

13th Annual

Thinking & Learning Conference

DR CHRIS WEBER

Sunday 22 May

**Behavioural RTI: Practical, essential
supports for students**

Session 1

MELBOURNE

DR CHRIS WEBER

Dr Chris Weber is a consultant and administrative coach. He delivers trainings and presentations on pyramid response to intervention (RTI), a tiered approach that centres on professional learning community (PLC) concepts and strategies to ensure that every student receives the support necessary to succeed. Chris also offers workshops and presentations that provide the tools educators need to build and sustain PLCs.



As principal of RH Dana Elementary School in California, Chris was the leader of a highly effective PLC. Together with his staff, he lifted the school to remarkable levels of success, with gains over four years that were among the top 1 per cent in the state. He credits this achievement to the daily practise of key principles: focusing on student engagement, maximising instructional time, reallocating resources and developing systematic student support programs based on RTI.

Chris has held a number of teaching and leadership roles in both primary and secondary schools. He was director of instruction for the Garden Grove Unified School District in California, which was the 2004 winner of the prestigious Broad Prize for Urban Education.

A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 13th Annual Thinking & Learning Conference. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

© 2016 Hawker Brownlow Education
Printed in Australia

CODE: MELCW0301
0516

Behavioural RTI
Practical, essential supports for students

Behavioural RTI Roadmap

Self-Regulated Learning,
Social Emotional Learning,
and a Proactive and Positive Approach to
All Students Developing the Attributes
Required to Succeed in School in Life

Chris Weber, Ed.D.
Senior Fellow
International Center for Leadership in Education
Houghton Mifflin Harcourt

“The single greatest lesson from past ultra-achievers is not how easily things came to them, but how **irrepressible** and **resilient** they were.”

David Shenk (2010). *The genius in all of us: New insights into genetics, talent, and IQ*, p. 120.

Introductory Questions

1. How can behavioural supports at all tiers be more proactive?
2. What are three elements of Behavioural Intervention that you believe must be present in a school for supports to be effective?
3. What explains the differing attitudes of some educators toward students' academic and behavioural needs?

Choose the statement that most reflects your beliefs:

1. It is parents' and society's job to teach students to behave; our job is to teach academics.
2. Behavioural and academic success, or lack of success, are inextricably linked.
3. A lack of consistency and positive modeling among staff significantly contributes to students' difficulties with behaviour.
4. You cannot teach someone to care or be motivated.

Big Ideas

- We can and must teach behaviours, habits, attributes, skills, and dispositions that we want emerging scholars, citizens, and people to exhibit.
- Behaviour must be consistently defined, modeled, and reinforced by all staff, at all times.

Essential Questions

- How can we best teach expected and appropriate behaviours?
- How do we define expected and appropriate behaviours?
- How can we acknowledge and reinforce expected and appropriate behaviours?

Implementation of Behavioural Intervention aims to achieve and enable self-regulated learning, social emotional learning, and a proactive and positive approach to all students developing the attributes required to succeed in school and in life.

Research shows:

- Behaviours occur everywhere, at all times requiring consistent, collaborative approaches
- We must explicitly model the behaviours that staff want to see from students
- Better staff/student relationships = Better student behaviours
- Engaging, well-designed lessons within well-organized, predictable environments = Better student behaviour
- To see changes in student behaviours, we must adapt **adult behaviours**.

Changes we can make to adult practices within schools:

- Build in rewarding opportunities for social interaction.
- Provide audiences for student work.
- Connect academic requirements to real world situations.
- Offer students meaningful choice.
- Minimize pressures on students such as competition or social comparison
- Recognize and reinforce a growth mindset and value-added learning.
- Revise the grading system.
- Provide timely and specific corrective feedback.
- Explore, with staff and students, the following “equation” – Behaviour = (drive x habit) / (anxiety levels).
- Set, revise, and reflect upon progress toward well-defined, long-term goals and the short-term goals need to reach them.
- Establish and communicate high expectations.
- Celebrate successes and short-term wins.
- Encourage and develop self-advocacy.
- Model and reinforce that fact that effort and ability can be—should be—directly related.
- Teach and allow students to practice metacognition.
- Teach and allow students to practice monitoring their learning.
- Teach and allow students to practice high-leverage learning strategy.
- Teach and allow students to practice techniques for managing time, resources, attention, and their environment so that volition, grit, and perseverance remain strong.
- Teach the principles of self-efficacy and self-concept.

Select one idea from the adult practices listed here that resonates with you. Explain why this one resonated with you.

Follow the process below when initiating Behavioural RTI:

WHO will take the lead on Behavioural RTI?

WHAT supports are needed to ensure that the Principal (and team) define, communicate, and support in the areas of:

Survey the culture expectations, readiness, strengths, and needs of staff and stakeholders (p. 5)			
Tier 1			
Content	Instruction	Assessment	Feedback
<ul style="list-style-type: none"> • Social and academic behaviours • 21st century skills • College and career readiness skills • Self-regulation • Executive functioning • Learning and life strategies • Sample school topics • Behaviour priorities 	<ul style="list-style-type: none"> • Schoolwide instruction • Tier 1 differentiation • Behavioural instruction within academics • Morning meetings • Consistent classroom management, routines, procedures, and expectations • Direct instruction lessons • Inquiry lessons 	<ul style="list-style-type: none"> • Evidence gathering • Behaviour documentation forms • Walk-through protocols • Student conferences 	<ul style="list-style-type: none"> • Acknowledging the positive • Corrections • Pre-corrections • Function-based strategies • Precorrection cards • De-escalating strategies
Behaviour screening	Tier 2		Tier 3
	Assessment	Strategies	
<ul style="list-style-type: none"> • Formal behaviour screeners <ul style="list-style-type: none"> ◦ SRSS / SIBSS • Behaviour screening template 	<ul style="list-style-type: none"> • RTI Team Protocol • Diagnostic interview – General social Behaviours • Specific diagnostic interviews • Monitoring and mentoring using CICO 	<ul style="list-style-type: none"> • Prescribe supports • Strategies matched to social behaviours • Strategies matched to academic behaviours 	<ul style="list-style-type: none"> • Formal Functional Behaviour Analysis (FBA) • Formal Behaviour Intervention Plan (BIP)

WHEN will the Principal (and team) support behaviours?

- When will the team provide consistent professional development?
- When will the team provide information to teacher teams?
- When will the team meet to determine the needs of students at-risk behaviourally?
- When will the team support students at-risk behaviourally?

HOW will teams communicate with school staff regarding students in need of additional behavioural supports?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

Survey

Expectations, Readiness, Strengths, and Needs of Staff and Stakeholders

List and describe the behavioural expectations for students across the school:	
Please Respond with a 1-4 to each of the statements below	4 = Strongly Agree 3 = Somewhat Agree 2 = Somewhat Disagree 1 = Strongly Disagree
Staff (teachers, yard duty, office staff, cafeteria workers, etc.) know the schoolwide expectations?	
Staff accepts collective responsibility for defining and teaching behavioural expectations	
Staff consistently teaches, models, and reinforces behavioural expectations.	
Staff intentionally fosters and nurtures positive relationships with all students.	
Students know the schoolwide expectations.	
Parents know the schoolwide expectations.	
Follow-through on behavioural infractions is timely.	
Follow-through on behavioural infractions is clearly communicated.	
Behavioural deficits are viewed in the same manner as reading deficits – students lack skills and require supplemental supports.	
After an incident, students are retaught, asked to reflect, and guided toward restitution, in addition to receiving consequences.	
Classroom environment promote positive behaviours.	
Lesson designs and topics promote positive behaviours.	
Staff teaches the schoolwide expectations to students.	
Staff models schoolwide expectations to students.	
Staff recognizes students for displaying desired behaviours more often than they reprimand students for undesired behaviours.	
Staff agree on what type of problem behaviours to refer to the office.	
Staff understands and utilizes the steps to provide students with more intensive behavioural supports.	
The school uses evidence for making decisions in designing, implementing, and revising behavioural efforts.	
The school regularly and efficiently collects evidence of student learning of behavioural expectations.	
Behaviour is a focus of schoolwide collaboration discussions and professional development.	

Behaviour Screening

Student Risk Screening Scale (SRSS) and Student Internalizing Behaviour Screening Scale (SIBSS)

Teacher name:																
0 = Never	For the SRSS and SIBBS separately							9–21 indicates high risk.								
1 = Occasionally								4–8 indicates moderate risk.								
2 = Sometimes								0–3 indicates low risk.								
3 = Frequently																
Use the above scale to rate each item for each student.																
	Student Risk Screening Scale (SRSS) Externalizing Behaviours								Student Internalizing Behaviour Screening Scale (SIBSS) Internalizing Behaviours							
Student Name	Steal	Lie, Cheat, Sneak	Behaviour Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behaviour	Total	Nervous or Fearful	Bullied by Peers	Spends Time Alone	Low Academic Achievement	Withdrawn	Sad or Unhappy	Complains about Being Sick or Hurt	Total

“Behaviour is a form of communication providing clues about what is missing in a young person’s life.”

John Seita (p. 29)

Behaviour Screening Template

Behaviours	1. Student Name 2. Brief Example 3. Successful Strategy
Cooperation (Disruption)	1. 2. 3.
Social respect (Defiance)	1. 2. 3.
Physical respect (Aggression)	1. 2. 3.
Verbal respect (Inappropriate language)	1. 2. 3.
Attention (Inattention)	1. 2. 3.
Self-control (Impulsivity)	1. 2. 3.
Attendance (Absences)	1. 2. 3.
Honesty (Lying/ cheating/ stealing)	1. 2. 3.

Behaviour Screening Template

Behaviours	1. Student Name 2. Brief Example 3. Successful Strategy
Empathy (Harassment/ bullying)	1. 2. 3.
Metacognitive practices (Unreflective learning)	1. 2. 3.
Growth mindset and positive self- concept (Fixed mindset and negative self-talk)	1. 2. 3.
Self-monitoring / Internal locus of control (External loci of control)	1. 2. 3.
Engagement / motivation (Apathy)	1. 2. 3.
Strategy creation and use (Passive learning)	1. 2. 3.
Volition and perseverance (Learned helplessness)	1. 2. 3.
Resiliency (Emotional fragility)	1. 2. 3.

Student Name	Former Teacher(s)	Reading Concerns	Reading Effective Strategies	Writing Concerns	Writing Effective Strategies	Math Concerns	Math Effective Strategies	Behaviour Concerns	Behaviour Effective Strategies

Pro-Social and Pro-Functional Behaviours

Behavioural Priority	Misbehaviour Associated with the Priority	Brief Description
1. Cooperation	Disruption	Interacting within learning environments and with others positively; collaborating responsibly with others in diverse teams
2. Social respect	Defiance	Complying with expectations; managing relationships; guiding and leading others awareness of emotions
3. Physical respect	Aggression	Demonstrating care and concern for the physical being and space of others
4. Verbal respect	Inappropriate language	Using kind, positive and supportive words; communicating clearly and persuasively
5. Self-control	Impulsivity	Ability to control oneself physically and verbally; responsible decision making
6. Attendance	Absences	Physical, cognitive, and emotional presence at school
7. Honesty	Lying/cheating/stealing	Truthfulness in relationships and learning
8. Resiliency	Emotional fragility	Techniques for regulating responses to situations; reflecting upon reasons of success or failure and seeking help; adapting to change; flexibility
9. Empathy	Harassment/bullying	Consideration of others' situations; conscientiousness; awareness of social situations
10. Metacognitive practices	Unreflective learning	Knowledge and beliefs about thinking; problem solving; thinking creatively and critically;; self-awareness
11. Growth mindset and positive self-concept	Fixed mindset and negative self-talk	Viewing learning as continuous and intelligence as malleable; optimism; belief in oneself
12. Self-monitoring/ internal locus of control	External loci of control	Ability to plan, prepare, and proceed; analyzing and evaluating findings and viewpoints; monitoring progress and confirming the precision of work
13. Engagement/ motivation	Apathy	Ability to maintain interest and drive; setting short-term and long-term goals; focusing on an interest or career pathway or major
14. Strategy creation and use	Passive learning	Employing techniques for construction, organization, and memorization of knowledge; utilizing memorization techniques, study skills, technology skills, and problem-solving strategies
15. Volition & perseverance	Learned helplessness	Efforts needed to stay motivated; managing progress toward goals, projects, effort, and time; self-directed learning; working independently
16. Attention	Inattention	Ability to focus, even when presented with distractors

The behavioural priorities that teams select are not as important as the selection of a viable quantity of priorities and the commitment of staff, students, and stakeholders fully and purposefully in the defining of what behavioural priorities look like and sound like.

Tier 1 Behaviour – Identifying and Defining Behavioural Priorities

After examining categories of behavioural attributes, identify those that you believe you represent your school's behavioural priorities.

- Consider specific attributes that represent the greatest need and/or are most critical to student success.

-
-
-
-
-
-

Describe in specific detail, using observable and measureable characteristics, what the priority looks like and sounds like:

	What does it look like?	What does it sound like?
During whole group instruction?		
During small group instruction?		
Within the classroom?		
Outside the classroom?		

Describe in specific detail, using observable and measureable characteristics, what the priority looks like and sounds like: Engagement / Motivation		
	What does it look like?	What does it sound like?
During whole group instruction?	Students displaying positive nonverbals (smiling, nodding, responding, etc.)	Students are asking questions focused on the learning outcomes and their intrinsic interests.
During small group instruction?	Students are actively working, exploring inside of their personalized learning path.	Students are inquiring, discussing, and conjecturing.
Within the classroom?	Students are interacting in a collaborative nature. Students are moving about with energy and excitement.	Students are presenting ideas, affirming each other, and providing feedback.
Outside the classroom?	Students are reflecting through writing and/or blogging	Students are debating and initiating conversations about learning.

Prioritized academic concepts and skills must be scoped and sequenced throughout the school year in a manner that favors depth over breadth, mastery over coverage, and quality over quantity – we must plan a guaranteed and viable curriculum (Marzano, 2001). The same applies to pro-social and pro-functional behavioural skills. In collaboration with our colleagues, we have developed the following 8 units of instruction below, that correspond to our 8 academic units of instruction (Two per quarter).

Unit 1	Unit 2	Unit 3	Unit 4
1. Cooperation 4. Verbal respect	2. Social respect 16. Attention	5. Self-control 13. Engagement/ motivation	3. Physical respect 14. Strategy creation and use
Unit 5	Unit 6	Unit 7	Unit 8
9. Empathy 6. Attendance	7. Honesty 10. Metacognitive practices	8. Resiliency 15. Volition & perseverance	11. Growth mindset & positive self-concept 12. Self-monitoring / internal locus of control

Sample School Topics**KIPP**

- Grit
 - Self-control
 - Zest
 - Social intelligence
 - Gratitude
 - Optimism
 - Curiosity
-

Character Counts

- Trustworthiness
 - Respect
 - Responsibility
 - Fairness
 - Caring
 - Citizenship
-

PRIDE

- Positive
 - Responsible
 - Integrity
 - Dependable
 - Engage
-

MOP

- Motivation
 - Organization
 - Perseverance
-

Scholarly Attributes

- Respect yourself and others
- Make good decisions
- Solve your own problems

Gibbsboro Elementary School, New Jersey**Super 7**

- Service
 - Respect
 - Integrity
 - Motivation
 - Compassion
 - Positivity
 - Responsibility
-

3 Rs

- Respect
 - Responsibility
 - Readiness
-

3 Ss

- Strategy
 - Self-efficacy
 - Self-starting
-

REAL

- Respect
 - Effort
 - Attitude
 - Leadership
-

3 Ms

- Motivation
 - Metacognition
 - Monitoring
-

Social Emotional Learning (SEL) Competencies
from Collaborative for Academic, Social, and
Emotional Learning (CASEL)

- Self-awareness
- Self-management
- Social awareness
- Relationship management
- Responsible decision making

Instruction of Behavioural Skills

The brilliant principles of Positive Behaviour Interventions and Supports (Sugai & Horner, 2002) have long advocated for schoolwide instruction of behavioural expectations. This means that all staff – administrators, teachers, office staff, food services, classified personnel, transportation, etc. – provide consistent teaching and modeling of behavioural expectations, with consistencies in feedback, reinforcements, and messaging. Let's apply the same effective, research-based thinking to the instruction of behavioural skills as we do to academic skills:

- Explicit instruction
- Metacognitive modeling
- Scenario-based applications and problem solving
- Student-constructed learning
- Social and collaborative learning

There is near unanimity among our staffs and colleagues that a failure to teach behavioural skills will continue to compromise the learning of academic skills. There is a growing belief that learning behavioural skills is as important as learning academic skills. We recommend that staff increasingly work together to design mini-lessons to employ during classroom meetings, described below. We recommend a greater commitment to establishing explications, community, and relationships during the first six weeks of school. Lastly, we believe:

- We should increasingly engage in dual-purpose instruction – embedding behavioural instruction within academic instruction, constantly, consistently reinforcing behavioural content within the context of academic instruction.
- Involve students in the recognition and awareness of appropriate behaviours.
- Regularly revisit and reteach expected behaviours through the school days, week, and year.

By instruction, we mean that we must teach the behaviours that we want to see students exhibit. We must employ the same best practices – the same sound pedagogies and strategies – that we use to teach academics to teach students to display the pro-social and pro-functional behaviours they must possess to be successful in school and in life. Let's keep it simple. What best practices should we be into action?

- **Metacognitive modeling** – Staff must demonstrate what appropriate behaviours look like and sound like, thinking aloud and allowing students to observe how successful individuals navigate and negotiate social and functional environments.
- **Examine scenarios** – Staff and students must engage in an interactive exploration of scenarios in which appropriate behaviours must be displayed. Staff and students can collectively problem-solve, brainstorm ideas, consider options, check the viability of solutions, and describe the why behind an agreed-upon “answer.”
- **Study examples** – Staff and students can analyze positive and appropriate “answers” to behavioural scenarios, reflecting upon why the solution is successful and considering other positive alternatives.
- **Study non-examples** – Staff and students can analyze inappropriate responses to behavioural situations, dissecting errors, and generating “answers” that would result in superior outcomes.

- **Small group and individual practice** – Staff can present challenges to small groups and individuals, asking them to communicate their thinking and produce their “answers” in various forms – orally, in writing, on video, through live demonstrations, and visually or graphically.
- **Checking for understanding and immediate, specific corrective feedback** – Staff and other students can provide structured feedback on the processes that led to solutions, and the solution itself. Students can then revise their answers, and can even self-assess their solutions against a scoring guide that has been co-created and explained.

In other words, we can employ the very same practices to model, teach, facilitate, and interactively engage with behavioural skills as we employ when teaching academic subjects like reading and mathematics.

We sometimes hear from very well-meaning colleagues that certain behaviour – like motivation – cannot be taught; students either have it or they don't. It comes from within. We respectfully reject this position. Consider this: we cannot teach “reading.” Instead we teach students to: identify the 44 phonemes (sounds) within the English language; recognize initial sounds; discriminate sounds to identify letters; make letter-sound connections; blend phonemes when presented with graphemes; attack words; read fluently (with accuracy, appreciate rate, and prosody); employ appropriate and high-leverage skills and strategies to explicitly comprehend what they read; employ appropriate and high-leverage skills and strategies to inferentially comprehend what they read; and much, much more. We don't teach students to read; we teach them to independently employ strategies intended to ensure that they can make meaning of what they read. Similarly, we do not teach motivation. We teach skills (see above) that enable a student to be self-motivating and engaged when learning, particularly when the learning process is uncomfortable or complex.

Staff might ask *when* we teach these behaviours. They might feel that their daily schedules are already packed and that instructional minutes are at a premium. Like it or not, we are teaching behaviours all day, every day, whether we know it or not, whether we like it or not. If we don't proactively provide instruction on pro-social and pro-functional behaviours, we will either encounter difficult situations that inhibit our abilities to ensure students mastery of academic content or our successes in ensuring all students master prioritized academic skills will be less than desired, or both. We would like to suggest, again, that mastery of behaviour skills is as critical to students' lives as mastery of academic skills.

So when can we teach these behaviours. We suggest four opportunities:

1. The First Six Weeks of School – We have been embarrassed to hear from the teachers who we lead that they felt inhibited from establishing positive learning environments with students – with clear expectations, procedures, and routines, and positive relationships between staff and students – because they could not afford to get behind on their curriculum maps. Depth of learning is more critical than coverage of content. We have revised the quantity of skills addressed during the first six weeks of schools in acknowledgement of the time required, and the critical importance of, frontloading the instruction of behavioural skills and the building of relationships, during the first six weeks of school. Learning of all kinds has been much more productive the rest of the school year since we have made this commitment.

2. Classroom meetings – Set aside 10-20 minutes on a regular basis (once a week, twice a week, once a day) to engage in mini-lessons on the pro-social and pro-functional behaviours that the school has prioritized (see the section above), using the best practices described earlier in this section of the chapter. Occasionally, these meetings can occur across classrooms or across the school. The Responsive Classroom approach suggests a daily morning meeting and a closing circle. You choose the times that are most conducive for mini-lessons, as the point here is purposeful implementation of classroom meetings. These meetings help meet many important goals, including
 - a. Setting the tone for respectful learning
 - b. Establishing a climate of trust
 - c. Motivating students to feel significant
 - d. Creating empathy and encouraging collaboration
 - e. Supporting the integration of social, emotional, and academic learning
3. Preview behaviours – Prior to beginning a mini-lesson in mathematics or reading, remind students of one “behaviour” on which you want them to focus – perhaps the behavioural priority that is a current area of focus within the schools’ scoped-and-sequence behavioural curriculum map. Or engage students in a brief (90-second) preview of a behavioural priority prior to small group work beginning or prior to initiating a lab-like activity. Ask teams of students to generate a list of 2 behaviours they should not see and 2 behaviours that they should see within the upcoming brief period of teaching and learning. Call upon students to share their teams’ ideas, validating or providing corrective feedback as necessary.
4. Review behaviours – Following the mini-lesson or other brief period of teaching and learning, ask students to engage in a brief (90-second) review of less-than-appropriate behaviours that they observed (keep these objective; consider keeping them anonymous) and appropriate behaviours (also keep these objective; consider recognizing the individual(s) who behaved in a positive manner). Particularly when the practice of a specific behaviour is less-than-optimal, consider revisiting the situation and the behaviour during subsequent *classroom meetings* and *previews*.
5. Multi-class meetings – Periodically, facilitate the same type of teaching and learning employed during classroom meetings across multiple classrooms, entire grade levels, the entire school, or swap staff members between classes or groups of students. Why? The consistency of explanations and understanding of the pro-social and pro-functional behaviour that we want to see and hear students display in all classrooms and non-classroom environments across campus is critical. Reinforce with students that it does not matter which staff member that they are interacting with and it does not matter where they are, the expectations are the same. Furthermore, multi-class meetings allow staff and students to learn from and with their colleagues and peers – collaboration is powerful.

Teaching behaviours must be a priority for the district, schools, and teachers – We must make the time within school days and periods of instruction for behavioural mini-lessons and we must embed the teaching and learning of behaviours within the teaching and learning of academic skills.

Differentiation

Just as in reading, mathematics, or other academic areas, a variety of factors will necessitate that we prepare to differentiate Tier 1 instruction of behavioural skills:

- Students lack knowledge of immediate prerequisite skills – they will require some preteaching.
- Students lack knowledge of foundational prerequisite skills – they will require more extensive scaffolding to meet grade-level expectations.
- Students have different styles, interests, or modalities through they best learn.
- We have evidence, from time-to-time through frequent checks for understanding, that students will benefit from just a little more time and a slightly different approach within the core environments.

We can predict that students will need differentiated behavioural supports to be successful; let's prevent being surprised and frustrated by this near-certain situation. We are undoubtedly familiar with the one dozen research-based common differentiation strategies identified:

1. Preferential seating
2. Adapted or personalized or more-frequent redirections
3. Adapted or personalized or more-frequent positive reinforcement
4. Visual schedules
5. Proximity control
6. Tactile and sensory supports
7. Repeated and more-detailed directions
8. More detailed problem-solving steps
9. Multi-modal instructional strategies
10. More clearly defined parameters and boundaries and expectations
11. Reteach expectations
12. Prepare students for transitions

Let's employ them more systematically, more proactively, and more positively:

- Systematically – Let's employ these strategies across the school, for any student, with common procedures, when evidence indicates the need; moreover, let's employ these strategies consistently, faithfully, and for a long-enough period of time for improvement to occur [While 24 useful repetitions are necessary to solidify academic learning (Marzano, Pickering & Pollock, 2001), it has been that 100 useful repetitions may be necessary to solidify behavioural learning (Benson, 2012).]

- Proactively – Let’s screen for difficulties that may necessitate the use of these strategies and strive to support students before more entrenched difficulties and frustrations are established – be ready...some students will require these supports to be
- Positively – Let’s avoid employing these strategies with reluctance and from a deficit point-of-view; instead consider them as we would consider the use of differentiation strategies for reading difficulties and communicate a growth mindset.

It’s inevitable – we WILL need to provide differentiated behavioural supports within Tier 1 environments for students to meet behavioural and academic expectations – let’s be ready. In the tables below, we suggest a few researched-based strategies that are aligned to the pro-social and pro-functional prioritized behavioural content that we described above. While the list is not exhaustive, the strategies should provide teams with a place to start.

De-escalate when supporting a vulnerable student with behavioural-skill needs:

- Create a safe, private or semi-private environment for discussions
- Limit adults involved
- Provide personal space
- Do not corner the student
- Display open, accepting body language
- Speak respectfully
- Use simple, direct language
- Ask student to take responsibility for moderating behaviour
- Provide safe, simple choices
- Reassure the student
- Provide an outcome goal
- Identify the student's wants and feelings
- Identify points of agreement
- Describe an exit plan
- Speak privately to a student in a calm and respectful voice. Avoid staring, hands on hips, or finger pointing. Keep comments brief. If negative behaviours escalate, move away from the student.

Tier 1 Assessment

Weekly Evidence Gathering Form – Concerns or Models or Self-Assessment

Pro-Social Behaviours		Pro-Functional Behaviours	
Area of Need	Students, Needs, and Examples	Area of Need	Students, Needs, and Examples
<ul style="list-style-type: none"> <input type="checkbox"/> <u>Disruption</u> Interfering with learning environment in a way that student and others are negatively impacted <input type="checkbox"/> <u>Defiance</u> Refusal to comply with expectations (not from lack of understanding) <input type="checkbox"/> <u>Aggression</u> Hurting or invading space of others <input type="checkbox"/> <u>Inappropriate language</u> Disrespectful and hurtful comments toward others <input type="checkbox"/> <u>Impulsivity</u> Inability to control oneself physically and verbally <input type="checkbox"/> <u>Poor attendance</u> Absences are negatively impacted learning <input type="checkbox"/> <u>Lying/cheating/stealing</u> Dishonesty in words and actions <input type="checkbox"/> <u>Emotional fragility</u> Significant difficulty in coping with social-emotional challenges <input type="checkbox"/> <u>Harassment/bullying</u> Takes advantage of others' vulnerabilities 		<ul style="list-style-type: none"> <input type="checkbox"/> <u>Unreflective learning</u> Shallow and disinterested exploration on new knowledge <input type="checkbox"/> <u>Fixed mindset</u> Demonstrating that “smart” is a destination and not a journey <input type="checkbox"/> <u>External loci of control</u> Exhibits beliefs and practices that indicate that one has little influence on one's environment and learning <input type="checkbox"/> <u>Apathy</u> Little engagement and motivation in school and learning <input type="checkbox"/> <u>Passive learning</u> Lack of participation and engagement in class, with peers, and for learning <input type="checkbox"/> <u>Learned helplessness</u> Makes excuses for difficulties; does not embrace responsibility for impacting improvement <input type="checkbox"/> <u>Inattention</u> Inability to focus on instruction and with learning tasks 	

Tier 1 Assessment

Pro-Social & Pro-Functional Behavioural Priorities

Observation Guide – **Engagement / Motivation**

- The teacher's instruction or the tasks keep students attentive and engaged.
- The teacher specifically states behavioural expectations when introducing classroom tasks or activities.
- The teacher continuously monitors students' on-task and academically engaged behaviours.
- The teacher monitors student behaviour – interpersonal interactions, discipline, and self-management.
- The teacher consistently provides specific feedback to students for appropriate/acceptable behaviour, with periodic positive reinforcement.
- The teacher consistently provides specific corrective prompts to students for inappropriate/ unacceptable behaviour.
- The teacher treats students with respect.
- Students experience five positive interactions from teachers for each negative interaction.
- Students demonstrate appropriate behavioural and interpersonal skills when the teacher is providing classroom instruction.
- Students demonstrate appropriate behavioural and interpersonal skills when working in cooperative learning groups.
- Students are prepared and on-task at the beginning of the instructional period or activity.
- Students demonstrate appropriate on-task behaviour when working independently.
- Students are on-task until the end of each instructional period or task.
- Students treat each other respectfully and no students are subject to inappropriate, negative, or verbal abuse by another student.
- Students treat the teacher with respect and do not subject the teacher to inappropriate, negative, or verbal abuse.
- Students in the classroom are eager and enthusiastic about learning.
- Student misbehaviour rarely interrupts classroom learning.

Students about whom there are concerns:

Tier 1 Assessment – Student Conferences

“Can we describe a situation that occurred recently where behaviours didn’t meet school expectations?” (Prompt or provide an example if necessary.)
“Why do you think that happened?”
“Who was affected and how?”
“What could we have reacted differently?”
“What behaviours should we have seen and heard?”
What can we do now and in the future to support all students?”

Feedback

When beginning the cycle, it's essential to set a positive tone for the conversation by acknowledging positive, growth-inducing behaviours:

- Name concrete, specific behaviours
- Recognize students immediately after a good behaviour
- Be genuine
- Be vicarious
- Catch kids being good
- Don't bribe
- Use positive words
- Reinforce the behaviour
- Convey belief in children
- Use direct language
- Use a warm but professional tone
- Emphasize description over personal approval
- Recognize progress

Problem Solve: The Problem-Solving phase continues the use of collaborative language. Staff objectively states some specific behaviours they have observed that are not contributing to learning growth. Students are invited to share what they have noticed about these behaviours. Before collaborative problem solving can begin, staff and students come to a common understanding and agreement of the behaviours that are growth hindering, and why those behaviours are a barrier. When determining the cause of the misbehaviour, the teacher may provide some insight on their thoughts by asking questions. "I'm wondering whether you chose to throw the pencil because you're frustrated with not understanding the directions of the activity?" The student is then invited to respond to affirm or provide additional insight. During this time, the teacher and student will brainstorm some possible solutions and corrections.

Elements of corrective feedback may include:

- Stopping the misbehaviour and reestablish positive behaviour as quickly as possible
- Maintaining children's dignity
- Developing children's self-control and self-regulation skills
- Helping children recognize and fix any harm caused by their mistakes
- Demonstrating that rules help make the classroom a safe place where all can learn
- Using visual and verbal cues
- Increasing proximity
- Providing timely and logical consequences

- Changing consequences that have supported rather than eliminated the problem behaviour
- NOT allowing the negative behaviour to pay off for the student; putting the negative behaviour on the road to extinction
- Rewarding appropriate behaviour to make the problem behaviour ineffective

Pro-actively Plan: The last part of the process is the development of an action plan. The action plan focuses on pre-corrections or potential supports that can be provided, based on predictive patterns. This phase also allows students time to focus on the feedback for growth that has been determined collaboratively by the student and teacher. Feedback is reinforced and allows students to make progress on their action plan inside of an empowering and supportive environment.

Elements of pre-corrective feedback may include:

- Proactively prevent or interrupt predictable problem behaviours
 - Anticipate problem behaviour based on prior behaviours
 - Disrupt behaviour patterns
 - Identify known triggers
 - Compensate for problem behaviours
 - Change predictors that set off the problem behaviour to make the problem behaviour Irrelevant
- Provide prompts & supports to set up and support replacement and desired behaviour
- Teach alternative & desired behaviour that gets results more quickly or easily to make the problem behaviour

Positive, productive, immediate, and specific corrective feedback is research-based (Hattie, 2009). The incorporation of feedback by staff and students into a teaching-learning cycle like the Reverberation Cycle leads to progress in student outcomes. Just as in relation to academic expectations, students deserve feedback on their progress toward behavioural goals.

Tier 2 Behaviour

RTI Team Protocol

Which Students?

How can we proactively identify students in need of more frequent monitoring and differentiated approaches for behavioural success?

From...	Students
Evidence Gathering Form	
Behaviour Documentation Form (SWIS)	
Walk Through Protocols	
Student Conferences	

Diagnosing Needs

Why do we believe the student was misbehaving?

Student Name

Clearly, specifically, objectively, *and observably* define and describe the problem behaviour.

Identify the consequence the student receives due to the misbehaviour. (Be honest . . . even if our responses to misbehaviour may not be entirely appropriate, e.g., raising our voices or removing students from the classroom.)

Specifically identify what the student seems to be seeking by misbehaving. Does this student seem to be seeking sensory feedback? Does the student seem to be attempting to escape from a task or situation? Does the student seem to be seeking attention? Does the student seem to be attempting to gain an object or experience?

How does the student behave immediately before incidents occur? Describe any and all behaviours, actions, and/or words.

Describe any patterns to the misbehaviours. Describe the environments, times of day, subject areas, groupings, and/or assignment types during which the misbehaviour is most likely to occur. What is the student doing or being asked to do? Where is the student? Who is the student with?

What alternative behaviours would staff accept temporarily basis that may satisfy the student's need

Consider administering a more-specific diagnostic interview, e.g., for attention or motivation, particularly if the student does not respond to initial interventions.

Diagnostic Interview – General Pro-Social Behaviours

Goal Area	Characteristics	Notes
Cooperation (Disruption)	<ul style="list-style-type: none"> • Speak out of turn • Make inappropriate or humorous comments at inappropriate times • Try to engage others while they are working • Drop things, laugh, or makes noises on purpose • Claim to not know what is going on • Bother other students • Get out of seat frequently • Talk to others frequently • Throw objects • Yell out • Make noises • Roll on the floor • Bother other students 	
Social Respect (Defiance)	<ul style="list-style-type: none"> • Lash out verbally at others • Withdraw (emotionally or physically) • Challenge the authority of the adult • Refuse to comply with adult requests • Refuse to follow classroom routines • Project blame onto others • Denies the obvious • Unable to admit a mistake • Poor judgment • Lash out verbally at others • Withdraw (emotionally or physically) • Challenge the authority of the adult • Refuse to comply with adult requests • Refuse to follow classroom routines • Project blame onto others • Denies the obvious • Unable to admit a mistake • Poor judgment • Difficulty going from Point A to Point B • Enormous energy and persistence • Often plays out scenes of control • May ask the same question over and over • Prefers to focus with intensity on one task • Often have only a couple of friends they seek to control • Inflexible in their emotions • Frequent engagement of confrontation 	

Goal Area	Characteristics	Notes
	<ul style="list-style-type: none"> • Not following directions when given • Frequent talking back to adults • Negative facial expressions • Lack of common courtesy • May act as if some people do not exist • Poor attitude • Does not think highly of others • Often frustrated • Verbally state they do not care, do not want to do something, or hates things • Have a look of dissatisfaction • Talk back • Show frequent anger 	
Physical Respect (Aggression)	<ul style="list-style-type: none"> • Reports from other students of student verbally or physically harassing them • Your witness of bullying activity • Observation of hitting, kicking, pushing repeatedly • Intense anger • Frequent loss of temper or blow-ups • Extreme irritability • Extreme impulsiveness • Becoming easily frustrated • Yell, scream, hit, kick • Lay on the floor and refuse to do what is asked • Run out of the room • Run around the room • Throw things • Pout 	
Verbal Respect (Inappropriate language)	<ul style="list-style-type: none"> • Swear, curse • Talk about inappropriate things and/or make sexual comments • Mature/immature discussion that is not typical of their age • Blame others • Many reports from other students • Have frequent reports from other students or staff • Initiate verbal conflicts 	
Attention (Inattention)	<ul style="list-style-type: none"> • Day dream – look out window or around the room, look past the teacher or other students • Play with things in desk • Draw or do other tactile activities while lesson is being presented • Sleep 	

Goal Area	Characteristics	Notes
	<ul style="list-style-type: none"> • Ask teacher questions that are geared toward being given the answer rather than seeking direction • Always need to be around others to work • Need lots of one on one attention • Have difficulty completing assignments • Often fail to give close attention to details or make careless mistakes • Have difficulty sustaining attention in tasks or play activities • Often not seem to listen when spoken to directly • Often not follow through on instructions and/or fail to finish schoolwork • Have difficulty organizing tasks and activities • Often avoid or is reluctant to engage in tasks that require sustained mental effort • Often lose things necessary for tasks or activities • Be easily distracted • Be forgetful 	
Self-Control (Impulsivity)	<ul style="list-style-type: none"> • Often fidgets with hands or feet or squirms in seat • Often leaves seat in classroom or in other situations in which remaining seated is expected • Often runs about or climbs excessively in situations in which it is inappropriate • Often has difficulty playing or engaging in leisure activities quietly • Often "on the go" or often acts as if "driven by a motor" • Often talks excessively • Pesters other students continually • Moves arms, shifts body, and plays with objects • Needs and seeks attention from everyone • Unable to control their immediate reactions or think before they act • Often blurt out inappropriate comments • Show their emotions without restraint • Act without considering the consequences • Find it hard to wait for things they want, or to take their turn in games • Moves around a lot • Fidgets • Trouble keeping hands to self 	
Attendance (Absences)	<ul style="list-style-type: none"> • Have frequent late arrivals • Give many excuses 	

Goal Area	Characteristics	Notes
	<ul style="list-style-type: none"> • Have at risk home environment (homeless, poverty, chronic illness, abuse) 	
Honesty (Lying/ cheating/ stealing)	<ul style="list-style-type: none"> • Have difficulty taking responsibility • Have frequent incidents • Have frequent reports from others • Blame others • Have frequent reports from others • Brag to others of new items • Deny when confronted 	
Empathy (Harassment/ bullying)	<ul style="list-style-type: none"> • Reports from other students of student verbally or physically harassing them • Your witness of bullying activity • Observation of hitting, kicking, pushing repeatedly • Intense anger • Frequent loss of temper or blow-ups • Extreme irritability • Extreme impulsiveness • Becoming easily frustrated 	

Diagnostic Interview – General Pro-Functional Behaviours

Goal Area	Strategy	Notes
Metacognitive practices	<ul style="list-style-type: none"> • Display frequent pencil sharpening or bathroom use • Seek constant assistance • Give frequent excuses 	
Self-concept	<ul style="list-style-type: none"> • Have difficulty making or maintaining friendships • Display inappropriate behaviours • Make inappropriate comments • Poor interactions with others • Play alone • Display emotions that are not appropriate to the situation • Not interact with other children in age appropriate ways • Have difficulty making or maintaining friendships • Display inappropriate behaviour or make inappropriate comments • Frequently argue or fight with others • Be a perfectionist • Be unable to take a genuine compliment • Easily have their feelings hurt over little things or things that are not directed toward them • Rush through work • Display an “I don’t care” attitude • Make big plans and then fail to follow through • Take on more than they can handle • Make negative comments about self • Have a lack of friends 	
Self-monitoring	<ul style="list-style-type: none"> • Frequently turns in assignments late • Turns in assignments completed incorrectly • Does not utilize own organization system • Forgetful • Easily loses things • Difficulty staying on task 	
Engagement	<ul style="list-style-type: none"> • Have trouble learning • Fall behind academically • Have a poor sense of self • Have a short attention span • Isolate him/herself socially • Appear sad • Display varying degrees of boredom and indifference • Have an “I don’t care attitude” 	

	<ul style="list-style-type: none"> • Fails to turn in work • Have fears such as talking in front of others, fear of failing • Avoidance • Need to be frequently reminded to stay on task and to remember assignments • Have little facial or physical affect (often looks sad and unmoved by much) • Not ask questions • Not volunteer • Not appear to enjoy school • Have frequent absences or frequent reports of illness 	
Strategy	<ul style="list-style-type: none"> • Give many excuses • Fail to consistently follow expectations for work completion • Have a lack of outside support • Have an at risk environment (homeless, poverty, chronic illness, abuse) 	
Volition	<ul style="list-style-type: none"> • Frequently turns in assignments late • Turns in assignments completed incorrectly • Does not utilize own organization system • Forgetful • Easily loses things • Difficulty staying on task • Not know the directions or the content • Be disorganized • Act out or clown around • Put things off • Have a hard time getting started • Have no sense of urgency • Create disturbances • Have incomplete assignments • Blame others • Make excuses • Excessively ask for help • Inability to work independently • Unprepared • Rely on others for help or for answers • Frequently have incorrect answers • Make repeated, careless mistakes 	
Resiliency	<ul style="list-style-type: none"> • Worry about everyday things for at least six months, even if there is little or no reason to worry about them 	

	<ul style="list-style-type: none"> • Unable to control their constant worries • Know that they worry much more than they should • Unable to relax • Have a hard time concentrating • Easily startled • Have trouble falling asleep or staying asleep • Common body symptoms are: <ul style="list-style-type: none"> ○ Feeling tired for no reason ○ Headaches ○ Muscle tension and aches ○ Having a hard time swallowing ○ Trembling or twitching ○ Irritable ○ Sweating ○ Nausea ○ Feeling lightheaded ○ Feeling out of breath ○ Having to go to the bathroom often • Hot flashes • Grimace • Mutter or grumble • Appear flushed or tense • Seem stuck on a topic or issue • Re-start assignments repeatedly • Quick to react to anger • Crying and refusing to work • Lashing out physically • Biting nails or lips, tugging at hair, tapping feet or hands or other nervous habit • Heavy breathing • Red face • Be quick to respond emotionally either with anger or sadness • Have difficulty taking praise or criticism • Often yell or shut down when frustrated • Become frustrated easily • Have persistent sad, anxious, or “empty” feelings • Have feelings of hopelessness and/or pessimism • Have feelings of guilt, worthlessness, and/or helplessness • Display irritability or restlessness • Show a loss of interest in activities or hobbies once pleasurable • Have fatigue and decreased energy • Have difficulty concentrating, remembering, or 	
--	--	--

	<p>making decisions</p> <ul style="list-style-type: none">• Fall asleep often• Overeat or have a loss of appetite• Have thought of suicide• Complain of persistent aches or pains• Have frequent complaints of body aches in many areas (head, stomach, extremities) that have been investigated but not proven• Require lots of one on one attention• Have frequent emotional instability• Cry frequently over what appears to be “small” things (lost place in line, wrong answer)• Write or tell of problems and reports in stories that they are “upset”• Frequently put head down• Do little work or give little effort	
--	--	--

Diagnostic Interview – Attention

Questions for the TEAM and/or the STUDENT and/or the PARENT (Does the student try to:)	Notes
<p>Describe the student's levels of inattentiveness: The student does not complete tasks or jobs.</p> <ul style="list-style-type: none"> • The student does not listen or pay attention. • The student daydreams a lot. • It seems that we are always looking for things that the student has misplaced or lost. • The student has poor concentration on tasks that are difficult, hard, or boring. • The student often changes from one play activity to another a lot, more than other students. • The student is easily distracted. • The student often makes us late. • Most of the time others complete the student's work. • After taking 2 hours to complete a 20-minute assignment, the student loses the work or fails to turn it in. 	
<p>Describe the student's levels of impulsivity:</p> <ul style="list-style-type: none"> • The student acts before thinking or considering the consequences. • The student changes from one activity to another a lot, more than other students. • The student has trouble organizing school work, doing homework, or turning it in. • The student needs a lot of supervision. • The student seems to be in trouble at school a lot. • The student interrupts others impulsively and blurts out answers in class. • The student has trouble taking turns in games or trouble just waiting in a line. • The student has a lot of energy. • The student runs or climbs on things a lot, more than other students. • The student has difficulty staying seated in school. • The student fidgets a lot. • The student moves excessively during the day. • The student seems to be driven by a motor. 	
<p>Describe the student's levels of obsessiveness:</p> <ul style="list-style-type: none"> • The student gets mad when asked or told to do something different than what he or she is currently doing. • The student gets mad at change. • The student is easily frustrated. • The student is inflexible. 	

Questions for the TEAM and/or the STUDENT and/or the PARENT (Does the student try to:)	Notes
<ul style="list-style-type: none"> • The student cannot deal with last-minute changes in plans. • The student can be like a bulldog and won't stop asking for permission. • The student cannot take teasing from others. • The student will argue with me even over small things. • The student always has to have his or her way. 	
<p>Describe the student's levels of academic success:</p> <ul style="list-style-type: none"> • The student does not read very well for a student his or her age. • The student does not spell very well for a student his or her age. • The student does not follow verbal directions very well for a student his or her age. • The student has poor handwriting for a student his or her age. • The student takes a long time to complete work. • Others complete the student's work just to get it done. 	
<p>Describe the student's levels of anxiety:</p> <ul style="list-style-type: none"> • The student seems to be afraid of a lot of things. • The student worries about a lot of things. • The student seems to startle easily. • The student is easily embarrassed. • The student talks a lot. • The student seems to have to touch everything. • The student is nervous. • The student is often tense. • The student has trouble shifting from one activity to another. 	
<p>Describe the student's levels of emotional reaction:</p> <ul style="list-style-type: none"> • The student puts him- or herself down a lot. • The student is often negative about him- or herself. • The student seems satisfied with poor performance or grades. • The student does not like to compete with others. • The student gives up quickly. • The student does not seem to have much confidence. • The student does not seem to care about things. • The student seems sad. • The student cries or has tantrums easily. 	
<p>Describe the student's levels of defiance:</p> <ul style="list-style-type: none"> • The student is very stubborn—wants his or her way, and wants it now. • The student will not take “no” for an answer. • The student will not be disciplined, but will fight me or run away. 	

Questions for the TEAM and/or the STUDENT and/or the PARENT (Does the student try to:)	Notes
<ul style="list-style-type: none">• The student always blames others for things that he or she did, and does not take responsibility.• The student will tell a lie rather than confessing to the truth.• The student will not take suggestions but must do things his or her own way.• The student is likely to cheat at a game so that he or she will win.• The student does not keep his word and breaks promises.• The student steals and has no remorse.• The student does not respect authority.• The student is very sneaky.• The student does not seem to demonstrate remorse.	

Diagnostic Interview – Motivation

Questions for the TEAM and/or the STUDENT and/or the PARENT (Does the student try to:)	Notes
<p>Describe the student's metacognitive practices (knowledge and beliefs about thinking) Applies school and skills to everyday life.</p> <ul style="list-style-type: none"> • Makes connections between new and old learning. • Relates school and school to life experiences. • Relates topics from one subject area to another. • Rehearses learning with oneself and others. • Identifies the skills needed to make meaning of new learning. 	
<p>Describe the student's self-concept (seeing oneself as smart)</p> <ul style="list-style-type: none"> • Believes in one's ability to be successful in school. • Attributes success on a test to effort. • Confidently answer all test questions to the best of one's ability. • Believes that success is due to internal forces that are controllable, not external forces that cannot be affected; learned helplessness is absent. • Believes that others will judge one as competent and confident due to effort. 	
<p>Describe the student's skill at self-monitoring (ability to plan and prepare)</p> <ul style="list-style-type: none"> • Arranges and initiates steps for completing tasks. • Assesses performance and progress toward goal. • Establish and adjust work rate so that the goal is met by the established time • Quizzes oneself periodically to summarize and process learning. 	
<p>Describe the student's engagement (ability to maintain interest)</p> <ul style="list-style-type: none"> • Loves being in school. • Studies all subjects with the same enthusiasm. • Perseveres when work is difficult • Sets short-term goals. • Spends time with friends and socializes only work is finished. • Is driven to succeed, not to avoid failure. • Pursues learning goals, intent on mastering tasks and acquiring skills; not on performance goals, intent on proving adequacy and avoiding failure. 	
<p>Describe the student's use of learning strategies: (techniques for organization and memorization, including rehearsal and elaboration)</p> <ul style="list-style-type: none"> • Makes drawings to help understand. • Learns new words or ideas by thinking about a situation in which they occur. 	

Questions for the TEAM and/or the STUDENT and/or the PARENT (Does the student try to:)	Notes
<ul style="list-style-type: none"> • Translates new ideas into own words. • Employs multiple strategies to learn new material. • Prepare for tests with focus. 	
<p>Describe the student's volition (efforts needed to stay motivated)</p> <ul style="list-style-type: none"> • Keep studying until finished even when the work seems less than exciting. • Completes tasks with a plan and on time, not wasting until the last minute. • Concentrates fully when studying, setting aside a length of time and sticking to it. • Modifies learning environments to facilitate success and decrease distractions. • Obtains and maintains the necessary materials and aids to complete the sequence and achieve the goal • Stops oneself from responding to distractors and delay gratification until achieving a goal 	
<p>Describe the student's ability to control emotions (Techniques for regulating response to situations)</p> <ul style="list-style-type: none"> • Views challenges and mistakes as normal and exercise strategies to manage stress. • Seeks out trusted friends and adults to process stressors. • Reasons through the relative significance of negative external influences • Attempts to identify the trigger for negative feelings. • Considers other factors that may contribute to reactions to situations. • Views tasks as opportunities to grow, instead of tests of self-worth. • Adopts a task-involving orientation, with a goal of mastering tasks, instead of an ego-involving orientation, with a goal of performing better than others. 	

Tier 2 Prescribe supports

What plan can staff put in place to support the student's development of behavioural skill?

Steps	Notes
On what behaviour will the staff and student focus?	
How will the specific expectations associated with the target behaviour be re-taught? By whom? When? (Utilize the instructional resources and mini-lessons that prove most successful at Tier 1. Confer with staff who have had success with the target behaviour)	
Specify pre-corrections (from the ideas provided in Tier 1) that have direct applicability to the target behaviour	
Specify de-escalation strategies (from the ideas provided in Tier 1) that have direct applicability to the target behaviour	
Target an improvement strategy to the target behaviour (see research-based strategies matched to target behaviours in the tables below)	
Build the student's capacity to use the strategy	
Ensure that all staff can support the student with knowledge of the strategy and the plan. Support staff with any ideas, resources, or strategies that may assist in ensuring the student succeeds	

Strategies matched to social behaviours

Goal Area	Strategy
Cooperation (Disruption)	<ul style="list-style-type: none"> • Teach students to gather data on their own behaviour and guide them to reflect upon the frequencies and reasons behind the numbers. • Use pre-correction cards, such as those provided below, to remind students to perform their best when they are most vulnerable. These crucial moments can be discovered using a Simplified Functional Behaviour Analysis (FBA). • Provide 2 minutes of time with a teacher or peer when the student has successfully delayed their need for attention – that is, when the student has made the decision not to disrupt. • Create a crate of activities, academic and less-academic, with which the student can interact and play for a defined period of time when they feel the need, instead of disrupting learning. • Teach conflict resolution skills to the student (or all students in the class), when disruptions are due to student-to-student disagreements. • Provide a second description of directions and expectations to students who have proven to need such attention to avoid future, but likely predictable, disruptions from occurring when a student should be working more independently. • Give brief, gentle signals to students just beginning to misbehave – either verbal (a quiet word to the student), non-verbal (a significant look) or through a pre-correction card. If it's predictable, it's preventable. • Help label the emotion in an effort to de-escalate situations by acknowledging feelings when a student seems upset, helping students directly state the emotion rather than communicating it indirectly through behaviours. Once an emotion is labeled, staff and student can identify triggers and find solutions. • Award the student a certain number of behaviour points at the start of a period or lesson and/or write that number of tally marks on the board to improve feedback and monitoring (by both staff and the student). Privately inform the student that each time the student disrupts learning, a staff member will silently remove one point from the student's total. The student keeps any remaining behaviour points; points earned over multiple days can be redeemed for prizes or privileges. • Give students praise and attention only when they are on-task; disruptive students will be likely to attend more frequently. Make an effort to identify those (initially) infrequent times when the student is appropriately focused; immediately give positive attention through verbal praise, encouragement, and friendly eye contact. • Redirect overactive students using a silent signal. Meet with the student to identify disruptive behaviours. Then, select a silent signal to be used to alert the student that behaviour has crossed a threshold and now is distracting. Role-play and practice scenarios and positively reinforce decisions to respond appropriately to signals. • Meet privately to discuss which behaviours are distracting. What is

	<p>monitored receives our attention most. Students often change problem behaviours when they pay attention to those behaviours. Together with the student, design a simple distractible-behaviour rating form. Have the student rate his or her behaviours at the end of each class period. Positively reinforce the student for accuracy and improvement.</p> <ul style="list-style-type: none"> • Chunk the task into small parts and have students submit their work to a staff member or another student before proceeding when the student's disruptions are caused by inappropriately completing an assignment on time, or by straying from the completion of a task. • Avoid using negative phrasing whenever possible, (e.g., "If you don't return to your seat, I can't help you with your assignment"). When a request has a positive spin, a power struggle is less likely and students are more likely to comply. Instead, restate requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). • When a disruption has occurred, assign a written or graphic report, with or without stems and frames, that addresses: <ul style="list-style-type: none"> ○ What did you do? ○ Why was that a bad thing to do? ○ What happened after you were disruptive? ○ What were you trying to accomplish? ○ How do you think your actions made people feel? ○ Next time you have that goal, how will you meet it without hurting anybody?
Social Respect (Defiance)	<ul style="list-style-type: none"> • Praise, do not embarrass, but use caution when praising defiant students. Ensure praise is sincere, specific, and not embarrassing. Deliver praise as soon as possible. For older students, consider writing a note, praising privately or with a look, or calling parents. • Keep responses calm, brief, and businesslike. Sarcasm and lengthy negative reprimands can trigger defiant student behaviour. Instead, respond in a neutral, business-like, calm voice. Brief responses prevent staff from inadvertently rewarding misbehaving students with attention. • Listen actively. Project a sincere desire to understand and summarize student concerns. Model effective negotiation skills. Paraphrase, demonstrating respect for student's points of view. This can also enhance a student's understanding of the problem. Teachers are modeling a positive, effective behaviour. • Help avoid a full-blown conflict by allowing the student to save face; students sometimes blunder into potential confrontations. Ask the student, "Is there anything that we can work out together so that you can stay in the classroom and be successful?" Treat the student with dignity, model negotiation and conflict resolution skills, and demonstrate that adults respect and value students. It provides the student with a final chance to resolve the conflict and avoid more serious consequences. Students may initially give a sarcastic or unrealistic response (e.g., "Yeah, you can leave me alone and stop trying to get me to do classwork!"). Ignore such power struggles and simply ask again whether there is a reasonable way to engage the student's

	<p>cooperation.</p> <ul style="list-style-type: none"> • Proactively intervene. Staff may interrupt escalating behaviours by redirecting student attention. If defiant behaviour is just beginning, engage the student in a high-interest activity, such as playing an educational computer game or helping in the classroom. Or, remove the student from the room to prevent escalation; send the student on an errand to provide time to calm down. • Project calmness. Staff must control their own behaviour when attempting to defuse a confrontation with a defiant student. Approach the student at a slow, deliberate pace and maintain a reasonable distance. Speak privately to the student in a calm and respectful voice. Avoid staring, hands on hips, or finger pointing. Keep comments brief. If negative behaviours escalate, move away from the student. • Give positive choices. When a student's disrespect indicates a need for control, structure requests to acknowledge the freedom to choose whether to comply or receive a logical consequence. Frame requests as a two-part statement. First, present the negative choice and its consequences, then state the positive behavioural choice that staff would like the student to select. • Assign a student at-risk a responsibility-inducing job, such as serving as a scout. Scouts recognize students, at the end of a mini-lesson or time period, who have met classroom expectations, providing specific details. • Identify a corner of the room (or area outside the classroom with adult supervision) where students can take a brief break. Make breaks available to all students. When a student becomes upset and defiant, offer to talk the situation over once he or she has calmed down and then direct the student to the cool-down corner. • Ask neutral, open-ended questions to collect more information before responding when faced with a confrontational student. Pose 'who,' 'what,' 'where,' 'when,' and 'how' questions to more fully understand the problem situation and identify possible solutions. Avoid asking 'why' questions because they can imply that you are blaming the student, which may invite excuses. • Avoid arguments or unnecessary discussions when disciplining. Instead, move away from the student, repeat requests in a business-like tone of voice, and impose a pre-determined consequence for noncompliance.
Physical Respect (Aggression)	<ul style="list-style-type: none"> • Teach, reteach, and/or role play strategies for identifying and respecting boundaries. • Teach cognitive restructuring <ul style="list-style-type: none"> ○ The student describes the situation that resulted in the conflict or incident, and describes physical or emotional sensations. ○ The student next describes her/his perspective on <i>why</i> the situation occurred, and also shares others' perspectives. ○ The staff member challenges, extends, and corrects irrational perspectives, perhaps in a humorous, but respectful (not sarcastic) way. ○ The student and the staff member construct a more rational

	<p>perspective that explains the causes of the situation.</p> <ul style="list-style-type: none"> ○ The new explanation is applied and a new response is practiced. ○ The student agrees to record when the new response is used. ○ The staff member checks in with the student regularly to reinforce, remind, and reteach. <ul style="list-style-type: none"> • Guide students in using a 5 point emotional scale – A pictorial and/or numerical guide helps student label emotions and includes student/staff identified ways of coping. • Teach Stop-Walk-Talk <ul style="list-style-type: none"> ○ Students <ul style="list-style-type: none"> ▪ Stop – When students experience aggression or bullying, or witness aggression or bullying, they raise their hands to a “stop signal” and say, “Stop.” ▪ Walk – When students have tried “stop” and the aggression or bullying continues, they walk away from the aggression or bullying, or if the student is the witness, walk away with the student experiencing the aggression or bullying. ▪ Talk – When the students have walked away, they talk to an adult. ○ Adults: <ul style="list-style-type: none"> ▪ Ask students to describe aggression or bullying. ▪ Ask students if they said, “Stop.” ▪ Ask students if they walked away calmly. ▪ Follow up with all students. ○ When students are asked to “stop,” they: <ul style="list-style-type: none"> ▪ Immediately stop what they are doing. ▪ Take a deep breath and count to 3. ▪ Go on with the day. ▪ Talk to an adult as soon as possible to review the situation, their actions, and their reactions to “Stop.” • Assign a written or graphic report, with or without stems and frames, that addresses: <ul style="list-style-type: none"> ○ What did you do? ○ Why was that a bad thing to do? ○ Who did you hurt? ○ What were you trying to accomplish? ○ Next time you have that goal, how will you meet it without hurting anybody? • Teach and practice a few of the following relaxation techniques to help students calm themselves: <ul style="list-style-type: none"> ○ Deep Breathing ○ Count to 10 ○ Write in a journal ○ Draw ○ Color ○ Scribble
--	--

	<ul style="list-style-type: none"> ○ Read ○ Visualize ○ Listen to music or nature sounds ○ Take a break
Verbal Respect (Inappropriate language)	<ul style="list-style-type: none"> • Provide, teach, and practice how to use replacement language guides that provide appropriate language as a replacement for inappropriate language. • Provide, teach, and practice how to use guides that provide appropriate language as a replacement for pictured emotions. • Design a simple inappropriate-language rating form. Have the student rate his or her behaviours at the end of each class period. Positively reinforce the student for accuracy and improvement. • Teach, reteach, and/or role play strategies for using appropriate language in specific situations. • Students state or write, using appropriate language, to the individual(s) to whom the inappropriate language was directed as a form of restitution.
Attention (Inattention)	<ul style="list-style-type: none"> • Provide students with a visible, tangible schedule of the lesson's, or day's, activities. When student styles are matched to pedagogy, improved on-task behaviour is likely; improved behaviours also correlate with a brisk pace. Ensure that instruction is structured and brisk. To achieve a brisk pace, ensure full lesson preparation and minimize the time spent on housekeeping items and transitions. • Remove all items not needed for tasks. Distractible students behave better when their work area is uncluttered. • Select a peer who has a good relationship with the student and is not easily drawn off-task, and seek permission (from the student and parents) to appoint that student as a helper. Meet privately with the student and the helper. Tell the helper that whenever the student's verbal or motor behaviour becomes distracting, the helper should give the student a brief, quiet, non-judgmental signal (e.g., a light tap on the shoulder, a pre-correction card). Role-play scenarios so that the helper knows when to ignore and when to intervene. • Schedule tasks and time wisely. Save easier subjects or tasks for later in the lesson or day, when attention wanes. Avoid long stretches of instructional time in which students sit passively. • Capture students' attention. Employ predictable structures, routines, and procedures. Reinforce auditory directions with pictures and other visual supports. Give clear directions at a pace that does not overwhelm students. Post directions for later review. Give directions as a handout. Gain the student's attention before giving directions. Use creative strategies (mnemonics, think-pair-share) to ensure full understanding. Call target students by name and establish eye contact before providing the directions. Use alerting cues such as, "One, two, three, eyes on me" to gain attention. Wait until all students are attending before giving directions. Give directions at a pace that does not overwhelm. State multi-step directions one at a time and confirm that students are able to comply with each step before giving the next direction. Proactively and privately approach target students to reiterate

	<p>and restate directions. Ask target students to repeat directions.</p> <ul style="list-style-type: none"> • Keep students guessing. Randomly call on students, occasionally selecting the same student twice in a row or within a short time span. Pose a question to the class, give students 'wait time' to formulate an answer (and/or use Think-Pair-Share), and then randomly call on a student. • Provide attention breaks. Contract with students to give them short breaks to engage in a preferred activity each time that target students have finished a given amount of work. Attention breaks can refresh the student – and also make the learning task more reinforcing. Modify contracts as behaviour improves.
Self-Control (Impulsivity)	<ul style="list-style-type: none"> • Provide a quiet work area. A desk or study carrel in the corner of the room can serve as an appropriate workspace. When introducing these workspaces, stress that the quiet locations are intended to help students concentrate. Never use the area as a punishment. • Avoid long stretches of instructional time in which students sit passively. When students are actively engaged in an activity, they are more likely to be on-task. Schedule instructional activities so that students must frequently show what they know through some kind of active response (e.g., think-pair-share with random selection; white boards) • Employ proximity control and assign preferential seating. Seat a student where he or she is most likely to stay focused. Teachers focus instruction on a portion of the room; place the student's seat somewhere within that zone. During whole-group activities, circulate the room. Stand or sit near the target student before giving directions or engaging in discussion. • Provide frequent motor breaks. The behaviours of active students improve when they are permitted to quietly walk around the classroom when they feel fidgety. Alternatively, allow students a discretionary pass to get a drink of water or walk up and down the hall. • Create motor outlets. When impulsivity involves playing with objects, substitute an alternative motor behaviour that will not distract. Use stress balls, exercise bands wrapped around the legs of chairs, or other creative, non-disruptive outlets that meet the need for movement or physical feedback. • Transition quickly. Train students to transition appropriately by demonstrating how they should prepare for common academic activities, such as whole group, small group, and independent work. Practice these transitions, praising the group for timely and correct performance. Provide additional coaching to target students as needed. Verbally alert students several minutes before a transition. • Co-create advance organizers. Give students a quick overview of the activities planned for the instructional period or day, providing students with a visual and/or mental schedule, how activities interrelate, important materials needed, and the amount of time for each activity.
Attendance (Absences)	<ul style="list-style-type: none"> • Conduct a simplified FBA focused on “why” the student is absent, considering: <ul style="list-style-type: none"> ○ Health (involve nurse)

	<ul style="list-style-type: none"> ○ Emotional needs (involve counselors or social workers) ○ Academic needs (review student performance, involve teachers) ○ Potential bullying (involve peers) • Develop a plan to address the antecedents to absences (the “why” behind absences) – share plan with all stakeholders – establish goals. • Identify temporary positive reinforcers when goals are met.
Honesty (Lying/ cheating/ stealing)	<ul style="list-style-type: none"> • Conduct a simplified FBA focused on “why” the student is lying, cheating, or stealing, considering: <ul style="list-style-type: none"> ○ Need – Does the student have basic personal needs? ○ Academic deficits – Is there an academic need that contributes to dishonesty? ○ Physical or emotional anxiety – Does the student fear repercussions, rationally or irrationally? • Student written report – Assign a written or graphic report, with or without stems and frames, that addresses: <ul style="list-style-type: none"> ○ What did you say or do? ○ Why was that a dishonest thing to say or do? ○ What did you mean to say or do? ○ How do you think your words or actions made people feel? ○ What were you trying to accomplish? ○ Next time you have that goal, how will you meet it without hurting anybody?
Empathy (Harassment/ bullying)	<ul style="list-style-type: none"> • Explicitly teach empathy (the ability to understand and experience the feelings of others, and to respond in helpful ways): <ul style="list-style-type: none"> ○ Model – The best way to teach empathy is to model empathy. Staff publicly supports students when they experience a difficulty, label feelings and acknowledge that they’ve felt that way, and listen actively. Attempt to talk a student through a challenge instead of walking away; respond to difficult situations thoughtfully. ○ Meet emotional needs – Kids are more likely to develop empathy when their emotional needs are met. Strive to ensure that students are heard and helped when things are hard. Provide security; build relationships between adults and students and students and students. ○ Teach feelings identification – Label positive and negative feelings so that students can connect feelings with reactions, as well as identify those feelings in others. Understanding a person or behaviour depends upon understanding feelings. ○ Use games – Have students make ‘feelings’ faces in the mirror with peers, and guess what each face represents. Share experiences with these feelings. Explain that you can experience emotions by just imagining them. Or, take turns acting out and guessing feelings. Or, guess feelings during shared reading, identifying words and non-verbal cues from pictures, and brainstorming ways to empathize with characters. ○ Teach and assign responsibilities. Classroom responsibilities enhance empathy and caring, particularly when they involve responsibility to or for others.

	<ul style="list-style-type: none"> ○ Teach problem-solving skills. Provide students with the opportunity and responsibility to solve their own problems, perhaps using Stop-Think-Act. <ul style="list-style-type: none"> ▪ Stop – Assess the situation and determine the problem. ▪ Think – Consider possible solutions. ▪ Act – Choose the best option and put it into action. • Practice "I'm with you" statements, communicating empathy, acceptance, and understanding using students' own experiences. <ul style="list-style-type: none"> ○ "I might make that same mistake." ○ "Lots of us feel that way." ○ "I can see how you would do that." ○ "I understand why you would say that." • Assign older children to mentor younger children, even when one or both students has displayed behavioural challenges. Ensure all staff involved is willing and prepared. "Train" students to perform as mentors. Young students refer to older mentors as "Mr. John" or "Ms. Susie." Observe, debrief, and analyze with the mentor. • Teach, model, and practice relationship building. <ul style="list-style-type: none"> ○ Model and role play relationship skills, such as: <ul style="list-style-type: none"> ▪ Involving others, particularly students not-often-chosen. ▪ Sharing resources. ▪ Assisting others. ○ Teach lessons on relationships, friendships, getting along with others, tolerance, etc. ○ Explicitly teach, model, practice, and reinforce collaborative group work.
--	---

Strategies matched to academic behaviours

Goal Area	Strategy
Metacognitive practices (Rote learning)	<ul style="list-style-type: none"> • Teach students to connect new lessons and subjects to life and other subjects in school. • Teach students to pause every few minutes to think about learning. • Ensure that lessons and units begin and end with concrete, collaborative discussions about: “What are we learning?” “Why are we learning it?” Provide time throughout lessons for these reflections. • Model metacognition at all times, in “think-alouds” related to academic and behavioural learning.
Growth mind and positive self-concept (Fixed mindset and negative self-talk)	<ul style="list-style-type: none"> • Identify, describe, revisit, and build off strengths. • Use praise and corrections carefully. Avoid “No _____-ing! Good job! Don't argue with me. Wait until _____ finds out about this. If you do that one more time... You are doing that the wrong way. That is what happens when you... You can't do that. Don't do that. We are _____-ing right now, OKAY? You are making me really mad right now.” • Do not use sarcasm. • Recognize students for improvement and acknowledge the effort needed to learn...always! • Engage students in journaling and reflective dialogue – “Imagine yourself ten years from now. What would your wiser self say about this situation?” • Teach students to set long-term goals and make short-term plans to reach them. • Teach students to identify positive attributes of various phenomena in themselves and in others (from body parts to written assignments). Model these practices. • Teach students to assess their own work using a simple rubric and to plot their performance, so that they can view their progress over time. • Teach students to be aware of attitude about school and motivation for learning. “Whether you think you can or think you can't, you're right.” Model and reinforce the veracity of this phrase. • Teach students to talk to an adult when worried about school. Teach students techniques for coping with worry. • Build in rewarding opportunities for social interaction. A student may find an otherwise tedious or frustrating task to be more motivating if it provides an opportunity for social interaction. An adult tutor can provide support and encouragement that can kindle motivation for a student. Cross-age peer tutoring, cooperative learning groups, and study groups are other examples of social situations that students may find to be both motivating and good settings for reviewing academic skills. • Validate <ul style="list-style-type: none"> ○ Validate what a student is experiencing: “I know you are frustrated because you feel that this assignment is too hard.” ○ Normalize the feeling: “I get frustrated when I think something is hard and so do other students.”

	<ul style="list-style-type: none"> ○ Identify a time when the student was able to have a hard assignment and complete it: “Remember when we did that math sheet and you felt you couldn’t do it and you got all of them right?” ○ Instill confidence in the student: “I know you can do it and I think you know you can too.” • Equip students to act as peer tutors <ul style="list-style-type: none"> ○ You can be subtle and suggest frequently that a certain student (who you know is confident) work with, play with, help, eat lunch with, assist, etc., a student who is less confident, isolated, withdrawn, shy, etc. ○ You may be more formal with the intervention and speak with a confident student, asking them to interact more and help another specific student to “come out of her/his shell,” participate more, be more confident and outgoing, etc. ○ You may or may not choose to explain this to the less confident student. ○ You may speak with the less confident, withdrawn, shy, etc., student explaining that you would like them to try to work more often with another specific student (who you know is confident). ○ When choosing partners for assignments or choosing groups for projects, make a point to place less confident students with more confident students. ○ Praise students frequently when they exhibit confidence. ○ You may consider giving rewards, a note home, etc. for students who exhibit certain behaviours that relay confidence, like sharing something with the class, volunteering a certain number of times, etc. • Post the affirmations in the table below and provide students with frequent opportunities to practice self-talk that involves these positive statements.
Self-monitoring / Internal locus of control (External loci of control)	<ul style="list-style-type: none"> • Teach students about self-assessing to make ensure learning has occurred. • Teach students specific ways to review new content. • Teach students how to monitor understanding when reading and learning. • Teach students how to prepare for classes. • Create and reflect upon “visual steps” with students – “I just did...now I’m doing...next...”
Engagement / motivation (Apathy)	<ul style="list-style-type: none"> • Take responsibility for motivating students. Like it or not, students are expecting and collecting feedback from their teachers. Teachers need to be aware of the impact that verbal comments and nonverbal body language have on their students' motivation level. • Teach students to set short-term goals for individual tasks and assignments. • Transform tasks into mini-contests. • Co-construct “futures” with students and teach students to place themselves in that future – reference this practice through lessons and units. • Co-construct goals with students, and connect tasks – small and large – to these goals. • Engineer early victories. Ensure students taste success, and systematically build off these successes. • Explicitly teach techniques for self-discipline.

- Assign a classroom job (e.g., scout, materials organizer).
- Make activities stimulating. Choose contexts that you think will appeal to students (e.g., sports, fashion). Help students to see a valuable 'real-world' pay-off for learning the material being taught. Students who don't learn well in traditional lecture format may show higher rates of engagement when interacting with peers (cooperative learning) or when allowed the autonomy and self-pacing of computer-delivered instruction.
- Provide audiences for student work. Specify an audience for whom students are preparing their creative work. Encourage students to submit their work to publications, post it on web sites, or present it to audiences.
- Connect academic requirements to real-world situations. When students see that content covered in their coursework can help to explain how actual, high-profile problems were created or solved, they can sense the real power of academic knowledge and its potential to affect human lives. The task should be meaningful and relevant to the learner. The aim of the task should be to improve or gain some skill rather than rote memorization of irrelevant facts.
- Give opportunities for choice. Allowing students a choice in their instructional activities boosts attention span and increase engagement. Make a list of 'choice' options that you are comfortable offering students during typical learning activities. Give students as much control over their own education as possible. Let students choose paper and project topics that interest them. Assess students in a variety of ways of demonstrating mastery (tests, papers, projects, presentations, etc.). Give students options for how these assignments are weighted. Provide students with a say in what the task is, as well as how it is to be carried out and presented. Allow students to select the order in which they will complete several in-class or homework assignments. Allow students to take short, timed breaks during a work period and allow them to choose when to take them.
- Make learning fun. Use game-like formats to liven up academic material and engage student interest.
- Minimize pressures on students. Remove competition or social comparisons; revise grading systems.
- Appropriately acknowledge students for performance and growth. Use praise liberally. Reward for effort and improvement and not just for performance.
- Structure learning. Ensure instructions are clear. Students must know the learning target – what they must know and be able to do. Guidelines on how the task is to be performed must be specific and well understood. Immediate and useful feedback is crucial. A promptly returned assignment with comments indicating where the student went wrong and how he or she could improve is much more useful than a paper with only a B or C grade on it.
- Foster a supportive environment. Students do not perform or think well when they feel invalidated or threatened. The rapport that teachers develop with the student must be one of ease and comfort – an encouraging word or tone of voice, a hand on the shoulder.
- Show honest appreciation. Use "I statements" to convey honest appreciation

	<p>about a student, communicating personal appreciation, rather than using a mechanical or an exaggerated response: "I appreciate that." "I like the way you said that." "Thank you very much for that." "I sure like that you took that risk."</p> <ul style="list-style-type: none"> • Provide attention without praise. Simply give time and attention to a student by listening carefully, supporting and encouraging without causing the student to grow dependent on teacher approval or praise. Use honest appreciation or "I'm with you." Use non-threatening physical touch like a pat on the arm or shaking hands. Use sincere eye contact that shows you are truly listening. Give students time so that you can listen or communicate with them about a situation. Greet a student after their absence. Consider periodically responding that an answer was correct or incorrect without stimulating any distracting emotion, treating the students like intelligent people who do not appreciate overstatements or exaggerations: "Yes, that's right." "Okay." "Yes, that's just what I wanted." "Correct." "Yes, thank you." "You had the first part right, but the last part was incorrect." "Thank you for taking a risk to answer." • Provide praise and acknowledgement for all. Be free with praise and constructive in criticism. Negative comments should pertain to particular performances, not the performer. Offer nonjudgmental feedback on students' work, stress opportunities to improve, look for ways to stimulate advancement, and avoid dividing students into sheep and goats. Be fair in distributing praise; all students should receive praise. Look for positive things to say about a student's work even when pointing out problems or mistakes with the work. Praise the entire class to encourage and build unity. Focus on the use of praise to motivate continuous improvement. ▪ Promote fairness and avoid exaggeration. Consciously react positively to all students; put personal differences aside and treat each student equally so that each student has the same opportunity to be motivated to learn. Be wary of the manipulation that may happen when we focus attention on the positive behaviour of a student or group in order to hint that another behaviour is the most desirable. While this works in some situations to motivate students to modify their behaviour, it may be interpreted manipulation. Consider avoiding: "Look at how well Sally did on the assignment." "I really like how well this side of the room is contributing." Exaggeration can devalue honest relationships between students and teachers. Exaggerated praise includes; "Great answer!" "Super!" "Wonderful!" "Sensational!" Be specific with praise. When these kind of statements are used repetitively, students are not encouraged to be intrinsically motivated. • Develop self-motivated learners. Encourage lifelong learning and learning for the sake of learning. Become a role model for student interest. Deliver your presentations with energy and enthusiasm. Teacher passion motivates students. Make the course personal, showing why you are interested in the material. • Get to know students. Knowledge of student concerns and backgrounds, and personal interest in them, inspire loyalty to the teacher, the course, and to
--	---

	<p>learning. Display a strong interest in students' learning and a faith in their abilities.</p> <ul style="list-style-type: none"> • Use examples freely. Students want to be shown why a concept or technique is useful before they want to study it further. • Teach by discovery. Whenever possible allow students to reason through a problem and discover the underlying principles. Cooperative learning activities are particularly effective as they also provide positive social pressure. • Set realistic performance goals. Then, help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class. • Place appropriate emphasis on testing and grading. Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades. • Involve parents. Share all techniques with parents. Encourage them to reinforce.
Strategy creation and use (Passive learning)	<ul style="list-style-type: none"> • Adopt a schoolwide way of organizing learning, from binders to notes. • Teach students ways to organize new learning. <ul style="list-style-type: none"> ○ Acronyms / mnemonics ○ Memorization techniques ○ Restating / rewriting notes • Explicitly teach students: <ul style="list-style-type: none"> ○ How to identify the most important information. ○ About to use study aides provided in textbooks. ○ How to create their own study aides. ○ How to prepare for tests and how to create a plan of attack for taking a test. ○ About different types of tests and test questions. ○ How to reason through to an answer. <p>Model these strategies, provide students with practice using these strategies, and give feedback on their employment of these strategies, just as would be done regarding academic content.</p>
Volition and perseverance (Giving up)	<ul style="list-style-type: none"> • Explicitly teach students how to create and follow a schedule. <ul style="list-style-type: none"> ○ How to deal with distractions, competing goals, and procrastination. ○ How to better concentrate. ○ To prioritize. ○ To establish and work toward external or internal incentives. ○ To visualize and reference the habits of heroes • Reduce length of assignments. Chunk assignments, even assigning only one task at a time. For new material, trim assignments to the minimum length that you judge will ensure student understanding. When having students practice skills or review previously taught material, break that review into a series of short assignments rather than one long assignment to help to sustain interest and engagement.

- Differentiate the types of tasks assigned to students. Ensure that tasks are within each student's zone of proximal development.
- Explicitly teach, consistently reference, and ensure that students follow the Steps for Academic Success provided in the table below.
- *Break down big projects into smaller chunks.* Then help students develop the skill of doing this themselves.
- *Confirm, reconfirm, and reconfirm all directions.* Students may not have tuned in the first two times.
- *Cue from afar.* Communicate indirectly (for example, note, text message. The idea is to create distance between you and your teen so that the cue can work without the two of you being in the same space at the same time.”
- *Announce upcoming events and schedule changes in advance.* No surprises, if possible.
- *Practice transitions from one activity to another.* This may seem more suited to elementary school, but adolescents need it too.
- *Remind students of due dates.* It's best to put these at the top of every assignment or on the opening page of an electronic file.
- *Remove clutter.* Students' immediate work area should be clear of stuff that may distract them.
- *Regularly do a book-bag dump.* Once a week, students should get everything out of the bag and sort it out. Students who keep reminders on an iPad should look through all of them once a week to make sure the organizational system is working well.
- *Frequently provide effective, constructive, descriptive feedback.* Focus on decisions students make, not the quality of the work. Specific feedback that motivates and matures, not the label on the performance.
- *Make every goal transparent.* Examples of the final product are very helpful, as is experience critiquing others' products. Students build a robust internal editor that helps them compare their own work with given exemplars in real time. They monitor their own progress and adjust their effort without feeling threatened.
- *Provide compelling visual aids.* These are important for everything students have to learn.
- *Help students identify risks.* Adolescents are naturally drawn toward risk-taking, which is pleasurable because it increases dopamine production in the brain. Schools can use role-playing, ropes courses, opportunities to get into new sports, clubs, and programs, examining real-life scenarios, and connecting to their core values – the people they want to be and their families

	<p>want them to become. Students should know how executive function skills help them achieve what they want in their lives.</p> <ul style="list-style-type: none"> • <i>Graphically display progress.</i> Frequent mapping of how students are doing with respect to goals is helpful. • <i>Get students to exert themselves physically.</i> Aerobic exercise can grease the wheels of executive brain function. • <i>Create a positive emotional atmosphere.</i> This is the opposite of being an adversarial “gotcha” taskmaster.
Resiliency (Emotional crises)	<ul style="list-style-type: none"> • Explicitly teach and model coping skills. • Guide students in using a visual or written “Rating the intensity of emotions” guide to label and appropriately manage their feelings. • Teach, model, and practice self-talk scripts. <ul style="list-style-type: none"> ○ The staff member and the student create a script that defines thoughts, words, and actions that the student can follow in target situations. ○ Use of the script is first practiced with the student, and can be followed verbatim by the student during the first few uses. ○ Use of the explicit script is faded as behaviours improve. ○ The staff member checks in with the student regularly to reinforce, remind, and reteach. • Assign journaling and promote the practice as a healthy reflective tool. • Ensure that students know how to access adults, and which adults to access. • Prepare an “emotional-plan” with students. Role play different situations and how students should emotionally respond. • Provide the opportunities to use non-disruptive, tactile stress relief. • Encourage students to reward themselves for dealing with difficult situations well. • Teach relaxation techniques: <ul style="list-style-type: none"> ○ Deep Breathing ○ Count to 10 ○ Write in a journal ○ Draw ○ Color ○ Scribble ○ Read ○ Visualization ○ Listen to music or nature sounds ○ Take a break

Tier 2 Monitoring

How can we determine the effectiveness of Tier 2 interventions?

- Check-In / Check-Out (CI/CO) is a researched-based monitoring and mentoring tool that can support students as they build better habits, including the habit of self-monitoring behaviour.
- Staff will assist with frequent monitoring while better habits are built
- A CI/CO staff mentor, some one who has or is willing to have a relationship with the student, is identified
- Times and procedures for checking in and checking out are established (see possible conversation starters for CI/CO below)
- Frequencies for CI/CO with relevant staff are established and noted on CI/CO form
- The target behaviour and related focus strategy, from above, are noted on CI/CO form
- Student reflects upon and rate performance in relation to the target behaviour on the CI/CO form at the conclusion of each time period noted on the form
- Student presents (and at least initially, staff prompts students to present) the CI/CO form at the conclusion of each time period noted on the form
- Staff rate performance in relation to the target behaviour – out of respect for staff members' time, conversation and debrief need not occur; the CI/CO mentoring will guide a reflection and debrief
- During check out, daily point totals are determine and reinforcement awarded, if goal is earned
- Parent signatures are attained, to be checked at the next day's check in
- Periodically (typically at the end of each week) daily point totals are plotted; the student and mentor reflect on progress and establish future goals

Things to say at check in:

- How was your afternoon?
- How many points did you earn yesterday?
- What was one thing that went well yesterday?
- What was one thing that could have gone better?
- What is your goal for today?
- Have a great day, and good luck on your (subject area) test.
- See you after school.
- Wow! You brought back your agenda!
- You're here on time again. Great!
- It's great to see you this morning.
- Looks like you're ready for a good day.
- You're off to a good start.
- You look happy to be here this morning.
- I like the way you said "good morning."
- Thanks for coming to check in.
- Sounds like you had a good weekend.
- We missed you yesterday (if student was absent), nice to see you today.

Things to say at check out:

- Let's take a look at your sheet.
- I notice that Ms. Harris and you disagree about how well you did in reading.
- Can you tell me about that?
- What are you most proud of today?
- What could have gone better?
- How was your math test?
- What are you doing after school?
- How many points did you earn today?
- What's your point goal for tomorrow?
- You had a great (awesome, terrific, etc.) day!
- You're right on target.
- Your mom/dad is going to be so proud of you.
- You're really working hard!
- You made your goal. Nice!
- Looks like today didn't go so well; I know you can do it tomorrow.
- I know it was a tough day-thanks for coming to check out
- We all have bad days once and awhile; I know you can do it tomorrow
- You look a little frustrated. What happened?
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

Sample CI/CO form

Check In–Check Out for (student name)

Check In–Check Out with (staff member)

Date: _____

Today, I am working on: (Target behaviour with specific description if necessary)

Focus strategy: (Strategy that matches target behaviour)

This is how I did today:

3 = great!	(I was reminded to be on task 1 or 0 times.)
2 = pretty good	(I was reminded to be on task 3 or 2 times.)
1 = so-so	(I was reminded to be on task more than 3 times.)

Times of the Day	(Target Behaviour)	
	(Student)	Staff

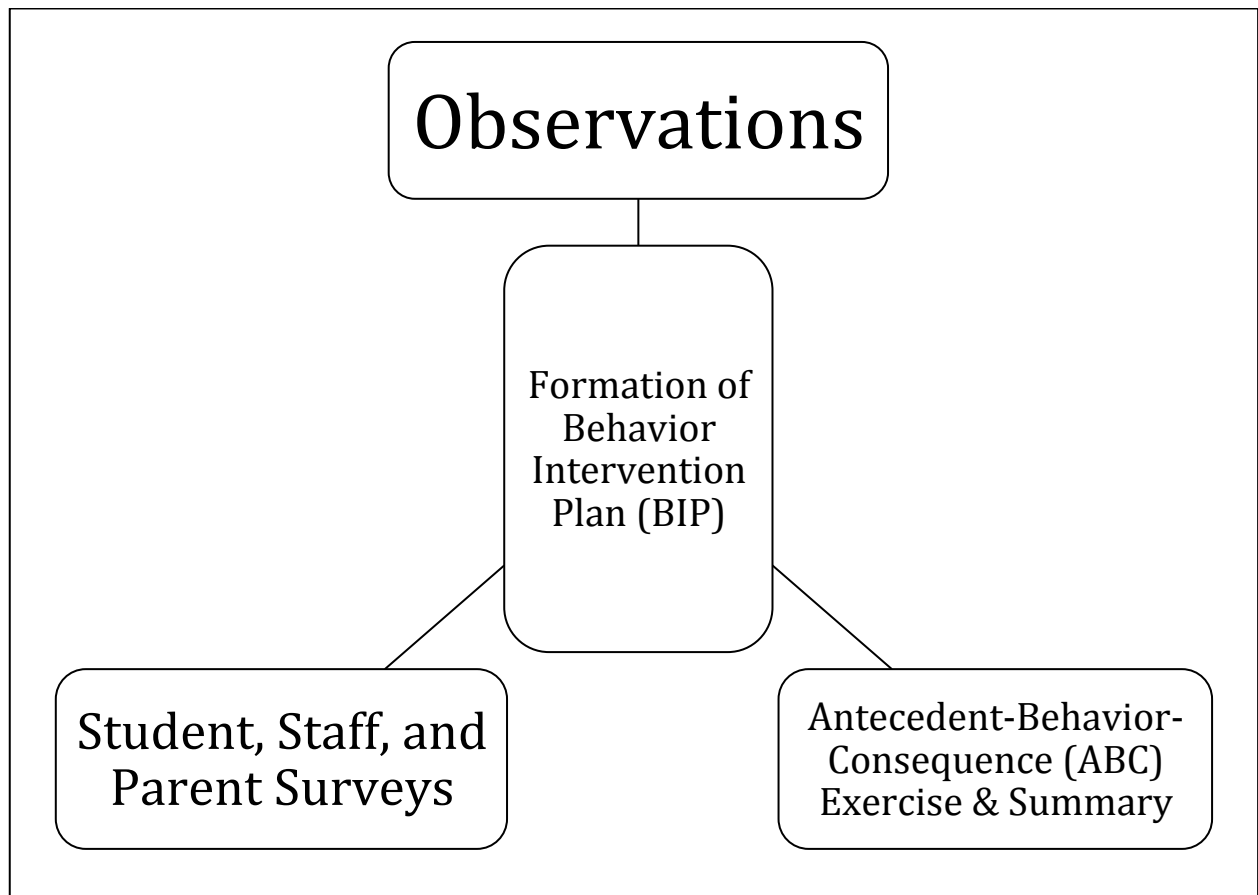
Today I earned _____ points.

_____ points or more =

Parent signature: _____

Tier 3 Functional Behavioural Analysis

Functional Behavioural Analyses (FBAs) provide staffs with diagnostic information to serve students with more intensive behavioural needs. Conducting an FBA and developing a Behaviour Intervention Plan (BIP) a collaborative process. Stakeholders who know the student best and, ideally, a behaviour specialist (e.g., school psychologist) should work together. FBAs inform the creation of Behaviour Information Plans (BIPs) that provides the structures, supports, and reinforcements to help students succeed. The process of FBAs is illustrated below:



Observations

Observation #	When and where? Steps 4(a) and 4(b)	With whom and with what? Steps 4(c) and 4(d)	Define and describe any misbehaviour Step 1	Outcome and/or consequence Step 2
1				
2				
3				
4				
5				
6				
7				
8				

Student Interview

“We’re gathering information in order to better understand what goes on in and out of the classroom. We would like to know your point of view and we need your help to get an accurate picture of what’s going on. Please answer as openly and honestly as possible.”

Student Name:

Grade:

Interviewer:

Date:

Interests and Strengths

“What you like to do and what you do well...”

- ...in school:”
 - ...outside of school:”
-

Misbehaviours

When, where, with whom, and with what do misbehaviours occur?

“When do challenges seem to occur”	“What are you doing or what are you asked to do when challenges occur?”	“Can you specifically describe the challenges that occur?”	“What happens when you do this?”	“How often does this happen? How likely do you think this will happen again?”
Steps 4(a) and 4(b)	Steps 4(c) and 4(d)	Step 1	Step 2	1 – 2 – 3 – 4 Low High

What challenges and/or misbehaviours were ranked highest?

Misbehaviours Step 1	Antecedents and Causes Step 4

What specific behaviours lead to challenges?

Opening questions about challenges that lead to misbehaviour:

Questions	Notes
“Do you think that what goes on outside of school affects how a student works and behaves in class? How?”	
“What about you? What is happening in your life outside of school that affects you while you’re in school?”	
“Most students are bothered by someone or something that goes on at school. Who or what bothers you?”	

“List in order the specific behaviours that you believe lead to your highest ranked challenges.”

<input type="checkbox"/> Tardies	<input type="checkbox"/> Pushing, shoving, hitting, fighting	<input type="checkbox"/> Bullying or threatening people
<input type="checkbox"/> Not seeming to care	<input type="checkbox"/> Bad language or mean language	<input type="checkbox"/> Disrupting class
<input type="checkbox"/> Destroying materials	<input type="checkbox"/> Destructive property	<input type="checkbox"/> Absences

“Describe what you *feel* before you get in trouble.”

“Describe what you do when you get in trouble.”

“How long does it usually last?”

“How often does this happen?”

“Describe what you *after* you get in trouble.”

What types of things get of the way of having helpful routines?"

Things that get in the way.	Follow-up questions
<input type="checkbox"/> Hunger	
<input type="checkbox"/> Lack of sleep	
<input type="checkbox"/> Trouble at home	
<input type="checkbox"/> Trouble at school	
<input type="checkbox"/> Homework not done	
<input type="checkbox"/> Missed medication	
<input type="checkbox"/> Feeling sick	
<input type="checkbox"/> Don't understand the subject	

Closing

Closing questions	Notes
Can you think of any times or situations in school that you would really avoid if you could?	
In what classes or situations do you feel most successful?	
In what classes or situations is your behaviour the best?	
Can you think of anything that you wish would happen that doesn't happen often or at all?	
Name one or two things you wish were different about school.	
Name one or two things you wish were different outside of school.	
Name one or two things you wish were different about yourself.	

Teacher Interview

Student Name:

Grade:

Teacher Name:

Course/Subject with Student:

Interviewer:

Date:

Interests and Strengths

“What are the student’s strengths...

- ...in school?”
- ...outside of school?”

Misbehaviours

When, where, with whom, and with what do misbehaviours occur?

“When do misbehaviours seem to occur”	“What is the student doing or asked to do when misbehaviours occur?”	“Can you specifically describe the misbehaviours that occur?”	“What consequences are given when these misbehaviours occur?”	“How often do these misbehaviours occur? How likely do you they will occur again?”
Steps 4(a) and 4(b)	Steps 4(c) and 4(d)	Step 1	Step 2	1 – 2 – 3 – 4 Low High

What misbehaviours were ranked highest?

Misbehaviours Step 1	Antecedents and Causes Step 4

“Describe any behaviours you notice before the misbehaviours occur.”

--

“How long do the incidents last?”

--

Analysis to inform antecedents and functions

Choose one misbehaviour on which to focus.

“Which of these statements seems to describe what’s happening when the student misbehaves?”

Statement	Follow-up questions
<input type="checkbox"/> The student does not seem to understand directions.	
<input type="checkbox"/> The task is less structured.	
<input type="checkbox"/> Classmates are bugging the students.	
<input type="checkbox"/> The student is bugging classmates.	
<input type="checkbox"/> The student is sitting near a certain classmate.	
<input type="checkbox"/> The student is working alone.	
<input type="checkbox"/> The student is working with classmates.	
<input type="checkbox"/> It’s during small group instruction.	
<input type="checkbox"/> It’s during whole group instruction.	
<input type="checkbox"/> It’s during transitions.	
<input type="checkbox"/> The task seems too hard.	
<input type="checkbox"/> The task seems too easy.	
<input type="checkbox"/> The task seems too long.	
<input type="checkbox"/> The task is physically demanding.	
<input type="checkbox"/> The task seems too long.	
<input type="checkbox"/> The student has been corrected.	
<input type="checkbox"/> The student has been reprimanded.	

“Why does the student seem to misbehave?”

Statement	Follow-up questions
<input type="checkbox"/> For adult attention.	
<input type="checkbox"/> For peer attention.	
<input type="checkbox"/> For access to a preferred activity or task.	
<input type="checkbox"/> To avoid an activity or task.	
<input type="checkbox"/> To acquire objects.	
<input type="checkbox"/> For sensory stimulation.	
<input type="checkbox"/> To avoid sensory stimulation.	
<input type="checkbox"/> To avoid interactions with others.	

What types of things seem to exacerbate situations or lead to misbehaviour?”

Things that exacerbate or get in the way.	Follow-up questions
<input type="checkbox"/> Hunger	
<input type="checkbox"/> Lack of sleep	
<input type="checkbox"/> Trouble at home	
<input type="checkbox"/> Trouble at school	
<input type="checkbox"/> Homework not done	
<input type="checkbox"/> Missed medication	
<input type="checkbox"/> Feeling sick	
<input type="checkbox"/> Doesn't understand the subject	

Closing

Closing questions	Notes
What classes, people, or situations does the student try to avoid?	
What classes, people, or situations <i>should</i> the student try to avoid?	
In what classes or situations do you feel that the student is most successful?	
In what classes or situations is the students' behaviour the best?	

Parent Interview

“We’re gathering information in order to better understand what goes on in and out of the classroom for your child. We would like to know your point of view and we need your help to get an accurate picture of what’s going on. Please answer as openly and honestly as possible.”

Student Name: _____ Grade: _____

Parent: _____

Interviewer: _____ Date: _____

Interests and Strengths

“What does your child like to do and what do they do well...”

- ...in school:”
- ...outside of school:”

Misbehaviours

When, where, with whom, and with what do misbehaviours occur?

“When do challenges seem to occur for your child”	“What do you notice that your child is doing or asked to do when challenges occur?”	“Can you specifically describe the challenges that occur?”	“How you're your child react happens when this occurs?”	“How often does this happen? How likely do you think this will happen again?”
Steps 4(a) and 4(b)	Steps 4(c) and 4(d)	Step 1	Step 2	1 – 2 – 3 – 4 Low High

What challenges and/or misbehaviours were ranked highest?

Misbehaviours Step 1	Antecedents and Causes Step 4

What specific behaviours lead to challenges?

Opening questions about challenges that lead to misbehaviour:

Questions	Notes
“Do you think that what goes on outside of school affects how your child works and behaves in class? How?”	
“What about you child? What is happening in your child’s life outside of school that affects them while in school?”	
“Most students are bothered by someone or something that goes on at school. Who or what bothers your child?”	

“List in order the specific behaviours that you believe lead to your child’s highest ranked challenges.”

<input type="checkbox"/> Tardies	<input type="checkbox"/> Pushing, shoving, hitting, fighting	<input type="checkbox"/> Bullying or threatening people
<input type="checkbox"/> Not seeming to care	<input type="checkbox"/> Bad language or mean language	<input type="checkbox"/> Disrupting class
<input type="checkbox"/> Destroying materials	<input type="checkbox"/> Destructive property	<input type="checkbox"/> Absences

“Describe what you believe your child *feels* before getting in trouble.”

“Describe how your child behaves to get in trouble.”

“How long does the behaviour usually last?”

“How often does this happen?”

“Describe what your responds *after* getting in trouble.”

Analysis to inform antecedents and functions

Choose one misbehaviour on which to focus.

“Which of these statements seems to describe what’s happening when your child misbehaves?”

Statement	Follow-up questions
<input type="checkbox"/> My child does not seem to understand directions.	
<input type="checkbox"/> The task is less structured.	
<input type="checkbox"/> Classmates are bugging my child.	
<input type="checkbox"/> My child is bugging classmates.	
<input type="checkbox"/> My child is sitting near a certain classmate.	
<input type="checkbox"/> My child is working alone.	
<input type="checkbox"/> My child is working with classmates.	
<input type="checkbox"/> It’s during small group instruction.	
<input type="checkbox"/> It’s during whole group instruction.	
<input type="checkbox"/> It’s during transitions.	
<input type="checkbox"/> The task seems too hard.	
<input type="checkbox"/> The task seems too easy.	
<input type="checkbox"/> The task seems too long.	
<input type="checkbox"/> The task is physically demanding.	
<input type="checkbox"/> The task seems too long.	
<input type="checkbox"/> My child has been corrected.	
<input type="checkbox"/> My child has been reprimanded.	

“Why does your child seem to misbehave?”

Statement	Follow-up questions
<input type="checkbox"/> For adult attention.	
<input type="checkbox"/> For peer attention.	
<input type="checkbox"/> For access to a preferred activity or task.	
<input type="checkbox"/> To avoid an activity or task.	
<input type="checkbox"/> To acquire objects.	
<input type="checkbox"/> For sensory stimulation.	
<input type="checkbox"/> To avoid sensory stimulation.	
<input type="checkbox"/> To avoid interactions with others.	

“Why does your child sometimes act out?”

Statement	Follow-up questions
<input type="checkbox"/> For adult attention.	
<input type="checkbox"/> For peer attention.	
<input type="checkbox"/> For access to a preferred activity or task.	
<input type="checkbox"/> To avoid an activity or task.	
<input type="checkbox"/> To acquire objects.	
<input type="checkbox"/> For sensory stimulation.	
<input type="checkbox"/> To avoid sensory stimulation.	
<input type="checkbox"/> To avoid interactions with others.	

“All of us have some type routine.”

“How would you describe your child’s routines?”	2 – 2 – 3 – 4
	Not a lot of routines A lot of routines

What types of things get of the way of having helpful routines?”

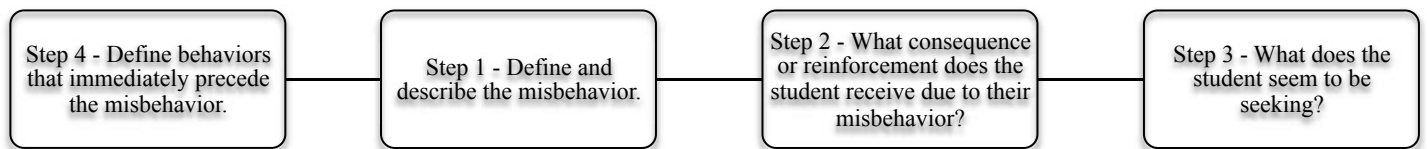
Things that get in the way.	Follow-up questions
<input type="checkbox"/> Hunger	
<input type="checkbox"/> Lack of sleep	
<input type="checkbox"/> Trouble at home	
<input type="checkbox"/> Trouble at school	
<input type="checkbox"/> Homework not done	
<input type="checkbox"/> Missed medication	
<input type="checkbox"/> Feeling sick	
<input type="checkbox"/> Don’t understand the subject	

Closing

Closing questions	Notes
Can you think of any times or situations in school that your child would really avoid if possible?	
In what classes or situations does your child feel most successful?	
In what classes or situations is your child’s behaviour the best?	
Can you think of anything that you wish would happen that doesn’t happen often or at all for your child?	
Name one or two things you wish were different about school for your child.	
Name one or two things you wish were different outside of school for your child.	

Summary

1. Examine “Observations” and identify patterns and trends.
2. Examine “Interviews” and identify patterns and trends.
3. Complete “Antecedent-Behaviour-Consequence (ABC) Exercise”



Step 1 – How can you define and describe the most significant misbehaviour?

Specify...	Notes
What is observed	
What can be measured	
What can be described	
Words used	
Actions made	

Step 2 - What consequence or reinforcement does the student receive due to this misbehaviour?

Key questions to consider:	Notes
What consequence is assigned as a result of the misbehaviour?	
How soon after the misbehaviour is the consequence assigned?	
What is the student's reaction to the consequence?	

Step 3 - What does the student seem to be seeking?

Why is the misbehaviour occurring?	What is the student specifically seeking...?	Notes
To obtain	Peer attention	
	Adult attention	
	Desired activity	
	Desired objects or items	

	Desired response	
	Sensory stimulation (tactile, auditory, visual)	
	Social interaction	
To avoid	Difficult task	
	Boring task	
	Easy task	
	Physical demands	
	Non-preferred activity	
	Peer	
	Adults	
Reprimand		

Step 4 - Define behaviours and environment that immediately precede the misbehaviour and appropriate behaviour.

When, where, with whom, with what, and under what conditions is the misbehaviour occurring?		Notes
(a) When?	What time of day?	
	After a break or immediately after another class period or subject area?	
	During whole group?	
	During small group?	
	During less structured times – breaks, recesses, lunch	
(b) Where?	In class – the front, the back?	
	Out of class – hallways, playground, cafeteria?	
(c) With whom?	Same gender?	
	Opposite gender?	
	Working independently?	
	Working with peers?	
(d) With what?	Specific individuals?	
	Reading?	
	Writing?	
	Mathematics	
	Multi-step or longer term tasks?	
	Assessments?	
(e) Under what conditions?	More open-ended or more ambiguously-defined tasks?	
	Appears tired?	
	Appears hungry?	
	Appears distracted?	

	Appears troubled?	
	Triggers to seem to prompt or exacerbate?	
	Other behaviours that seem to immediately proceed?	
Describe situations that result in more positive behaviours	When?	
	Where?	
	With whom?	
	With what?	
	Under what conditions?	

4. Consider the following questions:

- Does the student's behaviour significantly differ from that of his/her classmates?
- Does the behaviour lessen the possibility of successful learning for the student and/or others?
- Have past efforts to address the behaviour using standard interventions been unsuccessful?
- Does the behaviour represent a skill or performance deficit, rather than a cultural difference?
- Are there significant or mild academic deficits that may be contributing to behavioural difficulties?
- Is the behaviour serious, persistent, chronic, or a threat to the safety of the student or others?

5. Categorize behaviour—Is the misbehaviour linked to a skill deficit or a performance deficit?

- Skill deficit—a behavioural or academic skill that the student does not know how to perform. Example: In a disagreement, the student hits the other student because he does not know other strategies for conflict resolution. In cases of skill deficit, the BIP needs to describe how the skill will be taught and how the student will be supported while learning it.
- Performance deficit—a behavioural or academic skill the student does know, but does not consistently perform. Example: A student is chronically late for the classes she doesn't "like." In cases of performance deficit, the BIP may include strategies to increase motivation.

6. Form a hypothesis to inform the BIP

Under the following conditions...	The student will...	Because...
(When, where, with whom, with what)		(Function)

Tier 3 Behaviour Intervention Plan

Target

Identify the target misbehaviours, desired behaviours, and goal from FBA

Clearly define and describe the <i>misbehaviour</i>	Clearly define and describe the desired <i>behaviour</i>	Specifically define the frequency and duration at which the desired behaviour will be displayed

Preventative supports

Match redirection, prevention, and de-escalation strategies and replacement behaviours

Describe how the student and staff will redirect misbehaviours <i>when they begin</i> to occur or when they began to occur	Describe <i>precorrections</i> that will be provided and preventative supports that will be employed when the misbehaviour is <i>likely to occur</i>	Describe the <i>de-escalation strategies</i> that student and staff will use when the misbehaviour <i>begins to occur</i>	Describe a <i>replacement behaviour</i> that meets the identified function and that staff agree is temporarily acceptable <i>before</i> the misbehaviour occurs

Follow-up

Explicitly describe the response when misbehaviours occur

Behaviour/ misbehaviour (from above)	Consequence for misbehaviour (if...then)	Feedback for behaviour / misbehaviour	Positive reinforcement for behaviour	Progress monitoring (use CICO template)
	If (misbehaviour) occurs, then (specific action) will occur with / by (specific staff member) or with / by (other staff member) if the first individual is unavailable			

Restorative justice (reflection-restitution-reteaching-return)

Guide the student through active participation in the following process

Acknowledge the misbehaviour	Describe who has been affected <i>and</i> how (adults, peers, oneself)	What are the needs of those affected?	How can restitution be made (apologies, service, etc.)	What reteaching needs to be provided?

What process or product can be completed by the student	How and when will a successful return to the environment be conducted?	Consider peer jury	Specify follow up date(s)

Interventions

Tier 3 targeted interventions to provide reteaching and intensive support

Program	Target behaviour / misbehaviour	Ensure initial and ongoing professional development is provide	When, where, for how long, and with whom will the support be provided	Progress monitor using CICO procedures from above
Project REACH TM	Relationships and self-esteem			
Aggression Replacement Training TM	Physical respect and aggression			
Nonviolent Crisis Intervention TM	Preventing and defusing incidents			
CBITS TM	Childhood trauma			
First Step to Success TM	Pro-social skill development			
The Incredible Years TM	Social and emotional competencies			
Check & Connect TM	Engagement, motivation, apathy			
Anger Coping Power TM	Anger management			

Professional development

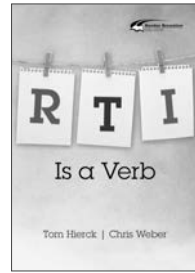
Describe how and when professional development will be provided

Which staff and stakeholders require training?	In what specific areas is training required?	With what strategies or programs is training required?	When will initial and ongoing training be provided?

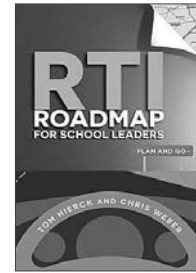
RELATED RESOURCES

Available from Hawker Brownlow Education

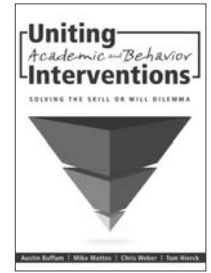
Qty	Code	Title	Price
	HB7897	Collaborative System of Support	\$35.95
	CO569X	Common Formative Assessment	\$45.95
	BKD8054	Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment	\$49.95
	CO2977	RTI Is a Verb	\$36.95
	BKD8474	RTI Roadmap for School Leaders: Plan and Go	\$45.95
	BKD3338	Strategies for Mathematics Instruction and Intervention, 6–8	\$42.95
	BKD3313	Strategies for Mathematics Instruction and Intervention, K–5	\$42.95
	BKD8023	The Data Teams Experience: A Guide for Effective Meetings	\$49.95
	BKD4891	Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma	\$42.95
Total (plus freight) \$			



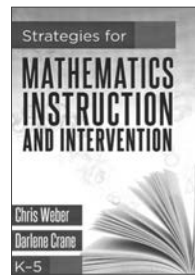
CO2977



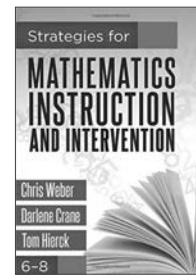
BKD8474



BKD4891



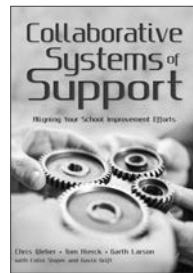
BKD3313



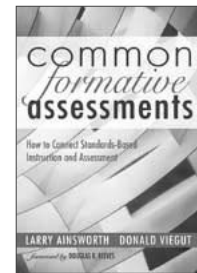
BKD3338



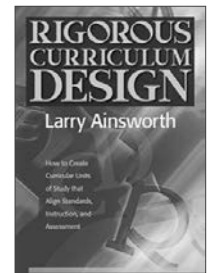
BKD8023



HB7897



CO569X



BKD8054

Attention Order Number

Name of School

Address

..... State P/Code

Country

Email:

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order, request a catalogue or find out more about our resources:

Call
1800 334 603
(03) 8558 2444

Fax
1800 150 445
(03) 8558 2400

Online
www.hbe.com.au

Mail
Hawker Brownlow Education
PO Box 580,
Moorabbin, VIC 3189

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.