

# Behavior EBIS/RTI

identification, tier interventions  
and strategies

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# Identification for Behavior EBIS/RTI

- Behavioral component of EBIS determines students in need of behavioral RTI
- How are students identified?
  - Data Collection
    - Behavior/Office Referral data
      - Places student in top 20%
    - Attendance data
      - More than 5 absent/tardy days in consecutive 30 day period;  
<83% monthly
    - Suspension/Expulsion data



## Tier 1: Core PBIS

- Top 20% behavior students identified... what's next for those students?
- Reinforce Core program
- Reflective Strategies

# Reinforce Core Program

Is *this* student getting what we say we do for all students?

- Explicit teaching of behavioral expectation?
- Success?
- Reinforcement for appropriate behavior?
- Belonging?
- Non-contingent reinforcement?
- 4:1 Positive Interactions?
- Warm, inviting atmosphere?
- Social skills curriculum?
- Positive relationship with at least one significant adult?



# Reflective Strategies

- Is Core PBIS in place?
- Classroom Management
  - Self-Assessment
  - Environmental Inventory
  - Top 17 strategies emphasized

# Tier 1: Core PBIS

- Does Core program need to be revisited?
  - More than 20% of students received 2 or more behavioral referrals
  - Implementation incomplete
  - Specific area concern
  - Specific time, activity concern
- EBIS Team reviews data every 6 weeks to..
  - Determine which students move to Tier 2
  - Assigns responsibilities, assure follow through

## Tier 2: Core +

- Progress Monitoring Tier 1 data
  - Behavior/Office referrals
    - Receives  $\geq 3$  referrals with Tier 1 indicates student in need of Tier 2 interventions
- Tier 2: Core +
  - Continue Core
  - Add one or more of...

## Tier 2: Core +

- Pre-correction
- Re-teach Expectations
- Group Counseling
- Teacher Guided FBA

- Check & Connect Program
- Adult Mentoring
- Behavior Curriculum
- Behavior Contracts

**Is this student getting what we say we do for all students?**

- Explicit teaching of behavioral expectation?
- Reinforcement for appropriate behavior?
- Non-contingent reinforcement?  
Interactions?
- Warm, inviting atmosphere?
- Positive relationship with at least one significant adult?
- Success?
- Belonging?
- 4:1 Positive
- Social skills curriculum?





# Tier 2: Core +

- Data Collection
  - Behavior/Office referrals
  - Check and Connect program data
- EBIS Team reviews data 4-6 weeks to
  - Assigns responsibilities, assures follow through
  - Assesses if intervention was implemented with fidelity
  - Determine which students remain Tier 2, or move between Tier 1 and Tier 3

# Tier 3: Core + Tier 2 +

- Progress Monitoring
  - Behavior/Office referrals
    - Receives  $\geq 2$  after beginning Tier 2 indicates student in need of Tier 3 interventions
  - Check and Connect program data
- Tier 3:
  - Continue Core
  - Continue Tier 2
  - Add one or more of ....

## Tier 3: Core + Tier 2 +

- Formal FBA
- Referral to Special Education
- Individual Behavior Support Plan
- Individual Counseling
- Youth Attendance Team Referral
- 504 Plan
- Community/Wraparound resources referral

- Adult Mentoring
- Check & Connect Program
- Re-teach Expectations
- Adult Mentoring
- Group Counseling
- Behavior Curriculum
- Teacher Guided FBA
- Behavior Contracts

### **Is this student getting what we say we do for all students?**

- Explicit teaching of behavioral expectation?
- Success?
- Reinforcement for appropriate behavior?
- Belonging?
- Non-contingent reinforcement?  
Interactions?
- 4:1 Positive
- Warm, inviting atmosphere?
- Social skills curriculum?
- Positive relationship with at least one significant adult?

# Tier 3: Core + Tier 2 +

- Data Collection
  - Behavior/Office referrals
  - Behavior Tracking Sheet
  - Check and Connect program data
- EBIS Team reviews data bi-weekly
  - Assigns responsibilities, assures follow through
  - Assesses if intervention was implemented with fidelity
  - Determine movement between Tiers for students, based on data



# Student Intervention Record

- Green zone
- Yellow zone
- Red zone



Questions?

# References

- Small Group Strategies
  - Tim Lewis, PH. D.
- Positive Behavior Support, Classroom Management: Self-Assessment Revised
  - Brandi Simonsen, Sarah Fairbanks, Amy Briesch & George Sugai
- Lane EDU RTI Manual
  - [http://intranet.sps.lane.edu/Instruction/RTI/RTI\\_main.html](http://intranet.sps.lane.edu/Instruction/RTI/RTI_main.html)
- Klamath Falls City Schools EBIS Manual
  - <http://www.kfalls.k12.or.us/departments/elementC/currPDFs/RTI-EBIS-ElementaryManual.pdf>