

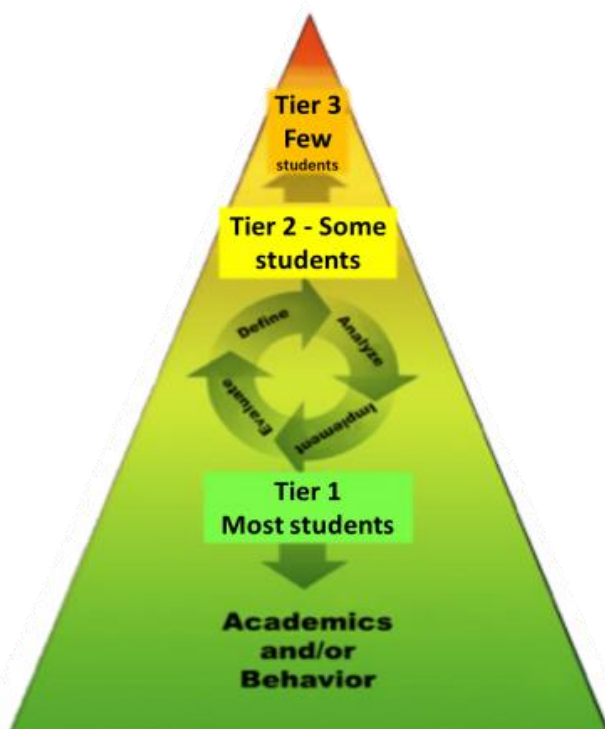
Learning to behave appropriately is an important part of school. Students with learning difficulties sometimes become disruptive in school because they are frustrated or bored. Children sometimes realize that disruptive behavior takes attention away from their learning difficulties and gets them out of work they are trying to avoid. On the other hand, some students with behavior problems develop learning difficulties because their behavior is getting in the way of learning. Whatever the cause of the behavior issues, they can make learning difficult for all students in the classroom, so it is important that teachers intervene in a way that helps students overcome these difficulties. This is why RtI for Behavior is important.

The Goal

The goal of RtI is to help students who have challenging behavior without removing them from the classroom. When students are asked to leave the classroom, they miss instruction which can lead to them falling behind in reading, math, and other subjects. Another goal is to figure out why a student is behaving a particular way and to help him be successful in class.

Multi-tiered System

RtI is broken up into three Tiers (or levels). At each level a student receives a different amount and kind of help, depending on what he/she needs. Below is an image that shows the Tiers.



Tier 1

Schools implement a school-wide system for behavior management that is applied to everyone. This is called Tier 1 of Behavior RtI, and its focus is on positive behavior supports. Though this approach will be effective for most students, there will be some who need more help and support.

Tier 2

For some students, the school-wide behavior program is not enough. Students who continue to struggle with behavior problems are moved to Tier 2 where they receive more supports. In this tier, they are monitored to make sure that the supports they receive are working. At this stage, students still receive the same help that the students in Tier 1 receive, but they get more help on top of the school-wide program.

Along with the school-wide program, students at this tier should be given direct behavior training-instruction and support to improve behavior.

Tier 3

If the help given to a student in Tier 2 is still not enough, the student is moved to Tier 3, where they receive even more help. At this level, a Functional Behavior Assessment might be done, and then a Behavior Intervention Plan would be put in place, if needed.

Progress Monitoring

How is it done?

Progress monitoring for behavior is different than for reading and math.

Methods include the following:

- Direct observation of student behavior
- Daily Behavior Report Cards or charts that keep track of the behavior and what may have caused or triggered it, along with what was done about it
- Informal systems like points, tickets or token systems that teachers use in class

Questions to be asked about the behavior:

- Are there patterns in the behavior?
- Are there specific times, places, people, or situations in which the behavior typically happens? (also known as triggers)
- Are there any signs that a behavior is about to happen?
- Are there any home or health concerns that might be adding stress to the student's life?
- How often does the behavior occur?
- How long does it last?
- How damaging is the behavior (intensity)?
- Can the child continue his regular school day activities after the behavior takes place?

Functional Behavior Assessment (or FBA, for short) is a way that the school can look more closely at a student's behavior and what might be causing it. An FBA is usually done by someone other than the classroom teacher.

The person doing the FBA observes the student in a variety of settings in the school and pays attention to the antecedent (what comes before the behavior or what might be triggering it), the behavior, and the consequence (what happens after the behavior). This assessment should take place over the course of a couple of weeks so the evaluator can get a good look at the student's behavior. This is usually done by a behavior specialist and it is used to develop the Behavior Intervention Plan, if needed.

Behavior Intervention Plan (or BIP, for short) is a plan of action for managing a student's behavior. A BIP is not a list of punishments that a student will receive when they misbehave. It should include:

- Plans to help the student avoid situations that trigger the behavior, if possible
- Positive reinforcement of good behavior
- Strategies to teach the student behaviors that can replace the problem behavior (For example, helping the student come up with ways to handle anger when it flares.)



Family Matters is one of the Illinois Parent Training and Information Centers. Our mission is to build upon families' strengths, to empower parents and professionals to achieve the strongest possible outcomes for students with disabilities, and to enhance the quality of life for children and young adults with disabilities. For more information, contact Family Matters at 866-436-7842 or on our website: <http://www.fmptic.org>. Stop in and visit us at 1901 S 4th Street, Suite 209, Effingham, Illinois.