

Behavior Supports for Some: Tier 2 Interventions

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The second level of intervention that is part of the school-wide tier approach includes several strategies that may be effective for a smaller number of students (often estimated between 10 and 15% of a school population) who have not responded fully or at all to broader strategies. Below are some examples:

Behavior Contracting

Self-Monitoring

Differential Reinforcement

Peer-Base Support

School/Home Note Systems

Check-in/Check-out (Mentor-Based Support)

Group Contingencies

Early Childhood Interventions

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers*. (Eighth ed.). Upper Saddle River, NJ: Pearson.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. (Second ed.). Upper Saddle River, NJ: Pearson.

Cook, Ph.D., C. R., & Browning Wright, MS, LEP, D. (2009). *Rti in restrictive settings: The tiers model for students with emotional/behavioral disorders*. Horsham, PA: LRP Publications.

Positive behavioral interventions & supports. (n.d.). Retrieved from <http://www.pbis.org/>

Wolery, M. R., Bailey, D. B., Jr., & Sugai, G. M. (1988). *Effective teaching: Principles and procedures of applied behavior analysis with exceptional children*. Boston, MA: Allyn & Bacon.

Behavioral Contracts

- A written document that specifies a contingency for an individual student or in this case...whole class
- Contains the following elements:
 - Operational definitions of **BEHAVIOR**
 - Clear descriptions of **REINFORCERS**
 - **OUTCOMES** if student fails to meet expectations.
 - Special **BONUSES** that may be used to increase motivation or participation.

(Wolery, Bailey, & Sugai, 1988)

BEHAVIORAL CONTRACT

BEHAVIOR

WHO: _____

WILL DO EXACTLY WHAT: _____

WHEN: _____

HOW OFTEN: _____

HOW WELL: _____

FOR HOW LONG: _____

REINFORCER

WILL EARN EXACTLY WHAT: _____

WHEN: _____

HOW MUCH: _____

FROM WHOM: _____

BONUS

WHAT CAN BE DONE TO EARN EXTRA REINFORCERS: _____

OUTCOME

WHAT WILL HAPPEN IF GOAL IS NOT REACHED: _____

SIGNATURE: _____

SIGNATURE: _____

Desert/Mountain SELPA-Cote

Self-Recording of Data

(Adapted from Applied Behavior Analysis for Teachers, page 370)

Name: _____

Date: _____

Behavior: _____

				YES 			NOT YET 		
	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Differential Reinforcement

(Reinforcing only those responses within a response class that meet a specific criterion along some dimension(s) (i.e. frequency, topography, duration, latency or magnitude) – Cooper, J.O, Heron, T.E., &Heward-2007

- Differential Reinforcement of Alternative Behaviors (**DRA**): Reinforcing a behavior that is more appropriate behavior than the behavior at hand.

Juan is walking in the school hallway instead of running so he receives verbal praise from the lunch proctor.

- Differential Reinforcement of Incompatible Behavior (**DRI**): Reinforcing a behavior that is incompatible to the behavior at hand

Laita lightly places her hand on her friend's hand to get her attention instead of jumping on her back. Her friend gives her a high-five

- Differential Reinforcement of Lower Behaviors (**DRL**): Reinforcing behaviors when the target behaviors present at a lower rate than the behavior at hand

Kaori blurts out answers in her history class only five times this period instead of the typical ten times. The teacher gives her a no homework coupon to be used this week.

- Differential Reinforcement of Other Behaviors (**DRO**): Reinforcing behavior when the behavior at hand is not occurring

Babe is not pushing peers at all in the cafeteria line today. The lunch monitor lets him get first pick at a basketball court.

