Unit One: Introduction

Using Response to Intervention as a Framework for Behavior Management
Causes of Behavior Challenges

- Accumulated effects of family, neighborhood, school and societal risk factors
- Mismatch between developmental readiness and instructional expectations
- Mismatch between teaching styles and learning styles
- Lack of student motivation
- Learning issues – Executive Functioning Disorders, AD/HD, LD, Non-Verbal LD, Autism Spectrum Disorders, Mood Disorders

- Our focus for this class will be on those causes over which we have some control and can impact
- Readiness refers to the child’s knowledge and skill set
- Learning style refers to the ways children take in, process and remember information
- Motivation or lack thereof plays an important role in how children, teens, and adults learn
- Learning needs (special needs or dis/abilities) have an impact far greater than just how they learn
What do we mean by behaviors?

- Behaviors are
  - Defined as “the way a person acts” *(Webster’s New World Dictionary)*
  - Actions that are both
    - Observable and
    - Measureable

- Generally, we refer to anything people do as their behaviors
- Often we are making interpretations about what we think is going on. For example,
  - daydreaming - You can see a person staring but have no idea if they are thinking, imagining, considering something related to what you are saying, or lost in their own thoughts!
  - understanding – You can hear a person speak or see what they do or write, so those actions demonstrate understanding. Without those observable and measurable actions you have no way of knowing if the person understands the content presented.
- Behaviors can be positive or challenging. Generally, we want positive behaviors to increase and challenging behaviors to decrease
What is Response to Intervention?

- Included in Individuals with Disabilities Education Act (IDEA) of 2004 as a process to document a learning disability.
- How did we get from identifying a learning disability to using RTI for behavior issues?
- Primary focus is effective instruction for all students and targeted intervention for students who need more support

- Prior to the process of Response to Intervention (RTI), students were identified as having a learning disability by an evaluation that occurred only AFTER the child failed to make progress in the classroom.
- RTI uses a different lens to determine a child’s difficulty – does the child respond to a level of interventions implemented by the teacher, if not, a learning disability may be the underlying cause.
- The overall emphasis is to provide research based interventions to skills to students who are having difficulty BEFORE they fail.
- In our Jewish schools this enables us to provide support to students who are having trouble, regardless of the cause, as soon as that trouble emerges!
- If this approach works for reading, it can also work for intervening when students exhibit challenging behaviors!
• The triangle is a visual representation of the student body, with most (green area) responding to the first level, tier one, interventions that teachers use as part of their classroom management system.

• The second level, tier two (yellow area) shows around 15% of the students who are at risk, who exhibit some behavior problems, who need some special group interventions within the classroom.

• The smallest, third level, tier three (red area) shows less than 10% of the students who exhibit more ongoing and intense problem behaviors and need specialized individual interventions.

• Generally in inclusive classrooms, tier one interventions are provided by the classroom teacher. Tier two can be handled by the classroom teacher or by both the teacher and the special educator. Tier three interventions are usually implemented by the special educator.
Tier One: Classroom Management

- Classroom organization
  - How is the room set up?
  - Do students know where to find materials they need?
  - Are there clear areas for reading, independent and small group work?
- Structure and routines
  - Is there a daily routine so students know what to do when they enter the room?
    when they complete independent work? when the teacher is working with a small
    group they are not part of?
  - Is there a daily/weekly schedule posted so students know what they are doing
    and when they are doing it?
  - Are changes in routine highlighted for students?
- Limits and rules
  - How do students know what is expected?
  - Are there rules for getting a drink/going to the restroom?
- Consequences
  - What happens if students follow the rules? and what if they don't???
  - Are consequences consistently applied for all students?

Activities – active and engaging
- Are there a variety of learning activities that keep students actively engaged in the
  learning process?
RTI: Tier Two

- Consider the student’s readiness level
- Consider the student’s interests
- Match student’s learning style
- Match student’s motivational style

- Student’s readiness level refers to the knowledge and skills the student has in the content and social interaction needed for the unit of study

- Interests refers to the student’s outside interests of various topics (e.g., music, trains, history) with acknowledgement that a student will be more engaged with increased time on task if interested

- Learning Style refers to the way a student best takes in, processes and remembers information presented. There are a few frameworks for considering learning style: sensory (auditory, visual, kinesthetic); Gregoric (concrete/abstract, random/sequential); Gardner (multiple intelligences)

- Motivation is not just a yes/no style but there are ways to consider what kind motivates a student.
RTI: Tier Three

- Analyze the antecedents and consequences of the behavior
- Consider the function the behavior serves
- Examine the student’s skill set
- Reassess the student's learning needs or evaluated disability in light of its impact on behavior and social interactions
- Work with child individually

- The ABC approach to analyzing behavior can be done in tier two as well but is included here since it is not ordinarily implemented in the general education classroom.
- There is a belief that every behavior serves a function and it's important to appreciate why the child engages in challenging behaviors.
- There is a recent approach to challenging behaviors that looks at social skills in much the same way we examine reading skills.
- A person’s learning needs not only impacts their academic behavior but also their social behaviors and we need to recognize their impact on behavior.
- Much of tier three interventions are implemented on an individual basis, and are not necessary for the whole class.
What’s fair?

- Is fair giving each child the same thing?
- Is fair equal?
- Is fair provided according to his/her needs? (Al Pi Darko)

Being fair is providing what each child needs to be successful in the learning environment! In a family does each child, regardless of age, go to sleep at the same time? Seems like a silly question, but in school when teachers are asked “Why is Joseph doing this?” how does the teacher respond? We’ll take this up in more depth in a later unit.