Tier 2 Interventions
Objectives

- Identify Tier 2 Interventions.
- Describe components of various Tier 2 Interventions.
Now That You Know, What Do You Do?
Which Interventions Work?

- Check and Connect
- Check-in / Check-out (CICO)
- Social Skills Training
- Behavioral Contracts
Intervention 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
Intervention

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)
BEP/Check-in Check-out Cycle

(Horner, Hawken, March)
# CICO Record

**Name:** ____________________________  **Date:** ______________

<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</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Before Recess</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Before Lunch</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>After Recess</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Check Out</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 = great (0-1 prompts)</th>
<th>2 = good (2 prompts)</th>
<th>1 = hard time (3 or more prompts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Today’s goal**

**Today’s total points**
# 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>Period 1</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>2</td>
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<tr>
<td>Period 2</td>
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<td>3</td>
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<tr>
<td>Period 3</td>
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<td>3</td>
<td>3</td>
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<td>1</td>
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<td>1</td>
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<tr>
<td>Period 4</td>
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<td>3</td>
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<td>2</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Period 5</td>
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<td>3</td>
<td>3</td>
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<td>2</td>
<td>2</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Period 6</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Period 7</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>2</td>
<td>2</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Today’s goal: ____________________________

Today’s total points: ______________
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 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 | |
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


*(Horner, Hawken, March)*
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)
Why Does CICO Work?

- Structure is Improved
- Success is Built In
- Contingent Feedback is Increased
- Intervention can be applied in all school locations
- Appropriate behavior is rewarded more frequently
- Behavior support and academic support can be linked
- Linking school and home support
- Program can be modified for self-management

(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
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</th>
<th>Be Responsible</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hands to self</td>
<td>Finish all work</td>
<td>Keep chair legs</td>
</tr>
<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>
<tr>
<td>Today’s goal</td>
<td>Today’s total points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intervention
Social Skills

Ability to communicate, persuade, and interact with other members of the society, without undue conflict or disharmony.
Social Skills

Presence of Social Skills

- 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.

Poor Social Skills

- Experience difficulties in interpersonal relationships.
- Experience 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
JUST KIDDING

Yeah, yeah, that's great, Ginger! But, we're kinda busy right now workin' on our social skills!

Another A!
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 cont...

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.
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.

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2002, National Association of School Psychologists
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.
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.
• Meet early in the day so that kids are attentive and have the whole day to practice what they learn in your lesson.
• Introduce the program, its content, and why and how it will benefit them.
• 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.

2002, National Association of School Psychologists
Lesson Plans

- 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
# Small Group Social Skills Lesson Plan

**Tell:** 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.

**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:**

**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

• Have them demonstrate the new behaviors and be seen being reinforced.

• 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.
Points to Consider

Promote Generalization

- 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.

<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><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking turns in</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Disagreeing</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>respectfully</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Paying attention</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>to your work</td>
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<tr>
<td><strong>Be Responsible</strong></td>
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</tr>
<tr>
<td>Asking for help</td>
<td>3</td>
<td>2</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Staying calm</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>when receiving</td>
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<td>feedback</td>
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<tr>
<td>Staying calm</td>
<td>3</td>
<td>2</td>
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<td>when pushed or</td>
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</tbody>
</table>

**Total Daily Points** |   |   |   |   |   |   |
**Total Points for Week** |   |
**Total Possible** |   |
**Daily** |   |   |   |   |   |   |
Intervention

Behavior Contract

Contract delineates specific steps that a student will take to change his behavior.

- Be collaboratively written.
- Provide clear, concrete goals -- “I will ask permission before leaving seat” is better phrasing than “I will not be disruptive.”
- Provide clear guidelines for receiving a reward -- “After 30 minutes of quietly working on my project, I can take a five-minute break.
- Define the parameters of behavior monitoring -- Is the student self-monitoring?
- Will the teacher keep track of successes and failures?
- Set out guidelines for contract review -- No behavior modification contract should be open-ended.
Behavior Contract

Name: Johnny Cash  Start Date: 1/28/13  Review Date: 2/28/13

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

__________________________________________  __________________________________________
Administrator                                        Parent/Guardian
My Contract:

Name: ____________________________________________
Date: ____________________________________________

These are my goals:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

These are my consequences if I don't meet my goals:
________________________________________________
________________________________________________
________________________________________________

These are my rewards/reinforcers if I meet my goals:
________________________________________________
________________________________________________
________________________________________________

My contract will be reviewed on______________________________

Signatures: ____________________________________________
________________________________________________________
Behavioral Contract

Name: Justin Bieber  Date: 01/28/13

Target Behavior: Tardiness to classes

Current Frequency: 4 times per week

My Goal: Two (2) or fewer times tardy to class per week

Reinforcer if I meet my Goal: I will earn a coupon for a free drink at snack to use the following week

Consequences: Continued office referrals for tardiness to class will result in Saturday Detention and ISS.

Contract Review Date: February 2013

Signatures:
Student:  
Intervention Coordinator:  
Parent/Guardian:  
Administrator:
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
Activity...

- Identify which Tier 2 interventions will be used.

- Describe how interventions will be matched to students identified as needing Tier 2 supports and services.