TIER 2

IDENTIFICATION, INTERVENTION AND PROGRESS MONITORING

State Personnel Development Grant
(Grant No. H323AO50005)
Objectives

• Define Response to Intervention
• Identify the Essential Elements of Mississippi’s Tier 1 behavior process
• Evaluate current Tier 1 processes (Universal Systems) using the Benchmarks of Quality
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.

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

Tier 2 Targeted

Tier 3 Intensive

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
## Critical Elements

### Critical Elements
- Team has broad representation
- Team has administrative support
- Team has regular meetings (at least monthly)
- Team has established a clear mission/purpose

### Faculty Commitment
- Faculty are aware of behavior problems across campus (regular data sharing)
- Faculty involved in establishing and reviewing goals
- Faculty feedback obtained throughout year

### Effective Procedures for Dealing with Discipline
- Discipline process described in narrative format or depicted in graphic format
- Process includes documentation procedures
- Discipline referral form includes information useful in decision making
- Behaviors defined
- Major/minor behaviors are clearly identified/understood
- Suggested array of appropriate responses to minor (non-office-managed) problem behaviors
- Suggested array of appropriate responses to major (office-managed) problem behaviors

### Data Entry & Analysis Plan Established
- Data system to collect and analyze ODR data
- Additional data collected (attendance, grades, faculty attendance, surveys)
- Data entered weekly (minimum)
- Data analyzed monthly (minimum)
- Data shared with team and faculty monthly (minimum)

### Expectations & Rules Developed
- 3-5 positively stated school-wide expectations posted around school
- Expectations apply to both students and staff
- Rules developed and posted for specific settings (where problems are prevalent)
- Rules are linked to expectations
- Staff feedback/involvement in expectations/rule development

## Benchmarks of Quality

### Reward/Recognition Program Established
- A system of rewards has elements that are implemented consistently across campus
- A variety of incentives are used to reward students
- Rewards are linked to expectations
- System includes opportunities for naturally occurring consequences
- Rewards are varied to maintain student interest
- System includes incentives for extension

### Lesson Plan for Teaching Expectations/Rules
- A behavioral curriculum includes concepts and skill level instruction
- Lessons include examples and non-examples
- Lessons have a variety of teaching strategies
- Lessons are embedded into subject area curricula
- Faculty/staff and students are involved in development and delivery of lesson plans
- Strategies reinforce the lessons, with families/community are developed and implemented

### Implementation Plan
- Develop, schedule, and deliver plans to teach staff the discipline and data system
- Develop, schedule, and deliver plans to teach staff the lesson plans for students
- Schedule/plans for teaching students expectations/rules/rewards are developed
- Strategies to reinforce the lessons with families/community are developed and implemented

### Crisis Plan
- Faculty/staff are taught how to respond to crisis situations
- Responding to crisis situations is rehearsed
- Procedures for crisis situations are readily accessible

### Evaluation
- Students and staff are surveyed about PBS
- Students and staff know expectations and rules
- Staff use discipline/communication appropriately
- Staff use natural consequences appropriately
- Outcomes (behavior problem, attendance, morale) are documented and used to evaluate PBS plans

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School Name: [Student Name]  
Person Completing Survey: [Teacher Name]  
Position: [Teacher Title]  
District:  
Date:  

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Benchmarks of Quality  
Educational and Community Supports, University of Oregon
Team Activity

- Review the Benchmarks of Quality that was completed yesterday. Is your school ready to begin developing Tier 2 behavioral systems?
  - 80% on BOQ
  - Classroom and non-classroom systems are in place
  - “Big 5” Data is reviewed monthly
  - A system for collecting minor classroom incidents is in place
Tier 1
Universal

Universal Screener
(Two Data Sources)

Tier 2
Targeted

Define Obstacle → Hypothesis Function → Intervention → Implementation → Communication

Progress Monitoring/Evaluation of Intervention

Data to Progress Monitor → By Whom → How Often → Exit Criteria
Objectives

- List components of Tier 2 processes
- Identify Tier 2 Team Roles and Responsibilities
Tier 2 Process

- Tier 1 systems in place
- Tier 2 Team
- Universal Screening
- 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 students needing Tier 2 supports
- Team makes decisions about students receiving Tier 2 supports
- Progress is reported to faculty
Tier 2 Process

- 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. Restructurers 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 (possibly multiple people)
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 (possibly multiple people)
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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</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. Restructurers resources, (time and staff)  
3. Communicates with faculty, staff and family members about the process                                                                                                                                           |             |
| **Intervention Coordinator**| (possibly multiple people)  
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 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
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 (ODRs)
- Teacher nominations
- Peer nominations
- Formal measures such as the Systematic Screening for Behavior Disorders
Screening Considerations

- Each student should be considered by one teacher
- Screening 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
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
Critical Factors of Using ODRs 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.
## Teacher Nomination Form

<table>
<thead>
<tr>
<th>Examples of externalizing types of behavior</th>
<th>Examples of internalizing types of behavior</th>
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<tbody>
<tr>
<td>Displaying aggression towards objects or persons</td>
<td>Low or restricted activity levels</td>
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<tr>
<td>Arguing or defying the teacher</td>
<td>Avoidance of speaking with others</td>
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<td>Forcing the submission of others</td>
<td>Shy, timid, and/or unassertive behaviors</td>
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<td>Out of seat behavior</td>
<td>Avoidance or withdrawal from social situations</td>
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<tr>
<td>Non-compliance with teacher instructions or requests</td>
<td>A preference to play or spend time alone</td>
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<td>Tantrums</td>
<td>Acting in a fearful manner</td>
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<td>Hyperactive Behavior</td>
<td>Avoiding participation in games and activities</td>
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<td>Disturbing Others</td>
<td>Unresponsive to social interactions by others</td>
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<td>Stealing</td>
<td>Failure to stand up for oneself</td>
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<td>Not Following Teacher or School Rules</td>
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<th>Non-examples of externalizing types of behavior</th>
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<td>Cooperating</td>
<td>Initiation of social interactions with peers</td>
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<td>Sharing</td>
<td>Engagement in conversations with peers</td>
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<td>Working on assigned tasks</td>
<td>Normal rates or level of social contact with peers</td>
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<td>Asking for help</td>
<td>Displaying positive social behaviors toward others</td>
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<td>Listening to teacher</td>
<td>Participating in games and activities</td>
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<td>Interacting in appropriate manner with peers</td>
<td>Resolving peer conflicts in an appropriate manner</td>
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<td>Following directions</td>
<td>Joining in with others</td>
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<td>Attending to task demands</td>
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<td>Complying with teacher requests</td>
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## Teacher Nomination Form cont...

<table>
<thead>
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<th>Student Nomination</th>
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<td>Externalizing Students</td>
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Teacher Rating Scale

- Schools may choose to develop their own teacher rating scale to use 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>
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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>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Overly active</td>
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<td>Talks out of turn</td>
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<td>Disturbs others when they are working</td>
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<td>Constantly seeks attention</td>
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<td>Acts without thinking of the consequences</td>
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<td>loves self confidence</td>
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<td>All “can’t do” without attempting</td>
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<tr>
<td>is overly sensitive</td>
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<td>Clings with adults</td>
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<td>Cliq/blend</td>
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<td>Acts depressed</td>
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<td>Does not make eye contact</td>
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<td>Has difficulty making friends</td>
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<td>Acts alone in cafeteria</td>
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<td>Appears frightened or worried</td>
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<td>Cries easily</td>
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<td>Reports fears or phobias (such as fear of coming to school)</td>
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<td>Does not recognize danger</td>
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<td>Pretends to be ill</td>
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<td>Has poor grooming or personal hygiene</td>
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<td>Picks at skin, nails</td>
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<td>Difficulty calming/comforting self</td>
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<td>Difficulty distinguishing fantasy from reality</td>
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<td>Makes inappropriate noises</td>
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<td>Expresses sudden changes in mood</td>
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<td>Blames or teases on others</td>
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<td>Verbally aggressive</td>
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<td>Teases or bullies others</td>
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<td>Defiant or stubborn</td>
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<td>Behaves inappropriately toward teachers and/or others in authority</td>
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<td>Physically aggressive</td>
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<td>Touches others inappropriately</td>
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<td>Destroys property</td>
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<td>Has been caught cheating</td>
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<td>Has been caught stealing</td>
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<td>Has insulted school personnel</td>
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<td>Has threatened to cause harm or has harmed school personnel</td>
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<td>Has threatened or attempted suicide</td>
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<td>Has runaway or been on runaway status</td>
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<td>Fears to cause harm to self</td>
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<td>Touches or touches objects when not appropriate</td>
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<td>Draws inappropriate and/or threatening pictures</td>
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<td>Writes threatening notes</td>
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<td>Verbally threatens to cause serious harm to others</td>
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<td>Does not appear to fit in with other students</td>
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<td>Has no substitute for others who are not there</td>
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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 grade
- 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 for scoring software; $98 for pack of 100 forms
- Preschool – 12th grade
- 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
Tier 1
Universal

Universal Screener
(Two Data Sources)

Tier 2
Targeted

Define Obstacle → Hypothesis Function → Intervention → Implementation → Communication

Progress Monitoring/Evaluation of Intervention

Data to Progress Monitor → By Whom → How Often → Exit Criteria
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

- Identify students who need Tier 2 and 3 behavioral interventions based on the data
- Identify problems in individual student BIG 5 data
- Determine possible Tier 2 interventions based on individual student data
Using The BIG 5 To Make Decisions for Tier 2
First place to start?

WHO

(Referrals by Student)
Tier 2 Interventions Target Students with 2-5 ODRs
Tier 3 Interventions Target Students with 6+ ODRs
After you identify the students who need additional behavior support...
Get more specific...

Look at the **BIG 5** for each student
Kathleen
Tier 2 Interventions Target Students with 2-5 ODRs
Kathleen
ODRs by Problem Behavior

Times

ODRs

- Alcohol
- Arson
- Bomb
- Combust
- Dress
- Drugs
- Prop Dam
- Tardy
- Tobacco
- Vandal
- Weapon
- Harass
- Lying
- Theft
- Other
- Inapp. Lan
- Agg/Fight
- Tech
- Defiant
- Disruption
Kathleen
ODRs by Time of Day

Times

ODRs

7:00 AM
7:15
7:30
7:45
8:00 AM
8:15
8:30
8:45
9:00 AM
9:15
9:30
9:45
10:00 AM
10:15
10:30
10:45
11:00 AM
11:15
11:30
11:45
12:00 PM
12:15
12:30
12:45
1:00 PM
1:15
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1:45
2:00 PM
2:15
2:30
2:45
3:00 PM
3:15
3:30
3:45
4:00 PM
4:15
4:30
4:45
Another piece of data that is extremely helpful is...

Possible Motivation
What is the student “getting” when he/she engages in the inappropriate behavior?

- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Item

- Avoid Task
- Avoid Work
- Avoid Peer
- Avoid Adult
Based on the Data, the Behavior Support Team Develops a Hypothesis...
<table>
<thead>
<tr>
<th>Is there a problem?</th>
<th>Describe...</th>
<th>Ideas for Solutions</th>
</tr>
</thead>
</table>
| **How Often** are the ODRs? | • 4 ODRs over 3 months  
• Increasing trend with spike in Oct. | |
| • Trends?  
• Compared to last year? | | |

| **What** are the problem behaviors? | | |
| • One, few, many behaviors?  
• Clusters of behaviors? | | |

| **Where** are the behaviors occurring? | | |
| • One, few, many location?  
• Clusters of locations? | | |

| **When** are the behaviors occurring? | | |
| • Compare to the schedule?  
• Compare to the locations? | | |

**Possible Motivation?** |

**Precision Statement:**
Your Turn.....

David
Tier 2 Interventions Target Students with 2-5 ODRs
David
Average ODRs per Day Per Month

Avg. ODRs

0.12

0.10

0.08

0.06

0.04

0.02

0.00

Aug  Sept  Oct  Nov  Dec  Jan  Feb  Mar  Apr  May  Jun  Jul

Months

Avg. ODRs per Day Per Month
David

ODRs by Time of Day
David
ODRs by Possible Motivation

Axis Title

- Ob. Attn
- Ob. Item
- Avoid peer
- Avoid Adult
- OK
- Other
- Obtain Peer Attn
- Unknown
- Avoid Task

Axis Title
<table>
<thead>
<tr>
<th>Is there a problem?</th>
<th>Describe...</th>
<th>Ideas for Solutions</th>
</tr>
</thead>
</table>
| **How Often** are the ODRs?  
- Trends?  
- Compared to last year? | | |
| **What** are the problem behaviors?  
- One, few, many behaviors?  
- Clusters of behaviors? | | |
| **Where** are the behaviors occurring?  
- One, few, many location?  
- Clusters of locations? | | |
| **When** are the behaviors occurring?  
- Compare to the schedule?  
- Compare to the locations? | | |
| **Possible Motivation?** | | |
| **Precision Statement?** | | |
Samantha
Tier 2 Interventions Target Students with 2-5 ODRs

Referrals By Student

Number of Referrals

Samantha
Samantha
Average ODRs per Day Per Month

Avg. ODRs

Months

Aug  | Sept | Oct  | Nov  | Dec  | Jan  | Feb  | Mar  | Apr  | May  | Jun  | Jul  

0.0  | 0.0  | 0.25 | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  

Note: The graph shows the average ODRs per day per month for Samantha. The peak is in October (Oct).
Samantha
ODRs by Location

Locations: Gym, Hall, Bus, Bus Zone, Common, Library, Office, Park Lot, Unknown, Bathrm, Café, Other, Class

ODRs: Gym = 0, Hall = 0, Bus = 0, Bus Zone = 0, Common = 0, Library = 0, Office = 0, Park Lot = 0, Unknown = 0, Bathrm = 0, Café = 0, Other = 0, Class = 2
Samantha

ODRs by Time of Day

The graph shows the number of ODRs (Out of Rights) for Samantha by time of day. The graph has bars for specific times indicating the number of ODRs at those times. The x-axis represents the times, while the y-axis represents the ODRs.
<table>
<thead>
<tr>
<th>Is there a problem?</th>
<th>Describe...</th>
<th>Ideas for Solutions</th>
</tr>
</thead>
</table>
| **How Often** are the ODRs?  
• Trends?  
• Compared to last year? | | |
| **What** are the problem behaviors?  
• One, few, many behaviors?  
• Clusters of behaviors? | | |
| **Where** are the behaviors occurring?  
• One, few, many location?  
• Clusters of locations? | | |
| **When** are the behaviors occurring?  
• Compare to the schedule?  
• Compare to the locations? | | |
| **Possible Motivation?** | | |
| **Precision Statement:** | | |
## General Guidelines

<table>
<thead>
<tr>
<th><strong>IF...</strong></th>
<th><strong>Focus on...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;10-15 students receive &gt;5 ODRs</td>
<td>Tier 2 interventions (small group)</td>
</tr>
<tr>
<td>&lt;10 students with 10+ ODRs</td>
<td>Tier 3 interventions (individual)</td>
</tr>
<tr>
<td>&lt;10 students continue rate of referrals after receiving Tier 2 interventions</td>
<td></td>
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<tr>
<td>Small # students destabilize the overall functioning of the school</td>
<td></td>
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</tbody>
</table>
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 (RtI)

- **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

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

Data to Be Collected
- How Often
- Who and When

Family, Administration, Teachers and other School Committees

Research-Based Intervention
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

Community Wide Strategy

Implementation Plan

THEN A MIRACLE OCCURS

Self-sufficiency, "good citizens", healthy community

GOOD WORK, BUT I THINK WE NEED JUST A LITTLE MORE DETAIL RIGHT HERE!
Which 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>
<tr>
<td>Today’s goal</td>
<td></td>
<td>Today’s total points</td>
<td></td>
</tr>
</tbody>
</table>

Today’s total points: 100
BEP/Check-in Check-out Cycle

- BEP Plan
- Morning Check-In
  - Class Check-out
  - Class Check-in
- Afternoon Check-out
- Teacher Checks
  - Home Check-In

(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

http://vimeo.com/19399257
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
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
# 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
- 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
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: ______________

<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>
</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: ____________________________

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
  - 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
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
Teaching Social Skills cont...

- 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
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:

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:
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
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.
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

<table>
<thead>
<tr>
<th>Targeted Social Skills</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking turns in conversation</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>
</tr>
<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>
</tr>
<tr>
<td>Paying attention to your work</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>
</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>
</tr>
<tr>
<td>Staying calm when receiving feedback</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>
</tr>
<tr>
<td>Staying calm when pushed or hit</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>
</tr>
</tbody>
</table>

Week's Percentage ______

If you have questions about this form or the Hawk Social Skills group, contact Mr. Mecum
Behavior Contracts
Steps in Implementation

1. a list 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 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 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
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                              Date: Feb. 2

Target Behavior: Tardiness to classes

Current Frequency: 4 times per week

My Goal: Two (2) or fewer tardies 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 tardies to class will result in Saturday Detention and ISS.

Contract Review Date: March 2

Signatures:
Student: Intervention Coordinator:
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
Tier 2 Progress Monitoring
Objectives

- Describe the necessity of progress monitoring data in Tier 2 behavior interventions
- Describe MDE recommended time lines for Tier 2 behavior interventions
- Based on progress monitoring data determine when to:
  - continue the intervention
  - modify the intervention
  - refer to Tier 3 interventions
Whatever the Tier 2 intervention, there must be a way to measure its effectiveness!
Anger Management or Social Skills Training

- ODRs
- Minor Infractions
- Teacher Report
- Student Report
- Peer Report
Daily Behavior Report Card

Graphing

- Student may have a goal number of points to earn in order to earn the reinforcer at the end of the day
- However...graphing is based on percent of points earned for the day

\[
\frac{\text{Points earned for day}}{\text{Total points available for the day}} \times 100
\]
Tier 2 Time Lines

- MDE recommends students stay in Tier 2 interventions for 10 weeks

- Progress monitoring data should be reviewed after 5 weeks and the intervention either...
  - continued
  - modified
Tier 2 Time Lines

- At the end of the 10 weeks the following recommendations can be made:
  - Continue the intervention (due to success & student need for support)
  - Move to Tier 3 (due to lack of progress)
  - Moved to Tier 1 (due to success and the student does not require continued intervention)
Jeffery
Jeffery
Tier 2 Behavior Intervention

Percentage of Points Earned

Sept. 1  Sept. 2  Sept. 3  Sept. 4  Sept. 5  Sept. 8  Sept. 9  Sept. 10  Sept. 11  Sept. 12
Jeffery

Tier 2 Behavior Intervention

Percentage of Points Earned

- Sept. 1
- Sept. 2
- Sept. 3
- Sept. 4
- Sept. 5
- Sept. 8
- Sept. 9
- Sept. 10
- Sept. 11
- Sept. 12
- Sept. 15
- Sept. 16
- Sept. 17
- Sept. 18
- Sept. 19
- Sept. 22
- Sept. 23
- Sept. 24
- Sept. 25
- Sept. 26
- Sept. 29
- Sept. 30
- Sept. 31
- Oct. 1
- Oct. 2
Your Turn....

Fred
Fred
Percentage of Point Earned

Modification of Intervention
Progress Monitoring

- Monitor the 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

Pre-Correction
Explicit Instruction
Specific Learning Targets
Progress Monitoring
Duration
Frequency
Professional Development
Evaluation

PTA
PTO
Meaning Family Involvement
PBIS Newsletter
Watch D.O.G.S
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: 8th

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.
Decision Making Process for Intervention

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

Data to Be Collected

How Often, Who and When

Research-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
- Progress Monitoring
- Universal Screening
- PTA
- PTO
- Meaning Family Involvement
- PBIS Newsletter
- Watch D.O.G.S
- Community Involvement

#### 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

#### Tier 3 Intensive
- Functional Behavior Assessment
- Behavior Intervention Plan
- Progress Monitoring
- Professional Development

---

**Note:** The text is structured to reflect a three-tiered system for behavior management, with Tier 1 being the most universal and Tier 3 being the most intensive.
References & Resources

Tier 2 Interventions

- [www.PBIS.org](http://www.PBIS.org)
- [www.interventioncentral.org](http://www.interventioncentral.org)

Check and Connect

- [http://ici.umn.edu/checkandconnect/](http://ici.umn.edu/checkandconnect/)

Check-In Check-Out

- [http://www.pbis.org/common/pbisresources/presentations/0508rhtargetedIndABA.ppt](http://www.pbis.org/common/pbisresources/presentations/0508rhtargetedIndABA.ppt)
- [www.swis.org](http://www.swis.org)
- [http://www.pbis.org/common/pbisresources/presentations/BEP_CICO_Anne.ppt](http://www.pbis.org/common/pbisresources/presentations/BEP_CICO_Anne.ppt)
- [www.iblesd.k12.or.us/prog_serv/pbs/.../Hallvik_HUG_Process.pdf](http://www.iblesd.k12.or.us/prog_serv/pbs/.../Hallvik_HUG_Process.pdf)
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](http://www.ccbd.net/.../bb/BB%2016(1)%20using%20precorrection.pdf)
- [www.cpt.fsu.edu/TREE/precorrection.html](http://www.cpt.fsu.edu/TREE/precorrection.html)
Resources

• School Wide Information System (SWIS)
  • www.swis.org

• BIG 5 Generator
  • Coming soon on the REACH-MS website
Contact Information

Selina Merrell, State Coordinator
selina.merrell@usm.edu

Patty Gautier, Family Coordinator
patricia.gautier@usm.edu

Sydney Wise, Technical Assistance Specialist
sydney.wise@usm.edu

www.usm.edu/reachms