

## Iroquois Special Education Association

### Rti Procedures for Behavior (ED) Referrals

#### **General Information-**

These directions are specific to referrals to special education for students with behavior and/or emotional problems. They are applicable to all grade levels.

We need to know that the interventions you use for the Rti process are derived from research-based program(s) or philosophy (such as PBIS), and align to the state SEL standards. Documentation of this can be recorded on data sheets when baseline data begins to be collected. The requirements and outcomes for behavior Rti are based on the documentation and progress shown in the data, just as in reading and math.

We have included the check-in, check out (CICO) intervention listed in tier 2 as a standard practice for Rti in behavior. However, the implementation of a check-in, check-out system can be as flexible as your school procedures and practices require. It will be necessary, though, to provide evidence of the CICO practice before referrals can be considered complete. Documentation of such evidence can be recorded along with data collection.

Decisions regarding the placement of students into tier 2 interventions may be based on whatever school process is in place to monitor student behaviors (Teacher assistance teams, etc.), but at some point in tier 1, in order to properly continue the Rti process, baseline data must be recorded based on specific behaviors and student performance with regard to the standard expectation for those specific behaviors in your particular school.

Tier 3 interventions will include a functional behavioral analysis, and observation and feedback reports from special education PPS staff and/or special education administration.

The structure of our behavior Rti requirements is such that your school/district retains flexibility in tracking and monitoring students that may eventually be referred for special education services. Refer to the ISEA policy and procedure manual for Rti for further information.

Social Emotional Standard Descriptors web page for State SEL Standards-

[http://www.isbe.net/ils/social\\_emotional/descriptors.htm](http://www.isbe.net/ils/social_emotional/descriptors.htm)

**Tier 1** interventions are to be school specific, aligned with state SEL standards, and consistent with positive behavior interventions described in research based PBIS (Or similar program) standards. Students considered for tier 2 interventions will be charted on target behaviors of concern (maximum of 3) for a minimum of ( 2 weeks) to obtain baseline data to substantiate the decision for tier 2 intervention.

**Tier 2** interventions will include continuous charting on an individual student basis for a period of(4)weeks to show progress or regression in the target behaviors. Tier 2 interventions will also include some form of “Check-in Check-out” system (Individualized progress monitoring) whereby an adult other than the general education classroom teacher will assist the teacher(s) in monitoring the student in order to chart and evaluate progress on a daily basis. Consideration for tier 3 intervention will include the data tracking which reflects the behavior performance from tier 1 and tier 2.

**Tier 3** interventions will continue the individualized charting for a period of(4) weeks, and will include a functional behavior analysis and 2 observations by special education PPS staff (or administration) to assist in the evaluation of the tier 3 interventions employed, and to review the progress of the student.

**Referrals to special education** will contain the behavior data obtained in all 3 tiers of intervention, as well as a complete description of the interventions, and reports of the tier 3 observations. Referrals will also include supporting academic data to corroborate the suspected need for special education intervention and instruction for behaviors that interfere with the student’s learning.

### **Charting requirements-**

Once tier 2 interventions are considered for a student, baseline data must be established.

Charting for baseline data must include:

- 1) Identification of up to 3 (measureable) behaviors that are of concern, with corresponding SEL standards.
- 2) A clear description of the tier 1 interventions in place for all similar students.
- 3) A statement of the school expectation for the performance of the targeted behavior(s).
- 4) Continuous data charting of the target behavior(s) for a 2 week period.

Once tier 2 interventions are in place for a student, then:

- 1) A clear description of the tier 2 interventions designed to affect the target behavior(s).
- 2) A Check in- Check out person to assist with progress monitoring and intervention implementation.
- 3) Continuous data charting.

Tier 3 charting will:

- 1) Continue the tier 2 requirements.
- 2) Include a functional behavioral analysis, observation reports from special education PPS, the general education classroom teacher, and/or school administrator.
- 3) Continue for a period of (4)weeks.

**Referrals to special education** will include the data recording, academic reporting, and the reports generated in tier 3.

Some positive intervention examples:

Tier 1-

Positive incentives

Positive point/ ticket system

Expectations & positive incentives

Teacher groups to teach SEL standards

School wide information management system

Tier 2-

Individual Check in- Check out

Daily help to address target behaviors

Formalize student plan based on needs/ strengths

Tier 3-

Functional behavior analysis

Individualized behavior plan

Point & level system

Social worker intervention

Community wrap around