What we need to know about Response to Intervention: Behavior

What information do we need to collect, how much do we need to collect, and how often do we need to collect it?

Office Discipline Referrals

- Do ODRs reflect all the students teachers feel are at-risk of having (or already have) significant behavior problems?
- Are ODRs an effective tool for identifying students with specific kinds of behavioral needs (such as aggression or hyperactivity)?
- Can ODRs be used by themselves to identify appropriate targeted group interventions?
  - What other information is necessary to identify appropriate targeted group interventions for students?
- Can ODRs be used at the classroom level to identify teachers in need of additional support?

CARS

- How will CARS information be helpful in the problem solving process? (e.g., What information do we get from the CARS?)
- Are there any relationships between CARS scores and other measures, such as ODRs, SSBD/ASEBA scores, and individual observations?
- Can CARS data help teams identify classrooms in need of additional support?

Individual Observations

- Is it viable for schools to collect behavior norms for classrooms (through direct observations of individual students)?
  - What information will this produce?
  - How often does that information need to be collected?
  - How will that information be helpful in the problem-solving process?
- How do individual observations compare to other methods of identifying targeted group students and appropriate interventions?

Teacher Nominations

- How often should teachers be asked to nominate students for targeted group interventions? Is once per year adequate?
- Are teacher nominations an effective and efficient way of identifying all students in need of intervention?
• Do teachers tend to systematically overlook students with certain specific needs (e.g., internalizing students, minority students, etc…)?

• How do teacher nominations compare to other methods of identifying students who need intervention? Are the same students identified? Do teacher nominations give teams additional information that adds to the problem-solving process, or can other (more efficient) methods of identification generate the same information?

Rating Scales (ASEBA, SSBD, etc…)

• Are standardized rating scales an effective and efficient way to identify all students who are in need of targeted group interventions? Can they help identify appropriate targeted group interventions?

• How often do rating scales need to be filled out? Can rating scales be used as a way of monitoring student progress after intervention?

Other existing measures

• Can attendance data be used to identify students in need of intervention?
  • Can attendance data be combined with other existing data sources (ODRs, suspension/expulsion, academic) to identify students with specific behavioral and/or mental health needs?
  • Can it be used to identify classrooms in need of extra support?

• How can schools gather information about behavioral incidents that are not reported to the office?
  • Is this valuable information for identifying students and/or classrooms?
  • Are the students identified through behavioral incident reports the same students identified through other data reporting measures? How do these students compare to students identified as needing intervention through other data sources?

• How can suspension/detention data be used to identify students in need of intervention? Is this an effective tool for identifying all students in need of support?
  • What information does suspension/detention data give us regarding the school-wide behavior system? Can this information be used to help ensure fidelity of the school-wide system of support?

• Can teachers use self-assessments as part of the RtI process? Would this be an accurate way of identifying classrooms in need of additional support?

• Could student self-report measures be a viable way of identifying students in need of intervention?

• How can school-wide climate surveys and focus groups be included in the RtI process?
  • Are these reliable and valid ways of checking the fidelity of the school-wide system of support?

• How will academic data (test scores, screening information, etc…) be used in the RtI: Behavior process?
  • Is academic data sufficient for identifying (most) students with behavioral needs? Will most of the students identified through other data sources as needing
behavioral intervention also have academic issues? Will most of the students with academic issues have behavioral/mental health needs?
  ▪ Can we use academic data as an efficient way of identifying some/most of a school’s targeted group population?
• Can the RtI: Behavior process work without having the academic component of RtI in place?
• How can professionals trained in RtI: Behavior address issues surrounding the academic component of RtI?