Supporting Students at the Top of the Triangle: An RTI model for Behavior

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SW-PBIS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant and durable.

(Zins & Ponti, 1990)

Because FBA/BSP is so intensive......
We must fit it with an effective SW system & Continuum of Support

Common Strategies w/ Limited Results

• Send student to Behavior Classroom/ Center
  – see Dodge Dishon & Lansford, 2006
  – Also see state graduation rates for EBD students
• Bring in District/Regional Behavior Specialist to fix ‘em
• Roving Behavior Mgmt team
• ½ day inservice on conducting FBA/BIP with new set of district forms

What do we need to Do?

• Build capacity within the building
  – Developing a Continuum of Support
  – Intervening Early
  – Developing a team process for Individual Student Support and FBA/BIP
• Ongoing training and support for building teams linked with a district Behavior Support Specialist
• Administrative participation & understanding
• Establish commitment at district level and school level to serving ALL students – even those with intensive behavioral concerns – in inclusive settings
Prevention Continuum
-Like layers of a sieve

School-wide PBIS
Check-in Check-Out
Student Intervention Team 1
Student Intervention Team 2
Functional Beh'l Assessmt & Beh. Support Planning
Wraparound Support

Level 0/1
Level 2
Level 3
Level 4
Level 5
Level 6

Think --Minutes per Student

Universal
School-Wide Assessment
School-Wide Prevention Systems

Targeted
Brief FBA
Assessment
Intervention

Intensive
Complex Individ Inter

Wraparound Support
Team-Based Wraparound
Inferences

Building a District & School Infrastructure

• Training is not enough
  – Do not “Train & Hope”

• Need to plan for personnel to carry out roles and responsibilities

Where to Start....

Yellow Zone

• Check-in/Check-out
  – Who is overseeing & managing the system?

• Student Support Team
  – Who is on the team?
  - Is there behavioral expertise on the team?
  – Is there a system in place that maximizes behavioral decision making and resources?

• Interventions
  – Who is coordinating targeted/group interventions?
    - Homework club
    - Social Skills groups
    - Academic support
    - Custodial helper/Lunch helper/Office helper/Comp Lab helper

Level 2 – Check-in Check-out (CICO) Team

Level 3 – Referral to Intervention Team -- Group Intervention

Brief ABC – Match Function of Behavior to Available Program
**Red Zone**
- It takes more than a person who knows how to do FBA/BSP
- Training to fluency in FBA/BSP is more than a 3 hour inservice
  - Train & Hope won’t cut it
  - Need ongoing training & on-site support
  - Requires a district plan with a Behavioral Support Coach
    - Goal is to build capacity within schools, not for the coach or School Psych to do the FBA by themselves

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**Level 5 – Individual Intervention - FBA/BSP – 1st meeting**

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<tr>
<th>Purpose</th>
<th>Role Involved</th>
<th>Sites to Identify Students</th>
<th>Assessment/ Intervention</th>
<th>Progress Monitoring</th>
<th>Intervention Implementation</th>
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<td>District Behavioral Specialist, School Improvement Coordinator (Student, Teacher, Parent)</td>
<td>1. Data driven (FBA) 2. At risk (inclusionary) suspensions</td>
<td>Functional Behavioral Assessment/ Behavior Support Plan</td>
<td>1. Instructional Plan - built by evaluated (Behavioral Interventions)</td>
<td>- Personnel support - site identified for behavioral need</td>
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**Level 6 – Individual Intervention - FBA/BSP – 2nd meeting**

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**Response to Intervention**

**A Model for Behavior**

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**Critical Features of RTI**
- Continuum of Research Based Interventions
  - Universal System
  - Secondary Prevention/At-Risk/Yellow zone
    - Check In Check Out
    - Begin using function to ID interventions
  - Tertiary/Red Zone
    - FBA/BSP - Function Based Support
    - Special Education support
    - Wraparound Support

- Assessment & Early Identification of Students at-risk
  - Universal Screening
  - Progress Monitoring system
- Data Based Decision Making & Decision Rules
Big Ideas of RTI-Behavior

• Maximize resources through:
  – Early Intervention
  – Data Based Decision Making
  – Continuum of Evidence Based Interventions

• Work efficiently by Maximizing Meeting Time
  – Limited resources require us to think about the number of minutes spent per student
  – Limit conversation & meeting time until initial interventions don’t work
  – Do not individualize until it’s time
    • Then use Function of Behavior as your Guide

Universal Screening

• Requires a Data System that allows for early identification of at-risk students in need of behavior support
  – Existing Data Systems
    – Office Discipline Referrals/Minor referrals
    – Data from students who received behavior support in previous year
    – Teacher/parent referral for support

• Who regularly monitors the Data to make referrals?
  – SW PBS team, Administrator, CICO manager, etc.

Universal Screening

• SW-PBIS team reviews data monthly
  – Decision Rule: If student has 3 referrals or 2nd in a month – follow-up to make sure student has been referred to CICO coordinator

• Data Entry staff identifies students receiving 3rd referral or 2nd in a month & informs CICO coordinator

Universal Screening

BEFORE THE SCHOOL YEAR STARTS

• Review Data from last year
  – Your school data
  – And data on incoming students (if available)

• Identify students who had Behavior Support Plans in place per IEP (or otherwise)
  – Prepare to implement BSP with necessary modifications from beginning of the school year

• Identify returning students with more than 5 referrals last year who might benefit from behavioral support to begin the year

Previous Years Discipline data

Students At-Risk

• 13 students had 8+ referrals last year
  – 5 moved on to HS & 2 moved out of school
    – 6 are returning

• 11 students had 5 to 7 referrals last year
  – 4 left for HS & 1 moved out of school
    – 6 are returning

• Incoming students
  – 1 with FBA/BSP
    – 3 with 5+ referrals in elementary school
Returning Students (8+ referrals)

Three returning students had FBA/BSPs last year
- Students w/ 16, 11, & 10 referrals
- Make modifications to last years BSP & prepare to implement from beginning of school year

These returning students did not have behavioral interventions in place last year
- Robbie - 9 referrals last year
- Jaden - 8 referrals last year
- Jorge – 10 referrals last year
- Logan – 11 referrals last year
- Galen - 11 referrals last year
- Get all 5 started on CICO early in school year
  - Sept. 14th started on CICO program

Student Requiring Additional Individualized Support

• For most students…
  - Start with Level 2 – Check-In/Check-Out
  - We want to do the smallest intervention that is likely to be effective for a student
  - There should be very little time (0-2 minutes) spent on assessment & selecting interventions at Level 2
  - Questions?
    - When should students be referred for Level 2 (CICO) support?
    - Who should make referrals? How are referrals made?
    - What intervention is available?
    - How do we know if it is working or not?
    - What if it’s not working?

Continuum of Intervention

Four systems Working Together

• SW-PBS team
  - universal screening

• Check n Connect team
  - (Check n Connect team)
    - Manage CnC Intervention
    - Monitor data & make decisions

• Student Intervention Team
  - (Student Intervention Team)
    - Conduct Brief ABC
    - Match w/ interventions
    - Monitor data & make decisions

• FBA/BSP team
  - Conduct formal FBA & develop BSP
  - Monitor data & make decisions
Progress Monitoring
Data Collection

Progress Monitoring
Data used to monitor progress is increasingly individualized as student need is recognized to be increasingly intensive. Start generic, broad & efficiently & get increasingly specific, and individualized.

- Level 2 – CICO
  - Point Card – generic
- Level 3 – SIT 1
  - Point Card – generic to semi-individualized
- Level 4 – SIT 2
  - Point Card – semi-individualized
- Level 5 – FBA/BSP
  - Point Card – individualized &/or other forms of data collection methods

Generic Point Card
No time spent individualizing

Individualized Point Card
Fill in more specific behaviors

Progress Monitoring & Decision Making
Check n Connect Meeting
Review Data
September 28th

Level 2 – Check-In/Check-Out
- First level of Individual student intervention
  - Need for efficiency
  - System should be able to serve many students at one time
  - Limited # of minutes spent per student
  - No individualization of the intervention
- Reduce the number of students referred to SIT
Data Collection

- Focus on Efficiency

- Generic point card
  - Expectations linked to School-wide rules
  - Limited individualization
  - We do not want to spend time tailoring the point card at this level of intervention

Generic Point Card
No time spent individualizing

Jorge

- 10 referrals last school year
- Identified before school year started to receive additional support
- Started CnC (Level 2) from beginning of school year
- How is he doing?

Jorge - Team Decision

- Review Data
  - Met goal of 80% both of first two weeks on plan & no referrals since beginning CnC
- Decision
  - Continue w/ CnC – Stay at Level 2
  - Review data again in 2 weeks

Jaden

- 8 referrals last school year
- Identified before school year started to receive additional support from beginning of the year
- Started CnC from beginning of school year
- How is she doing?
Jaden - Team Decision

- Review Data
  - Earned 68% of points both of first 2 weeks on plan, 1 discipline referral (9/20) since beginning CnC. Did not meet goal, but behavior seems to be improving.

- Decision
  - Stay at Level 2 & try minor modification to CnC
  - Jaden doesn’t seem motivated by program incentives, Change incentive for Jaden – discuss with Jaden
  - Review data again in 2 weeks

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Robbie

- 9 referrals last school year
- Identified before school year started to receive additional support
  - Received 1 more referral previous to starting CnC on Sept 14th
- Started CnC (Level 2) at beginning of school year
- How is he doing?

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Robbie - Team Decision

- Review Data
  - Earned 37.5% & 43% of points in 1st and 2nd week of CnC, received 2 discipline referrals since beginning CnC, Did not meet goal.

- Decision
  - Does not seem to be responding to CnC
  - Refer to Student Intervention Team - Level 3

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Logan

- Refused to Check-In/Check-Out or carry the card
  - “Program is for kids”

- Incomplete data
Logan - Team Decision

- **Review Data**
  - Incomplete data – did not regularly check-in & refused to carry the card
  - Earned 14% of points on Sept 16th, could have earned more but he refused to carry CnC card and follow program
  - Absent from school on 4 of 10 days since Sept. 14th

- **Decision**
  - Refuses to participate in CnC “program is dumb”
  - Refer to Student Intervention Team - Level 3

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Ongoing Universal Screening

**SW PBIS team**

Sept. 29th

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Data as of September 29th

**PBIS Team meeting**

- Chart showing number of referrals by student

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Decision Rule – Students w/ 2+ referrals in a month

- What are we doing for these 6 students?
  - Robbie – CnC then refer to Student Intervention Team (SIT)
  - Jaden – CnC w/ change in incentive mentor – working
  - Logan – FBA/BSP carried over from last year
  - Galen – CnC refer to SIT
  - No current interventions/ not in system
    - Jason – refer to CnC
    - Debbie – refer to CnC

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Progress Monitoring, Intervention Planning & Decision Making

**Student Intervention Team Meeting**

- Review Data
  - September 29th

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Intervention Team Referral

- Brief ABC
- Link to pre-existing intervention

- Data Collected
- Decision Rule
**Student Intervention Team**

- Robbie
  - not responding to CnC
  - 3 discipline referrals
- Logan
  - Refuses to participate in CnC
  - 2 discipline referrals
  - 4 days absent in last 2 weeks

**Robbie**

- Review data
  - Review CnC data, Discipline referrals & attendance
  - Review Brief ABC assessment results & function of student behavior collected previous to meeting w/ teachers/staff
- Select intervention that matches function from list of available programs/interventions

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**Matching Function with Available Programs**

<table>
<thead>
<tr>
<th>Available</th>
<th>Showed Improvement</th>
<th>Aware of Failure</th>
<th>Aware of Support</th>
<th>Expected Behavior</th>
<th>Social Skills</th>
<th>Textbook Support</th>
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</thead>
<tbody>
<tr>
<td>Office Helper</td>
<td>X</td>
<td>Robbie is avoiding failure with reading, he needs support w/ reading</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Check in Correct</td>
<td>X</td>
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<tr>
<td>Peer Tutoring</td>
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<td>Social Skills</td>
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<td>Conflict Managers</td>
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<tr>
<td>Listed Check</td>
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**Identifying Intervention Based on Function of Behavior**

**BEHAVIORAL INTERVENTION**

After conducting the Brief ABC assessment use your School Student Support Matrix to identify a group intervention that matches the student’s function of behavior.

**Student Support Programs**

- Peer Tutoring & Homework Club - proven to improve reading skills & study habits
- Social Skills - proven to improve social skills & build confidence
- Conflict Resolution - proven to improve conflict resolution skills

**Date of Follow-up Meeting:**

[Date]
Logan

- Review data
  - Review CnC data, Discipline referrals & attendance
  - Review Brief ABC assessment results & function of student behavior collected previous to meeting w/ teachers/staff

- Select intervention that matches function from list of available programs/interventions

Matching Function with Available Programs

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<td>Conflict Manager</td>
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<td>Latin Club</td>
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Progress Monitoring & Decision Making

Check n Connect Meeting

Review Data
October 12th

Review Existing Students
- Jorge – Is he maintaining success?
- Jaden – Is modification working?

New Referrals
- Jason – 2 referrals in Sept.
- Debbie – 2 referrals in Sept.
- Bradley – teacher referral
Progress Monitoring, Intervention Planning & Decision Making

Student Intervention Team Meeting

Review Data
October 12th

Robbie

• Review data
  – Review SIT-1 data, Discipline referrals & attendance

• Robbie’s data shows a positive trend… he seems to be responding to the intervention

• Group decides to stick with the intervention as is and evaluate again at the next SIT meeting
Logan

- Review data
  - Review SIT-1 data, Discipline referrals & attendance
  - Showing slight improvement, but still short of goal… weekly averages were 36% and 31% and still having some absences
  - Team decides to Refer Logan to SIT-2
- Review Brief ABC assessment data & use

Individualized Support Plan
Based on Brief ABC

Progress Monitoring, Intervention Planning & Decision Making

Student Intervention Team Meeting

Review Data
October 25th
If Student Didn’t Respond to SIT-2… then move on to next level FBA/BSP