Tier 2 SCIENCE & LOGIC
Snapshot

Tiered Fidelity Inventory
2.9 Professional Development

A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.

Behavior Science

Tier 2 behavior interventions and supports is grounded in the science of applied behavior analysis, which is the design, implementation and evaluation of environmental modifications to produce socially significant improvement in behavior.

Knowledge of the "ABC's" of behavior is a central focus in understanding applied behavioral analysis. "ABC" is an acronym for:

ANTECEDENTS "PREVENT"	BEHAVIOR "TEACH"	CONSEQUENCES "REINFORCE"
Design supportive environments using antecedent strategies (i.e., CICO System, prompts, pre-corrects) promoting a positive and safe school climate for individuals within the Tier II Target Group	Teach social, academic, behavior and self-monitoring skills using SWPBIS expectations specific to the goals of individuals within the Tier II Target Group	Provide specific performance feedback using Daily Point Reports and a continuum of positive reinforcements, supporting targeted social skill(s) and intrinsic motivation of socially appropriate behaviors for individuals within the Tier II Target Group

ANTECEDENTS
are cues, prompts, signals, questions, commands, & reactions happening right before the behavior occurs; they are the happenings occurring before the behavior, setting the stage or triggering the behavior.

BEHAVIOR
is the observable, measurable and clearly defined actions or reactions of the individual to the environment or antecedent.

CONSEQUENCES
are the outcome or feedback occurring immediately following the behavior; positive corrective feedback helps students learn and use appropriate behavior in the future.

Behavioral Framework
- Behavior support is about the design of effective environments.
- Taking the time to understand why a student continues to engage in problem behavior in a specific routine is important.
- Without understanding the ABC's of behavior, an intervention plan is as likely to make a problem worse as to make it better.

What we know for sure about behavior
- At-risk students persevere when they feel supported and successful.
- Punishment does not work; you can't take away enough.
- Punishment destroys motivation to cooperate.
- Specific praise works.
- Teach and practice the behaviors you want.

Function-based (F-B) Thinking
- A systematic method to understand and address less complex behavioral issues
- A helpful tool in gaining AND utilizing information

What is the behavior?

When and where does it occur?

What are the reinforcers/consequences?

What is the motivation for the behavior?

What replacement behaviors can be taught, practiced and reinforced?

Prevention Logic

TIER 2 prevention is intended to support the early identification and support of students who have learning, behavior, social and/or life histories putting them at risk of engaging in more serious problems through employing the "October Catch" and use of efficient progress monitoring tools to ensure successful outcomes.

Core Features	⚠ Team & data driven ⚠ Behavior expertise ⚠ Increased social skills instruction & practice ⚠ Increased opportunity for adult supervision ⚠ Increased opportunities for positive reinforcement ⚠ Continuous progress monitoring ⚠ Increased pre-corrections
Characteristics	⚠ Explicitly teaching expected behavior to the student ⚠ Structured prompts for appropriate behavior ⚠ Opportunities to practice skills ⚠ Opportunities for positive feedback ⚠ Strategies for fading support as the student gains new skills ⚠ System for communicating with parents ⚠ Regular data for monitoring student progress
Team-based Decision Making	⚠ Impact Data: At-Risk Screening Tools ⚠ Nomination Procedures and Guidelines ⚠ Daily Progress Reports / Daily Point Reports ⚠ Fidelity Checklists ⚠ Fidelity and Annual Assessments: Tiered Fidelity Inventory

Prevention logic focuses on the redesign of the teaching environment, not the redesign of the students. The purpose of Tier 2 is to provide interventions to support up to 15% of the student population who are at risk, but not currently engaging in severe problem behavior.

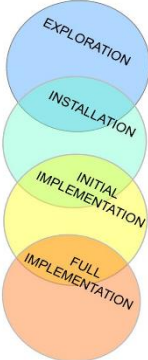| Decrease development of new problem behavior	Prevent worsening & reduce intensity of existing problem behavior	Eliminate triggers & maintainers of problem behaviors	Add triggers & maintainers of prosocial behavior	Teach, monitor, & acknowledge prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Implementation Science

"The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available, but the delivery system is not."
-Fixsen, Blasé, Duda, Naoom, & Van Dyke, 2010

Phases of Tier 2 Implementation

Adapted from: *Training and professional development blueprint for positive behavioral interventions and supports.*
Lewis, T.J., Barret, S., Sugai, G., & Horner, R.H., Mitchel, B.S. & Starkey, D. (2016)

Phase of Implementation	School Team Implementation Target: Tier 2
Exploration and Adoption	What do we need to have in place to start a Tier II system?
Installation	Tier 2 team established, and interventions based on targeted data.
Initial Implementation	One or two Tier 2 interventions in place.
Full Implementation	Tier 2 process with a range of interventions in place.
Innovation and Sustainability	Tier 2 process and supports, annually reviewed and revised based on data.

Tier 1 systems and practices are critical foundations for effective implementation of Tier 2 systems and practices.

Data indicators for Tier 2 implementation readiness include:	
1. Tiered Fidelity Inventory Tier 1	70% or higher
2. Self-Assessment Survey *Schoolwide, Non-classroom Classroom*	80% or higher
3. Office Discipline Referrals	80% or more students in the 0-1 ODR range and/or within national range for school's grade levels.
4. Consistent use of schoolwide data for making decisions as evidenced by monthly schoolwide data reports	
5. Systems in place to collect classroom minor referrals	
6. Effective classroom prevention practices taught to all staff and evident in all classrooms	
7. Access to district level coaching support	

Science of Learning

Hierarchical Stages
(Haring, Lovitt, Eaton & Hansen, 1978)

Acquisition: The student has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill. The goal in this phase is to improve accuracy.
Goal: The student can perform the skill accurately with little adult help.

Fluency: The student completes the target skill accurately but works slowly. The goal of this phase is to increase the student's speed of responding (fluency).
Goal: The student has learned the skill well enough to retain; has learned the skill well enough to combine with other skills; is as fluent as peers.

Generalization: The student is accurate and fluent in using the target skill but does not typically use it in different situations or settings. The student may also confuse the target skill with 'similar' skills. The goal of this phase is to get the student to use the skill in the widest possible range of settings and situations, or to accurately discriminate between the target skill and 'similar' skills.
Goal: The student uses the skill across settings, situations and does not confuse target skill with similar skills.

Adaptation: The student is accurate and fluent in using the skill in many situations or settings. The goal is to support students by modifying or adapting the skill to fit novel task-demands or situations. The student begins to identify elements of previously learned skills that he or she can adapt to new demands or situation.
Goal: The student continuously uses new skill across all settings and situations.

RELEASE OF RESPONSIBLITY

Demonstration	Shared Demonstration	Guided Practice	Independent Practice
Little/No Control — High Support — LEVEL OF **TEACHER** SUPPORT	Moderate Support — Low Control	Moderate Control — Low Support	LEVEL OF **LEARNER** SUPPORT — High Control — Little/No Support
I DO You Watch	**I DO** You Help	**YOU DO** I Help	**YOU DO** I watch

Social Skills are...

- ⚠ learned behaviors
- ⚠ deficits that can be acquisition, performance or fluency deficits
- ⚠ specific verbal and nonverbal behaviors
- ⚠ both initiation and response behaviors
- ⚠ interactive by nature
- ⚠ highly contextual – dependent on environment
- ⚠ deficits that can be identified and treated
- ⚠ known to effect changes in a wide range of problem behaviors including: communication, cooperation, assertion, empathy, engagement in tasks, showing responsibility, and self-control.
- ⚠ most effective when taught using an explicit instructional approach

Social Skills Classification Deficits

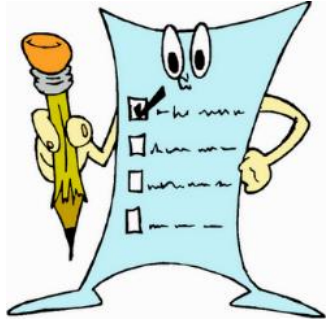| Acquisition Deficit	Performance Deficit	Fluency Deficit
A student does not know the skill or how to use it appropriately.	A student can perform the skill but does so infrequently.	A student can perform the skill but needs practice for maintenance and generalization.
Social Skill groups are most effective for students with acquisition deficits. Direct instruction of the desired social behavior is required. Model, coach, rehearse and use social problem solving.	Make the preferred behavior less desirable (not reinforcing) for the student with a performance deficit. Use IDEAL: Identify the problem, Describe the Options, Evaluate the outcomes, Act on it, Learn from the lesson.	Practice skills for fluency deficits. Teach, model and role play prosocial behaviors. Implement a social skills club. Use peer exemplars.

Social Emotional Learning

Social emotional learning is a process for helping students develop the fundamental skills for life effectiveness.
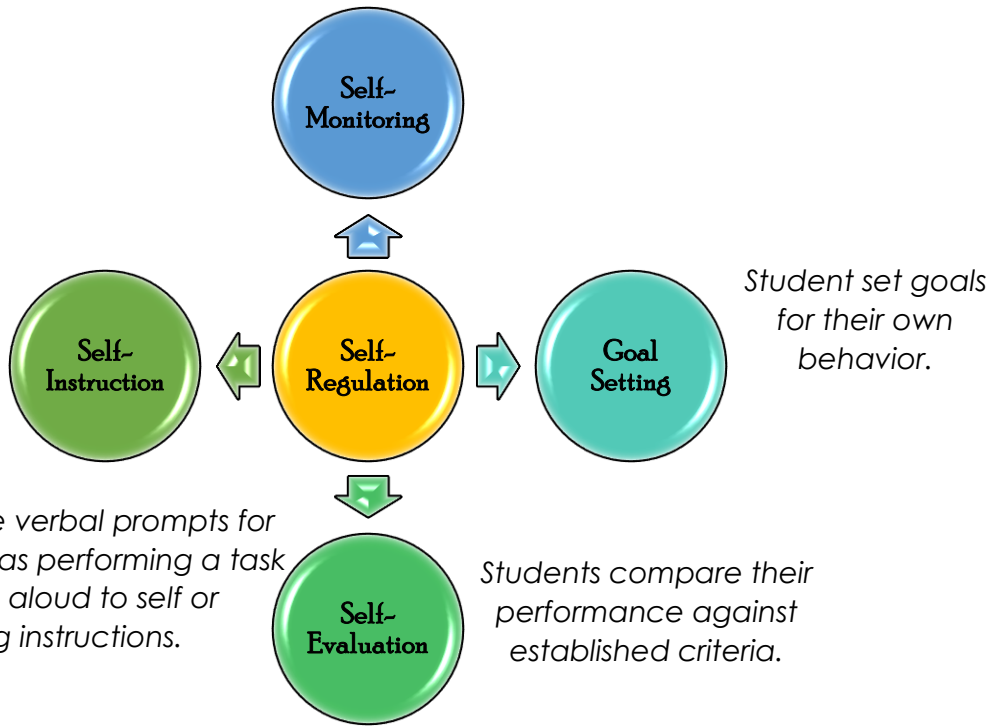
Evidence-based Tier 2 positive behavioral practices provide opportunities for students to learn self-awareness, demonstrate care and concern for others, manage self to achieve one's goals, develop positive relationships, make good decisions, and behave ethically, respectfully, and responsibly.

More intensive instruction in social-emotional skills can be provided as a Tier 2, group-oriented intervention. Social-emotional skill instruction is primarily for those students who demonstrate social skills acquisition deficits. This includes students who have trouble making or keeping friends, have an inability to respond appropriately in particular situations, and/or are uncooperative.

Developing Academic Self-Managers

Self-Management	Self-Monitoring
Self-management refers to strategies a person uses to alter his/her behavior, frequently to make a behavior less aversive to others and to replace it with a behavior more likely to be productive.	**Self-monitoring** is a process where students are taught to observe, monitor, record and keep track of their own behavior. This is an effective and powerful cognitive behavioral intervention, teaching students to manage their own behavior and help them increase independence and personal responsibility. (Vaugh, Bos & Schumm, 2011). Additional benefits include: an increase in student academics and productivity (Prater, 1994); empowering students to be more in control of their behavior (Hallahan & Kauffman, 1994); increases generalization and maintenance of behaviors in other environments over time (Schloss & Smith, 1998).

Student set goals for their own behavior.

Students provide verbal prompts for themselves such as performing a task while talking aloud to self or whispering instructions.

Students compare their performance against established criteria.

There are **nine steps** to develop a **self-monitoring program** supporting **academic self-managers**:

1. Identify target behavior
2. Define the target behavior
3. Collect baseline data
4. Schedule conference with student
5. Select self-monitoring form
6. Teach student to use self-monitoring sheet
7. Implement self-monitoring sheet
8. Monitor student progress

HWY ABC's of Behavior
PACK YOUR BAGS

#1

Instructions: On your luggage card complete the sentence starters. Give directions for Stand Up, Hand Up, Pair Up: with your partner share what's on your luggage, on the signal change places and report out what you heard your partner say (practice active listening and turn taking)

My traveling strengths are…

What motivates me to do something I like is…

What motivates me to do something I don't like is…

What motivates me to do something new I have never done before is …

9. Follow-up

HWY ABC's of Behavior
ROAD SIGNS

#2

Instructions: Individually complete the Synectic (metaphor), share at your table, popcorn a few answers from the group or have a team select one from their table to share out with the whole group

Understanding problem behavior is like…because….

HWY ABC's of Behavior
THE "WHAT"

Always start with the "What"
Define behavior that is:

➥ OBSERVABLE
➥ MEASUREABLE
➥ CLEARLY DEFINED, where a person unfamiliar with the student could recognize the behavior without any doubts

Behavior is the observable, measurable and clearly defined actions or reactions of the individual to the environment or antecedent. When working with behavior change, focus on one behavior at a time. Start with the behavior of highest need, rate and/or intensity. Taking care of that behavior may eliminate many other little behaviors. It is important to remember when describing behavior, we are using words which are specific, observable and measurable to the behavior and not the person.

Instructions: *Complete Chart*

Defining Problem Behavior

NONEXAMPLES	EXAMPLES

Instructions:
Do not go back to your school and tell people who say "bad behavior" or "problem behavior" they are wrong. Just repeat back to them, "So, the behavior you would like to target for change is _____ (label the behavior in measurable and observable terms)." What will happen is, the staff will pick up your words and start to use them without even realizing you have changed their mindset."

-Dr. Laura RIffel, www.behaviordoctor.org

Antecedents are cues, prompts, signals, questions, commands, reactions which happen right before the behavior occurs; they are setting the stage or triggering the behavior.

Where (routine)
➡ ID the routine (where) behavior occurs
When (Antecedent/Trigger)
➡ ID the event, action, or object occurring right before the misbehavior (when)

During lunch when told to shut up by a peer, Ben hits the student
During Language Arts, when asked to read aloud in class, Teresa gets up and makes jokes.
During chemistry lab when corrected Jessie starts crying.

Traditionally, approaches to discipline have been punitive in nature, where the emphasis is on negative consequences or what is done following the behavior to punish or suppress the undesired behavior. PBIS focuses heavily on **prevention practices** or **antecedents;** in other words, the things we can do to set students up to behave in socially appropriate ways.

Δ Clarify expectations so all students understand what they are expected to do.
Δ Teach those expectations to students in an ongoing way so as to ensure students know how to behave successfully across multiple settings
Δ Effectively respond to behavior – appropriate or inappropriate – to shape the behavior you seek.

Instructions: Create a simple list of common antecedents to undesired behaviors.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

The two-step rule for determining the consequence of the behavior:

Step 1
Determine the consequence or outcome of what happened right after the behavior.
Step 2
Determine the function (or purpose) the behavior is serving for the student
→ "What is the pay-off?"
→ Understand from the students' perspective

Consequences are the outcomes or feedback occurring immediately following the behavior; positive corrective feedback helps students learn and use appropriate behavior in the future. Punishers or negative consequences may stop the undesired behavior for the moment, only to return and require further action. Punishers and negative consequence often become "reinforcers." The basic definition of a "reinforcer" is anything driving the behavior up or serves to *reinforce* the undesired behavior. Typically, people think of punishment when they hear the word consequence. When we are thinking of consequences in *function of behavior* terms, we are thinking about what is specifically maintaining the behavior. We need to ask ourselves "what the child is trying to get" or "what they are trying to avoid" by having the behavior; what purpose or function does the behavior serve?

Instructions: Fill in the blanks.

To Obtain/_____:		To _____/Escape
Δ Peer Attention Δ Adult A_____ Δ Desired Activity Δ Desired Object/Items Δ _____		Δ Difficult task Δ Boring _____ Δ Easy task Δ Physical _____ Δ Non-preferred activity Δ Peer _____ Δ Adult (reprimands, attention) Δ Sensory

Putting It All Together

```
   2        1        3
   A        B        C
Antecedent Behavior Consequences
 Trigger            Outcomes
```

The **hypothesis** or **summary statement** integrates our understanding of the problem behaviors within a specific routine. Strategies based on the hypothesis statement will be used to…
- ⚠ prevent the problem behavior
- ⚠ teach an alternative behavior
- ⚠ increase desired alternative behavior
- ⚠ decrease the problem behavior

"Tracy" Summary Statement

Where(routine)_____

When_____

Tracy does_____

As a result, _____

Therefore_____

"Frustrated Fred" Summary Statement

Where(routine)_____

When_____

Frustrated Fred does_____

As a result, _____

Therefore_____