

QUARTERLY RTI/MTSS PROGRESS UPDATE

LALITA WAITES

2024

“

**ALL KIDS NEED IS A LITTLE HELP, A LITTLE
HOPE, AND SOMEONE WHO BELIEVES IN
THEM.**

”

MAGIC JOHNSON

OUR GOALS FOR THIS SESSION

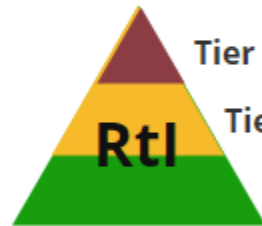
1) REVIEW THE STATISTICS ON HOW MANY OF OUR KIDS NEED A LITTLE *EXTRA*

AND

2)VIEW SOME TIPS ON HOW TO SUPPORT OUR KIDS BY PROVIDING THAT SOMETHING *EXTRA*

MTSS

Under the Umbrella



Tier III - intensive

Tier II - targeted

Tier I - core



Professional
Development

Teamwork



School & Community
Collaboration



Parental
Action



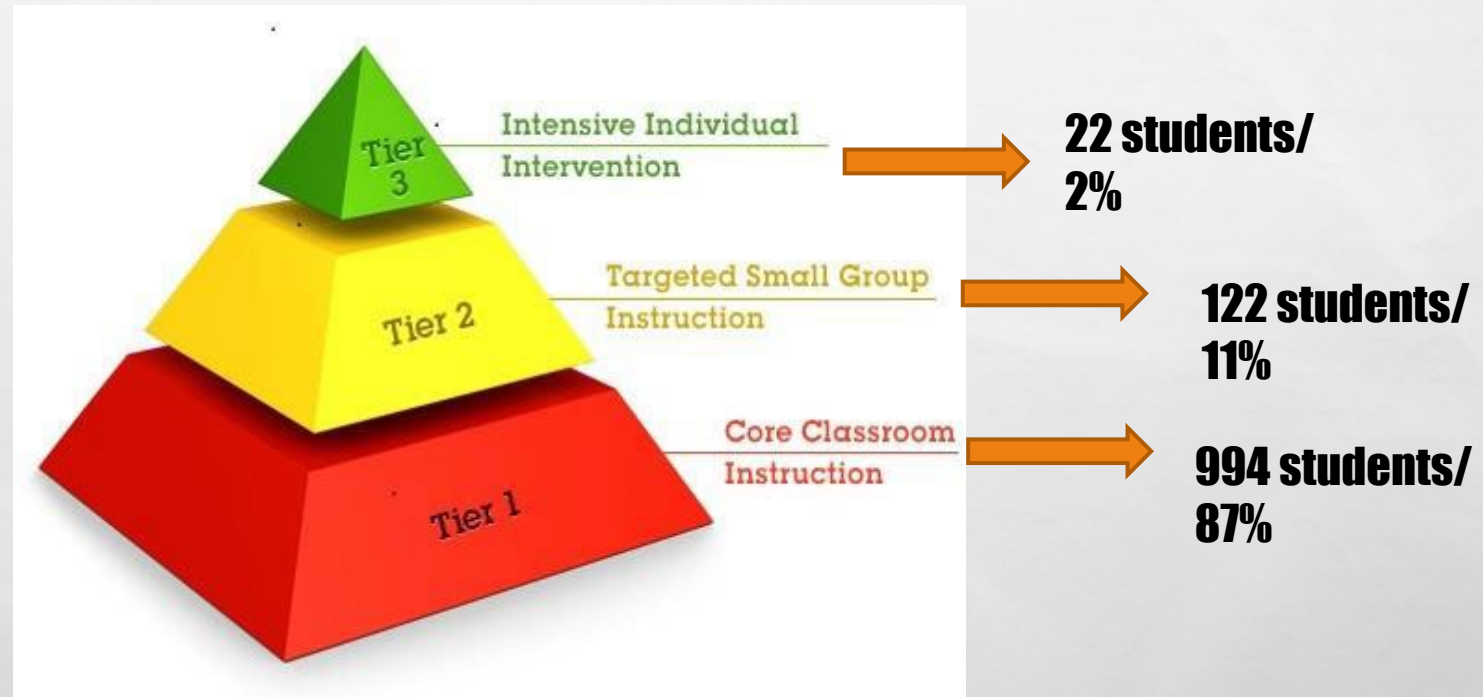
Curriculum
Design

Positive Behavior
Intervention & Support



THE CURRENT CASELOAD:

**DMS current
enrollment =
1136**



STATS ON OUR TIER 3 RTI STUDENTS



Grade 6



Grade 7



Grade 8



STATS ON OUR TIER 3 RTI STUDENTS



Grade 6



Grade 7



Grade 8





Grade 6



18 students

7 girls; 11 boys

**Bravo- 3
Foxtrot – 9
Oscar - 6**

Grade 7



49 students

16 girls; 33 boys

**Bravo- 7
Foxtrot-17
Oscar – 21
Tango - 4**

Grade 8



55 students

28 girls; 27 boys

**Bravo- 4
Foxtrot – 22
Oscar – 18
Tango - 7**

OTHER NOTES

- **STUDENTS CURRENTLY UNDERGOING COMPREHENSIVE EVALUATIONS: 2**
- **POTENTIAL EVALUATIONS, PENDING RESULTS OF CURRENT DATA COLLECTION: 4**
- **REFERRALS TO PREVENTION AND INTERVENTION SERVICES: 7**
- **REFERRALS FOR COUNSELING/SBMH/OTHER WRAP-AROUND SERVICES: 12**
- **STUDENTS PLACED IN ALTERNATE SETTINGS: 2 (NO LONGER LISTED ON CASELOAD)**
- **OTHER SUPPORTS NOT LISTED INCLUDE CHECK-IN/CHECK-OUT, GROUPS, MENTORS, BEHAVIOR/ACADEMIC/SOCIAL CONTRACTS, REFERRALS TO SOCIAL WORKER FOR RESOURCES, ETC.**

FINAL DATA NOTES...

- **WE ARE NOW IN QUARTER 2, SO PLEASE BE SURE TO COMMUNICATE WITH THE PARENTS OF YOUR STUDENTS RECEIVING TIER 2 SUPPORTS AND PROVIDE AN UPDATE, IF YOU HAVE NOT ALREADY DONE SO.**
- **DON'T FORGET TO DOCUMENT CONFERENCES AND OTHER COMMUNICATIONS ON YOUR TIER 2 FORMS!**
- **IF YOU HAVE STUDENTS RECEIVING TIER 2 INTERVENTIONS WHO ARE NOT SHOWING IMPROVEMENT, PLEASE LET ME KNOW. IT MAY BE TIME TO MAKE A MOVE TO TIER 3.**
- **IF YOU HAVE CONCERNS REGARDING ANY STUDENT, PLEASE FEEL FREE TO CONTACT ME. I AM HAPPY TO HELP.**

**From
our last
meeting**

Teams are expected to contact parents of all students identified at RTI Tier 2 within the first month of school, notifying the parents of the student's status, outlining our plan for support, and requesting parental partnership in our work.

Students who begin in Tier 2 Monitor status will be discussed by the teams at least monthly; Tier 2 Active status students will be discussed by teams bi-weekly.

Team data collection and decisions regarding the implementation of interventions at the Tier 2 level will be documented by the RTI Team Leads, and changes in status will be communicated to the school-level RTI Coordinator.

For a student to be recommended for Tier 3 support, the team will need to meet at least three times and have progress monitoring data that justifies the need for the implementation of individualized, targeted intervention.

Emergency or crisis situations (usually discipline-related or involving new enrollees) may be referred through the grade level administrator.



RTI 2 Team Monitoring and Support

Grade: Team: Initial Mtg. Date:

GRADE

	ELA	MATH	SCIENCE	SOCIAL STUDIES	CONN	CONN
AUGUST						
SEPTEMBER						
OCTOBER						
NOVEMBER						
DECEMBER						
JANUARY						
FEBRUARY						
MARCH						
APRIL						
MAY						

STAR Reading Scores

Aug	Oct	Dec	Feb	Mar

STAR Math Scores

Aug	Oct	Dec	Feb	Mar

INTERVENTION PLAN

Growth Opportunity Areas:

☐ Oral Reading Fluency

☐ Reading Comprehension

☐ Math Skill Deficit(s):

☐ Behavior (Specify desired behaviors below)

1-

2-

Additional area added:

Math:

☐ Edgenuity

☐ MobyMax

☐ IXL

☐ USA Test Prep Math Support Modules

☐ Grade Level Math Skills Support (Teacher Guided)

☐ Other:

Reading:

☐ Language Live

☐ Edgenuity

☐ MobyMax

☐ IXL

☐ USA Test Prep Reading Support Modules

☐ Grade Level Reading Skills Support (Teacher Guided)

☐ Other:

Behavior:

☐ Self-Management

☐ Behavior Contract

☐ CICO w/ Point Sheet

☐ Other:

PROGRESS MONITORING

	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE
Edgenuity										
Moby Max										
ThinkCERCA Progress Check										
USA Test Prep Progress Check										
IXL										
Khan Academy Learning Modules										
Discipline Reports										
Other Sources (Identify Below):										

To Be Completed by RTI Team Lead:

Student is:

☐ New to Tier 2

☐ Continuing in Tier 2

Committee Recommendations:

☐ Continue Intervention Plan

☐ Change Intervention Plan

☐ Refer to Tier 3

☐ Dismiss to Tier 1

Team Comments:

AUGUST	
SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	
JANUARY	
FEBRUARY	
MARCH	
APRIL	

Parent Contact Log:

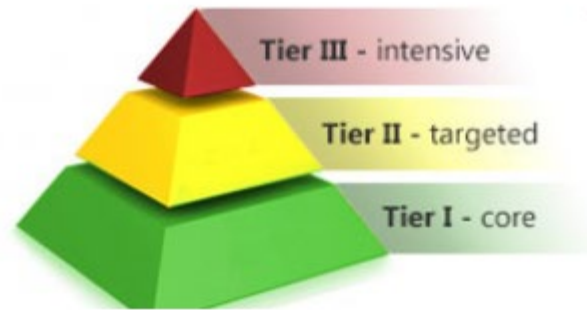
	Parent Contacted/Date/Re:
AUGUST	
SEPTEMBER	

OCTOBER	
NOVEMBER	
DECEMBER	
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	

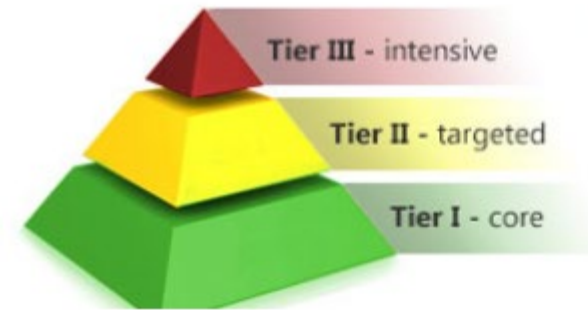
- THE NEW TIER 2 FORM SHOULD REDUCE PAPERWORK, ALLOW FOR COLLABORATION, AND PROVIDE TRANSPARENCY IN THE RTI PROCESS.
- THE DOCUMENTED WILL BE PRINTED AT THE END OF THE YEAR, OR WHEN A STUDENT IS REFERRED FOR TIER 3 SUPPORT.

MTSS

Muti-Tiered System of Supports



Response to Intervention



Positive Behavioral
Interventions and Supports

TIPS FOR INTERVENTION SUPPORT

REMEMBER THE BASICS OF BEHAVIOR MANAGEMENT:

1) ALL BEHAVIOR IS PURPOSEFUL.

2) ALL BEHAVIORS HAVE A FUNCTION – EITHER TO GET/OBTAIN OR TO AVOID/ESCAPE.

WHEN WE CREATE FUNCTION-BASED INTERVENTIONS AND GROUPS, WE GET BETTER RESULTS.



PROBLEM BEHAVIOR DEVIANCE

INTERVENTION: CLEAR, CONSISTENT, AND PREDICTABLE CONSEQUENCES

WHY SHOULD I DO IT:

- **THIS IS THE CORNERSTONE AND FOUNDATION FOR ALL EFFECTIVE CONSEQUENCE SYSTEMS**
- **IT PROVIDES STUDENT WITH COMFORT AND LIMITS**
- **YOU REMAIN IN CONTROL OF THE ENVIRONMENT**
- **ESTABLISHES CLEAR CUT BOUNDARIES**
- **REDUCES STUDENTS' ANXIETY ABOUT REMAINING WITHIN THE CLASS AND SCHOOL RULES**
- **INCREASES STUDENT COMPLIANCE AND PARTICIPATION**
- **INCREASES STUDENT RESPONSIBILITY AND ACCOUNTABILITY**

- **REDUCES EXCUSES**
- **INCREASES CLASS AND SCHOOL COHERENCE**
- **IMPROVES THE CLASS AND SCHOOL ATMOSPHERE**
- **PROVIDES STRUCTURE**
- **IMPROVES STUDENTS' ABILITY TO COPE WITH ACCEPTING CONSEQUENCES**
- **CAUSES STUDENTS TO THINK ABOUT THEIR BEHAVIOR AND CAUSE/EFFECT MORE**

WHEN SHOULD I DO IT:

- **THIS SHOULD ALWAYS BE USED WITH CONSEQUENCES, RULES, BEHAVIOR SYSTEMS, ETC**

INTERVENTION: CLEAR, CONSISTENT, AND PREDICTABLE CONSEQUENCES

HOW DO I DO IT:

- **ALWAYS DELIVER CONSEQUENCES WITH A NEUTRAL AND FLAT EMOTIONAL STATE AND TONE, REMAINING CALM AND COLLECTED AND AVOIDING MATCHING THE POTENTIALLY ESCALATED STATE OF THE STUDENT**
- **BE BRIEF, SUCCINCT, TO THE POINT, AND AVOID LECTURING WHEN GIVING CONSEQUENCES**
- **DELIVER THE CONSEQUENCE, EXPECTATION, ETC, AND THEN WALK AWAY**
- **GIVE A CONSEQUENCE FOR THE BEHAVIOR *EVERY TIME IT HAPPENS* AND AVOID PARTIALITY**
- **ALWAYS GIVE THE SAME CONSEQUENCE OR GROUP OF CONSEQUENCES FOR THE SAME BEHAVIORS**
- **KEEP A VISUAL LIST IN THE CLASSROOM OF THE CONSEQUENCES**
- **DISCUSS THE CONSEQUENCES WITH THE STUDENTS OCCASIONALLY, ENSURING THEY UNDERSTAND AND KNOW WHAT THE CONSEQUENCES ARE, WHY, AND WHAT FOR, HAVING THEM GIVE EXAMPLES AND REPEAT THEM BACK**
- **USE SIMPLE LANGUAGE**
- **ALWAYS MAKE SURE THE STUDENT KNOWS WHY AND WHAT THEY ARE GETTING THE CONSEQUENCE FOR**
- **TRY POINTING TO THE SPECIFIC CONSEQUENCE ON THE VISUAL LIST RATHER THAN LECTURING STUDENTS VERBALLY**



PROBLEM BEHAVIOR: ACTING OUT TO OBTAIN ATTENTION

INTERVENTION: IGNORE

WHY SHOULD I DO IT:

- **SOME STUDENTS MISBEHAVE, ARE DISRUPTIVE, OFF TASK, ETC, DUE TO TRYING TO GET ATTENTION, THEREFORE, ADDRESSING THESE STUDENTS WHEN THEY DO THIS IS GIVING THEM ATTENTION, WHAT THEY WANT, AND REINFORCING THE UNDESIRE BEHAVIORS YOU DON'T WANT**
- **REDUCES MISBEHAVIORS, OFF TASK STUDENTS, DISRUPTIONS, OUTBURSTS, ETC**
- **TEACHES KIDS TO SEEK ATTENTION IN MORE APPROPRIATE WAYS**
- **DECREASES LOST INSTRUCTION TIME**

• WHEN SHOULD I DO IT:

- **WHEN A STUDENT IS ACTING OUT, DISRUPTIVE, OFF TASK, TALKING, EXHIBITING OUTBURSTS, ETC**
- **WHEN STUDENTS SEEK ATTENTION IN NEGATIVE WAYS**
- **WHEN ARE OFF TASK, TALKING OUT OF TURN, MAKING NOISES, DRAWING ATTENTION TO THEMSELVES, ETC**

INTERVENTION: IGNORE

HOW DO I DO IT:

- **WITH STUDENTS THAT ARE NOT POSING A DANGER TO OTHERS, YOU SIMPLY IGNORE THEIR BEHAVIORS AND CONTINUE INSTRUCTION WITHOUT STOPPING OR GIVING THEM ANY SPECIAL ATTENTION**
- **STUDENTS MAY INTENSIFY THEIR EFFORTS TO GET YOUR ATTENTION AT FIRST WHEN YOU BEGIN TO IGNORE THEM, THEREFORE, DO NOT GIVE UP TOO EASILY WITH THIS INTERVENTION, RATHER, OUTLAST THE STUDENT**
- **WHEN THE STUDENT DOES SOMETHING POSITIVE, CORRECT, OR ON TASK, PRAISE THEM AND GIVE THEM ATTENTION**
- **MAKE A POINT TO PRAISE OTHER STUDENTS IN THE CLASS WHO ARE EXHIBITING ON TASK AND CORRECT BEHAVIORS, INCLUDING WHAT THEY ARE DOING RIGHT IN THE PRAISE, LIKE “NICE JOB SITTING UP STRAIGHT IN YOUR CHAIR BILLY” OR “YOU WERE VERY QUIET AND LISTENED TO THE DIRECTIONS VERY WELL JOHNNY”**
- **FIND OTHER WAYS TO GIVE THE DISRUPTIVE STUDENT ATTENTION AND PRAISE FOR CORRECT BEHAVIORS**



PROBLEM BEHAVIOR: STUDENT LACKS MOTIVATION

INTERVENTION: BUILDING A BOND

WHY SHOULD I DO IT:

- **POSITIVE TEACHER ATTENTION CAN BE A VERY POWERFUL MOTIVATOR FOR STUDENTS**
- **INSTRUCTORS AND STUDENTS CAN EVEN FALL INTO A 'NEGATIVE REINFORCEMENT TRAP' THAT ACTIVELY UNDERCUTS POSITIVE RELATIONSHIPS.**
- **A STUDENT WHO HAS ACADEMIC DIFFICULTY MAY MISBEHAVE IN AN EFFORT TO BE PUNISHED AND SENT OUT AND AWAY FROM THE CHALLENGING WORK.**
- **BOTH TEACHER AND STUDENT ARE REINFORCED BY THE STUDENT'S EXCLUSION FROM THE CLASSROOM**
- **IT IS VERY LIKELY TO BE REPEATED WITH INCREASING FREQUENCY UNLESS THE TEACHER INTERVENES TO BREAK THE NEGATIVE CYCLE.**

WHEN SHOULD I DO IT:

- **THIS SHOULD BEGIN AS SOON AS A NEGATIVE REINFORCEMENT CYCLE IS RECOGNIZED**

INTERVENTION: BUILDING A BOND

HOW DO I DO IT:

- ***STRIVE FOR A HIGH RATIO OF POSITIVE INTERACTIONS WITH STUDENTS.*** MAINTAIN A RATIO OF AT LEAST THREE POSITIVE INTERACTIONS WITH ANY STUDENT FOR EVERY NEGATIVE (DISCIPLINARY) INTERACTION THAT THEY HAVE THAT STUDENT.
- ***COMMIT TO A SHORT SERIES OF POSITIVE 'MICRO-CONVERSATIONS.'*** MAKE A COMMITMENT TO SPEND 2 MINUTES PER DAY FOR TEN CONSECUTIVE DAYS ENGAGING THE STUDENT IN A POSITIVE CONVERSATION ABOUT TOPICS OF INTEREST TO THAT STUDENT. NOTE: DURING THOSE TWO-MINUTE DAILY CONVERSATIONS, THE TEACHER MAINTAINS A POSITIVE TONE AND AVOIDS TALKING ABOUT THE STUDENT'S PROBLEM BEHAVIORS OR POOR ACADEMIC PERFORMANCE.
- ***EMPHASIZE THE POSITIVE IN TEACHER REQUESTS.*** THE TEACHER AVOIDS USING NEGATIVE PHRASING (E.G., "IF YOU DON'T RETURN TO YOUR SEAT, I CAN'T HELP YOU WITH YOUR ASSIGNMENT") WHEN MAKING A REQUEST OF A STUDENT. INSTEAD, THE TEACHER REQUEST IS STATED IN POSITIVE TERMS (E.G., "I WILL BE OVER TO HELP YOU ON THE ASSIGNMENT JUST AS SOON AS YOU RETURN TO YOUR SEAT"). WHEN A REQUEST HAS A POSITIVE 'SPIN', THAT TEACHER IS LESS LIKELY TO TRIGGER A POWER STRUGGLE AND MORE LIKELY TO GAIN STUDENT COMPLIANCE.
- ***STRIVE FOR AT LEAST ONE DAILY POSITIVE VERBAL INTERACTION.*** THE TEACHER MAKES A POINT EARLY IN EACH CLASS SESSION TO ENGAGE IN AT LEAST ONE POSITIVE VERBAL INTERACTION WITH THE TARGET STUDENT. WHENEVER POSSIBLE, THE TEACHER CONTINUES TO INTERACT IN POSITIVE WAYS WITH THE STUDENT THROUGHOUT THE REST OF THE CLASS PERIOD THROUGH BOTH VERBAL (E.G., PRAISE COMMENT AFTER A STUDENT REMARK) AND NON-VERBAL MEANS (E.G., THUMBS-UP SIGN, SMILE.). IN ALL INTERACTIONS, THE TEACHER MAINTAINS A POLITE, RESPECTFUL TONE.

HELPFUL RESOURCES

WEBSITES:

- [HTTPS://WWW.PBISWORLD.COM/](https://www.pbisworld.com/)
- [HTTPS://WWW.INTERVENTIONCENTRAL.ORG/](https://www.interventioncentral.org/)

ARTICLES:

- **“CLASSROOM BEHAVIOR MANAGEMENT: A DOZEN COMMON MISTAKES AND WHAT TO DO INSTEAD”**
[HTTPS://WEB.CORTLAND.EDU/ANDERSMD/PSY501/12.HTM](https://web.cortland.edu/andersmd/psy501/12.htm)
- **“ADDRESSING PERSISTENT DEFIANCE”**
[HTTPS://WWW.EDUTOPIA.ORG/ARTICLE/ADDRESSING-PERSISTENT-DEFIANCE](https://www.edutopia.org/article/addressing-persistent-defiance)
- **“CREATING A LEARNING ENVIRONMENT WHERE ALL KIDS FEEL VALUED”**
[HTTPS://WWW.EDUTOPIA.ORG/ARTICLE/CREATING-LEARNING-ENVIRONMENT-WHERE-ALL-KIDS-FEEL-VALUED](https://www.edutopia.org/article/creating-learning-environment-where-all-kids-feel-valued)

A PARTING NOTE...

[HTTPS://YOUTU.BE/I1G8R-CSFCU](https://youtu.be/I1G8R-CSFCU)