

City School District of Albany

“Nothing changes if nothing changes”

Elementary
**RESPONSE TO INTERVENTION
BEHAVIOR & ACADEMIC**



April 2018

Volume 4: Issue 3

Editors: Brianna Olsen & Cathy Huttner

RtI-A

Tanya Pennock
RtI-A Coordinator
475-6151 (14314)
tpennock@albany.k12.ny.us

Tammy Fragomeni
RtI-A Assistant
475-6151 (14312)
tfragomeni@albany.k12.ny.us

RtI-B

Elementary Contact:
Kerri A. Canzone-Ball, Ed. D.
Director, PPS
kcanzone@albany.k12.ny.us

Secondary Contact:
Michael Panetta, PPS
Assistant Director
mpanetta@albany.k12.ny.us

The City School District of Albany's Response to Intervention Behavior and Academics Newsletter, publishes quarterly in September, December, March and June. Resources and best practices are shared to 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)

TRAUMA INFORMED SCHOOLS

READ THIS

Did you know that there are four types of trauma?
Acute Trauma: A single time limited event such as witnessing an accident, death or moving houses.

Acute Stress: Normal response to stress and trauma that lasts 4-6 weeks.

Chronic Trauma: Multiple traumatic exposures and/or events over extended periods of time such as bullying or domestic violence.

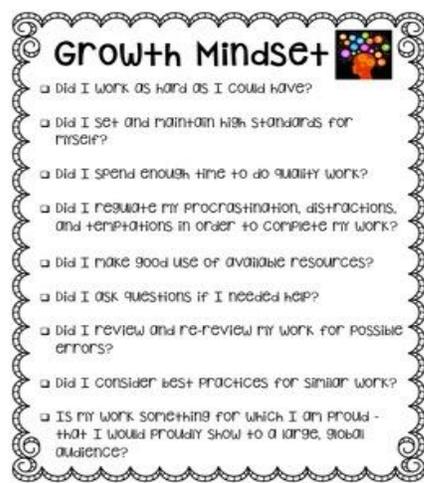
Toxic Stress: Adverse experiences that lead to strong, frequent or prolonged activation of the body's stress response system in the absence of the buffering protection of a supportive adult relationship such as neglect, abuse, poverty, homelessness or community violence.

“For children who have experienced trauma, learning can be a real struggle. But once trauma is identified as the root of behavior, educators can adapt their approach to help kids cope at school”

On-Line Resource Review

When a flower
doesn't bloom, you fix the
environment in which
it grows, not the flower.

—Alexander von Hugel



A resource available as a free download from Teachers-Pay-Teachers is the Growth Mindset Student Checklist. Developed by a teacher for use by teachers, this simple intervention works to instill a growth mindset in students at school. Check out this resource at the link <https://www.teacherspayteachers.com/Product/Growth-Mindset-Student-Checklist-2033380>. To download, you will need an account with Teachers-Pay-Teachers. This is free!

Dr. Mac's Behavior Management is a website providing a myriad of free intervention techniques, podcasts and videos focused on introducing positive and respectful strategies for promoting appropriate behavior. Explore these at: <http://www.behavioradvisor.com>
As with all web-based resources, be sure to vet for appropriateness prior to use.



Jim Wright of Intervention Central provides a step-by-step Schoolwork Motivation technique that teachers can use to assess children who are not meeting expectations for successful academic performance in the classroom.

While many of the districts own Preventative Strategies can be found here, additional options are included as resources for use by classroom teachers to round out their tool-kit of Tier 1 interventions. Check out the link (look for School Motivation Assessment Form: Can't Do Won't Do Assessment): <http://www.interventioncentral.org/motivation>

Teacher Behavioral Strategies: Can't Do/Won't Do

Preventative Strategies

PRE-CORRECTION/RE-TEACH BEHAVIORAL EXPECTATIONS

PREVENTATIVE
STRATEGY #9

Pre-correction is a proactive strategy that helps solve everyday problems with a simple and minimal amount of planning. By “getting in front” of disruptive behaviors that are predictable or readily anticipated, teachers and staff reduce or eliminate the likeliness of a problem behavior occurring. Pre-correction means problem behaviors are dealt with before they occur, instead of reacting to them after they occur. Pre-correction includes visual supports (e.g., setting expectation posters) and verbal prompts delivered shortly before a problem behavior is anticipated in the authentic setting where it usually occurs, followed by strong reinforcement for engaging in appropriate behavior. This strategy has great flexibility and is usable in virtually any setting with any group of students and is easily adapted to any activity or subject area where problem behaviors are anticipated.

Pre-correction is effective because it focuses on what the student should do (behavioral expectations) and not on what the students shouldn't do. It's an easy-to-use strategy & supports behaviors across academic and social domains. To use: (1) identify contexts and anticipated behaviors, (2) determine the expected behaviors, (3) adjust the environment, (4) provide opportunities for behavioral rehearsal, (5) provide strong reinforcement to students engaging in the expected behaviors, (6) develop a prompting plan to remind students about the expected behavior, (7) develop a monitoring plan to determine the effectiveness of the pre-correction plan, (8) offer the students an opportunity to give feedback on this strategy.

Re-teach behavioral expectations is a proactive strategy used to review already taught behavioral expectations. Building-wide and classroom-wide data can be used to determine which behavioral expectations need to be reviewed with students. Using data to strategically pinpoint which skills should be re-taught will help increase student response to Tier 1.

Don't forget the Preventative Strategies that the district has already rolled-out! These include: **Maintain 5:1 Ratio/Behavior Specific Praise, Active Supervision/Proximity Control** and **Pre-correction/Reteach Behavioral Expectations**. [Link here](#) for access to all the district resources for these Preventative Strategies including articles, PowerPoint, checklists and hand-outs! Coming soon are **Opportunities to Respond** and **Give Choice!**