

RTI – Level Two

Behavior Supports for Some (Selective)

When Level I Data Demonstrates Lack of Success, Add Intensified Supports

Data Sources:

- Daily Behavior Report
- Direct Observation Data

Provides Second Layer of Support with Careful Matching of Services to Student Needs

Empirically Proven Strategy 1: Behavioral Contracting

- Meet with student to outline what is expected and teach the student about the components of planned intervention(s)
- Describe in clear, concrete, and measurable terms what the student should be doing instead of the problem behavior

Empirically Proven Strategy 2: Check In / Check Out

- Mentor-based program that begins with developing effective adult-student relationship.
- Utilizes morning check in and afternoon check out.
- Components include: defined expectations, frequent feedback, and positive reinforcement contingent upon meeting predetermined goal
- Daily Behavior Report Card

Empirically Proven Strategy 3: Self-Monitoring

- Designed to help student systematically reflect on whether they have been engaging in appropriate, expected behaviors throughout the day
- Done during natural breaks (changing classes, lunch, recess)
- Reinforcing appropriate behaviors facilitates metacognitive connections between appropriate behaviors and positive outcomes
- Based on premise that deficits in self-management often occur with EBDs
(deficient Exec. Funcs.)
- Enhances self-awareness and **self-determination**

Empirically Proven Strategy 4: School-Home Report System

- Method for establishing school-home-student collaboration regarding targeted behaviors
- Ongoing, two-way team communication about student performance
- Encourages parents to implement established contingencies for student performance
- Opportunity for parent to share psychosocial stressors that impact student performance

Potential Barriers to Implementing Level 2 Interventions

- Mentor does not check in with student in the morning and check at end of the day
- Students does not complete self-monitoring form
- School-home reports are not signed
- Parents not delivering contingent consequences at home

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