Building Tier 2/3 Leadership Part III: Review of the Behavioral Interventions in Tier 2/3

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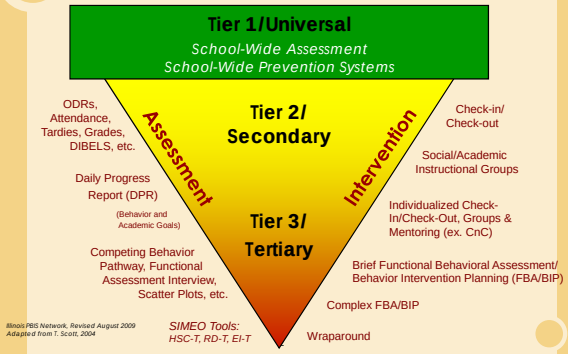
Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Critical Features of Secondary/Tier 2 Group Interventions

- Intervention is **continuously** available
- Rapid access to intervention (72 hr.)
- Very **low effort** by teachers
- Consistent with **school-wide** expectations
- **All** staff/faculty in school are involved/have access
- **Flexible** intervention based on descriptive functional assessment
- Adequate resources (admin., team)
- Continuous **monitoring** for decision-making

Why do Secondary/Tier 2 Group Interventions Work?

- Improved **structure**
  - Prompts throughout the day for correct behavior
  - System for linking student with at least one adult
  - Student chooses to participate
- Increased **feedback**
  - Feedback occurs more often
  - Feedback is tied to student behavior
  - Inappropriate behavior is less likely to be ignored or rewarded

Why do Secondary/Tier 2 Group Interventions Work?

- Increased frequency of **acknowledgment**/ reinforcement for appropriate behavior
  - Adult and peer attention
- Linking school and **home** support
- Organized to morph into a **self-management** system

Administrator's Role is to ensure that…

- No intervention is administered w/o progress monitoring.
- The Special Education focus changes from "did we deliver the intervention?" to "did the student experience success/ get better?"
- We stop routinely writing minutes on the IEP
- Ensure that "research based interventions "always used; – don't get to choose not to deliver interventions.
- Evidence-based practices need to be throughout a school – support structures at all 3 tiers.
- Take the "secrets" of behavior practices out of the basement and embed them across whole school.
- Equip teachers to be confident to handle.

Do All staff understand the Context for PBIS?

- Behavior support is the **redesign of environments**, not the redesign of individuals.
- Positive behavior support plans define changes in the behavior of those who will implement the plan. A behavior support plan describes what **we** will do differently.

CICO Daily Cycle (March & Horner, 1998)

1. Check-in with assigned adult upon arrival to school
   - Adult positively greets student
   - Review School-wide expectations (daily goals)
   - Students pick up new Daily Progress Report card
   - Provide materials (pencil etc.) if needed
   - Turn in previous day's signed form (optional)
   - Provide reinforcer for check-in (optional)

CICO Daily Cycle continued…

2. At each class:
   - Teacher provides **positive and/or corrective** behavioral feedback
   - Teacher completes DPR ***or***
   - Student completes self-monitoring DPR/teacher checks and initials card
     (*self-monitoring normally happens as students begin to successfully exit the intervention)*
3. Check-out at end of day:
   - Review points & goals
   - Reinforce youth for checking-out (token/recognition optional, think beyond school-wide token)
   - Receive reinforcer if goal met (optional, but good idea)
   - Take DPR card home (optional)

CICO Daily Cycle continued…

4. Give DPR to parent (optional)
   - Receive reinforcer from parent
   - Have parent sign card
   - Students are not "punished" if their parents don't cooperate

5. Return signed card next day – celebrate (if not returned, simply go on)

Social/Academic Instructional Groups

- Three types of skills-building groups:
  - 1) Pro-social skills
  - 2) Problem-solving skills
  - 3) Academic Behavior skills
- Best if involves use of Daily Progress Report
- These are often the skill groups facilitated by Social Workers, Counselors & Psychologists
  - However, can consider other providers : Teacher Assistants, Behavior Interventionists etc.

CICO with individual***ized*** features

- This is an intervention that adds support to generic CICO.
- Teachers choose these more individualized options on the reverse request for assistance (RRFA).
- Teachers are given the option to choose from these features ***after*** CICO was not enough support for a student.

CICO with individual*ized* features

What it is

- Options are pre-determined and communicated to all stakeholders.
- Secondary systems team designs the options for the building.
- Quick & Efficient
- A list of specified options teachers can choose from listed on the reverse request for assistance

What it isn't

- Changing the goal line one child at a time
- Changing or adding a goal for one child
- Changing the goals on the Daily Progress Report for one child or a group of children
- A meeting with the specialized staff and the teacher changing a student's DPR.

CICO with individual*ized* features

What it is

- Used after generic CICO has been tried for a set time (for example 4-6 weeks) and the student has not met the pre-determined goal set for ***all*** children.
- Options for individualizing the intervention are generic and quick
- Uses the same DPR as used in generic CICO

What it isn't

- One adult changing/ adding goals or DPR
- Changing or adding a goal for a group of kids (homework, grades, or a specific behavior).
- Changing the DPR card because there are individualized features

Examples of CICO with Individual*ized* Features

Example one:

Extra check in time before/after lunch with secretary in office

Example two:

Peer accompanies student to check in at beginning of day and check out at end of day

Example three:

Check in with supportive adult prior to a difficult class period

5 Types of Mentoring

Elements of Effective Practice (appendix section iv)

- Traditional One-to-One Mentoring
- Group Mentoring
- Team Mentoring
- Peer Mentoring
- E-mentoring

Activities of Mentoring

Relationships & Tasks

(Developmental) (Instrumental)

(Karcher et al. 2006)

Best Practices (Dubois, Holloway, Valentine, Cooper) 2002

1. Monitoring implementation
2. Screening
3. Matching
4. Pre-match
5. Ongoing training
6. Supervision
7. Support for mentors
8. Structured activities
9. Parent support
10. Expectations for frequency
11. Expectations for length of contact

Functional Assessment of Behavior "BIG IDEAS"

- Functional assessment is a **problem solving process** – a way to think about behavior systematically.

  "FA can be done in your head."

- Functional assessment identifies the events that reliably **predict** and **maintain** problem behavior.

Identifying who needs an FBA/BIP

- Academic/behavior data indicates challenge
- High intensity or frequency of behavior
- Behavior impedes academic performance
- Don't understand behavior
- Behavior seems to meet need or be reinforcing for student
- Interventions have not been successful
- Use data

FBA Team Process Steps

1. Collect **information**
   a) What does the problem look like?
   b) What series of events predicts behavior?
   c) What is the maintaining consequence of the observable behavior?
   d) Hypothesis statement?
2. Develop "**competing pathways**" and replacement behaviors
3. Develop **BIP**.
4. Develop strategies for **monitoring & evaluating** implementation of BSP.

Interventions…

Ownership & Voice: A Key to Intervention Design

The person who is supposed to implement the strategy needs to be actively involved in designing it; or it probably won't work!

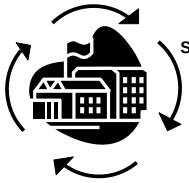
Problem Solving Steps

Step 1: Problem Identification
What's the problem?

Step 2: Problem Analysis
Why is it occurring?

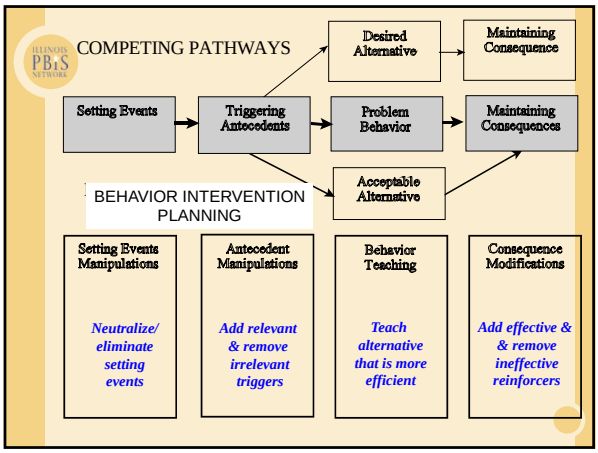
Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?



Competing Behavior Pathway

Setting Events	Triggering Events	Challenging Behavior	Maintaining Consequences



Behavioral Pathway

Setting Event	Antecedent	Problem Behavior	Consequence	Function
Days with Gym	Less structured activities that involve competition	Negative comments about activity and to peers leading to physical contact	Sent out of P.E. class	To escape setting

Brief Function-based Interventions

Setting Event Supports	Antecedent Strategies	Teaching Strategies	Consequence Supports
•Add check-in before gym	•Behavior Lessons for all students about using respectful language with self and others and how to be to be a good sport •. More frequent activities with less focus on competition (parachute, 4-square, etc...) •Pre-correct	•Teach social skills (getting along with others, friendship, problem solving, sportsmanship) •Teach how to approach gym teacher to ask for a drink of water to leave setting. •Teach student how to re-enter and continue with activity	Acknowledging/rewarding student when uses new skills (asking for a drink of water to leave, using respectful language with peers, being a good sport, etc..)

Common Mistakes Seen in Behavior Intervention Plans

- Becoming 'immobilized' by setting events beyond the control of the school, ex. student does not take medication at home, what is the setting event at school? What is something the school can identify and impact?
- Skipping the replacement behavior : Must have a alternative or replacement behavior that student is taught, practiced, reinforced
- Not enough teaching strategies and opportunities
- Putting all the "eggs in one 'consequence' basket", ex. If your good all week, you can have a soda on Friday

Other common mistakes…

- The problem behavior is not operationally defined: observable, countable, measurable: must be able to see, count, and measure behavior. Aggressive versus hits other peers during unstructured time on a daily basis
- There is more than one function: non example, obtain peer attention and avoid doing work
- There need to be at least one strategy in at least 3 areas (Antecedent, Behavior, and Consequence)

Common Mistakes on the BIP

Need to make sure there is:

- A strategy for preventing problem behavior
- A strategy for minimizing reinforcement of problem behavior
- A strategy for reinforcing the use of desired/alternative behavior

Individualized Teams at the Tertiary Level

- Are unique to the individual child & family
  - Blend the family's supports with the school representatives who know the child best
- Meeting Process
  - Meet frequently
  - Regularly develop & review interventions
- Facilitator Role
  - Role of bringing team together
  - Role of blending perspectives

Individualized Comprehensive Teams/Plans

Who?

- Youth with multiple needs across home, school, community
- Youth with multiple life domain needs
- The adults in youth's life are not effectively engaged in comprehensive planning (i.e. adults not getting along very well)

What?

The development of a very unique, individualized, strength-based team & plan with the youth and family that is designed to improve quality of life as defined by the youth/family.

Individualized, Comprehensive Teams/Plans

What Do Tertiary Plans include?

Supports and interventions across multiple life domains and settings (i.e. behavior support plans, academic interventions, basic living supports, multi-agency strategies, family supports, community supports, etc.)

What's Different?

Natural supports and unique strengths are emphasized in team and plan development. Youth/family access, voice, ownership are critical features. Plans include supports for adults/family, as well as youth.

What is Wraparound?

- Wraparound is a tool (e.g. a process) used to implement interagency systems of care in achieving better outcomes for youth and their families.
- The wraparound process is similar to person-centered planning, the individualized Positive Behavior Support (PBS) planning process.

What is Wraparound?

- Wraparound is a process for developing family-centered teams and plans that are strength and needs based
  - (not deficit based)
  - across multiple settings and life domains.
- Wraparound plans include natural supports, are culturally relevant, practical and realistic.

Implementing Wraparound:

Key Elements Needed for Success

- Engaging students, families & teachers
- Team development & team ownership
- Ensuring student/family/teacher voice
  - Getting to real (big) needs
- Effective interventions
  - Serious use of strengths
  - Natural supports
  - Focus on needs vs. services
- Monitoring progress & sustaining
- System support buy-in

What's New in Wraparound?

- Skill set specificity
- Focus on intervention design/effectiveness
- Integration with school-wide PBS
- Phases to guide implementation/supervision
- Data-based decision-making
- Integrity/fidelity assessment (WIT)
- Tools to guide teams:
  - Home School Community
  - Education Information Tool

Wraparound Skill Sets

1. Identifying "big" needs (quality of life indicators)
   - "Student needs to feel others respect him"
2. Establish voice/ownership
3. Reframe blame
4. Recognize/prevent teams' becoming immobilized by "setting events"
5. Getting to interventions that actually work
6. Integrate data-based decision-making into complex process (home-school-community)

Four Phases of Wraparound Implementation

1. **Team Preparation**
   - Get people ready to be a team
   - Complete strengths/needs chats (baseline data)
2. **Initial Plan Development**
   - Hold initial planning meetings (integrate data)
   - Develop a team "culture" (use data to establish voice)
3. **Plan Implementation & Refinement**
   - Hold team meetings to review plans (ongoing data collection and use)
   - Modify, adapt & adjust team plan (based on data)
4. **Plan Completion & Transition**
   - Define good enough (Data-based decision-making)
   - "Unwrap"

Student Profile- African American male, divorced parents, lives with mother and grandmother

- 05-06- Prek (3 yrs old)
  - No work completion, frequent tantrums, throwing objects, yelling, running from staff, sensory regulation issues, aggression toward students/teachers 5-10 times a day
  - Referral for screening and intervention
    - Social work services, *program* aide, FBA/BIP
    - Special education referral submitted in January 06 (Full Scale IQ=112)
    - Special education support began INSIDE classroom in March 06

- 06-07-Prek (4 yrs old)
  - Increase in work completion, tantrums and running continue, aggression toward students/adults decreased to 3 times a day
  - Continued social work services, *program* aide, FBA/BIP, special education support INSIDE classroom

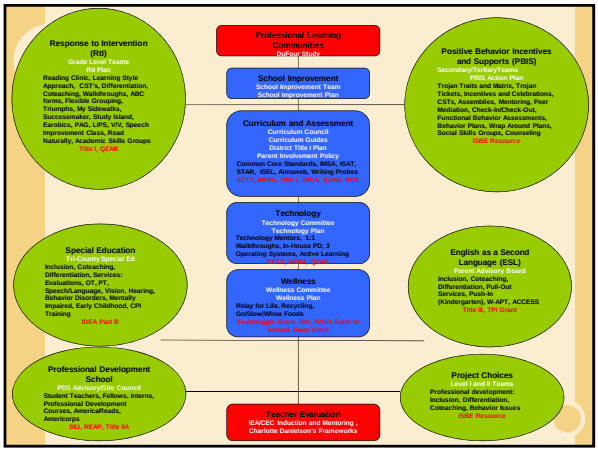
- 07-08- Kindergarten
  - More independent with work tasks, more accepting of redirection, outbursts and tantrums continue, aggression decreased to 3 times a week
  - Continued social work services, *individual* aide, FBA/BIP, special education support INSIDE classroom

- 08-09- 1st Grade
  - Completion of work, staying on task for longer periods of time, aggression decreased to 0-1 time a week, most aggression only toward self
  - Father went to prison this school year
  - 6 ODRs for the year (3 disrespect, 3 aggression)
  - Continued social work services, *individual* aide decrease to half-time, FBA/BIP, special education support INSIDE classroom, WRAP Plan to support after father was imprisoned

- 09-10- 2nd Grade
  - Talking through anger, asking to be removed from situations that made him angry, completing work with minimal prompting
  - Continued social work services, *NO* aide, FBA/BIP, special education support INSIDE classroom decreased to consultation
  - 2 ODRs (1 disrespect, 1 aggression)

- 10-11- 3rd Grade
  - Few concerns with behavior
  - Monitor only on IEP
  - Continued social work services
  - Check-in Check-out began when some physical aggressions began to surface again
  - 5 ODRs (1 disrespect, 4 aggression)

- 11-12- 4th Grade
  - Dismissed from special education services
  - Social Academic Intervention Group
  - 0 ODRs
  - Average range on reading comprehension and math computation benchmarks



Ensuring Capacity at All 3 Tiers

- Begin assessment and development of secondary and tertiary tiers at start-up of universal
  - Assess resources and current practices (specialized services)
  - Review current outcomes of students with higher level needs
  - Position personnel to guide changes in practice
  - Begin planning and training with select personnel
- All 3 tiers addressed at all district meetings and at every training

Tertiary Level "Coaches" have to help establish capacity (fidelity) for wraparound:

- Commitment of time
- Commitment to "stay at table"
- Willingness to regroup and be solution-focused

- No judging or blaming
- Time for listening to stories
- Time for venting, validating

- Establishing consensus
- Voice of student/family in prioritizing
- Establishing ownership

On-going Self–Assessment of Secondary/Tertiary Implementation

Building Level:
- IL Phases of Implementation (PoI) Tool
- IL Secondary/Tertiary Intervention Tracking Tool
- Sp. Ed Referral Data
- Suspensions/Expulsions/Placements (ongoing)
- Aggregate Individual Student Data (IL SIMEO data)
- LRE Data trends
- Subgroup data (academic, discipline, Sp. Ed. Referral, LRE, etc)

District Level:
- Referral to Sp. Ed. Data
- LRE Data (aggregate and by building)
- IL Out-of-Home-School-Tracking Tool (multiple sorts)
- Aggregate SIMEO data
- Aggregate PoI Data

Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions