

# Germanshire Elementary School's RTI2-B Plan 2020-2021

PRESENTED BY

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# RTI<sup>2</sup>-B Overview

RESPONSE TO INSTRUCTION AND INTERVENTION-BEHAVIOR (RTI<sup>2</sup>-B) IS A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) THAT OFFERS A POWERFUL, EVIDENCE-BASED APPROACH FOR MEETING THE BEHAVIORAL AND SOCIAL NEEDS OF STUDENTS IN TENNESSEE SCHOOLS.

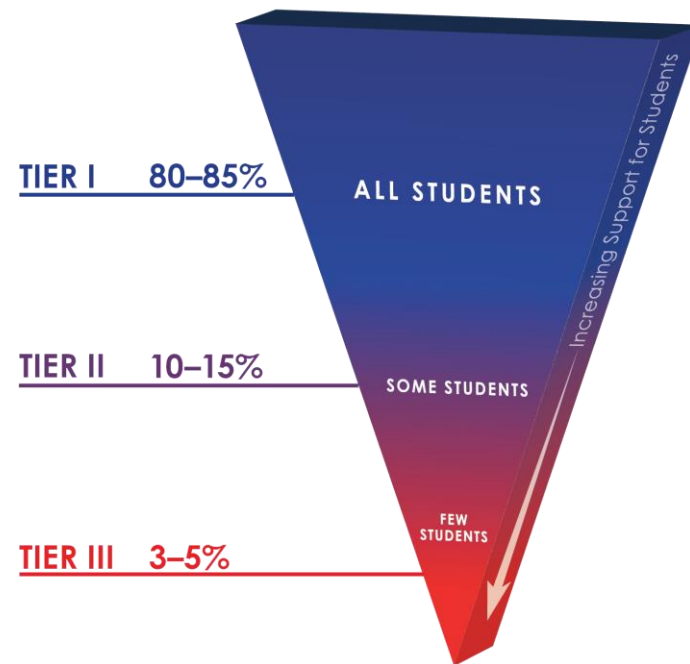
# RTI<sup>2</sup>-B Overview Continued

- ▶ RTI<sup>2</sup>-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). These efforts require a shared school-wide commitment to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided.
- ▶ When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see, as opposed to punishing the behaviors we don't want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

# RTI<sup>2</sup>-B Overview Continued

- ▶ The purpose of RTI<sup>2</sup>-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Tennessee Behavior Supports Project can help schools meet that goal.

Within the multi-tiered framework of RTI<sup>2</sup>-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.



# Tier I

- ▶ Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings throughout the school, positively acknowledging students and staff who follow these expectations, having a formal system for responding to inappropriate behavior, and maintaining a school-wide system where all stakeholders' opinions are valued.

## Tier II

- ▶ Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

## Tier III

- Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Examples of Tier III supports include individualized counseling and function-based interventions.



# Benefits of RTI<sup>2</sup>-B

## Benefits of RTI<sup>2</sup>-B (Horner et al., 2014)

### Increases in

Time for academic instruction  
Parent/student/staff satisfaction  
Student achievement  
Student attendance  
School climate

### Decreases in

Problem behaviors  
Staff turnover  
Bullying behaviors  
Office discipline referrals  
Suspensions  
Expulsions

# PURPOSE

Germanshire Elementary RTI<sup>2</sup>-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI<sup>2</sup>-B at our school is to reduce problem behaviors while providing a safe and positive learning environment that supports the academic, social and emotional growth of all students.

# Germanshire Elementary Behavioral Expectations are called SOAR!!!

- ▶ Our school designed and created posters to reflect expected behaviors in the school. Posters are displayed throughout the school to prompt students and remind them to follow the expectations

# Behavioral Expectations

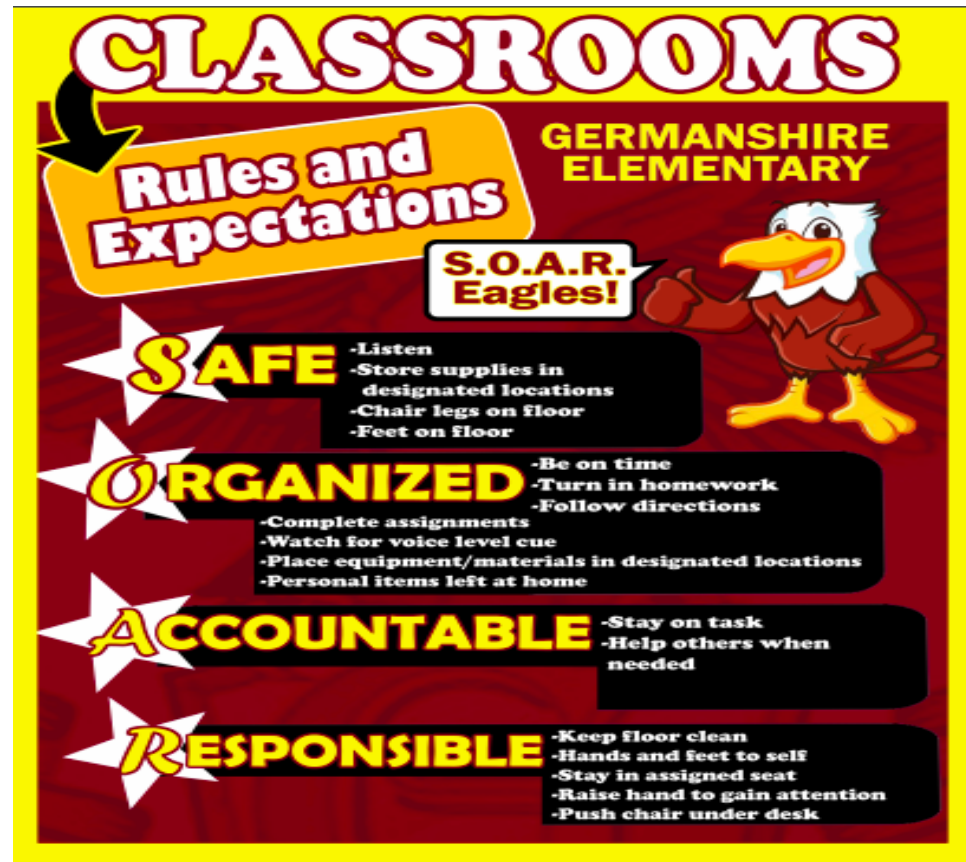


# Behavior Matrix

Behavior Matrix							
Locations Expectations	ALL CLASSROOMS	HALLWAYS	CAFETERIA	PLAYGROUND/ RECESS	RESTROOM	BUS	LIBRARY
<b>S</b> SAFE	-Listen -Store supplies in designated locations -Chair legs on floor -Feet on floor	-Walk on the colored squares -Voice level 0	-Listen -Voice level 0 in serving line -Stay in line -Wait your turn -Stay seated	-Listen -1 on slide -Slide on bottom -Stay in line on entry and exiting -Voice level 0 entering and exiting	-Give privacy -One person per stall -Voice level 0 -2 students at a time	-Greet the driver -Voice level 1 -Listen to bus driver directions -Maintain personal space	-Voice level 0 -Listen -Return loaned items in the condition you received
<b>O</b> ORGANIZED	-Be on time -Turn in homework -Follow directions -Complete assignments -Watch for voice level cue -Place equipment/materials in designated locations -Personal items left at home	-Stay in line -Stay in square	-Get all items before sitting -Voice level 1 after sitting -Place trash in trash bin	-Line up the first time called -Freeze when whistle blows -Share -Include others	-Place tissue in toilet -Flush and wash hands -2 pumps soap -2 paper towels -Turn off water	-Greet the driver -Voice level 1 -Listen to bus driver directions -Maintain personal space	-Follow teacher directions -Return loaned items on time
<b>A</b> ACCOUNTABLE	-Stay on task -Help others when needed	-Hands and feet to yourself	-Eat only your food -Hands and feet to self -Leave area free of trash	-Wait your turn -Hands and feet to self -Stay in designated area -Report problems to teacher -Leave nature's objects on the ground	-Wait your turn -Keep hands to self -Keep feet to self -When finished exit	-Stay in assigned seat	-Hands and feet to self -Give space -Push chairs under table when exiting
<b>R</b> RESPONSIBLE	-Keep floor clean -Hands and feet to self -Stay in assigned seat -Raise hand to gain attention -Push chair under desk	-Walk with partner	-Eat only your food -Hands and feet to self -Leave area free of trash	-Place trash in trash can	-Place trash in trash bin -Report problems to teacher	-Keep personal belongings in lap or at feet -Watch for stop	-Watch for voice level cue



# Classroom Rules and Expectations



# Safety and Organize

## Safety First

Listen

Sitting Properly in the chair

## Organized

Be on time

Complete all assignments

Follow directions

Place equipment/materials in designated location

Be prepared

# Accountable

## Accountable for my Actions

Stay on task

Keep your camera on (optional)

Keep mic muted

Do not leave the class

Help others when needed



# Responsible

## Responsible and Ready for Learning

Stay in seat

Do not eat or drink

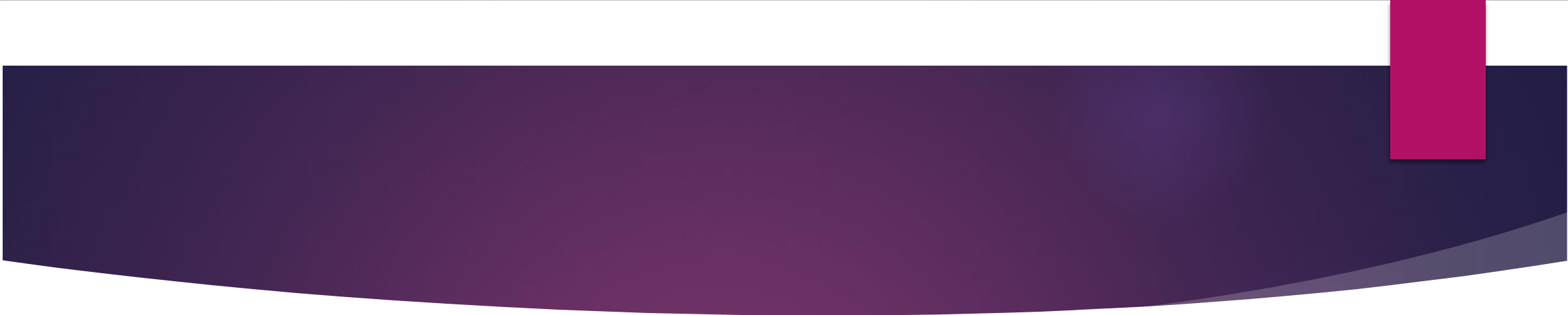
Take care of device

Keep area clean

Raise hand to gain attention

# School-wide Acknowledgment System Matrix

- ▶ Students
- ▶ Staff
- ▶ Family/Community



► Thank you for your participation and continued support to Germanshire Elementary School.