



Division of Technical Assistance
and Brokering Services

Positive School Climate and Student Behavior

A Responsive Intervention Approach

With the new requirements for **Response to Intervention (RTI)** every school should develop a system to recognize, document, and provide interventions that support and maintain positive school climate and positive student behavior. This will require school staff to:

- *Determine school-wide values and expected behaviors in all school settings*
- *Develop incentive and intervention programs that reinforce positive student behavior*
- *Develop consequences of inappropriate behaviors that are consistent throughout the school*
- *Utilize behavior data and responsive process to provide intervention needs*
- *Develop and implement group behavioral intervention and training opportunities*

CREC INTRODUCES ..

Comprehensive professional development and support services to improve school climate and student behavior using a **Response to Intervention Model**

Practical solutions from research based practices and current program elements (Positive Behaviors Supports, Responsive Classrooms, etc) will strengthen all three **RTI** tiers. Modules are offered at CREC, but can also be delivered in districts and customized to meet local needs. Organized by **RTI** tiers, participants can attend 1 or more of the modules. Targeted audiences are special and general education teachers, professional support staff, and administrators.

A Responsive School-wide Behavior System

September 25, 2008 8:30 - 11:30 a.m., CREC Central 111 Charter Oak Avenue, Hartford, CT

Tier 1 focuses on improving student behavior across school settings by implementing a *school wide system* that engages students, maintains high standards, and gives students recognition for positive choices, growth, and improved decision making.

Participants will learn how to:

- Determine school-wide values and expected behaviors in all school settings
- Develop explicit instruction and visual supports for school-wide values and expected behaviors
- Utilize data to determine behavior trends, create a proactive discipline system
- Develop consequences that result from inappropriate behavior
- Develop incentive and intervention programs that reinforce pro-social behavior
- Maintain structure, consistency, predictability, and adult supervision in all school settings
- Develop a process for student data analysis and tier movement

For additional information, please contact Jeanne Szewczak at 860-524-4022 or jszewczak@crec.org

Responsive Classroom Behavior System

October 15, 2008 8:30 - 11:30 a.m., CREC Coltsville 34 Sequassen Street, Hartford, CT

Tier 1 provides classroom systems that complement the school wide system. These Tier 1 interventions can be used with all students and delivered by the classroom teacher within the classroom.

Participants will learn how to:

- Create classroom standards and develop a format to implement standards
- Measure and analyze student attainment of standards
- Assess the link between attainment of standards and student achievement
- Develop methods to problem solve non-attainment of standards
- Effectively use student and parent input
- Use best practices (Positive Behavior Supports, Responsive Classrooms, etc) and recent research on Tier 1 behavioral interventions
- Provide direct instruction in necessary behaviors

Group Behavioral Instruction and Intervention

November 6, 2008 8:30 - 11:30 a.m., CREC Central 111 Charter Oak Avenue, Hartford, CT

Tier 2 provides supplemental group instruction and intervention for students who are not meeting with success in Tier 1. Tier 2 meets the needs of approximately 10% of students not meeting with success in Tier 1.

Participants will learn how to:

- Develop a process for identification of students that require Tier 2 interventions and support
- Use guidelines to write a useful statement regarding behavior improvement
- Determine group supports and instruction for school skills deficits in organization, study skills, and homework completion
- Develop group supports and instruction for behavioral skills deficits such as self-control, sustaining attention, controlling levels of activity, taking responsibility
- Develop group supports for emotional skills deficits such as anger and frustration, fear and anxiety

Individual Student Behavioral Instruction and Intervention

December 8, 2008 8:30 - 11:30 a.m., CREC Central 111 Charter Oak Avenue, Hartford, CT

Tier 3 provides individual instruction and intervention for students who have not responded to interventions at Tiers 1 and 2 and generally helps the remaining 5% of students find success.

Participants will learn how to:

- Complete a functional behavior analysis to determine student needs: individual time away, reflection, behavior intervention, and counseling plans
- Determine level of academic achievement and define adverse effect of behavior on current levels of educational performance
- Determine support systems to be implemented: after school, social work, etc.
- Effectively use parent and student input
- Use best practices and recent research on behavioral interventions such as token economies, student incentive plans, mentors, student restriction and gradual release, intensive re-teaching of skills

**For additional information on professional development and in-school support on
Response to Intervention and
Refocusing Special Education**

Please go to <http://www.crec.org/tabs/events/index.php>