City School District of Albany
“Nothing changes if nothing changes”

ELEMENTARY
Response to Intervention
BEHAVIOR AND ACADEMICS

Spring 2016

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Editors: Brianna Olsen & Cathy Huttner

City School District of Albany’s Behavior Management Newsletter shares resources and best practices that can assist staff in increasing their skill set specific to behavior management issues.

As of this issue we will be including Tanya Pennock and Tammy Fragomeni in reporting on elementary academic RtI news and resources as well as behavior management through RtI-B.

Forward your article, resource reference or idea(s) to either Brianna Olsen (bolsen@albany.k12.ny.us) or Cathy Huttner (chuttner@albany.k12.ny.us).

IMPORTANT FBA/BIP UPDATES & CHANGES
Please use the 2015-2016 forms found on the RtI-B website, http://cityschooldistrictofalbany-rtib.weebly.com/

WHAT TO UPLOAD TO THE IEP DIRECT DOCUMENT REPOSITORY for SPED STUDENTS?
Finalized FBA’s should be saved to the IEP Direct Document Repository for students classified with a disability.

DID YOU KNOW?
The website offers links to all the FBA/BIP Training PowerPoint’s used in district? Check them out: http://cityschooldistrictofalbany-rtib.weebly.com/19-ld-powerpoints.html
The website also now offers not only resources for developing Tier 3 interventions (e.g., FBAs/BIPs)
But also offers resources for Tier 2 interventions (e.g., BSPs): http://cityschooldistrictofalbany-rtib.weebly.com/5-tier-ii---districtwide-resources.html
...and Tier 1 supports:
http://cityschooldistrictofalbany-rtib.weebly.com/6-tier-i---districtwide-resources.html

Save us to your FAVORITES!

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Remember, for questions or help with AIMSweb call Tammy Fragomeni at 475-6151 (ext. 14312) or email tfragomeni@albany.k12.ny.us
For questions or help with RtI Academics call Tanya Pennock at 475-6151 (ext. 14314) or email tpennock@albany.k12.ny.us
ON-LINE RESOURCES REVIEW
CUP MANAGEMENT

Organized Classroom is a blog written by teacher Charity Preston. Charity reviews a simple management strategy for use with students during small group work activities. Using three plastic cups – one green, one yellow and one red (SO very RtI!), Charity describes an ingenious tier 1 procedure for providing students with a non-verbal visual cue indicating how they need to manage their behavior during small group work. This strategy is wayyy low tech but incorporates some great features – it decreases dependence on verbal prompting, it provides a visual cue to students and it can be modified on the fly depending on student behavior allowing you to provide reinforcement or corrective feedback quickly and with little effort. Once you’ve taught and practiced the procedure it should be a great resource for managing small group work time in your class. Here is a link to her video explaining how you can use this strategy to manage behavior in small groups in your classroom today:

https://www.youtube.com/watch?v=aiHU535_FO4

BEHAVIOR CHANGE STRATEGY
Differential Reinforcement

Differential reinforcement is a behavioral concept that means you deliver varying levels/intensity of reinforcement contingent (e.g., dependent) upon how the individual behaves. Differential reinforcement is a shaping technique, where you shape a response (e.g., a behavior) by reinforcing certain behaviors and ignoring others.

Sound complicated? It’s really not! You are probably already using differential reinforcement without being aware of it. Here are a few examples:

- Your 14-year-old often struggles to complete her homework on time. When she whines, complains about, or sighs loudly instead of doing her homework you ignore those behaviors. However, when she is on task, quietly working, or asks you for help you provide large amounts of attention.

- A 10-year-old student says, “I’m not going to do this” when you hand out a worksheet. You ignore the statement and continue teaching. Later you see he has picked up his pencil and started work. You go over and give him a smile and a “thumbs up”.

These are all examples of how you can use differential reinforcement. Think about how you can start using differential reinforcement – with intention and planning -in your classroom today!

Thanks to Tameika Meadows, BCBA –

Patrick is talking about DIFFERENTIAL REINFORCEMENT!
**Oral reading fluency** is the ability to read connected text quickly, accurately, AND with expression. In doing so, there is no noticeable cognitive effort that is associated with decoding the words on the page. **Oral reading fluency** is one of several critical components required for successful reading comprehension.

Oral reading fluency is one of several critical components required for successful reading comprehension.

We’re hard at work developing a new resource for you centralizing both academic and behavior management resources in one easy to find location on the web – Pinterest!

Pinterest is a FREE site that allows users to “pin” (save) web-based resources to “boards”. You can follow favorite pinners or boards if you haven’t explored Pinterest before take a moment to do so: [https://www.pinterest.com/?logged_out=true](https://www.pinterest.com/?logged_out=true)

Our next newsletter will include details on how to access the account we are now working to develop with your needs in mind.

![Change Task Presentation to Prevent Challenging Behavior](image)

Use WORK-BREAK-WORK routines. Consider this for the student who defaults to disruptive behavior after some period of attempting work demands. This student may benefit from the use of a WORK-BREAK-WORK routine. A visual strip can help the student anticipate the break that is coming. Make the WORK portion of the routine an approximation of how long you have seen the student work for before engaging in disruptive behavior: aim for success by implementing a slightly shorter WORK phase. A sample of a visual strip is shown above.

The consequences of an act affect the probability of it's occurring again.

B. F. Skinner