Including All Tiers and All Participants in the RTI/MTSS Process

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INCLUDING ALL TIERS AND ALL PARTICIPANTS IN THE RTI/MTSS PROCESS

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Response to Intervention
The Georgia Student Achievement Pyramid of Interventions

Tier 4 – Specially-Designed Learning:
- In addition to Tiers 1 through 3, targeted students participate in:
  - Specialized programs, methodologies, or instructional deliveries.
  - Greater frequency of progress monitoring of student response to intervention(s).

Tier 3 – SST-Driven Learning:
- In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:
  - Intensive, formalized problem solving to identify individual student needs.
  - Targeted research based intervention tailored to individual needs.
  - Frequent progress monitoring and analysis of student response to intervention(s).

Tier 2 – Needs-Based Learning:
- In addition to Tier 1, targeted students participate in learning that is different by including:
  - Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
  - Ongoing progress monitoring to measure student response to intervention and guide decision-making.

Tier 1 – Standards-Based Classroom Learning:
- All students participate in general education learning that includes:
  - Universal screening to target groups in need of specific instructional and/or behavioral support.
  - Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure.
  - Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning.
  - Progress monitoring of learning through multiple formative assessments.
  - Positive behavior supports.

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
October 2011
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TIER 1

• Why is Tier 1 the most important part of changing behaviors and school climate?
• We need to consider student behavior as well as adult behavior.
TEACHER BEHAVIOR

• But my students aren’t motivated…
  – How do you motivate students?? Who can answer this question in your building??
• I don’t teach behavior- I teach math…
• I don’t know how to teach behavior
• Do teachers have clean and organized rooms? Procedures??
• Do the adults model the behavior we expect from the students?
• Do teachers actively supervise students?
• Do teachers actively supervise students during unstructured times?
• Do Functions of Behavior apply to adults?
  – TKES
• What role does an adults ability to teach the standards have on student behavior?
• I teach what I like to teach
• I teach it one way
• Do we have higher expectations of students than we have of adults?
  – Student turns in late work
  – Teacher turns in late lesson plans
  – Student is late to school
ACADEMICS

• Are teachers able to plan…
  – Task Difficulty
  – Amount of time students need to learn/ complete activities
  – Choices for students
• How many opportunities do students have to answer questions?
  – Do teachers call on the same student?
  – Do teachers ask questions?
• 3 Positives to every Negative
Do School Social Workers and School Psychologist have a role in PBIS and Behavior RTI?
BUS DRIVERS

• How do we train bus drivers to deal with problem behavior?
WHAT DO YOU DO IF ADULT BEHAVIOR IS A PROBLEM?
PROFESSIONAL DEVELOPMENT

• Is there a plan to provide professional development…
  – De-Escalation
  – How to teach behavior
  – Mental Health
  – Combine Academic and Behavior Conversations
STUDENT BEHAVIOR

• What would student behavior look like if adult behavior changed?
• Do students like to be recognized?
• What happens when we tell student’s “Don’t”
• Externalizing Behaviors
• Internalizing Behaviors
Critical Elements of School-Wide Positive Behavior & Intervention Support (PBIS)

1. PBIS Team, Administrative Support
2. Expectations & Rules
3. Reward/Recognition Program
4. Data Entry & Analysis
5. Effective Discipline
6. Lesson Plans for Teaching Behavior
7. Faculty Commitment, Participation
8. Implementation Planning
9. Classroom PBIS Systems
10. Evaluation
PBIS

• It is for the adults as well
• It is for home
• It is for students

• It does not happen overnight
IF TIER 1 IS SOLID

EVERYTHING YOU DO IN TIER 2, 3, AND 4…
UNIVERSAL SCREENING

• Why is it important to have a universal screener for academics?
• Why is it important to have a universal screener for behavior?
TIER 2, 3 AND 4

Skill Deficit

Standard Deficit
BEHAVIOR RTI

- What behavior resources are in your building?
- Where do you get behavior resources?
- Who is your expert on Functions of Behavior?
- Why do you need to know the Function?
- How do teach the behavior?
- How do you decide which behavior to focus your plan?
- When do you teach behavior?
- How do you track behavior?
• We don’t teach behavior when we are in a crisis.
• 3 Positives to every Negative
FAMILIES

• Can families have expectations?
• What would that look like?
• Can families reinforce behavior?
• PTO Presentation
• Provide Resources to Families
COMMUNITIES

• Do you know all of the resources your community offers?
• If a parent needs help navigating community resources, what happens?
• Are agencies aware of PBIS and the benefit?