THREE TIERS OF INTERVENTION FOR BEHAVIORAL RTI

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Tier One Basics –This forms the base available for all students, in every classroom, and throughout the school campus.

- **Unconditional positive regard** shown for each student, by all, regardless of challenging behavior
- **Five to one positive** gestures and comments to corrective statements given for each student
- **Human needs are fostered** in each class, through teacher designed interactions
  - Fun
  - Freedom
  - Empowerment
  - Belonging
- **Individual reinforcement** is available, with choices given within a whole group design
- **On-going teaching of rules & classroom procedures** with reinforcement for compliance occurs for: Safe, Respectful, Responsible behavior
- **Explicit direct instruction teaching strategies are used**
- **Differentiated instruction and accommodations** for students with learning characteristics requiring teacher attention: English language learners, attention issues, etc.
- **Social Emotional Learning** curriculum is delivered

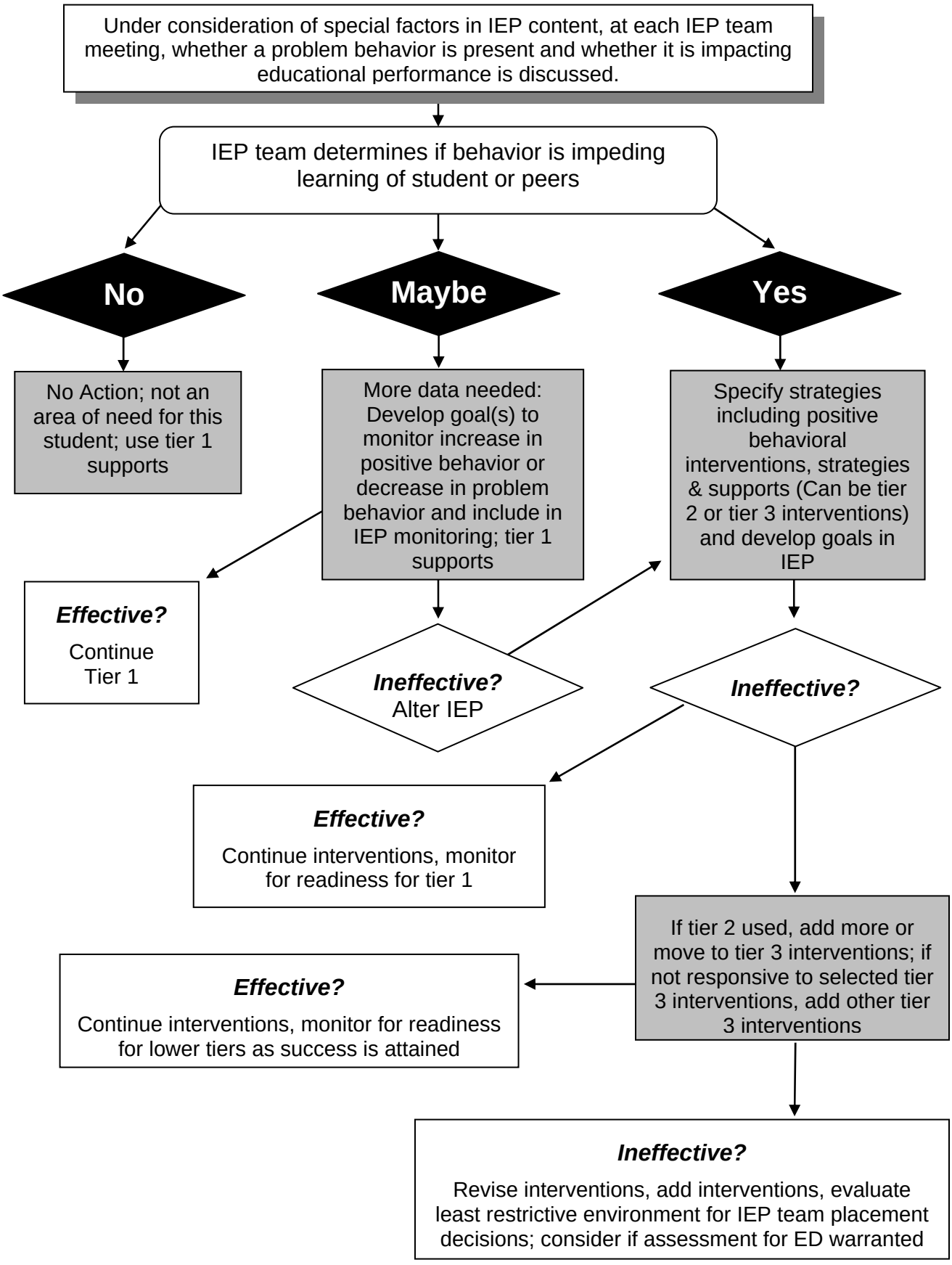
Tier Two Basics – These interventions are implemented based on a systematic procedure that identifies students who are non-responsive to tier one.

- **Daily report cards** with reinforcement for increasing behavioral success
- **Mentoring programs** (one on one regularly occurring sessions with an identified staff person who befriends and supports)
- **Check in- check out systems** (Student meets with a staff person to review target behavior and receive encouragement and self monitoring data sheet in a.m., and reviews results in p.m.)
- **Self monitoring systems** (Student records success/failure in specific time intervals in classes.
- **Behavior contracting** (Student, staff, family agree on specific outcomes for specific behaviors.)
- **Social skills instruction or school counseling** (Student participates in on-going school sessions.)

Tier Three basics – These interventions are highly individualized and selected and implemented based on non-responsiveness to tier two coupled with the presenting need determined by the team.

- **Function based behavior planning process** (Student receives a functional behavioral assessment, with a behavior plan developed based on that assessment. The plan addresses three pathways: 1. Supporting desired positive behaviors, 2. Reacting skillfully and safely to problem behavior, 3. Teaching and reinforcing functionally equivalent replacement behavior, and acceptable alternative.
- **Family therapy** (Needs based referrals and communication systems are provided.)
- **Multi-systemic wrap around services** (Implemented when the severity warrants this service.)
- **Cognitive behavioral therapy** (CBT is implemented by school staff or referrals, when student's faulty reasoning and emotional response to neutral stimuli warrants addressing these underlying barriers to academic and behavioral success.)

Behavioral RtI for Students with IEPs



Self-Monitoring

Dunlap, L.K., Dunlap, G., Koegel, L.K., Koegel, R.L. (1991). Using self-monitoring to increase independence. Teaching Exceptional Children, 23(3), 17-22.

Appropriate Grade Level: Can be used with a wide range of students

ProceduresISteps:

1. Operationally define the target behavior. A target behavior is defined in specific terms. The behavior could be any observable response that can clearly be understood by the student.
2. Identify the functional reinforcers. These could be praise, free time, or tangible items, the reinforcer should be established with the child in mind.
3. Design a self-monitoring method/device. This should provide opportunity for the student to record occurrences of the target behavior. Data recording devices should be unobtrusive and take into account the child's level of functioning. Wrist counters, tape recorders, or stop watches are some examples of self-monitoring devices. (A sample can be seen on the next page.)
4. Teach the child to use the self-monitoring device. Some students must first be taught to recognize the target behavior. The child should receive reinforcement for both the desired behavior and successful self-monitoring.
5. Fade use of self-monitoring device. Fading should be gradual and can be accomplished through thinning the reinforcement schedule or fading the cues provided by the self-monitoring device.

Comments and/or tips:

- It may be helpful to have the student begin the self-monitoring process within a selected time each day, such as out on the playground or in math.
- After the child has mastered the use of their self-monitoring technique within that selected time; the program can be implemented in other settings.

The following chart could be used in self-monitoring behavior management program. If the child understands the behavior such as when he/she is off task, the child could be given this chart to evaluate themselves. A small interval of time to begin this process with would be highly recommended. For example the child would be given a stopwatch, set the timer for 5 minutes. At the end of every five minutes the child will hear a small beep, the child will then put a check in the appropriate column. A standard can be set such as 4 out of 8 in the 11yes" column after a baseline is established. The goal should be based upon the data collected over a week's period and one that is attainable for the child. If the child receives the set amount of "on task" checks, then the child will also receive the chosen reinforcer.

Was I Working?								
Time	5 minutes	10 minutes	15 minutes	20 minutes	25 minutes	30 minutes	35 minutes	40 minutes
Yes								
No								

http://homepages.wmich.edu/~whitten/champaign_project/behavior.html