

SCHOOLWIDE BEHAVIOR SYSTEM, PART 2: TIER 2 IDENTIFICATION AND SUPPORT

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OBJECTIVES

- Review Tier 1 Structures
- How to identify students who need more behavioral supports
- Matching evidence-based interventions
- Progress monitoring behavior goals
- Methods to modify interventions



TIERED SUPPORTS IN PBIS

Tier 1- Primary (Universal)

- Prevents the development of new cases (incidents)
 - Consistent expectations, redirection, and reinforcement
 - Emphasis on positive behaviors
- High-quality learning environments across all areas (e.g. schoolwide, classrooms, etc.)
 - Instructional practices
 - Student engagement
 - Explicit teaching of behavior expectations

Tier 2- Secondary (Targeted)

- Reduce number of cases (prevalence)
- More focused, intensive, and/or frequent responses

Tier 3- Tertiary (Intensive)

- Reducing the intensity and/or complexity of existing cases (prevalence)
- Most individualized response



TIER 1 STRUCTURE REVIEW

- Schoolwide behavior team
 - Identification of team consisting of "decision-makers"
- Schoolwide expectations
 - Behavior Matrix or other method
- Consistent responding to behavior difficulties
 - Major vs. Minor behaviors
 - Continuum of supports for redirection
- Consistent responding to positive or expected behaviors
 - 4 Types (functions) of Reinforcement
 - Plan for reinforcement contingencies
- High-quality learning environments
 - Use of evidence-based instructional practices

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IDENTIFYING STUDENTS WHO ARE "AT-RISK"

- Pre-requisites
 - Consistent data collection and staff responding
- Screening measures
 - Office Discipline Referrals
 - Surveys
 - Strengths and Difficulties Questionnaire (SDQ)
 - Student Risk Screening Scale (SRSS)



OFFICE DISCIPLINE REFERRALS VERSUS SURVEY

ODR

- Pros:
 - Provides ongoing data collection
 - Relatively low-effort
 - Provides information on specific concerns
- Cons:
 - Requires more significant training
 - May take time to further analyze



Survey

- Pros:
 - Measures internalizing and externalizing behaviors
 - May come in multiple languages
- Cons:
 - Can be subjective
 - Requires some knowledge of student
 - Does not provide extensive information for program planning

DATA COLLECTION SYSTEMS

- School Information System (SIS)
- Online Spreadsheet (e.g. Google Sheets)
- Offline Spreadsheet
- Paper System



ESTABLISHING DECISION RULES

- Define what qualifies as "at-risk" for your setting
 - At specific review dates or ongoing
 - General performance or in relation to schoolwide data
- Document and consistently follow decision rules for identification

** Considerations for single classrooms



SKILL VS. PERFORMANCE DEFICITS

Once "at-risk" students are identified, provide interventions targeted to the deficit

- Skill deficit versus Performance deficit
 - Is it a skill that they have been taught?
 - Have they performed the skill before?
 - When provided with a reward, do they perform better or the same?
- Match the intervention to the deficit

SKILL DEFICIT INTERVENTIONS

- Intensify instruction for the missing skills
 - Revisit your teaching of whole-class routines and expectations
- Social skill deficits
 - Provide explicit instruction
 - Small group- counselor, school psychologist, in academic small groups
- Modify instruction
 - Use high-leverage practices
 - Differentiate instruction
 - Provide academic interventions
 - Provide more instructional choice
 - Provide more frequent breaks



SKILL DEFICIT INSTRUCTION

Use best instructional practices

- Explicit instruction (I do, we do, you do)
- Provide instructional feedback at greater rate
- Provide increased opportunities to respond
- Practice in varied environments for generalization (e.g. different setting, people, materials, etc.)



SKILL DEFICIT SUPPORTS

Increase visual supports

- Discriminative stimuli (e.g. open/closed sign, clip for noise level, etc.)
- Reinforcement menus
- Timers and transition warnings
- Visual schedules
- First-Then boards



IMPULSE CONTROL DEFICIT INTERVENTIONS

- Self-monitoring intervention
 - Determine target behaviors
 - Identify how data will be collected
 - Teach student how to monitor behavior
 - Regularly review for accuracy
- Pre-Correction
 - Highlights expected and desired behaviors before they should occur
 - Decreases likelihood of negative behaviors

PERFORMANCE DEFICIT INTERVENTIONS

- **Minimize Attention**
 - For behaviors you want to decrease and attention-seeking behaviors
 - Do not limit attention for dangerous behaviors or those that may escalate beyond tolerability
 - If you plan to ignore, follow-through
- **Reinforcement schedules**
 - Match reinforcement to the function of behavior
 - Students who misbehave to escape assignments, provide appropriate ways of escape
 - Increase instructional choice
 - Reinforce through partial escape
 - Continue to use antecedent and teaching interventions

REINFORCEMENT

Contingent

Provided when the desired behavior occurs

Withheld during neutral or undesired behaviors

Increases likelihood of desired behavior

Non-Contingent

Provide at regular or scheduled variable intervals

Provided regardless of behavior

If undesired behavior occurs before the scheduled reinforcement, allow for at least 10-15 second delay

Decreases likelihood of undesired behaviors

Student learns that function can be met without undesirable behavior



CHECK-IN, CHECK-OUT (CI/CO)

Identify up to 4 behaviors to target. Positively state the behaviors.

Create a tracking/data sheet.

- <https://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker?step=1>

Meet with student in morning to establish goal, agreed-upon reward for meeting goal, and provide support

Teacher monitors throughout day

Meet with student in the afternoon to review progress, determine if student met goal, and problem-solve/provide feedback



OTHER BEHAVIOR CONTRACTS

Characteristics:

- Description of the desired, expected behavior
- Goal statement specifying by when, what behavior, and under what conditions reward will be earned
- Identification of the reward to be earned- Matched to the level of behavior
- Signatures- make it official!
- Teacher uses the behavior contract to precorrect
- This is not punitive!

BEHAVIOR CONTRACTS

Best used for long-term behavior change or completion of large projects



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NONCOMPLIANCE INTERVENTIONS- COMMANDS

- Increase compliance and reduce negotiation
- State what is expected versus what to stop doing
- Ensure you have their attention
 - Move closer
 - Say student name
 - Use whole class attention-getter (e.g. “class class”)
- Explicitly state what is expected
 - Stop running vs. Use walking feet
- Be direct
 - Will you throw that away vs. Throw your trash away
- Limit explanations or provide before the command
- Follow with behavior-specific praise

NONCOMPLIANCE INTERVENTIONS- HIGH-PROBABILITY REQUEST SEQUENCE

Use of behavioral momentum

Increases likelihood of compliance

Give 3-5 high-probability requests in quick succession, then follow with the low-probability request

Follow up all requests with praise

<https://www.youtube.com/watch?v=t0EiySBIOy8>



PROGRESS MONITORING

1. Student identified as "at-risk." ✓
2. Intervention matched to behavior function/purpose is identified. ✓
3. Student goal identified.
4. Aim line created using baseline and goal data points.
5. Data reviews conducted in relation to aim line.

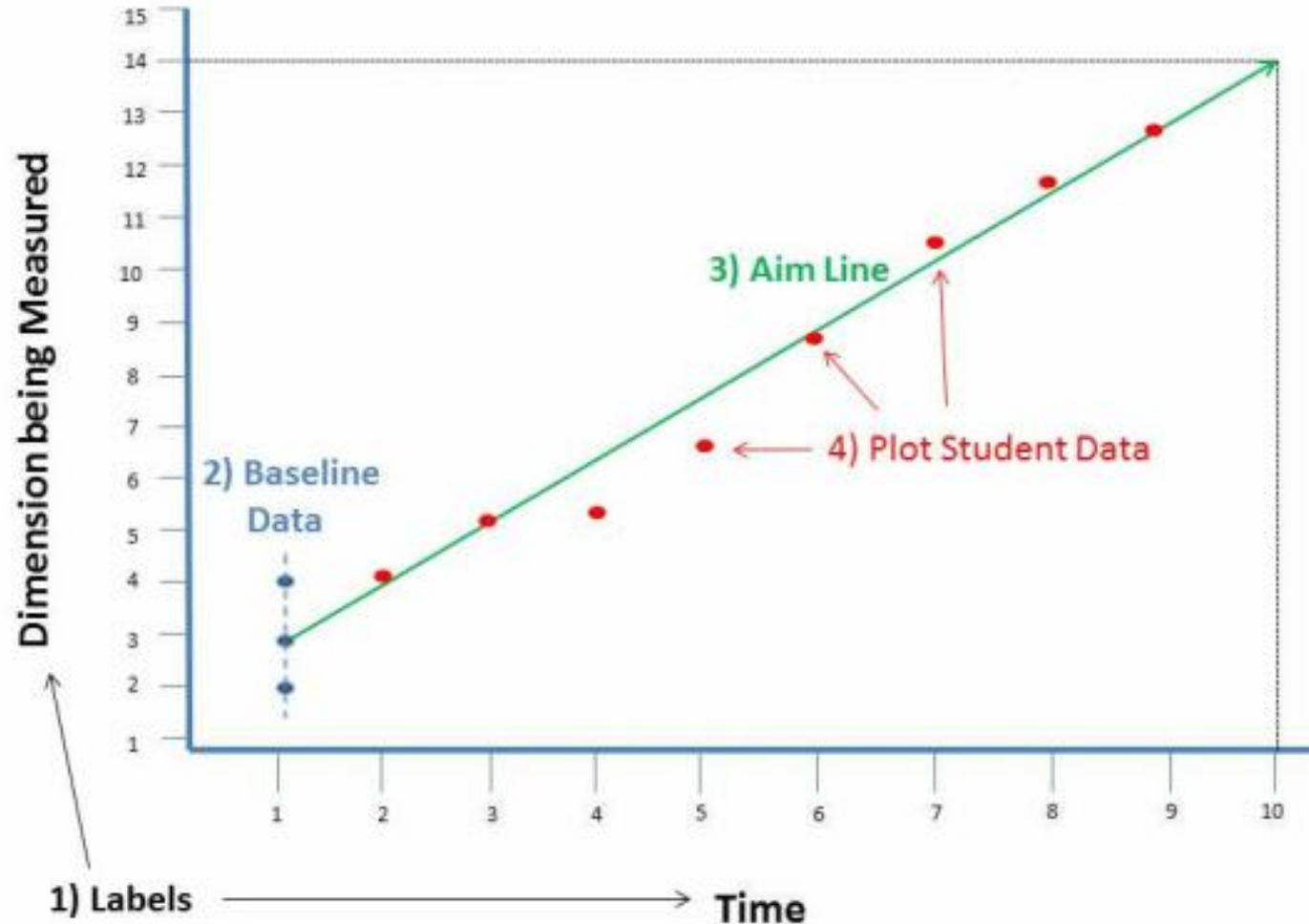
STUDENT GOAL

Considerations

- SMART
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Time-Bound



AIM LINE AND GRAPHING DATA



<https://www.youtube.com/watch?v=fbHz6TED7qg>

AIM LINE DATA REVIEW

Evaluated in relation to aim line

Student can be making progress, but not at a high enough rate

Allows for decision-making on increasing tier supports or modifying within a tier



MODIFYING INTERVENTIONS

Within a tier of support

Consider first implementation fidelity

Modify in 4 areas:

- Duration
- Frequency
- Narrow focus
- Personnel expertise





OTHER RESOURCES

OTISS Resources and Professional Development- <http://www.otiss.net/>

The IRIS Center- <https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

CEEDAR Center- <https://cedar.education.ufl.edu/cems/classroom-and-behavior-management/>

EdPlan Pepper Modules

Intervention Central- <https://www.interventioncentral.org/>

National Center on Intensive Intervention- <https://intensiveintervention.org/>



SPDG SUPPORTS

Website: www.otiss.net

Webinar series

Monthly newsletter

Regional trainings

- Sand Springs
- Shawnee

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