

Individual Interventions within All Three Tiers of Behavioral RTI

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The Goal: No student falls through the cracks

Individual Behavior Support:

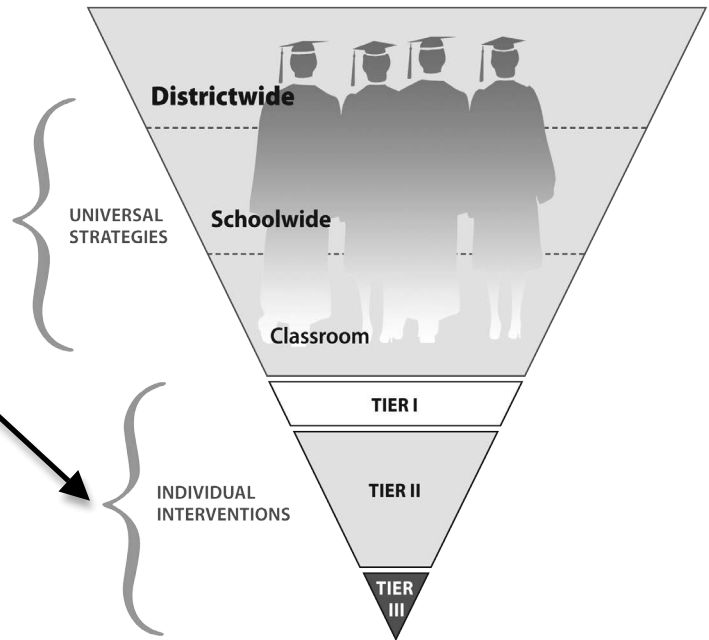
Create a culture of data-driven *early-stage* interventions planned and conducted by all teachers (Tier 1).

- A. Planned Discussion
- B. Academic Assistance
- C. Goal Setting
- D. Data Collection and Debriefing
- E. Increasing Positive Interactions
- F. STOIC Intervention and Analysis

From Interventions: Evidence-Based Behavioral Strategies for At-Risk Students

Create a system of red flags that signal the system (administrators, school counselors, school psychologists, and so on) that a student may need a Tier 2 or 3 individual support plan:

- Failing grades in two or more classes
- Chronic absenteeism
- One or more grade levels behind chronological peers
- Three ODRs in a semester
- Six or more detentions in a semester
- Screening for internalizing problems (anxiety/depression)
- Student/parent request



Train support personnel in Tier 2 group-based interventions such as:

- Connections (Check & Connect)
- Meaningful Work
- Mentoring

Train all support personnel in efficient problem-solving and intervention design processes.

- 25-Minute Planning Process
- Intervention Decision Guide (IDG): Teacher Interview
- Intervention Decision Guide (IDG): Multidisciplinary Team

From Behavioral Response to Intervention: Creating a Continuum of Problem-Solving and Support

Train all support personnel in designing and helping teachers to implement (WITH FIDELITY!) highly structured individualized interventions (Tier 2 & 3).

- G. Managing Physically Dangerous Behavior and Threats of Targeted Violence
- H. Managing Severely Disruptive Behavior
- I. Managing the Cycle of Emotional Escalation
- J. Cueing and Precorrecting
- K. Self-Monitoring and Self-Evaluation
- L. Self-Talk and Attribution Training
- M. Teaching Replacement Behaviors
- N. Functional Communication
- O. Structured Reinforcement Systems
- P. Defining Limits and Establishing Consequences
- Q. Relaxation and Stress Management
- R. Internalizing Problems (Depression & Anxiety) and Mental Health

From Interventions: Evidence-Based Behavioral Strategies for Individual Students
(2nd ed.)

For information on staff development planning on schoolwide, classroom, or individual student, go to: www.safeandcivilschools.com or call 800-323-8819.

25-MINUTE PLANNING PROCESS WORKSHEET

Student _____ Age _____ Grade _____ Date _____

Interventionist _____ Teacher(s) _____

Starting Time _____

Step 1: Background (5 minutes) Stop _____

- Describe the presenting problem. Identify when, where, how often, how long, etc. the problem occurs.
- Identify student strengths.
- Identify strategies already tried.

Step 2: Problem/Goal/Data (4 minutes) Stop _____

- Narrow the scope of the problem and identify a goal.
- Identify what form of data will be used to track progress toward the goal.

Step 3: Corrective Consequences (2 minutes) Stop _____

Determine whether irresponsible or inappropriate behavior will be corrected or ignored, or whether a consequence will be implemented. Refer to the menu of possible correct consequences as needed.

Step 4: Responsible and Irresponsible Behavior (4 minutes) Stop _____

Provide examples of responsible behavior and/or student strengths to encourage. Provide examples of irresponsible behavior to discourage.

Responsible Behavior	Irresponsible Behavior

Step 5: Proactive Strategies (4 minutes)

Stop _____

Brainstorm strategies to encourage responsible behavior. (Brainstorm, don't evaluate.) Refer to possible proactive strategies menu as needed.

Step 6: Proactive Plan (3 minutes)

Stop _____

Select a manageable set of proactive strategies to implement.

Step 7: Final Details (4 minutes)

Stop _____

- a. **Evaluation:** Identify at least two ways to determine if the plan is working.

- b. **Support:** Identify things other adults can do to assist the student and teacher. (Be specific—who, what, where, and when.)

- c. **Plan Summary:** Identify each person's responsibilities and when actions will be taken. Identify who will discuss the plan with the student and when. Schedule follow-up.

Who	Responsibilities	Date(s)

Discussion With the Student

Who _____ Date _____ Time _____

Follow-Up Meeting

Who _____ Date _____ Time _____

INTERVENTION DECISION GUIDE: TEACHER INTERVIEW

Student _____ Age _____ Grade _____ Beginning Date _____

Interventionist _____ Teacher(s) _____

Stage 1: Background

1. Reason for referral and description of the problem:

Code Red: Is it an emergency situation?

The behavior is a threat to physical safety.	Intervention G: <i>Managing Physically Dangerous Behavior</i>
The behavior is so disruptive the teacher cannot teach.	Intervention H: <i>Managing Severely Disruptive Behavior</i>

2. Are there situations that seem to set off the problem behavior?

3. Where do the problems tend to occur?

4. When do the problems tend to occur?

Times of day:

Days of week:

5. How often do the problems occur? How long does the behavior last? How intense is the problem?

6. Is the student psychologically and neurologically capable of controlling his or her behavior?
Is there evidence to support this opinion?

7. Is the student aware of the problem?

8. Does the student seem motivated to improve the behavior?

9. What is the function of the problem behavior? What seems to be maintaining or reinforcing the student's misbehavior?

- Ability Awareness Adult attention Peer attention
 Power or control Escape or avoidance Competing reinforcers Other _____
(task difficulty/discomfort) _____

Notes:

10. Strengths of the Student (list at least three):

11. The teacher's goal or desired outcome:

What would the teacher like to have happen?

What can't the teacher live with any longer?

12. Methods for evaluating intervention effectiveness:

13. Notes on parental involvement:

Contact date(s):

Notes on the contact(s):

What would the parents or guardians like to have happen?

14. Other interventions tried and their results (in particular, Interventions A–F):

For each:

Are copies of this information available?

How successful were the interventions?

15. Other information the teacher is aware of:

Input from other adults who know the student (teachers, assistants, specialists, school counselors)

16. Review of the student's records:

Stage 2: Preparation

Possible Interventions to Consider:

	Presenting Behavior	✓ if true	Intervention	Date of implementation	Effectiveness (+/-)
TIER 1	Several or many students in class misbehave.		Preintervention: <i>Classroom Management</i>		
	The student may not know what is expected.		Intervention A: <i>Planned Discussion</i>		
	The student may have an underlying academic problem.		Intervention B: <i>Academic Assistance</i>		
	The student has difficulty with motivation and may not understand how to reach a goal.		Intervention C: <i>Goal Setting</i>		
	The student's behavior appears to be chronic and resistant to simple intervention.		Intervention D: <i>Data Collection & Debriefing</i>		
	The student gets a lot of attention from adults or peers for misbehavior or failure.		Intervention E: <i>Increasing Positive Interactions</i>		
	The reason the behavior is occurring chronically needs to be analyzed and incorporated into the intervention plan.		Intervention F: <i>STOIC Analysis & Intervention</i>		
TIER 2	The student's escalating behavior is physically dangerous, or poses a threat to physical safety.		Intervention G: <i>Managing Physically Dangerous Behavior</i>		
	The behavior is so severe that the teacher cannot continue to teach.		Intervention H: <i>Managing Severely Disruptive Behavior</i>		
	The student is impulsive and has difficulty maintaining emotional control.		Intervention I: <i>Managing the Cycle of Emotional Escalation</i>		
	The student seems to be unaware of when he/she engages in inappropriate behavior.		Intervention J: <i>Cueing & Precorrecting</i>		
	The student has some motivation to change or learn new behaviors.		Intervention K: <i>Self-Monitoring & Self-Evaluation</i>		
	The student makes negative comments about him- or herself and others.		Intervention L: <i>Positive Self-Talk & Attribution Training</i>		
	The student does not know how to meet expectations.		Intervention M: <i>Teaching Replacement Behavior</i>		
	The student cannot or will not communicate verbally.		Intervention N: <i>Functional Communication</i>		
	The misbehavior is a firmly established part of the student's behavior.		Intervention O: <i>Structured Reinforcement Systems</i>		
	It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior.		Intervention P: <i>Defining Limits & Establishing Consequences</i>		
	Consequences for misbehavior seem necessary but do not seem to work.				
	Teacher feels anxious, worried, discouraged, or angry about one or more students.		Intervention Q: <i>Relaxation & Stress Management</i>		
	The student seems anxious, lethargic, or depressed.		Intervention R: <i>Internalizing Problems & Mental Health</i>		

Stage 3: Intervention Design

1. Selected intervention(s):

2. Summary of responsibilities for implementing the plan:

3. Summary of the final plan:

Stage 4: Implementation

1. Initial follow-up notes:

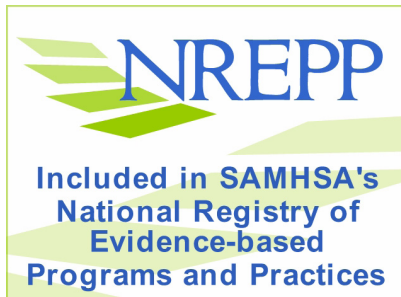
2. First follow-up meeting:
Date:
Purpose:

Summary:

3. Second follow-up meeting:
Date:
Purpose:

Summary:

References and Resources



Materials in the Safe & Civil Schools Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the Safe & Civil Schools Positive Behavior Interventions and Supports Model, visit:

www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242

Books

- Sprick, R. S. (2012). *Teacher's encyclopedia of behavior management: 100+ problems/500+ plans* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Wise, B. J., Marcum, K., Haykin, M., Sprick, R. S., & Sprick, M. (2011). *Meaningful work: Changing student behavior with school jobs*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Knight, J., Reinke, W., Skyles, T., & Barnes, L. (2010). *Coaching classroom management: Strategies and tools for administrators and coaches* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
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- Sprick, R. S., & Garrison, M. (2008). *Interventions: Evidence-based behavior strategies for individual students* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., & Garrison, M. (2000). *ParaPro: Supporting the instructional process*. Eugene, OR: Pacific Northwest Publishing.

Multimedia

- Sprick, R. S. (2010). *CHAMPS DVD inservice series* (2nd ed., DVD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2008). *Discipline in the secondary classroom DVD inservice series* (DVD program). Eugene, OR: Pacific Northwest Publishing.

- Sprick, R. S. (2008). *Interventions audio: Evidence-based behavior strategies for individual students* (2nd ed., audio CD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2008). *When every second counts: Mini-inservices for handling common classroom behavior problems* (CD and DVD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Swartz, L., & Schroeder, S. (2006). *In the driver's seat: A roadmap to managing student behavior on the bus* (CD and DVD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.
- Sprick, R. S., Swartz, L., & Glang, A. (2005). *On the playground: A guide to playground management* (CD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.
- Sprick, R. S. (2003). *START on time! Safe transitions and reduced tardiness in secondary schools* (CD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Garrison, M., & Howard, L. (2002). *Foundations: Establishing positive discipline and school-wide behavior support* (CD program). Eugene, OR: Pacific Northwest Publishing.

Articles

- Sprick, R. (2010). Shaping student behavior. *SEEN Magazine*, 12(2), 90–91.
- Sprick, R., & Daniels, K. (2010). Managing student behavior. *Principal Leadership*, September, 18–21.
- Sprick, R. (2009). Doing discipline differently. *Principal Leadership*, 9(5), 19–22.
- Sprick, R. (2009). Positive behavior support: A powerful vehicle for preparing 21st century citizens. *SEEN Magazine*, 11(3), 94.
- Sprick, R. (2009). Schoolwide discipline: Can you make it work? *SEEN Magazine*, 11(2), 102.
- Sprick, R., & Daniels, K. (2007). Taming the tardies—Every minute counts. *Middle Ground*, 11(2), 21–23.
- Sprick, R. S. & Booher, M. (2006). Behavior support and response to intervention: a systematic approach to meeting the social/emotional needs of students. *Communique*, 35(4), 34–36.
- Sprick, R.S. (2004). Civil schools are safe schools: But are they attainable? *Instructional Leader*, 17(6), 3–5.



The Council of Administrators of Special Education (CASE) has endorsed three *Safe & Civil Schools* resources:

- *Foundations*
- *CHAMPS*
- *Interventions*

For more information, visit: www.casecec.org

Report on Graduation Rates in the U.S.

A revised report, commissioned by the Black Alliance for Educational Options, found that the overall graduation rate nationally in 2003 was 71%. Graduation rates by race/ethnicity in 2003 were:

African-American	56%	Native American	57%
Asian	79%	White	78%
Hispanic	54%		

Education Week reported that in 2010 the graduation rate was again 71%.

To access the historical information regarding graduation rates, log onto:
http://www.safeandcivilschools.com/research/graduation_rates.php

Report on School Connectedness

"Increasing evidence shows that when adolescents feel cared for by people at their school and feel like a part of the their school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age."

This article demonstrates an association between connectedness and effective classroom management, effective disciplinary policies, small school size and involvement in extracurricular activities

McNeely, C.A., Nonnemaker, J.A., Blum, R.W.; (2002). Promoting School connectedness: Evidence from the National Longitudinal Study of Adolescent Health, Journal of School Health, 72(4), 138-146.

“Research has shown that students who feel connected to school do better academically and also are less likely to be involved in risky health behaviors: drug use, cigarette smoking, early sex, violence and suicidal thoughts and attempts. This report summarizes what is known about school connectedness.”

Blum, Robert, School Connectedness: Improving the Lives of Students. Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland, 2005.
http://www.jhsph.edu/bin/i/e/MCI_Monograph_FINAL.pdf

Randy Sprick's Safe and Civil Schools

Visit <http://www.safeandcivilschools.com/> for information on Safe and Civil Schools products and services to help improve behavior, discipline and school climate, improve school connectedness and reduce suspensions/expulsions.

Your Name: _____ Your state code (e.g. OR) _____

Your email (optional): _____

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