

Response to Intervention Behavior RTI-B

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Yarmouth School District

Tier 3

Intensive Supports
Behavior Plan
5-10%

Tier 2

Targeted Supports
Classroom teacher PLUS others
Lagging Behavioral Skills
10-15%

Tier 1

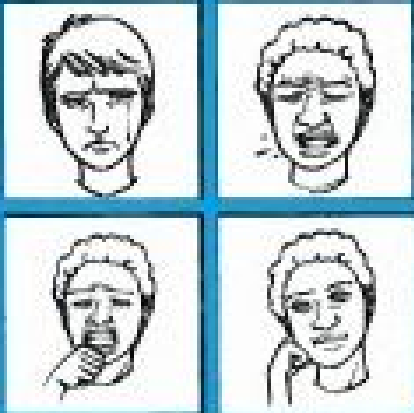
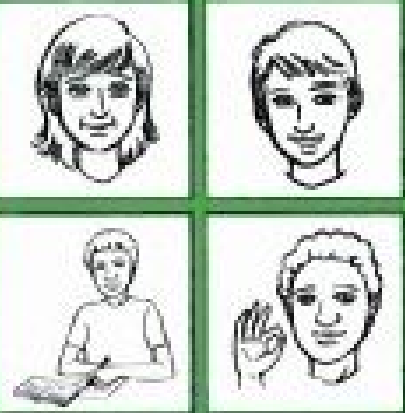
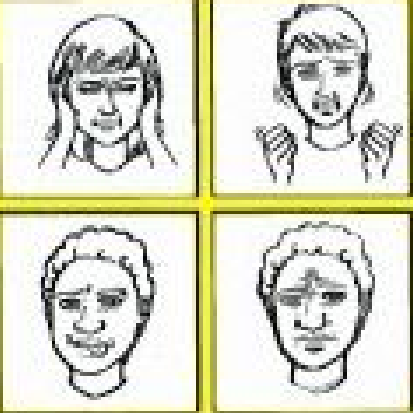
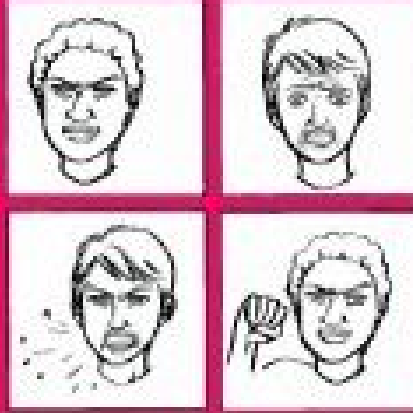
Responsive Classroom
Classroom Teacher
Differentiated Instruction
80-95%

RESPONSIVE CLASSROOM

The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping students build academic and social-emotional competencies day in and day out.

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

The **ZONES** of Regulation®

| | | | |
|---|--|---|---|
|  |  |  |  |
| <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p> | <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p> | <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p> | <p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p> |



Search ID: aban401

"Every day it's the same thing. My class starts out as Sesame Street and by three o'clock it ends up as Jerry Springer."

Overview of current system from 2012-2013

Step 1: Universal Screening (didn't have one)

*All teacher **self-reporting to someone???** Or Nobody???

Step 2: Validation

*Child Study Team meets, discusses challenging behaviors

Step 3: Identify/Implement Interventions

Step 4: Parent Communication

*Who communicates to parents? When? How Much?


Step 5: Progress Monitor

Step 6: Check Back / Review Interventions

*Continue...Discontinue....Revise....Further information

Current Areas of Need (back in 2013)

We need a Universal Screener because....

- We need to strengthen the support system
- Don't be a boiling frog! 
- We need to look at the entire grade and school
- It provides a benchmark for discussing behavioral challenges



**"I wouldn't say your son is a bad child.
He's gifted at disruptive behavior."**

What is the purpose of RTI-B?

For the School:

- Identify strengths and weaknesses within our classroom social/emotional curriculum.
- Create a safety net so that no child slips through the cracks
- Provides a more objective view point of ALL students.

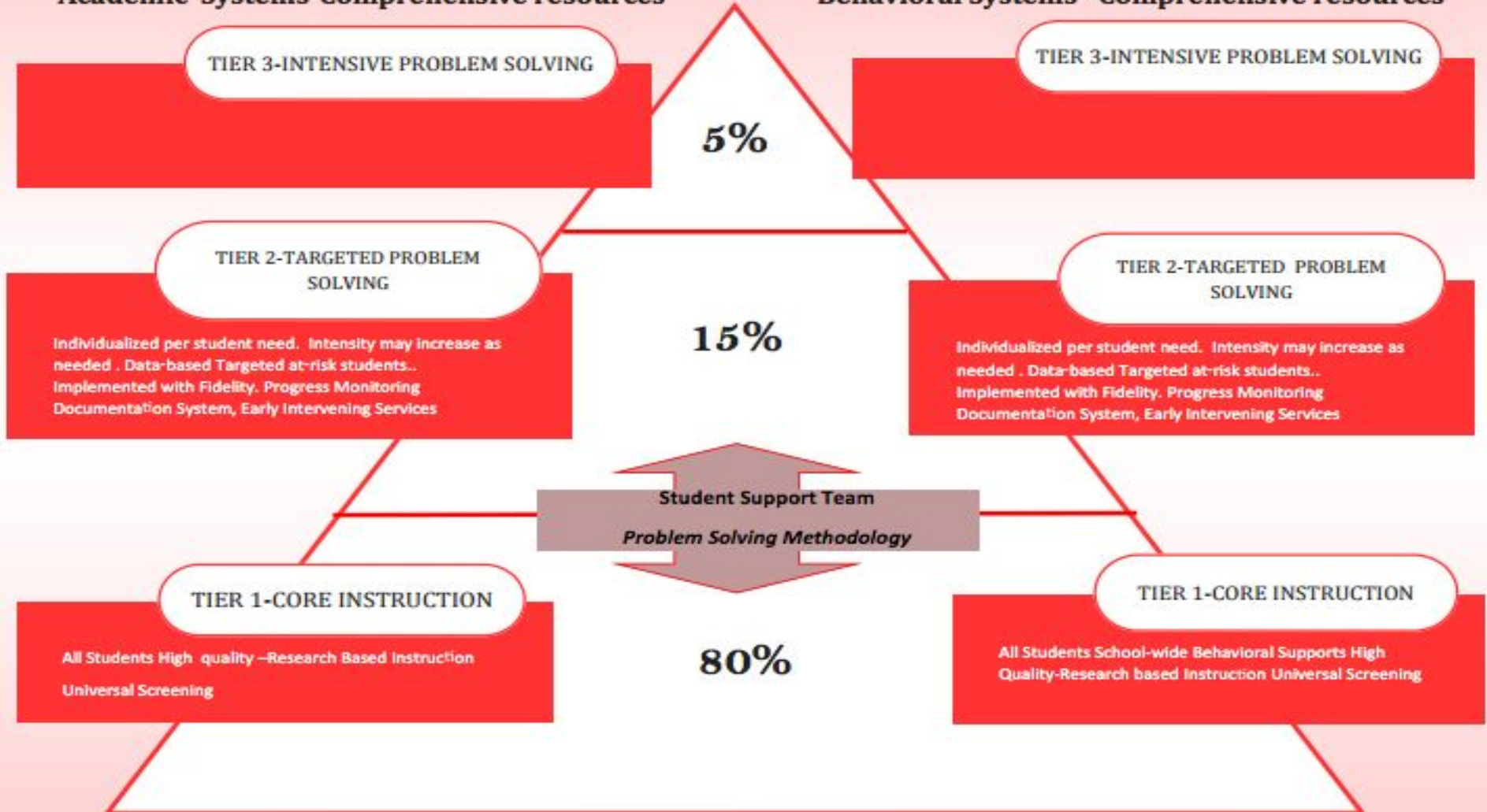
For the Student:

- Identify and begin working on lagging behaviors (*this takes time!*)
- Identify potential special education needs (*referrals*)

RESPONSE TO INTERVENTION TIERS

Academic Systems-Comprehensive resources

Behavioral Systems -Comprehensive resources



RTI-B Process 2014-2015

Pilot Year

Step 1: Universal Screening

*Student Risk Screening Scale (SRSS)– three times/year

Step 2: Validation

*Do we need a CST meeting?

Step 3: Identify/Implement Interventions

Step 4: Parent Communication

*Who communicates to parents? When?

Step 5: Progress Monitor

Step 6: Check Back / Review Interventions

*Continue...Discontinue....Revise....Further information

Student Risk Screening Scale (SRSS) (Drummond, 1994)

Screeners used to identify students at-risk of maladaptive behaviors

⇒ Uses a 4-point Likert Scale

0=Never 1=Occasionally 2=Sometimes 3=Frequently

⇒ Students are evaluated in 7 categories:

- Steal, Lie, Behavior problems, Peer Rejection, Low academic achievement, Negative attitude, Aggressive behavior

⇒ Student Risk is divided into 3 categories

- Low (0-3), Moderate (4-8), High (9-21)

Student Risk Screening Scale

- Teachers should *independently* screen students in their class.
- Items on the screener are validated and can **not** be modified.
- Don't over think it! :)
- We are piloting this program and trying to stick to the procedure.

TIME LINE

- During a FACULTY MEETING teachers will fill out SRSS on every student
- Mid-October, December, May
- At the Faculty Meeting, we will create a grade level database with at-risk students, next steps, people responsible
- Faculty Meetings will lead to individual CST meetings for at risk students.
- CST and teacher will generate and begin implementing interventions

VALIDATION VIDEO

Child from Video #1

| Score | Parent Contact | Concerns | Next Steps |
|-------|-------------------------------|---|--|
| 12 | yes <input type="checkbox"/> | HAS 504 PLAN Disregards rules | Sensory Breaks Social Story |
| 13 | | Basic Social issues- (i.e.-taking turns, lies, sneaky) Bothering friends at lunch | CST MEETING ASAP Math Support (Julie) Guidance Group Therapist Observation Recommending referral to Special Education |

Child from Video #2

10

yes

Argues about everything

Counseling? (he is getting outside counseling)

Refuses to clean up

Social Stories- how to play with peers, how to follow teacher directions

Pinches others

Sly, manipulative

Counselor to attend conference

Negative attitude

Group with counselor if possible

More time before a meeting with parents

CST - help Amy connect with fall teacher - lots of good parent connections helps him have positive

4

Tiers of RTI-B

Tier 1: Classroom-based Interventions (Responsive Classroom along with minor proactive or reactive actions)

Tier 2: Classroom-based Interventions AND Additional Interventions (Responsive Classroom AND interventions / direct instruction)

Tier 3: Positive Supports and Interventions Plan (Behavior Plan) (Significantly different proactive and reactive actions)

DETERMINING WHICH TIER A SUPPORT FALLS INTO

| | | | |
|---|---|--|--|
| | | | |
| Behaviors being addressed | Interfere with student's learning | Distract others from learning | Unsafe to student or others |
| Who has informed plan? | Classroom Teacher | Teacher plus Child Study Team | Teacher plus instructional strategist, plus special ed. teacher, plus BCBA |
| Who is implementing? | Classroom Teacher | Support staff at times | Mostly support staff |
| Contingencies apply to: | all students | Only target student, but available to all | Only target student |
| Social, emotional, executive skills development involves | In natural environment available to all learners <i>(Classroom curriculum)</i> | targeted instruction and individualized accommodations in the natural environment <i>(Classroom curriculum PLUS...)</i> | targeted instruction in specialized environment <i>(Specially designed instruction)</i> |
| | ↓ Tier 1 PBSP | ↓ Tier 2 PBSP | ↓ Tier 3 PBSP |

Validation is recorded on PowerSchool

Validation for Child #1

| Behavior | Year | Fall | Winter | Spring |
|----------|-------|------|--------|--------|
| SRSS | 15-16 | 12 | 13 | 4 |
| SRSS | 16-17 | 7 | | |

10/5/15 - SRSS-13: Accommodations through 504, team will implement sensory breaks, social stories, and guidance group as determined at CST.

12/18/15 - SRSS-12: Not reducing behavior with accommodations. Team is considered Special Education referral.

IEP was implemented in Spring

Validation for Child #2

| Behavior | Year | Fall | Winter | Spring |
|----------|-------|------|--------|--------|
| SRSS | 15-16 | 10 | 4 | 2 |
| SRSS | 16-17 | 5 | | |

10/5/15 - SRSS-10: concerning behaviors include inability to share, physical aggression, negative attitude. Parents are seeking outside counseling. Implement zones group. Counselor attends conference and will check back in Dec.

Classroom Accommodations Example

Literacy
Behavior

Support Program Exit Date:

Classroom Strategies

Daily Check Ins with Strategist / School Counselor after am recess and lunch recess; Instruction in Zones of regulation; Social Stories to promote using calming strategies and how to play safely; movement breaks (jumping), access to "stress ball" in the class; visual cues; assigned spot in line (class look out). CLIPPER FRIEND on a weekly basis to start november '14

Close

The background of the slide features a light green color with a pattern of stylized, darker green tree silhouettes. The trees have thin trunks and branches with small, simple leaves, creating a forest-like atmosphere.

QUESTIONS
OR
COMMENTS