RTI & Behavior: Strategies for K-12:
Applying the RTI Logic to Implementing PBIS at Tiers 1, 2 and 3

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University of Oregon
Agenda

RTI and Behavior: Integrating Behavioral and Academic Supports

• Welcome and introductions
• Overview of RtI for Behavior Support
• The challenge of problem behavior in schools
• Relationship of problem behavior to academic failure
• Building your RtI Intervention Menu for Behavior Support
  • Tier 1, 2, and 3!
• Universal screening: what students in what tier?
• Progress Monitoring and Data-based Decision Making
  • Tier 1 Behavior Supports
  • Tier 2 Behavior Supports
  • Tier 3 Behavior Supports
• Planning to implement the system
“Big Ideas” of RTI and Behavior Support (AKA PBIS)

- **Multiple tiers of behavior support**
  - Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.

- **Evidence-based/scientifically-validated interventions**
  - Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.

- **Universal, proactive screening**
  - Refers to a systematic process of detecting a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.
“Big Ideas” Continued....

- **Progress monitoring**
  - Refers to the practice that is used to assess students’ academic or behavioral performance and evaluate the effectiveness of instruction.

- **Problem-solving**
  - Refers to the dynamic and systematic process that guides the Behavior Support Team’s behavior in (a) identifying the problem, (b) analyzing the problem, (c) developing a plan of action, (d) implementing the plan, and (e) evaluating the outcomes of the plan.

- **Data-based decision-making**
  - Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to intensify, keep in place, or remove particular interventions or supports.

- **Treatment integrity assessment**
  - Refers to the notion that interventions or supports being implemented in an RTI model for behavior should be implemented as intended to enable appropriate and legally defensible decision-making.
The Proper Mission and Role of Today’s Schools

- Develop the social and academic skills of all students—including at-risk students
- Teach academic readiness and reading skills that support academic engagement-achievement
- Teach social skills that support socially effective behavior (self control, self regulation, social reciprocity)
Challenging Behaviors

- Exist in every school and community (always will)
- Vary in intensity and frequency
  - Mild to Violent
- Are associated with a variety of risk factors (no single pathway)
- Present our greatest public health problem!
On any given day 1 in 5 of your students will be:

- Having a problem
- Getting over a problem
- Getting ready to have a problem
ZITS

WE HAVEN'T SEEN YOU FOR A WHILE, PIERCE.

I KNOW.

I'VE BEEN ATTENDING COMPELLARY OPPORTUNITY SESSIONS DESIGNED TO REDIRECT BEHAVIORS THAT ARE INTERFERING WITH MY POTENTIAL FOR SUCCESS.

WOW!

WHEN DID THEY STOP CALLING IT "DETENTION"?

WHEN THE PRINCIPAL GOT HIS PH.D.
The Challenge

- Exclusion and punishment are the most common responses to behavior problems in schools.
  - Lane & Murakami, (1987)
  - Rose, (1988)
  - Nieto, (1999)

- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
  - Costenbader & Markson (1998)
Questions to ask

• How can we make the behavior support process

• Help students accept responsibility?

• Place high value on academic engagement and achievement?

• Teach alternative ways to behave?

• Focus on restoring the environment and social relationships in the school?
RTI

- Response to Intervention has become a major stimulus for discussion and action in schools.
- Educators are focusing on the RTI language in IDEA, especially in relation to the identification and support of students with possible learning disabilities.
- Schools are increasingly adopting the RTI logic to organize and deliver both academic and behavioral support for all students.
Response to Intervention

✨ What?

➢ Change in behavior as a function of intervention
  ➢ Cognitive, Behavioral, Social Learning and ?????

✨ Why?

➢ We need to decide whether to maintain, modify, intensify or withdraw an intervention

✨ So What?

➢ Academics and Behavior
Why RTI?

 Many students struggle academically and exhibit problem behaviors.

 Some students will misbehave because they “won’t do it,” and others will because they try and “can’t do it.”

 Behavior and academic success are intimately connected and need to be intelligently addressed—together
Reading/Literature Performance by # Office Discipline Referrals - 2004-05

Three-tiered Model of Behavioral and Academic Support Systems

Academic Support Systems

Targeted and Indicated Interventions
• Individual Students
• Frequent assessments
• Individualized supports
• Evidence-based practices

Selected Interventions
• Some students (at-risk)
• Group and individual supports
• Default strategies
• Frequent Assessments
• Evidence-based practices

Universal Interventions
• All students, all subjects
• Preventive
• Frequent Assessments
• Evidence-based practices

Behavioral Support Systems

Targeted and Indicated Interventions
• Few Students
• Functional Assessment-based
• Individualized supports
• Evidence-based practices

Selected Interventions
• Some students (at-risk)
• Group and individual supports
• Default strategies
• Frequent Assessments
• Evidence-based practices

Universal Interventions
• All settings, all students
• Prevention focus
• Frequent Assessments
• Evidence-based practices
Targeted/Intensive
(High-risk students)
Individual Interventions
(3-5%)

Selected
(At-risk Students)
Classroom & Small Group Strategies
(10-20% of students)

Universal
(All Students)
School-wide, Culturally Responsive Systems of Support
(75-85% of students)

- Intensive academic support
- Intensive social skills teaching
- Individual behavior management plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around) services
- Alternatives to suspension and expulsion
- Community and service learning

- Increased academic support and practice
- Increased social skills teaching
- Self-management training and support
- School based adult mentors (check in, check out)
- Parent training and collaboration
- Alternatives to out-of-school suspension
- Community and service learning

- Effective Academic Supports
- School wide social skills teaching
- Teaching school behavior expectations
- Effective classroom management
- Active supervision and monitoring in common areas
- Positive reinforcement systems
- Firm, fair, and corrective response to problem behavior
- Community and service learning
Selected
(At-risk Students)
Classroom & Small Group Strategies
(10-20% of students)

Universal
(All Students)
School-wide, Culturally Relevant Systems of Support
(75-85% of students)

Targeted/Intensive
(High-risk students)
Individual Interventions
(3-5%)

Adapted from:
Sprague & Walker, 2004
<table>
<thead>
<tr>
<th>Intervention Intensity</th>
<th>Intervention</th>
<th>How are students Selected to Receive This Intervention?</th>
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<td>Targeted/Intensive (Few)</td>
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<td>Selected (Some)</td>
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<tr>
<td>Universal (All)</td>
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Universal Screening

- Process of *finding the right customers*

- **Multiple-Gating**: Series of progressively more complex assessment procedures to identify students in need of more intensive services
  - Teacher nominations
  - Brief behavior rating
  - Team confirmation
    - Records review
    - Direct observation
    - Progress monitoring
Universal screening using office discipline referrals

**Advantage**
- Most schools track these already

**Disadvantages**
- “wait to fail”
- Misses “internalizers”
- Teacher/system bias
Previous Years Discipline data

1. Who should be on an intervention when school starts?
2. Who should we monitor carefully?
3. Who requires a new intervention/evaluation?

Decision Rule
FIGURE 1.3. Model of interpersonal social-behavioral competence within school settings.
Universal screening using the “multi-gate” process

- **Three gate**
  - Nomination form
  - Brief behavior rating ONLY on nominated students
  - Go to records review and observations for students meeting criteria (for example, a higher score on the Sutter Eyeberg)
  - Risk is a child may not be “nominated”

- **Two gate**
  - Behavior rating for every child in the class
  - Go to records review and observation for students meeting criteria
  - Risk is teacher effort
Use of the rating scales for evaluation

- Both methods will allow longitudinal tracking of “at-risk” students if a consistent rating schedule is followed (recommended 3X/year)

- Corroborating evidence can be found in archival records such as office referrals, suspensions, attendance (individual), grades

- The “three-gate” is lower teacher effort

- The “two gate” is higher teacher effort
Sample screening instruments

- Behavioral and Emotional Rating Scale
  - www.proed-inc.com

- Systematic Screening for Behavior Disorders
  - www.sopriswest.com

- Social Skills Rating Scale

- Walker Survey Instrument
  - www.duerrrevaluation.com
Progress Monitoring

- Progress monitoring is done best with “authentic” assessment that is sensitive to small changes in student social behavior

- Direct observation of student behavior
  - On/off-task, disruptive behavior, negative social interactions, alone time

- Daily Behavior Ratings
Direct Behavior Ratings

- **How can I use a DBR in communication?**
  Select relevant target behaviors, and then when and how ratings will be completed.

- Determine with whom information will be shared, which might include parent(s), teacher, child, and/or counselor.

- Establish how often information will be shared, which might be daily or weekly.

- Decide if you want to simply provide the information (school-home) or if you want to establish a communication loop (school-home-school).

- Don't forget to follow-through as questions arise!
Student: ______________________________

Date of Rating: ________________________

Time of Rating: ________________________

➢ Raising Hand Appropriately in Class: How descriptive or true is this item of the student?

<table>
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<tr>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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➢ Uses Verbal Aggression: How descriptive or true is this item of the student?

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<th>Somewhat</th>
<th>Very Much</th>
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➢ Overall Rating: The student’s behavior was better today than before we implemented the support plan (0 = totally disagree, 9 = strongly agree)

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Comments:
Self Management Checklist or School Home Note Sample

Student Name: _________________________ Date: _________________________

Behavior Goals:
1. Arrive on time  
2. Complete work  
3. Stop and Listen

**Allow student to rate her behavior first. Then initial if you agree.**

<table>
<thead>
<tr>
<th></th>
<th>Arrive on Time</th>
<th>Complete work</th>
<th>Stop and Listen</th>
<th>Teacher Initial</th>
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<tbody>
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<td>Morning Check In</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
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<tr>
<td>Math</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td></td>
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<tr>
<td>Reading</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
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<tr>
<td>Social Studies</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
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<tr>
<td>Lunch</td>
<td>Yes/No</td>
<td>n/a</td>
<td>Yes/No</td>
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<td>Language arts</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
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<td>Music</td>
<td>Yes/No</td>
<td>Yes/No</td>
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<td>Science</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
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<tr>
<td>Afternoon Check Out</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
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</tbody>
</table>

**Total for Goal**  
/9 /9 /9 /9

Reward:

Parent Signature and Date:

__________________________________________________
Implementing and Integrating Three Tiers of Support
Tier 1 for All: Universal Supports in All Settings

- Most students respond to basic positive behavior supports
  - Even more when combined with a multi-level academic model
- Primary prevention is the goal (prevent onset)
- Initial level of resistance/response to intervention
# Tier I Process

<table>
<thead>
<tr>
<th>Component</th>
<th>Content</th>
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<tbody>
<tr>
<td>Student Focus</td>
<td>All students in general education</td>
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<tr>
<td>Program</td>
<td>School-wide PBS combined with classroom management</td>
</tr>
<tr>
<td>Time</td>
<td>All day, everyday</td>
</tr>
<tr>
<td>Assessment</td>
<td>Screening 3-4 times per year</td>
</tr>
<tr>
<td>Interventionist</td>
<td>General education classroom teacher and support staff</td>
</tr>
<tr>
<td>Setting</td>
<td>All school settings (primarily general ed. classroom)</td>
</tr>
</tbody>
</table>
Implementation Practices

- Train and support a representative team
  - Principal actively leads and facilitates
- Set time to plan and continuously improve
  - Set school-wide expectations
  - Set a plan to teach expected behavior
  - Set a plan to recognize expected behavior and actively supervise
  - Provide firm but fair behavioral corrections
- Use data (student and staff behavior) to make decisions and give/seek feedback to/from staff
  - Program outcomes (Office referrals, suspensions, expulsions)
  - Intervention fidelity (consistency and quality of implementation)
Tier II Process

- **Goal**
  - To support individual students who continue to exhibit challenging behaviors without removing them from general education setting

- **Candidate Students**
  - Students who are detected by the universal screening process

- **Behavior supports**
  - Self-management strategies; Behavioral contracting; School-home note system; Check in/Check out; Basic classroom alterations; Behavior specific praise
  - Tier I supports are still implemented

- **Duration**
  - Minimum 3-4 weeks of implementation

- **Implementer**
  - Behavior support team and general education teacher
Option 1:
Teaching Students to Self-Manage Their Behavior
AKA Check in/out/Self Management/School Home Notes
**Best Behavior:**

**Vacation Shore House To-Do List**

1. Sleep late
2. Eat junk food
3. Read tabloids
4. Veg out

Nothing gets done if you don’t write it down.

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**MuttsComics.com**
Why Teach Self-Management?

• It’s Practical
• An effective curriculum adaptation
• A way to make "thinking" overt
• A way to replace adult mediated behavior
• Promotes independence and positive behavior now and in the future
• Can minimize interactions during classroom routines
Self Management Checklist or School Home Note
Sample

Student Name: _________________________ Date: ____________________

Behavior Goals:

1. Arrive on time
2. Complete work
3. Stop and Listen

Allow student to rate her behavior first. Then initial if you agree.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Arrive on Time</th>
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<td>Social Studies</td>
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<td>Lunch</td>
<td>Yes/No</td>
<td>n/a</td>
<td>Yes/No</td>
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<td><strong>Total for Goal</strong></td>
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Reward:

Parent Signature and Date: ____________________________________________
HAWK Report

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<tr>
<th>Date __________</th>
<th>Student _________________________</th>
<th>Teacher _________________________</th>
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0 = No
1 = Good
2 = Excellent

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<th>Be Your Personal Best</th>
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<td>Keep hands, feet, and</td>
<td>Use kind words and actions</td>
<td>Follow directions</td>
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Total Points =
Points Possible = 50

Today ________________%  
Goal ________________%


Option 2: Adapt curriculum and instruction to reduce problem behavior

- Describe classes of adaptation that can prevent problem behavior
- Outline a process for adapting curriculum and instruction
- Develop and adapt a classroom lesson to prevent problem behavior
Assumptions About Curriculum Adaptation

A. We have to meet the student at his/her current level of performance.

B. Poorly adapted instruction is difficult or boring instruction

C. Difficult or boring instruction is aversive!

D. Aversive instruction promotes problem behavior

- Too much behavior (errors, acting out)
- Not enough behavior (inaccurate, poor quality, withdrawal or lack of effort)
<table>
<thead>
<tr>
<th>Change the Context</th>
<th>Change the Presentation</th>
<th>Change Behavior Expectations and Consequences</th>
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<tr>
<td><strong>Precorrect Errors</strong></td>
<td><strong>Task Difficulty</strong></td>
<td></td>
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<tr>
<td>Give extra practice for</td>
<td>Adapt the skill level, problem type, or rules to</td>
<td></td>
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<tr>
<td>errors you anticipate</td>
<td>increase accuracy (&gt;75%).</td>
<td></td>
</tr>
<tr>
<td>before instruction.</td>
<td>Allow use of a calculator to figure math problems; simplify</td>
<td></td>
</tr>
<tr>
<td></td>
<td>task directions; change rules for a game; present more</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learned material with new.</td>
<td></td>
</tr>
<tr>
<td><strong>Level of Participation</strong></td>
<td><strong>Task Size</strong></td>
<td></td>
</tr>
<tr>
<td>Adapt the extent to which</td>
<td>Adapt the number of items that a learner is expected to</td>
<td></td>
</tr>
<tr>
<td>a learner is actively</td>
<td>complete or master.</td>
<td></td>
</tr>
<tr>
<td>involved in a task or</td>
<td><strong>Output Method</strong></td>
<td></td>
</tr>
<tr>
<td>activity.</td>
<td>Adapt how the learner can respond to instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instead of answering questions in writing verbal response;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>use a communication book; demonstrate knowledge with hands on</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Alternate Goal</strong></td>
<td></td>
</tr>
<tr>
<td>Adapt the goals or</td>
<td>Adapt the way instruction is delivered to the learner.</td>
<td></td>
</tr>
<tr>
<td>expectations while using</td>
<td><strong>Input Method</strong></td>
<td></td>
</tr>
<tr>
<td>the same materials.</td>
<td>Use different visual aids; use concrete examples; use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hands-on activities; place students in cooperative groups.</td>
<td></td>
</tr>
<tr>
<td><strong>Substitute Curriculum</strong></td>
<td><strong>Level of Support</strong></td>
<td></td>
</tr>
<tr>
<td>Provide different</td>
<td>Increase the amount of personal assistance provided to the</td>
<td></td>
</tr>
<tr>
<td>instruction and materials.</td>
<td>learner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assign peer tutors, teaching assistants, or cross-age</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tutors</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Remove or Restrict</strong></td>
<td></td>
</tr>
<tr>
<td>Provide different instruction and materials.</td>
<td>Take away desired objects or activities while behavior is observed.</td>
<td></td>
</tr>
<tr>
<td>During a written language test, one learner is practicing computer skills.</td>
<td>Restrict access to the computer at break when the student doesn't complete the assigned task.</td>
<td></td>
</tr>
</tbody>
</table>
Seven Steps for Adapting Curriculum and Instruction

A. Select subject area
B. Select the topic
C. Identify the goal for most learners
D. Develop the lesson plan for most learners
E. Identify learners who will need adaptations in curriculum or instruction
F. Choose an appropriate mix of adaptations
G. Evaluate the effectiveness of the adaptations
Adapting Instruction to Minimize Problem Behavior
And Maximize Student Success

1. Select the subject area (and grade level) to be taught:
   Reading    Math    Science    Social Studies    Writing    Music    Health    P.E.    Art
   Other __________
   Grade level:___________

2. How will the lesson be taught (on one day)?
   What is the format (e.g., whole class, small group, individual)?
   What will students do?
   _____ Permanent products (e.g., worksheets)    _____ Listen
   _____ Seat work    _____ Cooperative Group Activity    _____ Other

3. Describe the instructional plan for most learners: As teacher, I will (list learner objectives and activities)
   ___________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

4. Identify the student(s) who will need adaptations in the curriculum or instructional plan in order to reduce problem behavior and enhance learning and participation
   Student Name_______________________

5. Provide a summary statement regarding the student with problem behavior:

<table>
<thead>
<tr>
<th>When (the predictor) happens...</th>
<th>Student Performs (behavior), in order to get/avoid (attention, the task, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Now use "Twelve types of Adaptations" as a means of thinking about some ways you could adapt what or how you teach to support this learner for this lesson. Try to put one idea in each box. Some strategies may overlap.

<table>
<thead>
<tr>
<th>Precorrection</th>
<th>Task Difficulty</th>
<th>Time to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Participation</td>
<td>Task Size</td>
<td>Output Method</td>
</tr>
<tr>
<td>Alternate Goal</td>
<td>Input Method</td>
<td>Increase Rewards</td>
</tr>
<tr>
<td>Substitute Curriculum</td>
<td>Level of Support</td>
<td>Remove/Restrict Opportunities</td>
</tr>
</tbody>
</table>
Option 3: Direct Social Skills Teaching

- Teach new “teacher, peer and school adjustment” skills
- Replace “competing” misbehaviors
| **Social Skill Strengths**: student knows and uses social skills consistently and appropriately | ✓ Reinforce to maintain desired social behavior  
✓ Use student as a model for other students |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td>✓ Use behavior techniques to increase student practice and performance of desired social behavior</td>
</tr>
<tr>
<td><strong>Frequency or Maintenance</strong></td>
<td>✓ Provide extensive opportunities to practice across a wide range of exemplars</td>
</tr>
<tr>
<td><strong>Acquisition</strong></td>
<td>✓ Direct instruction of the desired social behavior</td>
</tr>
</tbody>
</table>
| **Competing Problem Behaviors** | ✓ Use behavior techniques to reduce interfering behaviors  
✓ Collect further information (e.g. FBA - direct observations, interviews, comprehensive assessment of problem behaviors). |
Selecting & Grouping Students

- Consider
  - Experience and skill of trainer
  - Work space
  - Time available
  - Interpersonal dynamics between students
  - Groups of 3 to 6, 2 x per week for 45 – 60 mins
Instructional Approach

- **Tell** (coaching)
- **Show** (modeling)
- **Do** (role play)
- **Practice** (behavioral rehearsal)
- **Monitor Progress** (feedback)
- **Generalize** (apply in multiple settings)
Evidence Based Social Skill Programs

- **Social Skills Improvement System (SSIS)**
  - Early elementary; Upper elementary/middle
  - Elliot & Gresham, 2008
  - Screening (student/parent/teacher), integrity measures, student booklets, video clips, skill step cue cards, parent communication forms
  - Class wide Social Skills, Small Group
Evidence Based Social Skill Programs

- **Second Step**
  - Pre-K through middle school
  - Committee for Children
  - Self-regulation and problem solving. Pre-teach in small group before teaching to whole class.

- **Skillstreaming**
  - Early Childhood – Adolescent
  - Goldstein & McGinnis, 2005
  - five skill groups: Classroom Survival Skills, Friendship-Making Skills, Dealing with Feelings, Alternatives to Aggression, and Dealing with Stress
Evidence Based Social Skill Programs

- **Strong Teens**
  - Merrell, Carrizales, Feuerborn, Gueldner, Tran, 2007 (Brookes)
  - Secondary
  - scripts, sample scenarios and examples, creative activities, and "booster" lessons

- **Think First**
  - Larson, 2007 (Guilford)
  - Secondary
  - Consequential thinking, attribution rethinking, social problem solving
Case Example: Tier 2 Treatment Responder
Demographic Info

- **Grade:** 6th Grade
- **Ethnicity:** Caucasian
- **Gender:** Male
- **IQ:** Average range
- **Academics:** Below grade level in reading and math
- **Family history:** low SES, history of domestic violence, single parent household
- **Target behavior:** Negative social interactions with peers (arguing, name calling, teasing, putting hands on others)
Negative Social Interactions

Baseline

Tier II
Self-monitoring

Tier III
BSP + SST

M = 4.5

School NORM

Days

1/11/2012

Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
Negative Social Interactions

Baseline

Tier II
Self-monitoring

Tier III
BSP + SST

M = 4.5

M = 2.3

School NORM

Days

January 14, 2012 - February 16, 2012

Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
Negative Social Interactions

Days

Baseline
Tier II
Self-monitoring
Tier III
BSP + SST

School NORM

M = 4.5

M = 2.3

M = 0.8

14-Jan 15-Jan 16-Jan 17-Jan 18-Jan 19-Jan 20-Jan 21-Jan 22-Jan 23-Jan 24-Jan 25-Jan 26-Jan 27-Jan 28-Jan 29-Jan 30-Jan 31-Jan 1-Feb 2-Feb 3-Feb 4-Feb 5-Feb 6-Feb 7-Feb 8-Feb 9-Feb 10-Feb 11-Feb 12-Feb 13-Feb 14-Feb 15-Feb 16-Feb

1/11/2012

Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
Tier III for a Few: FBA-Based BSP and RBT

● 3-5% of all students who resisted prior tiers of supports
  ✴ Examination of progress monitoring data

■ FBA-based support
  ✴ Conduct FBA to identify variables maintaining problem behavior
  ✴ Alter environmental contingencies surrounding problem behavior

■ Weekly Replacement Behavior Training
Tier III Process

- **Goal**
  - To support 3-5% of students who resisted prior tiers of behavioral supports

- **Candidate Students**
  - Tier II students whose progress monitoring data indicated non-response to Tier I and Tier II supports

- **Behavior supports**
  - FBA-based behavior support plan combined with Replacement Behavior Training
  - Tier I supports are still implemented
  - Tier II supports may also be implemented

- **Duration**
  - Minimum 4-5 weeks of implementation

- **Implementer**
  - Behavior support team and school psychologist/counselor
Case Example: Tier 3 Treatment Resister
Demographic Info

- **Grade:** 5th Grade
- **Ethnicity:** Latino
- **Gender:** Male
- **IQ:** Low average range
- **Academics:** Below grade level in reading and math
- **Family history:** low SES, parented by great grandmother, history of drug abuse
- **Target behavior:** Disruptive classroom behavior (talking out loud and to self, getting out of seat, crying, noncompliance)
Disruptive Behavior Progress Monitoring Data for Non-responder

![Graph showing disruptive behavior observations across different tiers and time periods.]

Tier I: Baseline
Tier II: Default Classroom
Tier III: Function-based BSP plus Replacement Behavior Training

Local Student Average: M = 12.4
Disruptive Behavior Progress Monitoring Data for Non-responder

- **Tier I**: Baseline
- **Tier II**: Default Classroom
- **Tier III**: Function-based BSP plus Replacement Behavior Training

Local Student Average: M = 12.4

Observed Data:
- M = 13.4
Disruptive Behavior Progress Monitoring Data for Non-responder

- **Tier I**: Baseline
  - Frequency of Disruptive Behavior: M = 12.4

- **Tier II**: Default Classroom
  - Frequency of Disruptive Behavior: M = 13.4

- **Tier III**: Function-based BSP plus Replacement Behavior Training
  - Frequency of Disruptive Behavior: M = 12.6

**Local Student Average**

Data observed from 14-Jan to 1-Mar 2012.
Benefits of an RTI Approach

- Addresses the needs of all students with behavior problems
- Operationalizes eligibility criteria
- Uses data justify the presence of disability and need
- Reduces African American disproportionality (Marston et al., 2004)
- Improves educational outcomes
  - 95% of students respond well to combined academic and behavioral RTI program
Books and resources

- Institute on Violence and Destructive Behavior
  - [http://uoregon.edu/~ivdb/](http://uoregon.edu/~ivdb/)

- Iris Media
  - [http://www.irisEd.com/](http://www.irisEd.com/)

- Best Behavior: Building Positive Behavior Supports in Schools (Sprague & Golly, 2004)
  - [www.sopriswest.com](http://www.sopriswest.com)

- Safe and Healthy Schools: Practical Strategies (Sprague & Walker, 2005)
  - [www.guilford.com](http://www.guilford.com)

  - [www.shopLrp.com](http://www.shopLrp.com)

  - [https://www.earlyadolescence.org/system/files/Adolescent_Wellbeing_in_Oregon_Sept22_smallFinal_o.pdf](https://www.earlyadolescence.org/system/files/Adolescent_Wellbeing_in_Oregon_Sept22_smallFinal_o.pdf)

- LAUSD Foundation Discipline Policy
  - [http://notebook.lausd.net/portal/page?_pageid=33,911578&_dad=ptl&_schema=PTL_EP](http://notebook.lausd.net/portal/page?_pageid=33,911578&_dad=ptl&_schema=PTL_EP)