

Tier 1 in RTI/MTSS: It's Everyone's Contribution for Success!

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What is evidence based?

Quality of evidence established
a “strong” evidence
of effectiveness:

Randomized controlled trials
that are well-designed and implemented.

www.ed.gov/rschstat/research/pubs/rigorousvid/guide_pg6.html#strong%20evidence

Effect Size: What It Means

- Magnitude of the effect of a particular intervention
- Positive values = GOOD results
- Negative values = BAD results
- Effect sizes > 0.50 considered large
 - Changes in behavior and performance are noticeable by laypersons

Popular Treatments That Don't Work

<u>Treatment/Intervention</u>	<u>Effect Size</u>
Meeting with student	.00
Punitive discipline	-.13 to + .06
Alternative placement	-.10 to + .04
Special education	- .03

POOR OUTCOMES FOR STUDENTS

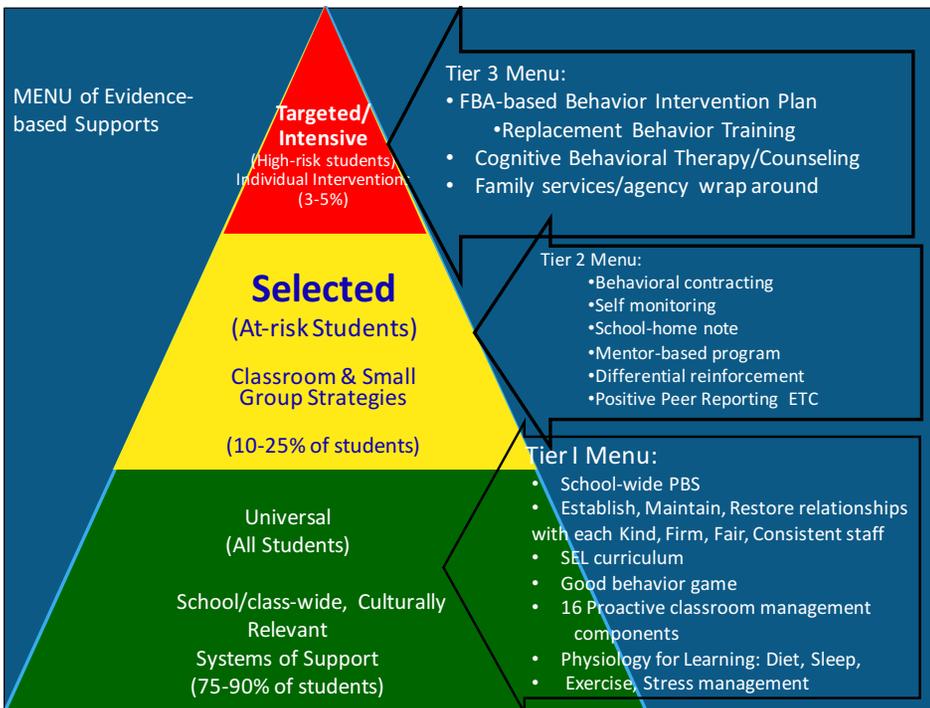
Not So Popular Treatments That Do Work

Treatment	Effect Size
Positive Behavioral Supports	+ .90
Social Skills Training	+ .68
Group-based contingency	+ .81
Token economy	+ .60
Social emotional learning	+ 1.00
Formative Evaluation + Graphing + Reinforcement	+ 1.20
Mentor-based program	+ 1.00

Kavale (2005); Marquis et al. (2000); Cook et al. (in press); *Blueprints for Promising Treatments* (1999); Reschly (2004)

What is fair?

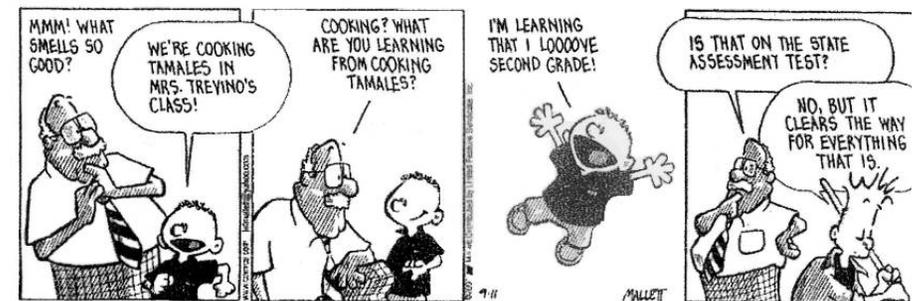
Fair is not everyone getting the same thing.
Fair is everyone getting what they need.



RELATIONSHIPS MATTER:

A Solid Foundation of Positive Interactions Between Students and Teacher

FRAZZ By Jer Mallett



Grounding Principle

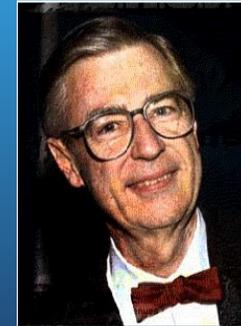
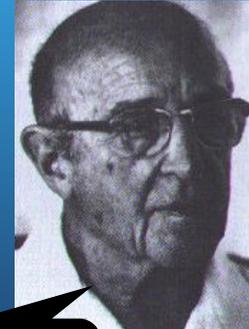


- NO teaching strategy or intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.



The Rogers Boys

"I like you just the way you are!"



"Unconditional positive regard"

Carl

and

Fred

Relationships are Foundational

• Establishment of relationships

Systematic establishment of a reciprocal personal relationship, done one on one with a student by all classroom staff (while respecting boundaries)

Students WANT to be personally known

• Maintenance of relationships

Daily direct interaction with each student (greet at door, acknowledgements while supervising, referencing student's life, etc.)

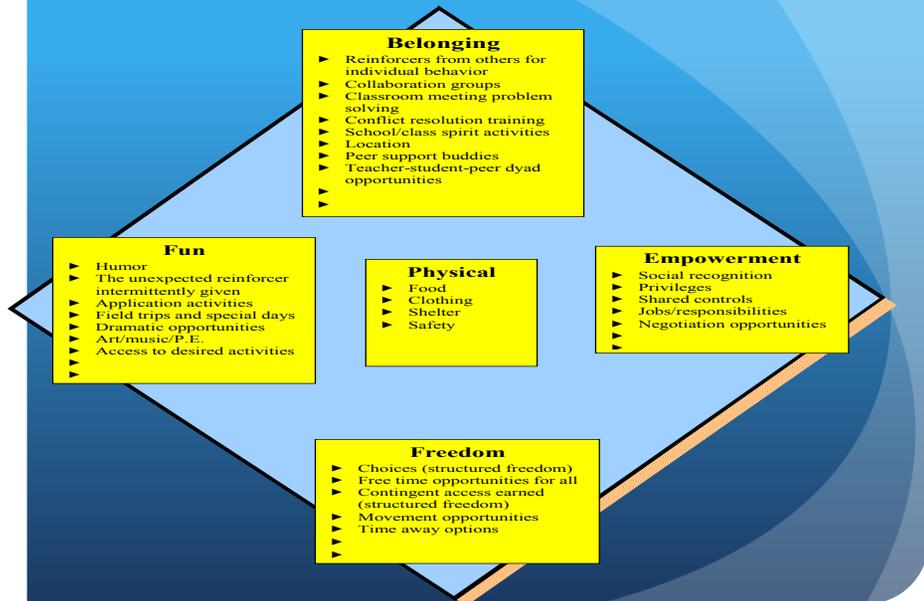
• Restoring of relationships

One on one "restart" with student following a disciplinary action

REINFORCEMENT

How I feel about myself for earning the certificate I am awarded	INTRINSIC Self-praise, Self "satisfaction"
What my teacher says, what my peers say when I get the certificate	PRAISE from ADULTS - Parent Teachers Staff Peers
I get out of class earlier than my peers get the certificate. I am recognized as a certificate winner	SOCIAL STATUS & RECOGNITION Peers or Adults
Whoever has earned a certificate gets their choice of free time activities	PRIVILEGES Choice-making, sense of "power"
First I earn the certificate, then I can use the new computer program I want	CONTINGENT ACCESS Premack (If-then; 1st __, then __; Activities-Free time/Free choice Principle)
The certificate is earned after completing the 10 steps on my chart. I like brushing the chart.	CLOSURE Completing a set, finishing a list has compulsive features
I get to choose how the certificate is displayed	TANGIBLES Money, stickers, camera, etc.
Going 10 steps to get the certificate is extremely exciting because of the extra time I get to be a student	PRIMARY - EDIBLES, PHYSIOLOGICAL RESPONSES: Natural/Synthetic Stimulants (Pacing, Rocking, Nail Biting) Repetitive Behaviors

Student "Diamond's" Approach for Classwide Behavior Support



Diana Browning Wright, *Behavior/Discipline Trainings*

Positive Environments for All Grade Levels

Safe
Respectful
Responsible

Site based Activity: Behavior we want, Behavior we don't want

- On post-its, list all desirable student behavior, one behavior at a time
- On post its, list all undesirable behaviors, one behavior at a time

KEY: Turn every "don't" into a "do"

The Components of School-wide PBS

1. Clear definitions of expected appropriate, positive behaviors are provided for students and staff members; 3 to 5 with Matrices

e.g., Safe, Respectful (Kind), Responsible,

2. Clear definitions of problem behaviors and their consequences are defined for students and staff members; minor to major

e.g., Irritating, mild disruptive, disruptive, might be dangerous, dangerous

#1 and #2: Categorize your post-its

- Category: **Desirable**

Safe, Respectful, Responsible

- Category: **Undesirable**

Irritating, Mildly Disruptive, Disruptive, Might be dangerous, Dangerous

The Components of School-wide PBS

3. Regularly scheduled instruction *and* assistance in desired positive social behaviors is provided;

e.g., classroom review, assemblies, station teaching

4. Effective incentives and motivational systems are provided to encourage students to behave differently;

- **Keep ratio of 5 to 1**

The Components of School-wide PBS

5. Staff receives training, feedback and coaching about effective implementation of the systems;

e.g., faculty demonstrations at staff meetings, videos, observations of rule teaching, etc.

See: www.pbis.org, www.mrcarmonawebly.org, www.lookirismedia.com, etc.

Systems for measuring and monitoring the intervention's effectiveness are established and carried out.

Random sample students, aggregate data and present

Classroom data on 5 to 1 ratios collected, aggregate data and present

Social Emotional Learning: Universal Curriculum

Social Emotional Learning

- Curriculum devoted to children and adults to be engaged life-long learners who are self-aware, caring and connected to others, and responsible in their decision-making

SEL skills taught include:

- Recognize and manage emotions
- Care about and respect others
- Develop positive relationships
- Make good decisions
- Behave responsibly and ethically

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How does PBS differ from SEL

- | | |
|--|--|
| <ul style="list-style-type: none">• All about rules <p>Schoolwide PBS</p> <ul style="list-style-type: none">• Teaches specific behaviors• Deals w/ observable behaviors• Delivered in all settings | <p>SEL</p> <ul style="list-style-type: none">• All about curriculum• Teaches broad concepts that provide big picture• Deals w/ unseen emotions and cognitions• Delivered in the classroom |
|--|--|

Why Teach SEL?

- Provides the “big picture” for behavior
- Enhances self-regulation of emotions and behavior
- Facilitates social and moral development
- Teaches skills that lead to work habits and abilities to meaningfully contribute to society
- **RESEARCH INDICATES IT WORKS!!!!!!!!!!**

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Collaborative for Academic, Social, and Emotional Learning (CASEL)

- University of Illinois at Chicago
- www.casel.org/about/index.php

See: “safe and sound” document (google on the casel website)

Especially helpful for internally driven behaviors from students with poor coping skills

SEL at Our Site ?

- Do we have an evidence based social emotional learning curriculum available to all students?
- Do we KNOW what we have (if anything) is evidence based? How do we know that?
- Do we want this curriculum? WHY? Should we lobby for it?
- If we did have this curriculum in the future, who would provide the modeling of how to deliver the instruction?

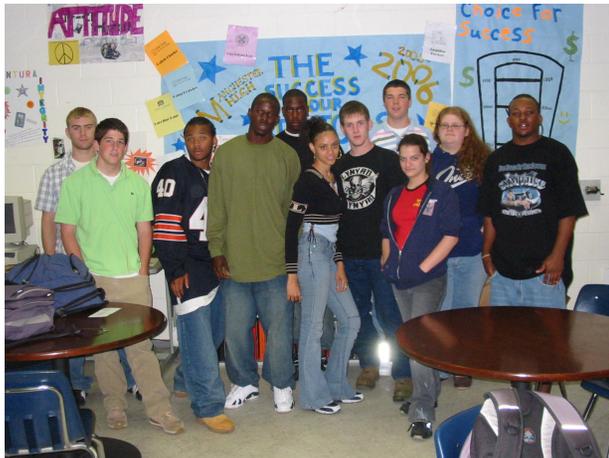
Though there are many listed on Casel, Diana's favorites :
new SECOND STEP K-8, SCHOOL CONNECT for high school

www.Cfchildren.org Second Step



www.school-connect.net

High School SEL Curriculum by Dr. Elias, creator of Second Step



Good Behavior Game: Managing Group Behavior

Good Behavior Game

Original research Barrish, Saunders, & Wolf (1969)

- Classwide behavior management strategy
- 20 independent replications across different grade levels, types of students, and settings
- Prevents substance abuse and antisocial behavior
- Interdependent group contingency
- Capitalizes on human nature
 - Social influence and competition

GBG as a “Behavioral Vaccine”

- Provides an inoculation against the development of physical, mental or behavior disorders
 - e.g., antiseptic hand washing to reduce childbed fever
- High need for low-cost, widespread strategy as simple as antiseptic hand washing
- Little time and effort = high likelihood of use

(Embry, 2002)

Steps to Implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define inappropriate behaviors
3. Identify rewards
4. Teach the students the rules to the game
5. Play the game

Team Competition: Basketball or Golf?

- Decide number of teams: 2 to 4
- Decide version
- Establish length of time, behaviors you are looking for, payoff for students
- Decide if you want known behaviors and known payoff or unknown behaviors and unknown “mystery” payoffs
- Record points while continuing to teach

Issues With GBG Implementation

- Bullying or social isolation
 - Teach at the outset that bullying or isolating students for earning point fines will not be tolerated
- Dealing w/ the saboteur
 - Remove from game
 - Don't count behaviors against team
 - Put saboteurs on the same team
 - Recommend for Tier 2 supports

Procedural Variations Of GBG

- Allow teams to earn points for display of exceptional prosocial behavior
- Make the value of negative behaviors during most problematic class time worth more
- Identify a team MVP
 - Gets extra reward
- Focus on appropriate behavior rather than inappropriate
- Provide extra incentive for no points

PHYSIOLOGY FOR LEARNING

- DIET
 - Healthy foods eaten throughout the day*
 - Assisting families when needed*
- EXERCISE
 - One hour with rigor minimum daily for students*
- SLEEP HYGIENE: monitor and teach
 - No screens 30 min. before sleep, lights off all night*
 - 8 to 10 wins! Grow taller, smarter less irritable people*
- STRESS MANAGEMENT/OPTIMISM TRAINING
 - Mind UP! Mindfulness for students, mindfulness in education*
 - The Optimistic Child by Martin Seligman*

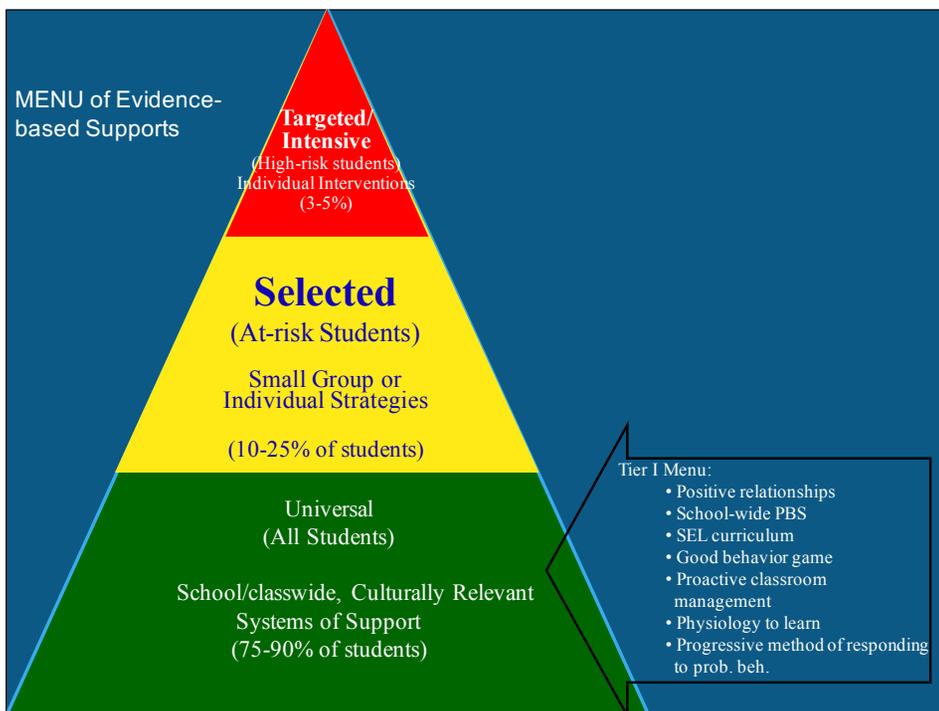
What can I do to get Physiology for Learning adopted and a regular part of every student's day?

- Training?
- Modeling?
- Reinforcing?
- PLCs?

Proactive Classroom Management

Key Concepts

- Instructional time is gained or lost one minute at a time!
- If they are on task, they aren't off task
- Off task condition is when problem behaviors occur most frequently!



17 Proactive Classroom Management Strategies

Relationship Strategies

1. 5 to 1 ratio of positive to negative interactions (Magic ratio)
2. Smiling and being nice
3. Positive greetings at the door to pre-correct and establish a positive climate
4. Communicating competently w/ students
5. Wise Feedback
6. Intermittent non-contingent reinforcement (individuals or whole-group)

Procedural Strategies

7. Organizing a productive classroom
8. Pre-correction
9. Teach, model, and reinforce social-emotional skills
10. Transitions are managed well
11. Independent seatwork is managed and used when needed
12. Teacher proximity and mobility
13. Class-wide motivation system
14. Goal setting, problem solving and performance feedback
15. Visual schedule of classroom activities
16. Effective cueing systems to release and regain attention
17. Providing numerous opportunities to respond (OTR)

PCM Relationship #1: 5-to-1 Ratio

- Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered contingent on desirable behavior
 - Helps students learn expected behaviors and teachers build stronger relationships with students
- Reprimands or corrective statements work better in the context of a positive, reinforcing environment
- Keep in mind the most effective praise is specific, contingent and emphasizes effort, behavior and/or process

Question	Rating
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PCM Relationship #2: Smiling and Being Nice

- Smiling and being nice (Mirror Neurons!)
 - Neurons that fire when another person acts; thus, the neuron "mirrors" the behavior of the other
- IMPLICATIONS:
 - Students learn via modeling from educators and peers
 - Students will treat us how we treat them (if we're mean-they're mean; if we're nice-they're nice)

Mirror Neurons – *The Power of Smiling*

- Randomized trial looking at performance under smiling versus no smiling conditions:
 - Those in the smile group perceived the world in a better light: To them,
 - boring material was more interesting,
 - neutral images looked more positive,
 - even bland drinks seemed tastier
- PLUS, people who smile more live an average of 7 years longer than those who smile less



PCM Relationship #3: Positive Greetings at the Door

- Establishes a positive classroom atmosphere and precorrects problem behavior
 - Positive verbal or non-verbal interactions with students as they walk into the room: use smiles, physical touch (as appropriate) and use the student's name in the greeting
 - Precorrect individual student or all students
 - Remind them of when class will start the task
 - Reference successes that occurred the prior day
 - Show enthusiasm that they are there to be taught!

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PCM Relationship #4: Communicating Competently

- Delivering effective praise:
 - Contingency
 - Specificity
 - Sincerity
 - Process, effort, use of a strategy
- Delivering effective reprimands or corrective statements
 - Empathy statement
 - Don't get caught up in content
 - Non-threatening, soft voice
 - Proximity

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PCM Relationship #5: Wise Feedback

- Providing feedback to students by voicing high expectations to the student and belief in the students' ability to meet those expectations
- Example:
 - “The reason why I’m giving you this feedback is because I have high expectations for my students and I know you’re just the type of student who is capable of meeting them. I believe in you..”



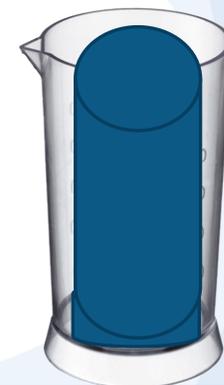
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PCM Relationship #6: Intermittent Non contingent Reinforcement

- Providing a student the opportunity to get what they want before the use problem behavior to get attention or escape/avoid academic work
 - Allow the student(s) to get attention in the absence of problem behavior
 - Allow the student(s) to take a break at a time when the student is not engaging in problem behavior

Good, useful examples of NCR

- Giving noncontingent attention to students
 - Lots of students' disruptive behaviors occur to get attention from others
 - These behaviors can be diminished by proactively providing opportunities to receive attention



Good, useful examples of NCR

- Giving noncontingent escape from academic tasks or work to students
 - Some problem behaviors to escape from doing boring or difficult academic work
 - These behaviors can be prevented by allowing escape/break opportunities



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PCM Procedures #1: Organizing a Productive Classroom

- Ingredients to a well organized classroom
 - All students can see instruction without having to strain or engage in effort (*limit response effort*)
 - Limit visual and auditory distractions in the room
 - Problem students are not seated next to one another
 - Flow in, out, and about the room with minimal disruption
 - Optimal setting arrangement to enable whole group, small group and individual instruction
 - Seating rows with paired desks instead of tables
 - Reduces disruptive behavior (Whedall et al., 1981)
 - Increases academic productivity (Bennett & Blundell, 1983)

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PCM Procedures #2: Pre-correction

- Focus on the “not yet”
- Use interspersed practice not massed practice
 - 4 easy, 2 harder, 3 easier, 1 harder, 3 easy, 2 harder, etc.
- Use procedural prompt cards
- Review procedure for the task and how to signal need for help
- Focus on process and trying new things

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PCM Procedures #3: Teach, model, cue, and reinforce behavioral expectations

- **Establish** 3 to 5 behavioral expectations (safe, respect, responsible)
 - Teachable
 - Positively stated (Dos not Don'ts)
 - Memorable
- **Teach and model** expectations on an ongoing basis
- **Cue** students visually to prompt and activate behavior
- **Reinforce** students when they exhibit behavioral expectations

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PCM Procedures #4: Transitions are Managed Well

- Expectations for **transitions** are taught and managed
 - Establish how long the transition will take
 - Establish the components of transition, e.g., paper goes in this section, homework assignment is written in this section, etc.
- Give signals:
 - Prepare to transition
 - Now take action to succeed at transition
 - Signal completion of transition
 - Periodic reinforcement for success, challenge improvement with a payoff that can be earned, debrief what is going well and what can be improved as a group, or privately if an individual needs transition assistance

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PCM Procedures #5: Independent Seatwork

- Independent seatwork is managed and used when needed
 - Independent seatwork is associated with lower rates of engagement and student achievement than teacher-led activities
 - Clear expectations
 - Have backup assignment/activity for those who finish early
 - Peer-assisted assignment correcting

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PCM Procedures #6: Teacher Proximity and Mobility

- Teacher movement throughout the classroom increases academic engagement
- Prevents up to 40 to 50% of problem behavior
- Proximity to students is an effective and simple corrective procedure for problem behavior
 - “Teach like the floor is on fire”

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PCM Procedures #7: Class-wide Motivation System

- All students working together to obtain a common reinforcing experience
 - Allows students to receive payoff for maintaining on-task behavior
 - Enables students to work together to achieve
 - Adds an additional layer of motivation
 - All for one
 - One for ALL
 - To each his/her own
 - Mystery

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PCM Procedures #8: Effective Goal Setting

- Goal setting, planning strategies to overcome barriers and performance feedback
 - Establish a reasonably ambitious behavioral goal for each student
 - Deliver periodic feedback to the students based on their progress toward goal attainment
 - Reward the individual students and/or entire class for meeting preset goal

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PCM Procedures #9: Visual Schedule

- Visual schedule of classroom activities – *posted daily*
 - Students know what precisely what to expect (be specific)
 - Students know when to expect which activities
 - Students know how much time will be devoted to each activity
 - Students can better self-manage their behavior and time

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PCM Procedures #10: Effective Cueing System/Attention Signals

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- Effective cueing systems to release and regain attention
 - Develop signals that release and regain attention
 - Avoid shouting or using the light switch
 - Utilize students to prompt one another to give attention back to the teacher
 - “If you can hear me raise your hand.”
 - Clap three times...snap three times
 - “When I say class, you all say” “Class”.....

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PCM Procedures #11: Opportunities to Respond

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- Providing numerous opportunities to respond
 - Classrooms in which teachers provide students opportunities to respond, are associated with higher student engagement
- Must pass the dead man’s test
 - If a dead man can be as successful in a classroom as a live student, then there aren’t enough opportunities for students to respond and interact with the learning content



Provide numerous opportunities for students to respond/interact

- Choral Responding is a teaching technique in which all students respond in unison to a teacher-posed question
 - Students have more opportunities to participate and receive feedback during instruction
- Develop a cueing method to trigger choral response
 - Raise hand and students provide response when hand is lowered



Provide numerous opportunities for students to respond/interact

- Random solicitation of responses
 - Many students learn that if they don't raise their hand, they won't be called upon
 - Consists of randomly selecting students to provide answers
 - Students never know when it will be their turn to provide an answer

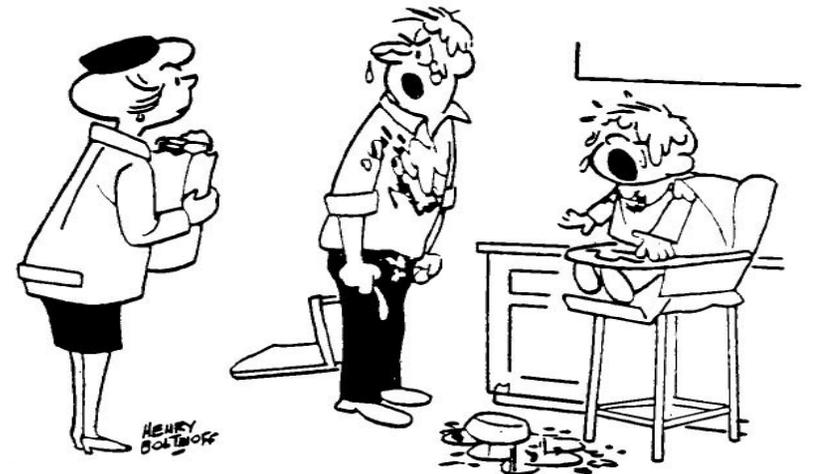


Provide numerous opportunities for students to respond/interact

- Cooperative learning/Peer mediated
- Think-Turn-Talk (T³)
 - Provides students with an opportunity to interact with one another around the topic.
 - Has been shown to be highly effective when taught and modeled for students



Question	Rating
Rate the degree to which this PCM strategy is being utilized in the building.	Have no idea 25% 50% 75% 100%
To what extent would students benefit from this PCM strategy to improve engagement and behavior in the classroom?	1= No benefit 2 = Some benefit 3 = Moderate benefit 4= Great benefit
Considering the staff at your site, how relevant and appropriate is this PCM strategy?	1 = Not relevant or appropriate 2 = A little relevance/appropriateness 3 = Moderate relevance/appropriateness 4 = Great relevance/appropriateness
Difficulty of implementing this PCM strategy.	1 = Not at all difficult 2 = Slightly difficult 3 = Pretty difficult 4 = Extremely difficult

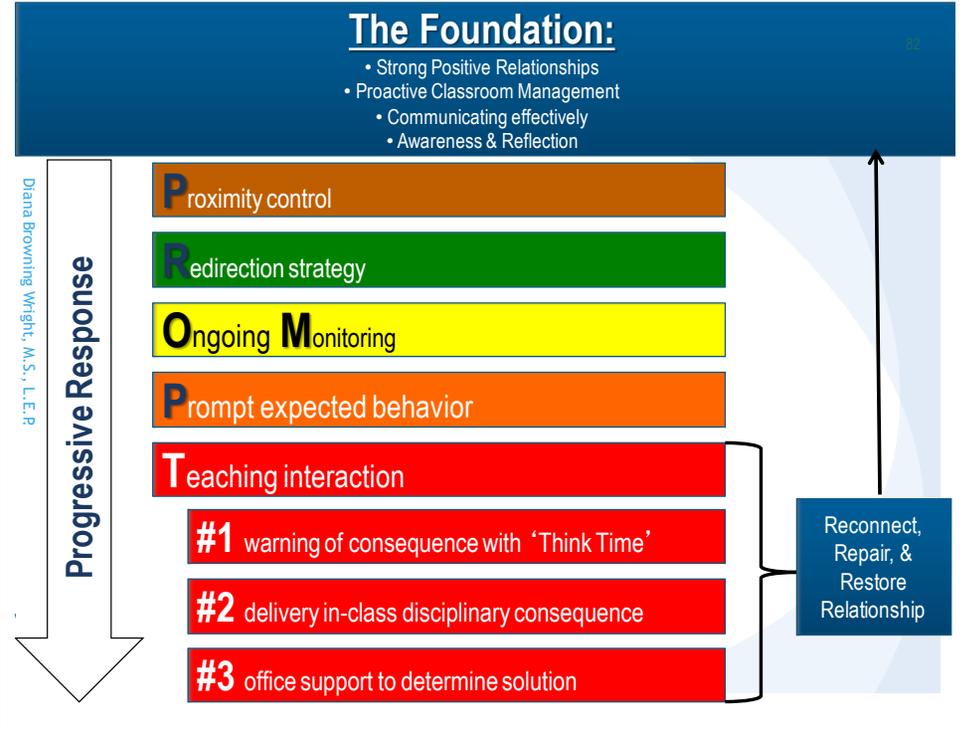


"WELL, HE STARTED IT!"

ROTHCO ORIGINAL

P.R.O.M.P.T

A Progressive, Fair, & Reasonable Response to Problem Behavior



Creating the Context for Correction to Work

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- Strong Positive Relationships
 - Positive relationships compel students to perform and behave well.
 - Students are more likely to correct their behavior when they trust and respect the teacher
- Other Proactive Classroom Management Components Present
 - PCM is designed to increase the academic engagement, which is incompatible with problem behavior
 - The better the class is managed, the fewer number of problem behaviors
- Awareness & Reflection
 - Awareness is knowing what's happening in the class moment-to-moment and being aware of effective strategies one can use
 - Reflection is a quick self-check to ensure that one is interpreting the situation accurately free from bias and responding in the most effective way possible

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The Foundation: Communicating Effectively

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- Think – “How would you want an adult to interact with your child if s/he made a mistake or engaged in a problem behavior?”
- Correct behavior as privately as possible
- Non-threatening facial expressions, body posture, & gestures
 - Be aware & get on the student's level
 - Your eye's below the student's
- Use of caring, validating statements eases potentially difficult interactions
 - Empathy, perspective-taking, encouragement
- Use a calm voice
 - Tone, rate, and amount of speech
 - Fewer words the better
- Give the student choice and a way out
 - Alternative activity, “Not now, later,” “why don't you take a break and get some water”
- Avoiding shaming, ridiculing, and/or embarrassing the student

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Proximity Control

- Consists of being mobile in the classroom and standing next to or being near the student(s) exhibiting the problem behavior
- No need to ruin the flow of instruction or verbally reprimand the student
- Up to 40% of classroom problems behaviors are corrected by proximity to the student(s)

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Redirection Strategy

- A correction procedure that involves giving the student an instruction/direction that has a high probability that the student will follow and comply to
 - Goal is to disrupt and put an end to the problem behavior by gaining compliance
- Create a list of instructionally-relevant and irrelevant redirections to use, so you can go to them when responding to problem behavior in the moment
- Between Proximity and Redirection, up to 75 to 90% of problem behaviors can be addressed with proximity and redirection

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Ongoing Monitoring

- Don't lose sight of the student whose behavior you are trying to correct—keep an eye on the student
- The aim is to shape behavior in the desirable direction by praising and positively recognizing the student for getting his behavior back on track
- Don't want to miss an opportunity to recognize the student for engaging in the desirable behaviors

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Prompt Expected Behavior

- Is a verbal command that communicates precisely what you want the student to do (e.g., “I need you to start working on your essay by writing your introductory sentence.”)
 - Not a threat or description of the problem behavior
- Prompt needs to be:
 - Positively stated
 - One command at a time
 - Statement and not a question
- Delivered privately in a cool, calm, collected yet firm manner

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Teaching Interaction

- Corrective teaching procedure that attempts to turn instances of ongoing problem behavior into a teachable moment
- Has been shown to prevent escalated behavior and preserve the relationship with the student
- Delivered in a calm yet firm manner

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Steps to Teaching Interaction

- Start with an empathy statement
 - "I understand that class can be boring sometimes, believe me I have to sit in faculty meetings, BUT"
- Label the inappropriate behavior
 - "Right now you are talking out loud and distracting other students."
- Describe the appropriate alternative behavior
 - "Instead of talking out loud, I need you to start working quietly on the assigned work."
- Provide a rationale for appropriate behavior
 - "When you work quietly on your work, you and the other students can get your work done, which means you don't have to take it home and you'll get a better grade in the class."
- Deliver a warning or consequence
 - "Here's the deal I'm going to give you 1 minute to think about the choice you want to make. You can either start working on the assigned work, take a brief break and then start working, or you can keep distracting other students and I'm going to take some of your time after class."
- Deliver feedback or praise
 - "In my eyes, you definitely made the right choice. It's okay to take a brief break once in a while and then get back to work and not distract others. Thanks."

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PRACTICE Teaching Interaction

- Start with an empathy statement
- Label the inappropriate behavior
- Describe the appropriate alternative behavior
- Provide a rationale for appropriate behavior
- Deliver a warning or consequence
- Deliver feedback or praise

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Teaching Interaction

Verbal Warning of Consequence with 'Think Time'

- Often warning of the consequence is all it takes to correct the students behavior
 - Aim is to put the student in a 'decisional dilemma' ("what do I want to do?")
- 'Think Time' consists of providing the student with the space and time to reflect and make a choice about his behavior
 - Choices are:
 - Stick with the problem behavior and earn a disciplinary consequence
 - Take a brief break to reset and then start engaging in the desired behavior
 - Following the instruction right away by engaging in the desired behavior
- If the student does not respond to the warning, then you need to be ready to follow through with an in-class disciplinary consequence
 - Too often adults train students to be noncompliant because they warn of consequences but never follow through

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Function of Behavior



Reactive:

Escape/reject undesired stimulus

Proactive:

Get desired outcome

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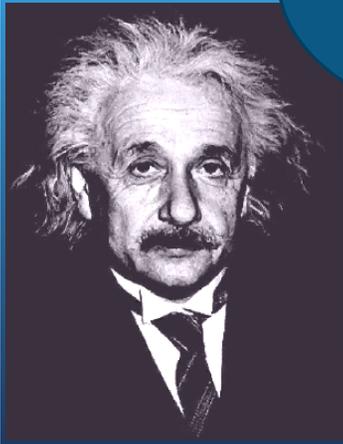
Take-home Messages

- Determine how YOU will support the REAL at your school (Responsive Environments for ALL Learners)
 - All of us have PERSON power, some of us have POSITION power. Use BOTH!
- Adopt evidence-based interventions, eliminate those that do not produce desired results
- Train staff, and support a solid base to build RTI upon

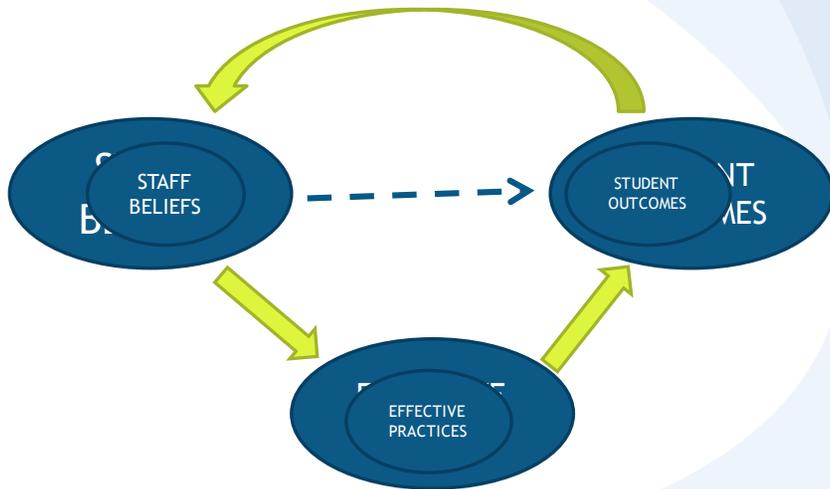
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“Doing the same thing over and over again and expecting different results.”

The definition of insanity attributed to Albert Einstein



Triadic Model of Student Outcomes

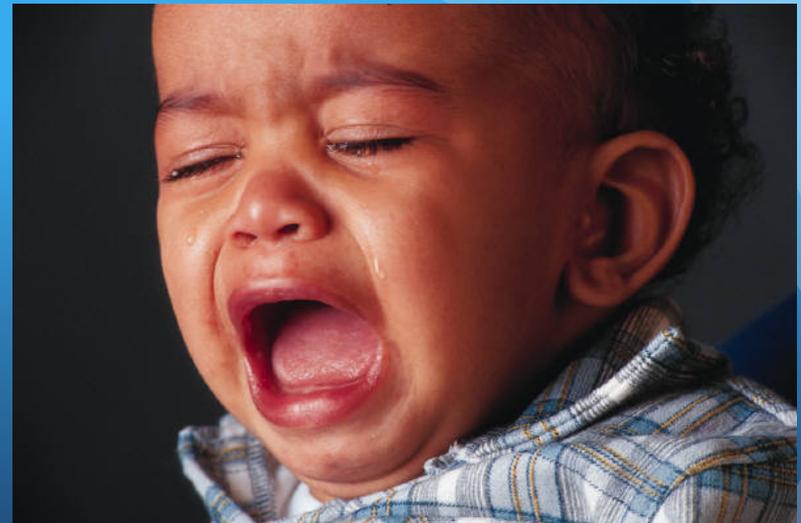


Build from the Ground Up: The Tier I System for All Students

- Why:
 - If implemented well, **fewer** students need more resource intensive behavioral supports
 - More orderly classroom environments that support learning
 - Greater staff satisfaction
 - How:
 - Challenge your beliefs!
- Give staff the two things that result in “buy in” according to implementation science: Reciprocity (give to get) and Rationale
- Hold staff accountable for implementation



You've got to be kidding



I haven't got the time!



I'll just pretend I didn't come to this session!



I'll commit to doing what has been proven to WORK!

Thank You!

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