Positive Behavioral Interventions and Supports
Tier 2

State Personnel Development Grant
(Grant No. H323AO50005)
Objectives

- Define Response to Intervention (RtI)
- Identify the Essential Elements of Mississippi’s Tier 1 behavioral processes
- Evaluate current Tier 1 behavioral processes (Universal Systems) using the Benchmarks of Quality
- Create action plan for processes “not in place”
- Identify Tier 2 Team Roles and Responsibilities
What is Response to Intervention?

- Mississippi’s model for RtI is a comprehensive, problem solving and multi-tiered intervention strategy to enable early identification and intervention for **ALL** students who may be at academic or behavioral risk

Universal Targeted Intensive Continuum of Support for ALL

Label behavior...not people!

Sugai, 2009
Mississippi Department of Education Response to Intervention

• Tier 1
  ▫ Quality Instruction which describes the school-wide efforts and practices that are available to all students including:
    ▫ Essential Elements
      • 4) universal screening of behavior
      • 8) classroom and behavior management
      • 9) system of behavioral support (school & district level)
Readiness for Tier 2

- **SWPBIS Universal System**
  - School Evaluation Tool (SET) = (80%)
  - BoQ = (80%)
  - 80% of the staff report school – wide systems are in place for non – classroom systems & classroom systems
  - Consistent use of school – wide data for making decisions as evidenced by the monthly “Big 5” reports
  - System in place to collect classroom minor referrals
Applying the Three-Tiered Logic to Your School

Tier 1 Universal

Critical Elements
- PBIS Expectations & Rules
- Reinforcement Systems
- Teaching Expectation & Rules
- Defining Behaviors
- Minors & Majors
- Discipline Ladder
- Aligning Office Discipline Referral
- Data-Based Decision Making
- Teaming
- Faculty Buy – In

Pre - Correction
Explicit Instruction
Specific Learning Targets
Progress Monitoring
Universal Screening
PTA
PTO
Meaning Family Involvement
PBIS Newsletter
Watch D.O.G.S
Community Involvement

Tier 2 Targeted

Tier 3 Intensive
### Mississippi School-wide Benchmarks of Quality

**TEAM MEMBER RATING FORM**

*Form taken from the 's Positive Behavior Support Project*

**Directions:** Place a check in the box that most accurately describes your progress on each benchmark.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Benchmarks of Quality</th>
<th>Critical Elements</th>
<th>Benchmarks of Quality</th>
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<tbody>
<tr>
<td>Critical Elements</td>
<td>In Place (++)</td>
<td>Critical Elements</td>
<td>In Place (++)</td>
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<tr>
<td>PBS Team</td>
<td>1. Team has broad representation</td>
<td>Reward/Recognition Program Established</td>
<td>1. A system of rewards has elements that are implemented consistently across campus</td>
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<td></td>
<td>1. Team has administrative support</td>
<td>1. A variety of rewards are used to reward students</td>
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<td></td>
<td>1. Team has regular meetings (at least monthly)</td>
<td>1. Rewards are linked to expectations</td>
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<td>1. Team has established a clear mission/purpose</td>
<td>2. Rewards are tailored to maintain student interest</td>
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<tr>
<td>Faculty Commitment</td>
<td>5. Faculty are aware of behavior problems across campus (regular data sharing)</td>
<td>3. System includes opportunities for naturally occurring reinforcement</td>
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<td>5. Faculty involved in establishing and reviewing goals</td>
<td>4. Rates of reinforcers to corrections are high</td>
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<td>5. Faculty feedback obtained throughout year</td>
<td>5. Students are involved in identifying/developing incentives</td>
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<td>Effective Procedures for Dealing with Discipline</td>
<td>5. Discipline process described in narrative format or depicted in graphic format</td>
<td>6. The system includes incentives for self-regulation</td>
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<td>5. Process includes documentation procedures</td>
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<td>5. Discipline referral form includes information useful in decision making</td>
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<td>5. Behaviors defined</td>
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<td>5. Major/minor behaviors are clearly identified/understood</td>
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<td>5. Suggested array of appropriate responses to minor (non-office-managed) problem behaviors</td>
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<td>5. Suggested array of appropriate responses to major (office-managed) problem behaviors</td>
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<td>Data Entry &amp; Analysis Plan Established</td>
<td>5. Data system to collect and analyze ODR data</td>
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<td>5. Additional data collected (attendance, grades, faculty attendance, surveys)</td>
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<td>5. Data entered weekly (minimum)</td>
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<td>5. Data analyzed monthly (minimum)</td>
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<td>5. Data shared with team and faculty monthly (minimum)</td>
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<td>Expectations &amp; Rules Developed</td>
<td>5. 3-5 positively stated school-wide expectations posted around school</td>
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<td>5. Expectations apply to both students and staff</td>
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<td>5. Rules developed and posted for specific settings (where problems are prevalent)</td>
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<td>5. Rules are linked to expectations</td>
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<td>5. Staff feedback/involvement in expectations/rule development</td>
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</table>

**School Name:**

**District:**

**Person Completing Survey:**

**Position:** (i.e. Principal, Guidance Counselor)

**Date:**
Team Activity

- Using the Benchmarks of Quality, evaluate your school's current Tier 1 processes for behavior
  - In Place
  - Needs Improvement
  - Not in Place
- Complete Action Plan for systems “Not in Place”
Tier 1
Universal

Universal Screener
(Two Data Sources)

Define Obstacle
Hypothesis Function
Intervention
Implementation
Communication

Tier 2
Targeted

Progress Monitoring/Evaluation of Intervention

Data to Progress Monitor
By Whom
How Often
Exit Criteria
Tier 2 Process

- Tier 1 systems in place
- Tier 2 Team
- Universal Screener
- Goal is to provide rapid access to a standard treatment of interventions that are continuously available
- Communication System
  - Informs family, faculty, staff and administration of identified Tier 2 students
  - Team makes decisions about students receiving Tier 2 supports
  - Progress is reported to faculty
- Professional development is provided on practices and systems required for Tier 2
- Interventions are matched to presenting problem, but not highly individualized
- Progress Monitoring
  - Documentation of:
    - Process (how)
    - Timeline (how often)
- Evaluation
  - When to adjust intervention
  - When to continue intervention
  - When intervention is no longer needed
  - When to refer to TST
Tier 2 Team

- Membership to Include:
  - Administrator
  - SWPBIS team member(s)
  - Individual with behavioral expertise
  - Individual with access and skills to use data
  - School counselor
Roles and Responsibilities

Role - Administrator
1. Supports process by attending meetings
2. Restructures resources (time and staff)
3. Communicates with faculty, staff and family members about the process

Role - Team Leader
1. Develops meeting agenda
2. Leads team meetings
3. Works with data Intervention Coordinator to identify priority students who will be discussed during team meeting
Roles and Responsibilities

Role – Recorder
1. Notify/remind team members of meeting time and location
2. Keeps minutes of decisions/actions/tasks including eligible students, intervention applied and results of intervention

Role - Intervention Coordinator
1. Establishes and manages logistics of intervention (e.g., location, personnel, etc.)
2. Assists with progress monitoring data
3. Reports student progress during meetings
4. Works with Team Leader to indentify priority students who will be discussed during team meetings
Roles and Responsibilities

Role – Intervention Facilitator
1. Introduces new staff, students and parents
2. Provides intervention to student
3. Provides feedback of progress to participating student, faculty, staff and family members

Role – Intake Coordinator
1. Accepts new referrals for Tier 2 support
2. Conducts staff and student interviews
3. Gathers additional information if needed
4. Presents student information at team meeting and helps team synthesize information to make intervention decision
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Team Member</th>
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</thead>
</table>
| Team Leader                 | 1. Develops meeting agenda  
2. Leads team meetings  
3. Works with data Intervention Coordinator to identify priority students who will be discussed during team meeting                                                                                         |                                                                             |
| Administrator               | 1. Supports process by attending meetings,  
2. Restructures resources, (time and staff)  
3. Communicates with faculty, staff and family members about the process                                                                                                                                     |                                                                             |
| Intervention Coordinator    | 1. Establishes and manages logistics of intervention (e.g., location, personnel, etc.)  
2. Assist with progress monitoring data  
3. Reports student progress during meetings  
4. Works with Team Leader to identify priority students who will be discussed during team meetings                                                                                     |                                                                             |
| Recorder                    | 1. Notify/remind team members of meeting time and location.  
2. Keeps minutes of decisions/actions/tasks including students eligible, intervention applied and results of intervention                                                                                             |                                                                             |
| Intervention Facilitator    | 1. Introduces new staff, students and parents  
2. Provides intervention to student  
3. Provides feedback of progress to participating student, faculty, staff and family members                                                                                                                                 |                                                                             |
| Intake Coordinator          | 1. Accepts new referrals for Tier 2 support  
2. Conducts staff and student interviews  
3. Gathers additional information if needed  
4. Presents student information at team meeting and helps team synthesis information to make intervention decision                                                                                                             |                                                                             |
Tier 2 Self Assessment

- The Tier 2 Interventions Assessment Tool
  - allows school teams to self-assess the implementation status of Tier 2 (secondary, targeted)
Team Activity

- Using the Tier 2 Interventions Assessment Tool, (question #1) evaluate your schools current Tier 2 processes for behavior
  - Fully in Place
  - Partially in Place
  - Not yet Started
- Complete Action Plan for systems “Not yet Started”
- Complete Role & Responsibility Chart
Objectives

- Identify the purpose of Universal Screening of Behavior
- Describe two different types of behavior to be screened (i.e. internalizing & externalizing)
- List at least two different data sources for Universal Screening
Universal Screening for Behavior

- Purpose of Universal Screening
  - To identify those students within the entire student population who are at risk for developing behavioral or mental health problems

Sprague, J. RTI for Behavior: Applying the RTI Logic to Implementing Three Tiers of Support in SWPBS and ED Eligibility and Supports
Why do we Need to Identify these Students?

• Students with emotional disabilities struggle behaviorally and academically
  ▫ 1-5% of students with EmD account for 50% of ODRs in a school
  ▫ Students with EmD have an average of 1.4 GPA
  ▫ 58% of students with EmD will drop out of school

Sprague, J.  RTI for Behavior: Applying the RTI Logic to Implementing Three Tiers of Support in SWPBS and ED Eligibility and Supports
Why do we need to identify these students?

- Students perform better academically when they have better social-emotional and behavior skills.
- Academic and social performance influence each other.
  - Increasing social skills will likely increase the academic performance.

Universal Screening...

provides schools with an opportunity to identify students at risk for developing problems and thereby an opportunity to...
PREVENT
future problems!
Mississippi Department of Education
Tier 1
Essential Element 4

• Universal Screening of Behavior
  ▫ In order to meet expectations, schools must:
    · 1) Conduct screening of all students K-12
    · 2) Use the same measure
    · 3) 3 to 4 times per year
    · 4) At approximate equal intervals (i.e., fall, winter, spring)
    · 5) Implement with integrity

MDE Indicates Several Options Regarding Measures for Universal Screenings for Behavior

- Office disciplinary referrals
- Teacher nominations
- Peer nominations
- Formal measures such as the Systematic Screening for Behavior Disorders
Screening Considerations

- Each student should be considered by one teacher
- Screener must measure internalizing and externalizing behaviors
- Screener should be easily implemented (varied schedules)
- Teacher time and effort that is required should be reasonable
Types of Behavior

Externalizing Behavior
• Aggressive behavior
• Non-compliance
• Rule breaking behavior
• Hyperactivity
• Extreme distractibility
• Defying the teacher
• Not following school-imposed rules
• Having tantrums
• Stealing

Internalizing Behavior
• Excessively shy
• Withdrawn
• Not participating with peers
• Unresponsive to social initiations
• Unhappiness or depression
• Inability to build or maintain relationships
• Develop physical symptoms or fears
Universal Screening
Office Disciplinary Referrals

• Will detect some students with externalizing behaviors depending on the efficacy of the school’s referral process and “behavioral tolerance” of teachers
  (i.e., some teachers send students to the office and others don’t)
• Will not typically “catch” students with internalizing symptoms such as depression or anxiety
Universal Screening
Office Discipline Referrals

- Less than 2 ODRs = continue universal Tier 1 supports such as PBIS

- 2 – 5 ODRs = Behavior Support team should be monitoring student

- 5 or more ODRs = student needs Tier II behavioral interventions

Sprague, J. RTI for Behavior: Applying the RTI Logic to Implementing the Three Tiers of Support in SWPBS and ED Eligibility and Supports
Tier 2 Interventions Target Students with 2-5 ODRs
• However, some schools may modify the ODR cut-offs for each Tier based on the behavioral needs of their school

• For example: schools with lower numbers of ODRS may set cuts offs as follows:
  ▫ 1 or fewer ODRS = Tier 1
  ▫ 2 - 5 ODRS = Tier 2
  ▫ 5 or more = Tier 3

Sprague, J.  RTI for Behavior: Applying the RTI Logic to Implementing the Three Tiers of Support in SWPBS and ED Eligibility and Supports
Critical Factors of Using ODR’s as Part of a School’s Universal Screening Process

- Set the cut-offs to meet the behavioral needs of the school
- Review the ODR data on a regular basis (i.e., monthly)
- Begin interventions when students reach those cut-offs
Additional Screening will be Needed for Internalizing and Externalizing Behaviors

• Options are:
  ▫ Teacher Nominations
  ▫ Build your own screening form
  ▫ Formal Measures
Teacher Nomination

• Teachers will review the examples and non-examples of externalizing and internalizing behaviors and then nominate 3 students in their classroom who exhibit the most behaviors in each category
### Examples of externalizing types of behavior

- Displaying aggression towards objects or persons
- Arguing or defying the teacher
- Forcing the submission of others
- Out of seat behavior
- Non-compliance with teacher instructions or requests
- Tantrums
- Hyperactive Behavior
- Disturbing Others
- Stealing
- Not Following Teacher or School Rules

### Examples of internalizing types of behavior

- Low or restricted activity levels
- Avoidance of speaking with others
- Shy, timid, and/or unassertive behaviors
- Avoidance or withdrawal from social situations
- A preference to play or spend time alone
- Acting in a fearful manner
- Avoiding participation in games and activities
- Unresponsive to social interactions by others
- Failure to stand up for oneself

### Non-examples of externalizing types of behavior

- Cooperating
- Sharing
- Working on assigned tasks
- Asking for help
- Listening to teacher
- Interacting in appropriate manner with peers
- Following directions
- Attending to task demands
- Complying with teacher requests

### Non-examples of internalizing types of behavior

- Initiation of social interactions with peers
- Engagement in conversations with peers
- Normal rates or level of social contact with peers
- Displaying positive social behaviors toward others
- Participating in games and activities
- Resolving peer conflicts in an appropriate manner
- Joining in with others
Teacher Nomination Form cont...

<table>
<thead>
<tr>
<th>Student Nomination</th>
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</thead>
<tbody>
<tr>
<td><strong>Externalizing Students</strong></td>
<td><strong>Internalizing Students</strong></td>
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<tr>
<td>1.</td>
<td>1.</td>
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<td>5.</td>
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</table>
Teacher Rating Scale

- Schools may choose to develop their own teacher rating scale to use as the for the Universal Screening process

- Examples...
# Classroom Behavior Profile

School: __________ Teacher: ___________________ Grade: __________
Date: ______

**Directions:** Please rate each student in your homeroom on each behavior listed below using the following scale.

0 - not observed  
1 - one to several times per **week**  
2 - one to several times per **day**  
3 - one to several times per **hour**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Is easily distracted</th>
<th>Does not complete work</th>
<th>Does not follow directions</th>
<th>Acts before thinking</th>
<th>Lies, steals or cheats</th>
<th>Physically aggressive</th>
<th>Is fearful</th>
<th>Worries</th>
<th>Looks unhappy or sad</th>
<th>Complains of physical discomfort</th>
<th>Mood changes</th>
<th>Total</th>
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</table>
Directions: Rate each behavior exhibited by the student on a scale from 1 to 5, with “1” indicating a minor problem and “5” indicating a serious problem. Place a check in the appropriate block. If the student does not exhibit the behavior, do not check any block and proceed to the next item.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td>1. Overly active</td>
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<td>2. Talks out of turn</td>
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<td>3. Disturbs others when they are working</td>
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<td>4. Constantly seeks attention</td>
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<td>5. Impulsive</td>
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<td>6. Acts without thinking of the consequences</td>
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<td>7. Low self confidence</td>
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<td>8. Says “can’t do” without attempting</td>
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<td>9. Easily excited</td>
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<td>10. Shy, timid</td>
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<td>11. Appears depressed</td>
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<td>12. Does not make eye contact</td>
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<td>13. Use difficulty making friends</td>
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<td>14. Anxiously acts to talk</td>
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<td>15. Anxiety in situations</td>
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<td>16. Appears frightened or worried</td>
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<td>17. Extremely afraid</td>
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<td>18. Sits alone in cafeteria</td>
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<td>19. Appears histrionic</td>
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<td>20. Enjoy making faces</td>
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<td>21. Shy, timid</td>
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<td>22. Appears depressed</td>
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<td>23. Makes inappropriate noises</td>
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<td>24. Difficult calming/comforting self</td>
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<td>25. Difficult distinguishing reality from reality</td>
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<td>26. Makes inappropriate noises</td>
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<td>27. Experiences sudden changes in mood</td>
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<td>28. Verbal aggression</td>
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<td>29. Teases or bullies others</td>
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<td>30. Defiant or stubborn</td>
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<td>31. Belligerent toward teachers/church personnel</td>
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<tr>
<td>32. Physically aggressive</td>
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<td>33. Touches others inappropriately</td>
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<tr>
<td>34. Destroys property</td>
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<tr>
<td>35. Has been caught stealing</td>
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<tr>
<td>36. Has been caught cheating</td>
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<tr>
<td>37. Has threatened to cause harm or has harmed school personnel</td>
<td></td>
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<tr>
<td>38. Has threatened to cause harm or alleged suicide</td>
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<tr>
<td>39. Has been caught stealing</td>
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<td>40. Has been caught stealing</td>
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<td>41. Has threatened to cause harm or alleged suicide</td>
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<tr>
<td>42. Has threatened to cause harm or alleged suicide</td>
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<tr>
<td>43. Destroys property</td>
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<td>44. Destroys property</td>
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<td>45. Destroys property</td>
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<td>46. Destroys property</td>
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<td>47. Destroys property</td>
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</tbody>
</table>

Greenville Public Schools
What Does the Data Tell US?

Externalizing Behaviors
- If a student scores highly on the externalizing subscale
  - review ODRs, grades, etc.
  - Based on information gathered, additional screening may be conducted and/or Tier II behavior interventions may be implemented

Internalizing Behaviors
- If a student scores highly on the internalizing determine severity of symptoms
- Examples:
  - The Depression and Anxiety in Youth Scale (Pro-Ed)
  - The Child Behavior Checklist (AESBA)
  - Vanderbilt Diagnostic Rating Scale
Internalizing Behaviors cont...

- Students who score highly on the behavior rating scale for internalizing symptoms should begin Tier II behavioral interventions for depression or anxiety symptoms

- Schools may also refer these students to school mental health therapist (i.e., Region III school-based therapist) if available
Formal Measures

Systematic Screening of Behavior Disorders (SSBD)
- Walker and Severson (1992)
- Published by Sopris West
- Cost: $120 plus $14 per pack of forms
- Kindergarten – 6th grades
- Utilizes a multiple-gated process for identifying externalizing and internalizing disorders

Behavioral and Emotional Screening System (BESS)
- Kamphaus and Reynolds (2007)
- Publisher: Pearson
- Cost: $60 for manual; $560 scoring software; $98 for pack of 100 forms
- Preschool – 12 grades
- Utilizes a multiple-gated process for identifying externalizing and internalizing disorders
Whatever method you choose to implement...

- Be consistent
- Monitor and evaluate the process

And most importantly...
- Be sure to provide interventions to students who are identified as high risk
Team Activity

• Identify at least two data sources for Universal Screening of behavior
• Ensure both externalizing and internalizing behaviors are screened
• Using the Tier 2 Interventions Assessment Tool (question #10) evaluate your school’s current Tier 2 processes for behavior
  • Fully in Place
  • Partially in Place
  • Not yet Started
• Describe professional development opportunities for staff and faculty to correctly use screeners
• Complete Action Plan for systems “Not yet Started”
Now That You Know, What Do You Do?
Objectives

- Define Intervention
- Identify the Essential Elements of Mississippi’s Tier 2 processes
- Describe for “Whom” and “Why” Tier 2 Interventions are Needed
- Identify Tier 2 Interventions
- Utilize the Decision Making Process
- Describe various components of Tier 2 Interventions
  - Check and Connect
  - Check In - Check Out
  - Social Skills Training
  - Behavioral Contracts
  - Pre-Correction
- Explain Progress Monitoring process for given intervention
- Evaluate current Tier 2 processes (Targeted Systems) using the Tier 2 Intervention Assessment
Mississippi Department of Education
Response to Intervention

• Tier 2
  ▫ Strategic/targeted intervention and/or supplemental instruction is designed for those students who are not progressing or responding to Tier 1 efforts as expected
Mississippi Department of Education
Tier 2 Essential Elements

• 1) progress monitoring of the target area(s)
• 2) documentation of progress in targeted area(s) through a graphical display
• 3) appropriate decision making
• 7) strategic/targeted intervention and supplemental instruction supported by scientifically based research behavioral/emotional areas
• 8) documentation of intervention implementation with integrity
• 9) system of instructional support
• 10) system of behavioral support (school and district)
Behavior interventions are strategies or techniques applied to instruction in order to **teach** a new skill, **build fluency** in a skill, or **encourage the application** of existing skills to a new situation.
Tier 2 Interventions

• For students who...
  ▫ Are at risk for academic and/or social-behavioral concern
  ▫ Continues to engage in frequent problem behavior despite effective school-wide Tier 1 prevention efforts
  ▫ Need additional teaching, monitoring and feedback
  ▫ Could benefit from extra attention or support at school before they are in crisis

Crone, Hawken & Horner, 2010
Key Features of Tier 2 Interventions

- Criteria for access to Tier 2 interventions is clearly established.
- All staff are trained on how to make a referral and how to implement the intervention.
- Data are used continuously to monitor progress and to determine when a student will exit the intervention or when supports will be intensified.
- System for communicating with participating student, staff and families is developed.

Office of Special Education Programs (OSEP, 2005)
Key Features of Tier 2 Interventions

- Continuous availability & quick access to the intervention
- Similar implementation across students
- Low effort by classroom teachers
- Intervention is consistent with school – wide expectations

Office of Special Education Programs (OSEP, 2005)
Tier 2 System Development Meeting Agenda

• Date & Time:

• Members Present:

• Student Identification:
  ▫ Data Decision Rule
  ▫ Data Collection Procedure
  ▫ Function Matching

• Develop Intervention
  ▫ Coordinator
  ▫ Facilitator
  ▫ Location
  ▫ Time
  ▫ How will progress be monitored?

• Tier 2 Support System – Training
  ▫ Staff
  ▫ Students
  ▫ Families

• Communication to staff, students and family:
  ▫ Information to be disseminated and feedback required
Which Targeted Interventions?

• Matching students to appropriate targeted supports is the key to success...
  ▫ Define the obstacle
  ▫ Generate a functional hypothesis as to why the problem is occurring
  ▫ Access a standard supplemental program or customize a targeted *intervention* that is linked to the hypothesis
Decision Making Process for Intervention

1. Define Obstacle
2. Generate Functional Hypothesis as to Why the Behavior is Occurring
3. Develop an Intervention
4. Communicate with Stakeholders
5. Implement Plan
6. Evaluate Progress Monitor

Data to Be Collected

- How Often
- Who and When

Research-Based Intervention

Family, Administration, Teachers and other School Committees
Let’s take a closer look at Tier 2 Behavioral Interventions
How do we get from here to there?

System Change:
We can’t wait for miracles!

The Change Process

GOOD WORK, BUT I THINK WE NEED JUST A LITTLE MORE DETAIL RIGHT HERE!
What Interventions Work?

- Check and Connect
- Check-in / Check-out
- Social Skills Training
- Behavioral Contracts
Check and Connect

• Promotes student’s engagement in school

• Developed for urban middle school students and replicated for K-12

• Key factor = monitor
  ▫ One person who ensures that the student “connects” with school/learning

• Monitor develops relationship with student & family

• Monitor regularly checks on students attendance, academic progress and behavior
Check and Connect (cont.)

• Monitor regularly meets with student
  ▫ Reviews progress in school
  ▫ Reviews attendance and behavioral issues
  ▫ Provides guidance in problem solving

• Studies have shown
  ▫ decreases in absenteeism, tardiness
  ▫ increases in graduation rate
Check-In Check-Out (CICO)

- Designed to provide support and monitoring for students at-risk of developing serious or chronic behavior problems

- Characteristics of students who are good candidates for Check-in/Check-out
  - Adult attention seeking
  - Problem behavior throughout multiple settings
  - Mild acting out

(Horner, Hawken, March)
Components of Check-in Check-out

- Goals/expectations are developed and are monitored daily with a point card
- Instruction on expectations and social skills
- Daily check-in before school and check-out at end of the day with a positive adult mentor
- Regular check-in with teachers during the day to complete point card
- Data system to monitor student progress

(Horner, Hawken, March)
# CICO Record

Name: ____________________________            Date: ______________

3 = great       2 = good       1 = hard time

<table>
<thead>
<tr>
<th>Goals</th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
</tr>
<tr>
<td>Before Recess</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
</tr>
<tr>
<td>Before Lunch</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
</tr>
<tr>
<td>After Recess</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
</tr>
<tr>
<td>Check Out</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
</tr>
</tbody>
</table>

Today’s goal: 

Today’s total points: ___
BEP/Check-in Check-out Cycle

BEP Plan

Morning Check-In

Home Check-In

Class Check-Out

Class Check-in

Afternoon Check-out

Teacher Checks

(Horner, Hawken, March)
What does it look like?

• **Morning Check-In**
  ▫ Location is consistent
  ▫ Greet student positively
  ▫ Prompt for point card
  ▫ Make sure student is prepared for day
    • breakfast, planner, pencil, etc.
  ▫ Review expectations

What Does It Look Like?

- **Throughout the day**
  - Criteria is established for points
  - Student carries point chart
  - Teacher greets and pre-corrects
  - Teacher provides feedback and records points

http://vimeo.com/20074101  Positive Feedback

http://vimeo.com/20073355  Corrective Feedback

(Horner, Hawken, March)
What Does It Look Like?

• **Check-Out**
  - Location is consistent
  - Greets student positively
  - Student totals points and determines percentage
  - Daily and/or weekly reward given for meeting goals
  - Debrief and parent note

[http://vimeo.com/19402368](http://vimeo.com/19402368)

(Horner, Hawken, March)
## CICO Trading Post

<table>
<thead>
<tr>
<th>Points Required</th>
<th>Wants attention</th>
<th>Wants item/activity</th>
<th>Wants to escape attention</th>
<th>Wants to avoid something</th>
</tr>
</thead>
</table>
| 100 pts         | • Take note to office/teacher  
• Ask a peer to play/read/draw  
• Be a leader  
• Principals recess  | • Trip to treasure chest  
• Choose a snack  
• Choose a 5 min. activity  
• School wide sticker  
• Principals recess  | • Computer time by self  | • Short break  
• Alternative activity  |
| 250 pts         | • Computer with a friend  
• Extra sharing time  | • More time for selected activity  
• Free ticket to sporting event  | • Time alone  
• Independent work space  | • Alternative assignment  |
| 400 pts         | • Out to lunch with TBA  
• Class recess, free time, or popcorn party  | • New school/art supplies  | • Extended time alone  | • Get out of school early  |
Why Does CICO Work?

• **Structure is Improved**
  - Prompts are provided throughout the day for correct behavior
  - System for linking student with at least one positive adult
  - Student chooses to participate

• **Success is Built In**
  - Positive initial contact each morning
  - Positive first contact each period of the day
  - Goals are set that are attainable

• **Contingent Feedback is Increased**
  - More frequent feedback
  - Feedback is linked to student behavior
  - Inappropriate behavior is less likely to be ignored or rewarded

(Horner, Hawken, March)
Why Does CICO Work cont...?

- **Intervention can be applied in all school locations**
  - Classroom, playground, cafeteria (anywhere with supervision)

- **Appropriate behavior is rewarded more frequently**
  - Adult and peer attention delivered each target period
  - Adult attention (and tangible) delivered at end of day

- **Behavior support and academic support are linked**
  - For academic-based, escape-maintained problem behavior incorporate academic support

(Horner, Hawken, March)
Why Does CICO Work cont...?

- **Linking school and home support**
  - Provides opportunity for positive student/parent contact

- **Program can be modified for self-management**
  - Increased options for making choices
  - Increased ability to self-monitor performance/progress

(Horner, Hawken, March)
CICO Component of SWIS

• School-Wide Information System (SWIS) provides a data collection system for CICO

• Allows for progress monitoring of individual students and groups of CICO students
So...

- Student knows what is expected
- He/she receives attention/tangibles throughout the day for meeting these expectations
- Parents provide attention for meeting expectations
- Self-monitoring skills are developed
CICO Individualized

• Any CICO program can be modified to meet individual needs of students
  ▫ Expectations can be changed to more specific behaviors
  ▫ More frequent checks with mentor
  ▫ Change of location
**CICO Record**

Name: ________________________________  Date: ______________

3 = great  2 = good  1 = hard time

<table>
<thead>
<tr>
<th>Goals</th>
<th>Be Respectful Hands to self</th>
<th>Be Responsible Finish all work</th>
<th>Be Safe Keep chair legs on floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In</td>
<td>3  2  1</td>
<td>3  2  1</td>
<td>3  2  1</td>
</tr>
<tr>
<td>Before Recess</td>
<td>3  2  1</td>
<td>3  2  1</td>
<td>3  2  1</td>
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<tr>
<td>Before Lunch</td>
<td>3  2  1</td>
<td>3  2  1</td>
<td>3  2  1</td>
</tr>
<tr>
<td>After Recess</td>
<td>3  2  1</td>
<td>3  2  1</td>
<td>3  2  1</td>
</tr>
<tr>
<td>Check Out</td>
<td>3  2  1</td>
<td>3  2  1</td>
<td>3  2  1</td>
</tr>
</tbody>
</table>

Today’s goal

Today’s total points

Parent/Guardian Signature: ________________________________
Social Skills Instruction

• With a full repertoire of social skills, students will have the ability to make social choices that will strengthen their interpersonal relationships and facilitate success in school
  ▫ Positive and safe school environment
  ▫ Child resiliency in the face of future crises or other stressful life events
  ▫ Students who seek appropriate and safe avenues for aggression and frustration
  ▫ Children who take personal responsibility for promoting school safety

2002, National Association of School Psychologists
Consequences of Poor Social Skills

- Students with poor social skills have been shown to:
  - Experience difficulties in interpersonal relationships with parents, teachers, and peers
  - Evoke highly negative responses from others that lead to high levels of peer rejection
    - Peer rejection has been linked on several occasions with school violence
  - Show signs of depression, aggression and anxiety
  - Demonstrate poor academic performance as an indirect consequence
  - Show a higher incidence of involvement in the criminal justice system as adults

2002, National Association of School Psychologists
Social Skills Deficits

- Due to lack of knowledge
  - **acquisition deficits** the child does not know the skills or does not discriminate when a skill is appropriate
  - For example, a child grabs a pencil from a peer in class when she needs one because she does not know how to appropriately ask to borrow it

2002, National Association of School Psychologists
Social Skills Deficits

- Consistently despite knowledge
  - **performance deficits** the child knows how to perform the skills but fails to do so consistently or at an acceptable level of competence
  - For example, although the child understands that he should raise his hand to speak in class and does so much of the time, he will sometimes blurt out a comment without raising his hand

2002, National Association of School Psychologists
Social Skills Deficits cont...

- To a sufficient degree or level of strength
  - fluency deficits: the child knows how to perform skill and is motivated to perform, but demonstrates inadequate performance due to lack of practice or adequate feedback

  - For example, a student has learned what to say and do when confronted with bullying behavior, but her responses are not yet strong enough to be successful

2002, National Association of School Psychologists
Social Skills Deficits cont...

• Due to competing skill deficits or behaviors, internal or external factors interfere with the child demonstrating a learned skill appropriately

  ▫ For example, depression, anxiety, hyperactivity, or negative motivation can interfere with demonstration of appropriate conflict resolution skills, even though the skills have been taught and learned

2002, National Association of School Psychologists
Teaching Social Skills

• Create groups of 3-5 students with similar skill deficits
  ▫ Small groups give students a chance to observe others, practice with peers, and receive feedback
• Remove obstacles to learning
• Meet early in the day so that kids are attentive and have the whole day to practice what they learn in your lesson

2002, National Association of School Psychologists
Introduce the program, its content, and why and how it will benefit them:
- will help them to return to general education classes
- help them obtain and keep a job
- result in less trouble with teachers/parents
- impress their boyfriend's/girlfriend's parents when they meet them
- be able to convince the police to let them go when stopped

Set up the rules and regulations
- Identify the behaviors you'll reward during lessons...one person speaks at a time, pay attention, be positive...all of which may need to be taught in the initial lessons

Teach the easy-to-learn skills first to ensure student (and teacher) success and reinforcement
Use the Traditional Teaching Model

- Goal
- Objective
- Lesson Development
  - tell them
  - show them
- Provide "Guided Practice" (provide steps)
  - discuss when the behavior could be used and role play it
  - role play at least two different scenarios with right & wrong behaviors shown
- Evaluate
  - provide feedback with lots of encouragement and specific praise
  - from one’s self
  - from peers
  - from the teacher

Tom McIntyre at www.BehaviorAdvisor.com
## Small Group Social Skills Lesson Plan Template

**Expectation:**

<table>
<thead>
<tr>
<th>Tell:</th>
<th>Present and define the social skill and key words, discuss the importance of the skills and outline the steps to perform the targeted social behavior.</th>
</tr>
</thead>
</table>
| Show: | Present models of positive and negative social behavior using pictures, video clips, and role play, and then lead a discussion of alternatives to accomplish the social behavior objective.  
Example:  
Non-example:  
Example: |
| Practice: | Using role play, students review the definition, importance, and skills steps; then they do additional role plays with opportunities to give and receive feedback.  
Practice: Using behavioral rehearsal students review and practice their skills in the intervention session; group leader encourages student to practice by assigning homework.  
Monitor progress: Give feedback and have learners self-assess. Students reflect on their own progress. |
| Generalize: | Apply learning to multiple settings and in a variety of situations. |
Ongoing Use of “New” Behavior

- Practice, practice, practice through homework assignments, review sessions, assignment to real life settings, and surprise "tests"
  - Your student has been learning to handle interactions with authority figures...send the student on an errand and have an unknown teacher confront him/her, accusing the pupil of "forging" a hall pass. If the student performs poorly...runs, is rude, etc...the teacher says "This is a test. How did you do?"
Points to Consider

• Given that the behavior of group leaders is emulated by their followers, teach to the high status kids in your group first
  ▫ Have them demonstrate the new behaviors and be seen being rewarded
  ▫ Have your kids with lower status demonstrate the behaviors after the leaders do so
  ▫ Make sure the lessons are interesting and fun so that kids look forward to the lessons
    • For example, start the teaching of "following directions" by having them cook/make candy or do magic tricks...then move to more school-based examples

Tom McIntyre at www.BehaviorAdvisor.com
Promote Generalization

• to different settings/circumstances by:
  ▫ practicing in different settings and under various conditions
  ▫ prompting and coaching the student in naturally occurring situations throughout the day
  ▫ having the student submit self-report forms for each class period
Reinforce

- Recognize and reward, “new” behavior when it’s displayed in everyday school situations
- When you see a good situation for a student to display a "new" behavior, prompt its use with cues and hints
  - as subtle as possible, but as strong as necessary

Tom McIntyre at www.BehaviorAdvisor.com
This student is participating in our HAWK Social Skills group. The targeted social skills are listed below. Using the provided criteria, rate the student’s use of the individual skills each day. Before leaving on Friday, please put the completed form in Mr. Mecum’s mailbox. You will receive a new form by Monday morning.

3 = Displayed Consistently  2 = Displayed periodically/inconsistently  1 = Did not display

If you have questions about this form or the Hawk Social Skills group, contact Mr. Mecum

<table>
<thead>
<tr>
<th>Targeted Social Skills</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td></td>
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</tr>
<tr>
<td>Taking turns in</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
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<tr>
<td>conversation</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Disagreeing respectfully</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
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<tr>
<td>Be Responsible</td>
<td></td>
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<td></td>
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<tr>
<td>Paying attention to</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
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<tr>
<td>your work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking for help</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
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<tr>
<td>Be Safe</td>
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<td></td>
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<tr>
<td>Staying calm when</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>receiving feedback</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Staying calm when</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
<td></td>
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<tr>
<td>pushed or hit</td>
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</tr>
</tbody>
</table>

Week’s Percentage _______

Total Daily Points

Total Possible Daily
Behavior Contracts Steps in Implementation

1. a listing of student behaviors that are to be reduced or increased
   a. stated in positive, goal-oriented terms
   b. target behaviors that are easy to observe and verify
2. a statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors
3. the conditions under which the student will be able to redeem collected stickers, points, or other tokens for specific rewards
4. the behavior contract should include spaces for both teacher and student signatures as a sign that both parties agree to adhere to their responsibilities in the contract
Behavior Contract

Name: Johnny Cash       Start Date: 1/28/11       Review Date: 2/28/11

Goal(s) Johnny will raise his hand and be recognized by the teacher before offering an answer or comment.

Incentive: Johnny will add a point to his Good Behavior Chart each time he raises his hand to answer or comment and waits to be recognized.

Redemptions of Points: When Johnny has earned 15 points on his Good Behavior Chart, he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game.

_________________________________________       _____________________________
Teacher                                           Student

_________________________________________
Parent/Guardian
Pre-Correction

- A proactive way to address predictable inappropriate behaviors (academic and social)
- Focuses on the antecedents of behavior
- Teachers anticipate the situations when inappropriate behaviors are likely to occur
- They teach the student how to avoid the mistake (academic or social)
- Then teach the student what is expected
Seven Steps of Pre-correction
(Colvin, Sugai, & Patching, 1993)

1. Identify the predictable behavior and context
2. Specify expected behaviors
3. Modify the context
4. Conduct behavior rehearsals
5. Provide strong reinforcement for expected behaviors
6. Prompt expected behaviors before performance
7. Monitor the plan
Additional Tier 2 Interventions

- Behavior Charts
- Peer Based Supports
- Group/Individual Counseling
Progress Monitoring

- Recommended 2x a week, but at least 1x per week

- Intervention is recommended to be implemented for 10 weeks, but at least for a minimum of 5 weeks
  - Documented Review should be conducted at 5 weeks and then again at 10 weeks
Fred
Percentage of Point Earned

Continue Intervention
Fred
Percentage of Point Earned

Modify Intervention
Fred
Percentage of Point Earned

Modification of Intervention

Continue Intervention
Fred
Percentage of Point Earned

Refer to TST for Tier 3 Behavior Interventions
Progress Monitoring

- Monitor data that brought them to the table!
  - ODR’s
  - Minor behaviors that cause interruption in instructional time
  - Peer/teacher conflicts
  - Attendance
  - Suspensions
  - Expulsions
  - Rating/Nomination Scales
  - Grades – due to social/emotional issues
### Three-Tiered Logic

#### Tier 1 Universal
- PBIS Expectations & Rules
- Reinforcement Systems
- Teaching Expectation & Rules
- Defining Behaviors
- Minors & Majors
- Discipline Ladder
- Aligning Office Discipline Referral
- Data Based Decision Making
- Teaming
- Faculty Buy – In

#### Tier 2 Targeted
- Check-in/Check-Out
- Bullying Prevention
- Anger Management
- Behavioral Contracting
- Social Skills
- Character Education
- Intervention Plans
- Academic Assistance
- Active Supervision
- Progress Monitoring
- Duration
- Frequency
- Professional Development
- Evaluation

#### Faculty Buy – In
- Pre - Correction
- Explicit Instruction
- Specific Learning Targets
- Progress Monitoring
- Universal Screening
- PTA
- PTO
- Meaning Family Involvement
- PBIS Newsletter
- Watch D.O.G.S
- Community Involvement

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**Community Involvement**
Activity

• Using the Tier 2 Self Assessment evaluate your school’s current Tier 2 processes for behavior for the rest of the items
  • In Place
  • Needs Improvement
  • Not in Place

• Complete Action Plan for systems “Not in Place”
We Have Reviewed Behavioral Interventions

Which Ones Will You Choose?
Tier 2 System
Development Meeting Agenda

• Date & Time:

• Members Present:

• Student Identification:
  ▫ Data Decision Rule
  ▫ Data Collection Procedure
  ▫ Function Matching

• Develop Intervention
  ▫ Coordinator
  ▫ Facilitator
  ▫ Location
  ▫ Time
  ▫ How will progress be monitored?

• Tier 2 Support System – Training
  ▫ Staff
  ▫ Students
  ▫ Families

• Communication to staff, students and family:
  ▫ Information to be disseminated and feedback required
Scenario

Background
Student: Sam
Age: 14.2
Grade: 8\textsuperscript{th}

Sam is an eighth grade student who is not finishing his work due to his off-task behaviors. According to his records, this has been an ongoing problem since third grade. His grades have become progressively worse this year. His academic grade in social studies class (and in most of his other classes) is at 65\% because his assignments are rarely completed or done haphazardly. When Sam does start an assignment, he often rushes through it, making a number of errors and overlooking information. His teacher reports the following types of off task behaviors: reading books and magazines, drawing and doodling, daydreaming, and talking to friends and neighbors. These behaviors occur most often during independent work times and rarely during large group or whole class activities. Having reviewed Sam’s completed assignments and his class participation in group activities, Sam’s social studies teacher believes he is capable of doing grade-level work.

Complete the Decision Making Model for Sam

HTTP://IRIS .PEABODY .VANDERBILT.EDU
Decision Making Process

- Define Obstacle
- Generate Functional Hypothesis as to Why the Behavior is Occurring
- Develop an Intervention
- Communicate with Stakeholders
- Implement Plan
- Evaluate Progress Monitor

Data to Be Collected

- How Often
- Who and When

Researched Based Intervention

Family, Administration, Teachers and other School Committees
Decision Making Process

Name: _______________  Grade: _____  Date: _____  Person Completing Form: _______________

Data Used to Identify Student: ___________________________________  Review Date: _____

- Define Obstacle: ________________________________________________
- Hypothesis/Function: __________________________________________
- Intervention: __________________________________________________
- Communication: ________________________________________________
- Implement Plan: ________________________________________________
- Progress Monitor/Evaluate: _______________________________________
Team Activity

- As a team review the scenario regarding Sam, using the Decision Making Process, complete the Tier 2 Documentation Form.
Three-Tiered Logic

Tier 1 Universal
- PBIS Expectations & Rules
- Reinforcement Systems
- Teaching Expectation & Rules
- Defining Behaviors
- Minors & Majors
- Discipline Ladder
- Aligning Office Discipline Referral
- Data Based Decision Making
- Teaming
- Faculty Buy – In
- Pre - Correction
- Explicit Instruction
- Specific Learning Targets
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Tier 2 Targeted
- Check-in/Check-Out
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- Intervention Plans
- Anger Management
- Academic Assistance
- Behavioral Contracting
- Active Supervision
- Social Skills
- Progress Monitoring
- Duration
- Frequency
- Professional Development

Tier 3 Intensive
- Functional Behavior Assessment
- Behavior Intervention Plan
- Progress Monitoring
- Professional Development
References & Resources

Tier 2 Interventions
• www.PBIS.org
• www.interventioncentral.org
• Horner, R., Hawken, L., March, R. Targeted Interventions. www.PBIS.org

Check and Connect
• http://ici.umn.edu/checkandconnect/

Check-In Check-Out
• http://www.pbis.org/common/pbisresources/presentations/0508rhtargetedindABA.ppt
• www.swis.org
• http://www.pbis.org/common/pbisresources/presentations/BEP_CICO_Anne.ppt
References & Resources

Social Skills

- "Stop and Think" Social Skills Program (Knoff): Part of Project ACHIEVE (Knoff and Batsche). Has demonstrated success in reducing student discipline referrals to the principal's office, school suspensions, and expulsions; fostering positive school climates and pro-social interactions; increasing students' on-task behavior; and improving academic performance. [http://www.projectachieve.info](http://www.projectachieve.info)

- The PREPARE Curriculum (Goldstein) Presents a series of 10 course-length interventions grouped into three areas: reducing aggression, reducing stress, and reducing prejudice. It is designed for use with middle school and high school students but can be adapted for use with younger students. [http://www.researchpress.com/scripts/product.asp?item=5063](http://www.researchpress.com/scripts/product.asp?item=5063)

- The Tough Kid Social Skills Book
- Second Step
- Skill streaming
References and Resources

Pre-correction


• www.ccbd.net/.../bb/BB%2016(1)%20using%20precorrection.pdf
• www cpt fsu edu TREE precorrection html
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