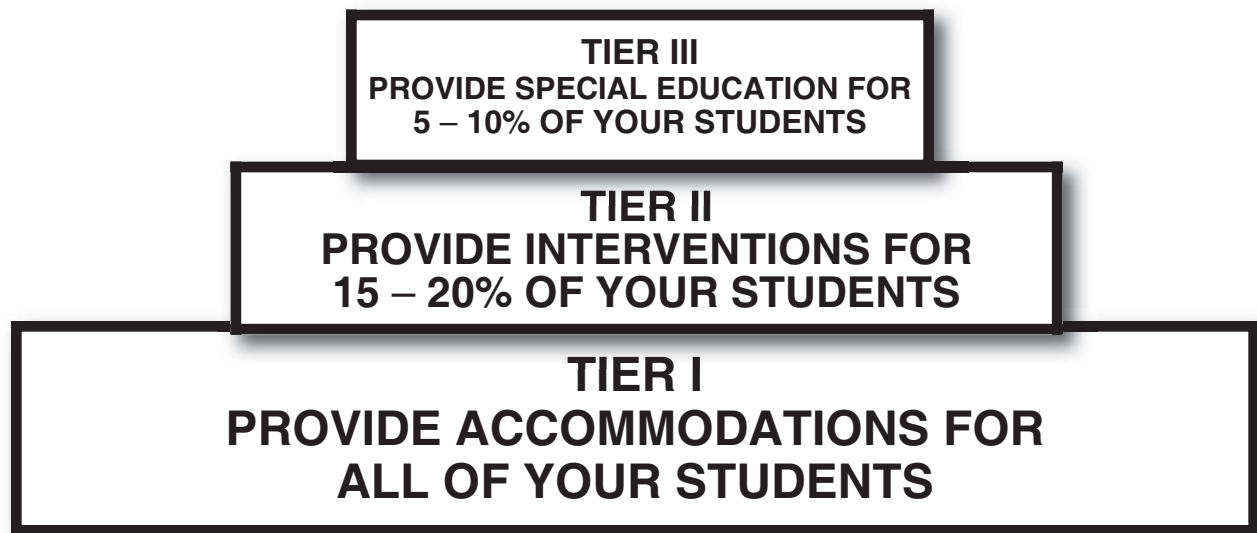


Let's take a look at that RTI law.

IDEA 2004 states, "when determining whether a child has a specific learning disability . . . a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability" . . . "a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures" (Section 1414(b)(6)).

What is this Tier I, Tier II, and Tier III that I hear about?

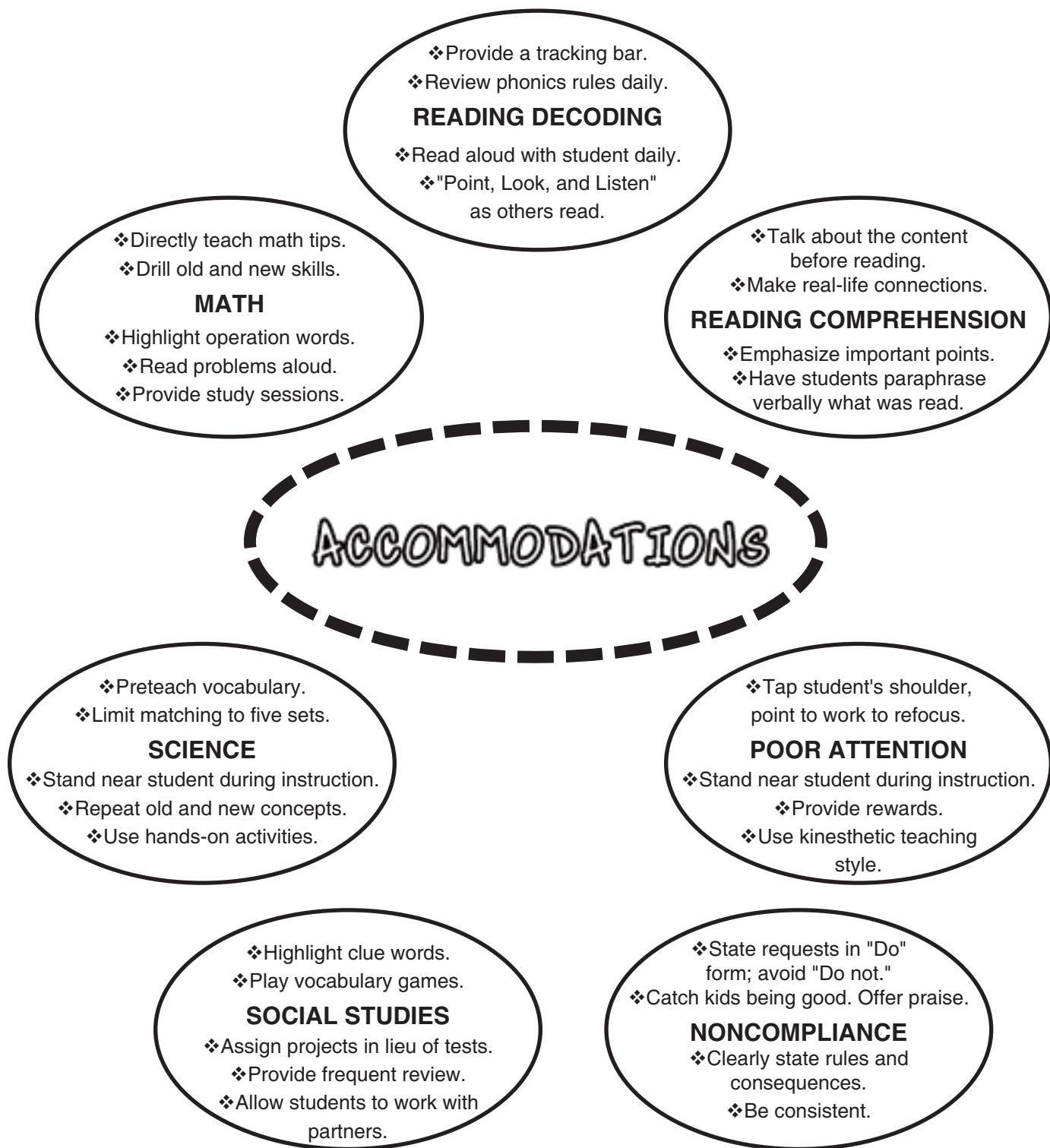
In the RTI process, steps or multiple tiers of intervention are required.

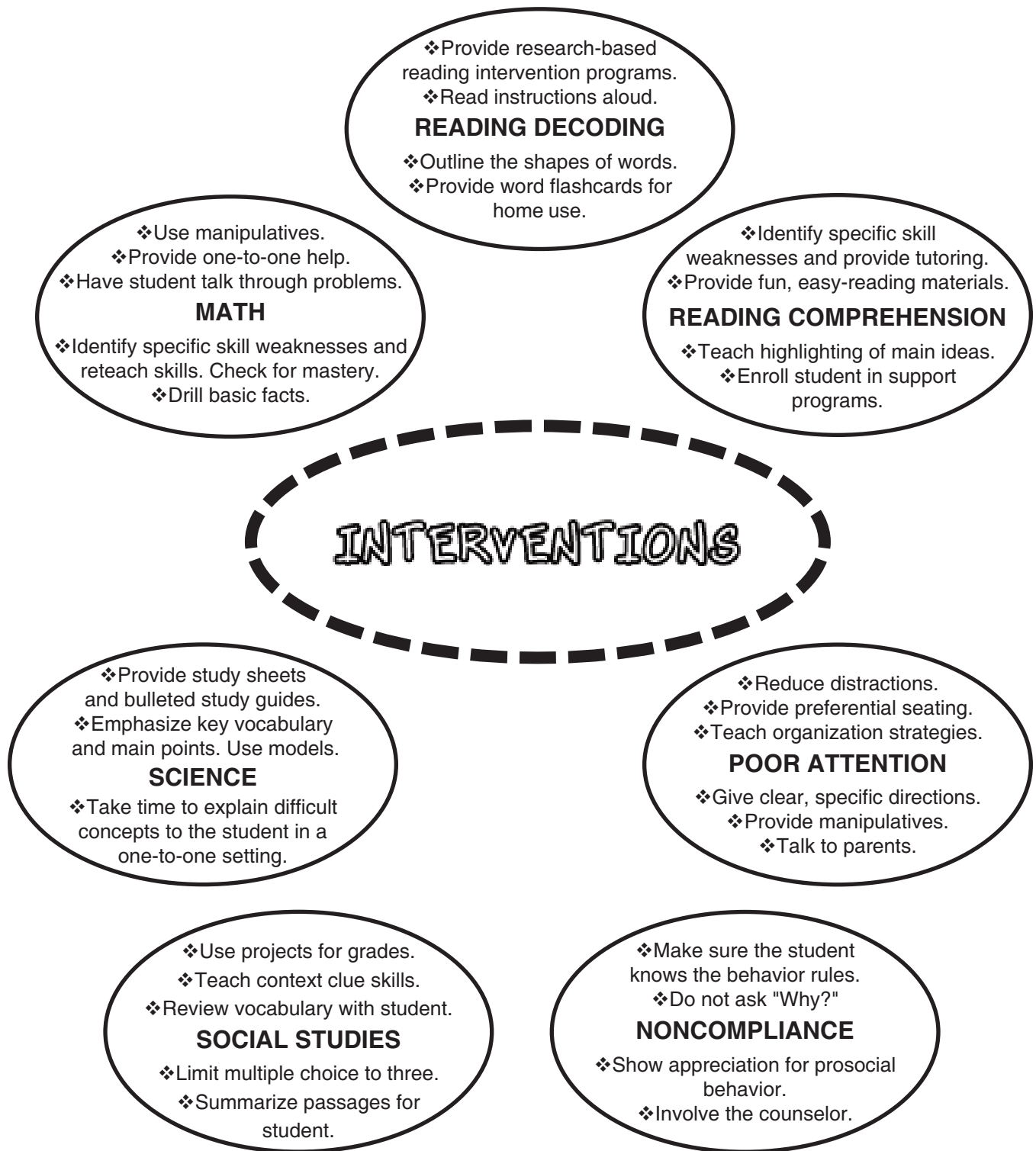


This is a very simplistic chart, but it is a basic explanation. Many states and districts have a four-tier system. Some have as many as six tiers. It is important to know what tier system is used in your district.

The requirement is that there must be in place a tier system of research-based interventions that are matched to student need. The interventions must step up in intensity as the student moves into higher tiers.

Tier I	➔	accommodations
Tier II	➔	interventions
Tier III	➔	Special Education support





PHYSICAL AGGRESSION

Try these things:

1. Coordinate with other teachers who work with the student and establish a basic plan. Everyone must be consistent for the plan to work.
2. Talk to the student.
Clearly state your expectation: "The rule on the playground is to play nicely. No hitting or pushing."
Give the student an alternative behavior: "When you feel like your hands are going to hit someone, clasp them together, and turn and walk away fast, like this (demonstrate)."
Define the consequence: "The consequence for hitting or pushing is time out or sitting alone on the bench. That means no fun time."
Reinforce prosocial behavior. Catch kids being good! Praise immediately.
3. Carefully monitor the student during unstructured time. When the student exhibits signs of escalating behavior, step in and redirect or provide a cooling-down activity.
4. Involve others:
Ask the school nurse if there are any health concerns.
Talk to the school counselor.
5. Talk to the parents and let them know about your concerns and your ideas for resolving the problem.

Or ask: What about my student really worries me?

Further define the situation by asking these questions:

Is my student failing to make adequate academic progress?

Are there unusual or atypical behaviors?

Does my student make and keep friendships?

Does my student seem sad?

Does my student seem overly fearful?

Does my student complain frequently of headaches, stomach aches, or other physical aches and pains?

A **YES** to any of these questions is a red flag and a signal to look more closely.

We know that academic success and appropriate behavior go hand in hand.

Check the academic at-risk behaviors your student exhibits.

- | | |
|--|--|
| <input type="checkbox"/> Low or failing grades | <input type="checkbox"/> Poor test performance |
| <input type="checkbox"/> Problems decoding words | <input type="checkbox"/> Weak reading comprehension |
| <input type="checkbox"/> Below-level vocabulary | <input type="checkbox"/> Below-level grammar skills |
| <input type="checkbox"/> Poor spelling | <input type="checkbox"/> Seems to have memory problems |
| <input type="checkbox"/> Reverses letters, numbers, and/or operations or processes | |
| <input type="checkbox"/> Poor math calculation | <input type="checkbox"/> Poor problem-solving skills |
| <input type="checkbox"/> Inadequate composition skills | <input type="checkbox"/> Poor handwriting |
| <input type="checkbox"/> Works very slowly | <input type="checkbox"/> Does not self-correct |
| <input type="checkbox"/> Does not seem to understand instruction | |
| <input type="checkbox"/> Problems with expressive language skills | |

Immediately begin interventions that address these concerns.

AT-RISK EMOTIONAL BEHAVIORS

- Poor social skills
- Loner
- Poor attention and concentration
- Easily distracted
- Off task
- Blurts out answers; interrupts others
- Fidgets; excessive motor activity
- Physical or verbal aggression
- Seems nervous or anxious
- Sleeps in class
- Seems sad; cries
- Overly fearful
- Exhibits signs of physical abuse
- Exhibits signs of sexual abuse
- Low self-esteem
- Does not make eye contact
- Unusual responses to people
- Obsessive interests
- Lags in developmental milestones
- Dependent and clingy
- Poor peer relationships
- Noncompliant
- Easily frustrated
- Disorganized
- Lethargic
- Seems withdrawn
- Physical complaints
- Mood swings

CHARACTERISTICS OF AUTISM

- **Limited or no eye contact**
- **Unusual responses to people**
- **Limited verbal and nonverbal communication, or communication is very different from other students**
- **May parrot what he or she hears**
- **Does not understand humor**
- **Does not understand nonverbal cues**
- **Does not have age-appropriate friendships**
- **Has difficulties with changes in routine**
- **Has problems transferring skills to other settings**
- **Exhibits anxiety**
- **May not have a desire to please**
- **Usually does not like to be touched**
- **Overly sensitive to touch, sounds, smells, tastes, etc.**
- **May be a very picky eater**
- **Sleep problems**
- **Toe walking**
- **May engage in ritualistic or odd and unusual behaviors, such as whirling or licking walls and floors. These kinds of behaviors are due to sensory hypersensitivity.**

MEET THE AUTISM CHALLENGE

What you can do to help:

- **Do not demand eye contact.**
- **Be consistent with daily routines.**
- **Provide advance notice about changes in routines.**
- **Reduce sensory stimulation.**
- **State instructions clearly.**
- **Allow wait time for your student to process the information received.**
- **Avoid using sarcasm, satire, and metaphors.**
- **Directly teach age-appropriate interactions, including nonverbal cues.**
- **Differentiate instruction. Individualize to the student's level.**
- **Provide lists, calendars, and organizational tools.**
- **Use visual aids.**
- **Provide extended time.**
- **Ignore minor issues.**
- **Give meaningful rewards.**

**SAY WHAT YOU MEAN AND
MEAN WHAT YOU SAY.**

SIX MAIN LEARNING STYLES

**VISUAL/LINGUISTIC → use of written language.
THE BOOKWORM!**

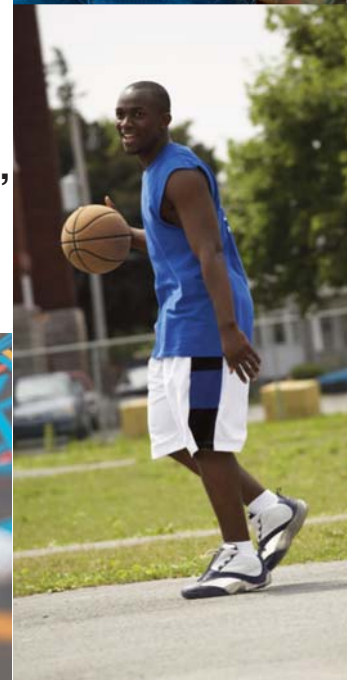
**VISUAL/SPATIAL → able to perceive the visual.
THE DREAMER!**

**VERBAL/LINGUISTIC → use of written and spoken language.
THE CHATTERBOX!**

**AURAL → understands auditory stimuli.
THE MUSICIAN!**

**TACTILE → learns through touch.
THE HUGGER!**

**KINESTHETIC → learns through large,
whole-body movements.
THE ATHLETE!**



SMART STRATEGIES

1. Respect the feelings of each student.
2. Never reject or show negative feelings toward a student.
3. Never criticize a student in front of others.
4. Stay positive. Be fair.
5. Stay calm. Don't shout! Speak in a low-pitched, steady voice.
6. Don't accuse or threaten.
7. Find solutions other than punishment.
8. Listen more than you talk.
9. Keep anecdotal records of significant events.
10. Consult with your principal often. Make no major decisions without your principal's approval.



THE GOOD RELATIONSHIP ACCOUNT

Positive statements are akin to depositing money in the bank. Every positive comment adds to the Good Relationship account. It takes at least twelve positive comments to balance one negative statement. One way to maintain a positive balance is to discipline yourself to praise your class at least every five minutes.

TIPS FOR EDUCATORS

Don't take a child's behavior personally. The behavior is part of the student's disability.

Be consistent. Keep routines. "The best surprise is no surprise at all."

Do not say that a child is a particular type of person. Talk about the behavior instead. Do not say, "Johnny is rude." Say, "Johnny's behavior is rude."

With students who exhibit oppositional behaviors, offer choices in lieu of demands. "Janie, you have a choice. You may sit in this empty seat or that one."

Don't embarrass students in front of their peers. Calling attention to a student's inadequacies in the presence of his or her peers shows disrespect for the individual and will permanently destroy trust.

Prepare the student for your positive feedback. "I have something good to tell you about the test you took Monday."

Prepare parents for positive feedback. "Mrs. Jones, I have some good news to share with you about Johnny. Can you come for a meeting on Monday? It is a good meeting. Rest assured, Johnny is not in trouble."

Never, ever give up.

Don't give up on kids, and don't give up on your ability to make positive changes in kids' lives.