Effective, Evidence-based Tier II Supports:
Matching Student Needs to 6 Behavioral Interventions

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Learning Objectives

Participants will learn:

• Practical findings from research

• The proper context for Tier 2 supports

• How to identify students in need of Tier 2 behavior supports

• How to match student characteristics to specific behavioral interventions most likely to achieve success

• The role of Tier 2 supports for students with IEPs

• The use of reinforcement in all tiers

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Session Road Map

• **Practical findings from research educators should know**

• 7 Big Ideas: Before we begin the Tier 2 discussion, where does it fit?

• Tier 2 interventions and special education law, making sense of behavior impeding learning, BIPs and Tiers

• The Tier 2 interventions, what makes each evidence-based?

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Practical Findings from Scientific Research Educators Should Know

• Academic and emotional/behavioral problems are linked
  – Behavior problems cause academic problems
  – In turn, academic problems cause behavior

ACADEMICS   PHYSICAL HEALTH   MENTAL HEALTH

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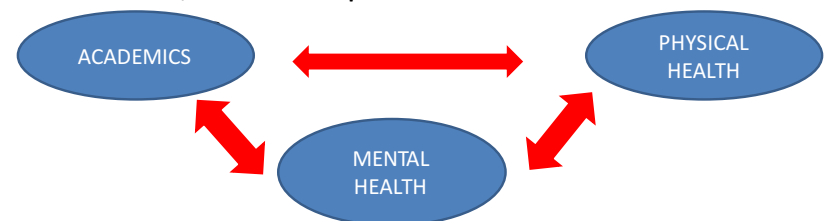
Practical Findings from Scientific Research Educators Should Know

- **Social skills are the best predictor of later academic performance:**
  – Prosocial skills (cooperating, helping, sharing, and consoling) are a better predictor of later academic achievement than is earlier academic achievement
  – School-based emotional and behavioral supports produce significant gains in end-of-the-year academic state testing results

  Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000); Malecki & Elliott (2002)

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Practical Findings from Scientific Research Educators Should Know

- A student's *emotional/behavior problems are more stable than his IQ*, <u>if untreated.</u>
  – If untreated, students will continue to exhibit behavior problems into the secondary grades and beyond

  – (Moffitt, 1998; Walker, Ramsey, & Gresham, 2004)

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The Old "Wait to Fail" Model

- Withholding services for students until their problems are severe enough to unequivocally warrant services
  – Wait until
    - The achievement gap has significantly widened
    - Staff can no longer tolerate the student
    - Student needs are very pronounced
- After services have been delayed, special education is the service

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Practical Findings from Scientific Research Educators Should Know

<u>All people, including students, are motivated intrinsically and extrinsically</u>

– Depending on the academic activity, a person may rely more on intrinsic or extrinsic motivation

– Schools that employ a combo of intrinsic & extrinsic strategies are most successful

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Practical Findings from Scientific Research Educators Should Know

- Students are responsive to school-based supports, *even during the adolescent years & without parental support* (Cook, et al., 2008)
  - Teachers can play a vital role in the prevention and remediation of academic and emotional/behavioral disorders (Wagner, et al., 2006)

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Practical Findings from Scientific Research Educators Should Know

- **The Double Whammy**
  - **Merriam-Webster Definition**
    - **A combination of two forces, circumstances, or effects that saves time, energy, and frustration**

- **Also known as**
  - **Killing two birds with one stone**
    - **Achieving two outcomes with one action**

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The Triple Whammy: Academic and Behavioral Supports

Implementing *proactive, prevention-oriented school-based practices*

1. Improve students' academic achievement
2. Improve student behavior and the orderliness and safety of the school environment
3. Prevent students from traveling down a path toward negative life course outcomes

(Kratochwill, Albers, & Shernoff, 2004; Wilson & Lipsey, 2007)

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Practical Findings from Scientific Research Educators Should Know

- Educators **condition certain students to dislike school** through their decisions and actions—albeit unintentionally
  - Classical conditioning is how students develop likes or dislikes for school

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Classical Conditioning

- In dogs: Pavlov's famous pairing of bell ringing with meat resulted in salivation when the bell rang, even with no meat
- In humans: The Little Albert Studies (Infant)
  - Conditioned to fear white laboratory rat
  - Fear generalized to anything white and furry, including rabbits, fuzzy slippers

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Counter Conditioning

- Counter conditioning
  - A conditioned stimulus is paired with some other stimulus that is incompatible with the unwanted response
- Now what can we do with Little Albert?
  - Begin pairing milk and cookies with every presentation of a furry object

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Practical Findings from Scientific Research Educators Should Know

- The most effective educational systems around the globe *do not take a one-size fits all approach*
  - Provide a continuum of services in an attempt to meet the needs of ALL students
    - E.g., Finland

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Practical Findings from Scientific Research Educators Should Know

Mirror Neuron Effect:

Neurons that fire when another person acts; thus, the neuron "mirrors" the behavior of the other

- IMPLICATIONS:
  - Students learn via modeling from educators and peers
  - Students will treat us how we treat them (if we're mean, they're mean; if we're nice, they're nice)

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Mirror Neurons – The Power of Smiling

- Randomized trial looking at performance under smiling versus no smiling conditions:
  - Those in the smile group perceived the world in a better light:
    - Boring material was more interesting
    - Neutral images looked more positive
    - Even bland drinks seemed tastier
- **PLUS, people who smile more live an average of 7 years longer than those who smile less**

Practical Findings from Scientific Research Educators Should Know

- **<u>All people, including students, are motivated intrinsically and extrinsically</u>**
  - Depending on the academic activity, a person may rely more on intrinsic or extrinsic motivation
  - Schools that employ a combo of intrinsic & extrinsic strategies are most successful

Reinforcement!

- Know the difference between reinforcer and reward
  - ✓ A reward is what we think will cause the behavior to repeat
  - ✓ A reinforcer is what has been proven to make the behavior repeat for this student

Reinforcement!

- Know the four elements of reinforcement
  - ✓ Power
  - ✓ Frequency
  - ✓ Variety
  - ✓ Immediacy

- All behaviors motivated by getting something desired or getting rid of something not desired

5:1
Gets the
job done!!!

Why use reinforcement?

- Reinforcement systems are not advocated for behavior controls, rather
- Reinforcement systems are advocated for relationship building and the shaping of prosocial behaviors
- Reinforcement has no side effects

REINFORCEMENT

How I feel about myself for earning the certificate I am awarded

What my teacher says, what my peers say, when I get the certificate

I get out of class earlier that my peers to get the certificate; I am recognized as a certificate earner

Whoever has earned a certificate gets their choice of free time activities

First I earn the certificate, then I can use the new computer program I want

The certificate is earned after completing the 10 items on my chart. I like finishing the chart.

I get to choose how the tangible awards look when I get the certificate

Going on stage to get the certificate is extremely exciting because of the fast ride to get to the award room.

INTRINSIC
Self-praise, Self "satisfaction"

PRAISE
from ADULTS - Parent Teachers Staff Peers

SOCIAL STATUS & RECOGNITION
Peers or Adults

PRIVILEGES
Choice-making, sense of "power"

CONTINGENT ACCESS
Premack Principle } If-then; 1st ___, then ___; Activities-Free time/Free choice

CLOSURE
Completing a set, finishing a list has compulsive features

TANGIBLES
Money, stickers, camera, etc.

PRIMARY - EDIBLES, PHYSIOLOGICAL RESPONSES:
Natural/Synthetic Stimulants   Repetitive Behaviors (Pacing, Rocking, Nail Biting)   Massage

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Practical Findings from Scientific Research Educators Should Know

Students are responsive to school-based supports, *even during the adolescent years & without parental support* (Cook, et al., 2008)

– Teachers can play a vital role in the prevention and remediation of academic and emotional/behavioral disorders (Wagner, et al., 2006)

Boring-Induced "ADHD"

- Children, as well as us, don't pay attention to boring things
- All organisms vigorously avoid boredom (i.e., nothingness) by doing something else
- Invariably there are subjects or lessons that students find boring
- There are procedures and games that make even less interesting material acceptable

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Parental Involvement/ Support

- Can we teach students who come from homes with limited parental support how to read?
- Can we teach students who come from homes with limited parental support behavioral expectations and social-emotional skills?
- **If we can't count on parents, then what other system in society can we count on to teach students social, emotional, and academic skills?**

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Practical Findings from Scientific Research Educators Should Know

- Educator judgments are error-prone due to biases, reputation effects, cultural mismatch, and misperceptions
- Relying on a student referral system is flawed

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Prevalence

- 20% of students from a typical school have social-emotional deficits
  - Less than 1% of students are served as EBD (Angold, 2000; Hoagwood & Erwin, 1997; CDC, 2010)
- Ignore and neglect students with internalizing problems
  - Reported as having characteristics of the ideal student:
  - docile, quiet, & still

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The Landscape of Today's School-Based Mental Health Problems

Externalizing Problems	Internalizing Problems
• Oppositional behaviors	• Anxiety
• Conduct problems	• Depression
• Disruptive behaviors	• Trauma
• Hyperactivity/Impulsivity	• Substance abuse
• Substance abuse	

Building a Pathway to Negative Life Outcomes

- Behavior and academic problems
- Receive punitive discipline and have negative experiences in school
- Drop out of school
- Unemployment
- Petty crime
- Go to jail

Popular Yet Ineffective Treatments

Treatment/Intervention	Effect Size
Punitive discipline	-.13 to + .06
Referral to outside counseling	.00 to + .08
Meeting with the student	.00
Analyze cognitive strengths & weakness	.00

NOTHING GOOD FOR KIDS HERE!

Less Popular Treatments That Do Work

Treatment	Effect Size
❑ PBIS	+ .90
❑ Mentor-based support	+.60 to +1.00
❑ Social emotional learning	+ .90
❑ Social skills training	+ .68
❑ Proactive classroom management	+ .81
❑ Formative evaluation + graphing + reinforcement	+ 1.00
❑ Supplemental academic instruction	+ .70 to 1.50
❑ Behavior contract, self-monitoring	> +.50

Kavale (2005); Marquis et al. (2000); Cook, et al. (in press); Blueprints for Promising Treatments (1999)

So Why Do We Persist With Non-evidence-Based Approaches in Education?

Isn't that doing the same thing over and over and expecting a different result?   - Albert Einstein

If you always do what you always did, you will always get what you always got   -Moms (Janet) Mabley

RTI Occurs at All Tiers

- Process of documenting change in performance as a function of an intervention, and making decisions based on the child's response

RTI Occurs at All Tiers

- RTI is the practice of:
  – Serving **ALL** students through continuum of care
  – **Proactively** identifying students who are at-risk
  – **Matching** evidence-based interventions to student need
  – Frequently **monitoring student progress** to make decisions with regard to an intervention or goals
  – Collecting treatment integrity data to make legally sound and **valid educational decisions**

Response to Intervention

- Is a service delivery system framework
  – Not a measurement system (e.g., CBM-DIBELS)
  – Not an intervention or series of interventions (e.g., Read180)
  – Not only reserved as a general education process
    - Does not cease once students are determined eligible for special education
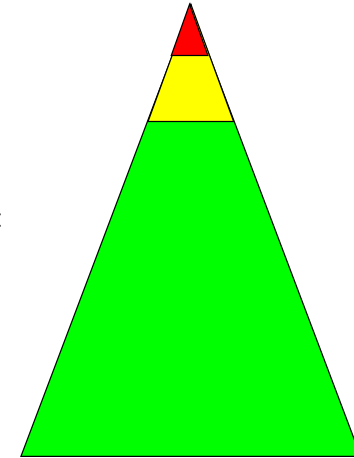
The '7 Big Ideas'

1. Multiple Tiers of Support

- **Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need**

We are about to review Tier 2 default behavior interventions, but using them without a solid tier 1?

Like balancing a mattress on a bottle of wine

- Tertiary (FEW)
  - Reduce complications, intensity, severity of current cases (manage)
- Secondary (SOME)
  - Reduce or reverse current cases
- Primary (ALL)
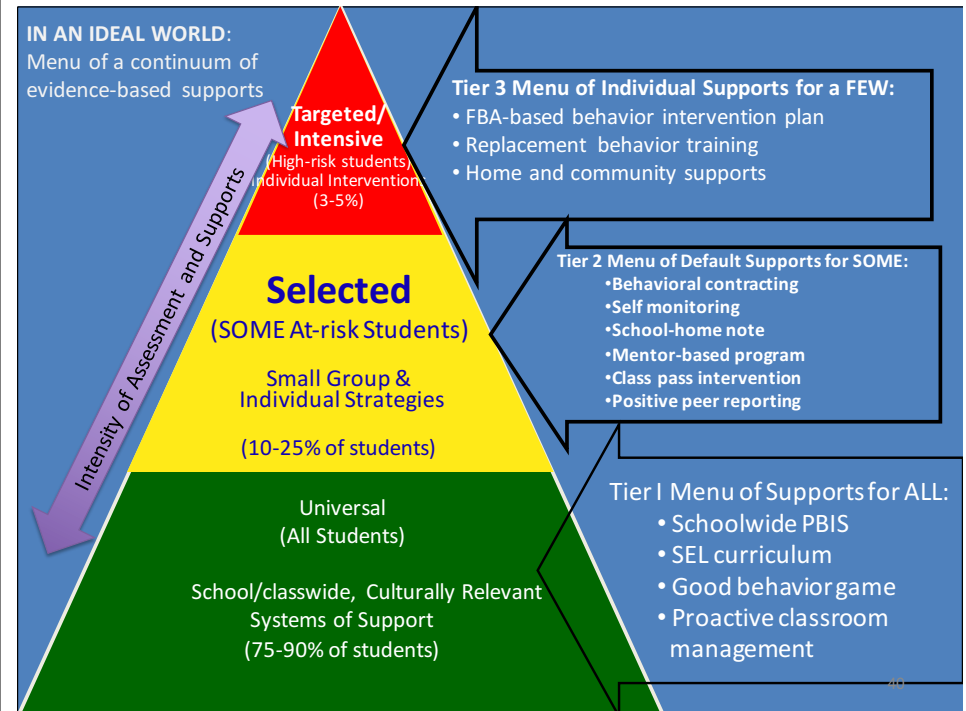 - Prevent cases from developing in the first place

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Public Health Example

Recommendations for all

- Balanced diet (leafy greens, protein)
- Exercise
- Stress management

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IN AN IDEAL WORLD:
Menu of a continuum of evidence-based supports

Intensity of Assessment and Supports

Targeted/ Intensive
(High-risk students)
Individual Intervention
(3-5%)

Selected
(SOME At-risk Students)

Small Group &
Individual Strategies

(10-25% of students)

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

Tier 3 Menu of Individual Supports for a FEW:
• FBA-based behavior intervention plan
• Replacement behavior training
• Home and community supports

Tier 2 Menu of Default Supports for SOME:
•Behavioral contracting
•Self monitoring
•School-home note
•Mentor-based program
•Class pass intervention
•Positive peer reporting

Tier I Menu of Supports for ALL:
• Schoolwide PBIS
• SEL curriculum
• Good behavior game
• Proactive classroom management

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The '7 Big Ideas'

2. Evidence-based/scientifically validated interventions

- Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning

What Is Scientifically Based Knowledge?

- Scientifically based knowledge is:
  - Objective
  - Rules out alternative explanations
  - Involves direct measurement
  - Reliable and valid
  - **Key: Independent replication by investigator who does not have a conflict of interest**
- Provides us with confidence
- Meta analysis are the highest level, with calculated effect sizes for the intervention

The '7 Big Ideas'

3. Universal, proactive screening

- Refers to a systematic process of *detecting* a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes
- **Multiple methods for universal screening**
  - Office referrals (but won't catch internalizing disorders)
  - Multiple gating system for externalizing/internalizing
  - Easy to use Web-based system such as universal screeners at: www.**psiwaresolutions**.com/

The '7 Big Ideas'

3. Universal, proactive screening

- ✓ All universal screening must be correlated with longer at-risk screeners such as Achenbach or BASC to produce reliable data Note: You can't make up your own, or go to "referrals" and have the same false positives and false negatives

Slide 45

Student Risk Screening Scale (SRSS; Drummond, 1993)

Student Name	Stealing	Lying, Cheating, Sneaking	Behavior Problems	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behaviors	SUM
BILLY	0	0	0	0	0	0	0	0
SALLY	1	2	3	2	3	2	2	15
JOHNNY	0	3	3	1	3	3	3	16
BEN	0	1	2	0	1	1	1	6
MELISSA	0	0	0	0	0	0	0	0
DIANA	0	0	0	0	0	0	0	0
FRANK	0	0	2	1	3	1	0	7
		9 or more = AT-RISK						
		5 to 8 = ON THE RADAR						
		4 or less = Not AT RISK						

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Slide 46

Why Universal Screening?

- Who wants "wait-to-fail" model of service delivery?
  – Wait-to-die
    - E.g., mammogram, cholesterol check
- It is a prevention-oriented procedure

- Gets **good services** in the hands of disadvantaged people (i.e., those in need)

- Evaluates quality of Tier I (universal system)

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Slide 47

The '7 Big Ideas'

4. Progress monitoring

  ✓ Refers to the practice that is used to assess

   students' academic or behavioral performance and evaluate the effectiveness of instruction

  Key Concept: All Tier 2 and Tier 3 interventions

  require 3-4 weeks of implementation

  (4 data points) to evaluate the progress monitoring data to determine if the intervention should be maintained, modified, faded to Tier 1 or advanced to Tier 3

Slide 48

What Are We Looking for in a Progress Monitoring Tool?

- General outcome measure
  – Predicts overall emotional/behavioral functioning
- Feasible administration
  – Easy to implement in terms of time and cost
- Reliable and valid
  – Confidence in the scores obtained from the measure
- Repeated administration
  – Capable of being continually administered to track progress

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The '7 Big Ideas'

5. Treatment integrity (i.e., fidelity)

– Interventions or supports being implemented in an RTI model for behavior should be implemented as intended to enable appropriate and legally defensible decision-making

– **Key: You can't say the student didn't respond, if you did not implement with fidelity!**

Importance of Treatment Integrity

- Poorly implemented interventions compromises effectiveness
- Failure to collect data on treatment integrity leads to invalid decision-making
  - Why did the student fail to respond
    - Poor intervention
    - Or a intervention implemented poorly
- **Consistency** (every time) vs. **accuracy** (all components implemented)

The '7 Big Ideas'

6. Data-based decision-making occurs

– Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify, keep in place,* or *remove* particular interventions or supports

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Data-based Decision-making

1. **Intervention is implemented with fidelity**
   – If no, do not make data-based decision
   – If so, make a data-based decision
2. **Data-based decision**
   – Maintain existing supports
   – Modify existing supports
   – Lower down a tier
   – Bump up a tier

The '7 Big Ideas'

7. Problem-solving

– Refers to the dynamic and systematic process that guides the Behavior Support Team's behavior in

(a) identifying the problem,

(b) analyzing the problem,

(c) developing a plan of action,

(d) implementing the plan, and

(e) evaluating the outcomes of the plan.

Caution

- The following slides illustrate evidence-based tier 2 interventions
- Implementing these without the 7 Big Ideas will not produce the change you had in mind, e.g., fidelity will not likely occur, decisions will be as good as a coin toss
- Use these interventions as default behavior interventions BEFORE the behavior plan

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How Do Tier 2 Interventions Intersect With Special Education Law?

- If no IEP: Child Find issues may apply
  - If student is non-responsive to well
  - implemented graduated sequence of
  - interventions through 3 tiers of interventions, evidence is there to suspect a possible underlying
  - disorder requiring comprehensive assessment
  - to determine if the student has a disability
  - under IDEA or 504

How Does This Intersect With Special Education Law?

- If student has an IEP: "Behavior Impeding Learning of Student or Peers"?

  Not all students with at risk features from universal screening have impaired academic learning,

  But, all students with at risk features from universal screening have impaired social-emotional learning

- Practice pointer: If behavior impedes learning, IEP team must specify strategies, including positive behavioral interventions strategies and supports

If IEP, and Established At-risk on Universal Screener:

Determine if behavior impedes learning

– Yes, Maybe, or No

• If yes, specify Tier 2 supports in the IEP, establish monitoring frequency and write a goal (4-week decision points!)

• If maybe, discuss what would cause the behavior to rise to "impede learning" in IEP notes, write a goal

• If no, (unlikely if picked up on the screener) remember to evaluate both academic AND social-emotional learning

Key concept: For every need discussed in an IEP meeting, have a goal!

But Wait a Minute!

• Doesn't every behavior that impedes learning need a BIP?

– Special education law specifically does not state a BIP is <u>always</u> required

– A BIP is one method of documenting positive behavioral interventions strategies and supports (supplementary aids) have been implemented

Tier 2 supports are also positive behavioral interventions strategies and supports

What About Students With More Than 10 Days of Suspension and Risk on the Universal Screener?

• An FBA must occur for each suspension event <u>if</u> behavior was a "manifestation"

• A BIP will likely have been developed, or a rationale for why one has not been developed will be in the IEP

• A Tier 2 intervention can be included in the BIP if a BIP already is in place

• If no BIP in place, conclusion of FBA can be recommendation of a Tier 2 intervention

Bear in Mind

• Sometimes Tier 2 interventions work better than a BIP (Tier 3)!

• All students are entitled to a graduated sequence of evidence based interventions, inclusive of students with IEPs and inclusive of students in restrictive settings for E/BD
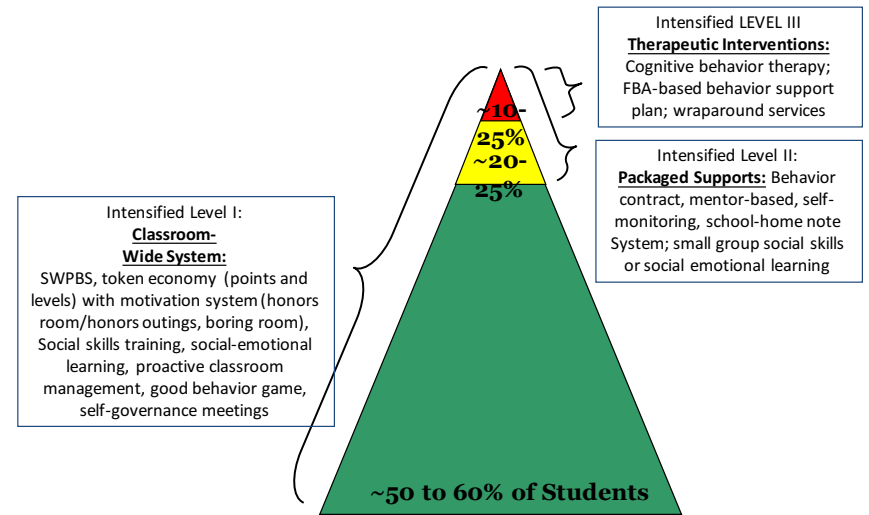
RTI in Action Across the Continuum

Progress Monitoring

Tier III: Intensified
Tier II: Intensified
Tier I: Intensified

Restrictive Placement
Special Education

Universal screening

Tier III: Tertiary
Tier II: Secondary
Tier I: Universal

Progress Monitoring

Comprehensive Evaluation

General Education

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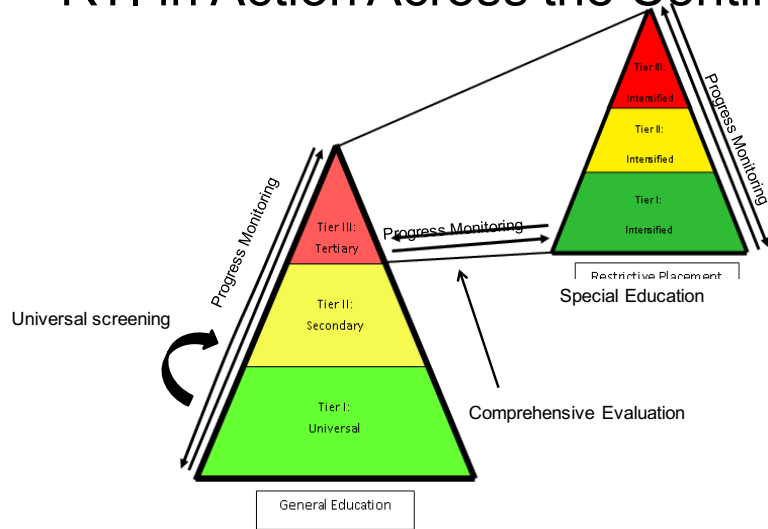
3 Tiers w/in the Restrictive Setting

Intensified LEVEL III
Therapeutic Interventions: Cognitive behavior therapy; FBA-based behavior support plan; wraparound services

Intensified Level II:
Packaged Supports: Behavior contract, mentor-based, self-monitoring, school-home note System; small group social skills or social emotional learning

Intensified Level I:
Classroom-Wide System:
SWPBS, token economy (points and levels) with motivation system (honors room/honors outings, boring room), Social skills training, social-emotional learning, proactive classroom management, good behavior game, self-governance meetings

~10-25%
~20-25%

~50 to 60% of Students

Myths about Interventions

- The Silver Bullet

- One Size Fits All

- Interventions are found equally liked by all staff

- Too little time and not enough staff

Purpose of Tier II Interventions

- ~10-20% of students **who continue to experience emotional and behavioral problems** despite the implementation of TIER I supports
  - Detected as at-risk by universal screening
- Aim is secondary prevention, which is to reverse or reduce emotional and behavioral problems
  - Prevent harm or disrupt trajectory towards negative outcomes
- Helps create more orderly and safe learning environments

Selected

Selected
(At-risk students)

Classroom & small
group Strategies

(10-20% of students)

HERE WE GO!

Evidence-based Tier II Interventions

1. Mentor-based support*
   – e.g., Check in/Check out
2. Behavior contracting*
3. Self-monitoring*
4. School-home note system*
- Dependent group contingency (one student earns for all)
   – First Step to Success
- Choice-making

- Progress monitoring combined with rewarding goal attainment*
5. Class pass intervention*
6. Positive peer reporting*
- Academic intervention to address skill deficit
- Noncontingent reinforcement
- Small group social-emotional learning*
- Small group social skills training

Behavioral Contract

- AKA – Contingency contract
- Represents a **negotiated** agreement between a student and authority figures
  – Bringing the child to the table to broker a deal
- Specifies the contingencies under which each party must act
- Components of behavioral contract:
  – Description of expected behaviors
  – Goal statement
  – List of rewards to earn for meeting goals
  – Discipline for continuing to engage in problem behavior
  – Signatures
- Who should attend the meeting:
  – Parent(s), teacher, behavioral specialist, counselor, administrator

Differences: Effective & Ineffective Behavior Contracts

Effective Behavior Contract

- **Negotiated** agreement
- Describes what the student **should do**
- Provides a **goal** statement
- Outlines what the student will **earn as a reward** for meeting goal
- Teacher uses contract to precorrect and prompt behavior

Ineffective Behavior Contract

- **Non-negotiated**
- Describes what the student is **doing wrong**
- Provides **no goal** statement
- Outlines how the student will be **punished** if problem behavior continues
- No other adult follow-through with the contract

5 Steps to Implementing Behavioral Contracts

1. **Arrange a meeting between the student and adults**
   - Who should attend the meeting:
     - Parent(s), teacher, behavioral specialist, counselor, administrator
   - Purpose of the meeting:
     - Not to condemn, reprimand, or remind the student of the wrongs in his way of behaving
       - "We are here because things aren't working for you or us, so we want to make a deal with you. You have something we want, and we have stuff that you want."

5 Steps to Implementing Behavioral Contracts

2. **Holding the meeting to negotiate and develop the behavior contract**
   - *Introductions and description of the meaning and purpose of a contract so the student has a concept and understanding of what a contract entails*
     - The introductions should not involve emphasizing what the student has done wrong, but rather that the current situation is not working for anyone and there is a need to work out a deal. The adults are willing to have the student have some say in what goes on instead of telling the student what to do
     - It is important to make it a big deal. Describe how a contract is essentially a legally binding deal." Are you a person of your word? Do you keep your promises? I do!"
       - Make sure to describe the contract in kid-friendly language so the student is able to comprehend

5 Steps to Implementing Behavioral Contracts

- *Describe the alternative appropriate behaviors or social skills you would like*
- *to see, and gather the student's input to get him to commit to engage in*
- *7171 those behaviors*
  - Make sure the student is actually capable of exhibiting the appropriate behaviors; therefore, the positive behavior or social skill is within the student's repertoire and all that is needed is a motivational component that encourages the student to display the behaviors he already knows how to exhibit
  - If the student can't exhibit the appropriate behaviors or social skills because he has not learned them, then time will need to be devoted to teaching the student how to exhibit them using a tell-show-do instructional approach

5 Steps to Implementing Behavioral Contracts

- *Help the student identify rewards, activities, or privileges to be earned if he is able to hold up his end of the bargain by meeting the goal*
  - This should be student-driven in that the student selects preferred items, activities or rewards that he will earn based on good behavior
  - An important consideration is *how frequently should the reinforcer or reward be earned?*
    - A good rule of thumb is to gauge how the long the student can actually delay gratification. This entails considering how the far the student can look into the future and wait. If the student can only think a day at a time, then he should be able to earn the reinforcer or reward on a daily basis. Generally, the younger the student, the more frequent they will need to be able to earn the reinforcer or reward.

5 Steps to Implementing Behavioral Contracts

3. **Make copies of the behavior contract for all parties involved**
- Everyone, including the student, should have a copy of the behavior contract
- Make extra copies of the behavior contract just in case the student loses his copy. If the student loses the behavior contract, there is no need to lecture the student and/or discipline him. Instead, simply provide him with another one and continue implementing the steps.

5 Steps to Implementing Behavioral Contracts

4. Teacher implementation of precorrection and prompting
- **Precorrection** involves the teacher reminding the student of the expectations outlined in the behavior contract prior to class beginning or transitioning to other activities under which the student has a history of exhibiting emotional and/or behavior problems; these precorrection gestures or statements are best delivered immediately preceding the context in which the behavior is expected and provide students with a reminder to increase the probability of success

5 Steps to Implementing Behavioral Contracts

4. Teacher implementation of pre correction and prompting
- The **prompting** tactic consists of responding to incidents of
the student's problem behavior by cueing him to engage in the appropriate behavior or social skill outlined on the contract and reminding him of the reward to be earned

If the behavior problem continues despite providing a few prompts, then the teacher should carry out the typical progressive discipline plan (for example, removal of privileges, reprimands, in-class time-out, office referral)

5 Steps to Implementing Behavioral Contracts

5. Follow-up to ensure fidelity of implementation and troubleshoot any problems
- **Problems to troubleshoot:**
  - *Student isn't interested in the reward*
    - Experiment with other reinforcerss, ask the student to identify reinforcer, or have the student sample the reinforcer

5 Steps to Implementing Behavioral Contracts

- Student has to wait too long to get access to reinforcer (pay off)
  - Allow the student to access reinforcers in shorter periods of time or deliver tokens that can be periodically given and exhcanged for desired items/privileges
- Teacher does not implement precorrection and prompting
  - Performance-based feedback

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Structured Mentor-Based Support

- Mentor-based support
  - Check in/Check Out
  - Check, Connect, and Expect
  - Check and Connect
- Assignment of adult mentor who provides unconditional positive regard and feedback
- Multiple behavioral components:
  - Behavioral momentum
  - Precorrection
  - Performance feedback
  - Positive reinforcement
  - Goal specification and attainment

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Simple Vs. Structured Mentoring

Simple Mentoring
- Mentor meets with the child once or twice a week
- Mentor is there to be a positive role model — doesn't provide precorrection
- Can handle significantly more students

Structured Mentoring
- Mentor meets with the child on a daily basis
- Mentor precorrects problem behavior
- Daily ratings of behavior performance
- Limitations with regard to the number of students a school can handle

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4 Sequences of Structured Mentoring

1. Check In
- Positive greeting
- Check for school readiness
- Cutoff problems before
- Reminder of expected behaviors
- Talk about reward to be earned
- Give student monitoring chart

2. Teacher Feedback by Period
- Teacher monitoring
- Prompts to engage in expected behavior
- Reminder of reward to be earned
- Non-emotional feedback
  - 2 1 0

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Sequence of Structured Mentoring

3. Check Out

- Positive greeting
- Deliver praise/reward
- Provide nonjudgmental feedback
- Allow student to tabulate results

4. Parent feedback

- Deliver consequences at home based on behavior at school
- Provide encouragement for a better day tomorrow, or,
- Celebrate success

Sample Daily Behavior Report Card

Goals	Period 1	Period 2	Period 3	Period 4	Period 5
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Target	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
total					(Chart Diana Browning Wright)

2 = excellent (no problems)
1 = good (1 one or two prompts, but desired behavior occurred)
0 = unacceptable (three or more prompts, with no compliance)

Empirical Support for Mentor-based Support

- Todd, A.W., Campbell, A.L., Meyer, G.G., & Horner, R.H. (2008). The effects of a targeted intervention to reduce problem behaviors: Elementary school implementation of Check in-Check out. *Journal of Positive Behavior Interventions, 10,* 46-55.

- Hawken, L.S., MacLeod, K.S., & Rawlings, L. (2007). Effects of the Behavior Education Program on office discipline referrals of elementary school students. *Journal of Positive Behavior Interventions, 9,* 94-101.

- Filter, K.J., McKenna, M.K., Benedict, E.A., Horner, R.H., Todd, A.W., & Watson, J. (2007). Check in/Check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. *Education & Treatment of Children, 30,* 69-84.

- Lehr, C.A., Sinclair, M.F., & Christenson, S.L. (2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the Check & Connect Model. *Journal of Education for Students Placed at Risk, 9,* 279-301.

Self-Monitoring

- Increases student's self-management through structured self-reflection time points and self-recording of behavior according to pre-established goals
- Consists of have a student systematically reflect on her behavior and record it on a chart
  - Two components
    - Self-observation (reflection of behavior over a certain amount of time) and self-recording (marking down on the chart whether behavior met or did not meet expectations)

  - http://www.youtube.com/watch?v=q008yomQGuE

Limbic System

- Leap first; then look!
- Paralyzing fears

Responsible for:
- **Emotions and motivations such as fear, anger, and sexual drive**
- **Pleasure and satisfaction seeking**
- **Fight or flight (survival responses)**

Prefrontal Cortex

- What every teacher dreams about!
- At what age can we expect?

Responsible for:
- Stop to think before acting
- Weighing the consequences
- Self-regulation
- Decision-making
- Moderating correct social behavior
- Orientation towards the future

Simple Examples

- KYMS
- Anxious Moments recording
- Animal Actions recording

Why Self-Monitoring Works

- Students with behavior problems have deficits in self-management
- Embeds prompts and cues for self-reflection
- Increases their awareness of their behaviors and the consequences associated with them
- Enhances self-regulatory behaviors by activating pre-frontal cortex
- Students are reinforced for engaging in expected behaviors, which allows them to learn and make the connection between appropriate behavior and positive outcomes

Making Self-Monitoring Work

- Combined with a reward component for meeting a preset goal to increase self-regulation   and self-control
  - Adds value or meaning to recording behavior of the chart
- Use of technological device or natural breaks or transitions to prompt self-reflection and self-recording of behavior
- The student must comprehend the self-monitoring chart

Making Self-Monitoring Work

- Rest assured that teachers find this intervention to be the most acceptable Tier 2 intervention
  - Enhances independence and self-reliance
  - Little teacher time
  - Viewed as more ethical and acceptable than other approaches

Candidate Students for a Self-Monitoring Intervention

- Students with:
  - Behavior excesses (e.g., blurting out answers, calling others names, getting out of seat)
  - Behavior deficits (e.g., not participating in class, failure to initiate social interactions)
  - Externalizing behavior patterns (e.g., oppositional defiance, aggression, impulsivity)
  - Internalizing behavior patterns (e.g., withdrawn, somatic complaints)
- Students whose problem behaviors occur with a certain degree of regularity

How to Do a Self-Monitoring Intervention

- Step 1:
  - Identify what the student should be doing instead of the problem behaviors
  - Can be more than one thing:
    - e.g., sitting in seat, keeping desk clean, respectful to others, following directions, participating in class, interacting with others etc.
  - Make sure that student understands and knows how to perform the behaviors that are expected of her
  - Link the behaviors to the specific performance goals

How to Do a Self-Monitoring Intervention

- Step 2:
  - Determine how frequently the student will self-monitor and record her behaviors
    - Rule of thumb is the more times the problem behavior occurs, the more frequently students need to self-monitor
    - Can have student self-monitor once every five minutes, at every natural break during the day, or twice daily (e.g., once before lunch and once at the end of the day)

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How to Do a Self-Monitoring Intervention

- Step 3:
  - Develop self-monitoring chart and decide how student will be prompted to self-monitor
    - Have natural breaks in the class (e.g., recess, lunch, transition to library) prompt student to self-monitor.
    - Use of vibrating watches or clocks to trigger student to self-monitor
    - Computer software
- Step 4:
  - Develop a goal with the student, and identify the reinforcers the student will earn if the goal is met
    - This will make the chart take on value and become a currency that can be exchanged for desirable goods

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How to Do a Self-Monitoring Intervention

- Step 5:
  - Start the self-monitoring intervention
    - Student will likely need reminders to self-monitor at the beginning
  - Teacher conducts periodic honesty checks of the student's recording
    - Put a slash (/) through the circle if you agree with the student and an X if you disagree

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How to Do a Self-Monitoring Intervention

- Step 6:
  - Collect the self-monitoring charts
  - Determine whether the student is complying with the intervention and meeting preset goals
  - Provide feedback to the student based on performance

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How to Do a Self-Monitoring Intervention

- **Step 7:**
  - Data-based decision
    - Leave the intervention in place
      - Student is responding, but not enough
    - Change the intervention
      - Intervention is not working
    - Stop the intervention (back to Tier I)
      - Student responded adequately to the intervention

SCHOOL NAME:_____

Self-Monitoring Chart

Student Name: Date:

Teacher Name:

Classroom Rules	Morning				Afternoon			
Stayed in seat	1	2	3	4	1	2	3	4
Raised hand to ask question or get out of seat	1	2	3	4	1	2	3	4
Followed teacher directions	1	2	3	4	1	2	3	4
Respected fellow students	1	2	3	4	1	2	3	4
Worked on class assignments	1	2	3	4	1	2	3	4

Rating Scale – Circle a number.
1 = Needs Improvement   2 = Barely OK   3 = Average   4 = Great

If the teacher agrees with the student rating, put a line across the circled rating.

If the teacher does not agree with the student rating, put an "X" in the circle.

Comments:

School-Home Note System

- Establishes collaboration and consistency between school and home environments
- Involves two-way communication regarding student performance
  - Teacher to parent and parent back to teacher
- Encourages parents to deliver consequences at home based on the student's behavior at school
- Parent can share information with school about outside stressors that may be impacting student behavior at school

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Candidate Students for School-Home Note

- Students who are unaffected by typical school-based disciplinary consequences
  - Reprimands, office referral, & loss of privileges don't work
- Students whose parents are open and willing to collaborate with the school
- Students whose parents could benefit from learning effective parenting strategies

School-Home Note Decision Tree

BEHAVIORAL GOAL MET

YES - GOAL MET   NO - GOAL UNMET

PARENT RESPONSE

CELEBRATE YOUR CHILD'S SUCCESS   ENCOURAGE YOUR CHILD TO HAVE A BETTER DAY TOMORROW (discipline)
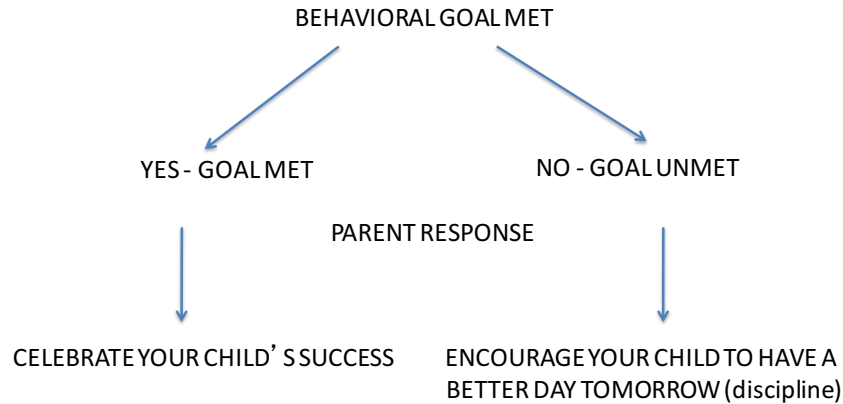
Consequences Delivered by Parents

- Celebrating the child's success (aim is to create positive contrast by making the child's life more exciting, pleasurable, and/or fun)
  - Access to privileges
    - Computer time, video games, talking on the phone,
    - staying up later, hanging out with friends, TV time
  - Reward with item or activity
    - Buy-out of chore, money, invite friend over, play outside,
    - after-dinner dessert, playing with toys, etc.
  - Praise and positive recognition

Consequences Delivered by Parents

- **Encouraging a better day tomorrow** (aim is to create negative contrast by making the child's life boring, unpleasant, or introducing nothing)
  - Discuss what went wrong
  - Apply loss of privileges
    - Removal of TV time, computer, video games, playing outside, talking on the phone, or anything else that is considered to be fun
  - Task-based grounding
    - Have the child perform chores that are outside of typical responsibilities
    - Grounded until the chore or chores are completed

A+ **SCHOOL NAME – School-Home Note**

Name:_____   Date:_____

Classroom					
	Before Lunch			**After Lunch**	
Behaviors	Needs Work	Okay	Excellent	Needs Work	Okay	Excellent
Respected other students						
Worked on class assignments						
Followed Teacher Instructions						
Target Behavior:						

On the Yard					
	Morning Recess			**Afternoon Recess**	
Behaviors	Needs Work	Okay	Excellent	Needs Work	Okay	Excellent
Interacted well with others						
Yard rules						
Target Behavior:						

Teacher comments:
_____

Teacher Signature:_____

Describe how you handled your child's performance today (e.g., praised child, earned activity, loss of privilege, extra chore):
_____

Comment for teacher:
_____

Parent Signature:_____

Cook and Browning Wright (2008)   **HANDOUT 12**

Class Pass Intervention

- CPI is for students who engage disruptive classroom behavior
  - Work may be too difficult, views class as boring, or simply doesn't like a subject
- Allow students to escape/avoid academic tasks for a pre-determined amount of time by issuing class pass
  - Engage in a preferred activity for a certain amount of time

Class Pass Intervention

- Incentivize students to not use class passes by holding onto them and exchanging them for something even more desirable than escape/break
- It works because students:
  - Can exercise choice by requesting a break with class pass
  - Tolerance for academic work is increased
  - Are able to earn access to desired reward/activity based on staying in the presence of the difficult, boring, or frustrating academic task

Example of a Class Pass

FRONT

CLASS PASS

_____

Name: _____

Time: _____

Where to?:
_____

Initial: _____

Reward for a saved pass:
_____

BACK

Guidelines for Class Pass:
If you use the pass…
1. Choose a time when you need to step out of the class.
2. Fill out one of your passes.
3. Show pass to teacher.
4. Walk to
_____.
5. Have adult where you walked initial pass on your way back to class.
6. Enter class quietly.
7. Join classroom activity.
If you save the pass…
Earn a reward!!!!!!!

Class Pass Intervention Steps

1. Meet with the student to teach them the CPI and how to appropriately request a break using the class pass
2. Identify a spot where the student can break and engage in a preferred activity for 3 to 7 minutes (this depends on how long staff are willing to accept)
3. Determine the rewards and/or privileges that can be earned by saving the class passes (make it such that the more passes means the better the reward and/or privilege)

Class Pass Intervention Steps

4. Give the student a predetermined amount of class passes (anywhere from 3 to 5)

5. When implementing the CPI, provide prompts to the student to use the class pass if you see him beginning to engage in problem behavior

6. Monitor and track the effectiveness of the intervention

7. Give the student feedback about how he is doing

Positive Peer Reporting

- Designed to enhance the social status and interaction skills of peer rejected or isolated youth
  - Can also be used to alter a negative peer ecology that is characterized by put downs, tattling, or aggressive behavior
- The intervention rewards youth for providing genuine and specific positive peer reports about a target student who is peer rejected or isolated youth
  - The target youth is identified as the "MVP"

The MVP (Most Valuable Person)

- MVP is the student in the class who is identified to be the recipient of positive peer reports
  - Rig it to make it look like the selection of the MVP was a random process (e.g., pick name out of a hat)
- The student will remain as the MVP for a minimum of two days to a maximum of a week
- The teacher will select a new MVP each week
- The name of the MVP should be *prominently displayed* in the class for the other students to see

Preparing for PPR

- Must teach students how to give positive peer reports (compliments)
  - Positive peer reports consist of talking about what the MVP:
    - Did (behaviors)
    - Said (verbal interaction)
    - Achieved/earned
- Positive reports can be done directly or anonymously
  - Secondhand compliments are often more powerful
- Find a time to solicit positive peer reports
  - 5 to 15 minutes of class time
- Identify the class rewards that can be earned and method of tracking progress toward goal attainment

Class-wide Systems to Cue, Shape, and Model Behavior: Strategies for Teachers

"Pit Crews" as a PPR

— Use peers to support student with problem behavior

Source: www.pent.ca.gov.

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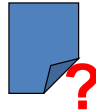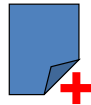
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Emotional Problem or Behavior Problem?

- Emotionally driven problems
  - Poor emotional control is at the root of the person's problem
    - Person gets upset easily and engages in regrettable, problematic behaviors

- Behavior problems
  - Person engages in risky, harmful, or disruptive behaviors
    - Person's values or beliefs are maladaptive and result in problems for self and others

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CBT for 2 Classes of Mental Health Problems

Externalizing Behaviors	
• Aggression • Poor self-control • Impulsivity	•Guiding self statements ("Stop, Think Act") •Positive self statements ("You can solve this problem.") •Problem-solving skills •Accurate interpretation of social events •Relaxation training (controlled breathing, meditation, progressive muscle relaxation) •Thick reinforcement for using skills

CBT for 2 Classes of Mental Health Problems

Internalizing Behaviors	
• Depression • School refusal • Separation anxiety • Generalized anxiety • Specific phobias • Social phobia • Obsessive Compulsive Disorder	•Recognition of faulty cognitions ("I can't go in that elevator." "Everyone will laugh at me when I give my talk.") •Positive self statements ("I can handle this." "I know that's just my anxiety telling me lies.") •Relaxation training •Modeling, role-playing, reinforcement for using CBT skills •Exposure to a hierarchy of anxiety-producing situations

Small Group Social Skills or Social Emotional Skills Training

- Group of 3 to 5 students who lack either social skills or social-emotional skills
  - Can't do problems vs. won't do problems
- Social skills
  - Active listening, taking turns, sharing, being on time, waiting patiently, etc.
- Social-emotional skills
  - Emotion regulation, coping skills, empathy, resiliency, problem-solving, attention training

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Thank YOU for all you do for kids!

Feel free to contact me if I can be of further assistance:

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