Tier 2 Behavior Interventions/ Accommodations
(Taken from Mentoring Minds)

Students who continue to exhibit social problems after receiving Tier-1 universal interventions, which have proven successful with the majority of students, are identified as needing Tier-2 interventions. Screening measures must be in place to identify these students. Office discipline referrals may be used as an additional identification measure. Student data determines the focus of the interventions. Tier-2 interventions should be easy to administer in small groups and should require limited time and staff involvement.

Challenging Behaviors:

- Increase positive reinforcement for appropriate behaviors
- Have counselor work with the student
- Work collaboratively to set realistic goals
- Group students with common needs
- Have counselor work with small groups to teach social skills
- Share literature to reinforce small group sessions
- Teach, model and practice a problem-solving strategy: identify problem, brainstorm solutions, evaluate pros and cons, select strategy, monitor effectiveness, and adjust as needed.
- Have student log misbehavior in a personal journal and conference to improve choices
- Role play situations and discuss appropriate behavior
- Avoid "why" questions, use "what" questions
- Use "if/then" statements
- Remove student from the situation

Discipline Procedures:

- Establish a relationship of trust
- Review school and classroom discipline plans for student compliance
- Identify root causes for misbehavior
- Direct positive attention toward desired behaviors
- Affirm student's feelings
- Avoid nagging, scolding and threatening remarks
- State firmly when a behavior is unacceptable, explain expectations, and establish boundaries
- Involve student in developing a behavior contract
- Maintain progress report
- Set time frame for monitoring progress, reviewing data, and adjusting the plan
- Have students identify adults whom they trust and use them for support
- Follow campus and classroom plans for disciplinary actions
- Use "I" messages
- Maintain parent communication

Consequences:

- Plan a hierarchy of consequences to address misbehaviors
- Inform students of corrective consequences
- Have student reflect on behavior and state what action will be different in the future
- Use verbal reprimand
- Use cue-cards posted on desk for self-monitoring
- Set limits that reduce the student choices
- Remove a privilege or preferred activity
- Issue a direct command
- Remove student from the group temporarily, but keep in the classroom
- Assign cool down time
- Hold teacher/student conference
- Consult counselor, administrator, parents about persistent misbehavior
- Follow campus and classroom plans for corrective actions
- Carry out consequences as stated

Transitions:

- Increase supervision during transitions
- Use data to analyze problem areas
- Identify and review expectations that are in noncompliance
- Teach, model and practice appropriate behaviors
- Develop a plan or strategy for student implementation
- Provide direct guidance and prompting
- Use self-monitoring strategies
- Assign peer support
- Monitor and provide direct feedback for independent functioning
- Avoid global comments
- Reduce downtime between activities
- Review and refer to a daily schedule provided to student
- Inform student of changes in routine
- Use signals and verbal cues to alert individual student to transitions
- Set timer to help individuals or groups complete a task and prepare for the next

Learning Environment:

- Analyze class environment for calmness, acceptance, emotional stability, humor and security
- Create a positive small group-group climate where students fee valued and safe
- Provide a small-group format that motivates and encourages learning
- Use a small-group setting to teacher social skills that target desired behaviors
- Seat positive role models in close proximity to the student exhibiting misbehavior
- Provide study carrels to eliminate distractions
- Assign specialized seating areas
- Re-teach and practice procedures that are creating problems
- Permit mobility among learners

- Make physical changes to address student needs
- Alternate passive and active activities
- Use music (with earphones) to calm or relax a student

Redirection:

- Guide students to recognize problem situations and actions to take
- Repeat directions quietly to a noncompliant student
- Intervene at the first sign of a student losing control
- Have student take a supervised walk to regain control
- Talk privately and calmly when addressing misbehavior
- Use "I" Messages
- Use prearranged, nonverbal signals to stop inappropriate actions and get student back on task
- Give student a timer to refocus and gain self-control
- Monitor and provide individual feedback for compliance
- Stand in close proximity when redirecting
- Identify and use specific relaxation techniques
- Use "when/then" statements
- Allow the use of stress relievers to maintain attention

Implementation Steps:

- Administer evidenced-based interventions to small groups of students.
- Use different types of rating scales to monitor the progress of interventions.
- Increase supervision and monitoring of expected behavior.
- Provide small-group counseling sessions.
- Provide small-group, pullout social skills sessions led by the counselor.
- Apply the skills from counselor sessions in the classroom setting.
- Teach expectations of group behavior thoroughly: explain, model, demonstrate, role-play, and practice.
- Establish clearly defined daily social skills goals.
- Reinforce social skills goals in the classroom setting.
- Seek additional services after Tier-2 interventions have been implemented.

Behavioral Contracting:

The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms had been imposed by someone else.

More information at www.interventioncentral.org

Self-monitoring:

Self-monitoring is an intervention designed to have the student systematically reflect on his/her behavior through the day. Students should self-reflect during natural breaks, e.g., between classes, transitions between activities, lunch and recess, etc. Self-monitoring works because:
- Students with emotional/behavioral issues often have deficits in self-management
- It enhances self-awareness and self-determination
- Students self-evaluate and reflect on whether they have been engaging in appropriate, expected behaviors
- Reinforces student for appropriate behaviors, which allows them to make the connection between appropriate behavior and positive outcomes

A candidate for a self-monitoring intervention would be a student with:
- Behavior excesses (e.g., disruptive behavior, off-task behaviors, aggression, talking out)
- Behavior deficits (e.g., significant alone time, lack of class participation)
- Students whose problem behaviors occur with a certain degree of regularity.

Systematic school-home note system:

The School-home note system is a method for establishing school-home-student collaboration to address targeted behaviors. It involves two-way communication regarding the student's performance and promotes teaming between the parent and school. It encourages the parents to deliver specified consequences contingent upon student performance in school. It also provides the opportunity for parents to share psychosocial stressors that may be impacting the student's behavior.

Mentor based Support (Check In/Check Out):

Features of the Check In/Check Out System:
- Students identified and receive support within a week
- Check in and check out daily with an adult at school
- Regular feedback and reinforcement from teachers
- Family component
- Daily performance data used to evaluate progress

The CICO system works because it improves structure by providing prompts through the day for correct behavior, it provides a system for linking a student with at least one positive adult (mentor) and the student chooses to participate. The student is "set up for success"
- The first contact each morning is positive
- "Blow out" days are pre-empted
- First contact each class period (or activity period) is positive and sets up successful behavioral momentum.

The system increases contingent feedback because the feedback occurs more often, feedback is tied to student behavior and inappropriate behavior is less likely to be ignored or rewarded.

Ask the District Behavior Specialist for the CICO Manual if you have not received one. There is an Integrity/Fidelity Checklist for Check In/Check Out that will need to be included in the Red Folder.

Check and Connect:

Check & Connect is a model of sustained intervention for promoting students' engagement with school and learning. Demonstrated outcomes of Check & Connect implementation include:
- decrease in truancy,
- decrease in dropout rates,
- increase in accrual of credits,
- increase in school completion, and
- impact on literacy

Check & Connect is implemented by a person referred to as a mentor. The person is a cross between a mentor, an advocate, and a service coordinator whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time (for at least two years) and follows them from program to program and
school to school. Check & Connect is structured to maximize personal contact and opportunities to build trusting relationships. Student levels of engagement (such as attendance, grades, and suspensions) are "checked" regularly and used to guide the mentors' efforts to increase and maintain students' "connection" with school.

The Four Components of Check & Connect
1. A mentor who keeps education salient for students
2. Systematic monitoring (the "check" component)
3. Timely and individualized intervention (the "connect" component)
4. Enhancing home-school communication and home support for learning

The Core Elements of Check & Connect
- Relationship Building—mutual trust and open communication, nurtured through long-term commitment focused on students' educational success.
- Routine Monitoring of Alterable Predictors—systematic check of warning signs of withdrawal (attendance, grades, suspensions) using data readily available to school personnel.
- Individualized and Timely Interventions—support tailored to individual student needs, based on level of engagement with school, associated influences of home and school, and the leveraging of local resources.
- Long-term Commitment—committing to students and families for at least 2 years, including the ability to follow mobile youth from school to school.
- Persistence Plus—persistent source of academic motivation, continuity of familiarity with youth and family, and consistency in the message that "education is important for your future."
- Affiliation with School and Learning— facilitate students' access to and active participation in school-related activities and events.
- Problem-solving and Capacity Building—promote the acquisition of skills to resolve conflicts constructively and to look for solutions—avoid the tendency to place blame and diminish potential to create dependency

Differential reinforcement:

Differential reinforcement is the process by which the frequency of a desirable behavior is increased while the undesirable alternative behaviors are eliminated. Differential reinforcement is used when the desired behavior already occurs occasionally and when there is an available reinforcer.

The first step to differential reinforcement is to define exactly what the target behavior is, and also to define the undesirable competing behavior. For example, if little Johnny watches TV three times as much as he studies, the target behavior would be studying, and the undesirable behavior would be watching TV.

The next step is to collect baseline data. Baseline is the period of time before treatment is implemented. The baseline serves as an indication of whether or not treatment is successful. So with Johnny, someone would record and graph the amount of time spent studying and watching TV each day.

Next, a reinforcer must be chosen, an item that the individual is willing to work for. Examples of reinforcers are consumable items, social reinforcers (praise), tangible items, etc. For example, Johnny could be reinforced with M & M's. Practicality must also be taken into account, if Johnny loves chocolate but is on a diet, then perhaps video games could be given as reinforcement.

Every time that the desirable behavior is demonstrated it must be immediately reinforced. So for every ten minutes that Johnny studies, he should immediately be given a couple of M & M's. If too much time elapses before the subject is reinforced, the target behavior will not increase in frequency.

There is inevitably a reinforcer that is present with the undesirable behavior. This reinforcer must be eliminated. Johnny likes watching TV because his favorite shows are on it. Johnny's mother puts electronic locks on those channels, and Johnny is no longer reinforced for watching TV.

Throughout the entire process it is important to record the frequency of both the desirable and undesirable behavior, so that progress can be tracked. After the desirable behavior is at the needed level, and the undesirable behavior is virtually eliminated, treatment can be decreased. In order to maintain the behavior an intermittent schedule of reinforcement is needed.

Positive peer reporting:

Some students thrive on peer attention—and will do whatever they have to in order to get it. These students may even attempt intentionally to irritate their classmates in an attempt to be noticed. When students bother others to get attention they often find themselves socially isolated and without friends. In addition, teachers may discover that they must surrender valuable instructional time to mediate conflicts that were triggered by students seeking negative peer attention.

Positive Peer Reporting is a clever class-wide intervention strategy that was designed to address the socially rejected child who disrupts the class by seeking negative attention. Classmates earn points toward rewards for praising the problem student. The intervention appears to work because it gives the rejected student an incentive to act appropriately for positive attention and also encourages other students to note the target student's *good* behaviors rather than simply focus on negative actions. Another useful side effect of positive peer reporting is that it gives all children in the classroom a chance to praise others—a useful skill for them to master!

For detailed instructions of Positive Peer Reporting visit: www.interventioncentral.org

Praise Journal:

Decorate the journal with the student's favorite colors. At first, tell the student that the two of you are going to do something special that is just between you and him/her. Teacher writes encouraging comments in journal. At the end of each day student will tell teacher two things that he/she feels he/she did well during the day,. Teacher will also write down a comment or compliment about something noticed that the student did well on during the day. Make sure that the student knows that this is only between teacher and student, and he/she isn't to tell the other students about it. Instruct student to be thinking about what he/she is doing well throughout the day. Every day teacher and student should write the positive comments and student will choose a sticker to place on the page. The student should take the praise journal home on the weekends so his/her parents can document things they notice him/her doing well at home. The goal of this intervention is to improve the student's self-esteem and his/her outlook on school.

Positive praise has an impact on a student's self-esteem, class participation and

motivation to complete academic tasks well. Because students with ADD/ADHD have trouble completing many demanding tasks at once, anxiety can develop. Therefore the "resulting anxiety can lead to a diminished self-esteem."
(http://www.arp.sprnet.org/curric/ATRISK/adhd.htm)