Response to Intervention & Behavior

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Critical Features of RTI

- Continuum of Research Based Interventions
  - Universal System
  - Secondary Prevention/At-Risk/Yellow zone
    - Check In Check Out
    - Begin using function to ID interventions
  - Tertiary/Red Zone
    - FBA/BSP – Function Based Support
    - Special Education support
    - Wraparound Support
- Assessment & Early Identification of Students at-risk
  - Universal Screening
  - Progress Monitoring system
- Data Based Decision Making & Decision Rules

What is RtI?

EVIDENCE-BASED INTERVENTIONS

DATA-BASED DECISION MAKING & PROBLEM SOLVING

STUDENT PERFORMANCE

CONTINUOUS PROGRESS MONITORING

Universal Prevention Systems

Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
- Individual Students
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive

Designing School-Wide Systems for Student Success – Universal/Primary Prevention

Academic & Behavioral Systems

Universal Screening/ Early ID of Students At-Risk

Primary Prevention: School/Classroom Wide Systems for All Students, proactive, preventive

Research Based Curriculum & Intervention for ALL

Effective Teaming

Using Data to Match Student to Appropriate Level of Support
Teaming Process

**School-wide PBS team**
- Develops and facilitates implementation of the Research-Based Universal Intervention
- Monitors School-wide/systems data to
  a) monitor effectiveness of &
  b) plan ongoing support & development of the UNIVERSAL SYSTEM
- Universal Screening – works w/ Individual Student Support team on early identification of at-risk & intensive students

**Universal Screening - BEHAVIOR**
- Requires a Data System that allows for early identification of at-risk students in need of behavior support
- Existing Data Systems
  - Office Discipline Referrals/Minor referrals
  - Data from students who received behavior support in previous year
  - Teacher/parent referral for support
- Who regularly monitors the Data to make referrals for individual support?
  - i-PBS team, SW PBS team, Administrator, CICO manager, etc.

Develop Decision Rules/Guidelines for your Building
- i.e. Students receives 3rd discipline referral OR 2nd referral in a month
- Before the school year starts... look at data from last year and identify students with
  - 5 or more referrals,
  - Students who received or should have received behavior support last year

Previous Years Discipline data

- 13 students had 8+ referrals last year
  - 5 moved on to HS & 2 moved out of school
  - 6 are returning
- 11 students had 5 to 7 referrals last year
  - 4 left for HS & 1 moved out of school
  - 6 are returning
- Incoming students
  - 1 with FBA/BSP
  - 3 with 5+ referrals in elementary school

Context for Individual Student Support

**Student Requiring Additional Individualized Support**
- For most students identified...
  - Start with Targeted Intervention (i.e. Check-In/Check-Out)
  - We want to do the smallest intervention that is likely to be effective for a student
  - There should be very little time (0-2 minutes) spent on assessment & selecting initial Targeted Interventions
  - Questions?
    - When should students be referred for Level 2 (CICO) support?
    - Who should make referrals? How are referrals made?
    - What intervention is available?
    - How do we know if it is working or not?
    - What if it’s not working?
Intervention Model

- Maximizing & Balancing Efficiency & Productivity
  - Assessment
    - Using assessments that directly inform intervention selection
    - Start with less assessment & build to more as necessary
  - Intervention
    - Start w/ group/targeted intervention (low cost/high efficiency)
    - Move to individualized intervention when warranted by data
  - Team Process for Decision Making
    - Establish processes & routines that:
      - maximize staff time and resources (student based v. building based teams)
      - Utilize meeting time effectively through guided discussions led by the ‘area intervention expert’ that identifies intervention options tied to assessment data collected previous to the meeting

Working Together

- SW-PBS team
  - universal screening & universal intervention
- CICO program
  - Manage CICO program
  - Initiate student referrals into CICO
  - Monitor CICO data & report to I-PBS team
  - Monitor students requiring Individualized Support (Yellow & Red Zone)
  - Monitor student progress data (CICO & Individual Intervention) & make decisions
  - Match students w/appropriate interventions
  - Conduct Simple FBA when necessary
  - Assign case manager & organize teams for students requiring Intensive Individual Support

- FBA/BSP team
  - Conduct formal FBA & develop BSP
  - Support implementation of intervention
  - Monitor student progress data & make decisions

Building/District Infrastructure Needs

- District w/ Intensive PBS
  - Commitment to Intensive PBS
  - Ongoing training plan to implement I-PBS model
  - District Behavior Specialist w/:
    - significant training & experience with FBA and Behavioral Intervention
    - Opportunity to support teams on sight with systems implementation

- Building Team
  - Personnel in the school:
    - w/ regular meeting schedule (at least every 2 wks)
    - w/ FTE (10 hrs/ wk) to manage CICO program
    - Team members with
      - training in Functional Behavioral Assessment & Function-Based Intervention
      - Time, opportunity & priority to carry out assessment & intervention responsibilities

- Effective Data systems for:
  - Early identification of at-risk students
  - Progress monitoring students following intervention

District Planning for Intensive PBS

Roles & Responsibilities

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<thead>
<tr>
<th>Level 4</th>
<th>Intervention team 2nd Meeting</th>
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<tbody>
<tr>
<td>Brief ABC - Match Function of Behavior to specific Individualized Interventions</td>
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<tr>
<td>Purpose</td>
<td>Title</td>
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<tr>
<td>Demonstrate the use of Intensive PBS methods (Intensive &amp; Minimal) and integrate into the PBIS System of Interventions (SOI)</td>
<td>Team Leader</td>
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<tr>
<td>Intensive PBS</td>
<td>First Level</td>
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<td>Express a strong level of commitment to Intensive PBS</td>
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<td>Intensive PBS</td>
<td>Level 5</td>
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Intensive PBS Yellow Zone Supports

<table>
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<tr>
<th>Level 5 - Individual Intervention</th>
<th>FBA/BSP</th>
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<td>Purpose</td>
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Designing School-Wide Systems for Student Success – Secondary Prevention

Research-Based Intervention Options (Group Based)

Effective Teaming

Assessment-Based Intervention Selection

Continuous Progress Monitoring of At-Risk Student

Data-Based Decision Making

I-PBS Teaming Process

Working Efficiently

• Identify students early for intervention based on school data & staff referral
  – Effective & accessible data systems required

• Oversee development & implementation of Targeted Interventions
  – Monitor effectiveness of Targeted & Intensive Intervention systems

• Match students to appropriate interventions based on data
  – Initially – student response to intervention based on progress monitoring data
  – For students not responding to intervention, match to intervention based on Simple FBA

Targeted Intervention

Check-In/Check-Out Managers

10 hrs/wk recommended for CICO managers

• Oversee & organize CICO program and daily operation of CICO system

• Get referred students started with program
  – Students can be referred based on # of referrals
  – Students can be referred by teacher

• Monitor effectiveness of CICO system
  – Is CICO meeting the needs of a significant portion of at-risk students as a preliminary intervention

• Bring all CICO data to Intensive PBS Team

Level 2 – Check-In/Check-Out

• First level of Individual student intervention
  – Need for efficiency
  – System should be able to serve many students at one time
  – Limited # of minutes spent per student
  – No individualization of the intervention

• Reduce the number of students requiring more intensive intervention/assessment

For more Info on CICO -- see Crone, Horner & Hawken (2004). Responding to Problem Behavior in Schools: The Behavior Education Program
Data Collection

• Focus on Efficiency

• Generic point card
  – Expectations linked to School-wide rules
  – Limited individualization
  – We do not want to spend time tailoring the point card at this level of intervention

Borderline Responders to CICO

• Keeping in mind need for efficiency

• Pre-determined “Small Tweaks” to CICO
  – Limit time spent individualizing and making changes
    1) Change CICO mentor,
    2) Change incentive, OR
    3) Change expectations

• If still not responding in 2 weeks move to next level of support

Generic Point Card
No time spent individualizing

Individualized Point Card
Fill in more specific behaviors

Individualized Point Card
Not Responding to CICO? Add’l Targeted Interventions
Questions about Targeted Interventions

• What constitutes a Targeted Intervention or Available Program?
  – An existing intervention in a school that:
    • Serves multiple students at one time
    • Students can get started with almost immediately upon referral
    • Requires almost no legwork from referring staff to begin implementation of the intervention with a student
    • All school staff know about, understand their roll with, and know the referral process for
  – If program is not self-sufficient… and requires significant organization by referring staff… it’s not a targeted intervention

• How many should we have?
  – To run systemic interventions or programs, school resources will only allow a school to have so many (likely 4-5 interventions at one time)
  – Be strategic in investing resources in targeted interventions that will meet a need for a number of students in your school
  – A few successful programs are better than many that never really operate successfully because limited resources don’t allow for it – or aren’t accessed because it is too much trouble for referring staff to get a student started with

Questions about Targeted Interventions

• What programs are research based?
  – Research based v. Assessment based
  – Use function of student behavior to select appropriate interventions

Questions about Targeted Interventions

Brief ABC – Match to Available Intervention

Student Non-responders to CICO
• Review student CICO data & Discipline Referral data for trends
  – ID routines/times of day in which student is having trouble
• Conduct ABC Assessment (Brief ABC or FACTS Part B) for student with teacher/staff who works w/ student during most challenging time
  – Match student to available interventions on the matrix based on function of student behavior

Matching Function with Available Programs

<table>
<thead>
<tr>
<th>Available Programs</th>
<th>Give Adult</th>
<th>Give Peer</th>
<th>Avoid Acad. Failure</th>
<th>Avoid Social Failure</th>
<th>Escape Aversive Activity</th>
<th>Teach Org’l</th>
<th>Give Cultural</th>
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Robbie is avoiding failure with reading. He needs support w/ reading

Progress Monitoring

Data used to monitor progress is increasingly individualized as student need is recognized to be increasingly intensive
Start generic, broad & efficiently & get increasingly specific, and individualized

• CICO
  – Point Card – generic
• Targeted Intervention – Simple FBA
  – Point Card – generic to semi-individualized
• Intensive – FBA/BSP
  – Point Card – individualized &/or other forms of data collection methods
Intensive Individualized Support

Student Team - Intensive

- For Students with INTENSIVE needs (red zone) we need:
  - Interventions individualized to the specific needs of the student
  - Expertise in the presenting area of concern
    - Behavior Specialist for behavioral concerns
    - Reading Specialist for reading concerns
    - Speech Therapist for speech concerns, etc.
  - Assessment information that directly and most efficiently informs intervention development
    - For Behavior that is FBA

- Once it’s clear a student required individualized support:
  - a team is built around the student that has
    - Behavioral expertise
    - Knowledge of the student
    - Knowledge of the context
  - The team will continue to meet and collect increasingly specific assessment info. to guide intervention development and implementation to meet the complexity of the student’s needs

- We need to gain a deeper understanding & build consistently on information gained previously
  - Additional expertise for more challenging students should build on existing team
    - i.e. district specialist, community/mental health supports, etc.
**Menlo Park Elementary**

- **Student Population**
  - White/Caucasian 58%
  - Hispanic 17%
  - Black 13%
  - Asian 10%
  - American Indian 3%

- 69% Free & Reduced Lunch
- 25% students in ESL program

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**Menlo Park Elementary**

- **CICO**
  - As of March 5th, 2008
    - 22 students (4.6%) have received some form of Behavioral Intervention

- **CICO**
  - 20 of 22 identified students have participated in CICO so far this year
    - 3 have left/moved out of the school
    - 15/20 (75%) of students have been successful w/ CICO
    - 6 Graduated – Alumni Club
    - 3 Currently in Process of Fading Off
    - 6 Currently Participating/Succeeding
    - 1 student is receiving CICO + add'l intervention following Simple FBA
    - 2 students are currently being referred for add'l support/ Simple FBA

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**Menlo Park Elementary**

- **Universal Screening & Student ID**
  - 477 total Students in Elementary
  - Screening & Identification
    - Identified based on:
      - Referral/Discipline data
      - Teacher referral
  - As of 3/5/08
    - 22 students (4.6%) have received some form of Behavioral Intervention
    - KUDOS to SW-PBS efforts!!!
Menlo Park
Beyond CICO

• CICO +
  • Two students rec’d beh’l intervention in addition to CICO
    • Jack – CICO + Simple FBA + classroom intervention = effective intervention for student (see graph)
    • 2 students have responded successfully to Simple FBA & Intervention
    • Ronald – CICO + Behavior Plan = effective intervention for student (see graph)
  • At last meeting, team ID’d two students who are not satisfactorily responding to CICO & are scheduling Simple FBA Interview for both of those students

Jack

Ron (Sept – Dec)

Ron (Jan-March)

Menlo Park
FBA/BSP

• 2 students bypassed CICO & went straight to FBA/BSP
  • William – Simple FBA = effective intervention
  • Theo – Comprehensive FBA – ongoing challenges

Earl Boyles Elementary
Earl Boyles Elementary

- Student Population
  - White/Caucasian 54%
  - Hispanic 25%
  - Black 9%
  - Asian 8%
  - American Indian 4%

- 75% Free & Reduced Lunch
- 23% Students in ESL program

Earl Boyles Elementary

- 476 Total Students
- As of 3/19/08
  - 21 students (4.4%) referred for Individual Behavior Support
  - 20 in CICO
    - 4 graduated
    - 3 moved from school
    - 10 currently participating (14/20 currently responding to intervention – 70%)
  - 3 limited responders – required add’l ABC assessment & intervention