

## **Universal and Targeted Level Supports Within a Combined Academic/Behavioral Response-to-Intervention Model**

### ***El Campo ISD District PBS Team***

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## **Goals of RtI Behavior...**

**For our district to improve student behavior and consistency by enforcing expectations:**

- School-wide expectations (Universal Screener)
- Defining those expectations for all areas in our school.
- Teaching expectations
- Acknowledge those students that have rule-following behavior
- Consistency with response to behavior and academics

## Goals of RtI Behavior (cont.)

- Overall this will contribute to improvement with academic performance by improving student behavior. The students will remain in classes more.
- Effectively and efficiently meet the needs of students who exhibit the most challenging behaviors.
- Make data-driven decisions (takes out subjective views) and use data to evaluate programs and interventions.
- Being proactive and address student issues through positive behavioral supports.

## The Journey Begins...

- **May 2008** – Meeting with Andrea Ogonosky RtI Overview with EC Staff
- **August 2008** – RtI Meeting with Andrea Ogonosky and El Campo District Administrators (planning begins)
  - Process Improvement Team Meetings planned for Struggling Learners and Behavior
- **August 2009** – 5 day training with RtI/Behavior Consultants for district RtI Teams
- **2009-present** - Process Action Team (includes Administrators)
- **November 2009** - Pilot the Behavior Screener using SWPBS expectations (from TAMU)
- **2009- present** PBS Team Meetings
- **2009 – present** Consultant follow-up and meetings (RtI and Behavior)

## The Journey Continues.....

- **August 2009 – present** Behavior Coaches on each Elementary campus – meet weekly with Behavior Interventionist
- **August 2010 – present** Behavior Interventionist for District

## RTI:

### Training and Implementation

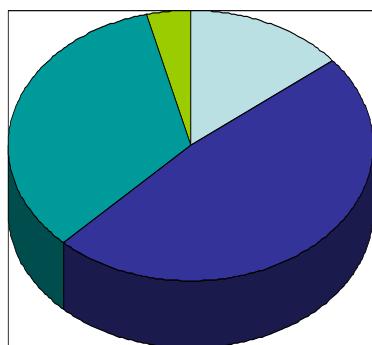
- **Summer, 2009 training**
  - Campus Rtl teams: 5 teams (1 per campus)
    - Developed school-wide behavior plans
    - **Behavior Coaches:** 3 elementary behavior coaches
- **2010**
  - **Behavior Interventionist – District**
  - **Behavior Coaches – 3 elementary campuses**
- **Implementation**
  - Teams meet regularly
  - Academic Rtl processes
  - Discipline Rtl processes

## El Campo Independent School District 2010-2011

- Grades: **PK-12**
- Number of schools: **5**
- Number of students:
  - **Myatt Elementary**-PK - 1: **668**
  - **Hutchins Elementary**- 2nd - 3rd: **580**
  - **Northside Elementary**- 4th - 5th: **518**
  - **Middle school** -6 - 8: **730**
  - **High school** - 9-12: **1008**

## Student Ethnicity ( '09- '10)

Demographic Data



Hispanic

ECISD

54.9%

State  
Average

47.9%

White

30.2%

34 %

African  
American

14.6%

14.2%

Other

.3%

3.9%

## Student Subgroups

	ECISD	State Average
Eligible for free or reduced-price lunch program	67.0%	60.0%
Special education	9.0%	9.4%
Gifted/talented students	11.0%	2.0%
Bilingual/ESL	9.2%	16.0%

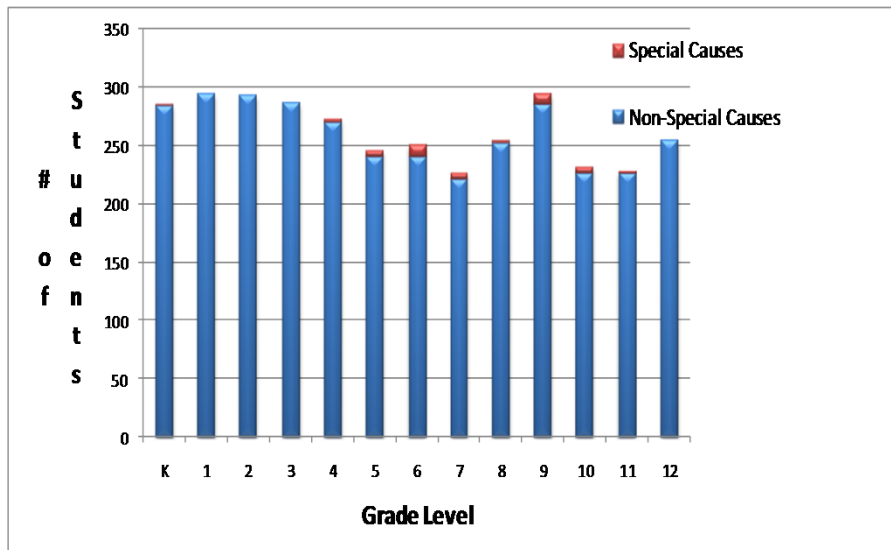
## Discipline Management Process Improvement Team: Findings

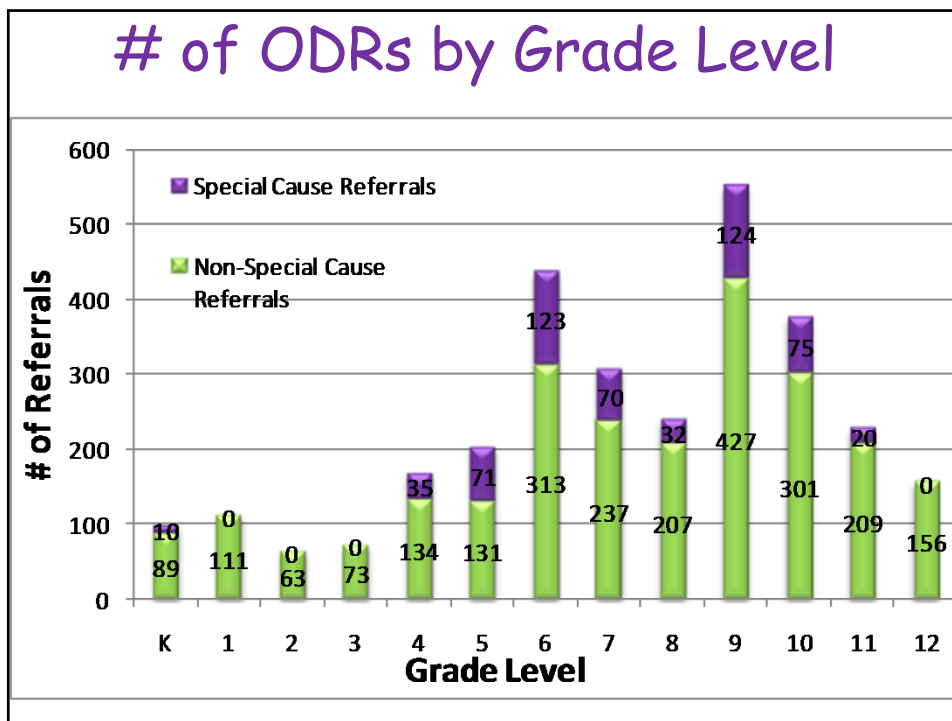
- **Charge:** Improve the process by which student behavior is managed to provide an optimal learning environment
- **Problem areas:**
  - A Complicated Referral System (Myatt)
  - Lack of Classroom Management Skills
  - Outside Influences
  - Inconsistency of Discipline
  - Inconsistency from Campus to Campus
  - Competing Administrative Demands
- **Identified special causes:** students with 10 or more referrals

With any journey, there is the possibility of getting a little lost....



## Student Population '10-'11





## Overview of School-wide Behavior Programs

- **Main elements in place at each campus**
  - Rtl team
  - School-wide expectations
  - Expectations defined by area
  - Expectations taught and reinforced
- All campuses have school-wide acknowledgement systems

# Myatt Elementary

Myatt Elementary  
Give Me Three



1. We are respectful.
2. We are responsible.
3. We are here and ready.



# Hutchins Elementary



# Northside Elementary Steps to Success



1. **Be respectful** – Use Good Manners
2. **Be responsible**
3. **Keep your hands and feet to yourself** \*Ricebird Wrap
4. **Follow directions**
5. **Be here and be ready**



## Northside Elementary



### NORTHSIDE CHAMPS

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

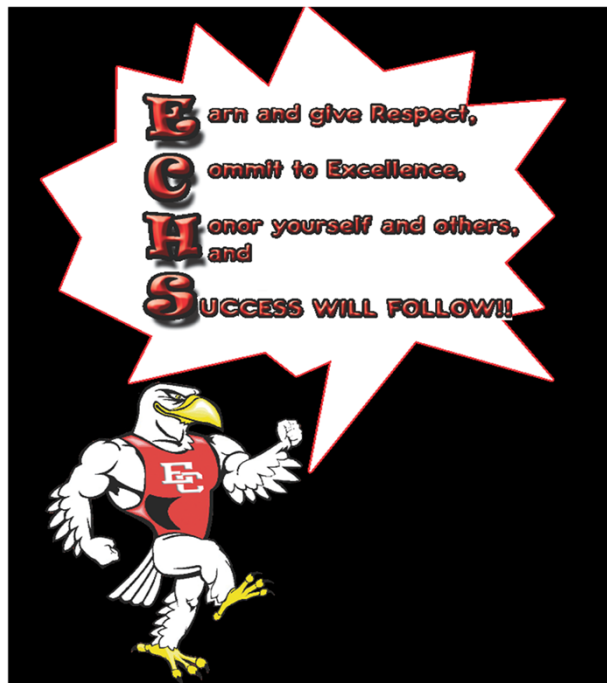
1. Be respectful and use good manners \_\_\_\_\_
2. Be responsible \_\_\_\_\_
3. Keep hands and feet to yourself – Ricebird Wrap \_\_\_\_\_
4. Follow directions \_\_\_\_\_
5. Be here and be ready! \_\_\_\_\_

Given by: \_\_\_\_\_

# EC Middle School



# EC High School



## Tier I Classroom Interventions

- Classroom Climate
- Visual Schedules
- Supervision
- Verbal/Non-verbal redirection/praise
- Proximity
- Token systems
- Class-wide Reinforcers
- Positive notes sent home
- Visual Reminders
- Positive phone calls home
- Individual Attention
- Classroom helper
- Re-teach expectations
- Peer helpers
- Role-playing
- “Student of the Week”
- “Principal Party”
- Cool downs/safe place
- Delayed transition time
- Behavior Contract
- Behavior Interventionist

## Behavior Interventionist

- Professional support position
- Primarily consultative
- Collaborate with educators and Behavior Coaches
- Monitor implementation of interventions
- Work with Rtl teams

## Behavior Interventionist

- Teachers or Rtl team members request assistance by completing the Request for Behavior Interventionist Assistance form
- After notification, classroom observations are arranged and recommendations shared with the teacher.
- Support options:
  - No further support
  - Follow-up consultation
  - Demonstration of recommended interventions
  - Progress Monitor

### Teacher-Initiated Tier I Behavior Form (Elementary)

**Level 1:**

*\*Students should receive points off behavior grade at this level ONLY AFTER 3 different re-teaching/reinforcement opportunities have occurred unsuccessfully.*

**Behavior that impacts only the student and/or that interferes with the learning of others.**

**Date of occurrence**

- Not keeping hands & feet to self
- Not prepared
- Not doing class work
- Not listening/paying attention
- No homework
- Not having supplies
- Visiting/talking during instruction
- Not taking responsibility for action
- Interfering with others learning
- Out of seat
- Teasing
- Not following directions
- Lying
- Talking out
- Refusing to work
- Inappropriate language/noises
- Destroying property
- Other: \_\_\_\_\_

**Ideas for controlling behavior:**

Making eye contact and maintaining proximity is expected of all teachers; in addition, documentation is required for:

- High levels of supervision
- Pre-teaching of expectations
- Reinforcement/Acknowledgment of appropriate behaviors
- Re-teaching of school rules/ expected behaviors
- Discussion about expectations
- Verbal warning
- Consultation with guidance Counselor
- Positive Parent Contact
- Visual example of appropriate behavior
- Daily Behavior Chart

**Initial & date each as you apply**

**Consequences may/must include:**

- Parent Contact (at least 3 documented attempts by email or phone, if still not able to contact then contact Parent Liaison.)
- Loss of Privileges (lunch detention, etc.)
- Moving seats
- Behavior Contract/Individualized Behavior Plan
- Admin/parent/student/teacher conference
- Natural Consequence/Restitution
- Demonstration of Rule

**Initial & date each as you apply**

**Level 2:** \* *Students should be referred to the office at the referring teacher's discretion*

<p><b>Date of occurrence</b></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Talking back to adult</li> <li>• <input type="checkbox"/> Throwing things</li> <li>• <input type="checkbox"/> Cheating</li> <li>• <input type="checkbox"/> Stealing</li> <li>• <input type="checkbox"/> Forgery</li> <li>• <input type="checkbox"/> Inappropriate language</li> <li>• <input type="checkbox"/> Disrespect to others</li> <li>• <input type="checkbox"/> Leaving room without permission</li> <li>• <input type="checkbox"/> Profane or gang gestures</li> <li>• <input type="checkbox"/> Destroying school property</li> <li>• <input type="checkbox"/> Bullying</li> <li>• <input type="checkbox"/> Angry Outburst</li> <li>• <input type="checkbox"/> Other: _____</li> </ul>	<p style="text-align: center;"><b>Behavior that affects an orderly environment</b></p> <p><b>Ideas for controlling behavior:</b></p> <p>Making eye contact and maintaining proximity is expected of all teachers; in addition, documentation is required for:</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> High levels of supervision</li> <li>• <input type="checkbox"/> Pre-teaching of expectations</li> <li>• <input type="checkbox"/> Reinforcement/Acknowledgment of appropriate behaviors</li> <li>• <input type="checkbox"/> Re-teaching of school rules/ expected behaviors</li> <li>• <input type="checkbox"/> Discussion about expectations</li> <li>• <input type="checkbox"/> Verbal warning</li> <li>• <input type="checkbox"/> Consultation with guidance</li> <li>• <input type="checkbox"/> Counselor</li> <li>• <input type="checkbox"/> Referral to behavior coach</li> <li>• <input type="checkbox"/> Positive Parent Contact</li> </ul> <p><b>Initial &amp; date each as you apply.</b></p> <p><b>Consequences must include:</b></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Parent Contact (at least 3 documented attempts by email or phone, if still not able to contact then contact Parent Liaison.)</li> <li>• <input type="checkbox"/> Loss of Privileges</li> <li>• <input type="checkbox"/> Behavior Contract</li> <li>• <input type="checkbox"/> Office Referral</li> <li>• <input type="checkbox"/> Admin/parent/student/teacher conference</li> <li>• <input type="checkbox"/> Suspension</li> </ul> <p style="text-align: center; font-size: small;">Initial &amp; date each as you apply.</p>
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**Level 3:** \* *IMMEDIATE office referrals should occur with this level of infraction.*

**Behavior that is harmful and/or illegal.**

<p><b>Date of occurrence</b></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Action(s) that cause harm</li> <li>• Ex: _____</li> <li>• <input type="checkbox"/> Fighting</li> <li>• <input type="checkbox"/> Weapon(s)</li> <li>• <input type="checkbox"/> Throwing furniture</li> <li>• <input type="checkbox"/> Threatening to do injury to person or property</li> <li>• <input type="checkbox"/> Sexual harassment</li> <li>• <input type="checkbox"/> Sexual behaviors</li> <li>• <input type="checkbox"/> Gang related writing</li> <li>• <input type="checkbox"/> Other: _____</li> </ul>	<p><b>Previous Discipline Referrals:</b></p> <p>Date <input type="checkbox"/> Offense _____</p> <p>Date <input type="checkbox"/> Offense _____</p> <p>Date <input type="checkbox"/> Offense _____</p> <p>Date <input type="checkbox"/> Offense _____</p> <p>Date <input type="checkbox"/> Offense _____</p> <p>Date <input type="checkbox"/> Offense _____</p>
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**Consequences may include:**

As per Board of Education discipline policies



*For extended interventions please visit [Response to Intervention](#) link from ECISD Intranet homepage.*

## Tier 2 Behavior Processes

- **Students identified for Tier 2**
  - ODRs
  - Special cause
  - Behavior grade (elementary campuses)
  - Attendance
- **Team reviews data**
- **Team develops intervention(s)**
- **Behavior coaches and others implement the interventions**

## Examples of Internalizing Behaviors:

- Having low or restricted activity levels
- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Preferring to play or spend time alone
- Acting in a fearful manner
- Not participating in games and activities
- Being unresponsive to social initiations by others
- Not standing up for one's self

Source: Hill and Severson, 1992

## Examples of Externalizing Behaviors:

- Displaying aggression toward objects or persons
- Arguing
- Forcing the submission of others
- Defying the teacher
- Being out of seat
- Not complying with teacher instructions or directives
- Having tantrums
- Being hyperactive
- Disturbing others
- Stealing
- Not following teacher or school-imposed rules

Source: Hill and Severson, 1992

## Behavior Coaches

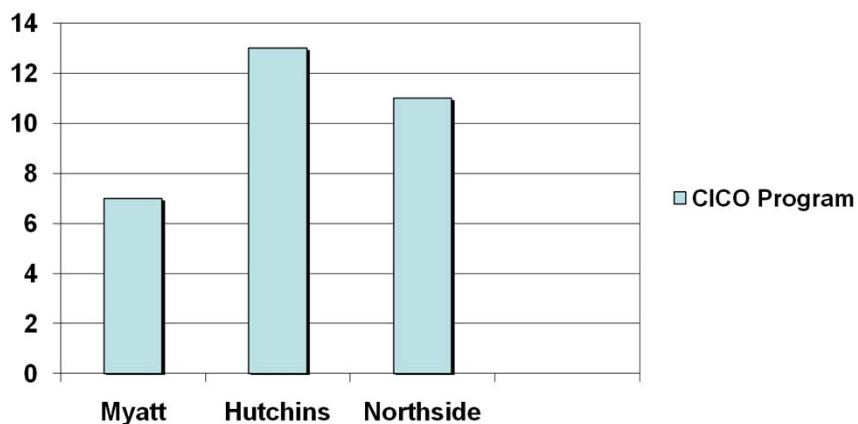
- **One Behavior Coach assigned to each elementary campus**
  - Paraprofessional
  - **Responsibilities:** to provide Check In Check Out (CICO); assist teachers with students who exhibit challenging behaviors and are Tier 2 Rtl
    - Coaches are provided with specific skills, training, and programs to implement

## Check In/Check Out

### Daily CICO with Behavior Coach

- Meet with students individually in morning and afternoon
- Complete paperwork to monitor program and each student's progress
- Implement reinforcement system daily or once per week
- Monitor students' progress
- Meet with Tier 2 team if student is not making progress

## Tier 2 Data: Number of Students in Program



## If Students Don't Respond...?

- Behavior Coach contacts Behavior Interventionist for assistance
- Review student behavior data
- Develop new interventions
- If behaviors persist, recommendation to Tier 3

All of us will have set-backs on the journey!



## Implementation Challenges

- **Teacher and Administration Buy-In**
  - Lack of willingness to change (Old-school)
  - Consistency with implementation
  - Positive reinforcement decreasing as the year progresses
- **Student Buy-In**
  - Keeping student motivation high
  - Grade/Age appropriate reinforcement
  - Finding **FREE** reinforcements that are appealing to the students

Some Final Thoughts  
on the Journey...

## Plans for Future Still a Work in Progress...

- Implement a Universal Screener for Behavior
- Get more administrator and teacher buy-in
- Provide PBS training to **ALL** staff, including administration and school board
- Managing behaviors in classroom **vs.** ODRs
- Develop a PBS Team for each campus
- District PBS Team meet 1x/month to review data
- Develop a consistent tracking system
- On-going follow-ups with consultants
- Ensuring a PBS team member is on the Rtl Committee
- Campus planning for transition...

Allow yourself plenty of time to get there!



## Remember....

- We can't “**make**” students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a **core curriculum** and implemented with **consistency and fidelity**

No matter how tempting.....  
Stay Positive!

