

# THREE TIERS OF INTERVENTION FOR BEHAVIORAL RTI

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**Tier One Basics** – This forms the base available for all students, in every classroom, and throughout the school campus.

- **Unconditional positive regard** shown for each student, by all, regardless of challenging behavior
- **Five to one positive** gestures and comments to corrective statements given for each student
- **Human needs are fostered** in each class, through teacher designed interactions
  - Fun
  - Freedom
  - Empowerment
  - Belonging
- **Individual reinforcement** is available, with choices given within a whole group design
- **On-going teaching of rules & classroom procedures** with reinforcement for compliance occurs for: Safe, Respectful, Responsible behavior
- **Explicit direct instruction teaching strategies are used**
- **Differentiated instruction and accommodations** for students with learning characteristics requiring teacher attention: English language learners, attention issues, etc.
- **Social Emotional Learning** curriculum is delivered

**Tier Two Basics** – These interventions are implemented based on a systematic procedure that identifies students who are non-responsive to tier one.

- **Daily report cards** with reinforcement for increasing behavioral success
- **Mentoring programs** (one on one regularly occurring sessions with an identified staff person who befriends and supports)
- **Check in- check out systems** (Student meets with a staff person to review target behavior and receive encouragement and self monitoring data sheet in a.m., and reviews results in p.m.)
- **Self monitoring systems** (Student records success/failure in specific time intervals in classes.)
- **Behavior contracting** (Student, staff, family agree on specific outcomes for specific behaviors.)
- **Social skills instruction or school counseling** (Student participates in on-going school sessions.)

**Tier Three basics** – These interventions are highly individualized and selected and implemented based on non-responsiveness to tier two coupled with the presenting need determined by the team.

- **Function based behavior planning process** (Student receives a functional behavioral assessment, with a behavior plan developed based on that assessment. The plan addresses three pathways: 1. Supporting desired positive behaviors, 2. Reacting skillfully and safely to problem behavior, 3. Teaching and reinforcing functionally equivalent replacement behavior, and acceptable alternative.)
- **Family therapy** (Needs based referrals and communication systems are provided.)
- **Multi-systemic wrap around services** (Implemented when the severity warrants this service.)
- **Cognitive behavioral therapy** (CBT is implemented by school staff or referrals, when student's faulty reasoning and emotional response to neutral stimuli warrants addressing these underlying barriers to academic and behavioral success.)