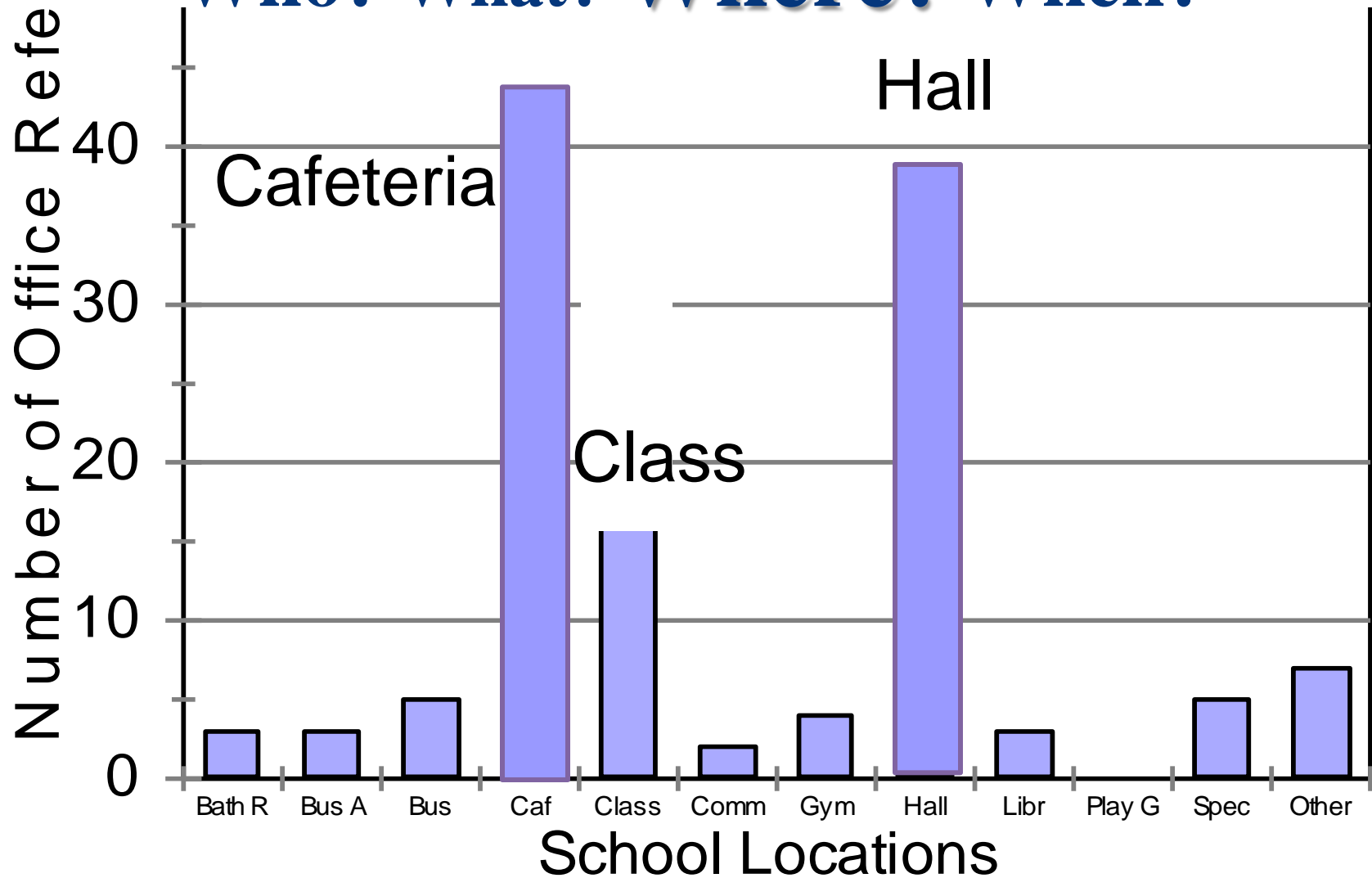


# All ODR's by student by high school grade level- WHO

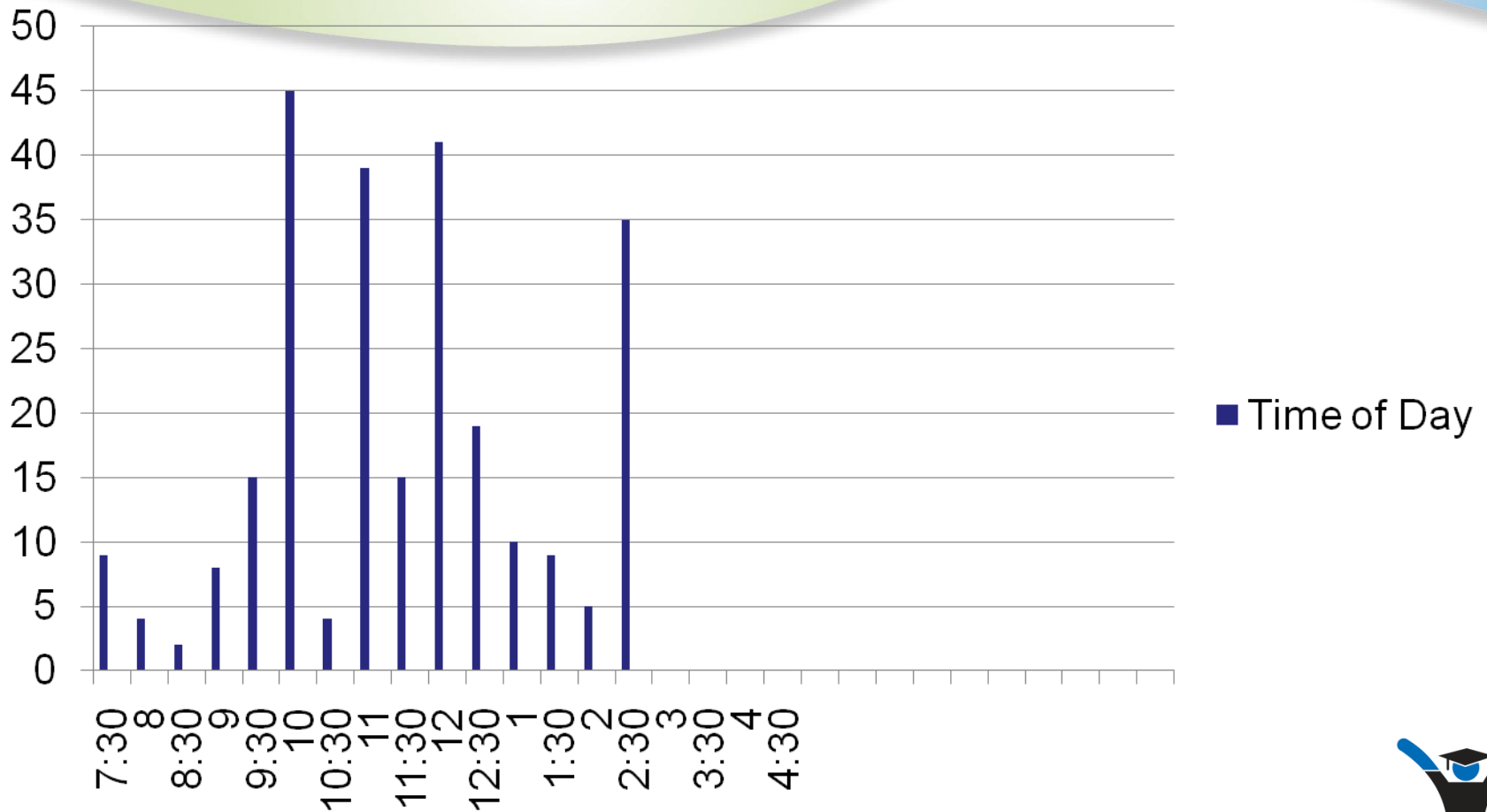




# Behavioral Universal Data: Who? What? Where? When?



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





# 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

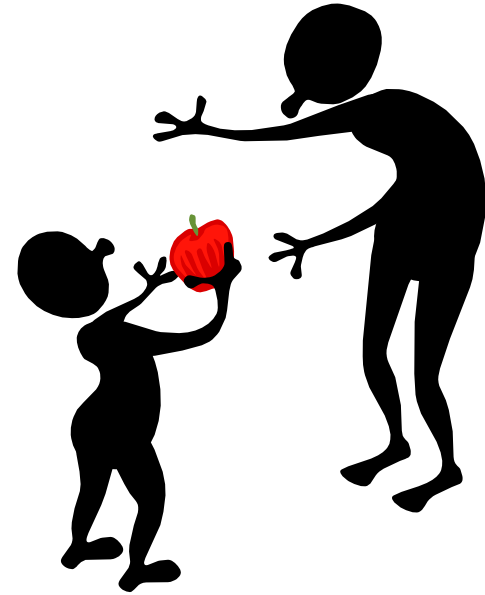
# Teaching Behaviors

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)

## Percentage Students On-task

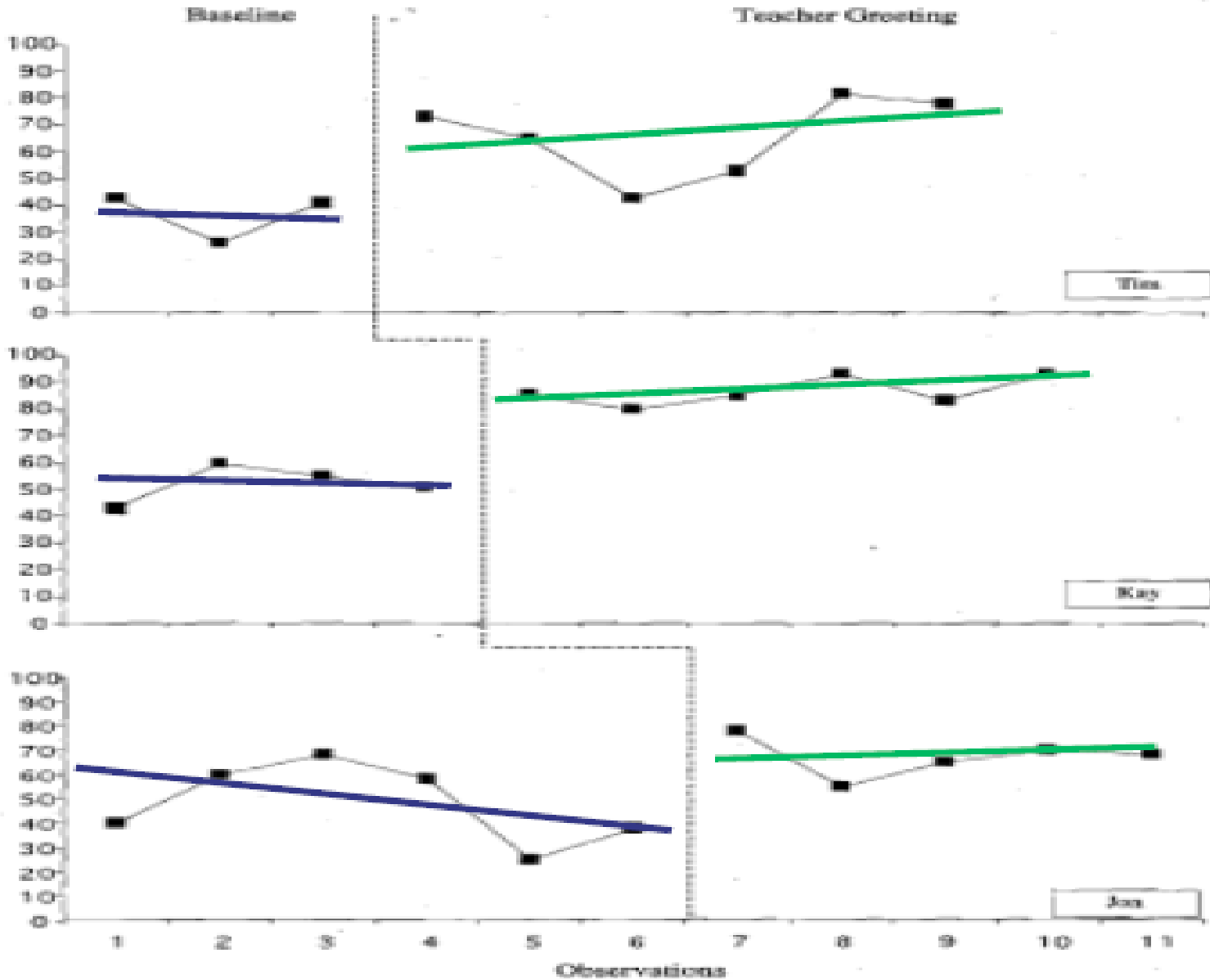


Figure 1. Percentage of intervals with on-task behaviors across participants and phases.

## 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.

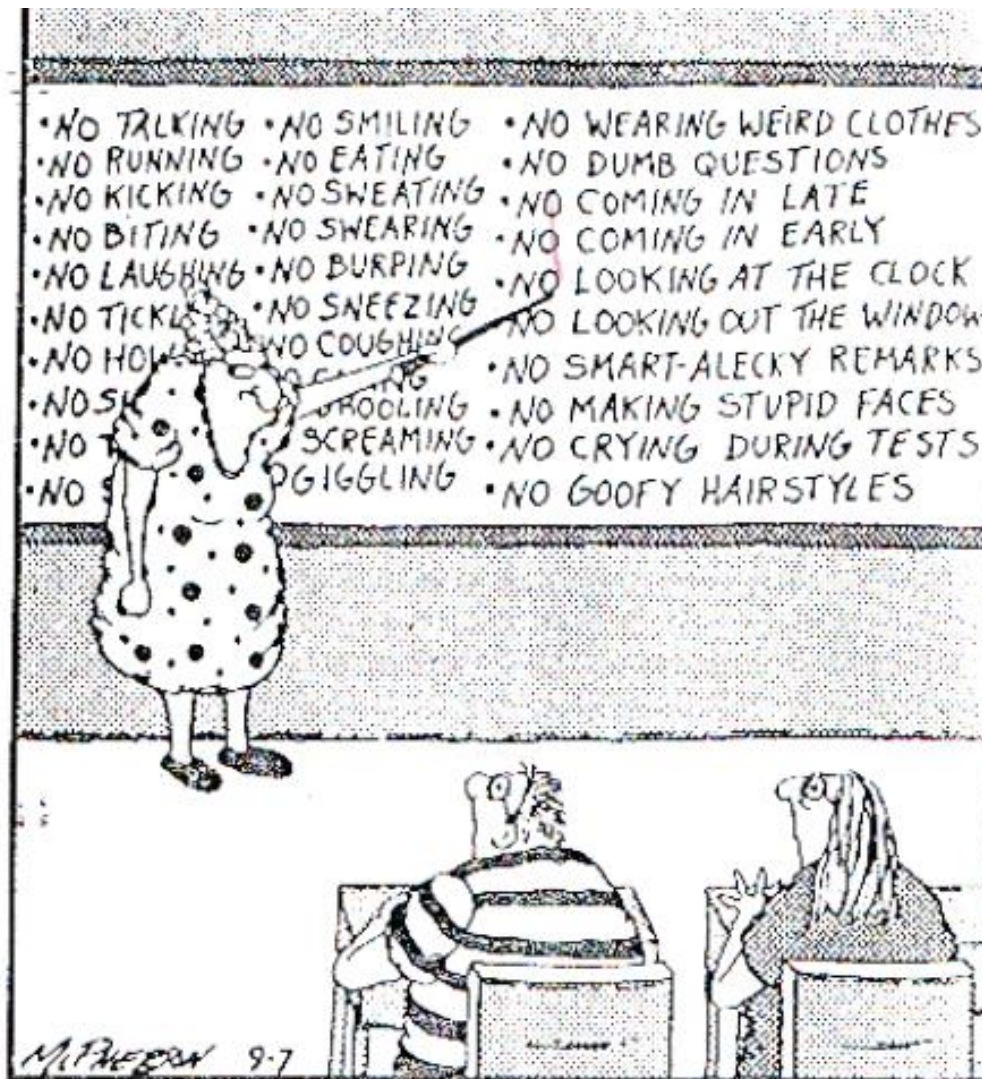
2. Answer each question using complete sentences.

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.

# TIGER PRIDE-

## Auburn ES, Barrow Co.

	Hallway	Cafeteria	Playground	Bus	Restroom
Show Integrity	<ul style="list-style-type: none"> <li>Go directly to your destination and return promptly.</li> <li>Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>Take only what you pay for.</li> <li>Take the choice you ordered.</li> <li>Follow directions of monitors.</li> </ul>	<ul style="list-style-type: none"> <li>Play fair.</li> <li>Be honest.</li> <li>Play safe.</li> <li>Share equipment and areas.</li> <li>Follow game rules.</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your bus.</li> <li>Be honest.</li> <li>Be on time for morning pick up.</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of you own space.</li> <li>Wash hands.</li> <li>Use time wisely.</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Keep hands and feet to self.</li> <li>Walk on the blue line.</li> <li>Walk quietly.</li> <li>Listen to adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to self.</li> <li>Stay in line.</li> <li>Stay in your seat.</li> <li>Talk quietly to your neighbor.</li> <li>Line up quietly to leave.</li> <li>Use appropriate language in conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems.</li> <li>Listen to adults.</li> <li>Keep hands, feet and equipment to self.</li> <li>Allow others to play with you.</li> <li>Use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Walk to bus quietly.</li> <li>Remain silent at railroad crossing.</li> <li>Talk quietly.</li> <li>Stay in seat.</li> <li>Listen to driver instructions.</li> <li>Keep hands and feet to self.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others.</li> <li>Wait your turn.</li> <li>Keep stalls clean and free of markings.</li> <li>Keep hands and feet to self.</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>Be on time.</li> <li>Go directly to your destination and return promptly.</li> <li>Stay in line.</li> </ul>	<ul style="list-style-type: none"> <li>Keep lunch area clean.</li> <li>Keep food and drink on your plate.</li> <li>Put trash in proper place.</li> </ul>	<ul style="list-style-type: none"> <li>Stay in designated area.</li> <li>Line up on time.</li> <li>Take care of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to bus.</li> <li>Keep all items in book bag.</li> <li>Sit in seat with feet on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilet and/urinal.</li> <li>Keep bathroom clean and neat.</li> </ul>

# PBIS Training Matrix

	Classroom	Break	Lunch
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Cell phones and computer only used for session work</li> <li>• Listen to team members' ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Cell phones on</li> <li>• Respond to emails</li> <li>• Return on time</li> </ul>	<ul style="list-style-type: none"> <li>• Return on time</li> <li>• Throw trash away</li> <li>• Network</li> </ul>
<b>Be an Active Participant</b>	<ul style="list-style-type: none"> <li>• Share work</li> <li>• Ask questions</li> <li>• Contribute Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Network</li> <li>• Move around</li> <li>• Stretch</li> <li>• Drink water</li> </ul>	<ul style="list-style-type: none"> <li>• Sit with other teams</li> <li>• Share successful experiences</li> <li>• Laugh</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Complete activities</li> <li>• Remain on task</li> <li>• Stay focused during training</li> <li>• Add unfinished items to Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Smile</li> <li>• Share solutions</li> <li>• Return on time</li> </ul>	<ul style="list-style-type: none"> <li>• Relax</li> <li>• Recharge</li> <li>• Regroup</li> </ul>



# 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



# Strategies

- **Definition of Strategy**

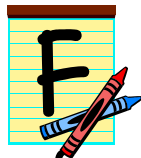
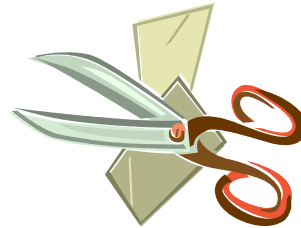
- A loosely defined collective term that is often used interchangeably with the word “intervention”; **however strategies are generally considered effective instructional and behavioral practices** rather than a set of prescribed instructional procedures, systematically implemented. (GaDOE RTI Guidance)



# Interventions are NOT... (John McCook, 2006)



- Preferential seating
- Shortened assignments
- Parent contacts
- Classroom observations
- Suspension
- Doing MORE of the same
- Retention
- Peer helpers (informal)





# Understanding Scientifically-Based Interventions

(NASP-Harn, 2007)

- ❖ 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 ...

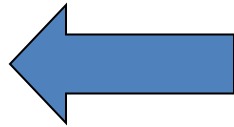
- Be **connected to a specific goal** that is well-defined, observable and measurable
- **Have specific, defined, *step-by-step descriptions*** so they can be:
  - Implemented consistently
  - Can be replicated
- **Include ongoing data, progress monitoring** of the student's response to the intervention



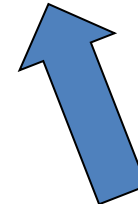
# Behavioral Cycle of Failure (Colarusso & O'Rourke, 2007)

*Removed from Class*

*Challenging Behavior*



**CYCLE OF FAILURE**



*Fall Behind Academically*

*Difficult Work*

# Rank:

- ➡ 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

**Least**

**Effectiveness  
of  
Evidence-Based  
Behavioral  
Interventions**

**Fill in the answers**

**Most Effective**



# Pyramid of Evidence-Based Interventions

Least Effective

*Negative, Punitive*

Aversives  
ISS OSS

Behavior Reduction:  
Response Cost  
Timeout

Differential Reinforcement

Conferencing Token Economy  
Behavioral Contracts  
GRP Contingencies

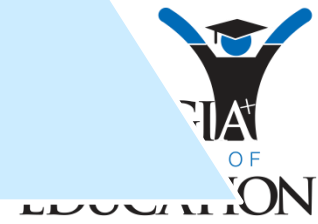
Signal Control Precorrection  
Enhancing Engagement  
Multiple Opportunities To Respond

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

Most Effective

(Colarusso & O'Rourke, 2007)

*Positive Behavior Supports, Teaching*



# 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

<b>Focus</b>	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).
<b>Intervention</b>	Beh Ed. Program: Check-in/Check-out- CICO; Evidence Based Tier 2 Behavioral Intervention
<b>Grouping</b>	15-20 students participating in CICO with daily check in/out with Coordinator; each student has points card, goals
<b>Time</b>	Students C/I C/O 2-5 min before and at end of school, one weekly/biweekly meeting to review progress with C/I Coord.
<b>Assessment</b>	Progress monitoring- Beh tally weekly as indicated in CICO Excel- graphing DVD
<b>Provider</b>	Teachers with follow-up/support by CICO Coordinator, Coaching Support by School Psychologist, social wker, school counselor...
<b>Setting</b>	All classes and school wide
<b>Fidelity</b>	Direct observation by CICO Coordinator using CICO fidelity checklist every two weeks; C/I Team reviews data weekly

**Student Recommended for CI/CO  
(7 > ODR; ISS, teacher rec)**

**CI/CO Implemented**

Morning  
Check-In

CI/CO Coordinator  
Summarizes Data  
for Decision Making

Parent  
Feedback

Regular Teacher  
Feedback

Regular Meetings  
to Assess Student  
Progress

Afternoon  
Check-Out

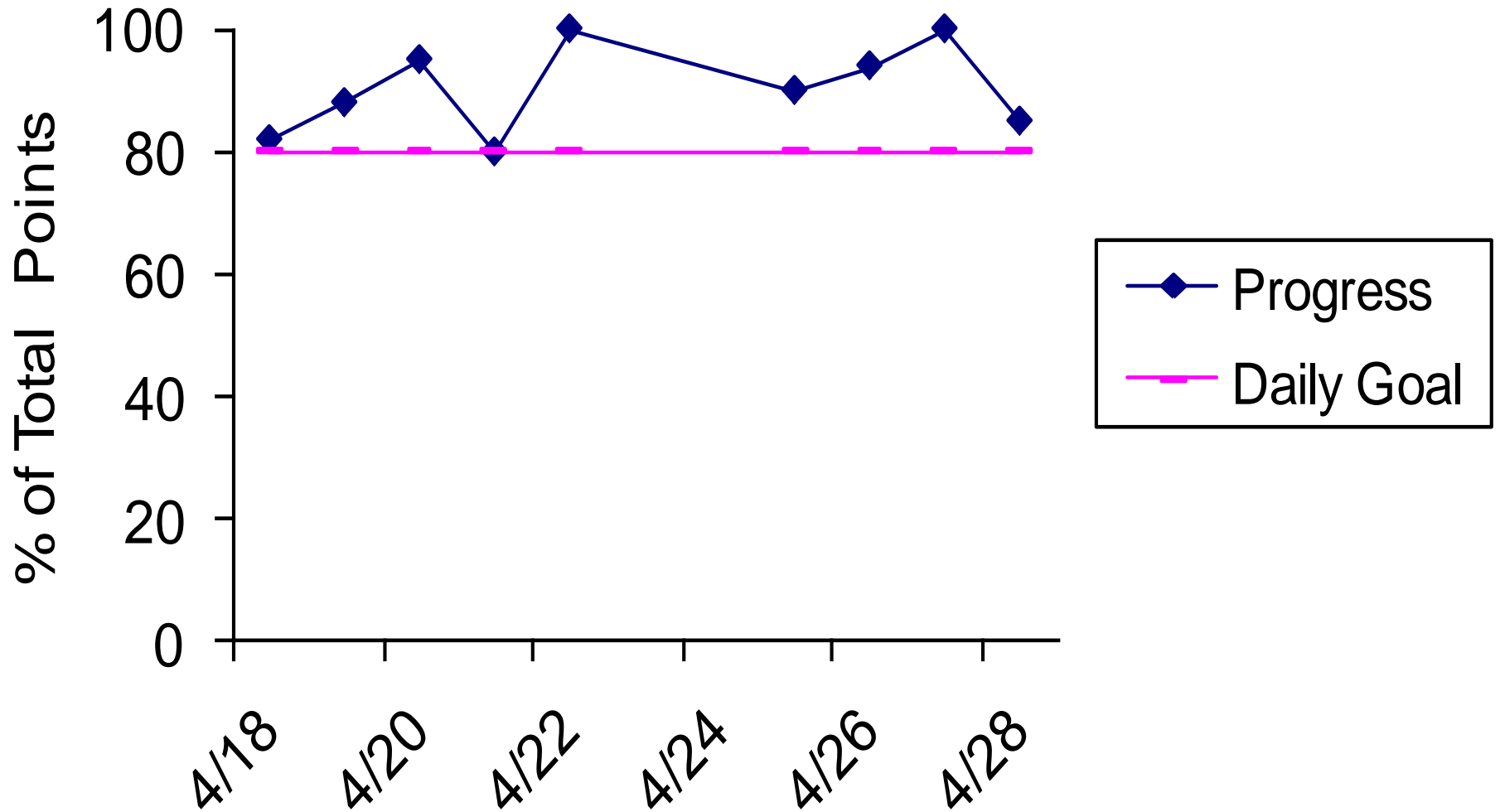
Revise  
program or consider FBA / SST

Back to Tier 1

# KENNEDY CARD

			Name _____		
Materials to Class	Worked and Let Others Work	Followed Directions		Teacher	Parent
2 1 No	2 1 No	2 1 No	<b>Assignments:</b> _____ Wow, _____		
2 1 No	2 1 No	2 1 No	<b>Assignments:</b> _____ Wow, _____		
2 1 No	2 1 No	2 1 No	<b>Assignments:</b> _____ Wow, _____		
2 1 No	2 1 No	2 1 No	<b>Assignments:</b> _____ Wow, _____		
2 1 No	2 1 No	2 1 No	<b>Assignments:</b> _____ Wow, _____		
2 1 No	2 1 No	2 1 No	<b>Assignments:</b> _____ Wow, _____		
			= _____      Goal = 36		

# Brad's CI/CO Progress Monitoring Data



*“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 8<sup>th</sup> grade”*

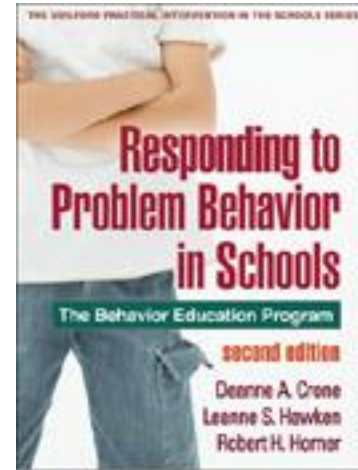
**Emanuel S. – repeating  
8th grade - 15 years old – in  
danger of repeating again by  
early November 2006 (Miblisi,  
MiDOE)**

# Manual on How to Implement the BEP

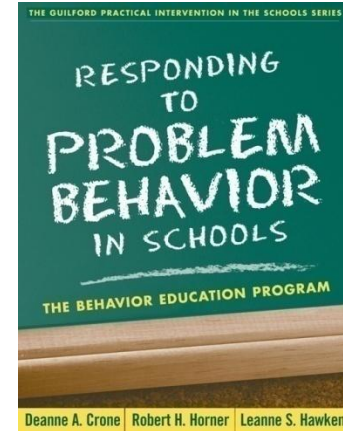
- Crone, Horner, & Hawken (2009). *Responding to Problem Behavior in Schools: The Behavior Education Program: Second Edition*. New York, NY:

Guilford Press

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



**Second  
Edition**



**First  
Edition**

**Free Web resource**

**[www.ed.utah.edu/~hawken\\_1/bep.htm](http://www.ed.utah.edu/~hawken_1/bep.htm)**

**BEP graphing program**  
**Research on BEP**  
**Sample DPR forms**

**CICO forms**  
**Testimonials**





# A Tale of 3 Schools

# Research Tells Us.....

## 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)

School: \_\_\_\_\_ CICO Coordinator \_\_\_\_\_

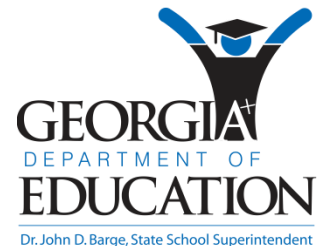
Observer: \_\_\_\_\_ Date and Day of Week: \_\_\_\_\_

<u>Program Elements/Non-negotiables</u>	<u>Evident</u>	<u>Not Evident</u>
BEP Coordinator has received training. Date _____	<input type="checkbox"/>	<input type="checkbox"/>
BEP School training has been provided to staff (circle documentation: handouts; list trainer) Date _____	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of consistent face-to-face check-out with the student (1- 3 minutes on average).	<input type="checkbox"/>	<input type="checkbox"/>
Direct observation of (circle all that apply): Check-in Check-out	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of CICO Team meeting weekly/biweekly to review data and goal targets, data trends, adjustments. BEP Coordinator organizing team meetings/follow-up.	<input type="checkbox"/>	<input type="checkbox"/>
BEP forms completed consistently. If missing data points/dates/periods explanation is documented on form.	<input type="checkbox"/>	<input type="checkbox"/>
Documented consistency in delivery of rewards/incentives.	<input type="checkbox"/>	<input type="checkbox"/>
Inputting data into excel program and printing out graphs.	<input type="checkbox"/>	<input type="checkbox"/>
Initial Parent Permission Form signed (by parent or legal guardian only) granting participation in BEP/CICO (written-documentation in student file).	<input type="checkbox"/>	<input type="checkbox"/>

**TOTAL Present** \_\_\_\_\_ /10 **% Fidelity** \_\_\_\_\_

Monthly discipline data to DH (ISS/OSS) Evident  Not Evident

Notes:



# 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

**Focus** 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) .

**Intervention** 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)

**Grouping** Individualized BIP with interventions (Talk Ticket Intervention, Behavior Contract)

**Time** Daily during PE and Math classes where targeted behavior problems have been identified

**Assessment** Progress monitoring- Beh tally as indicated in Behavior Contract (student tallies) and Talk Ticket Intervention (teacher checklist)

**Provider** SST Case Mgr, Teachers with Coaching/follow-up support by Behavior Specialist (School Counselor, Sch. Psych., Interv. Specialist...)

**Setting** All classes, school-wide

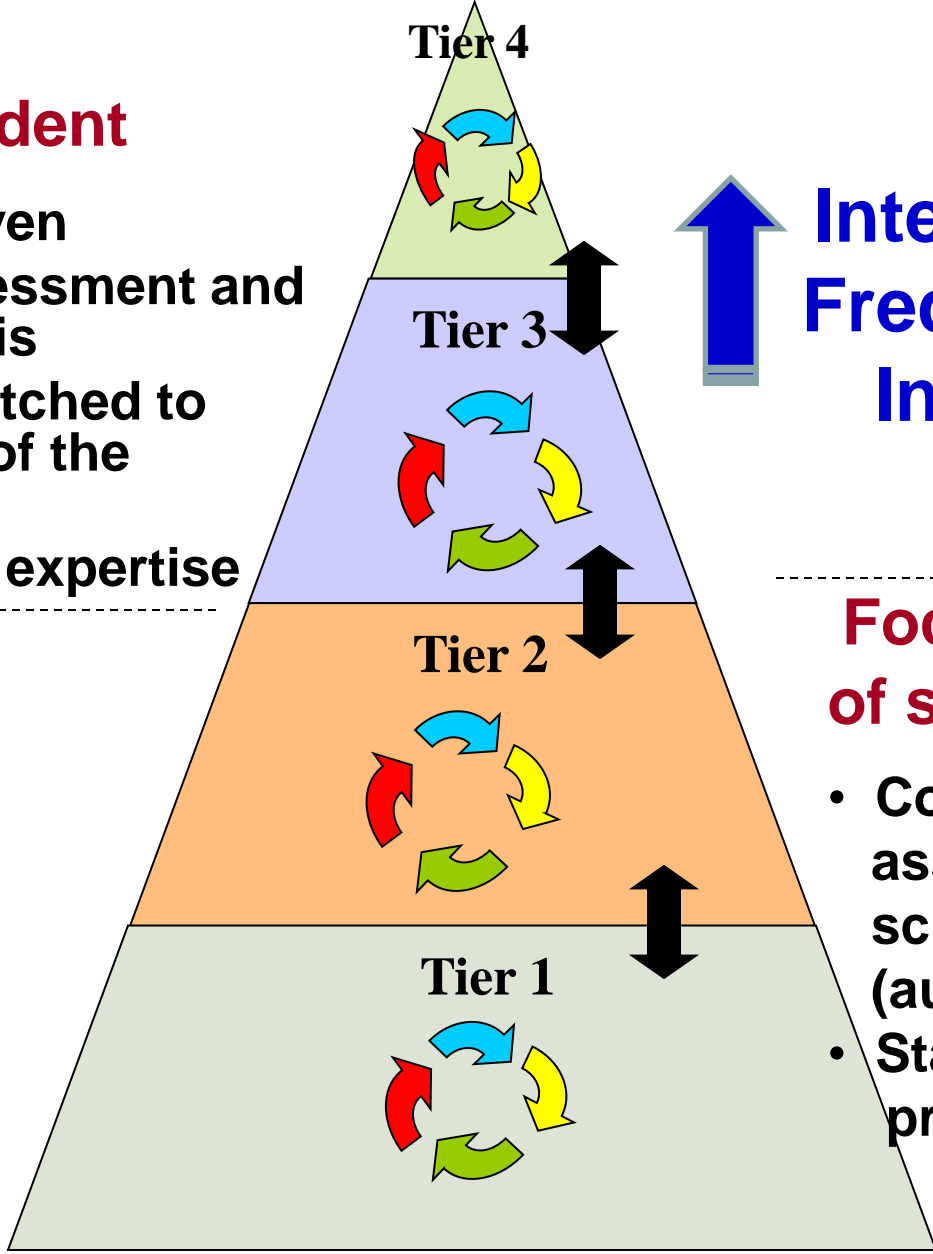
**Fidelity** Direct observation by school counselor ( or behavior specialist, interv, swker, psych...) using checklist every two weeks.

# TIER 4 INTERVENTION: Behavioral Example

<b>Focus</b>	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) .
<b>Intervention</b>	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)
<b>Grouping</b>	Individualized BIP with interventions (Managing Escalation Intervention, Behavior Contract)
<b>Time</b>	Daily during Language Arts, Math classes, bus transition where targeted behavior problems have been identified
<b>Assessment</b>	Progress monitoring- Beh tally as indicated in Behavior Contract (stu tallies) and Managing Escalation Intervention (Self ctrl sheets)
<b>Provider</b>	Sped. Teacher/case mgr, Teachers with Coaching/follow-up support by Behavior Specialist (School Counselor, Sch. Psych., Interv. Specialist, Sch Swker...)
<b>Setting</b>	All classes, school-wide
<b>Fidelity</b>	Direct observation by school counselor ( or behavior specialist, interv, swker, psych...) using checklist every two weeks.

# Focus on the individual student

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



**Intervention Frequency & Intensity**

---

# 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.)  
<http://www.sharingsuccess.org/code/eptw/profiles/48.html>
- **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.)  
<http://www.proedinc.com/customer/productView.aspx?ID=625>
- **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](http://www.aggressionreplacementtraining.org)
- **I Can Problem Solve**, Myrna Shure, Aggression, Emotionality, Withdrawal, Rejected [www.researchpress.com](http://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](http://www.lifeskillstraining.com)
- **Peace Education Foundation, Conflict Resolution Programs**  
Peer Mediation, Crisis Management,  
<http://www.peaceeducation.com>

# More Behavioral Rtl 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)

– **Second Step**, Violence Prevention Curriculum, <http://www.cfchildren.org>

– **Skill Streaming**, A. Goldstein & E. McGinnis, Prosocial Skills, Stress Coping, Friendship Building, Sharing <http://www.skillstreaming.com>

– Parent resources, books on emotional self-regulation for children etc. <http://www.nj.gov/education>

– Kutash, K., Duchnowski, A. J., & Lynn, N. (2006). *School-based mental health: An empirical guide for decision makers*. Tampa, FL: University of South Florida. Louis De la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research & Training Center for Children's Mental Health. <http://rtckids.fmhi.usf.edu>



# 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](mailto:goconnell@doe.k12.ga.us)

Website:

**[http://www.gadoe.org/ci\\_exceptional.aspx?PageReq=CIEXCPBS](http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCPBS)**



## Curriculum, Instruction and Assessment **Special Education Services and Supports**

Supporting educational programs designed to meet the unique needs of students with disabilities.

### DIVISIONS

- ◆ [Federal Programs](#)
- ◆ [School Improvement](#)

### CONTACT INFORMATION

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◆ [goconnell@doe.k12.ga.us](mailto:goconnell@doe.k12.ga.us)

◆ [Staff Contact List](#)

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## 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

### CALENDAR

- ◆ [2010-2011 PBIS Calendar](#)

### COACHES RESOURCES

- ◆ [On-site PBIS Walkthrough](#)
- ◆ [Coach Contact Form](#)
- ◆ [Coaches Roles and Responsibilities](#)
- ◆ [District Coordinator Expectations and Responsibilities](#)
- ◆ [PBIS Team Mtg Eval](#)

### RESOURCES

- ◆ [PBIS Surveys](#)
- ◆ [Understanding Behavior: An Interactive Tutorial](#)
- ◆ [Quick Facts](#)
- ◆ [How much time do you spend on discipline? \(Cost/Benefit Analysis Tool\)](#)
- ◆ [Archived GaDOE PBIS Illuminates](#)

» More

# RTI Assessment : Universal Screening & Progress Monitoring

**National Center on Student Progress Monitoring**

<http://www.studentprogress.org/>

**Research Institute Progress Monitoring**

[www.progressmonitoring.org](http://www.progressmonitoring.org)

**National RTI Center**

[www.rti4success.org/](http://www.rti4success.org/)

**Intervention Central**

[www.interventioncentral.org](http://www.interventioncentral.org)

**SWIS** [www.swis.org](http://www.swis.org)

# Federal and State Guidance Research and Evidence Based Resources

## US DOE What Works Clearinghouse

[www.w-w-c.org/](http://www.w-w-c.org/)

## Promising Practices Network

[www.promisingpractices.net](http://www.promisingpractices.net)

## Best Evidence Encyclopedia (Johns Hopkins)

[www.bestevidence.org](http://www.bestevidence.org)

**Georgia DOE** [www.gadoe.org](http://www.gadoe.org) and SERVE

RTI Guidance

Series: Using Research to Select Interventions Archived Web



# Overview of the 9 Sessions

1	2	3	4	5	6	7	8	9
<b>Series Introduction &amp; Overview</b>	<b>Scientifically Based Research (SBR) &amp; Evidence-Based Decision-Making (EBDM)</b>	<b>Education Research &amp; Determining "What Works"</b>	<b>Putting Research to Daily Use: Critiquing Research Studies</b>	<b>State of Research on RTI Math: What do we know? What do we not know?</b>	<b>State of Research on RTI Reading: What do we know? What do we not know?</b>	<b>Putting Research to Daily Use: Reviewing Interventions</b>	<b>Fidelity of RTI Implementation</b>	<b>Promising Progress</b>  Looking forward
9/10	9/17	10/1	10/15	10/28	11/5	11/19	12/3	12/9
<p><i>Invited</i> GA Supt. of Schools Kathy Cox Welcome</p> <p>Dr. Tessie Rose National Center on RTI</p> <p><b>Participants will:</b> - understand RTI in GA &amp; the implications for using ARRA funds for RTI - gain an overview of the entire webinar series</p>	<p>GaDOE and REL-SE staff introduce SBR &amp; EBDM</p> <p><b>Participants will:</b> - understand what the EBDM Cycle and SBR are and why are they important - share team expectations for the rest of the series</p>	<p>REL-SE presentation of the types of education research methods</p> <p><b>Participants will:</b> - 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"</p>	<p>REL-SE presentation of <i>Critical Review Protocol for Studies on Interventions</i></p> <p><b>Participants will:</b> - understand how to assess the rigor and findings of studies on interventions they are considering implementing or creating - practice using the <i>Protocol</i> with research studies relevant to Ga. educators</p>	<p>Dr. Sybilla Beckmann gives an overview of the <i>IES Math Practice Guide</i> -Q&amp;A</p> <p><b>Participants will:</b> - learn the findings and recommendations of in the Guide - discuss implications for practice with a national research expert (co-author of the Guide, professor of mathematics at the University of Georgia)</p>	<p>Dr. Carol Conner gives an overview of the <i>IES RTI Reading Practice Guide</i> -Q&amp;A</p> <p><b>Participants will:</b> - learn the findings and recommendations of in the Guide - discuss implications for practice with a national expert (co-author of the Guide, professor at Florida State University, Florida Center for Reading Research)</p>	<p>REL-SE presentation of <i>Intervention Review Protocol</i></p> <p><b>Participants will:</b> - understand how to review an intervention's desired outcomes, evidence of effectiveness, features, and implementation issues - determine if an intervention meets their students' and system's needs - practice using the <i>Protocol</i> with an intervention relevant to GA</p>	<p>Dr. Joe Witt, Professor Emeritus LSU - video</p> <p><b>Participants will:</b> - learn about fidelity of implementation from a national expert - gain tips on how to monitor the fidelity of implementation of interventions - reflect on current practice at their sites and problem-solve</p>	<p>Presentations of <i>promising progress</i> from GA schools and districts</p> <p><b>Participants will:</b> - 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</p>

# How to access the 9 webinars and participant handouts



[http://www.doe.k12.ga.us/ci\\_services.aspx?PageReq=CIServRTI](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)

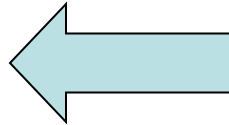
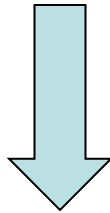
## Removed from Class

Behavior Contracting  
Conferencing  
Precorrection

## Challenging Behavior

Token Economy  
Differential Reinforcement  
Group Contingencies

Goal: Positive Behavior  
& Academic Interventions



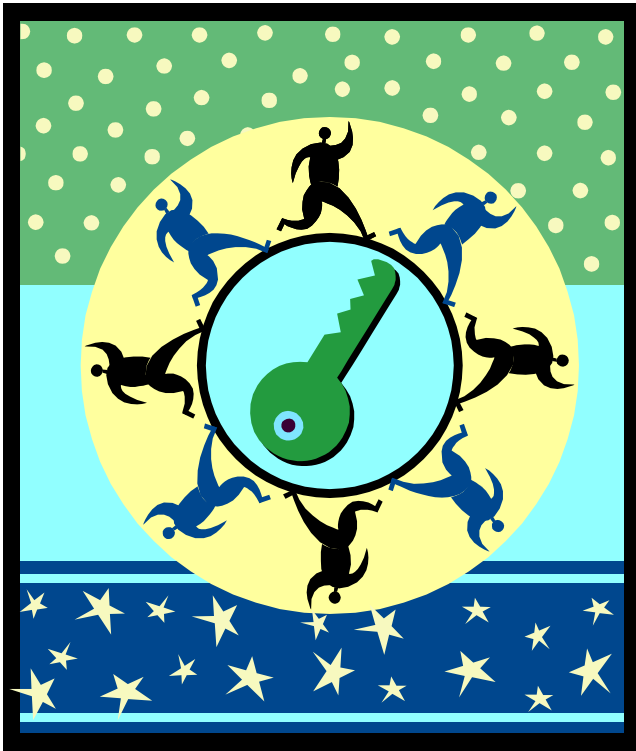
## Fall Behind Academically

*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](mailto:pfreer@doe.k12.ga.us)**