# RTI2B OVERVIEW

What is RTI2-B

Response to Instruction and Intervention (RTI2-B) is a framework that consists of identifying, teaching, re-teaching, and reinforcing common behavioral expectations.

3 Tier Framework of Support

Tier I focuses on the behavioral and social needs of all students.

Tier II involves targeted interventions
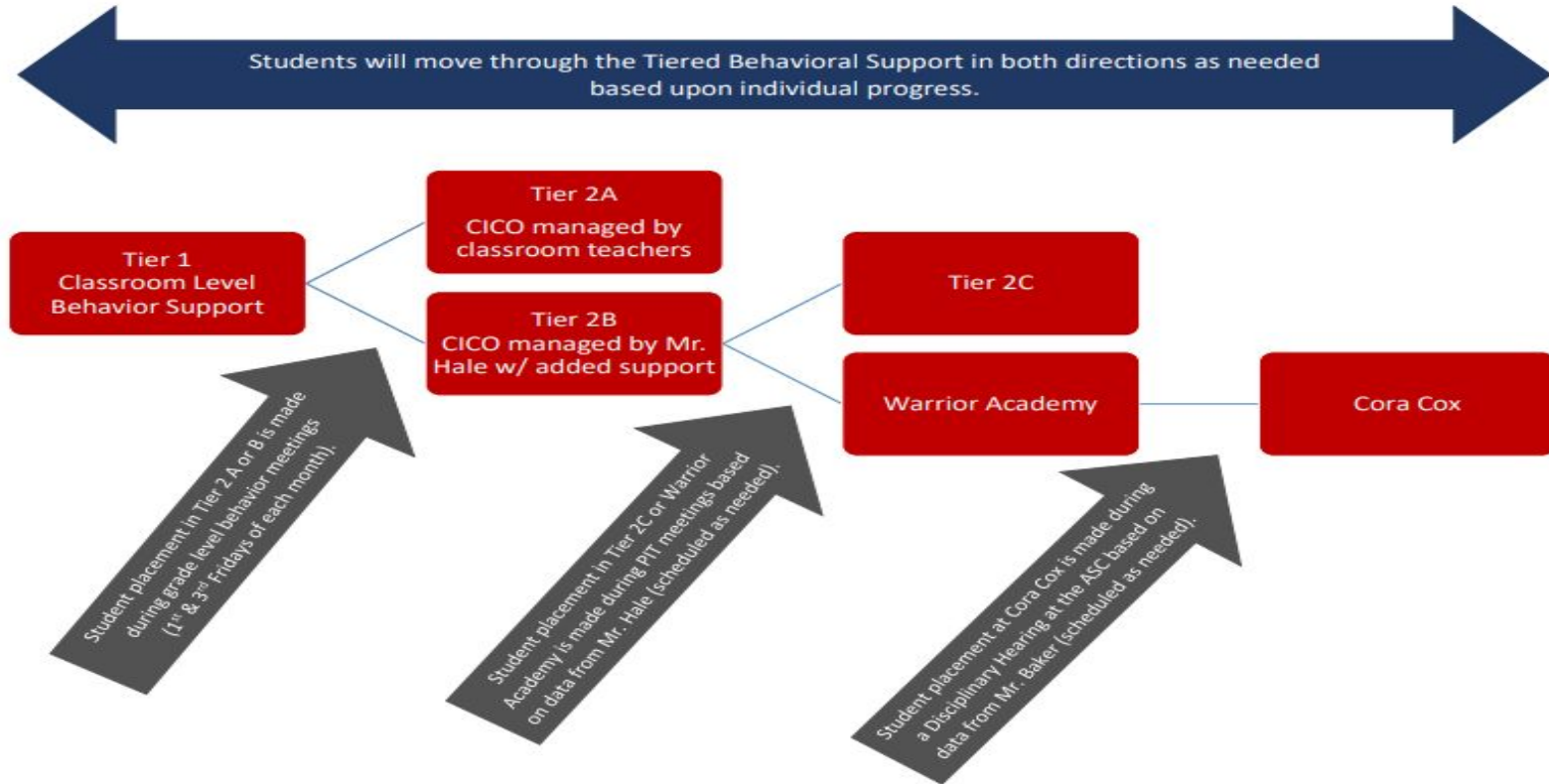
Tier III includes individualized interventions

TIER I   80–85%   ALL STUDENTS

TIER II   10–15%   SOME STUDENTS

TIER III   3–5%   FEW STUDENTS

Increasing Support for Students
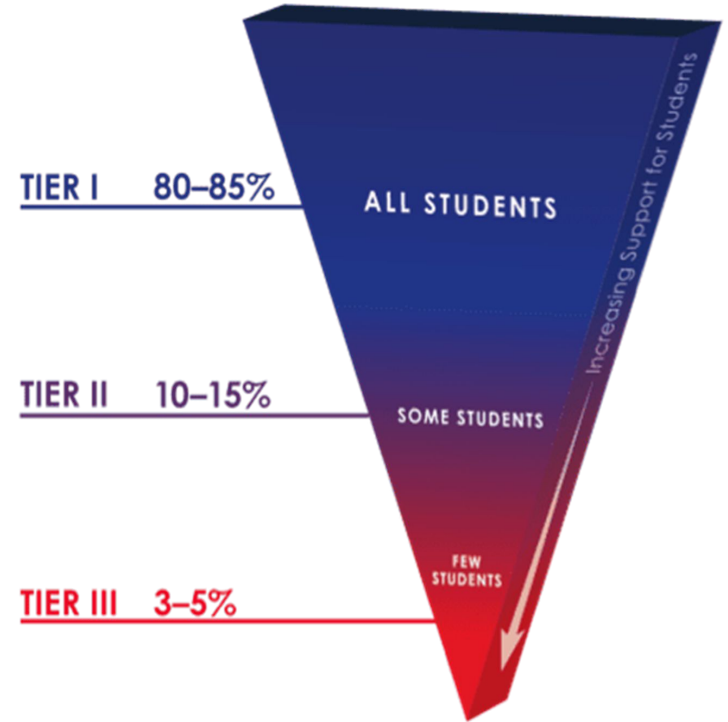
John Sevier Demographics

WHO WE ARE

- Kingsport, TN
- 6th-8th Grade
- Approximately 65 teachers
- 820 students
- Designated Title 1 School
- 100% free and reduced lunch

The RTI2B Process

Behavioral Support Flow Chart

Students will move through the Tiered Behavioral Support in both directions as needed based upon individual progress.

Tier 1
Classroom Level
Behavior Support

Tier 2A
CICO managed by classroom teachers

Tier 2B
CICO managed by Mr. Hale w/ added support

Tier 2C

Warrior Academy

Cora Cox

Student placement in Tier 2 A or B is made during grade level behavior meetings (1st & 3rd Fridays of each month).

Student placement in Tier 2C or Warrior Academy is made during PT meetings based on data from Mr. Hale (scheduled as needed).

Student placement at Cora Cox is made during a Disciplinary Hearing at the ASC based on data from Mr. Baker (scheduled as needed).

Teacher/Staff Managed	Student Support Team	Office Managed
Teacher/Staff Managed Teacher Protocol • Use appropriate intervention. • Contact Parent via phone call or in person before an office referral • Fill out Staff Aspen Referral (407S)	**Student Support Team** Teacher Protocol • Call 2450 and Office Staff will communicate the need to the appropriate staff member.	**Office Managed** Teacher Protocol *Immediate Action:* Office Aspen Referral (407O) Call for support to escort student to office. *Ongoing minor offense (3x):* Office Aspen Referral (407O)
Sample Behaviors • Inappropriate Language/Name Calling • Physical Contact (Reaction/Horseplay) • Disrespect/Talking Back • Defiance (refusing to work, not following directions) • Observable behaviors (run in hall, etc.) • Disruption (tattling, distracting students) • Property Misuse/stealing • Cell Phone out at school	**Sample Behaviors** 	Hale/Baker	Counseling	Kerkhoff
*Volatile Behavior	*Peer to Peer Conflict *Emotional Distress	*Attendance *Lack of Basic Needs		**Sample Behaviors** • Profanity toward a staff member • Abusive/Racial language • Fighting/Physical Aggression (intent) • Threat or Intimidation/Bullying • Vandalism of Personal or School Property • Weapons/Dangerous Items • Harassment • Theft (high value) • Student leaves class without permission • Cell phone after warning & parent contact
Interventions/Protocols • Redirect Student • Use of recovery (short break in classroom) • Use of classroom intervention strategies • Make an appointment to reteach Sevier behavior expectations • Restorative Conference • Walking with direct supervision or other natural consequence • Reflection sheet and contact home. **Lunch Detention** Use the spreadsheet to enter lunch detention. **After-School** If a student is assigned after-school, the teacher must email Baker to schedule it. The teacher must also call the parent to alert them of the date and schedule transportation.	**Interventions/Protocols** (at discretion of responding staff) • Push in classroom support • Tier 2 Check in/Check out • Home Visit • Isolated work/calm down space • Return to class support • Restorative meeting with student • Wrap around services for students and families (Camelot, Frontier Health etc.)	**Interventions/Protocols** • Student conference with administration • Administration determines and assigns consequence. ○ Admin discretion • Parent Contacted • Incident coded and entered into Aspen.

Behavior **Support** Plan (Tier 2)	Behavior **Intervention** Plan (Tier 3)
Contains behavior change practices that are Evidence Based Practices (EBP)	Contains behavior change practices that are individualized, function-based (per FBA), EBP, use data from Tier 2 interventions
Interventions based on Tier 1 data, best practices, direct observation, staff interview, record review	Interventions based on A-B-C data, address the hypothesized function of behavior, systematic direct observation, parent input, teacher input, student input, record review
Does not require consent, however, guardian should be aware	Parental consent is required
Focus on positive supports	Focus on positive supports
Does not require formal training to complete	Formal training is required to complete
School staff can update/adjust based on progress monitoring data	High level of implementation fidelity is required and fidelity checks are required. At least annual review required. Data collection and interventions are more specific/individualized/frequent/detailed/intensive. IEP required to make changes
Not a SPED support	TDOE strongly discourages this level of assessment of behavior for Gen Ed.-likely kicks off child find requirements

Check In/Out Process

Check In/Out Form

Reasons to use CICO:

- Provides structure in a student's day
- Creates accountability
- Provides teacher feedback to student and parents
- Creates internal motivation
- Improves student behavior
- Increases academic success
- Creates a stronger home-school connection

Behavior Tracking Sheet (Tier 2A and Tier 2B)

Grade Level Behavior Tracking Form 2023-2024 (Presentation)

Individual Tracker

A clearly defined, systematic identification process that will allow for early identification of students who are at-risk, thereby decreasing the likelihood of behavior issues and poor outcomes and minimizing the impact of risk. By providing preventative support early, the need for more intensive support is reduced.

The Next Step from TIER 2B

Referral to the Evaluation Committee for Warrior Academy

The committee includes

- Administrators
- Warrior Academy Teacher

The committee meets and determines placement into Warrior Academy.

The Warrior Academy team makes a home visit with the administration and goes over the Warrior Academy handbook.

The Warrior Academy Handbook

Warrior Academy Handbook

Points Sheet

RTI2B Successes

- We decreased days of suspension from 287 days of ISS and 232 days of OSS in 2017 to 147 days of ISS and 167 days of OSS by the end of November 2018. Through November so far 2023, we've have 138 incidents of ISS and 94 incidents of OSS.
- Improved attendance
- Fewer bus referrals
- Since 2018, on average Warrior Academy has helped 30 students with only 13% being referred to alternative placement
- An improved focus on relationship building and teacher involvement in restorative practices and RTIB2.

Warrior Academy Weekly Activities

- Weekly Counseling Visits
- Service Learning
  - Small Miracles -- equestrian farm
  - Dobyns Bennett -- special needs mentoring in an FA1 class
  - Feel Good Fridays Coffee Cart
- Guest Speakers
  - Navy Seal
  - Community Leaders and Athletes
  - High School Principal
  - Superintendent

When to Conduct a Functional Behavioral Assessment (FBA)

When To Conduct a
Functional Behavioral Assessment (FBA)

➢ When a student is receiving Special Education and Related Services engages in conduct that results in a change in placement as defined by <u>34 C.R.F. 300.536</u>

➢ The student's conduct that gave rise to the change in placement was, in fact, a manifestation of the child's disability.

When To Conduct a Functional Behavioral Assessment (FBA)

➢ Basic classroom management techniques are not effective.

➢ Basic behavioral interventions are not effective.

➢ Injurious behaviors to self or others.

➢ Frequency and intensity of behavior is across settings and disrupt the learning environment.

Determine the Behavior's Function

Collecting Data
(Student, Teacher, Parent)

- Interviews
- Behavior Rating Scales
- Observations
  - ABC Model

Function of the Behavior

Obtain

Or

Avoid

Triggers	Behavior	Maintaining Consequences
	Function:	

Preventions	New Skills	New Responses
		To challenging behavior:
		To new skill:

Support Planning Chart

# Understanding the Behavior Intervention Plan (BIP)

- Structured
- Individualized
- Modify precise behaviors
- Team Approach
- Cognitive, Emotional, and Behavioral delays Impacting behavior

Components of BIP

- Target Behavior (frequency, intensity, and duration)
- FBA Information (A-B-C)
- Identification of replacement behavior
- Identification of new strategies (you must teach)
- Response strategies (for challenging behavior)
- Tools for monitoring and data collection

Identification of Challenging Behaviors

- Disruptive behaviors
- Aggressive behaviors
- Withdrawn behaviors
- Self-injurious behaviors
- Property destruction
- Task refusal behaviors
- Non-compliance
- Anxiety-related behaviors
- Attention seeking behaviors
- Social skills deficits
- Complex behaviors due to diagnosis
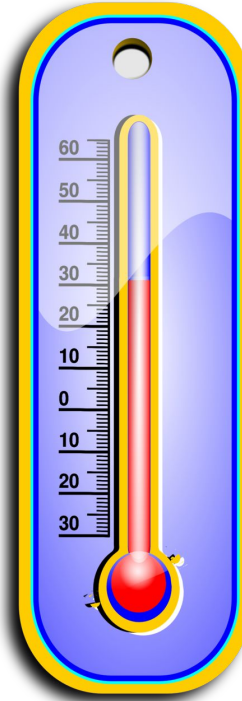
Impact of Well-Designed FBA/BIP

- **IDEA Part B Indicators:**
  - Suspension/Expulsion. (A) % of LEAs with significant discrepancy; (B) % of LEAs with significant discrepancy by race/ethnicity
  - Graduation. % of youth with IEPs graduating with regular diploma.
  - Drop Out. % of youth with IEPs dropping out

- **IDEA = LRE**
  - The least restrictive environment (LRE) is part of the Individuals with Disability Education Act (IDEA). Under § 1412 (a)(5) of U.S. Code Title 20, children with disabilities should be educated in general classes to the "maximum extent appropriate"

- **Prioritizing SEL Practices for Healthy Student Outcomes**

Resources

- [Vanderbilt Kennedy Center](#)

- [TN-TAN Intensive Behavior](#)

- [IDEA-DOE](#)

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