



WORKBOOK: RTI for Behavior and Social-Emotional Concerns (RTI-B):School / District Needs Assessment

School/District: _____

Date: _____

Directions:

- Appoint a recorder.
- Review the list of issues in behaviors and social-emotional functioning that appears below.
- For each issue, discuss whether it presents a significant challenge in your school or district.
- If YES, write down specifics about how this issue impacts your educational setting.

1. **Disruptive Classroom Behaviors.** Problem behaviors in the classroom commonly interfere with effective instruction.

2. **Bullying.** Bullying and related hidden ('covert') student behaviors create an emotionally unsafe atmosphere for a substantial number of learners.

3. **Motivation.** Limited student motivation interferes significantly with academic performance and learning.

4. **'High-Amplitude' Behaviors.** A small number of students with more severe behaviors ties up a large share of school support and intervention resources.



5. **Variability of Behavior-Management Skills.** Teachers and other educators (e.g., paraprofessionals) vary in their knowledge of--and/or willingness to implement--positive behavior management practices.

6. **Inconsistency in Supporting Students with Intensive Needs.** For students with more significant challenging behaviors, there are disconnects across staff, problem-solving groups, and time. These disconnects result in lack of coordination, communication, and consistent delivery of behavior-support services.

7. **Differing Philosophies about Behavior Management.** Staff are divided between 'reactive/punitive' and 'pro-active/positive' viewpoints about how to manage student misbehavior.

8. **No Decision Rules for Behavioral 'Non-Responders'.** The district has no formal guidelines for judging when a general-education student on a behavior-intervention plan is a 'non-responder' and may require special education services.

9. **No Data on Behavioral Interventions.** Staff lack an understanding of how to set goals and what data to collect when monitoring student progress on behavioral interventions.

10. **Vague Descriptions of Student Problems.** Educators find it difficult to define a student's primary behavior problem in clear and specific terms: "If you can't name the problem, you can't fix it."

***Concluding Activity:** Based on your discussion, CIRCLE the TOP 2-3 items from this list that you feel MOST impact your school or district.



ACTIVITY: Develop Classroom Behavioral Expectations. PART 1: Review the list of positive ‘values’. Circle those that you feel are MOST important values for your school. PART 2: Draft a set of behavioral expectations to apply across all settings at your school. Consider creating an acronym to make them easier to remember.

SCHOOLWORK: _____

COMPLIANCE: _____

PEER INTERACTIONS: _____

RULE-FOLLOWING: _____

Behavioral Expectations: “Values” Terms. Review the terms below for ideas in phrasing your set of school-wide behavioral expectations.					
Acceptance	Courage	Fortitude	Making a difference	Realism	Sympathy
Accomplishment	Courtesy	Friendship	Mastery	Reason	Synergy
Accountability	Creativity	Generosity	Maturity	Reflection	Teaching
Accuracy	Credibility	Giving	Mindfulness	Reliability	Teamwork
Achievement	Curiosity	Grace	Modesty	Resilience	Thankfulness
Attentiveness	Dependability	Gratitude	Motivation	Resolution	Thoroughness
Awareness	Determination	Growth	Obedience	Resourcefulness	Thoughtfulness
Belonging	Devotion	Guidance	Openness	Respect	Tidiness
Calmness	Dignity	Happiness	Optimism	Responsibility	Tranquility
Camaraderie	Diligence	Harmony	Order	Restraint	Trustworthiness
Candor	Direction	Health	Organization	Reverence	Understanding
Capability	Discipline	Heart	Originality	Rigor	Uniqueness
Care	Discovery	Helpfulness	Partnership	Sacrifice	Unity
Carefulness	Diversity	Honesty	Patience	Sagacity	Utility
Challenge	Drive	Imagination	Passion	Satisfaction	Valor
Change	Duty	Independence	Peace	Self-control	Vigor
Charity	Effectiveness	Individuality	Perceptiveness	Selflessness	Virtue
Commitment	Efficiency	Industry	Perseverance	Self-reliance	Vision
Community	Empathy	Inquisitiveness	Persistence	Self-respect	Volunteering
Compassion	Encouragement	Insightfulness	Pleasantness	Sensitivity	Warmth
Competence	Endurance	Inspiration	Practicality	Serenity	Watchfulness
Composure	Enthusiasm	Integrity	Pragmatism	Service	Willingness
Concentration	Excellence	Inventiveness	Precision	Sharing	Wisdom
Confidence	Excitement	Involvement	Preparedness	Significance	Wonder
Connection	Expertise	Joy	Presence	Silence	Zeal
Consistency	Exploration	Judiciousness	Pride	Sincerity	
Contentment	Expressiveness	Justice	Proactivity	Skillfulness	
Continuity	Fairness	Kindness	Professionalism	Spirit	
Contribution	Fearlessness	Knowledge	Prudence	Stability	
Control	Flexibility	Leadership	Punctuality	Strength	
Cooperation	Fluency	Learning	Rationality	Success	
Cordiality	Focus			Support	



Task Analysis Assignment

Directions. Select a goal student behavior. Break that behavior down into separate steps to create a checklist.

Here are some examples of larger behaviors that can be task-analyzed and turned into checklists: "Completes in-class writing assignments", "participates in small-group discussion", "gets organized at the start of class/the day", "attends to instruction", "interacts appropriately with peers during group work".

Goal Student Behavior: _____

Task Analysis: CHECKLIST

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____



Analyzing Student Behavior: Organizer

Student: _____ Meeting Date: _____ Consultant: _____

Consultee: Staff Member/Team: _____

This organizer is designed to help schools to analyze student behavior in preparation for creating an effective intervention plan. Before using this worksheet, educators should consult the related document *Analyzing Student Behavior: A Step-by-Step Guide* for a tutorial on this topic.

Step 1: Define the behavior. The first step in analyzing a behavior is simply to put it into words. Define the problem behavior in clear, observable, measurable terms. Write a clear description of the problem behavior.

Problem Description

Step 2: Expand the Behavior Definition to a 3-Part Statement. To better understand dimensions of the behavior, create a 3-part problem statement that includes condition(s) under which the problem is likely to occur, and contextual information that gives a sense of how severe or problematic the behavior is:

- Conditions. The condition(s) under which the problem is likely to occur
- Problem Description. A specific description of the problem behavior
- Contextual information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

3-Part Problem Identification Statement		
Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior

Step 3: Develop Examples and Non-Examples. Writing both examples and non-examples of the problem behavior helps to resolve uncertainty about when the student's conduct should be classified as a problem behavior. Examples should include the most frequent or typical instances of the student problem behavior. Non-



examples should include any behaviors that are acceptable conduct but might possibly be confused with the problem behavior.

Problem Behavior: Examples & Non-Examples	
Write several examples and non-examples of the problem behavior.	
Examples	Non-Examples

Step 4: Antecedents: Identify Triggers to the Behavior. Antecedents are events or conditions that can influence or even trigger the occurrence of problem behaviors.

Problem Behaviors: Remote & Immediate Antecedents	
Identify antecedents that appear to trigger or contribute to the problem behavior: If the suspected antecedent is remote (separated from the classroom setting by time and/or location), check 'R'. If the antecedent is immediate (occurs in the same location and just before the problem behavior), check 'I'.	
__R __I	Antecedent 1:
__R __I	Antecedent 2:
__R __I	Antecedent 3:
__R __I	Antecedent 4:



Step 5: Consequences: Identify Outcomes That Reinforce the Behavior. Consequences that *increase* the display of a behavior are known as reinforcers.

Problem Behaviors: Outcomes That May Provide (Positive or Negative) Reinforcement	
Record any consequences linked to the problem behavior that you suspect may be reinforcing it.	
Consequence 1:	<u>Examples of Possible Consequences</u> <input type="checkbox"/> Student fails to complete work. <input type="checkbox"/> Teacher ignores the behavior ('planned ignoring'). <input type="checkbox"/> Teacher redirects the student. <input type="checkbox"/> Teacher reprimands the student. <input type="checkbox"/> Teacher conferences w/ the student. <input type="checkbox"/> Student receives positive peer attention <input type="checkbox"/> Student receives negative peer attention. <input type="checkbox"/> Student is briefly timed-out within the classroom. <input type="checkbox"/> Student is briefly timed-out outside of the classroom. <input type="checkbox"/> Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). <input type="checkbox"/> Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). <input type="checkbox"/> Student receives a 'respite' break away from peers to calm down before rejoining class. <input type="checkbox"/> Student is sent from the classroom to talk with a counselor/ psychologist/social worker. <input type="checkbox"/> Student receives a snack, nap, or other support.
Consequence 2:	
Consequence 3:	
Consequence 4:	

Step 6: Write a Behavior Hypothesis Statement. The behavior hypothesis statement contains a description of the problem behavior and a hypothesis that presents the most likely cause or function of the behavior based on the available evidence.

Behavior Hypothesis Statement			
Write a behavior hypothesis statement linking the behavior to its probable cause or function.		Hypotheses: <ul style="list-style-type: none"> • SKILL DEFICIT • PERFORMANCE DEFICIT • PEER ATTENTION • ADULT ATTENTION • ESCAPE/AVOIDANCE • EMOTIONAL/ATTENTIONAL BLOCKERS 	
Problem Behavior	<Because>		Hypothesis
	...because...		



Classroom Behavior Intervention Planner

Student: _____ Consultant: _____

Interventionist: Staff Member/Team: _____

Meeting Date: _____ Date Intervention Starts: _____ Date Intervention Ends: _____

1. Target Behavior. Write a clear, specific description of the behavior to be the focus of this plan.

Behavior Description	
'Stop' Behavior	'Start' (Replacement) Behavior

2. Preparation: Teach Expected Behavior(s). Describe your plan to teach the student behavioral expectations--e.g., helping the student to identify what types of behavior(s) are inappropriate, what replacement behaviors should replace problem behavior(s), and/or how to successfully perform the replacement behavior(s). Your teaching plan should include explicit demonstration and modeling of appropriate behavior(s), as well as opportunities for the student to practice the skill with immediate performance feedback. NOTE: This teaching phase may require only a single review session if the student already has these behavioral expectations in their repertoire or may require several sessions if the student is just acquiring the goal behavior(s).

Teach Expected Behavior(s): Preparation



3. **Antecedents.** Antecedents are events that influence behaviors *before* they occur. List strategies you plan to employ prior to the target behavior.

- To **reduce** a problem behavior, select strategies to **prevent** the triggering of that behavior.
- To **increase** a desired behavior, select strategies to **encourage** or **support** that behavior.

Antecedents: Strategies



4. **Consequences.** Consequences are events that come after behaviors and either reinforce or discourage their future appearance. List strategies to use following the target behavior.

- To **reduce** a problem behavior, select consequences that **do not reinforce** the behavior and thus **decrease** the likelihood of that behavior occurring again.
- To **increase** a desired behavior, select consequences that **reinforce** the behavior and thus **increase** the likelihood of that behavior occurring again.

Consequences: Strategies

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5. Transitions [Optional]. Describe any transitions--within the classroom or between locations within the school--when the student could especially use assistance to **avoid** the problem behavior or to **engage** in the desired behavior. For each transition, list specific strategies to promote your behavioral goal(s).

Transition 1: Description
Transition 1: Strategies
<ul style="list-style-type: none"> • • •

Transition 2: Description
Transition 2: Strategies
<ul style="list-style-type: none"> • • •

Transition 3: Description
Transition 3: Strategies
<ul style="list-style-type: none"> • • •



6. **Troubleshooting [Optional]**. Based on your knowledge of this student, note any additional **points** that educators should keep in mind with this student to either **prevent** a problem behavior from occurring or **encourage** desired behaviors. Examples include recommendations for the best tone of voice to use when redirecting the student or effective strategies for defusing angry outbursts. Here are sample framing statements to help you to think of troubleshooting ideas:

- "When working with this student, educators should avoid..."
- "This student responds best when educators..."

Troubleshooting: Strategies

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