Intro to Tier II Behavior Support: Targeted Interventions

Effective Educational Practices
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Presentation Objective

- To describe and define the features of a systems approach to positive behavioral interventions & supports (PBIS & EBS)
  - Context for Tier II interventions
  - Definition & elements of a targeted intervention
  - Implementation features of a targeted intervention
Big Ideas in Tier II Interventions

1. Feedback
   - Structured feedback directly tied to school wide expectation and individual's goal.

2. Frequency
   - Feedback provided more often than to typical students. Consistent and when possible involves parents and all teachers

3. Quality
   - Focused positive comments about what they are doing correct, while avoiding the good job syndrome.

How to Identify Students in Need of Support: Using a Multiple Gate Approach:

- A Multiple Gate Approach is an efficient method for quickly identifying students who might be in need of additional academic and social supports.
- Usually employs three “gates”
  - 1. Teacher rating of externalizing and internalizing behaviors.
  - 2. Records review, including attendance, academic performance, behavior reports.
  - 3. Direct observations of class by trained professional (e.g. school psych, social worker, counselor, etc.)
- Parent Interview & Discussion
  - 1. Meet with parents and discuss opportunity for their child to participate in a program that will offer additional supports.
  - 2. Support may include academic tutoring, study skills, social development, organizational support, etc.

If a child is pushing your buttons…

- You are probably delivering the goods.
Implementing SOS with Individual Students

Effective School–Wide System in Place

Student not responding to school-wide Expectations

Implement Basic SOS

- Increased structure, check-in, checkout
- Frequent feedback
- Connection with key adult

Designing Daily Progress Reports

- Determine behavioral expectations
  - School-wide expectations
  - Monitor IEP behavioral goals
  - Academic vs. behavioral expectations
- Expectations positively stated
- Range of scores vs. dichotomous scoring
  - Rating scales should be age appropriate
- Teacher friendly
  - Circling versus writing & place for teacher initials
  - Consistent expectations versus individual expectations
- Easy summarize data and determine if goal is met

Daily Progress Report

<table>
<thead>
<tr>
<th>Goals</th>
<th>1/5</th>
<th>2/6</th>
<th>3/7</th>
<th>HR</th>
<th>4/8</th>
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<tr>
<td>Be respectful</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Be responsible</td>
<td>2</td>
<td>1</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Keep Hand &amp; Feet to Self</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
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<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Be There – Be Ready</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
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</table>

TOTAL POINTS

KENNEDY CARD

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<tr>
<th>Name: ____________________________</th>
<th>Teacher: ____________________________</th>
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<tr>
<td>Material</td>
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</tr>
<tr>
<td>1</td>
<td>Toc  Hr  Pk  Ba  Act  S  L</td>
</tr>
<tr>
<td>2</td>
<td>3 No 4 No 5 No 6 No 7 No 8 Yes</td>
</tr>
<tr>
<td>3</td>
<td>4 No 5 No 6 No 7 No 8 Yes</td>
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<td>6</td>
<td>7 No 8 Yes</td>
</tr>
<tr>
<td>7</td>
<td>8 No</td>
</tr>
</tbody>
</table>

Goal =
Getting SOS Started In Your School

Is My School Ready to Implement a System of Support (SOS)?

- School-wide system of behavior support in place
- Staff buy-in for implementation of the SOS
- Administrative support
  - Time & money allocated
- No major changes in school climate
  - e.g., teacher strikes, administrative turnover, major changes in funding
- SOS implementation a top priority
How Do You Build Student and Staff “buy-in” for the SOS?

• Give SOS program a high profile in your school
• Promote SOS as positive support not punishment
• Collaboratively involve referring teachers in SOS process
• Provide regular feedback to staff, students, and families

Training Teachers on System of Support (SOS)

In-service on the “spirit” of program
  • supportive, not punitive
  • immediate feedback on behavior (type of statements, what the ratings mean, examples of feedback)
  • follow-up forum to express concerns
  • individual coaching
  • boosters needed at least yearly

Training Students on SOS System

• Meet with parents and students
• Modeling and Practice
• Accepting Feedback
• Decision-Making
  – Goal

Personnel: Support Coordinator

• Takes care of requests for assistance
• Lead morning check-in/ afternoon check-out
• Enter support data on spreadsheet – daily
• Organize and maintain records
• Create graphs for support meetings
• Gather supplemental information for support meetings
• Prioritize students in need of support for team meetings
• Lead support meetings
Characteristics of an effective Support coordinator

- Flexibility within job responsibility (e.g., Ed. Asst.)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day

Using Functional Behavioral Assessment Procedures to Enhance SOS Effectiveness

- Functional Behavioral Assessment
  - A method of looking at environmental factors that predict, support, or explain problem behavior
  - In essence, examining setting events, antecedents, behaviors, and consequences and using this information to determine the function problem behavior serves (e.g., escape, adult or peer attention, etc.)

Personnel: Support Team

- Attend weekly or bi-weekly meetings
- Contribute to decision making for students in need of support
- Help conduct “Orientation to SOS” meetings
- Gather supplemental information
- Contribute to student/staff development workshops
- Contribute to feedback sessions
- Complete any assigned tasks from support meeting

Evaluating SOS Team Progress: Sample Agenda Form

BEP Team Meeting Agenda
Date: ________________ Note taker: ____________
Team Members Present: __________________________

List of Priority Students:
1) Discuss Priority Students
2) Discuss New Referrals
3) Identify ways to provide feedback & acknowledgement more consistently
4) Other Issues of concern or students
Resources: Time and Money

• 10-15 hours per week for support coordinator
• Support forms on NCR paper
• School supplies for support participants
• Acknowledgement for support participants
• Tangible items for students in need of support who meet their goals

Implement Basic SOS

Is the Basic SOS Working?

Yes
- Continue with Basic SOS
  - Transition to self-management

No
- Conduct Brief Functional Assessment
  • What is the problem behavior?
  • Where does the problem behavior occur/not occur?
  • Why does the problem behavior keep happening?

Why Do Interventions Fail?

• Bad data for decision making
• Un-measurable outcome objectives
• Low quality plan
• Poor implementation of plan
• Lack of regular & sustained monitoring
• Inadequate support for implementers
• Failure to implement/adopt function-based approach

Big Ideas

• Schools need different systems to deal with different levels of problem behavior in schools.
• Targeted group interventions should be efficient systems for supporting students at-risk for more severe forms of problem behavior.
• 3 to 10% students (depending on school demographics and resources) can be served using a targeted group intervention.
• Some students are going to need more intensive support than Tier II support can provide.
Big Ideas in Tier II Interventions

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3. Quality  
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Research Articles


Contact Information

• Effective Educational Practices, LLC  
  PO Box 21570  
  Boulder, CO 80308

Phone: 303-442-6789  
email: admin@successfulschools.org