

**Step 1:** Determine if the student is a general education student, considered 504, or receiving special education (SPED) services. There are multiple pathways as this document progresses, so make sure you are in the correct pathway for the specific student.

**If the student is a general education student or a 504 student without a Behavior Improvement Plan proceed to Step 2; all others, refer to page 4.**

**Step 2:** Once a student receives 3 or more legitimate\* office discipline referrals (ODR), then the core teacher(s) of the student will complete the *Behavior Deficits and Excesses Questionnaire* (B-DEQ). Core teachers include the student's ELA/R, math, science, and social studies teacher. Proceed to Step 3.

\*Legitimacy of ODRs is based on whether the ODRs are based on automatic office referral criteria set forth by each campus. Remember that repeated misconduct for teacher managed behaviors (TMB) can become an ODR over time.

**Step 3:** Campus counselors will score the B-DEQ using the *Scoring Guide for the B-DEQ*. If the B-DEQ shows a student as "atypical" for any of the 5 scales, then move to Step 4. If not, then wait until the next ODR and return to Step 1.

**Step 4:** Have the core teachers of the student complete the *Functions of Behavior Screener* (FBS). The assistant principal will score the FBS and determine the function of behavior. Proceed to Step 5.

**Step 5:** Have someone with whom the student has a good relationship with to assist the student in completing the *Student Interest Inventory* (SII). Proceed to Step 6.

**Step 6:** Once the B-DEQ, FBS, and SII have been completed, you are now ready to contact the parent/guardian and schedule a RtI-B team meeting. RtI-B teams can be a set committee or can be personalized to each student, including the student's teachers, the student's parent(s), and the student (if age appropriate).

When contacting the parent/guardian, offer a face-to-face meeting. If they don't want a face-to-face meeting, then go ahead and offer a parent conference by virtual/phone. If they do not want to participate at all, then let them know the meeting will still occur, the date and time of the meeting, and that they are always welcome to attend in case they change their mind.

Items to review in the RtI-B team meeting:

- results of the B-DEQ
- results of the FBS
- results of the SII
- how these three documents will be used to create a behavior plan
- behavior interventions specific to Tier 2 (or Tier 3, if needed)
- a basic layout of how Tier 2 will be implemented over the next 6 weeks, including small group behavior instruction
- answer any questions or concerns the parent, RtI-B team, etc. has

Determine if the student will be placed into Tier 2 or not. This is a collective decision, each team member receives one vote, including the parent and the student (if in attendance). If the student is placed in Tier 2, proceed to Step 7. If not, return to Step 1 and wait for the next ODR.

**Step 7:** If a student is placed into Tier 2, use the B-DEQ, FBS, and the SII to create the [student behavior plan \(SBP\)](#). Include the student's teacher(s) and the student in the process.

Things to consider when writing the behavior plan:

- Who will oversee the plan?
- How will Tier 1 instructors build a better relationship with the student?
- Who, when, where, and how will progress monitoring take place?
- Who will teach, model, role-play, and practice replacement behaviors with the student (i.e. small group behavior instruction)?
- Who, when, where, and how will the student's check in/check out process be completed each day?

Once the SBP is written, distribute the plan to all adults that will interact with the student, including bus drivers, custodians, etc., and implement the plan as soon as possible. Proceed to Step 8.

**Step 8:** Implement the behavior plan with fidelity for at least 6 weeks. Remember, behavior will get worse before it gets better, and that means the behavior plan is working!

Tier 2 should be 60 minutes per week of behavior instruction. Tier 3 is 90 minutes per week. Ideally, 20-30 minutes per week of this behavior instruction should be part of Tier 1 (i.e. character education, social/emotional skills training, etc.). Proceed to Step 9.

**Step 9:** Once the grading period ends, the RtI-B team reconvenes to discuss the success or lack of success of the behavior plan to determine if the student will continue in Tier 2, move back Tier 1, or be moved into Tier 3. Proceed back to Step 6, including any new behavior data available to the team.

**If the student is a 504 student with a Behavior Improvement Plan (BIP):**

**Step 2:** For students receiving 504 services with a BIP, contact the 504 district/campus coordinator and follow the procedures outlined by the coordinator.

**If the student is receiving special education services:**

**Step 2:** Contact the campus diagnostician and follow the procedures outlined by the special education department.

Please contact Dr. Quentin Woods for assistance or additional information at 903-987-9960 or [drq@drqconsulting.org](mailto:drq@drqconsulting.org).