

"Nothing changes if nothing changes"



Elementary RESPONSE TO INTERVENTION BEHAVIOR & ACADEMIC



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RtI-A

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MORE RTI- A coming soon!

City School District of Albany's Response to Intervention Behavior and Academics Newsletter, publishing quarterly in September, December, March and June, shares resources and best practices that can assist staff in increasing their skill set specific to both behavior management issues and academic instruction in an RtI model of service delivery.

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

IMPORTANT FBA/BIP UPDATES & CHANGES

- Check out the website and **DOWNLOAD** the **SIMPLIFIED updated FBA/BIP forms** (<http://cityschooldistrictofalbany-rtib.weebly.com>)
- For any student entering with an existing BIP, **collect updated baseline data at the start of each school year to determine if the need for the BIP continues.**

READ THIS

Preventative Strategies

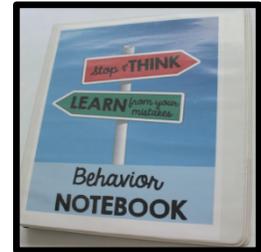
In recognition of the new Code of Conduct requirement that all teachers document **preventative strategies** used to address challenging student behavior, the newsletter will throughout the school year highlight easy to implement and effective behavior strategies as a resource for teachers who may be looking for ideas and ways to expand their Tier 1 behavior management repertoires.



ON-LINE RESOURCES REVIEW

WHOLE CLASS MANAGEMENT SUPPORTS: BEHAVIOR NOTEBOOK

This idea comes to us from 4th grade teacher Michelle Nelson who blogs as Savvy Scaffolds. (<http://savvyscaffolds.blogspot.com/2015/08/7-reasons-why-i-use-behavior-notebook.html>). Michelle describes multiple benefits to using this strategy in her classroom: it allows her to address behavior while preserving instructional time, it maximizes her ability to document both student behavior, her interventions and the preventative strategies she used to address specific occurrences of behavior. Given the focus on the use and documentation of preventative behavioral strategies at Albany City School District in the new Code of Conduct staff may find this a particularly relevant resource! Michelle states use of the Behavior Book quickly becomes an embedded part of her classroom routine & management plan. The non-punitive interactions with students that use of the Behavior Book creates foster rapport with her students. Check out Michelle's blog and her description of how she has successfully used this whole class management resource in her classroom as one piece of her overall classroom management plan.



BEHAVIOR CHANGE STRATEGY

BEHAVIORAL CONTRACTING*

Behavior contracts are a preventative strategy that teachers can employ to proactively address challenging behavior. Behavior contracts can be used with preschoolers or teenagers and anyone in between. The complexity may change but the intervention conceptually remains the same; an agreement between yourself and the student regarding a specific behavior that includes a tracking system and an agreement about consequences. Setting up a successful behavior contract requires consideration of a few key components:

1. **KEEP IT SIMPLE:** Focus on one goal at a time. You want to create focus and attention on behavior change that can be internalized; just as when teaching academics, think about building block skills. You don't teach how to construct a paragraph before you teach how to write a sentence! Once you have a goal, break it down so the student knows exactly what it looks and feels like and how to achieve it.
2. **INVOLVE THE STUDENT:** Their involvement in developing the contract ensures they understand what the contract is about and, importantly, that it is a behavior change that they are invested in making. Giving the student a goal that s/he is not interested in working towards is a recipe for failure.
3. **STEP-BY-STEP:** The goal behavior, broken down into each identifiable element, has to now be taught explicitly, step-by-step. Meet with student one-to-one when the class is busy elsewhere to model the expectation exactly and ensure understanding.
4. **PRAISE THE BEHAVIOR SPECIFICALLY:** Praise the behavior, not the child. Instead of 'You were so good!' be specific about the actual behavior, 'I noticed that you listened without calling out during our math lesson!' & capture every occurrence.
5. **ACCEPT CLOSE APPROXIMATIONS INITIALLY TO BUILD SUCCESS:** Just as we scaffold academic learning, so should we scaffold behavioral learning. As the student improves, more complete compliance is expected.
6. **ALLOW STUDENT TO SELF ASSESS:** Before you either pass judgment or give praise, ask the student how it went. You may find they either do not recognize progress or think they have done very well when they really haven't met the goal. In either case, asking the child how they felt about it will provide you with information that will be helpful.
6. **TRACK PROGRESS:** Keep it positive, optimistic, and consistent! Don't track failures to meet the goal. This is not about what the kid did wrong, this is about recognizing what the kid did RIGHT (Cont. on p. 3)



The only thing that goes on the sheet is recognition for meeting the goal. If the goal was not met (the target behavior was not demonstrated) then nothing goes on the chart. **DO NOT TRACK FAILURES – This is not about what the student did wrong, it is about recognizing what they did right.** When the behavior goal is met during the specified time period, praise is provided for the behavior and the progress is charted. Charting progress can be as easy or sophisticated as you would like. Some examples are included below with links to print copies (<http://cityschooldistrictofalbany-rtib.weebly.com/12-l-behavior-contract-samples.html>):

YOU CAN DO IT!



NAME: _____

DATE: _____

GOAL: _____

REWARD: _____

SIGNATURES:

GO!

1

2

3

4

5

6

7

8

9

10

YOU DID IT!



MY GOAL CONTRACT

NAME: _____ DATE: _____

MY GOAL BEHAVIOR: _____

TO ACHIEVE MY GOAL, I WILL: _____

TO HELP ME ACHIEVE MY GOAL, MY TEACHER WILL: _____

EACH TIME I USE MY GOAL BEHAVIOR, I WILL GET A CHECK BELOW:

WHEN I ACHIEVE MY GOAL of ____ CHECKS, I CAN: _____

TEACHER SIGNATURE: _____

STUDENT SIGNATURE: _____



*Thank you to Nikki Sabiston, a 20-yr veteran teacher & blogger of "TeachingInProgress" for her writing on Behavior Contracting, from which we liberally borrowed!

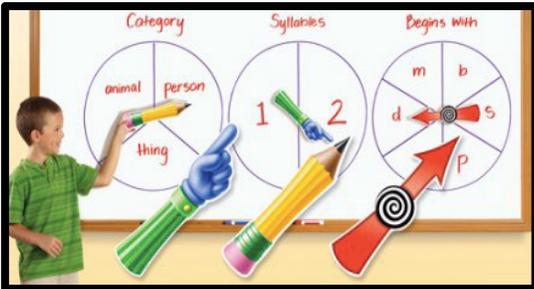
" A GOAL WITHOUT A PLAN IS JUST A WISH "

ACSD's Pinterest page is now available to you with loads of web-based resources, articles and projects to explore – all targeted to help support your behavior management needs. There are resources appropriate for use by teachers, social workers, psychologists, counselors and more! Once you've opened your free Pinterest account at www.pinterest.com search for pinner: **ACSD Behavior Resources**. We have boards for you to explore on a variety of topics including boards dedicated to Autism, Progress Monitoring, Replacement Behavior, Differentiated Instruction, PBIS Tiers 1, 2 and 3, Social Stories, Executive Functioning, Bullying Prevention, Video Modeling, Feeling Identification and more!

*Please be aware that **only these directly linked resources have been vetted** as meeting a standard of common practice; do not assume links that lead from that link have also met that standard

BEHAVIOR TIP FROM ALBANY EDUCATORS

Special Educator Jill Flood, (center) Megan Riggins (left), 4th grade teacher and Teacher Assistant Emily Berber (right) work as a well-oiled team teaching a 4th grade Co-Taught classroom located at Delaware Community School. A classwide intervention they use daily is called, "Secret Student". Every morning the teachers select one student to be the "Secret Student" for that day; only the teachers know the identity of the "Secret Student". At the end of the day, if the "Secret Student" has reached a predetermined



goal (ex: points, work production, etc., the criteria can be whatever YOU want it to be for THAT student) the student is invited up to spin the "Secret Student" spinner. If the student has not met the criteria the teachers had set, the name of the day's "Secret Student" isn't revealed; the class is simply challenged that another student will be chosen the following day to try again. The spinner is a magnetic 11" spinner set up on the front whiteboard with three possible prizes/privileges it might point to. Just spinning the spinner is a treat! Overall, the effect is to motivate many of your student's to

conscientiously manage their behavior and work performance throughout the course of the day. Anyone interested can purchase a set of three giant spinners online through Educational Insights at the link provided below.

Thanks for a great idea Jill, Megan and Emily!

<https://www.educationalinsights.com/product/spinzone-reg-+magnetic+whiteboard+spinners.do>

Got a great classroom behavior management strategy? Let us know and we'll include it in the newsletter!

The ABC's of Behavior



Do you take anecdotal notes on behavior? Many teachers do, especially when a student is presenting with challenging behaviors. To get the most of your anecdotal note taking think about the ABC's – **Antecedent, Behavior, Consequence**. When taking your notes, start with what happened *immediately before the behavior* of concern (the antecedent). Was a demand placed? Did the student interact with a peer? Note what happened 3 to 5 seconds before the occurrence of the behavior. Then *describe the behavior* – what did the child do? Hit a peer? Throw a book? And finally, *what happened immediately after* the occurrence of the behavior (the consequence). This isn't a reference to the disciplinary consequence of the behavior but rather what occurred in the immediate environment. Did other children laugh? Did an adult provide verbal redirection? Were materials removed? Always remember to note the date and time of the occurrence of any behavior you're concerned with.

Reminder

Second Step

...is the RtI-B Tier 1 curriculum for all k-8 buildings

- Check with your building social worker or psychologist for kits and questions
- Weekly classroom lessons start by October
- <http://www.secondstep.org/Log-In>