

City School District of Albany

"Nothing changes if nothing changes"

Elementary
**RESPONSE TO INTERVENTION
BEHAVIOR & ACADEMIC**



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RtI-A

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RtI-B

PBIS is coordinated by the Office of Pupil Personnel Services (PPS). PPS welcomes Dr. Canzone-Ball as its new Director and Mr. Panetta as Assistant Director. Mrs. McDowell is in her 3rd year as Assistant Director.

The City School District of Albany's Response to Intervention Behavior and Academics Newsletter is published 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).

**READ
THIS**

IMPORTANT FBA/BIP UPDATES



Check out the website [here](#) and **DOWNLOAD** the updated FBA/BIP forms

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.

Preventative Strategy Highlight

Behaviorally Stated Praise in a 5:1 Ratio

Preventative Strategy #5

The effective use of a high (5:1) ratio of behaviorally stated praise as a behavior change strategy has a long history of support in the research literature. As a free, virtually always available reinforcer, praise is a very pragmatic reinforcer for behavior analysts, educators, parents, clinicians, coaches and social workers. When teachers of students with “emotional and behavioral disorder” (EBD) are taught to increase their rate of behavior-specific praise, students’ rates of on-task behavior increase.

Giving approvals is a behavior like other behaviors. To be fluent and “natural” at giving approvals, giving approvals needs to be shaped and frequently reinforced, and perhaps practiced. Role-playing with a behavioral professional may even be necessary. But typically, as praise is more frequently given it feels less awkward, more natural, and the resulting changes in the people receiving the praise in turn reinforces the behavior of giving praise.

Praise can be informative, but to be an effective reinforcer praise must be behavior-specific. Behavior specific praise should be (1) a description of a desired **behavior** (social or academic), (2) **specific** to the student or class and (3) a positive **praise** statement (Myers et al., 2011).

References:

Flora, S. (2000). Praise’s magic reinforcement ratio: 5:1 gets the job done. *The Behavior Analyst Today*, 1(4), 64-69.

Myers, D., Simonsen, B., Sugai, G. (2011). Increasing teachers’ use of praise with a response-to-intervention approach. *Education and Treatment of Children*, 34(1), 35-59.

How do YOU use praise?

White (1975) observed the natural rates of approval (verbal praise or encouragement) and disapproval (criticism and reproach) of 104 teachers in grades 1 through 12. Two major findings were that:

- (a) **Rates of teacher praise dropped with each grade level and**
- (b) **In every grade after second, the rate at which teachers delivered statements of disapproval to students exceeded the rate of teacher approval.**

White, M. (1975). Natural rates of teacher approval and disapproval in the classroom. *Journal of Applied Behavior Analysis*, 8, 367-372.

Teach Self-Control

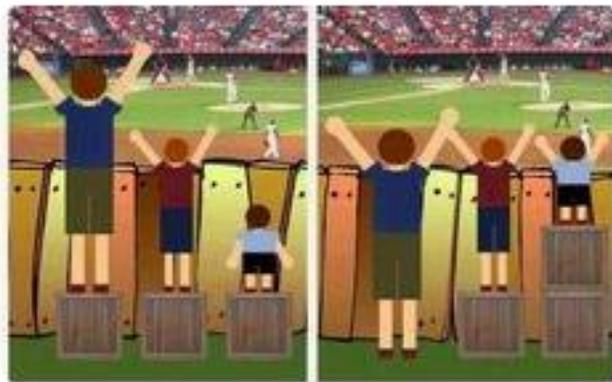
An Activity for The Classroom



Teachers often find their student's struggle with issues related to self-control. But how to teach this important skill? Here's a great activity from [Teacher Tipster.com](http://TeacherTipster.com) that shows you how to do just that. Check out this easy to implement, fun and interactive lesson plan [here](#). Now, kick it up a notch by linking a high rate of behaviorally specific praise to student behavior that demonstrates self-control!

FAIR isn't always EQUAL

In classrooms where differentiation is evident, it can be hard for kids to understand why one student gets one set of interventions and others do not. Start the year with this great [lesson plan](#) to teach students this important concept. It supports student understanding of a classroom that differentiates academic and social instruction for a community of diverse learners



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>

The Power of Positive Points

DO	DON'T
<p>Students DO earn points throughout the day. DO say: “Ahmed, you earned your point for safety by staying seated for math”</p>	<p>Students DO NOT have points taken away DO NOT say: “Ahmed, I’m going to take away your point”</p>
<p>Point sheets DO identify students who need additional support</p>	<p>Point sheets DO NOT punish students</p>
<p>DO encourage students throughout the day to follow the school-wide expectations</p>	<p>DO NOT threaten students that they are going to lose their points if....</p>
<p>When a student fails to follow an expectation, DO reteach the positive behavioral expectation.</p>	<p>When a student fails to follow an expectation, DO NOT focus on the lack of earning the point or the loss of the point.</p>
<p>Points are used to document behaviors. Discussion with students should be private.</p>	<p>Student’s points should not be discussed with the whole class.</p>
<p>Staff DO document points on DOJO at the end of each interval (for buildings using Class Dojo as their means of tracking points data)</p>	<p>If using DOJO, DO NOT display points for all to see; alert notification (sound) needs to be turned off.</p>

