Response to Intervention²- Behavior

Rtl²-Behavior is a state framework and SCS district priority for implementing a Multi-Tier System of Support addressing behavior needs for all students. It a companion initiative to Rtl²-Academics focused on-

- (1) Establishing high expectations for positive behavior in all location,
- (2) Early identification of disruptive behavior addressed by appropriate progressive interventions,
- (3) Strong data-informed practices, and
- (4) Collaborative planning and responses by all stakeholders supporting a positive learning experience.

Rtl²-Behavior is a whole-school support system that teaches appropriate behavior and skills required to address conflict with a consistent message from all staff and stakeholders. Beginning with universal strategies for all students to progressive interventions, strategies are provided by teachers, administrators, support staff, school counselors, behavior specialist, school social workers, school psychologists and community partners. Rtl²- Behavior goals seek to reduce disruptive behavior in schools, reduce the number of exclusionary responses revealed in progressive discipline that separate students from the classroom and school building, and ensure that all students are supported fairly and equally.

Universal Support Tier 1-

Tier 1 is the core social skills curriculum for ALL students.

ALL students have access to the core curriculum across all school settings all the time. The systems and practices put in place at Tier 1 comprise a systematic approach that establishes and reinforces clear behavioral expectations.

Heavy Prevention-oriented practices for all.

Tier 1 strategies considered effective with 80-85% of students.

Secondary Targeted Support Tier 2
Tier 2 addresses the needs of
students struggling with
behavioral or social-emotional
skills despite receiving strong
Tier I supports. Interventions at
Tier 2 are typically systematic,
evidence-based interventions
that target students' identified
behavior or social /emotional
areas of deficit (e.g., selfmanagement, coping, and
organization)

Tier 2 strategies considered effective with 5-10% of students.

Tertiary Intensive Support Tier 3
Tier 3 intensive one-on-on
interventions address the needs
of students who either: (1) did
not respond to Tier 1-2
strategies, (2) have been
impacted by trauma or have
been individually screen for
advanced services, (3) have
been determined to be a threat to
self or others.

Tier 3 strategies considered needed for 3-5% of students.

RtI2-Behavior Support, Process and Leadership

Rtl²-B is built on a continuous problem solving/decision-making framework

School Leadership Team

- ► Core Members- Administrator,
- Counselor, Classroom Teacher, SPED Teacher
- ► Team Purpose-
- Promote RtI2-B as an essential positive culture

building student support

• Collect, interpret, and present data to all

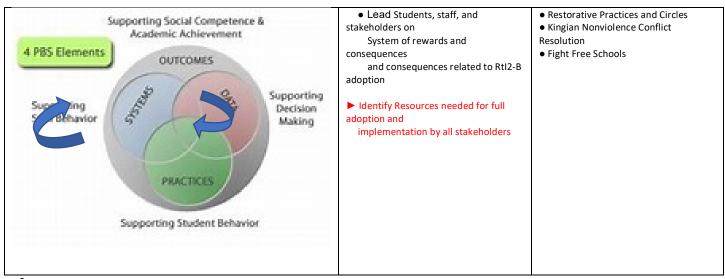
stakeholders to inform responses.

Support Systems for Schools

- State of Tennessee
- Safe School Grant
- Tennessee Behavior Support Project
- SCS Superintendent and Cabinet Leadership
- RtI2-Behavior office staff

Professional Development

- RtI2-Behavior Framework and Implementation
- Love and Logic Classroom Management



Rtl²-Behavior is part of the SEED Department under Academic Operations and School Support- Chief Shawn Page & Executive Director- Dr. Angela Hargave. RTl²-Behavior Questions or requests for assistance should be referred to Dr. Randy McPherson, McPhersonra@scsk12.org, (901) 416-6344.