**Fast Track for MCAS RTI-B Procedures**

Tier I

The general education classroom teacher builds a strong culture of learning by developing a Classroom Management Plan (see description and form in the narrative below) and effectively managing positive behavior supports by setting and maintaining high behavioral expectations--“100%;”

“What to do;”

“Strong voice;”

“Do it again;”

“Sweat the details;”

“Threshold;”

“No warnings;”

“No Opt-out;” (refer to [Teach like a Champion](../RtI/Teach%20like%20a%20Champion%20techniques.docx)).

The culture of an emotionally-positive classroom will be evidenced by a teacher willing to seek answers and when a child’s behavior is such that it interferes with his/her learning and/or the learning of others it is incumbent upon that person to seek help of the RTI team in their building. This first step is critical and requires that the teacher detail all the accommodations that have been provided to assist this particular child. Evidence is presented that plans were also attempted from the Teacher’s Encyclopedia of Behavior Management with successes and failures are objectively listed. Also, the classroom teacher must demonstrate that they [teach behavioral expectations, social skills, and procedures:](../RtI/Teaching%20Behavioral%20Expectations.docx)

The classroom Teacher completes the [RTI Preliminary Analysis and Goals](RTI%20Smart%20Goal%20Form.pdf) form

The teacher notifies the family of the need for intervention from staff and collaboration with them.

At this stage colleagues talk and help one another. But all the supports for a given child are provided in the general classroom based on the foundation of stated and explained expectations.

Tier II

The classroom teacher presents the data from Tier I:

Classroom Management Plan

Evidence of accommodating a student whose behaviors interfere with academic success:

Debriefing with the student

Re-defining the behavioral expectations;

Re-teaching and Role-Playingthe behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like;”

Checking for student understanding of behavioral expectations—“Please summarize for me what we have discussed so I am sure there is no confusion” (written or verbal).

Resolving Wrongs to Others and Resolving Conflicts

Provide Therapeutic Support

Close the Issue and restore the child to their education.

A [Response to Intervention Referral](rti_referral.elementary_schools.final.docx) is tendered to the RTI-B Team for consultation/collaboration;

The teacher has completed behavior analyses (environmental, precipitating, and functional factors) and can identifies the targeted behavior(s) as well as triggers (antecedents);

The Guidance Counselor sends the [Parent Letter](rti_letter_to_parent.pdf) to the family and asks to meet with them.

Discuss precipitating Factors that might be influencing the child’s behavior at school.

Discuss parenting of the child in the home environment and may suggest assistance from outside agencies ([Dunebrook](http://dunebrook.org/), Modern Day Counseling, [Swanson Center](http://www.swansoncenter.org/), etc.).

Offers help from the Social Worker for outside supports.

The teacher has enlisted the help of the parent(s);

The *Teacher’s Encyclopedia for Behavior Management* has been consulted and the classroom teacher first implements a plan (6-8 weeks).

Meet back with the Team and discuss the successes/failures of the plan and next steps.

Revision of the plan or to suggest a change in strategy;

A Behavior Contract may be implemented;

Teacher works another 4-6 weeks on the revisions and documents all efforts to assist the child;

If intensity is required after the second meeting, a specialist is called in, (i.e. Teacher Support Specialist or the School Psychologist) to assist the team in the third meeting. The Specialist will review the Behavior Analysis and the Behavior plan for the given student and suggest revisions, more intensities, etc. If more intense data is requires the Teacher Support Specialist will systematically observe the child and review data provided by the teacher in order to arrive at a more intensive plan.

If the classroom Teacher, in collaboration with the Guidance Counselor must follow the plan with fidelity, the RTI-B Team will meet a third time to discuss more intense interventions under Tier III.

Tier III

The classroom teacher has presented documentation of Tier II interventions and the collaboration with the Behavior Specialist and/or the School Psychologist suggests the need for increased intensity, the RTI-B Team may suggest individualization outside of the classroom.

1. Goals are specifically-defined for each day, week, and month for the child related to the targeted behavior(s) that are to be eliminated.
2. The classroom teacher documents successes and failures of the goals.
3. Goals are monitored and documented daily by the Guidance Counselor.
4. Close supervision by the Guidance Counselor is provided and the child is programmed at the beginning and the end of the day of the behavioral expectations and whether or not he/she has met the daily goals
5. The student may receive intense interventions from the program for mild Interventions for a specified amount of time (no more than 6-weeks) on a part-time basis.
6. A detailed behavior analysis has been provided with a strong [Behavior Support Plan](BSP%2011.15.docx) to the classroom Teacher with strong intervention with the Teacher Support Specialist and/or the School Psychologist.
7. The RTI-B Team discusses the timelines and whether or not the defined goals for the day, week, and month are working or whether the child may be considered for special education.
8. If the intensity of the behavior support plan requires a specialized program the RTI-B Team will consider submitting a [Request for Special Education and Section 504 Referral](PARENT%20REQUEST%20FOR%20SPECIAL%20EDUCATION%20CONSIDERATION.docx) form.
9. The classroom teacher, during the evaluation process will continue to collect data and will contribute to the case conference committee all the data from the RTI work completed over the past months.
10. In the case of conduct disorders (ADD/ADHD) the classroom teacher, Guidance Counselor, and Principal will remain closely involved with the child even though he/she may be placed outside of the building. The intention of Day Treatment will be to return the child back to his/her home school environment.