

# Chronic and Severe Misbehavior Part II: Implementing RtI Continuum of Behavior Supports

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TASSP Summer Workshop  
Austin, TX  
June 10, 2010



## The Individual Student Focus

Training for all teaching staff:

Utilizes *Interventions: Evidence-Based Behavioral Strategies for Individual Students*, Sprick, & Garrison (2008).

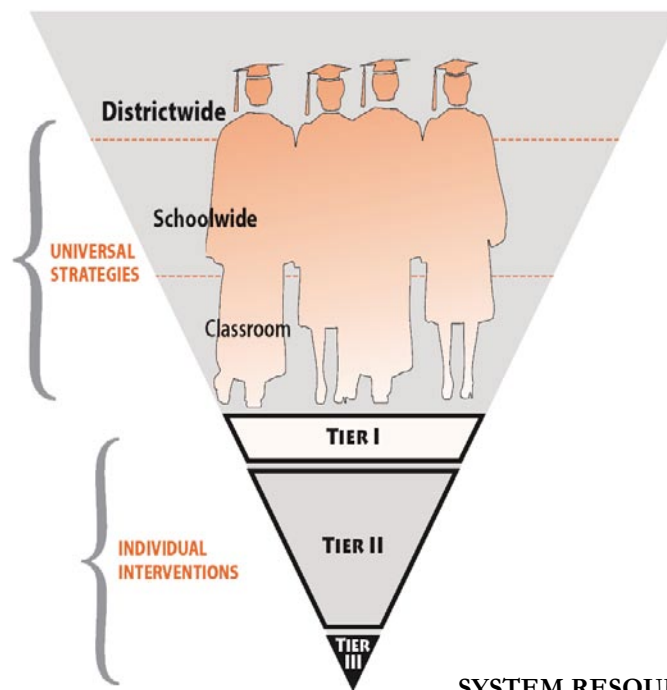
Training for interventionists (psychologists, counselors, lead teachers, teacher coaches, behavior specialists)

Utilized *Behavior Response to Intervention (B-RTI): Creating a Continuum of Problem-Solving and Support*, Sprick, Booher, & Garrison (2009).

## The Goal

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No student falls through the cracks



**RED FLAGS** that initiate systems of support for individual students:

- Failing grades in two or more classes
- More than three disciplinary referrals in a semester
- More than six after-school detention assignments within a semester
- Chronic absenteeism
- Student request for assistance
- Teacher request for assistance

### SYSTEM RESOURCES

available to assist staff in designing support plans for individual students:

- Grade-level (departmental) colleagues
- Intervention Planning Team
- Counselor
- Nurse
- Lead teacher
- Behavior specialist
- District-level behavior support specialist
- School psychologist
- County mental health department
- Child protective services



10. Strengths of the student (list at least three):

11. The teacher's goal or desired outcome:

What would the teacher like to have happen?

What can't the teacher live with any longer?

12. Methods for evaluating intervention effectiveness:

13. Notes on parental involvement:

Contact date(s):

Notes on the contact(s):

What would the parents or guardians like to have happen?

14. Other interventions tried and their results (in particular, Interventions A–F):

For each:

Are copies of this information available?

How successful were the interventions?

15. Other information the teacher is aware of:

Input from other adults who know the student (teachers, assistants, specialists, school counselors)

16. Review of the student's records:

**Stage 2: Preparation**

Possible Interventions to Consider:

	<b>Presenting Behavior</b>	✓ if true	<b>Intervention</b>	Date of Implementation	Effectiveness (+/-)
<b>TIER 1</b>	Several or many students in the class misbehave.		<b>Preintervention:</b> <i>Classroom Management</i>		
	The student may not know what is expected.		<b>Intervention A:</b> <i>Planned Discussion</i>		
	The student may have an underlying academic problem.		<b>Intervention B:</b> <i>Academic Assistance</i>		
	The student has difficulty with motivation and may not understand how to reach a goal.		<b>Intervention C:</b> <i>Goal Setting</i>		
	The student's behavior seems to be chronic and resistant to simple intervention.		<b>Intervention D:</b> <i>Data Collection &amp; Debriefing</i>		
	The student gets a lot of attention from adults or peers for misbehavior or failure.		<b>Intervention E:</b> <i>Increasing Positive Interactions</i>		
	The reason the behavior occurs chronically needs to be analyzed and incorporated into the intervention plan.		<b>Intervention F:</b> <i>STOIC Analysis &amp; Intervention</i>		
<b>TIER 2</b>	The student's escalating behavior is physically dangerous, or poses a threat to physical safety.		<b>Intervention G:</b> <i>Managing Physically Dangerous Behavior</i>		
	The behavior is so severe that the teacher cannot continue to teach.		<b>Intervention H:</b> <i>Managing Severely Disruptive Behavior</i>		
	The student is impulsive and has difficulty maintaining emotional control.		<b>Intervention I:</b> <i>Managing the Cycle of Emotional Escalation</i>		
	The student seems to be unaware of when he/she engages in inappropriate behavior.		<b>Intervention J:</b> <i>Cueing &amp; Precorrecting</i>		
	The student has some motivation to change or learn new behaviors.		<b>Intervention K:</b> <i>Self-Monitoring &amp; Self-Evaluation</i>		
	The student makes negative comments about him- or herself and others.		<b>Intervention L:</b> <i>Positive Self-Talk &amp; Attribution Training</i>		
	The student does not know how to meet expectations.		<b>Intervention M:</b> <i>Teaching Replacement Behavior</i>		
	The student cannot or will not communicate verbally.		<b>Intervention N:</b> <i>Functional Communication</i>		
	The misbehavior is a firmly established part of the student's behavior.		<b>Intervention O:</b> <i>Structured Reinforcement Systems</i>		
	It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior. .....		<b>Intervention P:</b> <i>Defining Limits &amp; Establishing Consequences</i>		
	Consequences for misbehavior seem necessary but do not seem to work.				
	Teacher feels anxious, worried, discouraged, or angry about one or more students.		<b>Intervention Q:</b> <i>Relaxation &amp; Stress Management</i>		
	The student seems anxious, lethargic, or depressed.		<b>Intervention R:</b> <i>Internalizing Problems &amp; Mental Health</i>		



## Safe & Civil Schools Series Overview

The *Safe & Civil School* series is a collection of practical materials designed to help school staff improve safety and civility across all school settings. By so doing, school personnel lay a foundation to engage students and enhance learning.

The goal of all materials in the series is to empower school staff with techniques to help all students behave responsibly and respectfully. The materials are full of specific “how-to” information. Though each resource stands alone, all are integrated and share some basic processes and beliefs.

### **The beliefs include:**

- All students must be treated with dignity and respect.
- Students should be taught the skills and behaviors necessary for success.
- Motivation and responsibility should be encouraged through positive interactions and building relationships with students.
- Student misbehavior represents a teaching opportunity.

### **The processes include:**

- Using data. Objective information about behavior is more reliable than labels, conclusions, or stereotypes.
- Structuring for success. All school settings should be organized to promote successful behavior from students.
- Collaboration. Helping students behave responsibly is the shared responsibility of all school staff.
- Self-reflection. If student behavior is irresponsible, school staff should reflect on what they can do to help students.

These processes and beliefs form a structure for procedures that help prevent students from “falling through the cracks” into school failure.

Procedures can be categorized into three levels:

- Schoolwide (affecting all students in all settings)
- Classroom (for teachers in their own classroom)
- Individual (specifically tailored to meet the needs of individual students)



The graphic on the left shows the three levels as an inverted triangle with schoolwide procedures at the top.

*Safe & Civil Schools* uses the inverted triangle image to illustrate the methodology behind our training.

Why invert it?

Educational practice often results in spending a great deal of time, energy, and money on those individual students who act out most intensely—the tip of the triangle.

By inverting the image, we hope to stress the importance of placing your time, energy, and money on all students first—the widest part of the triangle.

Create a school climate that is calm, civil, and structured for student success. In a positive and proactive atmosphere, individual students will actually require less of your valuable intervention resources.

In general:

IF...	THEN...
large numbers of students are misbehaving across school settings	modifying <i>schoolwide</i> procedures is the best intervention.
large numbers of students are having trouble in their classrooms	targeting <i>classroom</i> procedures is indicated.
students need extra support in the classroom	develop <i>individualized</i> plans as necessary.
large numbers of students are requiring individualized plans	staff need to focus more time, effort, and energy on <i>schoolwide</i> and <i>classroom</i> procedures.

The *Safe & Civil Schools* series includes materials and resources that encompass all levels depicted in the triangle—schoolwide, classroom, and individual student.

## Safe & Civil Schools Series Schoolwide Resources

***Foundations: Establishing Positive Discipline Policies***, considered the cornerstone of Dr. Sprick's *Safe & Civil Schools* series, is a comprehensive multimedia program that guides staff through the process of designing a positive and proactive schoolwide discipline plan. The program lays the groundwork for using data to inform decisions on developing and implementing effective behavior management and positive behavior support of all students. *Foundations* consists of three modules, each of which includes CD-ROM video presentations and corresponding print material.

***START on Time! Safe Transitions and Reduced Tardies*** is a multimedia inservice program for middle and high school settings designed to create safe hallway transitions and reduce tardiness schoolwide. Schools implementing *START on Time!* have seen up to a 90 percent reduction in tardies. The program includes two CD-ROMs (*Planning Steps* and *Implementation Steps*), a reference manual, sample lesson plans, survey forms, and reproducible overhead transparency masters.

***Administrator's Desk Reference of Behavior Management*** is a three-volume set written specifically for building administrators (principals and assistant principals). Volume I provides information on how to guide staff in the development and implementation of proactive schoolwide policies and procedures. Volume II addresses how to deal effectively with disciplinary referrals and how to support teachers and students when chronic or severe misbehavior occurs. Volume III contains everything an administrator needs to establish and maintain a program of "meaningful work" for students. Meaningful work can be a very effective means of reducing student behavior problems and increasing student success

***On the Playground: A Guide to Playground Management***, an interactive CD program, will help ensure a physically and emotionally safe playground for all students. *On the Playground* helps a principal, leadership team, and playground supervisor: (a) analyze and revise the current structure of playground/recess, (b) teach age-appropriate lessons to all students about responsibility on the playground, and (c) train playground supervisors in active supervision and research-based behavior support strategies.

***In the Driver's Seat: A Roadmap to Managing Student Behavior on the Bus*** contains information designed to help bus drivers and classroom teachers improve student behavior on school buses. It also includes information for administrators on how to assess, revise, and implement transportation policies and practices. The program consists of two interactive CDs (*Bus Driver Program* and *Transportation Supervisor Program*) and one DVD designed for training in a group setting, as well as a user's guide and lesson plans.

***Cafeteria Discipline*** can help turn a school's lunchroom into a calm, orderly place that staff and students will enjoy. The two videos and accompanying reproducible viewer outlines provide: a) information on how to better prepare students to behave appropriately in the cafeteria, and b) specific strategies for cafeteria supervisors on how to manage behavior more effectively. Other useful reproducible materials are also included.

***ParaPro: Supporting the Instructional Process*** is an excellent resource for providing noncertified staff with the information and training they need to effectively manage student behavior in the settings they supervise. Covered topics include being part of the school team, managing small group instruction, helping in a classroom, supervising common areas, and working with an individual student.

## **Safe & Civil Schools Series Classroom Resources**

***CHAMPS: A Proactive and Positive Approach to Classroom Management*** (2nd ed.) is a comprehensive and practical book for classroom teachers who want to improve their current classroom management plan. The nine chapters lead teachers through a process of identifying and maintaining the effective aspects of their current management plan while adding and/or strengthening any missing or less-effective aspects. This resource, which is designed to be used by individual teachers or study groups, can help any teacher manage student behavior more positively and effectively.

***CHAMPS DVD Inservice Series*** (2nd ed.) contains everything necessary to facilitate a class or study group on the *CHAMPS* book. Ten fast-paced film presentations bring the book to life, while the accompanying print materials provide the structure and tools needed to guide groups in discussion and self-assessment activities. The new DVD format allows easier access to key points in each presentation. The program includes six DVDs, two copies of *CHAMPS*, and a Facilitator's Manual.

***CHAMPS Teacher Planner*** is a practical, easy-to-use spiral-bound lesson planner with *CHAMPS* classroom management tools and tips embedded within the structure of a typical teacher planner. *CHAMPS* activities help teachers observe, reflect, and improve classroom management practices all year long. Use the planner alone or as a review of the procedural knowledge learned from reading the *CHAMPS* book.

***Coaching Classroom Management*** (2nd ed.) is a must-read for anyone who works directly with teachers to improve classroom management techniques. The tools in this book were field tested to close the gap between the ideal of research-based practice and actual implementation. *Coaching Classroom Management* (2nd ed.) contains observation forms, staff development materials, checklists, rating scales, tip sheets for classroom walkthrough, tips for working with reluctant teachers—everything you need to implement effective coaching.

***Discipline in the Secondary Classroom*** (2nd ed.) is an easy-to-use, research-based resource that supplies high school teachers with the step-by-step guidance they need to design an effective behavior management plan. The book describes proactive, positive strategies for curbing misbehavior and increasing student motivation. It includes forms, samples, and evaluation tools to aid in the effort.

***Discipline in the Secondary Classroom DVD Inservice Series*** is an exceptional program developed to complement the second edition of the *Discipline in the Secondary Classroom* book. This 5-DVD set guides and supports your secondary school staff in the design and implementation of practical, positive classroom management plans. It includes a Facilitator's Guide and two copies of *Discipline in the Secondary Classroom* (2nd ed.) with reproducibles.

***SMART Kids: Social Grace, Manners, and Respectful Talk*** is a curriculum to teach young children social graces, manners, and how to talk respectfully. The 18-unit program includes direct instruction lessons and age-appropriate activities and games. Lessons incorporate how to provide explicit instruction, role-playing, puppet play, and repeated practice in natural contexts.

***Stepping In: A Substitute's Guide to Managing Classroom Behavior*** is a practical guide that prepares substitute teachers to effectively deal with student misbehavior. Substitutes learn how to prepare for a subbing assignment, gain the respect of students, handle discipline problems with minimal disruption, and implement behavior management strategies that motivate students.

***Structuring Success for Substitutes: A Guide for Administrators and Teachers*** is a companion volume to *Stepping In* that will help administrators and faculty develop a schoolwide Substitute Teacher Development Plan. Worksheets help staff design lesson plans and a Substitute's Notebook that provides the essential information a substitute needs before stepping into a classroom.

***Teacher's Encyclopedia of Behavior Management*** is an indispensable tool for all elementary, middle, and high school personnel. It offers practical solutions to more than 100 common classroom problems. For each problem covered, there are three to seven detailed intervention plans that teachers can choose from or modify to fit their particular situation. This easy-to-use reference is arranged alphabetically and includes an extensive index as well as cross-indexing among the problems.

***Teacher's Encyclopedia Tools*** is a set of 50 full-page reproducible blackline masters of charts, self-evaluation forms, goal-setting forms, and many other tools from the *Teacher's Encyclopedia*. These tools make the 500 plans in the book even easier to implement.

***When Every Second Counts*** is a unique DVD inservice set. Listen as Dr. Randy Sprick guides your staff through nine focused discussions on common problems that detract from instruction and learning. Mini-Inservice sessions (conveniently designed for either 15- or 30-minute implementation) conclude with targeted tips from Dr. Sprick. This set includes a CD with reproducible Notes for Facilitators and forms for staff.

## **Safe & Civil Schools Series Resources for Dealing with Individual Students**

***Behavioral Response to Intervention: Creating a Continuum of Problem-Solving and Support*** gives educators information about how to create a continuum of support at district, school, and individual levels to meet the behavioral needs of all students. The book presents a proposed model for organizing a service-delivery structure in a time-, personnel-, and cost-effective manner. *Behavioral Response to Intervention* includes a CD with more than 30 reproducible forms, all enabled for type-in entry on your computer.

***Interventions: Evidence-Based Behavioral Strategies for Individual Students*** (2nd ed.) is a comprehensive resource for planning and implementing validated, tiered strategies to increase motivation and improve behavior. Based on a Response to Intervention (RTI) model for behavior, the book demonstrates how to use data in decision making, how to apply targeted, evidence-based interventions, and how to evaluate the results. The 19 chapters in this book

discuss different evidence-based interventions, with information on implementation, sample forms, charts, and data collection tools. The book includes a CD with reproducibles.

***Interventions Audio*** (2nd ed.) complements the *Interventions* book with informative and entertaining staff development. Listen to Dr. Sprick’s practical descriptions of how to design a plan and implement the 19 interventions from the book.

***Managing the Cycle of Acting-Out Behavior in the Classroom*** provides practical and safe strategies for managing and preventing challenging behavior (e.g., defiance, threats, resistance, avoidance, and disruption). Each chapter is filled with comprehensive strategies to help educators intervene before behavior escalates beyond control.

***PASS—Positive Approach to Student Success*** is an effective program that helps school staffs serve students with serious emotional disturbances in the general education setting. PASS staff provide targeted, intensive social instruction, behavior monitoring, and coaching support for both student and general education teacher. The program assists students in developing self-management skills and relies on data to drive decisions.

***25 Minutes to Better Behavior*** is a powerful way to develop interventions for students who are experiencing behavioral or motivational difficulties. The 45-minute video shows how to keep team members on task and focused on developing a proactive and practical intervention. This reference includes a user manual with reproducible forms.

## **Some of Randy Sprick's Publications & Training Programs:**

Sprick, R. S. (2000). *25 Minutes to Better Behavior*. Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S. (2003). *START on Time!: Safe transitions and reduced tardiness in secondary schools*. Eugene, OR: Pacific Northwest Publishing.

**Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed). San Francisco: Jossey Bass.**

**Sprick, R. S. (2009). *CHAMPS: A proactive and positive approach to classroom management*. Eugene, OR: Pacific Northwest Publishing.**

Sprick, R. (2009a). Schoolwide discipline: Can you make it work? *SEEN Magazine*, 11(2), 102.

Sprick, R. (2009b). Positive behavior support: A powerful vehicle for preparing 21st century citizens. *SEEN Magazine*, 11(3), 94.

Sprick, R. (2009c). Doing discipline differently. *Principal Leadership*, 9(5), 19–22.

Sprick, R. S., & Booher, M. (2006). Behavior support and response to intervention: a systematic approach to meeting the social/emotional needs of students. *Communique*, 35(4), 34, 36.

Sprick, R. S., Booher, M., & Garrison, M. (2009). *B-RTI (Behavioral response to intervention): Creating a Continuum of Problem-Solving and Support*. Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S., & Daniels, K. (2007). Taming the tardies: Every minute counts. *Middle ground: The magazine for middle level education*, 11(2), 21-23.

Sprick, R. S., & Garrison, M. (2002). *ParaPro: Supporting the instructional process*. Eugene, OR: Pacific Northwest Publishing.

**Sprick, R. S., & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students*. Eugene, OR: Pacific Northwest Publishing.**

Sprick, R. S., Garrison, M., & Howard, L. (2002). *Foundations: Establishing Positive Discipline Policies* (2nd edition). Eugene, OR: Pacific Northwest Publishing.

**Sprick, R. S., & Howard, L. (1995). *Teacher's encyclopedia of behavior management: 100 Problems/500 Plans*. Eugene, OR: Pacific Northwest Publishing.**

Sprick, R. S., Howard, L., Wise, B. J., Marcum, K., & Haykin, M. (1998). *Administrator's desk reference of behavior management* (Vols. 1-3). Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S., Knight, J., Reinke, W., Skyles, T., & Barnes, L. (2010). *Coaching classroom management: strategies and tools for administrators and coaches* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S., Swartz, L., & Glang, A. (2007). *In the driver's seat: A roadmap to managing student behavior on the bus* (CD-ROM and DVD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.

## Report on Graduation Rates in the U.S.

A revised report, commissioned by the Black Alliance for Educational Options, found that the overall graduation rate nationally is 71%. Graduation rates:

African-American	56%	Native American	57%
Asian	79%	White	78%
Hispanic	54%		

To access and download the original report, log onto:

[http://www.manhattan-institute.org/html/cr\\_31.htm#1](http://www.manhattan-institute.org/html/cr_31.htm#1)

To access the revised report, log onto:

[http://www.manhattan-institute.org/html/cr\\_baeo.htm](http://www.manhattan-institute.org/html/cr_baeo.htm)

To access the historical information, log onto:

[http://www.safeandcivilschools.com/research/graduation\\_rates.php](http://www.safeandcivilschools.com/research/graduation_rates.php)

## Report on School Connectedness

"Increasing evidence shows that when adolescents feel cared for by people at their school and feel like a part of the their school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age."

McNeely, C. A., Nonnemaker, J. A., & Blum, R. W. (2002)

The study examines the association between school connectedness and the school environment. Higher school connectedness was associated with: positive classroom management climates, participation in extracurricular activities, tolerant disciplinary policies and small school size.

McNeely, C. A., Nonnemaker, J. A., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the National Longitudinal Study of Adolescent Health, *Journal of School Health*, 72(4), 138–146.

Research at the following website clearly demonstrates an association between connectedness and effective classroom management, effective disciplinary policies, small school size and involvement in extracurricular activities.

[http://www.jhsph.edu/adolescenthealth/Products/Military Child Initiative/MCI Monograph FINAL.pdf](http://www.jhsph.edu/adolescenthealth/Products/Military%20Child%20Initiative/MCI%20Monograph%20FINAL.pdf)

## Randy Sprick's Safe & Civil Schools

Visit <http://www.safeandcivilschools.com/> for information on *Safe & Civil Schools* products and services to help improve school connectedness, reduce suspensions/expulsions, and improve behavior, discipline, and school climate.

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Your Name: \_\_\_\_\_ Your state code (e.g., OR) \_\_\_\_\_

Your email (optional): \_\_\_\_\_

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