Aledo ISD
RTI Handbook
Guidelines for a Multi-Tiered System of Support

Growing greatness through exceptional experiences that empower learners for life.

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RTI at Work

A multi-tiered system of interventions—also commonly called Response to Intervention—is designed to address four essential outcomes needed to ensure all students learn at high levels. *(Mike Mattos)*

1. All students must have access to grade-level essential curriculum as part of their core instruction.
2. At the end of every unit of study, some students will need some additional time and support to master this essential grade-level curriculum.
3. Some students will enter each school year lacking essential foundational skills that should have been mastered in prior years and will require intensive interventions in these areas to succeed.
4. Some students will require all three of these outcomes to learn at high levels.
(Austin Buffum, Mike Mattos and Janet Malone. Taking Action: A Handbook for RTI at Work. Bloomington, IN: Solution Tree Press, 2018. Pg. 13)

PLC and RTI Connection

"[Professional Learning Community is] an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." https://www.allthingsplc.info/about

The PLC framework is the foundation for AISD's systematic process that guarantees every student will receive the time and support needed to learn at high levels. Through addressing the three big ideas and four critical questions of a PLC, teacher teams can determine the best way to intervene when students need additional time and support.

Three Big Ideas

Three big ideas that drive the work of the Professional Learning Community:

1. A Focus on Learning

    "The very essence of a learning community is a focus on and a commitment to the learning of each student. When a school or district functions as a professional learning community, educators within the organization embrace high levels of

learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it."

(Dr. DuFour, Dr. Eaker, Rebecca DuFour and Thomas Many. Learning by Doing: A Handbook for Professional Learning Communities at Work 2nd edition. Bloomington, IN: Solution Tree Press, 2010. Pg. 11)

2. A Collaborative Culture

" A professional learning community is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable. These common goals are directly linked to the purpose of learning for all."

(Dr. DuFour, Dr. Eaker, Rebecca DuFour and Thomas Many. Learning by Doing: A Handbook for Professional Learning Communities at Work 2nd edition. Bloomington, IN: Solution Tree Press, 2010. Pg. 11)

3. A Results Orientation

"In order to assess their effectiveness in ensuring all students learn, educators must use evidence of learning to inform and improve their professional practice and respond to individual students who need intervention and enrichment."

(Austin Buffum, Mike Mattos and Janet Malone. Taking Action: A Handbook for RTI at Work. Bloomington, IN: Solution Tree Press, 2018. Pg. 13)

4 Critical Questions

Collaborative team meetings are guided by the four critical questions:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for some students who have demonstrated proficiency?

ALEDO ISD BEST PRACTICES
PROFESSIONAL LEARNING COMMUNITY

WHAT IS A PLC?
A Professional Learning Community is an ongoing process in which educators work collaboratively in recursive cycles of collective inquiry and action research in order to achieve better results for the students they serve. *–Richard Dufour and Douglas Reeves*

3 BIG IDEAS OF A PLC

- Focus on Learning
- Build a Collaborative Culture
- Focus on Results

4 CRITICAL QUESTIONS
1) *What is it we want our students to know and be able to do?*
2) *How will we know if each student has learned it?*
3) *How will we respond when some students do not learn it?*
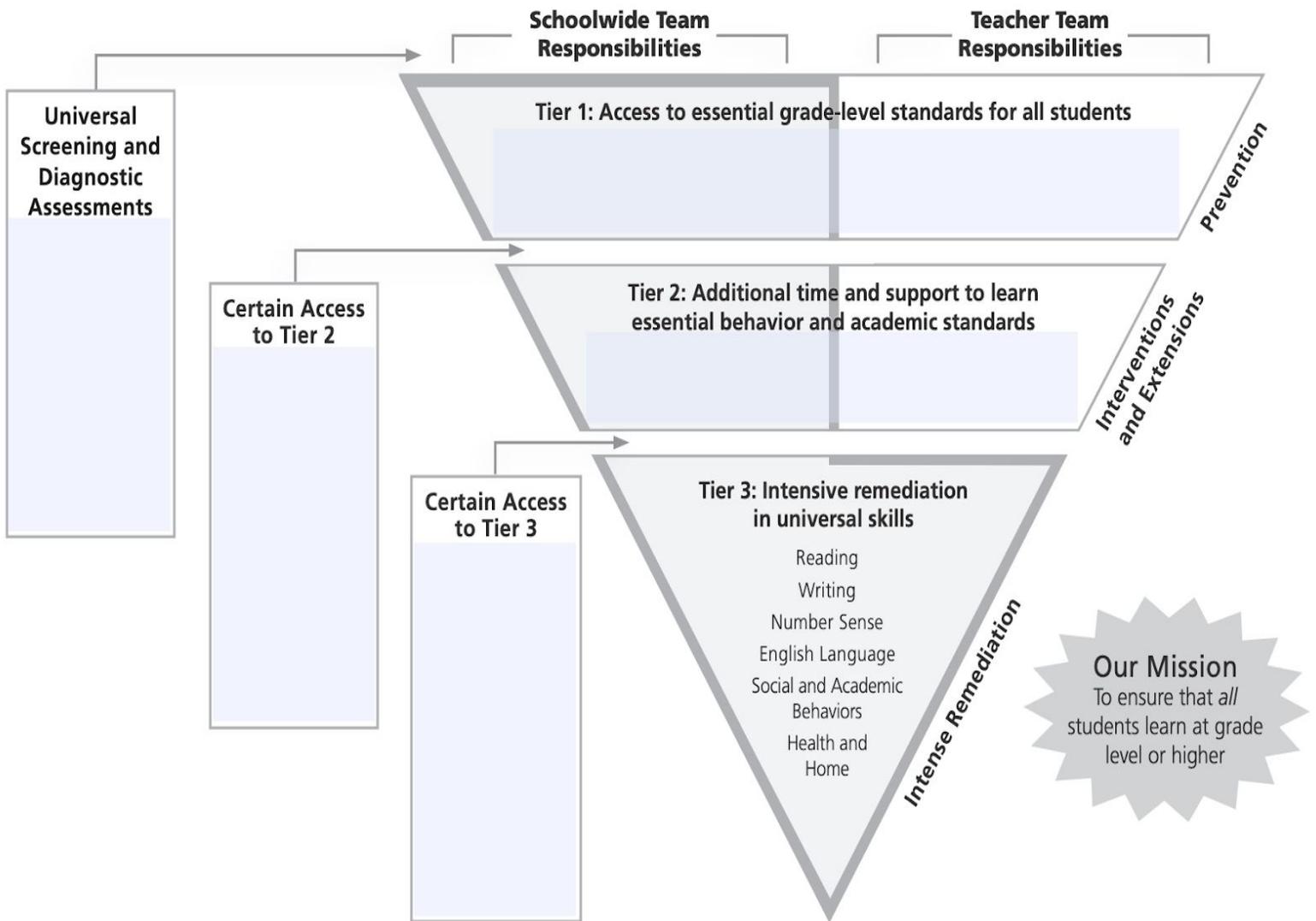4) *How will we extend the learning for some students who have demonstrated proficiency?*

COMMITMENT TO CONTINUOUS IMPROVEMENT
Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All collaborative teams engage in the ongoing cycle of:

- *Gathering evidence of current levels of student learning*
- *Developing strategies and ideas to build on strengths and address weaknesses in that learning*
- *Implementing the strategies and ideas*
- *Analyzing the impact of the changes to discover what was effective and what was not*
- *Applying the new knowledge in the next cycle of continuous improvement*

RTI at Work Pyramid

	Schoolwide Team Responsibilities	Teacher Team Responsibilities

Universal Screening and Diagnostic Assessments

Tier 1: Access to essential grade-level standards for all students

Prevention

Certain Access to Tier 2

Tier 2: Additional time and support to learn essential behavior and academic standards

Interventions and Extensions

Certain Access to Tier 3

Tier 3: Intensive remediation in universal skills

Reading

Writing

Number Sense

English Language

Social and Academic Behaviors

Health and Home

Intense Remediation

Our Mission
To ensure that *all* students learn at grade level or higher

Tier 1 (Prevention)

Access to essential grade-level standards for ALL students

- Instruction on the essential grade-level skills, knowledge and behaviors that a student will need in order to be prepared for the following year
- Essential standards are identified by collaborative teacher teams
- Guided by questions #1 and #2 of the PLC process
  - What is it we want our students to know and be able to do?
  - How will we know if each student has learned it?

Tier 2 (Interventions/Extensions)

Additional time and support to learn essential behavior and academic grade-level standards

- Providing students with additional time outside of Tier 1 core instruction to learn the identified essential grade-level skills, knowledge and behaviors
- Promotes growth for all students by increasing the level of proficiency around essential standards through providing targeted intervention or extension
- Driven by student need and targeted skills, rather than grade averages or cumulative data
- Guided by questions #3 and #4 of the PLC process
  - How will we respond when some students do not learn it?
  - How will we extend the learning for some students who have demonstrated proficiency?

Tier 3 (Intense Remediation)

Intensive remediation in universal skills

- Providing some students with additional time outside of Tier 1 and Tier 2 instruction for students lacking the foundational skills needed to learn at high levels
- Instruction on below grade-level skills that are prerequisites for success in learning the identified essential grade-level skills, knowledge and behaviors
- Universal skills of learning include the ability to:
  - Decode and comprehend grade-level text
  - Write effectively
  - Apply number sense
  - Comprehend the English Language (or the school's primary language)
  - Consistently demonstrate social and academic behaviors
  - Overcome complications due to health or home

Tiers do not dictate a certain placement or program, rather the level of instruction needed to learn essential standards.

Decisions for Tier 1 and 2 are made through collaborative teacher team meetings.

Tier 3 Schoolwide Essential Actions

1. IDENTIFY STUDENTS NEEDING INTENSIVE SUPPORT

Student identification must employ three identification processes: (1) universal screening (2) additional academic data (3) staff recommendation

- Review universal screener data to identify students significantly below grade-level in foundational skills.

- Gather additional academic/behavioral data and teacher recommendation to determine if a student may need to receive Tier 3 remediation.

2. INITIAL SITE INTERVENTION TEAM MEETING

- Meet with your site intervention team to review student data and determine the right intervention to meet students' learning needs.

- Prioritize resources based on greatest student needs.

- Document decisions and action steps determined by the site team.

- Campus administrator will submit student names to the campus PEIMS clerk to be entered into PEIMS for RTI.

3. ONGOING SITE INTERVENTION TEAM MEETINGS

- Meet with your site intervention team regularly to review student progress data to determine if current interventions are producing adequate gains or if the student intervention plans need to be revised.

- Meetings should occur frequently enough to effectively monitor and revise student intervention plans.

- Document decisions and action steps determined by the site team.

Universal Screeners

Universal screeners are given to all students within the same grade level to determine reading and math proficiency levels. These results are used to determine if a student is on, above or below grade level in foundational skills. Students who are identified as significantly below grade level are further reviewed by the site-based committee for Tier 3 interventions based on multiple data sources.

Aledo ISD Screeners		
	Reading	Math
Pre-K	Circle PM	Circle PM
K-12th Grade	Lexia Learning	District Assessments
K-2nd Grade Dyslexia	Amira	

Progress Monitoring

Aledo ISD is committed to engaging in ongoing progress monitoring of student learning outcomes in order to determine if interventions are yielding positive student results.

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

https://rti4success.org/essential-components-rti/progress-monitoring

Appendix A

SB 1153

Senate Bill 1153

Parent Notification of Intervention

Each school year the district must notify a parent of each child, other than a child enrolled in a special education program, who is receiving assistance from the district through the use of intervention strategies. Intervention Strategy is defined as "a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies." (SB 1153). The notification must:

- Be provided when the child begins to receive the assistance for that school year
- Be written in English or, the extent practicable, the parent's native language
- Include:
    - A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used
    - Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has been previously used with the child
    - An estimate of the duration for which the assistance, including the use of intervention strategies used, will be provided
    - A copy of the explanation provided under subsection (c) provided below

Every school year the school district must also provide "a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education."(SB1153) Essentially, it provides the following info:

- A parent is entitled at any time to request an evaluation of the parent's child for special education services or for aids, accommodations, or services under Section 504

This statement is provided by TEA and must be either included in the Student Handbook or another formally written format.

PEIMS Coding for RTI

In addition, the total number of students who used intervention strategies at any time during the year must be reported annually through PEIMS.

For the annual PEIMS submission, each campus must indicate if a student enrolled on the campus participates **(at any time during the year)** in an intervention strategy.
(TEC 26.004)
This includes:
- Students with an accelerated instruction plan (AIP)
- Students who were not successful on a STAAR/EOC assessment and are enrolled in a math and/or reading lab or any type of specific intervention
- Students receiving Tier 3 interventions

Notes:
- This may include students who are currently identified as Special Education if the student is receiving an intervention that is not identified in their IEP.
- Once coded, the student will remain coded in PEIMS for the entire school year.

# Appendix B

Behavior Supplement

What are the problem solving steps for student support?

1. Problem Identification
2. Problem Analysis
3. Intervention Design
4. Analyzing Student Response to Intervention

What are the four questions aligning the behavioral component for student response to intervention with the PLC process?

1. What is the problem?
2. Why is it occurring?
3. What are we going to do about it? How will we know if it's working?
4. What are we going to do if it's not working?

Problem Solving Steps Aligned with Questions
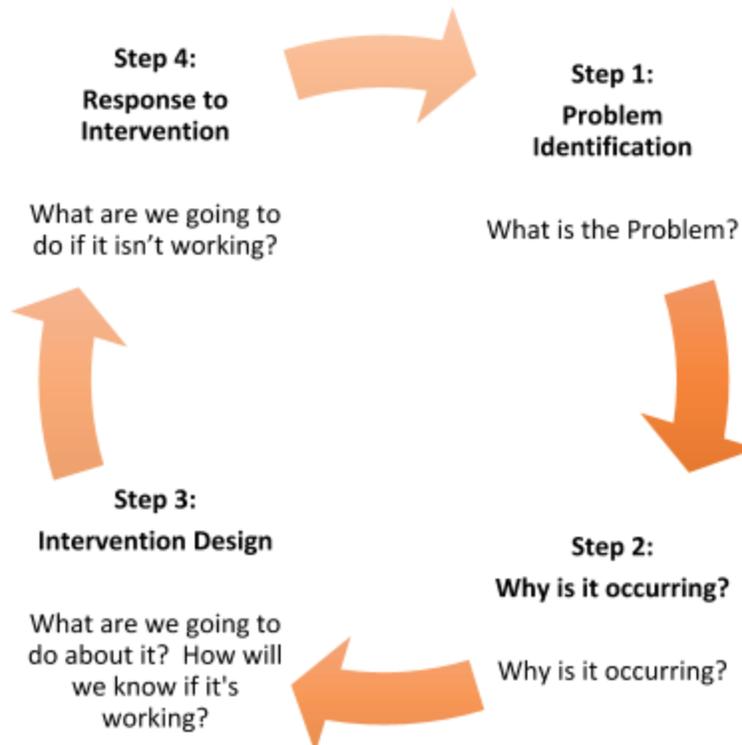
Core/ Universal Supports: A 3-Pronged System of Support

Positive Behavior Supports

Positive behavior supports (PBS) at the Core/ Universal support level is a campus-wide effort including proactive strategies for defining, teaching, and supporting appropriate student behavior to create positive school environments. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities improving the link between research-based practices and the environments in which teaching and learning occurs.

Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur and then responding that that behavior. The purpose of a school-wide system is to establish a climate in which appropriate behavior is the norm.

Use of universal support strategies has been shown to result in dramatic reductions in the number of students being sent to the office for discipline allowing for fewer disruptions to student learning.

What is a systems approach in School-Wide PBS?

Systems are needed to support the collective use of best practices by individuals within the organization as members are working together to achieve a common goal. School-wide PBS is an interactive approach that includes opportunities to correct and improve four key elements:

1. OUTCOMES: Academic and behavior expectations
2. PRACTICES: Evidence-based interventions and strategies
3. DATA: Information used to identify needs and effects of interventions
4. SYSTEMS: Supports needed to enable implementation of PBS with fidelity

What are the steps in setting up a school-wide system of positive behavior supports?

Having structures and processes in place is essential to support and sustaining a system. When setting up a school-wide system of PBS, the following steps should be followed:

1. Establish a school-wide leadership or behavior support team to guide a direct the process
2. Secure administrator agreement of active support and participation.
3. Secure commitment from staff for active support and participation.
4. Conduct a campus self-assessment of current behavior/ discipline system.
5. Create an action plan that is a result of data-based decision-making
6. Establish a way to collect data on a regular basis to evaluate the effectiveness of school-wide PBS efforts.
   a. Office referrals
   b. Trends of office referrals by teacher
   c. Out –of-school and in-school suspensions
   d. Referrals of students with disabilities
   e. Faculty surveys/ school climate surveys
   f. Observations

Components of a comprehensive universal system of positive behavioral interventions and supports:

1. An agreed upon common approach to discipline
2. A positive statement of purpose
3. A small number of positively stated expectations
4. Procedures for teaching these expectations
5. A continuum of procedures for encouraging displays and maintenance of these expectations
6. A continuum of procedures for discouraging displays of rule-violating behavior
7. Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis

School-wide positive behavior support systems create environments in which learning and teaching are valued, respect and responsibility are taught and encouraged, individual differences are valued, educating students with disabilities can be supported more effectively and efficiently, as well as ensuring a positive learning environment for both teachers and students

while minimizing time outside the classroom for discipline maximizing instructional time.

Restorative Conversations

One of the most powerful ways teachers can build relationships with students is by having restorative conversations. These conversations allow for teachers to demonstrate empathy, teach students how to resolve conflict, and allow students to have a voice. It is an opportunity students to navigate the problem solving process not only as a student, but learn a critical life-long skill of healthy communication.

Why restorative conversations?
- Acknowledges that relationships are critical to the school community
- Builds a system that addresses misbehavior
- Strengthens relationships
- Give the student voice
- Opportunity to engage in collaborative problem solving
- Empowers change and growth
- Enhances responsibility

Each person has their own perception/perspective of a situation and needs the opportunity to express themselves in order to feel respected and valued. It is important to remember to allow each member to share their perspective of what is going on in a situation or what has happened in the past to shape the perception.

What a person feels or thinks influences their behavior. It is important to consider a person's point of view and how that impacted their decision to act or say a certain thing.

It is critical to ensure that conversations are fact-based and not based on opinions and judgements which can block effective communication and lead to broken relationships.

Students who are heard and feel they have a voice will have a greater respect for adults/educators as they are respected as well through the problem solving process.

Examples of questions to ask during restorative conversations.
- What happened?
- What were you thinking at that time?
- Who was affected and how did it affect them?
- How do you think they are feeling at this time?
- How could things have been done differently?

- What do I need to do to repair things?
- How can we make sure it doesn't happen again?

Restorative conversations are not only a valuable learning opportunity for students who have committed an act of wrongdoing, but also students who were affected by the act. The time spent engaging in these restorative conversations is well spent and will ultimately build life-long problem solving skills, peer relationships, student/teacher relationships, as well as create a positive learning environment.

Social-Emotional Learning

An effective school counseling program is intentionally designed to address identified campus and student needs, collaborate with campus administrators, teachers, parents and students, as well as respond to the school's social and emotional well-being to ensure a positive learning environment for all students.

Counselors support social-emotional learning by teaching students how to develop transferrable skills relative to their educational, personal, and social development. This is in an effort to target the need for students to become advanced critical thinkers, efficient problem solvers, and demonstrate appropriate behavior and disposition.

The state of Texas has identified four strategic curricular content areas for the guidance of social-emotional learning:
1. Intrapersonal Effectiveness
2. Interpersonal Effectiveness
3. Post-Secondary Education and Career Readiness
4. Personal Health and Safety

Counselors are providing instruction in the tenets of social-emotional learning through differentiated, developmental learning activities with planned lessons for various sized groups of students. Effective delivery of the guidance curriculum is a collaborative effort among school counselors, teachers, administrators, parents and students.

Skills taught by the counselors during these lessons should be positively reinforced in the classroom and school-wide to ensure generalization of these skills. Teachers should know and understand the skills counselors are teaching students with regard to social and emotional learning and refer to those skills through positive feedback for use of skills, restorative conversations, and modeling expectations for use in the classroom.

Tenets of social-emotional learning:

Intrapersonal Effectiveness
- Positive student self-concept
- Effective executive functioning skills
- Appropriate behavior to the situation and environment

Interpersonal Effectiveness
- Effective interactions with diverse populations
- Effective and appropriate communication skills
- Recognition of personal boundaries, individual rights and privacy needs of others
- Effective conflict resolution skills
- Development of healthy relationships

Post-Secondary Planning and Career Readiness
- Motivation to succeed in personal endeavors
- Demonstration of career exploration skills
- Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning
- Demonstration of awareness of the importance of postsecondary education
- Understanding of the relationship of academics to the world of work and to life at home and in the community

Personal Health and Safety
- Incorporation of wellness practices into daily living
- Demonstration of resiliency and positive coping skills
- Possession of assertiveness skills necessary for personal protection

Social-emotional learning teaches students self-awareness, self-management, social awareness, relationship management and responsible decision making. These competencies not only prepare a student to be able to participate in engaging and positive learning experiences, but also increase a student's capacity to learn through increased motivation and commitment.

Teachers can support social-emotional learning by:
- Using specific classroom management and instructional strategies focusing on positive behavior supports
  - o Responsibility and choice
  - o Cooperative learning
  - o Self-reflection and self-assessment
- Fostering a caring classroom environment
- Engage students in reflective conversations
- Modeling, Practice, and Feedback

[Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)

Avoid these less effective practices:
- Using punishment as a means of addressing inappropriate behavior (writing names on board, taking away recess, tokens, or other privileges, grade retention, etc)
- Exclusion practices – isolating students from peers, detention, suspension, etc)
- Reprimand students in front of others
- Shaming, humiliating, calling out in front of peers

Supplemental/ Targeted Supports

Though positive and strategic in design, not all students respond to these core or universal supports. For a variety of reasons, some students do not respond to the kind of efforts that make use these core supports; however, without these universal positive behavior supports, the number of students needing additional help would be much larger.

Supplemental, or targeted, supports are interventions designed to support students who are not responding to the core/universal supports being consistently implemented throughout the school with fidelity. Supplemental supports are more intensive since a smaller number of students may require this level of support, as identified in the middle section of the pyramid. This level of support focuses on students who may be at risk for more serious behavior concerns if not addressed immediately.

Critical Components of Interventions

Supplemental supports are typically most effective when approached as a collaborative team with consistent implementation of behavior supports.

Effective behavior interventions are specifically designed based on the function of the behavior. Once the function of the student's behavior has been estimated based on best guess as existing information is reviewed, effective intervention strategies can be agreed upon and implemented. *It is critical to remember that it takes time and consistency in implementing these interventions to change behavior.*

For students to improve behavior, the following tenets of instruction are critical:
- Clear goals and expectations
- Appropriate instruction on skills necessary to be successful
- Monitoring of student progress
- Positive feedback and encouragement
- Correction of errors (should be individual and immediate)

Examples of Supplemental/Targeted Supports:
- Increased academic support and practices / choices
- Increased Behavior Support/ behavior contract
- Check In/ Check Out
- Intensive Social Skills Training
- Self-Management Programs
- School-based Adult Mentors
- Parenting Training & Collaboration
- Community & Service Learning
- Restorative Conversations
- Small Group Counseling

It is essential that all staff members who interact with the student is aware of the intervention support plan that has been agreed upon and readily available for rapid implementation. Substitutes should also be made aware of the interventions and supports for the student.

A **student liaison** should be identified to take the lead on ensuring that all staff necessary is aware of the student's plan and to facilitate the data collection process as interventions are implemented and progress is monitored. The team should report any additional concerns and/or progress to the student liaison.

Importance of Implementing Supports with Fidelity:

Even the best interventions, if implemented poorly, will be ineffective in changing a student's behavior. Consistent implementation of strategies in all settings that are applicable is a critical component of the response to intervention process. All educators/staff that interact with the student will need to be trained on the strategies the team has designed for the student in an effort to ensure implementation with fidelity. These staff members may include, but not limited to, interventionists/tutors, cafeteria staff, bus drivers, office staff, counselors, and nurses. The assigned student liaison will be responsible to ensure that necessary staff members are aware of the interventions and strategies the team has designed for the student.

How do we Know the Student's Support Plan is Effective?

Direct observations and progress monitoring are widely used methods for evaluating student's response to intervention and progress. Measurable changes in behavior and improvements with participation in integrated activities, improved social relationships, independence and self-sufficiency can be directly observed. If noticeable changes are not observed and documented within a reasonable amount of time, it may be necessary to adjust strategies and interventions. It is important to recognize that it takes time to change behavior and teams need to be aware of the importance of ensuring a reasonable amount of time is given for the student to respond to intervention.

Progress monitoring should have the following characteristics:
1. The assessed specific behaviors or skills are directly related to the student's area of need.
2. The tool for documenting growth allows for measurement of small amounts of growth over time.
3. The tool can be used efficiently for documentation on the teacher's behalf.
4. The tool can be used repeatedly for a designated time period.
5. The data can be easily summarized in graphic format for ease of evaluation.

How do we Determine If a Student is Making Adequate Progress?

Setting goals for growth for students can be an important step for RTI committees to consider. This will allow for students' progress to be measured in a systematic way allowing for a baseline to be identified and replacement behaviors to be tracked.

Progress monitoring data should be collected daily and reviewed on a consistent basis. The data can be examined for the student's response to intervention and if the student is making progress. If a student is not making progress, once the strategies/interventions have been given sufficient amount of time for implementation, the student may need to be considered for intensive/individualized supports.

RESOURCES FOR SUPPLEMENTAL/TARGETED SUPPORTS:

PBIS World

Center on Response to Intervention: Progress Monitoring Briefs

PBIS World – Data Tracking

Intensive/ Individualized Supports

Intensive/individualized supports are specifically tailored to a student's specific needs and circumstances as identified by the RTI/ support team. These supports focus on the needs of students who exhibit patterns of severe or extreme problem behaviors that are dangerous, highly disruptive, and/or impede the learning of that students and others around him/her.

This level of support is most effective when there are positive universal and supplemental systems in place identifying expectations for all students.

The goal of intensive/individualized supports is to diminish problem behaviors by identifying a replacement behavior, as well as increase the student's adaptive skills and opportunities for quality interactions with peers and adults.

It is critical for campus teams to use the process outlined above with regard to the **analysis of the behavior** in order to effectively plan for and design specific interventions targeting the student's behavior concerns.

Analysis of Behavior

In order to effectively intervene with behavior concerns students may be exhibiting, there must be a fundamental understanding of the behavior. The following are conditions of the behavior that must be identified:
- An **operational definition** of the behavior
- What was the **consequence** of the behavior
- What does the student seem to be seeking (ex: attention/ task avoidance)/ **function of the behavior**
- What happened immediately prior to the student's behavior/ **antecedent**
- What was the **environment/ setting** in which the behavior occurred
- What is an **alternative behavior** that is more preferential and appropriate

Throughout the process of analyzing the behavior, the conditions listed above must be taken into consideration and analyzed separately to truly identify potential interventions to maximize their effectiveness.

To be consistently evaluated and assessed.

Data will be critical in determining the function of the behavior and in turn the specific interventions necessary.

Operationally Define the Behavior

Identify a Replacement Behavior

Setting

Consequences

Behavior

Function

Antecedent

22
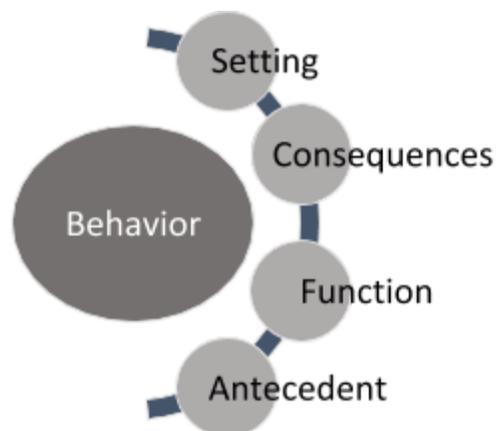
Steps to Identify the Function of the Behavior:

1. Define and describe the behavior. Be specific as possible.
2. What consequences or reinforcement did the student receive due to the misbehavior?
3. Identify what the student seems to be seeking by engaging in the behavior. (what function does the behavior seem to be meeting)
4. Define behaviors that immediate happen before the student engages in the behavior. (describe others' behaviors such as actions and words, environmental concerns/ situations, task demands)
5. Describe the environment that the student is in immediately prior to the behavior.
6. Define what behavior is desired or acceptable that will meet the same goals of the misbehavior.

Data-Based Decisions

Decisions to implement supplemental/targeted supports should be data-driven based on information compiled by classroom teachers and other professionals.

Data for the decision-making process may include, but not limited to:
1. Classroom observations from teachers and other staff
2. Antecedent, behavior, and consequence data
3. Parent concerns/ observations at home

Examples of Intense/ Individualized Supports:
- Restorative Conversations
- Individualized Counseling
- Individualized Behavior Plans

Implementing a Behavior Support Plan

The behavior support plan should be comprised of individual instruction of the desired skills/ replacement behaviors, which will need to be operationally defined for the student and staff members supporting with the implementation of the plan. A plan for behavior support and intervention does not have to be designed formally, but can be designed informally by the campus intervention team. It is essential, however, that the campus ensures that every component of a behavior plan is identified and outlines.

Critical Components of a Behavior Intervention Plan:
1. Defined problem behaviors
2. Defined replacement behavior
3. Baseline data of identified behavior
4. Strategies/ interventions to be implemented
5. Measurable target goal for student's behavior
6. Staff members to support with implementation
7. Timeframe of intervention/ when will meet to review data

Identifying a Goal/Goals for Students:

Individualized goals for students should focus on decreasing the specific problem behavior while building adaptive skills/ replacement behaviors to improve the student's overall quality of life.

Goals should be based on self-management of skills necessary to ensure the student becomes independent with navigating social situations throughout his/her educational career and into adult-hood.

Progress Monitoring for this Level of Support:

It is critical to monitor progress with even greater frequency to ensure effective and timely feedback is given to the student regarding the desired behaviors. Restorative conversations are critical at this level of support for students. The goal is for the student to become more aware of his/her actions and become more independent with identifying the necessary skill associated with the social situation. With the increased intensity of the problem behavior, it will be critical to have just as much intensity with providing support for the student.

Students who have this level of intense problem behavior will adequate need time for supports and interventions to be effective.

As stated above, it is critical to ensure that all supports and strategies are implemented with fidelity to know if the student's specific support plan for behavior is effective. Please refer to section above as necessary for implementing with fidelity and progress monitoring.

For students who receive this level of support, it is essential that they continue to use the supports identified in the core/universal and the supplemental supports as campus teams ensure ongoing progress monitoring and problem solving.

Crisis situations and the severity of the problem behavior may require for students to receive more intensive/individualized supports even if they have not had adequate exposure to universal or supplemental supports. This must be determined by the campus intervention team.

RESOURCES FOR INTENSIVE/INDIVIDUALIZED SUPPORTS:

PBIS World
Center on Response to Intervention: Progress Monitoring Briefs
PBIS World – Data Tracking
National Center on Intensive Intervention

For Crisis Situations:

Safe crisis management procedures need to be planned for in advance. Each campus has a core Crisis Prevention Team who has been trained in CPI. It is important to remember that the goal of crisis prevention/management is to ensure the safety of the student, as well as all others, and to de-escalate the problem as safely as possible.

Resources

National Center on Response to Intervention

National Center on Response to Intervention: Parent FAQs

Texas Education Agency: Response to Intervention

Texas Behavior Support
Support and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers by US Office of Special Education Programs (OSEP)

Region 20 ESY Behavior/Discipline Resources

US Department of Education Releases Guidance to Schools on Ensuring Equity and Providing Behavioral Supports to Students with Disabilities – August 2016

Positive Behavioral Interventions and Supports: A Multi-tiered Framework that Works for Every Student – National Education Association

Florida's Positive Behavior Support Project

Intervention Central