

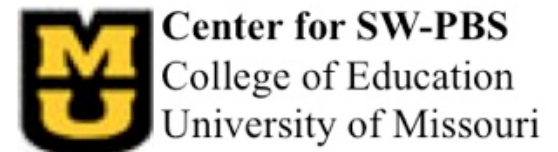
Group-Based Interventions for Tier 2

An Overview of

Research Supported Practices

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MO SWPBS Tier 2/3 Consultant



Outcome

By the end of this session you will be able to...

- Identify system pieces needed to implement any tier 2 intervention
- Identify and select interventions that fit the needs and context of students and staff.
 - Check-In/Check-Out
 - Social Skills Intervention Groups
 - Check & Connect
 - Self-monitoring

Three Levels of Implementation

A Continuum of Support for All

Academic Systems

Tier Three

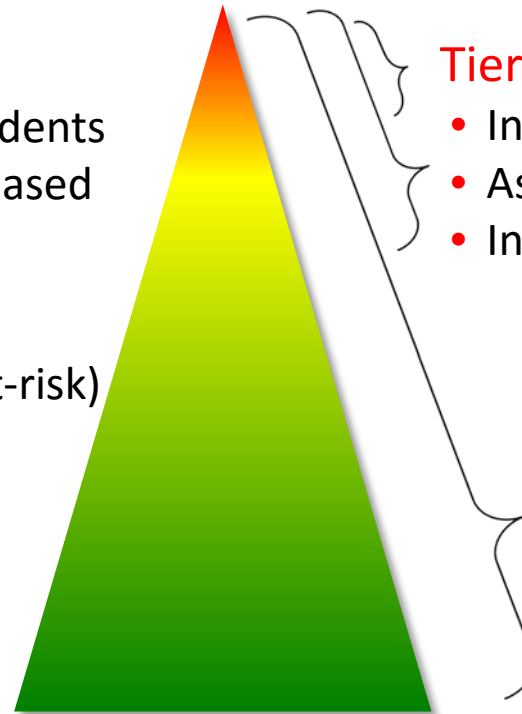
- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive



Behavioral Systems

Tier Three

- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All settings, all students
- Preventive, proactive

Purpose of Tier 2

- Provide interventions to support approximately 15% of the student population who are **at risk**, but not currently engaging in severe problem behavior

Walker & Horner, 1996;

Crone, Hawken & Horner, 2010, p. 7

Purpose of Tier 2

- Not all students require an intensive, individualized intervention
- Research-based interventions can be effective in preventing severe problem behavior
- Group-based interventions allow use of fewer resources while still providing positive effect



Tier 2 Systems

- Systematic Identification of students at risk
- Information gathering to match student need with available interventions
- Method to monitor student progress in the intervention
- Using individual student data to make decisions
- Check fidelity of implementation



Tier 2 Systems

Systematic identification of students at risk

- Using data
 - Office discipline referral
 - Minor discipline records
 - Attendance
 - Grades
- Create a teacher nomination form
- Universal Screening



Tier 2 Systems

Information gathering to match student need with available interventions

- Discipline data
- Function of behavior/motivation



Tier 2 Systems

Method to monitor student progress in the intervention

- Create a data base to keep track of individual student data
 - Advanced Tier Spreadsheet
 - SWIS



Tier 2 Systems

Using individual student data to make decisions

- Determine when to
 - Fade
 - Graduate
 - Modify
 - Intensify



Tier 2 Systems

Check fidelity of implementation

- Simple methods to make sure each intervention has been implemented as designed



Turn to a Partner

Discuss:

- *What system pieces you already have in place and how those are working in your building?*
- *What still needs to be developed?
When will this be completed?*

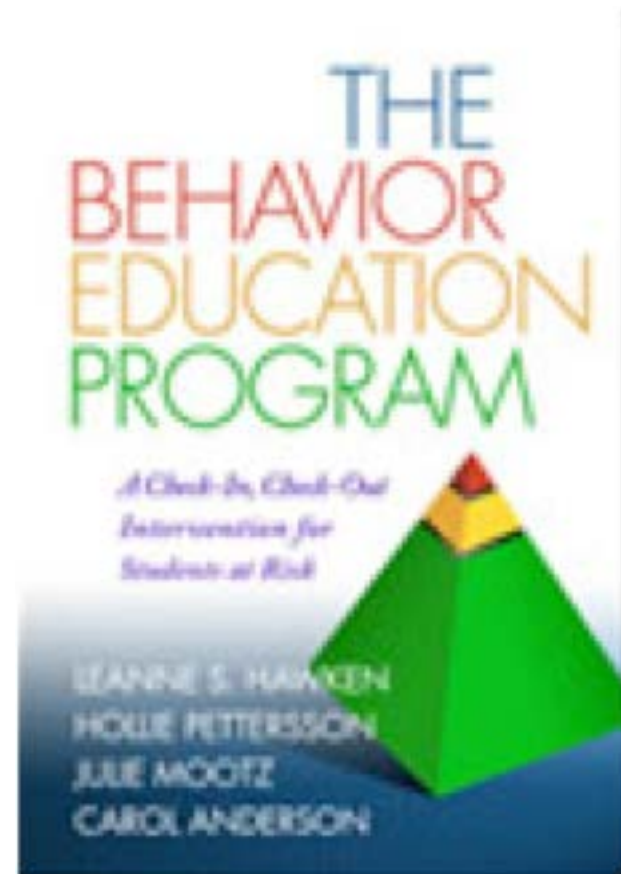
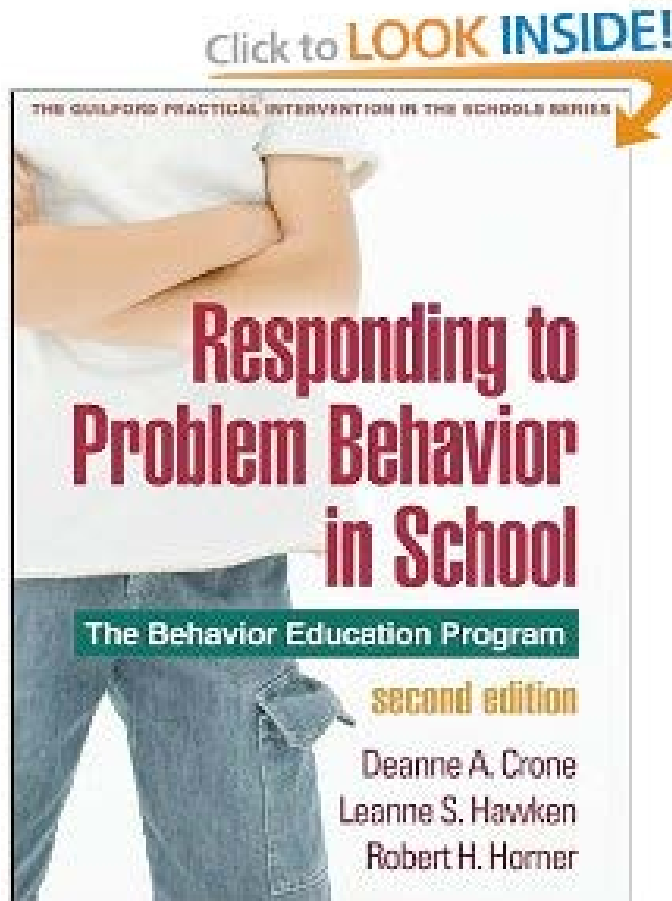


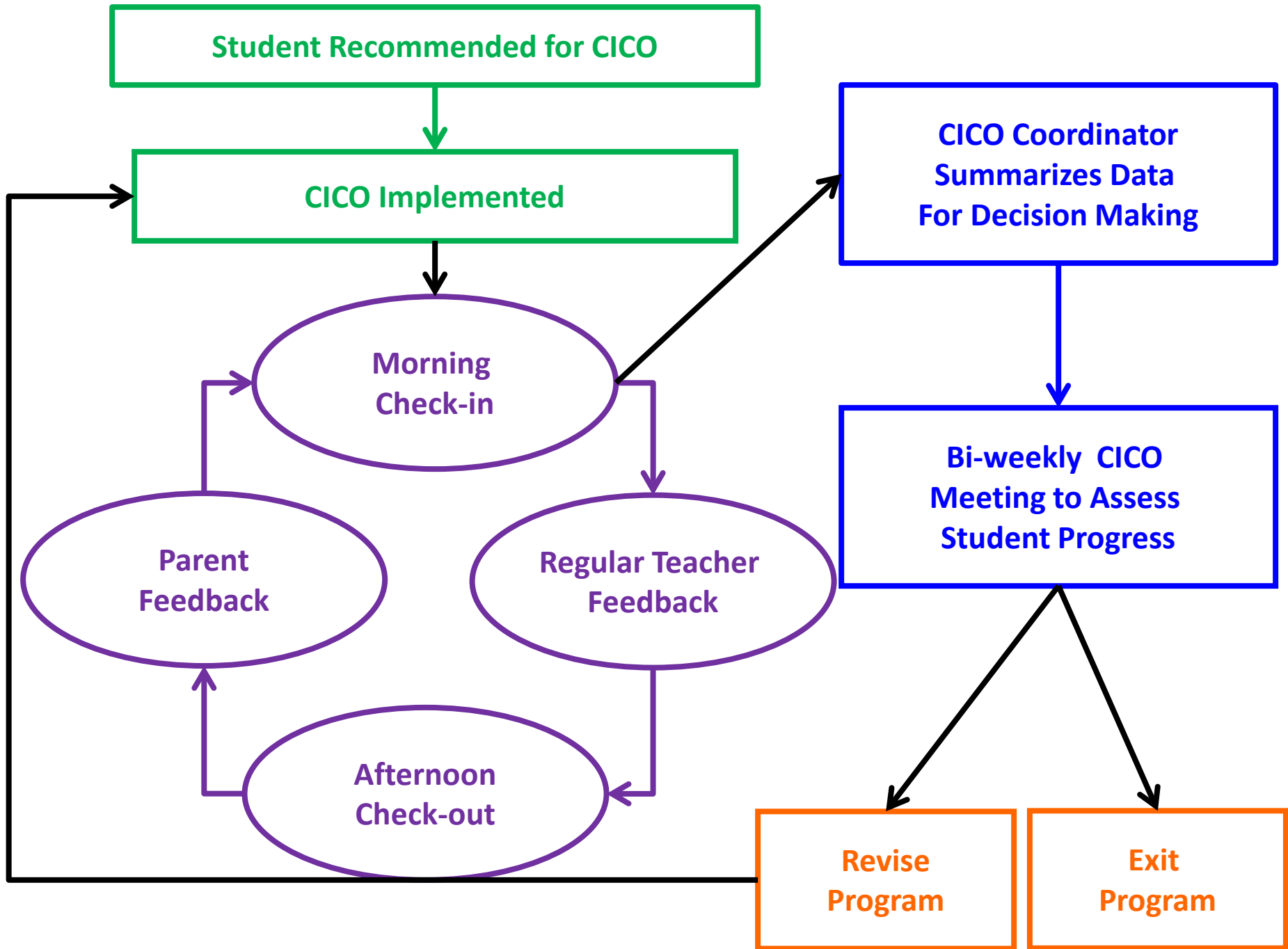
The Behavior Education Program (BEP): A Daily Check-in/Check-out Intervention (CICO)

Crone, Hawken, & Horner, 2010

The Guilford Press

Crone, D. A., Hawken, L. S. & Horner, R. H. (2010). Responding to Problem Behavior in Schools: The Behavior Education Program. New York: Guilford Press.





Morning Check-in

- film

Teacher Role – Positive Feedback

- film

Teacher Role – Corrective Feedback

- film

Afternoon Check-out

- film



Wonderful Middle School EAGLES Program
Excel and Gain Life Educational Skills

Student Name _____

Date _____

3 = 0-1 reminder

2 = 2 reminders

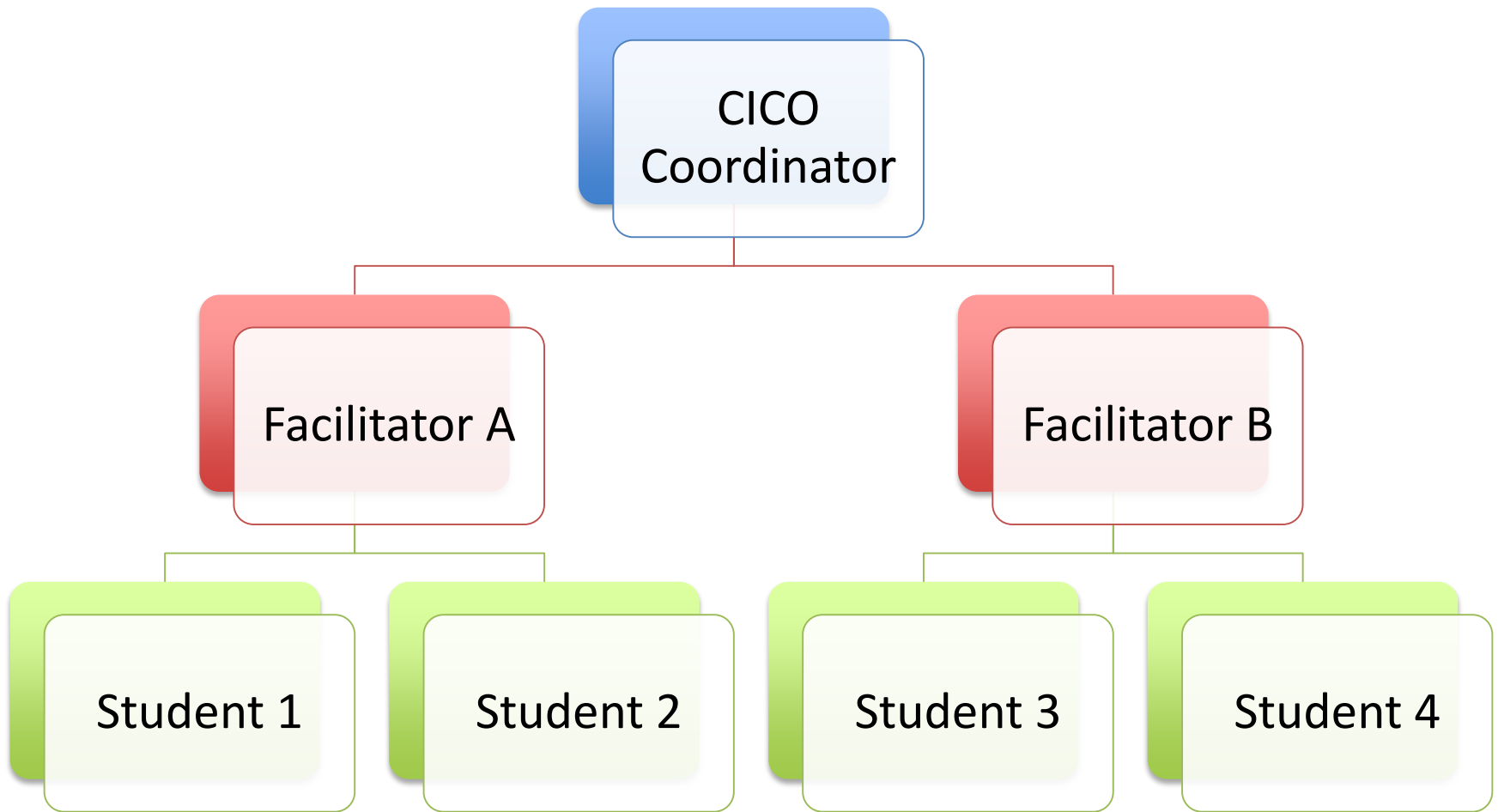
1 = 3+ reminders

| | Be Safe Keep hands & feet to self | Be Respectful Use polite language | Be a Learner Follow directions | Teacher Initials | Success Notes |
|--|---|---|--|-------------------------|----------------------|
| Period 1 | 3 2 1 | 3 2 1 | 3 2 1 | | |
| Period 2 | 3 2 1 | 3 2 1 | 3 2 1 | | |
| Period 3 | 3 2 1 | 3 2 1 | 3 2 1 | | |
| Period 4 | 3 2 1 | 3 2 1 | 3 2 1 | | |
| Period 5 | 3 2 1 | 3 2 1 | 3 2 1 | | |
| Period 6 | 3 2 1 | 3 2 1 | 3 2 1 | | |
| Period 7 | 3 2 1 | 3 2 1 | 3 2 1 | | |
| Today's Goal: 50% 55% 60% 65% 70% 75% 80% Today's Points _____ Points Possible _____ Today's Percent _____% | | | | | |

Parent/Guardian Signature _____

Congratulations for _____

What Resources Are Needed?





Check-In/Check-Out

- Research supported practice
 - Decreases problem behavior
 - Effective for 60-75% of second tier, at-risk students
 - Schools can successfully implement
 - Use of Functional Behavior Assessment can enhance success (**best for students who seek to attain adult attention**)

(Crone, Hawken & Horner, 2010, p. 11)



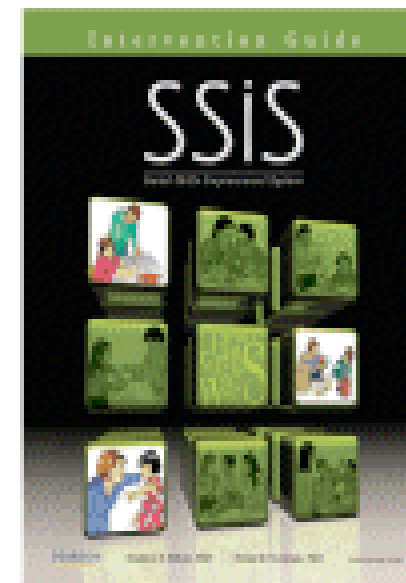
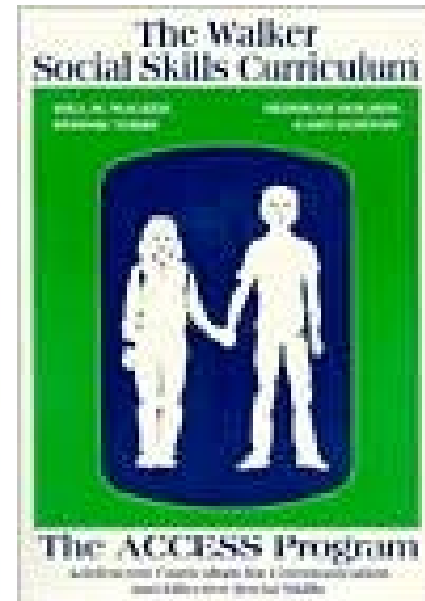
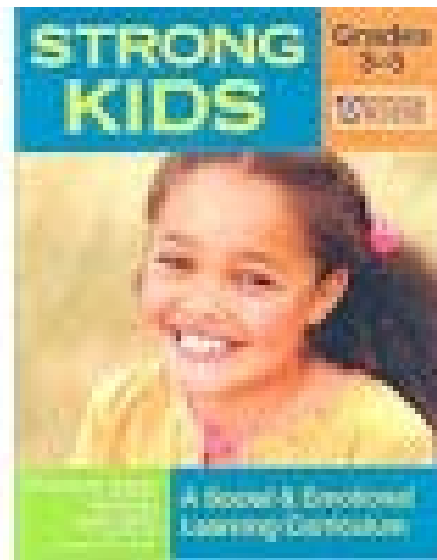
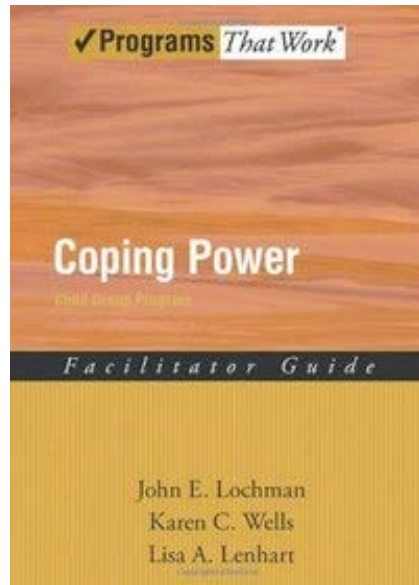
Turn to a Partner

Discuss potential benefits and barriers of developing a Check-in/Check-out intervention for your setting.

Social Skills Intervention Group

Definitions & Best Practice

Example Manuals





Reasons for Social Skill Deficits

- Lack of knowledge
- Lack of practice
- Lack of cues
- Lack of reinforcement
- Presence of competing problem behaviors

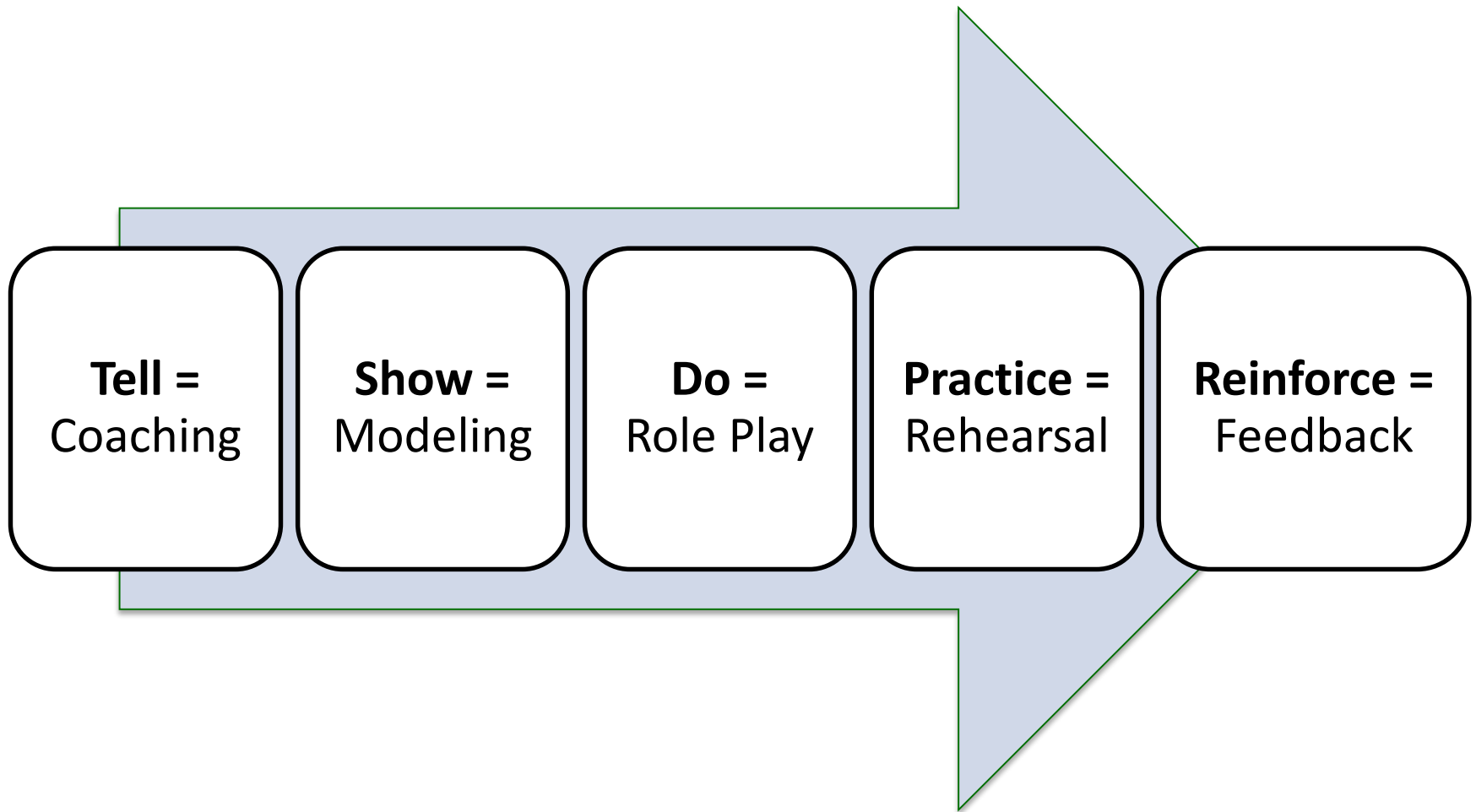
(Elliott and Gresham, 2008)



Who Will Benefit?

- Students who demonstrate deficits & non-responsive to school-wide instruction
 - *Acquisition* deficit*
 - A student does not know the skill or how to use it appropriately.
 - *Performance* or Fluency deficit
 - A student can perform the skill but does so infrequently.

Instructional Approach





What Happens After the Sessions?

- **Generalization**

- Promote use of skills across settings

- Daily or Weekly Progress Report (DPR/WPR)

- **Maintenance**

- Promote use of skills over time

- Positive Peer Reporting (PPR)
- Tootling
- CW-FIT



Wonderful Elementary
Social Skills Intervention Group - Daily Progress Report (DPR)

Student Name:

Rater Name:

Week of:

This student is participating in our HAWK Social Skills group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day. Before leaving on Friday, please put the completed form in Mr. Mecum's mailbox. You will receive a new form by Monday morning.

+3 Better than expected

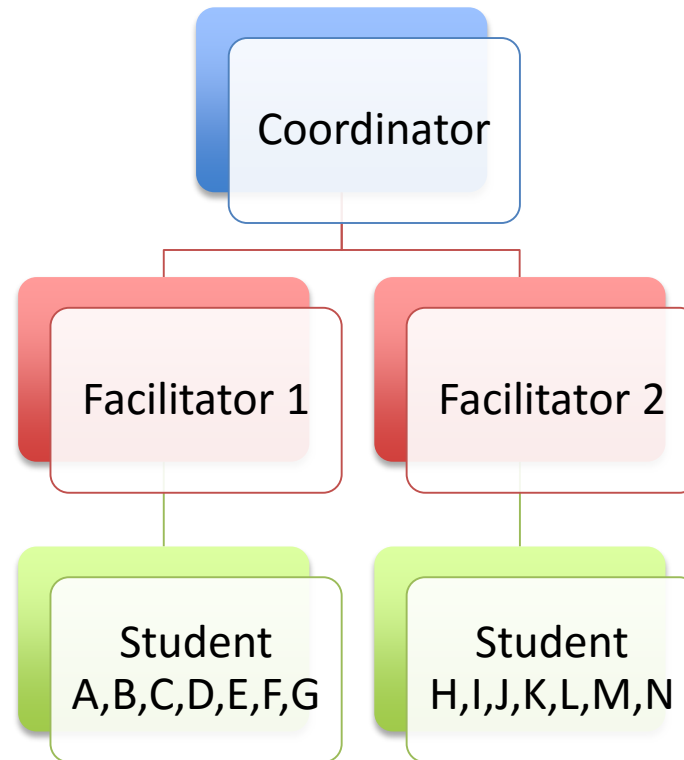
+2 Meets expectations

+1 Less than expected

Goal 67% or Higher

| <i>Targeted Skills</i> | | Monday | Tuesday | Wednesday | Thursday | Friday | Comments |
|---|------------------------------------|---------------|----------------|------------------|-----------------|---------------|----------------------------------|
| Be Respectful | Actively listen. (pay attention) | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | |
| | Stay calm when receiving feedback. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | |
| Be Responsible | Follow directions. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | |
| | Ask for help when you need it. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | |
| Be Safe | Disagree respectfully. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | |
| | Compromise with others. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | |
| | Total Daily Points | | | | | | |
| | Total Possible | | | | | | Points Possible for Week: |
| | % Earned | | | | | | Week's Percentage: |
| If you have questions about this form or the Hawk Social Skills group, contact Mr. Mecum. | | | | | | | |

Resources Needed





Turn to a Partner

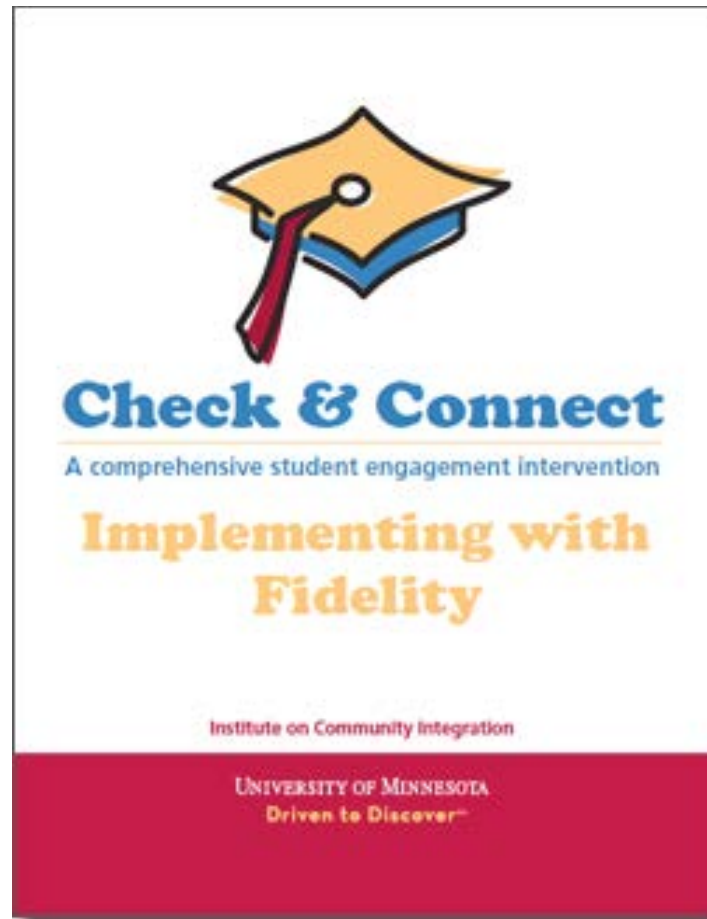
Discuss potential benefits and barriers of developing a Social Skills Intervention for your setting.

Check & Connect

A Student Engagement Intervention

University of Minnesota
Institute on Community Integration

Intervention Manual - 2012





What is Check & Connect?

Four components =

1. A mentor who works with students and families for a minimum of 2 years,
2. Regular “checks” using school data
3. Timely and individualized intervention - “connect”
4. Engagement with families

What is Check & Connect?

Three Core Elements (fundamental principles)

– Relationships

- Focus on alterable variables
- Personalized, data-based intervention
- Long-term commitment
- Participation in and affiliation with school

– Problem solving & capacity building

– Persistence-Plus

All Students Get
“Check”

Systematic Data
Collection & Recording

All Students Get
“Connect”

Basic

- Share “check” data
- Provide feedback
- Discuss Importance of school
- Teach Problem solving

Intensive

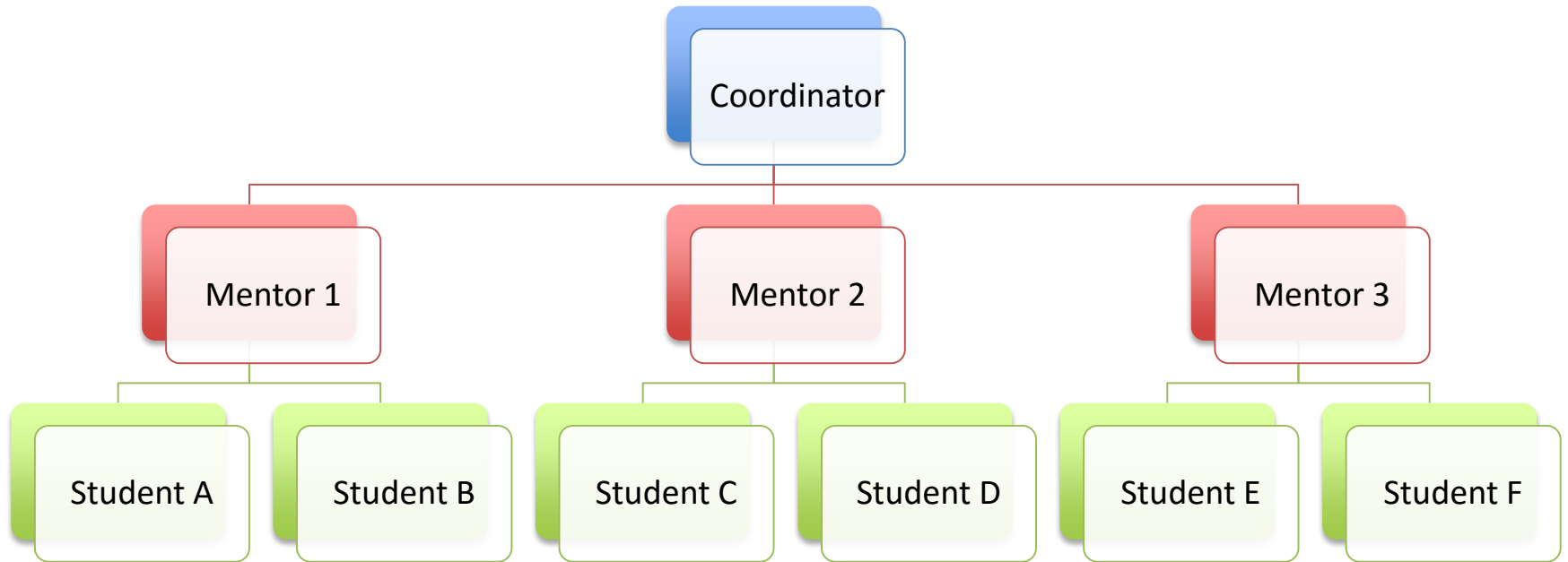
- Basic + Individualized, additional supports determined by need.

Who will Benefit?

Those who have disengaged from school as evidenced by:

- Poor attendance or tardies
- Incomplete assignments
- Lack of involvement when at school

Resources Needed



Resources

***U.S. Department of Education
Institute of Education Sciences
What Works Clearinghouse**

- Web =

<http://ies.ed.gov/ncee/wwc/>

Resources

***Institute on Community Integration University of Minnesota**

- Web = <http://ici.umn.edu/checkandconnect>
- Publications = Check & Connect: A comprehensive student engagement intervention (manual; cost is \$50)



Turn to a Partner

Discuss potential benefits and barriers of developing a Check & Connect program for your setting.

Self-Monitoring

Definitions & Best Practice





What The Research Tells Us...

Self-Monitoring:

- Can improve both academic and behavioral skills (Jolivette & Ramsey, 2006)
- Can be implemented with All grade levels- preschool to high school (Connell, Carta & Baer, 1993)
- Allows students to be a part of problem solving process (Carr & Punzo , 1993)
- Is less invasive than teacher managed strategies because it puts the locus of control with students
- Contributes to the acquisition of self-regulation which is a crossover from behavior to academics (Wery & Nietfield, 2010)



Students Most Likely to Benefit

- Students who have escape maintained function of behavior.
- Works well with most students, including students with a variety of disabilities (Shapiro, DuPaul & Bradley-Klug, 1998)
- Student must have skill in their repertoire



Self-Monitoring Overview & Steps for Implementation

Self-Monitoring may be applied individually or to a group of students. It may be applied to a variety of behavior or academic skills. Regardless, the steps for implementation are the same.

1. Identify target behavior
2. Define the target behavior
3. Collect baseline data
4. Design procedure and materials
5. Teach student to self monitor
6. Monitor progress
7. Follow up and fade

Resources Needed

Coordinator or Facilitator to periodically check with student:

- Have student turn in chart, graph results
- Give feedback, reinforcement, or corrective practice
- Problem solve



Turn to a Partner

Discuss potential benefits and barriers of developing a Self-Monitoring program for your setting. In what ways might you use this intervention?

Contact Information & Resources

- RPDC Regional SWPBS Consultant and/or Tier 2/3 Consultant
- Intervention Manuals
- Web Sites
 - <http://pbissmissouri.org/teams/tier-2-workbook>
 - <http://ies.ed.gov/ncee/wwc/>
 - <http://ici.umn.edu/checkandconnect>