Kirksville Public Schools
Early Childhood Learning Center
"Whatever it takes, our children are worth it!"

8I: Effectiveness of Tier II when Classroom Essential 8's are in Place

Demographics

- Rural setting in Northeast Missouri

- 240 Children

- 59% Have IEP's (Peer Model Program)

- 54% Free and Reduced Lunch

- 52 Staff Members

Staff

Administrator
Early Childhood Teachers
Early Childhood Special Education Teachers
Educational Diagnostician
Occupational Therapist
Physical Therapist
3 Speech Language Pathologists
2 Itinerant Teachers
2 School Based Social Workers
Parent Educators (PAT)
Assistant Teachers

Fully accredited through Missouri Accreditation
      -Both infant toddler and preschool

Licensed by the Missouri Department of Health and Senior
Services Section for Child Care Regulation

Classroom Expectations

Be safe
Be kind
Be a friend

Kirksville Early Childhood Learning Center
Rules Matrix

	Classroom	In Line	Commons	Playground
Be safe	❧ Walking feet ❧ Keep hands, feet and body to self ❧ Wash hands	❧ Walking feet ❧ Keep hands, feet and body to self	❧ Walking feet ❧ Keep hands, feet and body to self ❧ Wash hands	❧ Keep hands, feet and body to self
Be kind	❧ Eyes watching ❧ Ears listening ❧ Clean up	❧ Quiet voices ❧ Eyes watching ❧ Ears listening	❧ Wait for our friends ❧ Clean up ❧ Ears listening	❧ Ears listening ❧ Clean up
Be a friend	❧ Share/Take turns ❧ Use nice words	❧ Use nice words	❧ Push in chair	❧ Share/Take turns ❧ Use nice words

Classroom Essential 8's for the Early Childhood Classroom

Classroom Expectations

Educators cannot "make" children learn or behave, but we can create the environment to increase the likelihood.

- Teach and review expected behaviors routinely. All children, families and adults should know the classroom expectations. 4:1 at very minimum.

- Children do not go to the safe spot, time out, etc. for not knowing their alphabet or how to use scissors. Same concept applies for social emotional development.

Early Childhood Learning Center
Tiger Training Camp

Due By:

Teacher's Name:_____

Please place a check mark by each square after you have done one of the following to make sure the children in your class understand the expectation: read a relevant social skills story, taught a mini-lesson and/or practiced.

Classroom
- ☐ Walking feet
- ☐ Keep hands, feet and body to self
- ☐ Wash hands
- ☐ Eyes watching
- ☐ Ears listening
- ☐ Clean up
- ☐ Share/take turns
- ☐ Use nice words

In Line
- ☐ Walking feet
- ☐ Keep hands, feet and body to self
- ☐ Quiet voices
- ☐ Eyes watching
- ☐ Use nice words
- ☐ Ears listening

Commons
- ☐ Walking feet
- ☐ Keep hands, feet and body to self
- ☐ Wash hands
- ☐ Wait for our friends
- ☐ Clean up
- ☐ Push in chair
- ☐ Ears listening

Playground
- ☐ Keep hands, feet and body to self
- ☐ Ears listening
- ☐ Clean up
- ☐ Share/take turns
- ☐ Use nice words

PBS Challenges

Find ways to give specific praise. It's harder than it seems. Try not to use the words "good job".

- I like how you are being safe by using your walking feet.

- I like how you are being safe by cleaning up your area.

- That was very kind of you to use such nice words.

Classroom Procedures and Routines

- Visual schedules

- Reduce lengthy transitions

- High engagement

- Use of precorrects

- Teach, teach and then teach some more

Encouraging Expected Behavior

Catch children being successful and provide immediate feedback. Keep child development practices in mind.

Positive feedback is ….
Immediate
Specific and directly related to rules and procedures
Genuine
Clean
Private

4 positives to 1 corrective. More recent research indicates that more effective change happens when using a 16:1 ratio.

Tiger Tokens

Tiger Tokens

Tiger Tokens

tiger tokens

Star of
the week

Morning
PBS Choice Chart

Afternoon
PBS Choice Chart

Puffcorn

		Sandy	Katie
	Avery F.		
	Morgan B.		
	Jaxson		
	Lucas H.		
	Lillie E.		
	Evan B.		
	Lukas S.		
	Kennedy M.		
	Lucas D.		
	Teagan T.		

An educator saying "there's not time for PBS" is like a rancher saying "there's not time to build a fence… I'm too busy chasing cattle".

Discouraging Inappropriate Behavior

Provide immediate, calm correction. Redirect, reteach, provide choice.

"The single most commonly used but **least effective** method for addressing undesirable behavior is to verbally scold and berate a student." (Alberto & Troutman, 2006)

Respectful correction should be:
Immediate
Specific-Specify the matrix behavior the child should be exhibiting
Private/Quiet
Calm-Body, hands, voice
Quick-Make the correction, then move to another task

If children are getting in trouble in the same place, the same way…it's not them…it's us.

Staff Response to Problem Behavior

	Defined	Examples	Staff Response Options
Minor Problem	Infrequently not following matrix expectations. Not seriously interfering with learning. If not addressed, will likely persist or spread until learning is affected.	Not using walking feet. Not keeping hands, feet and body to self. Not using listening ears. Not using nice words. Not cleaning up. Not sharing or taking turns. Not using a quiet voice.	Proximity Nonverbal cue Ignore/Attend/Praise Name moved to yellow for re-teaching Minor form completed
Moderate or Chronic Problem	Behaviors that frequently disrupt an activity or interfere with learning.	Not using walking feet. Not keeping hands, feet and body to self. Not using listening ears. Not using nice words. Not cleaning up. Not sharing or taking turns. Not using a quiet voice.	Proximity Redirect Name moved to yellow for re-teaching Minor form completed Provide choice Provide practice opportunities Home contact Loss of privilege Use of safe/quiet spot Tier II referral (PST)
Major Problem	Behaviors that are unsafe to the environment and individuals. Six minors equal a major.	Abusive language Fighting/Physical Aggression Overt Defiance Harassment/Tease/Taunt Disruption Property Destruction	Major form completed Contact School Based Social Worker Provide choice Loss of privilege Use of safe/quiet spot Home contact Parent-Child conference Tier II or Tier III referral (PST)

Be Safe

Be Kind

Be a Friend

How to Calm Down

Put your hands
on your tummy.
Say "Stop."

Name
your feeling.

Take
belly breaths.

secondSTEP

Feelings

Happy

Sad

Surprised

Scared

Angry

Worried

Frustrated

Disappointed

Excited

Calm

secondSTEP

MINOR REFERRAL SHEET

Name_____   Date_____

	Classroom	In Line	Commons	Playground
Be safe	🐾 Walking feet 🐾 Keep hands, feet and body to self 🐾 Wash hands	🐾 Walking feet 🐾 Keep hands, feet and body to self	🐾 Walking feet 🐾 Keep hands, feet and body to self 🐾 Wash hands	🐾 Keep hands, feet and body to self
Be kind	🐾 Eyes watching 🐾 Ears listening 🐾 Clean up	🐾 Quiet voices 🐾 Eyes watching 🐾 Ears Listening	🐾 Wait for our friends 🐾 Clean up 🐾 Ears Listening	🐾 Ears listening 🐾 Clean up
Be a friend	🐾 Share/Take turns 🐾 Use nice words	🐾 Use nice words	🐾 Push in chair	🐾 Share/Take turns 🐾 Use nice words

MAJOR REFERRAL SHEET

Name: _____

Date: _____ **Time:** _____

Teacher: _____

~Possible Motivation~	~Comments~	~Problem Behavior~
o Obtain Peer Attention		o Abusive Language
o Obtain Adult Attention		o Fighting / Physical Aggression
o Obtain Item / Activities		o Overt Defiance
o Avoid Peers		o Harassment / Tease / Taunt
o Avoid Adult		
o Avoid Task or Activity		o Disruption
o Don't Know		o Other:_____
o Other: _____		

~Administrator / Teacher Decision~	~Involved~	~Location~
o Loss of Privilege	o None	o Playground
o Time Out	o Peer/s	o Bathroom
o Redirect	o Staff	o Commons
o Conference With Student	o Unknown	o Classroom
o Parent Conference		o Arrival / Dismissal
o Individualized Instruction		o Other: _____
o Adjustment In Behavior Plan		
o Other: _____		

Parent Contacted: _____

Time: _____

Coments:_____
_____
_____

~Please make one copy to send home and give one copy to Christy~

Active Supervision

When adults are present and actively supervising, children's behavior is better.

- Proximity
- Listening
- Eye-contact
- Smiles, pleasant voice tone, touch
- Use of child's name
- All adults at child level
- Engaging in play in classroom and on playground

Opportunities to Respond

- Focus on developmentally appropriate practices

- Don't rely solely on verbal responses

- Give wait time

Activity Sequencing and Choice

- Flexible Schedule driven by children's interest
- Differentiated instruction
- Centers are engaging
- Free choice

Task Difficulty

- Shorten length of task to developmental level

- Use reinforcement at each step when breaking up a task into shorter steps

- Differentiated instruction

PRAISES TO CONTINUE!!!	8 Research-Based/Effective Classroom Practices	CONCERNS TO FIX QUICKLY
	#1 CLASSROOM EXPECTATIONS	
I love the Large PBS matrix on the wall in the classroom with pictures showing students how to follow these expectations. It would be great if staff would point to the matrix picture they are trying to teach when in the classroom (referring to the matrix regularly) ☺	**Reteach skills** – Show/Model to the student what you want them to do **Practice skills** – Allow student to demonstrate skill **Reinforce skills frequently** – Provide positive feedback after completing task correctly. (If your building has a PBS matrix, the classroom expectations should be listed on it)	A non-school staff member who was visiting throughout the building heard teachers and assistant teachers use the word 'NO' multiple times building-wide instead of using the words from the matrix. This is embarrassing because they had been told to specifically look for the use of PBS matrix words instead of 'No' used in our building. Please make sure this is being done in your classroom.
	#2 CLASSROOM PROCEDURES AND ROUTINES	
Your students seem to understand the routines (other than your brand new students who are still learning these), and need repetition and frequent reinforcement for following routines. ☺	**Write and teach a procedure** – A method or process for how things should be done within a particular setting. (It creates a vision of a successful student, which helps students know how to meet expectations. Display a picture of each step for visual learners.)	
	#3 ENCOURAGING EXPECTED BEHAVIOR	
Non-contingent and contingent adult attention are being used. Your eye contact, listening, smiles, touch, and use of student's name are in place. Way to go!!! I love the enthusiasm and the very real smiles that used when praising students!!!!! ☺	**Significantly increase adult attention** – a) Non-contingent: attention provided regardless of student performance (Greetings, proximity, smiles, conversations, jobs, etc.) b) Contingent: provided based upon student performance of an identified expectation or behavior (Praise, positive feedback, reinforcement, tangible item, tokens). c) When increasing adult attention, keep the following in mind: Proximity–communicate privately at 20" with individual students; communication across the room reserved for information intended for entire group only Listening–pause, attend thoughtfully to the student Eye Contact–communicate at eye level; look student in the eye when instructing or directing; hold eye contact briefly for compliance Pleasant Voice–use calm pleasant voice when talking with, praising, and correcting students Smiles–pleasant facial expression and frequent smiles Touch–appropriate brief nurturing touch; make it age appropriate Use of Student's Name–begin interactions with student name and use frequently during interactions	Pleasant voice: Two of the adults in your classroom have piercingly loud voices (the same level of loud as when our students are screaming) on the playground, hallway, and playground, for both praises and corrections. Just a reminder that both reinforcement and corrections should be quiet, calm, and using a pleasant tone of voice, and that teacher voices should not be heard over the student voices. We need to model quiet voices for our students. Proximity: Remember to quietly approach the student when praising and correcting, and other students or adults should not hear the correction given to the student.
I heard some use of PBS matrix words. I would like to encourage you to use PBS matrix words with all of your corrections. I have one-page copies of the matrix if staff would like to fold one up and put it in their pocket to refer to when speaking with students. ☺	**Effective Positive Feedback** – a) Specifically describe the behavior (Explicitly define what was done that you want to continue. Express using the words of classroom expectations on the PBS matrix.) b) Provide a rationale (Explain the reason why the behavior is important. Teach the benefits of the behavior and the impact it has on them and others. Typically includes stating the classroom expectation and what the student might expect could happen if they use the appropriate behavior.	I would like your staff to increase use of PBS matrix words, both behavior and the rationale (Be safe, be kind, be a friend). For example, tell students to use walking feet so they can be safe. I have one-page copies of the matrix if staff would like to fold one up and put it in their pocket to

	c) Can include a positive consequence (Positive feedback alone may be sufficiently reinforcing. When behavior requires a great deal of effort, pairing verbal feedback with tangible or activity reinforcement may be helpful. When using a positive consequence, always pair with specific positive feedback. Promote ownership; student "earns," teachers do not "give." d) Use Positive Feedback (Contingently—*only when students demonstrate the desired behavior.* Immediately—*best when it closely follows the behavior; allow for clear connection between the behavior and the feedback.* Frequently *when trying to build a new behavior.* Intermittently *once the skill or behavior has been learned to maintain the behavior.*)	refer to when speaking with students.
Very high ratio of positive feedback seen when doing table work and walking in the hallway!!! Excellent work using positive feedback in those areas!!!!!!!!! ☺	**Increased Use Of Positive Feedback** – 4 positives to 1 corrective - tokens, tangible items, praising expected behavior, non-verbal praise (thumbs up, pat on back, smile, high 5) <mark>More recent research indicates that more effective change happens when using a 16:1 ratio.</mark>	We did not have a 4:1 ration of positive feedback to corrections during gross motor and centers. I understand those are less black and white as they are not task driven, but we need to look for items on our matrix that we can frequently reinforce in those areas.
	#3 ENCOURAGING EXPECTED BEHAVIOR CONTINUED	
Students appear to enjoy their reinforcements during table tasks, and staff seem to understand what is reinforcing to the students! That is fantastic!!!!! I love our behavior discussions and brainstorming sessions that we have had on Friday afternoons during the school year to problem solve reinforcement concerns!!!!! Those open, honest conversations are fantastic!!! ☺	<mark>Menu of Reinforcement</mark> – Offer a variety of types of reinforcement a) Students who seeks activities or privileges: Special lunch or play time with a friend, Lunch with preferred adult, Helper (teacher, office, janitor), Extra time doing preferred activity, Special game at recess, Participate in PBS Assembly, Extra recess, Extra computer time, Game of choice, Ticket to school event (dance, party, sporting event), Preferred cafeteria seating, Be "line leader" b) Students who avoid activities or privileges: Extra computer time (avoid class time), 1 assignment or task pass per semester, Front of the lunch line pass, Additional free time, Extra library time, Stay inside during recess c) Students who seek social attention: Winks, thumbs up, smiles, Positive feedback, Work with a friend of choice, Time to visit or walk with a friend, Preferential seating, Positive phone call or email home, Meet with principal (or preferred adult), Photo on school bulletin board, Special lunch or play time with a friend, Lunch with parent, principal, preferred adult, Tutor or assist younger class, Monthly or quarterly award (improved attendance, on-time to class) received in front of class/school, Respect, Responsible, Caring Party, Positive card or letter sent home, "Goal Achieved" award for improvement in personal social behavior, "Glad You Are Here" for perfect attendance d) Students who avoid social attention: Lunch in private area with preferred peer or staff, Extra computer time, Extra time to read, Get a Pass out of assembly or group setting, Leave class 5 minutes early, Letter home for improved behavior e) Students who seek tangible items: School-wide ticket or token, Items from class or school store, Stickers, School supplies, School t-shirt, Food coupons, Candy or snack, Gift cards, Ticket to school activities f) Students who avoid tangible items: Certificate to go to library instead of assembly, Certificate to stay inside during recess	

	#4 DISCOURAGING INAPPROPRIATE BEHAVIOR	
Thank you for being consistent!!! ☺	**Consistency** - Misbehavior occurs in all school settings and therefore, all staff need to respond reliably. When we consistently uphold our expectations, limit-testing behavior is diminished and fewer incidents of correction need to occur. It is less important what the response is, than that something is consistently done when student behavior does not reflect the standard. Consistency is the key to changing behavior.	
	A Calm Immediate Response - The disruptive influence of the teacher's response should be no greater than the disruption of the student. Angry responses by staff create tension and increase the likelihood of disobedience and disruptive behavior. A calm immediate response has a positive effect. Use a professional and a composed voice tone and volume.	About 50% of your staff have quiet, calm, responses in the classroom, hallway, and playground. Let's make that 100%!!!
I love how your classroom staff are specific, yet brief!!! I love how I don't hear long lectures given to students!!! ☺	**Specific, Yet Brief** - Specific descriptions of the behavior and expectations help students to know exactly what is expected. With specific descriptions, you are using the inappropriate behavior as an incidental teaching opportunity. While specificity is essential to change behavior, brevity is also important. Lectures often turn into scolding and do not hold the child's attention. Be short and concise, and then disengage quickly. (Use wording from PBS matrix)	
	Quiet, Respectful Contact with Student - Make quiet contact with the student, securing their attention and at their level. Talk with them in close proximity (near the student) to ensure privacy and respect. Use their name, pleasant voice tone, and eye contact to covey your interest in them personally and your desire to help them be successful with their behavior at school. A private, quiet, personal contact will help with compliance as well as relationships.	About 50% of your staff quietly walk up to the student and redirect, and I could barely hear them at times. Let's make that 100%!!! Also, let's make be careful with talking about students in front of the students. None of them have hearing loss so they can hear everything that we say about them.
When a student is out of control, classroom staff keep the schedule running like nothing ever happened other than 1 person coming to assist if needed!!!! I love it!!!!!!! ☺	**Refocus Class If Needed** - If the inappropriate behavior will require a bit of time, refocus the attention of the class to allow you to deal privately with the student. Most correction strategies can be handled within the classroom or setting, just as you would correct academic behavior. Your intent, demeanor, and voice tone do not differ from academic correction and the interaction should be able to occur within the classroom while maintaining respect for the student and the learning of the entire class.	
	#4 DISCOURAGING INAPPROPRIATE BEHAVIOR CONTINUED	
I love how classroom staff are constantly teaching alternative or desirable behavior and developmental skills. This is why we often have students grow 2 years of development in the one year that they are in your classroom !!!!! Time out is used as part of a safety plan in an IEP, with the constant goal of keeping time out as brief as possible so that students can continue learning new skills!!! ☺	**Non-punitive Consequences:** Paired with teaching of the alternative or desirable behavior can heighten behavior change. Role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate a skill, and making amends for behavior that impacted others are all wonderful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution. Consistency of consequence, not size of consequence, is important. Logical consequences are more effective.	

All staff were moving, scanning, and interacting with students on the playground. I did not see any stationary staff huddles!!!!! ☺	**Active Supervision -** Madeline Hunter used to say "*Inspect what you expect.*" a) Moving: When supervising work or activities, circulate among students with continuous random movement, close proximity with students. Include moving close to noncompliant students and possible targeted problem areas. Demonstrate interest in students, assist with learning tasks, provide feedback—both positive and corrective. Periodically move and supervise when providing individual or small group instruction. b) Scanning: Frequently and intentionally look around at students, Looking students in the eye. Visually sweep all areas of the room as well as look directly at students nearest you. If working with individual, position self so as to scan the entire room or get up and scan occasionally. c) Interacting: While moving and scanning you should also frequently interact with students as it communicates care, trust, and respect, and helps build relationships. Creates positive climate and increases likelihood of accepting correction if needed. Teacher behavior remains the same when teaching, encouraging or addressing problem behavior. Include: proximity, listening, eye contact, smiles, pleasant voice tone, touch, and use of student's name.	
#6 OPPORTUNITIES TO RESPOND		
Your room is designed to have increased opportunities for responses. ☺	**Increased Opportunities for Student Responding:** Choral (group) responding, Response Cards (pre-printed cards that have choice words on each side such as "Yes" and "No"), Thumbs up/thumbs down, stand up/sit down, move to four corners, etc.	
#7 ACTIVITY SEQUENCING AND CHOICE		
I heard choice making in the classroom and one staff used it on the playground. This is a very effective strategy. ☺	**Provide Choices** – Provide student choice of activities, materials used in activity, and choice of sequence of activities	I would like to see us increase the use of choice making in all settings.
This is incorporated in the EIBI program and done by classroom staff. ☺	**Activity Sequencing -** For students who *can do* the work but choose *not to do it.* Students typically prefer easier tasks, which are usually mastered tasks. a) Task Dispersal: Mix mastered tasks with non-mastered tasks. Intersperse in a ratio of 1:3; one mastered to every three new items. b) Behavior Momentum: Identify behaviors that have a high probability of completion. Complete three or more requests the student can easily do. After successful completion of the easier tasks, reinforce the student and present the task that is known to have a lower probability of being completed. Again, reinforce the student. Gradually reduce the number of easier requests.	
#8 TASK DIFFICULTY		
This is incorporated in the EIBI program and done by classroom staff. ☺	**Task Difficulty:** Adjust length of task or mode of response. a) Shorten the assignment, allowing the student to demonstrate mastery with fewer items. b) Break the task up into shorter tasks and reinforce each step c) Have shorter work periods with other tasks in between. d) Have the student cover all items except the one he/she is working on at the time. e) Provide physical breaks between difficult tasks. f) Provide alternative times for the work to be completed. g) Oral instead of written answers. h) Allow the student to dictate answers to the teacher, an	

PBS for Adults

A person who feels appreciated will always do more than what is expected.

Keeping Staff Informed

Professional Development

Staff Meetings

Monthly Newsletters

PBS Bulletin Board in Staff Room

Keeping Parents Informed

Monthly Newsletters

PBS Night

Website

Facebook/Twitter

Positive Post Cards Sent Home

Parent on Tier I Team

Moving From Tier I to Tier II at the Early Childhood Level

-Tier I practices must be solid

-**All staff** use PBS language

-Reinforcement system in place

-Staff know difference between minor and major
  behaviors

-Reteaching is the norm

-Staff recognition

-Family involvement

Data Driven	Teacher Nomination Problem Solving Team Referral Screening
4 majors in a two week period 6 minors=1 major	Document behaviors and interventions
Team assists staff in completing Tier II Referral Form Observation completed	Teacher completes Tier II Referral Form Observation completed
Tier II Team meets within one week and makes decision	Tier II Team meets within one week and makes decision

Tier II Meeting Process

Child is referred.

Teacher/team ensures universals, including classroom, are in place. Referral paperwork is completed.

Observation of child is scheduled.

Student records are reviewed. Problem behavior identified.

Mini FBA to determine function of behavior if necessary.

Behavior goal written, including actions, resources and timelines. Tier II Implementation and Monitoring Form completed.

Behavior goal evaluated and decision made.

Review of process.

Kirksville Public Schools
Early Childhood Learning Center
Tier II Checklist

Child's Name: _____   Date:_____

Referral Source:

___Teacher   ___ Problem Solving Team   ___ Data Decision Rule   ___ Screening

_____ Observation completed by _____on _____

_____ Classroom Interventions/8 Essentials documented

_____ Classroom Reinforcers Guide completed

Problem Solving Team Decision:

_____ Tier II Implementation Plan and Monitoring Form completed

_____ Referral to Early Childhood Special Education

_____ Change in placement to less/more restrictive environment-Continue to monitor

_____ Continue classroom interventions for a longer period of time

_____ FBA needed to determine function of behavior

_____ No action at this time

_____ Refer to Tier III

Additional information:

_____

_____

_____

Tiger Talk

What is it?

Small Group Social Skills is a Tier II intervention that is used to help children develop and apply social skills. The **Second Step** early learning program is a research-based intervention that promotes: success across academic, social, and community environments. The children are taught the skills that strengthen their ability to: learn, have empathy, manage emotions, make friends and solve problems. It prevents: problem behaviors, peer rejection, impulsivity, antisocial behavior and aggression by developing a child's self-regulation skills and social-emotional competencies.

Who is it applicable for?

A Tier II student who has social skills deficits in the areas of: acquisition, performance, and/or fluency.

When is it used?

A child is recommended by the teacher (teacher nomination form) or has received four major referrals in a period of two weeks. Six minor referrals equal one major referral.

Who implements it?

Social skills small groups will be led by a social worker.

What does it look like?

A small group of 4 to 8 children with similarity in age, developmental level, common problems or issues, and a balance in severity of issues.

Outline of weekly 30 minute group will include: review of previous skill, teach weekly skill, group debriefing, socialization time, and establish a weekly goal.

What does success look like?

80% accuracy or higher on Social Skills Progress Chart

Long-term Success - 80% Accuracy on Social Skills Progress Chart after 10 weeks and decrease in major and minor referral forms

How do we make sure success continues?

Intensify intervention by letting child self-monitor

Gradually fade intervention and graduate

Check in on child after graduation to ensure success

Check In/Check Out

What is it?

Check In / Check Out is a research supported Tier II intervention used to help decrease problem behavior. This intervention provides improved structure throughout the day, sets the student up for success with positive interactions, and provides the student with an increase in specific feedback.

Who is it applicable for?

The function of behavior of these Tier II students is to obtain attention.

When is it used?

A child is recommended by the teacher (teacher nomination form) or has received four major referrals in a period of two weeks. Six minor referrals equal one major referral.

Who implements it?

One adult who is the chosen primary reinforcer will positively check in with the child throughout the day.

What does it look like?

Basic Cycle – Can be applied in all school locations
  ◦ Includes positive morning check-in, regular positive teacher feedback throughout day, and end of day check out
  ◦ Use Kindness chart to collect data

What does success look like?

Daily Success –80% success rate on Kindness Chart

Long-term Success
  ◦ 80% success rate on Kindness Chart each day for 4-5 weeks
  ◦ Decrease in rate of major and minor referrals

How do we make sure success continues?

Intensify intervention by letting child self-monitor

Gradually fade intervention and graduate

Check in on child after graduation to ensure success

Tier II Implementation Plan and Monitoring

Child's Name: _____   Age: _____   Teacher: _____

Observation completed: YES   NO

Problem behavior: _____

What does problem behavior look like: _____

_____

Do we know function of behavior: _____

Staff that need to be trained on plan: _____

Person responsible for training staff: _____

Deadline for completion of training: _____

Plan start date: _____

Replacement behavior: _____

_____

Intervention: _____

What does the intervention look like: _____

_____

_____

Data collection method: _____

Date to be reviewed: _____

Week	Summary of data results
1	
2	
3	
4	

Date: _____

Evaluation Decision: ____ Maintain   ____ Intensify   ____ Modify   ___Fade   ___ Discontinue   ___ Tier III

Comments: _____

_____

_____

_____

Moving From Tier II to Tier III at the Early Childhood Level

- Not reaching/maintaining 80% with Tier II interventions
- Behaviors that are dangerous to the child, other children and/or staff
- IEP addresses Behavior Intervention Plan
- IEP services include Early Intensive Behavior Intervention
- Functional Behavior Assessment and Behavior Intervention Plan
- Individualized for every child
- Weekly Fidelity Checks by all staff involved

Kirksville Public Schools
Early Childhood Learning Center
Tier III Checklist

Child's Name: _____ Date:_____

Referral Source:

_____Teacher   _____ Problem Solving Team   _____ Data Decision Rule

_____ Observation completed by _____on _____

_____ Classroom Interventions/8 Essentials documented

_____ Classroom Reinforcers Guide completed

Problem Solving Team Decision:

_____ Referral to Early Childhood Special Education/IEP addresses behavior

_____ Change in placement to less/more restrictive environment with BIP

_____ Current placement with BIP

_____ Direct Social Skills

Additional information:

_____

_____

_____

_____

_____

_____

_____

Child's Name: _____   Age: _____   Teacher: _____

Plan start date: _____

Data collection method: _____

Date to be reviewed: _____

Week	Summary of data results
1	
2	
3	
4	

Date: _____

Evaluation Decision: _____ Maintain _____ Intensify _____ Modify   ___Fade   ___ Discontinue

Comments: _____

_____

_____

Date of Social Validity Survey: _____   BIP Implementation Review Form: _____, _____, _____, _____

So often, children are
punished for being human.
Children are not allowed to
have grumpy moods, bad
attitudes, disrespectful
tones, or bad days, yet we
adults have them all of the
time. None of us are
perfect, and we must stop
holding children to a higher