‘Teaching the Tornado’:
Classroom Strategies for Working
With the Disorganized,
Inattentive, Overactive Student

Jim Wright
www.interventioncentral.org

Download PowerPoints and Handouts from this workshop at:
http://www.interventioncentral.org/IASP.php
Students With ADHD: A Many-Layered Challenge…

1. What is ‘ADHD’?
2. What are classwide strategies that can help students with ADHD to be more successful?
3. What strategies can help teachers to manage hyperactivity and inattention?
4. What strategies can help teachers in working with defiant and non-compliant students?
5. How can rewards be used effectively as part of an ADHD intervention plan?
6. What are free web resources available for ADHD assessment and intervention?

Five Core Components of RTI Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are ‘evidence-based’
4. The ‘procedural integrity’ of interventions is measured
5. RTI is implemented and developed at the school- and district-level to be scalable and sustainable over time

RTI ‘Pyramid of Interventions’

**Tier 1: Universal interventions.** Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

**Tier 2 Individualized interventions.** Subset of students receive interventions targeting specific needs.

**Tier 3: Intensive interventions.** Students who are ‘non-responders’ to Tiers I & II may be eligible for special education services, intensive interventions.

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The Purpose of RTI in Schools: What Students Should It Serve?

**Early Identification.** As students begin to show need for academic support, the RTI model proactively supports them with early interventions to close the skill or performance gap with peers.

**Chronically At-Risk.** Students whose school performance is marginal across school years but who do not qualify for special education services are identified by the RTI Team and provided with ongoing intervention support.

**Special Education.** Students who fail to respond to scientifically valid general-education interventions implemented with integrity are classified as ‘non-responders’ and found eligible for special education.
Student Motivation & The Need for Intervention

“A common response to students who struggle in sixth grade is to wait and hope they grow out of it or adapt, to attribute early struggles to the natural commotion of early adolescence and to temporary difficulties in adapting to new organizational structures of schooling, more challenging curricula and assessment, and less personalized attention. Our evidence clearly indicates that, at least in high-poverty urban schools, sixth graders who are missing 20% or more of the days, exhibiting poor behavior, or failing math or English do not recover. On the contrary, they drop out. This says that early intervention is not only productive but absolutely essential.”


Student Motivation Levels Are Strongly Influenced by the Instructional Setting (Lentz & Shapiro, 1986)

- Students with learning or motivation problems do not exist in isolation. Rather, their instructional environment plays an enormously important role in these students’ degree of academic engagement.

Student academic problems cause many school behavior problems.

“Whether [a student’s] problem is a behavior problem or an academic one, we recommend starting with a functional academic assessment, since often behavior problems occur when students cannot or will not do required academic work.”


Big Ideas: Similar Behaviors May Stem from Very Different ‘Root’ Causes (Kratochwill, Elliott, & Carrington Rotto, 1990)

• Behavior is not random but follows purposeful patterns.

Students who present with the same apparent ‘surface’ behaviors may have very different ‘drivers’ (underlying reasons) that explain why those behaviors occur.

A student’s problem behaviors must be carefully identified and analyzed to determine the drivers that support them.

Inference: Moving Beyond the Margins of the ‘Known’

“An inference is a tentative conclusion without direct or conclusive support from available data. All hypotheses are, by definition, inferences. It is critical that problem analysts make distinctions between what is known and what is inferred or hypothesized….Low-level inferences should be exhausted prior to the use of high-level inferences.” p. 161


Examples of High vs. Low Inference Hypotheses

An 11th-grade student does poorly on tests and quizzes in math. Homework is often incomplete. He frequently shows up late for class and does not readily participate in group discussions.

**High-Inference Hypothesis.** The student is ‘just lazy’ and would do better if he would only apply himself.

**Low-Inference Hypothesis.** The student has gaps in academic skills that require (a) mapping out those skill gaps, and (b) providing the student with remedial instruction as needed.
Tier 3 Targets: Intervention, Curriculum, and Environment

“The hypothesis and intervention [for struggling students] should focus on those variables that are alterable within the school setting. These alterable variables include learning goals and objectives (what is to be learned), materials, time, student-to-teacher ratio, activities, and motivational strategies.” p. 95


Unmotivated Students: What Works

Motivation can be thought of as having two dimensions:

1. the student’s expectation of success on the task
2. the value that the student places on achieving success on that learning task

Multiplied by

The relationship between the two factors is multiplicative. If EITHER of these factors (the student’s expectation of success on the task OR the student’s valuing of that success) is zero, then the ‘motivation’ product will also be zero.

Academic Motivation: ‘Domain-Specific’

“Research on achievement motivation has documented the role of self-competence beliefs as mediators of actual achievement in various domains. According to numerous theories (e.g., attribution theory, self-efficacy theory, self-worth theory), children perform better and are more motivated to select increasingly challenging tasks when they believe that they have the ability to accomplish a particular task. Most current research and theory focuses on the links between domain-specific self-competence beliefs and domain-specific motivation and performance.” p. 509


Intrinsic vs. Extrinsic Motivation

“An intrinsically motivated behavior [is defined as] one for which there exists no recognizable reward except the activity itself (e.g., reading). That is, behavior that cannot be attributed to external controls is usually attributed to intrinsic motivation.”

“...an extrinsically motivated behavior refers to behavior controlled by stimuli external to the task.” p. 345

Intrinsic Motivation: Is There Any Utility to This Construct?

By definition, intrinsic motivation is supported by the reinforcing quality of the activity alone.

As a construct, ‘intrinsic motivation’ may be untestable, because the reinforcer cannot be directly observed or experimentally manipulated.

Childhood and Beyond Longitudinal Project

- 3 cohorts of children (about 250 children per cohort) were followed across elementary, middle and high school. (Children were recruited from 4 middle-class school districts in the midwest.)
- In the subject areas of math, language arts, and sports, students were asked each year to rate their competence in the subject and their valuing of it.


Childhood and Beyond Longitudinal Project: Some Findings

- Ratings of both competence and value declined for all 3 subject areas (math, language arts, and sports) for boys and girls as they grew older.
- Girls rated themselves lower in competence in math throughout school—until grade 12, when boys and girls converged in their ratings (because boys’ ratings declined faster than did girls’ ratings).
- Across all grade levels, boys rated themselves significantly less competent than did girls in language arts.
- Not surprisingly, boys’ and girls’ *valuing* (enjoyment, liking) of a subject area correlated with perceived ability. Generally, boys and girls who rated themselves as lowest in ability also rated their valuing of the subject area as lowest.

What Are the ‘Early Warning Flags’ of Student Drop-Out?

A sample of 13,000 students in Philadelphia were tracked for 8 years. These early warning indicators were found to predict student drop-out in the sixth-grade year:

• Failure in English
• Failure in math
• Missing at least 20% of school days
• Receiving an 'unsatisfactory' behavior rating from at least one teacher


What is the Predictive Power of These Early Warning Flags?

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<tr>
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</tr>
<tr>
<td>4</td>
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</tr>
</tbody>
</table>

Our Working Definition of ‘School Motivation’ For This Workshop

*The student puts reasonable effort into completing academic work in a timely manner.*

ADHD: Defining Characteristics
ADHD: Definition

“a neurological condition that involves problems with inattention and hyperactivity-impulsivity that are developmentally inconsistent with the age of the child. [This condition] is a function of developmental failure in the brain circuitry that monitors inhibition and self-control. This loss of self-regulation impairs other important brain functions crucial for maintaining attention, including the ability to defer immediate rewards for later gain...”


ADHD: 3 Sub-Types of the Disorder

• ADHD: predominantly hyperactive-impulsive type
• ADHD: predominantly inattentive type
• ADHD: combined type

ADHD: Symptoms

- **Inattention**

  Six (or more) of the following symptoms of inattention have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

  - (a) often fails to give close attention to details or makes careless mistakes in school work, work, or other activities
  - (b) often has difficulty sustaining attention in tasks or play activities
  - (c) often does not seem to listen when spoken to directly
  - (d) often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)


- **Inattention (cont.)**

  - (e) often has difficulty organizing tasks and activities
  - (f) often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
  - (g) often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
  - (h) is often easily distracted by extraneous stimuli
  - (i) is often forgetful in daily activities

ADHD: Symptoms

• Hyperactivity

Six (or more) of the following symptoms of hyperactivity-impulsivity have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

• (a) often fidgets with hands or feet or squirms in seat
• (b) often leaves seat in classroom or in other situations in which remaining seated is expected
• (c) often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings or restlessness)
• (d) often has difficulty playing or engaging in leisure activities quietly


ADHD: Symptoms (cont.)

• Hyperactivity (cont.)

(e) is often "on the go" or often acts as if "driven by a motor"
• (f) often talks excessively
• (g) often blurts out answers before questions have been completed
• (h) often has difficulty awaiting turn
• (i) often interrupts or intrudes on others (e.g., butts into conversations or games)

ADHD: Symptoms

- **Other Diagnostic Requirements:**
  - Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.
  - Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).
  - There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.


ADHD: Statistics

- 3-5% of school-age population may have symptoms of ADHD
- Boys are 4-9 times more likely to have disorder

ADHD: Common Comorbid Disorders (40-60% Affected)

- Mood Disorders (18%)
- Conduct Disorder 20-40%
- Oppositional Defiant Disorder 30-50%
- Learning Disabilities 20-30%

Sources:

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**ADHD: Impact on Students**

- The student’s ADHD symptoms may differ across settings and situations. On tasks or situations that demand impulse control and focused attention, ADHD symptoms are most likely to appear.

ADHD: Impact on Students

Teachers may misjudge the ADHD student’s
  • inattention as willful ignoring of adults (inattention) or daydreaming
  • impulsive behavior as purposeful ‘acting out’ or attention-seeking.

<table>
<thead>
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<tr>
<td><strong>Level of Activity/Motor Behaviors</strong></td>
</tr>
<tr>
<td>Higher Than Age-Peers ▲ Age Appropriate</td>
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</table>
Example: Two Students Identified With ADHD

- **STUDENT A-Angela**: Quiet student. Not a behavior problem. Said by her teacher to be ‘lost in a fog’ most of the time. Has low grades. *(Inattentive Type)*

- **STUDENT B-Benny**: Is always the center of attention. Will blurt out answers in class without raising his hand, whether he knows the correct answer or not! Fidgets, squirms, and taps his pencil loud enough to distract students around him. When the teacher assesses Benny one-on-one, he shows that he can do grade-level work. *(Hyperactive-Impulsive Type)*

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### Domains of ADHD

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ADHD & Medication

- Stimulants are most widely prescribed treatment
- Generally, stimulants are safe for children
- The most common side effects of stimulants are loss of appetite, insomnia, increased anxiety, or irritability
- About 1 in 10 children does not respond to medication for ADHD


ADHD & Medication (cont.)

- Stimulant medication can be very effective but does not typically result in ‘fully normal behavior’ (e.g., only 38% of children in one large stimulant study had behaviors in typical range after one year)

ADHD: Myths About Its Cause…

Research offers no evidence that ADHD is caused by the following:

• Eating too much sugar
• Food additives
• Allergies
• Immunizations

Source: American Academy of Pediatrics Website: http://www.aap.org/

ADHD: Appropriate Target Outcomes

• Improvements in relationships with parents, siblings, teachers, and peers
• Decreased disruptive behaviors
• Improved academic performance (volume of work, efficiency, completion, accuracy)
• Increased independence in self-care or homework
• Enhanced safety in the community, such as riding bicycles

ADHD: A Developmental Explanation?

“In youth with attention deficit hyperactivity disorder (ADHD), the brain matures in a normal pattern but is delayed three years in some regions, on average, compared to youth without the disorder, an imaging study by researchers at the National Institutes of Health’s (NIH) National Institute of Mental Health (NIMH) has revealed. The delay in ADHD was most prominent in regions at the front of the brain’s outer mantle (cortex), important for the ability to control thinking, attention and planning. Otherwise, both groups showed a similar back-to-front wave of brain maturation with different areas peaking in thickness at different times.”


A Final Thought: ADHD Students Can Provide ‘Early Warning’ in the Classroom About Problems With Instruction…
Small-Group Activity: ADHD ‘Look-fors’

- At your table, create a list of ‘look-fors’ (behaviors or other evidence) that suggest that a student may have Attention-Deficit Hyperactivity Disorder.

- Be prepared to share your findings with the larger group.

Small-Group Activity: ADHD Strategies

- Review the ADHD strategies pointed out by the speaker.

- As a group, decide on the top 1 or 2 ideas that your group thinks would be MOST helpful to teachers in your school.
Building Teacher Capacity to Deliver Tier 1 Interventions: An 8-Step Checklist (pp. 53-56)

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**Tier 1 (Classroom) Interventions: Building Your School’s Capacity**

1. **Identify Specific Grade- or Schoolwide Academic & Behavioral Referral Concerns**
2. **Inventory Tier 1 Interventions Already in Use**
3. **Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers**
4. **Establish Tier 1 Coaching and Support Resources**
Tier 1 (Classroom) Interventions: Building Your School’s Capacity (Cont.)

5. **Provide Classroom (Tier 1) Problem-Solving Support to Teachers.**

6. **Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas.**

7. **Create Formal Guidelines for Teachers to Document Tier 1 Strategies.**

8. **Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention.**

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**How Do We Define a Tier I (Classroom-Based) Intervention?**

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[www.interventioncentral.org](http://www.interventioncentral.org)
RTI ‘Pyramid of Interventions’

**Tier I: Universal interventions.** Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

**Tier II: Individualized interventions.** Subset of students receive interventions targeting specific needs. An RTI Team may assist with the plan.

**Tier III: Intensive interventions.** Students who are ‘non-responders’ to Tiers I & II may be eligible for special education services, intensive interventions.

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**Essential Elements of Any Academic or Behavioral Intervention (‘Treatment’) Strategy:**

- **Method of delivery** (‘Who or what delivers the treatment?’)
  Examples include teachers, paraprofessionals, parents, volunteers, computers.

- **Treatment component** (‘What makes the intervention effective?’)
  Examples include activation of prior knowledge to help the student to make meaningful connections between ‘known’ and new material; guide practice (e.g., Paired Reading) to increase reading fluency; periodic review of material to aid student retention. As an example of a research-based commercial program, Read Naturally ‘combines teacher modeling, repeated reading and progress monitoring to remediate fluency problems’.
### Interventions, Accommodations & Modifications: Sorting Them Out

- **Interventions.** An academic *intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

An intervention is said to be research-based when it has been demonstrated to be effective in one or more articles published in peer-reviewed scientific journals. Interventions might be based on commercial programs such as Read Naturally. The school may also develop and implement an intervention that is based on guidelines provided in research articles—such as Paired Reading (Topping, 1987).

### Interventions, Accommodations & Modifications: Sorting Them Out

- **Accommodations.** An *accommodation* is intended to help the student to fully access the general-education curriculum without changing the instructional content. An accommodation for students who are slow readers, for example, may include having them supplement their silent reading of a novel by listening to the book on tape.

An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers. Informal accommodations may be used at the classroom level or be incorporated into a more intensive, individualized intervention plan.
Interventions, Accommodations & **Modifications:**
Sorting Them Out

- **Modifications.** A *modification* changes the expectations of what a student is expected to know or do—typically by lowering the academic expectations against which the student is to be evaluated.

Examples of modifications are reducing the number of multiple-choice items in a test from five to four or shortening a spelling list. Under RTI, modifications are generally not included in a student’s intervention plan, because the working assumption is that the student can be successful in the curriculum with appropriate interventions and accommodations alone.

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**Intervention ‘Research Continuum’**

**Evidence-Based Practices**

“Includes practices for which original data have been collected to determine the effectiveness of the practice for students with disabilities. The research utilizes scientifically based rigorous research designs (i.e., randomized controlled trials, regression discontinuity designs, quasi-experiments, single subject, and qualitative research).”

Promising Practices

“Includes practices that were developed based on theory or research, but for which an insufficient amount of original data have been collected to determine the effectiveness of the practices. Practices in this category may have been studied, but not using the most rigorous study designs.”


Emerging Practices

“Includes practices that are not based on research or theory and on which original data have not been collected, but for which anecdotal evidence and professional wisdom exists. These include practices that practitioners have tried and feel are effective and new practices or programs that have not yet been researched.”

Tier I Interventions

Tier I interventions are universal—available to all students. Teachers often deliver these interventions in the classroom.

Tier I interventions are those strategies that instructors are likely to put into place at the first sign that a student is struggling.

These interventions can consist of:
- Effective ‘whole-group’ teaching & management strategies
- Modest individualized strategies that the teacher uses with specific students.

Tier I interventions attempt to answer the question: Are routine classroom instructional strategies sufficient to help the student to achieve academic success?

Q: What is the nature of Tier I Instruction?

There is a lack of agreement about what we mean by ‘scientifically validated’ classroom (Tier I) interventions. Districts should establish a ‘vetting’ process—criteria for judging whether a particular instructional or intervention approach should be considered empirically based.

### Examples of Evidence-Based Tier I Management Strategies

*(Fairbanks, Sugai, Guardino, & Lathrop, 2007)*

- Consistently acknowledging appropriate behavior in class
- Providing students with frequent and varied opportunities to respond during instructional activities
- Reducing transition time between instructional activities to a minimum
- Giving students immediate and direct corrective feedback when they commit an academic error or engage in inappropriate behavior


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### Tools to Measure Student Motivation

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Response to Intervention

Student Behavioral Assessment: Varied Sources, Multiple Settings (Gresham, 1983)

Student behavioral data used for progress-monitoring should come from different sources and across multiple settings to:

• Track all areas of concern (e.g., academic behaviors; social behaviors; attendance).
• Control for potential bias from any one source.
• Collect data of maximal relevance to the student’s educational program.
• Increase the probability of correctly identifying the underlying ‘driver(s)’ of the student’s problem behavior(s).
• Reduce the workload on any one person, as multiple staff members can help to collect strands of data.


Extant (Existing) Data (Chafouleas et al., 2007)

• Definition: Information that is collected by schools as a matter of course.
• Extant data comes in two forms:
  – Performance summaries (e.g., class grades, teacher summary comments on report cards, state test scores).
  – Student work products (e.g., research papers, math homework, PowerPoint presentation).

Advantages of Using Extant Data (Chafouleas et al., 2007)

- Information is already existing and easy to access.
- Students are less likely to show ‘reactive’ effects when data is collected, as the information collected is part of the normal routine of schools.
- Extant data is ‘relevant’ to school data consumers (such as classroom teachers, administrators, and members of problem-solving teams).


Drawbacks of Using Extant Data (Chafouleas et al., 2007)

- Time is required to collate and summarize the data (e.g., summarizing a week’s worth of disciplinary office referrals).
- The data may be limited and not reveal the full dimension of the student’s presenting problem(s).
- There is no guarantee that school staff are consistent and accurate in how they collect the data (e.g., grading policies can vary across classrooms; instructors may have differing expectations regarding what types of assignments are given a formal grade; standards may fluctuate across teachers for filling out disciplinary referrals).
- Little research has been done on the ‘psychometric adequacy’ of extant data sources.

What Are the ‘Early Warning Flags’ of Student Drop-Out?

A sample of 13,000 students in Philadelphia were tracked for 8 years. These early warning indicators were found to predict student drop-out in the sixth-grade year:

- Failure in English
- Failure in math
- Missing at least 20% of school days
- Receiving an 'unsatisfactory' behavior rating from at least one teacher


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Monitoring Student Behaviors: Create a ‘Behavioral Dashboard’ (pp. 71-72)
### Monitoring Student Academic Behaviors: Daily Behavior Report Cards

**Student Daily Behavior Report**

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Grade: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Completing This Report Card: _______</td>
<td>Grade: ________</td>
</tr>
</tbody>
</table>

**Instructions:** At the end of each school day, please rate the student on the behaviors below. Write your rating in the appropriate box on the right side of the page and record the date of each rating. You may also write daily comments about the student’s behavior on the back of this sheet.

#### Student Behaviors

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student got along with peers and showed socially-appropriate behaviors:</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>The student was engaged in the teacher and other adult and followed with their requests in a timely manner:</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td><strong>The student completed and turned in their classwork and homework assignments:</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>

#### Optional Behavior:


<table>
<thead>
<tr>
<th>1 2 3 4 5 6 7 8 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/Seldom</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Almost All of the Time</td>
</tr>
</tbody>
</table>

**Parent Sign Off (Optional):** I have reviewed this Behavior Report Card and discussed it with my child.

Parent Signature: ___________________________ Date: ________
Daily Behavior Report Cards (DBRCs) Are…

brief forms containing student behavior-rating items. The teacher typically rates the student daily (or even more frequently) on the DBRC. The results can be graphed to document student response to an intervention.

Daily Behavior Report Cards Can Monitor…

- Hyperactivity
- On-Task Behavior (Attention)
- Work Completion
- Organization Skills
- Compliance With Adult Requests
- Ability to Interact Appropriately With Peers
### Math Class: Period 1

**Student:** Jim Blalock  
**Date:** May 5  
**Teacher:** Mrs. Williams  
**Classroom:** Rm 108

**Behavior Report Card: Daily Version**

**Directions:** Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

**Jim was prepared for class, with all necessary school materials (e.g., books, pencils, papers, calculator).**

Circle the percentage of times the student met this behavior out of total opportunities to engage in it:

- 0%  
- 10%  
- 20%  
- 30%  
- 40%  
- 50%  
- 60%  
- 70%  
- 80%  
- 90%  
- 100%

**Jim completed and turned in his assigned class work on time.**

Circle the degree to which the student met this behavioral goal:

- Never/Seldom  
- Sometimes  
- Usually/Always

**Jim wrote down homework assignments correctly and completely.**

Did the student succeed in this behavioral goal?

- [ ] Yes  
- [ ] No

---

### Math Class: Period 1

**Student:** Jim Blalock  
**Teacher:** Mrs. Williams  
**Classroom:** Rm 108

**Behavior Report Card: Weekly Version**

**Directions:** Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

**Behavioral Target**

<table>
<thead>
<tr>
<th>Date</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>Fr</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/05</td>
<td>40%</td>
<td>0%</td>
<td>60%</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Jim was prepared for class, with all necessary school materials (e.g., books, pencils, papers, calculator).**

Write % of times the student showed the behavior:

- 0%  
- 10%  
- 20%  
- 30%  
- 40%  
- 50%  
- 60%  
- 70%  
- 80%  
- 90%  
- 100%

**Jim completed and turned in his assigned class work on time.**

Select the degree to which the goal was met:

- 1  
- 2  
- 3  
- 4  
- 5  
- 6  
- 7  
- 8  
- 9

**Jim wrote down homework assignments correctly and completely.**

Did the student succeed in this behavioral goal?

- [ ] Yes  
- [ ] No
Student Case Scenario: Jim

Jim is a 10th-grade student who is failing his math course and in danger of failing English and science courses. Jim has been identified with ADHD. His instructional team meets with the RTI Team and list the following academic and behavioral concerns for Jim.

- Does not bring work materials to class
- Fails to write down homework assignments
- Sometimes does not turn in homework, even when completed
- Can be non-compliant with teacher requests at times.
Academic Measures Can Serve As Indicators of Improved Student Behavior

Academic measures (e.g., grades, CBM data) can be useful as part of the progress-monitoring ‘portfolio’ of data collected on a student because:

- Students with problem behaviors often struggle academically, so tracking academics as a target is justified in its own right.
- Improved academic performance generally correlates with reduced behavioral problems.
- Tracking academic behaviors reminds those working with the student that the primary goal is not just to manage behaviors but to help the student to achieve academic success.

Assessing Basic Academic Skills: Example of Secondary-Level Curriculum-Based Measurement

Maze task (every 7th item replaced with multiple choice/answer plus 2 distractors): Passages from content-area texts: 2-3 minutes

- Maze Passage Generator available at:

http://www.rti2.org/rti2/mazes

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<th>Response to Intervention</th>
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<td>END</td>
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