

Webinar: Essential Components of Tier 2/3 Behavior Support Systems



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Objectives

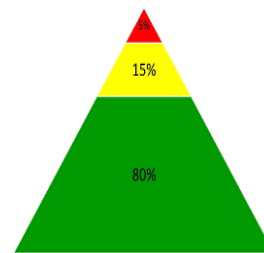
Identify ways to create/strengthen systematic evidence-based processes to support students with behavioral needs

- Identify multiple methods for identifying students who require additional support
- Consider ways to create additional layers of problem-solving to ensure students (and staff) do not end up on long waiting lists for intervention
- Build a menu of behavioral interventions and identify possible additional interventions that can be built across time to meet varied student needs

Multi-Tiered System of Support

Create an efficient system that facilitates success:

- 80–90% Tier 1: Universal (all)
- 10–15% Tier 2: Targeted (some)
- 2–5% Tier 3: Intensive (few)



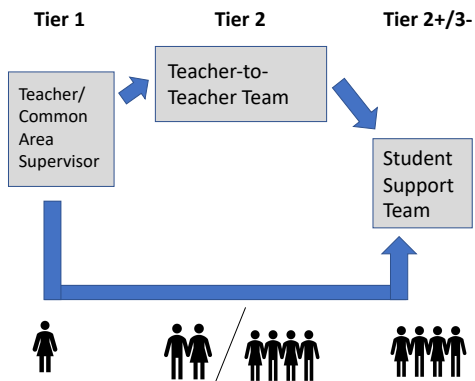
Where are the cracks you are concerned about in your system as we think about Tier 2/3 intervention?

- Situations are referred that could/should have been resolved through Tier 1 approaches
- Too few interventionists and too many referrals
- Significant gaps between tiers
- Lack of systematic process for identifying and implementing interventions
- Lack of flexibility in processes
- Lack of follow through on interventions and next steps
 - Intensification of supports
 - Eventual fading of supports

Identifying Students Who Need Additional Support

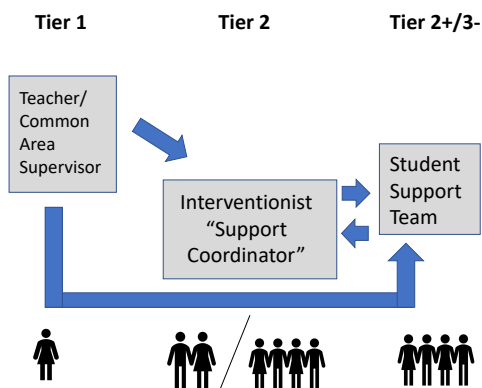
- Must identify externalizing and internalizing behavioral needs
- 3 primary methods
 - Universal screening
 - Examples: Systematic Screening for Behavior Disorders, 2nd ed. (SSBD), Behavioral and Emotional Screening System (BASC-3), Student Risk Screening Scale for K–6 (SSRS), Devereux Student Strength Assessment (DSSA)
 - Red flags
 - Academic failure (before end of term), chronic absence (students missing 10% or more of the school year), exclusionary discipline (e.g., 3 or more ODRs in a semester, 6 detentions), frequent “mindfulness”/“reset room”/timeout teacher partner visits, frequent nurse/counselor visits, others
 - Requests for support
 - Teacher/staff, parent/guardian, student

Create Layers of Problem Solving



Collaborative Problem-Solving: Teacher-to-Teacher

- Teacher going to a mentor or peer
- Teacher going to small learning community/grade level team\



Collaborative Problem-Solving: Identified Interventionist

- Range of interventionists who can be sought out by teacher: counselors, school psychs, social workers, instructional/behavioral coaches, teacher leaders, administrator(s)/dean, nurse

Five Critical Considerations for Behavioral Intervention Plan (BIP) Design

1. Define the problem and goal or target for intervention using objective and measurable terms.
2. Analyze the problem. Consider whether it is a skill vs. performance deficit, antecedents or setting events, and possible function(s) that contribute to the concern.
3. Consider possible solutions and select intervention strategies. Include a variety of antecedent, teaching, and consequence strategies that address the context and hypothesized function of problem behavior. Include strategies to increase positive interactions and improve student connectedness.
4. Specify procedures for collecting data and monitoring progress that allow you to chart the student's progress across time. Possible methods include frequency count, duration or latency, interval recording, and rating scales.
5. Outline a plan for monitoring implementation fidelity and the student's response to the intervention.

Developing Behavioral Expertise

- How many of your staff know and understand how to analyze a behavioral concern and build an intervention plan?
- How systematic and evidence-based is this process?
- Over time, work to build this expertise with as many staff as possible. Consider multiple methods:
 - Professional development
 - Book study (e.g., *Interventions*, 3rd ed.)
 - Online resources (e.g., www.basicfba.com)



Available at ancorapublishing.com

Build a Menu of Behavioral Interventions

Interventions within the Natural Setting (Classroom and/or Common Area)

Many interventions at the Tier 2 and Tier 3 level will be implemented primarily in the classroom or common area settings where behavior concerns occur. While outside interventionists such as support coordinators or the Student Support Team may be involved in the design and monitoring of the intervention plan, teachers or common area supervisors may play a primary role in implementing the intervention(s) on a day-to-day basis. Each school should have a menu of additional interventions that meet different student needs. Examples might include:

- Changing assigned seating or elements of room arrangement
- Changing work requirements
- Offering viable choices
- Changing expectations or procedures
- Using precorrections
- Increasing opportunities to respond, or providing alternate methods to respond
- Increased monitoring or data collection
- Reteach classroom or common area expectations
- Provide demonstrations and modeling
- Provide opportunities for positive practice and feedback or verbal practice of expected behaviors
- Deliver increased praise
- Send positive news home
- Ignore misbehavior
- Reduce peer attention
- Assign a specific corrective consequence such as time owed or revoking a privilege
- Increase the frequency of noncontingent positive attention
- Assign a meaningful class responsibility
- Personal visual schedule
- Personal break space in the classroom
- Scheduled breaks in classroom
- Access to external break space with transitioning plan
- Early/late start in classroom
- Early/late transition
- Behavior contracting
- Structured reinforcement
- Self-monitoring and Self-evaluation
- Group contingency
- Increased supervision and structure
- Overcorrecting
- Parent education and collaboration
- Problem solving
- Video self-modeling, video modeling
- Positive self-talk training
- Replacement behavior skills training
- Long-term goal setting
- Short-term goal setting and monitoring
- Anger-management training
- Compliance training
- Structured breaks or check ins at specific times of day
- Tutoring/academic assistance
- Attendance intervention
- Daily behavioral monitoring form (Check-in/out procedures)
- Plan to prevent and address emotional escalation
- Safety plan/contract

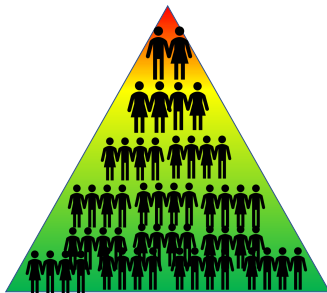
Ready-To-Use Interventions

These interventions often require support from one or more interventionists outside of the classroom. Personnel running these interventions can include classified and certified staff members, provided they are given training, support, and time to support the student(s) they are working with as an interventionist. Examples include:

- Special attention for a targeted student
- Daily report card intervention (Check-in/Check Out, Check and Connect, Connections)
- Meaningful work
- Involve the student in clubs
- Leadership class
- Small group interventions (e.g., social-skills or problem-solving skills)
- Problem-solving task force
- Mentoring

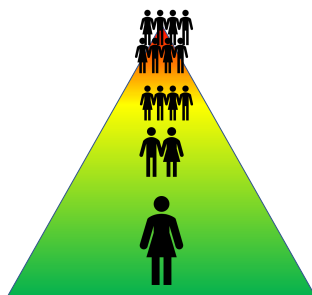
Critical Concepts for Tiered Supports

1) The higher you go in the tiered system, fewer and fewer students should be identified as needing intervention



Critical Concepts for Tier 2/3

2) The higher you go in the tiered system, the more adults are involved in problem-solving/intervention design/implementation, and the greater the complexity of the plan



of
heads



Time and
resources



Complexity
or intensity