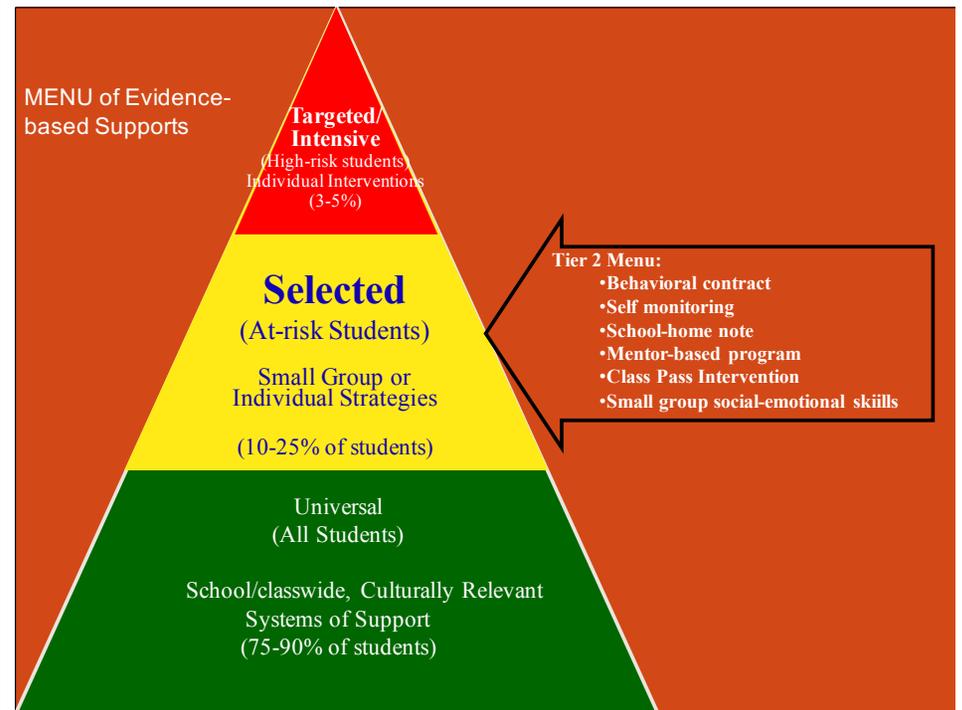


Reviewing the Tier II Process from Beginning to End

Matching Students to Tier 2 Interventions and Ensuring Active Ingredients are Implemented



AIM²

Tier 2 Process from Beginning to End

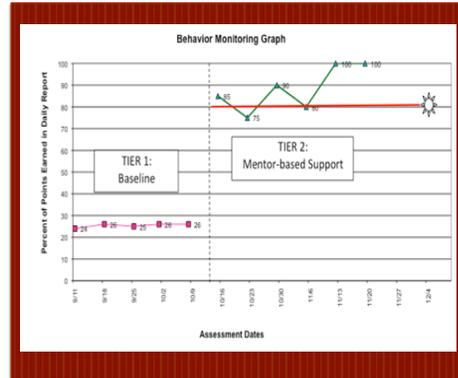
- **A**ssess to select intervention & establish baseline
- **I**mplement intervention with fidelity
- **M**onitor progress and fidelity
- **M**eet to review and make a data-based decision

Assess to Select the Intervention Student Intervention Matching Form

#	Item	Not at all (0)	A little (1)	Moderately (2)	Very Much so (3)	Unknown
1.	School has a good relationship with the student's parents (SHN)					
2.	Student constantly seeks and/or likes attention from adults (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access to privileges (BC)					
5.	Student's seems to exhibit disruptive classroom behavior to get out of doing academic work (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student tries to do better socially and emotionally but does not have the skills to do so (i.e., can't do) (SG-SET)					
8.	Student can only work so long on academic tasks before becoming off-task (CP)					
9.	Student could benefit from having a positive, adult role model outside of the home (CICO)					
10.	Student lacks self-management and needs constant reminders to stay on-task (SM)					
11.	Student withdrawals from social situations and spends most of free time alone (PPR)					

Assess to Establish Baseline Selecting the Progress Monitoring Tool

- Existing data behavioral data (class removals, office referral, suspension, attendance record, etc.)
- Direct behavior rating
- Point sheet
- Brief behavior rating scale



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
- Behavioral contracts are effective for students who can perform certain behaviors or skills but choose not to do so (i.e., won't do problem)
 - Ineffective for students who can't perform certain behaviors or skills (i.e., can't do problems)

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 daily precorrection and prompting

Active Ingredients

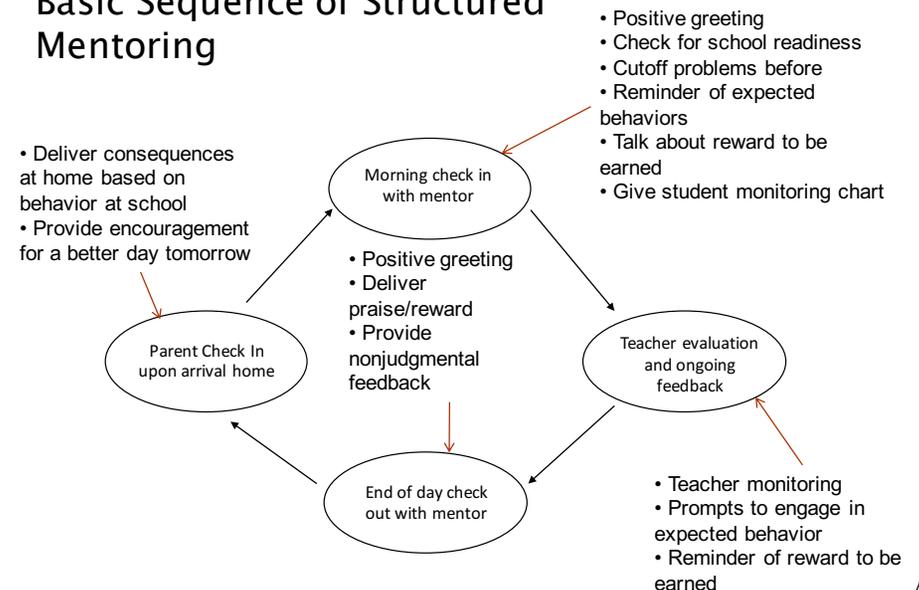
1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom
3. Positive reinforcement (i.e., pay off) for meeting goal
4. Teacher follows up with daily pre-correction and prompting
 - Pulling out the contract & reminding the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

Structured 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)



Mentor-Based Support Basic Sequence of Structured Mentoring



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)

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 for m to serve as a basis for performance-based feedback
5. Positive reinforcement for improved behavior
 - Praise, public recognition, access to desired privileges/rewards

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)

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

Active Ingredients

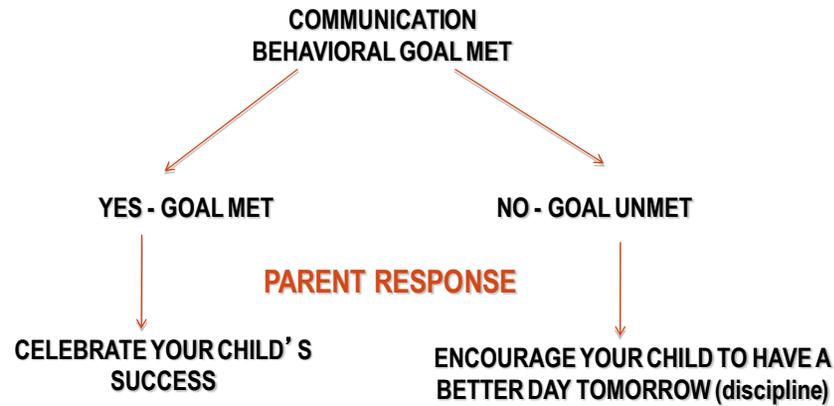
1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5.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

School-Home Note System

- Intervention designed to improve the communication and consistency of practices between school and home environments
- Involves a parent training component to get 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

CONSISTENCY
IS 

School-Home Note Decision Tree



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)
 - 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

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

Class Pass Intervention

- Intervention designed for students who exhibit *escape-motivated* disruptive classroom behavior to avoid doing academic work
- 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:
 - Exercise choice
 - Increase tolerance for academic work is increased
 - Access to desired activity on an intermittent basis



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 behavior
- Students who have a low tolerance for engaging in academic work
- Students who appear to become frustrated when working on academic tasks

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

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!!!!!!

Develop a Roadmap for Disseminating Information and Improving Implementation

- Prioritize next steps
- Develop a clear action plan
- Come prepared to present to other teams at the next PD session in November about the progress being made at your school