Matching Students to Tier II Interventions and Ensuring Active Ingredients are Implemented

Reviewing Tier II Interventions

### Review of Active Ingredients

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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

Matching Students to Tier II Interventions

- Tier II intervention are less effective when educators haphazardly assign them to students
- Rather, educators must ask: what Tier II intervention is likely to be most effective for particular students?
  - Matching characteristics of the student to characteristics of the intervention
- Student Intervention Matching Form (SIM-Form)
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

Menu of Evidence-based Tier II Interventions

- Mentor-based support*
  - e.g., Check in/Check out

- Behavior contracting*

- Self-monitoring*

- 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*

- Class Pass Intervention*

- Positive Peer Reporting

- Academic intervention to address skill deficit

- Noncontingent Reinforcement

- Small group social skills or social-emotional learning*

Active Ingredients

- Just like a good cooking recipe, Tier II interventions involve certain ingredients that must be present in order to achieve successful behavior change

- Educators, therefore, must be aware of the active ingredients that must be in place to make a particular Tier II intervention effective
Behavioral Contract

- Process of negotiating an agreement between staff and a student so each party receives some benefit or payoff
  - Teacher benefits by improved student behavior
  - Student benefits by earning something based on good behavior

- Components of behavioral contract:
  - Description of the desired, expected behaviors to be performed
  - Goal statement specifying by when, what behavior, and under what conditions reward will be earned
  - Identification of the reward(s) to be earned (i.e., The Pay-Off)
  - Signatures from all parties involved
  - Teacher precorrects and prompts student on daily basis using the behavior contract

Behavior Contract: Student Characteristics

- Designed for students who respond well to school-based incentives
  - Eager to earn rewards, special privileges, and/or recognition from others

- Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)

- Students who could benefit from receiving precorrection and prompting

Behavior Contract: Active Ingredients

1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom (i.e., those behaviors that are incompatible with problem behavior)
3. Positive reinforcement for meeting goal
4. Teacher follows up with daily pre-correction and prompting
   - Pulling out the contract and reminding the student of the behavior and reward to be earned
   - At the first warning signs of problem behavior, prompting the student

Difference Between Effective and 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 Contract

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.”

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 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 does 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
       - Make sure to describe the contract in kid-friendly language so they are able to comprehend.

3. 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 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.

4. 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 long the student can actually delay gratification. This entails considering how 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 Contract

3. Making 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.

4. Teacher implementation of precorrection and prompting
   - **P 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.
   - **Prompting** tactic consists of responding to incidents of the student’s problem behavior by cueing them to engage in the appropriate behavior or social skill outlined on the contract and reminding them 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. Follow-up to ensure fidelity of implementation and troubleshoot any problems
   - Problems to troubleshoot:
     - Student isn’t interested in the reward
     - Experiment with other reinforcers, ask the student to identify reinforcer, or have the student sample the reinforcer
     - 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 exchanged for desired items/privileges
     - Teacher does not implement precorrection and prompting
     - Performance-based feedback

Empirical Support for Behavioral Contracting

Mentor-Based Support: Check-in/Check-out

- Assignment of a mentor who provides unconditional positive regard and feedback on a daily basis
- Implementation of multiple components:
  - Behavioral momentum (i.e., getting the day off to a good start)
  - Precorrection (i.e., cutting problems off before they start)
  - Performance feedback (i.e., letting the student know how s/he is doing)
  - Positive reinforcement (i.e., recognizing and rewarding the student)
  - Goal specification and attainment (i.e., increasing student’s motivation and awareness of behavior)

Mentor-Based Support: Basic Sequence of Structured Mentoring

- Morning check in with mentor
  - Positive greeting
  - Check for school readiness
  - Cutoff problems before
  - Reminder of expected behaviors
  - Talk about reward to be earned
  - Give student monitoring chart
- Parent Check In upon arrival home
  - Positive greeting
  - Deliver praise/reward
  - Provide nonjudgmental feedback
- Teacher evaluation and ongoing feedback
  - Teacher monitoring
  - Prompts to engage in expected behavior
  - Reminder of reward to be earned
- End of day check out with mentor
  - Teacher monitoring
  - Prompts to engage in expected behavior
  - Reminder of reward to be earned

Simple vs. Structured Mentoring

- Simple Mentoring
  - Mentor meets with the child once or twice a week
  - 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

Mentor-Based Support: Student Characteristics

- Students who respond well to adult attention
- Students who could benefit from having a positive adult role model outside of the home
- Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance
- Students who have been involved with negative interactions with teachers and administrators (punitive discipline)
Mentor-Based Support: Active Ingredients

1. Assignment of an adult mentor who the student likes or doesn’t mind meeting with
2. Unconditional positive regard (mentor does not get involved with discipline)
3. Daily contact with the student in the morning and afternoon
   - Encouragement, precorrecting problems, feedback
4. Progress monitoring form to serve as a basis for performance-based feedback
5. Positive reinforcement for improved behavior
   - Praise, public recognition, access to desired privileges/rewards

Daily Behavior Report Card

<table>
<thead>
<tr>
<th>Goals</th>
<th>Reading</th>
<th>Math</th>
<th>Break</th>
<th>Science</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<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>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Be Safe: Hands &amp; Feet to Self</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Target Behavior</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL POINTS: 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

Self-Monitoring

- Intervention designed to increase self-management by prompting the student to self-reflect on performance and self-record behavior on a chart

- Two main components:
  - Self-reflection (reflection of behavior over a certain amount of time)
  - Self-recording (marking down on the chart whether behavior met or did not meet expectations)

- Teacher performs periodic honesty checks

Self-Monitoring: Student Characteristics

- Students who lack self-regulation or management
- Students who engage in relatively frequent rates of problem behavior
- Students who could benefit from reminders or prompts to stay on task and engage in desired, expected behaviors

Self-Monitoring: Active Ingredients

1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5. Positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self-reflection and recording)
6. Teacher conducts periodic honesty check

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 him/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 his/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)

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

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

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
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

Self-Monitoring Technology

Self-Monitoring Chart

<table>
<thead>
<tr>
<th>SCHOOL NAME:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>Date:</td>
</tr>
<tr>
<td>Teacher Name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Rules</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stayed in seat</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Raised hand to ask question or get out of seat</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Followed teacher directions</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Respected fellow students</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Worked on class assignments</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

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:

Self Monitoring Chart

Monitoring Compliance

<table>
<thead>
<tr>
<th>School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times/Periods</th>
<th>Did you do your work and do what the teacher asked?</th>
<th>Did you fail to do your work and do what the teacher asked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>3</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>4</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>5</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

RULES: 1) After every period look back and monitor your behavior during that period and circle the YES that best represents how your behavior was during class.
2) Put the chart back in the folder.
3) Repeat the same thing after the next period.
4) Make sure you are being honest.
*** Remember you are working towards obtaining something from the Project REACH team.
Empirical Support for Self-Monitoring Interventions


School-Home Note System

- Intervention designed to improve the communication and consistency of practices between school and home environments

- Involves training parents to deliver consequences at home based on their child’s behavior at school

- Parent can share information with school about outside stressors that may be impacting student behavior at school

School-Home Note Decision Tree

BEHAVIORAL GOAL MET

YES - GOAL MET

CELEBRATE YOUR CHILD’S SUCCESS

NO - GOAL UNMET

ENCOURAGE YOUR CHILD TO HAVE A BETTER DAY TOMORROW (discipline)

PARENT RESPONSE
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

- Encouraging a better day tomorrow (aim is to create negative contrast by making the child’s life boring, unpleasant, or introducing nothing)
  - 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

School-Home Note: Student Characteristics

- Students whose parents are open and willing to join forces with the school to improve the student’s performance in school
- Students who are unaffected by typical school-based disciplinary consequences
- Students whose parents could benefit from learning skills
- Students who could benefit from consistency across school and home environments
**School-Home Note: Active Ingredients**

1. Development of a school-home note that captures student behavior and communicates with parents
   - Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures

2. Brief parent training that consists of teaching parents how to translate the information on the school-home note into effective parenting strategies
   - Goal met = celebrating success
   - Goal unmet = encouraging a better day tomorrow

3. Ensuring that parents are receiving the note & following through
   - Paper, email, phone call, face-to-face

**Empirical Support for School-Home Note System**


**Class Pass Intervention**

- Intervention designed for students who exhibit disruptive classroom behavior that interferes with their and other students’ ability to learn
- Students are given class passes and taught how to appropriately request a break by issuing a class pass
- Students can choose to hold on to the class passes in order to exchange them for an item, activity, or special privilege
- 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

**Class Pass Intervention: Student Characteristics**

- Students who engage in classroom behavior problems only
- Students whose academic skills are low and are likely to engage in escape-motivated disruptive classroom behaviors
- Students who have a low tolerance for engaging in academic work
- Students who appear to become frustrated when working on academic tasks
Class Pass Intervention:
Active Ingredients

1. Develop the actual class passes to be used
2. Determine the number of class passes and length of time the student can break for
3. Identify the location for the break (desk, in the classroom, outside of the classroom)
4. Identify the items, privileges, or activities that can be earned and the number of class passes needed for each one

Example of a Class Pass

Name: ____________________
Time: _________
Where to?: ____________________
Initail: _________

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!!!!!

CPI Implementation 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 – 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)
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

Active Ingredients 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
  - Second hand 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