



“I’d Rather Be a Bad Kid, than a Stupid One”

Lack of Will, or Lack of Skill?

RTI is for BEHAVIOR

too!

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Goals for Presentation

- Who the heck am I?
 - My educational experience....yada, yada, yada...
 - Why focus on behavior?
 - Why this presentation?
- Rationale
 - Why consider RTI-Behavior.
- Best Practices – Tier 1 (In the classroom)
 - A brief presentation of research-based “best practices”.

Why talk about RTI Behavior?

reactive – punitive

preventive

proactive-

- Research shows that:
 - “It is difficult to learn when you are spending more time in discipline-related interactions than those related to learning academic content” (Algozzine et al., 2010).
 - “Behavior problems may make it difficult for practitioners to provide effective instruction” (Sutherland et al., 2008).
 - “RTI integrates high quality teaching so that students who are not successful with one set of instructions; methods can succeed with the use of other practices” (Brown-Chidsey & Steege, 2005).
 - “ecological arrangements that promote positive behavior and have teaching and reinforcing rules and routines have a positive influence on reducing office referrals” (Benner et al., 2012).

Why talk about RTI Behavior?

- Poverty
 - Homelessness, hunger, social rating
- Disorders
 - Learning, emotional, behavioral, physical
 - Depression, suicidal
 - Eating, or lack thereof
- Abuse
 - Physical, sexual, emotional, psychological, neglect
- Alcohol – drugs
- Sexual disorders
- Parenting
 - Incarceration
 - Separation/Divorce

Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

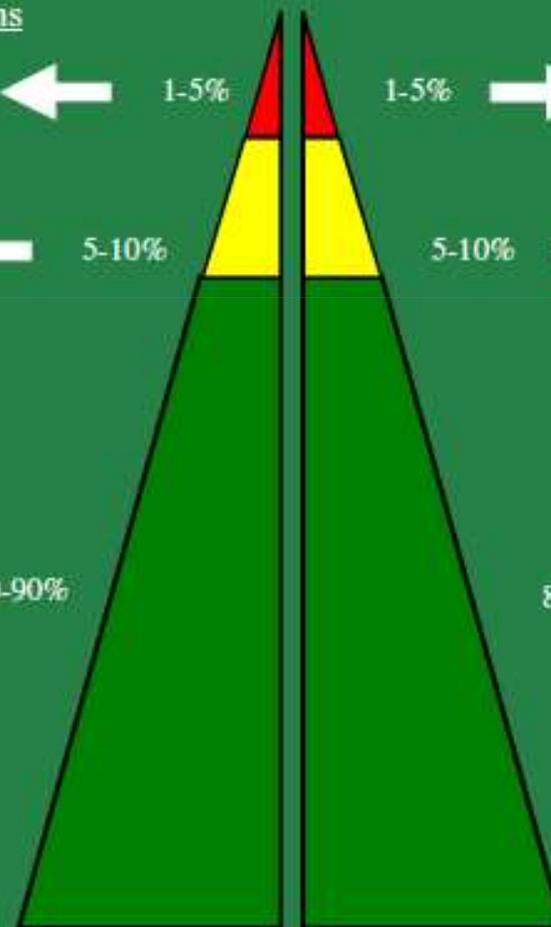
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



Dealing with Behaviors.

A Paradigm Shift

- Traditional
 - Wait to fail
 - Punitive
 - Behavior from the outside
 - Special Ed's problem
 - Did not raise achievements
- At Home
 - Grounded
 - Go to your room
 - No dinner
 - Spanking
- RTI way
 - Proactive
 - Preventive
 - Function of behavior
 - Everybody's problem
 - Student behavior
 - Teacher behavior
 - Promises to raise achievements

Best Practices

- Well-Behaved teachers.
- Positive, fair, safe learning environments.
 - Relationships of trust, respect, positive regard for all.
- Well-defined, positively-written, clear, explicitly and clearly communicated expectations.
- Methods for:
 - Identifying those who may be at-risk.
 - Recognizing & acknowledging those who behave appropriately.
 - Positively reinforcing/rewarding/celebrating good behavior
 - Collecting & using data to guide change.
 - Using the “Problem-Solving” process to guide what you do & say.
 - Teaching, strengthening, maintaining new behaviors
- Managing behavior before/while/after
 - Planned Ignoring
 - Alpha commands

What about Teacher Behavior?

- ✓ Effective Instruction (experts in content area). +80% success
- ✓ A curriculum that incorporates teaching of social skills.
- ✓ Clear, flexible & attainable learning goals.
- ✓ Understand behavior and causes (antecedents/function).
- ✓ Positive acknowledgment that reinforces.
- ✓ Personal interest in students.
- ✓ Consistent consequences that educate , reinforce
- ✓ Collect data and use it to guide change.
- ✓ Clear rules, procedures & expectations.
- ✓ Individualized instruction - differing needs.
- ✓ Use researched-based interventions with fidelity.
- ✓ Use praise to encourage, motivate, celebrate.
- ✓ Be “withit”

Positive, Fair, Safe

All students learn best in school settings where they feel safe and accepted (Jones & Jones, 2004).

- ✓ Core behavior expectations
 - ✓ well-defined, taught directly; explicitly & often.
- ✓ Caring & Supporting learning communities.
- ✓ Nurturing positive relationships with students.
 - ✓ Affectionate, relaxed, firm, fair, nourishing, refreshing, trusting.
 - ✓ Feedback is positive, specific, educational.
- ✓ Students have voice & choice
- ✓ Cues & Signals – before consequences.
- ✓ Self-monitoring techniques are taught.
- ✓ Allow mistakes.
- ✓ Celebrate Success.
- ✓ Humor is allowed/used.
- ✓ Respect is a 2-way street.

Expectations

“If a child doesn’t know how to read, we teach.

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we.....
.....teach?punish?”

“Why can’t we finish the last sentence as
automatically as we do the others?”

John Herner

Expectations

continued

- Includes rules, routines & procedures.
- Aligned with school-wide expectations.
- Taught and re-taught directly & explicitly.
- Clearly defined.
- Taught strategically; reviewed regularly.
- Consistent, attainable, measureable
- Positively written.
- Posted to be seen and used regularly.

Identifying The “At-risk”

- Get to know your kids.
 - Learning styles.
 - Intelligence inventories.
 - Personality styles.
 - Career fits.
 - <http://ctsjvtc.blogspot.com/>
- Screening tools.
 - SRSS (student risk screening scale)
 - Strengths and Difficulties Questionnaire
 - SIBSS (student internalizing behavior screening scale)

Managing Behaviors

- Match the consequence/ reinforcement with behavior.
- Match the acknowledgement/reward with behavior.
- Redirect/ educate student to use replacement skill.
- Praise/ reinforce when replacement skill is used.
- State exactly what is expected.
- Plan to Ignore
- Use Alpha Commands - establish dominance
- Establish Assertive Behavior

Managing Behaviors

- Acknowledge good behavior:
 - positively, daily, verbally, specifically.
 - 5:1
- Interact often – react less.
- Celebrate those who behave.
- Use reinforcements (positive function-matched)
- Use the “Problem Solving Process.”
 - Establish expectations, Identify behavior, analyze behavior (function), identify interventions, intervene, monitor (collect data), evaluate, determine effectiveness, adjust.

Resources

- <http://www.challengingbehavior.org/>
- <http://www.allkindsofminds.org/>
- <http://www.betterhighschools.org/default.asp>
- <http://rtinetwork.org/>
- Teaching Students with Severe Emotional and Behavioral Disorders: Best Practices Guide to Intervention; *Firwood & Oak Grove Schools*.
- Benner, J. G., Nelson, R. J., Sanders, A. E., & Ralston, C. N. (2012). Behavior intervention for students with externalizing behavior problems: Primary level standard protocol. *Council for Exceptional Children*. 78(2).

Resources

- Algozzine, B., Putnum, R., & Horner, R. (2010). *Preventing problem behavior* (2nd ed.). Thousand Oaks, CA: Corwin.
- Brown-Chidsey, R., & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York, NY: Guilford.
- Sutherland, K. S., Lewis-Palmer, T. Sticher, J., & Morgan, P.L. (2008). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes for students with emotional or behavioral disorders. *The Journal of Special Education*, 41, 223-233.

Resources

- Wong, H., & Wong, J. (1991). The First Days of School. Sunnyvale, CA: Harry K. Wong Publications.
- Milwaukee Public Schools PBIS, (2012). Tier 1 Classroom Best Practices.
- *What Works: Social & Behavioral Competence*, (2004). The Utah Special Educator, 25(2)