

RTI – Level One

Universal Supports

Implementing School Wide Support

Responding to Misbehavior

- Intervene early
- Interventions should *minimally* interrupt instructional setting
- Be careful that *voice tone, timing, proximity* factors do not to unwittingly escalate behavior to crisis level
- Utilize an effective attention signal that is multi-sensory (visual and auditory), and prompts appropriate alternative response so that attention is directed back to the instructor

Common Assumptions that Result in Escalation

- I can't let a student get away with that; what will other students think?
- I need to establish authority
- I need to settle every instance when student(s) are agitated
- I need to be in control
- Every instance of inappropriate behavior needs to be addressed

Responses that Escalate Instead of Ameliorate

- Getting "in the student's face"
- Discrediting the student
- Nagging or continuing to ask a student to do something after it has already been refused
- Arguing
- Trying to reason with student about behavior when escalated state has impaired reasoning ability
- Talking too much when student is already overwhelmed by verbal input
- Engaging in power struggles
- Cornering the student
- Raising voice or shouting

Boys Town Program – Empirically-Based Program

☐ **Social Skills Curriculum: 16 Discrete Social Skills – EXPLICITLY TAUGHT**

- Following Instructions
- Accepting Criticism Or A Consequence
- Accepting NO For An Answer
- Greeting Others
- Getting Teacher's Attention
- Making A Request
- Disagreeing Appropriately
- Giving Criticism
- Resisting Peer Pressure
- Making An Apology
- Engaging In A Conversation
- Giving Compliments
- Accepting Compliments
- Volunteering
- Reporting Peers' Behaviors
- Introducing Yourself

☐ **Teaching Interactions: 9 Steps**

- Initial Praise Or Empathy
- Description Of Inappropriate Behavior
- Description Of Appropriate Behavior
- Rationale
- Request Acknowledgement
- Practice
- Feedback
- Consequences
- General Praise/Redirection

☐ **Motivation (Points) System**

- Development of a comprehensive point system for reinforcers to maximize behavior change
- Immediate positive consequences for desired behaviors
- Immediate negative consequences for undesired behaviors (student learns misbehavior does not get what is wanted or needed) – **IF NOT OVERUSED, and implemented sparingly within a broad framework of positive behavior supports**
- Students accrue points to gain access to reinforcers, including tangible items, privileges, preferred activities
- Reinforcers are things students want, not what teachers think they want

❑ Administrative Interventions

- Positive approach to discipline
- Distinguishes minor (talking out, profanity) from major (violence, sexual harassment) infractions
- Goal is not exclusion from classroom, but successful inclusion after self-control is established
- Administrators function as effective change agents in response to more serious or persistent problem behaviors; **“police function” deemphasized**
- Basis for teaching alternative ways of handling stressors in classroom, capitalizing on “teachable moments”

Sources: Wright DB, Cook CR (2008). *Making restrictive settings work for students with ED*. Presentation, 29th LRP National Institute; May 4, 2008, Charlotte, NC.

Sprague, J R & Horner, R H (Chapter in Press). School Wide Positive Behavioral Supports, in *The Handbook of School Violence and School Safety: From Research to Practice*, Edited by Shane R. Jimerson and Michael J. Furlong, Lawrence Erlbaum Associates, Inc.]