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

- Assess to select intervention & establish baseline
- Implement intervention with fidelity
- Monitor progress and fidelity
- Meet to review and make a data-based decision

Assess to Select the Intervention

Student Intervention Matching Form

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<tbody>
<tr>
<td>1</td>
<td>School has a good relationship with the student’s parents (SIN)</td>
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<td>2</td>
<td>Student constantly seeks and/or lies in attention from adults (CINT)</td>
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<td>3</td>
<td>Student is rejected or isolated by peers (PR)</td>
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<td>4</td>
<td>Student is eager to earn rewards or access to privileges (EP)</td>
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<td>5</td>
<td>Student’s seems to exhibit disruptive classroom behavior to get out of doing academic work (SEP)</td>
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<td>6</td>
<td>Parents are open and willing to collaborate with the school (SIN)</td>
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<td>7</td>
<td>Student tries to do better socially and emotionally but does not have the skills to do so (I.e., can’t do) (SG-SET)</td>
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<td>8</td>
<td>Student can only work as long as academic tasks before becoming off-task (OP)</td>
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<td>9</td>
<td>Student could benefit from having a positive, adult role model outside of the home (CINT)</td>
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<td>10</td>
<td>Student lacks self-management and needs constant reminders to stay on-task (SM)</td>
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<tr>
<td>11</td>
<td>Student withdraws from social situations and spends most of free time alone (PR)</td>
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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

Implementation the Intervention
Active Ingredients

- Just like a good cooking recipe, Tier 2 interventions involve certain ingredients that must be present in order to achieve successful behavior change

Monitor Progress and Fidelity

1. Gather data on a weekly basis and input it into a data management system
2. Collect data for at least 4 weeks and a minimum of 3 to 4 data points while the intervention was implemented
3. Prepare graph of the data for the next step to enable a data-based decision

Meet to Make a Data-based Decision

Increase Fidelity of Implementation  |  Maintain Current Supports
(intervention isn’t working so modify or alter intervention within current tier)  | (the intervention is not broken so don’t fix it)

Modify Current Supports  |  Lessen Supports or Lower Down
(student responded well to the intervention and has sustained the progress)  | (intervention is working so maintain it)

Intensify Supports or Bump Up  |  (student was non-responsive to intervention and modifications were unsuccessful)
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

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

- Deliver consequences at home based on behavior at school
- Provide encouragement for a better day tomorrow
- Morning check in with mentor
- Positive greeting
- Deliver praise/reward
- Provide nonjudgmental feedback

Parent Check In upon arrival home
- Teacher monitoring
- Prompts to engage in expected behavior
- Reminder of reward to be earned

End of day check out with mentor
- Teacher evaluation and ongoing feedback
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 form 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

**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

Self-Monitoring

**Active Ingredients**
- 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)

School-Home Note System

**Active Ingredients**
- 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

COMMUNICATION
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

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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

Example of a Class Pass

FRONT

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!!!!!!