

RtI:B Problem-Solving Process

Step 1: Problem Identification

What's the problem?

**Step 4: Response
to Intervention**

Is it working?



Step 2: Problem Analysis

Why is it occurring?

Step 3: Intervention Design

What are we going to do about it?

Making Data-Based Decisions

Step 1: Problem Identification

What's the problem?

	Data	Summary
End Year Data	ODRs per 100	
	ISS & OSS per 100	
	Average Daily Attendance	
	Benchmarks of Quality	
ODR Data	Average Referrals/ Day/ Month	
	Referrals by Problem Behavior	
	Referrals by Location	
	Referrals by Time of Day	
	Referrals by Student	
	Referrals by Staff	
	Other:	

Adapted: Advanced SWIS Facilitator Workshop, APBS Conference, March 2008 by Florida's Positive Behavior Support Project, RtI for Behavior, University of South Florida, Tampa, FL.

Step 2: Problem Analysis

Why is it occurring?

Hypothesis:

- What is the problem?
- When, where and how often is the problem behavior occurring?
- Who is engaging in the problem behavior?
- Why is the problem behavior occurring?

The most significant concern of the PBS team is _____
problem behavior

that is taking place most often in _____. This behavior
problem location

occurs _____, and is most likely to happen
frequency /quantify behavior

_____. Students from _____
time (lunch, recess, P.E., etc.) *grade levels/groups of students*

are most likely to engage in this behavior. We think students may engage in this

behavior in order to _____.
function of behavior (get/obtain or avoid/escape)

Step 3: Intervention Design

What are we going to do about it?

- **Define Replacement Behavior:** Determine appropriate replacement behavior to replace the problem behavior.
- **Prevention:** Remove or alter the ‘trigger’ or antecedent of the problem behavior
- **Teach Replacement Behavior:** Re-teach behavioral expectations. Provide direct instruction and/or demonstrate expected behavior.
- **Reinforce:** Reward replacement behavior when it occurs. Prompt and/or remind, as necessary.
- **Minimize Reinforcement of Problem Behavior:** Alter how others respond to problem behavior so it will be decreased and/or extinguished. (i.e. minimize reinforcement of problem behavior)
- **Collect Other Data:** If necessary, collect more data to gain additional information if the team has difficulty developing the hypothesis.

Define Replacement Behavior: What do we want the students to do instead?

Students will _____ in the _____ in order to
appropriate behavior *location*

function (get/obtain or avoid/escape)

Prevention Strategies (Triggers/Antecedents)	
1.	
2.	
3.	
Teach Replacement Behavior	
1. When and where will the replacement behavior be taught? 2. How will the replacement behavior be taught? 3. Who will be responsible for teaching the behavior?	1.
Reinforce Replacement Behavior	
1. What will students earn for engaging in the replacement behavior? 2. When/how often will the reinforcer be distributed? 3. Who will provide the reinforcer?	1.
Minimize Reinforcement of Problem Behavior	
Strategies to ensure others do not continue to reinforce the problem behavior	1.

Step 4: Response to Intervention

Is it working?

- **Monitor Progress:** Collect and review implementation and outcome data to monitor success of intervention strategies.

Evaluation Criteria	Results
Data: <ul style="list-style-type: none"> • What data will be gathered? • Who will collect the data? • Was the intervention implemented with fidelity? 	
Time Frame <ul style="list-style-type: none"> • When will the data be collected? • How often will the data be reviewed? 	
Target/Goal: <ul style="list-style-type: none"> • Decrease in problem behavior • Increase in replacement behavior 	
Outcomes: <ul style="list-style-type: none"> • What worked? • What did not work? • What needs to be modified or changed? 	

Example
RtI:B Problem-Solving Process
Making Data-Based Decisions

Step 1: Problem Identification
What's the problem?

	Data	Summary
End Year Data	ODRs per 100	Slight decrease from baseline (62) to first year (58)
	ISS & OSS per 100	ISS-increase from 33 to 38/100 OSS- decrease from 23 to 19/100
	Average Daily Attendance	Increase from baseline (89%) to first year (92%)
	Benchmarks of Quality	BoQ Total = 63 Areas in need of improvement: data entry, teaching, and implementation
ODR Data	Average Referrals/ Day/ Month	Slight increase during first 3 months of school August = 9.25, October= 11.63
	Referrals by Problem Behavior	Disruption, inappropriate language, disrespect
	Referrals by Location	#1 = Cafeteria #2 = Hall and classroom tied
	Referrals by Time of Day	During all lunch periods from 10:50 -12:25
	Referrals by Student	17 students have 5 or more referrals
	Referrals by Staff	N/A
	Other: ESE vs. Gen Ed students	3 of the 17 students are ESE

Step 2: Problem Analysis

Why is it occurring?

Hypothesis:

- What is the problem?
- When, where and how often is the problem behavior occurring?
- Who is engaging in the problem behavior?
- Why is the problem behavior occurring?

The most significant concern on campus is the **disruption, disrespect & inappropriate language towards staff** that is occurring most often in the **cafeteria**.

These behaviors have shown an **increasing trend across the first 3 months of school**.

17 students have 5 or more ODR's during all lunch periods (10:50 a.m. – 12:25 p.m.)

We think the students are engaging in these behaviors to **gain adult attention**. It appears the students are being **rewarded/reinforced when staff argue back and forth with the students**.

The cafeteria is overcrowded and this may also contribute to the problem behaviors.

Step 3: Intervention Design

What are we going to do about it?

- **Define Replacement Behavior:** Determine appropriate replacement behavior to replace the problem behavior.
- **Prevention:** Remove or alter the ‘trigger’ or antecedent of the problem behavior
- **Teach Replacement Behavior:** Re-teach behavioral expectations. Provide direct instruction and/or demonstrate expected behavior.
- **Reinforce:** Reward replacement behavior when it occurs. Prompt and/or remind, as necessary.
- **Minimize Reinforcement of Problem Behavior:** Alter how others respond to problem behavior so it will be decreased and/or extinguished. (i.e. minimize reinforcement of problem behavior)
- **Collect Other Data:** If necessary, collect more data to gain additional information if the team has difficulty developing the hypothesis.

Define Replacement Behavior: What do we want the students to do instead?

Students will **show respectful and responsible behavior by listening to adults, waiting their turn to talk, and refraining from using profanity in the cafeteria in order to get adult attention**.

Prevention Strategies (Triggers/Antecedents)	
1. Change the cafeteria schedule so fewer students are present during each lunch period.	
2. Increase the level of active, preventative supervision (proximity control)	
3. When a student is becoming disruptive and/or disrespectful towards an adult, the adult will provide prompts by referring the student to the expectations and rules posted in the cafeteria.	
4. Increase reinforcement to students engaging in appropriate behaviors	
Teach Replacement Behavior	
1. When and where will the replacement behavior be taught? 2. How will the replacement behavior be taught? 3. Who will be responsible for teaching the behavior?	2. The replacement behavior will be taught in the cafeteria every day the first week of November and will be reviewed every Monday until winter break. It will be taught immediately upon return in January. 3. The school-wide expectations and rules will be reviewed and re-taught, as needed. The replacement behavior will be taught using mini-lessons developed by the PBS team and cafeteria staff. Students will demonstrate understanding through role-play. 4. AP and cafeteria staff
Reinforce Replacement Behavior	
1. What will students earn for engaging in the replacement behavior? 2. When/how often will the reinforcer be distributed? 3. Who will provide the reinforcer?	2. 'Friday 5' – All students demonstrating the expectations with no cafeteria ODRs, will earn an extra 5 mins of lunch time on Friday. 3. Every Friday 4. AP and cafeteria staff
Minimize Reinforcement of Problem Behavior	
1. Teach staff how to prompt students to the SW expectations and cafeteria rules in a non-confrontational manner when students are becoming disruptive and/or disrespectful. (i.e. flat affect, minimal eye contact, no arguing with students, etc.)	

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Step 4: Response to Intervention

Is it working?

- **Monitor Progress:** Collect and review implementation and outcome data to monitor success of intervention strategies.

Evaluation Criteria	Results
Data: <ol style="list-style-type: none"> 1. What data will be gathered? 2. Who will collect the data? 3. Was the intervention implemented with fidelity? 	<ol style="list-style-type: none"> 1. SWIS custom reports ODRs in cafeteria Fidelity of implementation checklist completed by AP 2. Jimmy Dean, Data Specialist and AP 3. Review fidelity checklist data
Time Frame <ol style="list-style-type: none"> 1. When will the data be collected? 2. How often will the data be reviewed? 	<ol style="list-style-type: none"> 1. Bi-weekly 2. Monthly during the regular PBS meeting
Target/Goal: <ol style="list-style-type: none"> 1. Decrease in problem behavior 2. Increase in replacement behavior 	<ol style="list-style-type: none"> 1. < 2 ODRs in cafeteria weekly 2. Majority of students in each lunch period earned 5 minutes extra lunch weekly
Outcomes: <ol style="list-style-type: none"> 1. What worked? 2. What did not work? 3. What needs to be modified or changed? 	<ol style="list-style-type: none"> 1. <i>(Review data and answer questions during monthly meeting)</i>