



TURTLE MOUNTAIN SCHOOL DIVISION

Response to Intervention Guidelines

A Framework for School Effectiveness

TMSD Mission Statement:

The students are the focus of all our efforts. The Division strives to provide an education that prepares individuals for a meaningful life in a changing world. We promote a learning environment that begins in the home, continues in the school and is supported by the community.

Vision:

Empowering all students to succeed.

“Support for Success”

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Introduction

Response to Intervention (RTI)

Response to Intervention (RTI) is a process that focuses on the success of all students. High quality instruction is provided through learning opportunities that match students' learning preferences. Students are continually assessed throughout instruction and when student needs are identified the RTI team plan appropriate interventions. The purpose of RTI is to provide early, targeted support to students through preventative strategies and focused interventions. Most interventions take place within the regular classroom setting.

In their book, *Pyramid Response to Intervention*, Buffum, Mattos, & Weber identify the importance of shared instructional goals. They list three key questions that schools and school divisions need to address:

- What do we want students to know and be able to do?
- How will we know if, and when, they've learned it?
- How will we respond when kids don't learn?

Turtle Mountain School Division is answering the first question by identifying the key understandings of the Manitoba Education and Advanced Learning Provincial Curriculum Outcomes through the participation in the Manitoba Rural Consortium sessions on Essential Outcomes and on the backward design (Understanding by Design (UbD) framework. The implementation of the RTI process and the establishment of school-based RTI teams address the second and third questions.

Turtle Mountain recognizes that student success is achieved through a team approach. No one teacher is expected to know everything and be able to provide all that is needed to every student in their classroom. It is expected that teachers attempt to address the learning needs of their students. However, if needed, teachers refer students to their school-based RTI team for additional support.

Principles:

There are 4 essential principles that guide our actions:

1. ***Collective Responsibility*** - A shared belief that the primary responsibility of each member of the school is to ensure high levels of learning for every child. There is no way a single teacher has all the time, all the knowledge, and all the skills to meet the needs of every child. (Why are we here?)
2. ***Concentrated Instruction*** - A systemic process of identifying essential knowledge and skills all students must master to learn at high levels, and determining the specific learning needs for each child to get there. (Where do we need to go?)
3. ***Convergent Assessment*** - A systemic process of collectively analyzing targeted evidence to determine the specific learning needs of the child and the effectiveness of the instruction the child receives in meeting these needs. (Where are we now?)
4. ***Certain Access*** - A systemic process that guarantees every student will receive the time and support needed to learn at high levels. (How do we get every child there?)

Components of RTI

Flexibility is a hallmark of RTI. The appearance of RTI may differ among schools, depending on their unique circumstances. However, despite the differences among schools, there are five components of RTI that remain the same.

1. **Core Curriculum:** A strong core curriculum is the basis of instruction at the tier one level. The same curriculum outcomes are presented to all students. Teachers use differentiation to provide instruction that targets the needs of the entire class. The content, process, and product is differentiated to support the learning preferences of individual students.
2. **Universal Screening:** The role of universal screening is to identify students who need additional time and support in the literacy, numeracy, and behaviour areas. By identifying these students, preventative measures and early intervention can be put in place to support student achievement. Universal screening is usually conducted three times each school year.
3. **Research-Based Interventions:** An abundance of research information exists on how students learn and the types of interventions that will support student learning. Teachers choose research-based interventions to provide students with opportunities to develop their skills and abilities.
4. **Progress Monitoring:** Progress monitoring involves the administration of frequent, timely, and targeted assessments that measure whether an intervention strategy is helping a student to achieve. If the data collected shows that an intervention is not working for a student, the intervention is changed or adjustments are immediately made to the instruction.
5. **Data-Based Decisions:** All decisions made by the RTI team are based on data that is collected about student learning. Both formal and informal data can be used to assess a student's current level of understanding and to design interventions that provide that student with the time and support they need to move forward with their learning.

Three Tier RTI Model

Response to Intervention (RTI) is a multi-tiered framework. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention. Turtle Mountain School Division believes that response to intervention (RTI) is our best hope to provide every child with the additional time and support needed to learn at high levels. Schools cannot delay in providing help to struggling students until they fall far enough behind to require student services individualized support, instead timely and targeted interventions must be provided in a systematic way to all students who demonstrate need.

There are three tiers in the RTI process. Each tier provides a student with progressively more time and support to address their learning needs. Students may move among the tiers depending on the support they are being given. Some students may be receiving support at different tiers depending on the curriculum. For example, a student may be receiving tier three support in math and tier two support in English language arts. Whenever possible, interventions should take place within the regular classroom setting. There may be instances when circumstances dictate that the pullout of students for one-on-one or small-group instruction is needed. Students should only be pulled out of class if no in-class option exists.

Tier One

The focus of tier one is on the instruction of strong core curriculum. In Manitoba, the Manitoba Education and Advanced Learning Provincial Curriculum is mandated. The curriculum essential outcomes and key understandings are identified by the RTI teacher teams. The mRLC website is a useful resource for this work. The key understandings are unwrapped through the backward design (UbD) process to determine the prerequisite skills the students need to know, understand and do. When planning instruction, teachers take into account the interests, readiness levels, and learning preferences of each individual student. Teachers implement strategies and interventions that match student need. If a student is provided extra support within the classroom is still unable to meet curriculum expectations, the teacher will bring that information back to the teacher team meeting and the student would be given additional support through the WIN intervention. If the student still requires support, the student would be referred to the RTI Intervention team. It is important for teachers to document the type and duration of support they provide to the student so that the RTI Intervention team can use this information and come up with a plan of how to address the student's learning needs. Teachers can refer students for both academic and behaviour support.

Tier Two

The focus of tier two is to provide students with extra time and support to address their learning needs. Interventions are designed to supplement, not replace, the students' core instructional program being offered at the tier one level. Interventions are

presented either one-on-one or in a small group. This intervention does not take place when teachers are providing new information to students. It occurs at a time when the student is working independently and will not miss key instruction.

Tier Three

Students who demonstrate limited progress with tier two interventions will receive tier three support. Support at the tier three level is more individualized and more intensive. It may supplement core instruction at the tier one level or it may replace it for a time. Often interventions at tier three are meant to “close the gaps” and provide students with instruction to help them perform at the same level as their classmates. Students will receive daily interventions from professionals trained in their area of need.

Why RTI?

- RTI has an effect size of 1.07, which is the third highest influence on achievement. (Hattie, 2012). This means RTI is researched- based and has proved to be an effective approach in meeting the needs of all students.

The critical components of an effective RTI system are:

- High-quality instruction and learning opportunities for all students.
- Identification of students struggling to meet grade-level expectations.
- Attention to the learning rates and levels of performance for all students.
- Increasing intensity and targetedness of instruction/intervention based on identified student needs.
- Data-informed decision-making using the skills of the team to solve problems.

RTI means...

- A framework for all students.
- A systematic process for ensuring that all students learn.
- All students must receive teaching based on effective instruction (UDL, DI, backward design lessons, learning profiles, assessment for, as and of learning,) at Tier 1 before moving into Tier 2 and 3.
- Involving more than one strategy or intervention.
- Assessment and data collection must occur in all tiers in order to gauge success and determine future interventions.

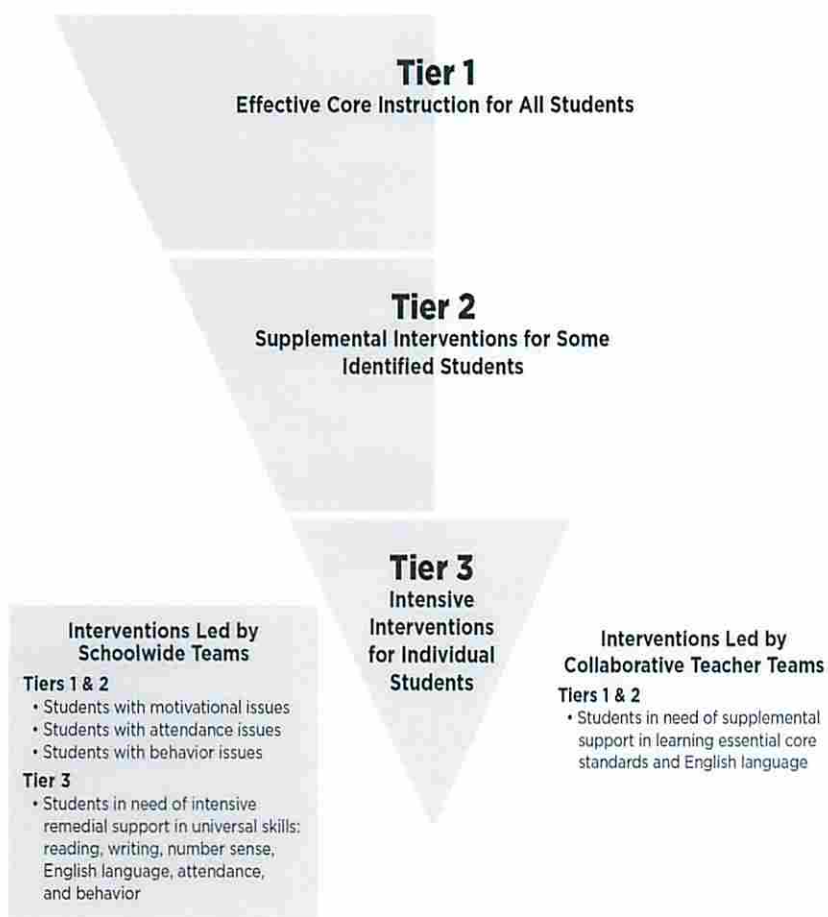


Figure 1.3: Team responsibilities in the inverted RTI pyramid.

Collective Responsibility

Every staff member believes that all students can learn at high levels.

Every staff member accepts responsibility to ensure high levels of learning for every child.

Teachers work together to ensure that all students learn at high levels.

Teachers honestly discuss any biases regarding expectations of students.

Teachers identify and celebrate the strengths of all staff.

Concentrated Instruction

Teachers collectively define essential learning outcomes.

Teachers identify prerequisite skills.

Teachers have a common understanding on what quality classroom instruction looks like to reach essential outcomes.

All teachers identify and articulate, consistently models, reinforce and provide explicit instruction for the social and academic behaviours that is expected of all students.

Convergent Assessment

RTI Teacher Teams develop professional learning communities (PLC) to collaboratively create common assessments that measure student mastery of each essential learning outcome.

RTI Teacher Teams agree to teach and assess the essential learning outcome at the same time.

RTI Teacher Teams will meet to analyze results in a timely manner.

RTI Teacher Teams use data to guide interventions, identify the most effective teaching strategy and determine who needs additional time and support. The additional time and support students require is provided through regularly scheduled WIN times. (What I Need).

Each RTI Teacher Team draws on the expertise of members to refine and improve their teaching and learning.

The Principal and the other administrators are constant participants in these analyses.

Certain Access

All students are guaranteed to receive the time and support that they need to learn essential learning outcomes at high levels through regularly scheduled WIN times.

A process is in place to frequently identify students for additional time and support.

There is a referral process for students who require support beyond Tier 1 intervention.

The school intervention team identifies and creates strategies, activities, and programs to meet the *more intensive* needs of students who have not yet responded to instruction and interventions.

APPENDIX

School RTI Team Definitions

Leadership teams work to improve the RTI process within the school. The leadership team has representation from teacher teams, school administration and student services.

Teacher teams are responsible for planning and implementing convergent assessment and concentrated curriculum. Every teacher is a member of at least one teacher team.

Intervention teams are responsible for planning and implementing Tier 2 and Tier 3 interventions for specific students. The intervention team has representation from teachers, school administration, student services and clinicians, as required, to meet the needs of specific students.

Every teacher is part of a collaborative RTI teacher team.

RTI teacher teams (vertical school and division teams) are developed.

RTI teacher teams are formed around shared student learning outcomes.

Weekly (frequent) collaborative time is embedded during the workday for RTI teacher teams.

Individual RTI teacher team members hold each other accountable for following norms.

RTI Teams have collectively established team norms based on cooperation and compromise and the best interest of students.

Norms are reviewed at every team meeting.

RTI teacher

teams meet (at least) weekly for (at least) 30 minutes to work on well-defined tasks, such as:

- What is it we want our students to know (concentrated instruction)?
- How will we know if our students are learning (convergent assessment)?
- How will we respond when students do not learn (certain access)?

- How will we enrich and extend the learning for the students who are proficient (certain access)?

RTI teacher teams have scheduled regular lesson studies in which pairs (or trio) of teachers will plan and teach lessons, assess and re-plan and re-teach if required.

Sample Norms for RTI Teacher Team Meetings

1. Be on time.
2. Be prepared.
3. Participate in the conversation.
4. Listen to each other.
5. Make sure all contribute and are valued.
6. Stay on task.
7. Identify a recorder and keep notes.
8. Focus your focus.
9. Teacher Team Cycle of Planning Guide

Sample RTI Teacher Team Meeting Agenda

Date:

1. What is our focused essential outcome? What is single most important thing that all students must know?
2. What are some of our best ideas to teach this outcome?
3. What is our common summative assessment task for this outcome?
4. In what time frame will we teach this to our students?
5. When will we give the final assessment?
6. When will we meet to share and analyze the results?

School Leadership and Intervention Teams

A Leadership team is established and meeting at least biweekly.

The Leadership team has representative from each of the RTI teacher teams.

An intervention team is established and meeting monthly (at a minimum).

The Leadership and Intervention Teams have identified group norms.

The Leadership and Intervention Teams hold members accountable for following the norms.

Essential Learning Outcome (Key Understandings)

What is it We Expect Students to Learn?					
<u>Grade:</u>	<u>Subject:</u>	<u>Date:</u>	<u>Team Members:</u>		
Description of outcome	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential outcome (key understanding) to be learned? Describe in student friendly vocabulary.	What does proficient student work look like? (level 4 work) Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this skill be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this outcome?

RTI Teacher Team Teaching Cycle Planning- sample 1

What are the Essential Learning Outcomes (Key Understandings) all students must learn?

What are some of the best strategies to teach the outcome?

Plan the following and document:

1. When will the unit of study start? What are the best teaching strategies to use? How will each skill be introduced?
2. When will our team meeting(s) during the unit of study be held? When are interventions/extension times available?
3. When are good times during the unit of study to collect evidence of student learning? How and when will we give common formative assessments?
4. When will we collectively analyze the common formative assessment data?
5. When will we reteach students who do not demonstrate mastery of the learning targets on the common formative assessment?
6. When and how will we provide extension and enrichment to those that demonstrate mastery on the common formative assessment(s)?
7. When will we give the end-of-unit common assessment

RTI Teacher Team Cycle of Planning Guide-sample 2

As a team:

Select an essential outcome in ELA or Math.

Share effective instructional strategies for teaching that outcome.

Agree on core instruction plan and timeline, including when the core instruction will start, a common end of unit assessment and a time to meet again to analyze the results.

Analyze end of unit assessment results with the teacher team and identify the student in time of additional time and support to learn the outcome.

Decide on the course of action to provide the additional time and support.

As individuals (on your own):

Introduce the learning target to students and begin core instruction using effective instructional strategies.

Use formative assessment partway through the unit.

Analyze formative assessment results to make the necessary instructional adjustments and complete the core instruction.

Administer the end of unit assessment on agreed date.

Common Assessment Team Protocol

This protocol is designed to help a RTI teacher team quickly and efficiently discuss a common assessment. If each teacher reviews his or her own assessment data prior to the team meeting, then the team should be able to collectively complete this activity within a typical team meeting of forty-five to sixty minutes.

1. Which specific students did not demonstrate mastery on which specific outcomes? (Respond by the student, by the outcome)
2. Which instructional practices proved to be most effective?
3. What patterns can we identify from the student mistakes?
4. How can we improve this assessment?
5. What interventions are needed to provide the students that did not meet the outcome with additional time and support?
6. How will we extend learning for students who have mastered the standard(s)?

Designing a System of Interventions

The leadership team will use this outline when designing a school wide system of interventions.

1. *Universal Screening*

- How will we identify students in need of intensive interventions before they start to fail?

2. *Tier 1 Core Program*

- Have our PLC teams identified essential standards by grade, subject, and/or course?
- Does every student have access to grade-level essential standards?
- Is flexible time embedded in Tier 1 to provide differentiated instruction and additional time embedded to meet the individual needs of students?
- Have we clearly defined the positive behaviors (effort, attendance, and social behaviors) that we want all students to demonstrate?
- Is there a plan to teach, reward, and support these behaviors?
- How will we measure student progress toward meeting these academic and behavior expectations?

3. *Certain Access: Tier 1 to Tier 2*

- How will we systematically identify students who need additional help after core instruction?
- Is every teacher involved in this process?
- Is this process frequent?
- What criteria will we use to identify students in need of supplemental support?

4. *Tier 2 Supplemental Program*

- What supplemental interventions are currently available at our school? What is needed?
- Which interventions will be led by teacher teams? (Failed learners)
- Which interventions will be led by school wide intervention resources? (Motivation, attendance, behaviour)
- How can we best utilize school wide resources to support Tier 2 interventions?
- How will we monitor student progress?

5. *Certain Access: Tier 2 to Tier 3*

- How will we systematically identify students who need intensive support?
- Do we have a school intervention team to lead Tier 3 Interventions?
- Is this process frequent?
- What criteria will we use to identify students in need of supplemental support?

6. ***Tier 3 Intensive Program***

- What intensive interventions are currently available at our school? What is needed?
- How can we best utilize school wide resources to support Tier 3 interventions?
- How will we monitor student progress?

Universal Screening

Universal Skill	At-Risk Criteria What criteria will be used to determine whether a child is in need of intensive support?	Screening Process What screening assessment and/or process will be used to identify students in need of intensive support?	When When will the screening process take place?	Who Who will administer the screening?	Intensive Support Available What intensive intervention(s) will be used to accelerate student learning and support the identified student(s)?
Reading					
Writing					
Numeracy					

Universal Screening Planning Guide Protocol

The leadership team will plan for universal screening by creating a process to identify students in need of intensive support *before* they fail by using the following template. Because the purpose is to provide preventive support, it is best if this activity is completed prior to the start of the school year.

For each universal skill, answer questions for each column:

1. **At-Risk Criteria.** At each grade level, what criteria will be used to determine whether a child is in need of intensive support? For example, in reading, an elementary school may determine that any student entering first grade without the ability to properly recognize all 26 letters (uppercase and lowercase) is extremely at risk in reading and will be considered for immediate, intensive support. At a high school, any student whose reading ability is two or more years below grade level (grade-level equivalent) could be considered for immediate, intensive support.
2. **Screening Process.** What screening assessment and/or process will be used to identify students in need of intensive support? The leadership team should identify the most effective, efficient, and timely process to gather the at-risk criteria data on each student.
3. **When.** When will the screening process take place? Obviously, if the purpose of universal screening is to provide preventive support, then this data should be collected either prior to the start of the school year or as early in the school year as possible. Finally, as new students will enroll in the school throughout the year, it is important to consider how these students can be screened during the enrollment process.
4. **Who.** Who will administer the screening? As the leadership team has representation from every teacher team, as well as responsibility for coordinating school support staff, this team is best positioned to organize the resources necessary.
5. **Intensive Support Available.** What intensive intervention(s) will be used to accelerate student learning and support the identified student(s)?

Literacy Support

The table on the following page can help teams identify where in the literacy continuum a student's reading is breaking down. By starting from the top left and working down and then to the right, teams may be able to determine where to begin intervening with a student.

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Assessment Types					
Universal Screening					
Progress Monitoring					
Diagnostic					
Skills Within Reading Domains Skills are developed from left to right and top to bottom	Listen for sounds	Letter-sound correspondence	Accuracy	Word classification	Vocabulary
	Rhyming words	High-frequency words	Rate	Antonyms and synonyms	Concept development
	Initial sounds	Short vowels	Prosody	Affixes and roots	Background knowledge
	Words in sentences	Consonant blends		Multiple-meaning words	Academic vocabulary
	Track and order phonemes	Long vowels		Homophones and homographs	Genre
	Phoneme isolation	Vowel digraphs and diphthongs		Word learning strategies	Text structure
	Phoneme identification	R-controlled		Word origins and derivatives	Comprehension skills
	Phoneme comparison	Multisyllabic words		Figurative language and idioms	Comprehension strategies
	Phoneme blending	Compound words			
	Phoneme segmentation	Contractions			
	Phoneme deletion	Inflectional forms			
	Phoneme addition				
	Phoneme substitution				

Effective Intervention Evaluation and Alignment Chart Protocol

The leadership team and/or intervention team can use the template on the following page to evaluate school wide interventions, or a PLC team can use the template to evaluate teacher-led interventions. It is recommended that this activity be completed twice a year—prior to the start of the school year, and at the midpoint of each school year.

Guiding Questions

1. **Research-Based:** Do we have evidence that the intervention can work? Do we have evidence that the intervention is working for students currently in the intervention? Score with a + , y, or X.
2. **Directive:** Do we require targeted students to attend? Do we hold students accountable when they don't? Score with a + , y, or X.
3. **Timely:** How long does it take us to identify and place a student in or out of this intervention? (Goal: At least every three weeks during the school year.) Score with a + , y, or X.
4. **Highly Trained:** How well trained and qualified are the individuals implementing this intervention? Score with a + , y, or X.
5. **Systematic:** Can we guarantee that every student who needs this intervention gets this intervention? Score with a + , y, or X.
6. **Targeted—Unmotivated Learner/Failed Learner:** Is the intervention for intentional nonlearners (won't do) or failed learners (can't do)? Have we mistakenly placed nonlearners and failed learners in the same intervention? Score with a U for unmotivated learner (won't do) or an F for failed learner (can't do).
7. **Targeted—Tier 2 or Tier 3:** Is the intervention supplemental support (Tier 2) or intensive support (Tier 3)? Score with a "2" for Tier 2 or a "3" for Tier 3.
8. **Targeted—Desired Student Learning Outcome:**
 - ++Are our interventions targeted to specific standards/outcomes?
 - ++Are students grouped by the cause of their struggles, or the symptoms?
9. **Alignment Steps:** What actions can be taken to address any column with an "X" on the chart?
10. **The Big Picture:** Look at the list of interventions as a whole. Are there a variety and balance of offerings? For example, are there interventions targeted to both unmotivated and failed learners? Is support offered to both of these groups at Tier 2 and Tier 3?

Current School Intervention	Researched Based	Directive	Timely	Highly Trained	Systematic	Alignment Steps	Targeted		
							Unmot-ivated or Failed Learner?	Tier 2 Or Tier 3	Desired Student Learning Outcome
							U or F	2 or 3	
+ = intervention is highly aligned. Y = Intervention is somewhat aligned X = Intervention is not aligned									

Essential Questions for Special Needs Support

These questions are designed to help a school intervention team consider if pursuing special needs support is appropriate, justified, and defensible for a student.

Tier 1:

- Did the student have access to rigorous, grade-level curriculum?
- What evidence do we have that our school's initial instruction (Tier I) was effective for similar students?
- Was the student given additional time and differentiated instruction during Tier I instruction?

Tier 2:

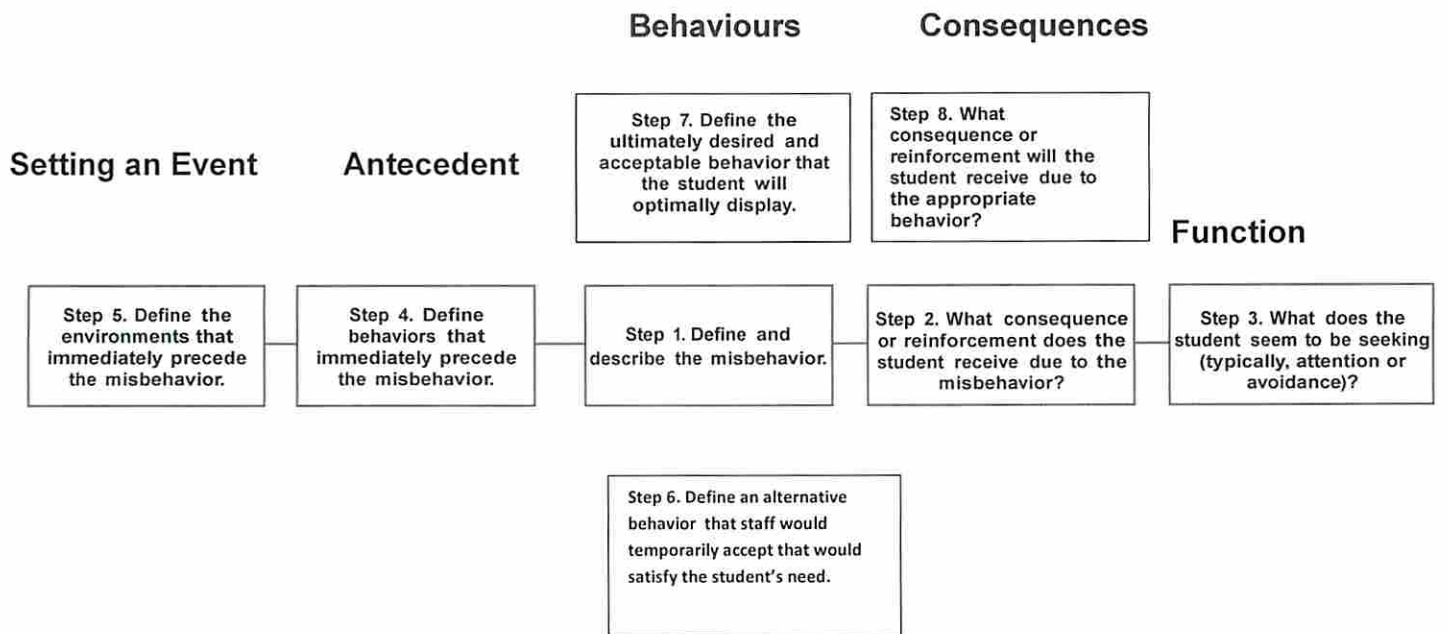
- Did we identify the student for supplemental time and support in a timely manner?
- What were the child's specific learning needs?
- What was the cause of the student's struggles?
- What research-based interventions were used to address the student's specific learning needs?
- What evidence do we have that these interventions were effective for similar students?

Tier 3:

- When was the child referred for intensive support?
- What quality problem-solving process was used to better identify the child's specific learning needs and the cause(s) of the student's struggles?
- What research-based interventions were used to address the student's specific learning needs?
- What evidence do we have that these interventions were effective for students with similar needs?
- Are there any other intervention or supports that can or should be tried before considering special education placement?

Do we have agreement among the intervention team that special needs funding is necessary and appropriate to meet the needs of this child? Is this decision defensible?

Behavioral Analysis Protocol



Directions

A team can use this flowchart to help determine the causes of a student's misbehavior, and to help decide what types of behaviors would be accepted and preferred. We recommend that these steps be completed with, or at least communicated to, all stakeholders, including teachers, parents, and the student.

1. **Define and describe the misbehavior.** The team should describe the student's actions, words, and overall behavior as specifically as possible.
2. **What consequence or reinforcement does the student receive due to the misbehavior?** The team should detail what consequences the student has received as a result of the misbehavior.
3. **What does the student seem to be seeking (typically, attention or avoidance)?** Based on the team's responses in Steps 1 and 2, as well as other knowledge of the student, what need does the misbehavior seem to be meeting (what is the function or purpose of the behavior)?
4. **Define behaviors that immediately precede the misbehavior.** Based on observations of the student when he or she has exhibited this misbehavior, describe the student's actions, words, and overall behavior that occur before the unacceptable misbehavior as specifically as possible. This will help staff predict the misbehavior in the future and provide pre corrections.
5. **Define the environments that immediately precede the misbehavior.** Where is the student, with whom is the student, what task is the student completing (or attempting to complete), and so on. This will further help staff predict the misbehavior and provide pre corrections.
6. **Define an alternative behavior that staff would temporarily accept that would satisfy the student's need.** This will be an interim step; staff will "allow" a student to behave in a way that satisfies the "function" identified in Step 3 but that is also acceptable to staff. This behavior is not the ultimately desired behavior and will not be reinforced.
7. **Define the ultimately desired and acceptable behavior that the student will optimally display.** While Step 6 will be temporarily acceptable, the staff communicates, explains, and models the desired, acceptable behavior that will be ultimately expected.

8. **What consequence or reinforcement will the student receive due to the appropriate behavior?** Based on a discovery of items, objects, or activities that motivate the student (items, objects, or activities for which the student is willing to work), the staff determines positive reinforcers that the student will earn if the appropriate behavior identified in Step 7 is exhibited. The goal is to phase out these external reinforcers as soon as possible.

Here is an example of how a team might describe each step:

1. Brian pushes his supplies and papers off his desk and talks in an inappropriately loud voice when asked to work collaboratively with the members of his table team.
2. Brian receives verbal warnings and is sent to the back of the classroom or to the classroom next door if the acting out continues.
3. Brian seems to be seeking to avoid working on certain assignments or with certain students.
4. Brian fidgets in his seat, calls out off-task comments, gets out of his seat to sharpen a pencil (or throw a paper away), and/or begins "organizing" his desk or binder.
5. Brian seems to act out when asked to work collaboratively, particularly when the assignment involves reading and when team members have to work side by side to complete the task (in other words, each team member is not assigned a separate subtask). It occurs more in language arts and social studies than math and science, and more in the morning than the afternoon.
6. If Brian feels frustrated by the task or his classmates, he may either take a two-minute break at the computer or, if necessary, complete an alternative assignment.
7. The expectation, which will be modeled, is for Brian to join his team promptly to work; he cannot be the last member to join; he needs to listen and make positive comments (no put-downs or "complaining"); and he needs to successfully, cooperatively, and promptly complete his portion of the task.
8. Brian likes working on the computer. If he meets the expectation as described in Step 7, he will earn time on the classroom computer to play the math facts game during recess. The teacher, principal, Brian, and his mom will review the plan in three weeks to revise and/or set a higher expectation for Brian to meet before earning computer time.

Sample Behaviour Documentation Form

Student name: _____ Staff: _____ Date: _____ Time: _____	
Location: ___ classroom ___ walkway ___ library ___ restroom ___ playground ___ lunch area	
Major: ___ abusive/inappropriate language ___ disruption ___ fighting/physical aggression ___ truancy ___ defiance/disrespect/noncompliance ___ property damage ___ lying/cheating ___ forgery/theft ___ harassment/bullying ___ use/possession of controlled	Comments:
Minor: ___ inappropriate language ___ physical contact ___ defiance/disrespect/noncompliance ___ disruption	Others involved: ___ none ___ staff ___ teacher ___ unknown peers (_____)
Follow-up action(s): ___ no recess (___ recess/days) ___ conference with student ___ parent contact ___ privilege loss (_____) ___ time in office ___ in-house suspension (___ days) ___ out-of-school suspension (___ days) ___ other:	Motivation: ___ obtain peer attention ___ avoid task/activity ___ don't know ___ avoid peer ___ obtain adult attention ___ avoid adult ___ obtain item/activity
Parent signature. Return to classroom teacher. Parent signature: _____	

Sample Behaviour Expectations Matrix

	Everywhere and All the Time	Recess	Library	Walkways	Restrooms	Lines	Computer Lab	Lunch Area
Respect	Respect school and personal property. Follow adult directions. Display	Follow adult directions. Include others in games. Be a good sport.	Use quiet voice. Use sticks properly. Sit properly; push in	Use quiet voice. Follow adult directions.	Use quiet voice. Respect the privacy of others. Keep clean.	Use quiet voice. Walk quietly in a line to class.	Line up on ramp in single file.	Use a quiet voice. Display good table manners. Keep hands behind
Responsibility	Walk at all times. Put forth best effort. Sit and play in designated areas.	Use equipment properly. Follow game rules. Use restroom and	Enter only with adults. Return books on time.	Walk. Use quiet voice. Walk with hands behind back.	Flush. Wash your hands.	Sit or kneel. Walk with hands behind back. Hold	Finish work before free time.	Clean up your own mess. Walk to and from lunch tables.
Readiness	Be on time. Have all materials.	Follow freeze procedures. Walk to line. End all	Follow checkout rules.	Walk directly to where you're going	Use during recesses.	Watch for your teacher.	Walk to the nearest computer around the	Stay seated at the tables and on the line until dismissed