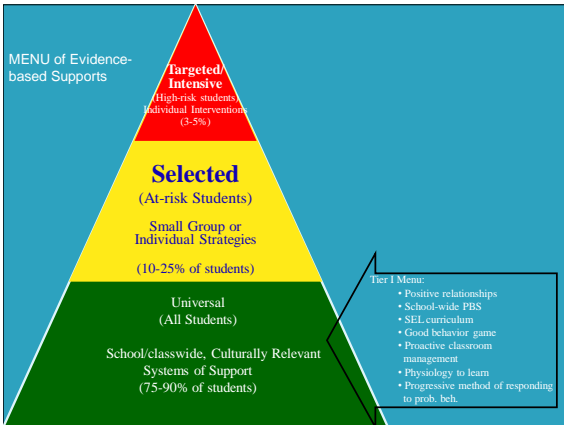


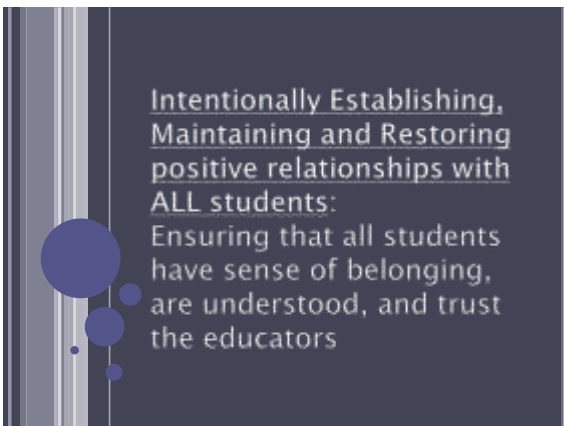
Tier 1 for ALL, Universal Screening, and Tier 2 for SOME

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Audience Interactive Participation

- ▶ What's the difference between an acquaintance and a positive relationship?

Strategically and intentionally *ESTABLISHING* positive relationships with ALL students

- ▶ Basics of building a relationship (trust, understanding, & connection):
 - Spending individual 'child time'
 - Child guides activity, open-ended questions, validation, and reflective listening
 - Keep track of relevant information about the student and reference when appropriate
 - Special occasions, pets, family members, hobbies, likes/dislikes
 - Become an expert about what the kid culture (what it means to be a kid these days)



MAINTAINING the Relationship: Not Taken Students for Granted

- ▶ The 5 to 1 ratio of positive to negative interactions with students (the "Magic Ratio")
- ▶ Paying attention to behavior to positively recognize and reinforce students (not taking for good behavior for granted)
 - Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered in response to desirable behavior



***RESTORING* & Repairing the Relationship After Harm has Been Done**

- ▶ **R³** Reconnect, Repair, & Restore:
 - Schedule time to **reconnect** with the student
 - Communicate effectively to **repair**
 - Letting go of the previous interaction – ‘do-over’ (fresh start)
 - Ownership for the problem (admitting one’s own mistake)
 - Statement indicating care for the student
 - Forgive the student and/or ask for forgiveness
- ▶ Work to **restore** the relationship with student





Audience Interactive Participation

- ▶ Why is PBIS an essential component to an effective Tier 1 level of supports?



School-Wide PBS:

Step 1: Establish Common Expectations

- ▶ Establish 3 to 5 behavioral expectations (e.g., safe, respect, responsible)
 - Teachable
 - Positively stated (Dos not Don'ts)
 - Memorable



School-Wide PBS: Create a Behavioral Expectation by Setting Matrix

West Monona Middle School "LIVING THE WEST MONONA DREAM"					
EXPECTATIONS	AREAS				
	CLASSROOM	LIBRARY	HALLWAYS	RESTROOM & LOCKER ROOMS	ALL SCHOOL SETTINGS
Demeanor	<ul style="list-style-type: none"> • Show 100%, 100% of the time • Think positive 	<ul style="list-style-type: none"> • Sit where you have the chance to see/overhear your teacher 	<ul style="list-style-type: none"> • Go straight to your destination • Don't talk with friends 	<ul style="list-style-type: none"> • Do not loiter • Don't loiter 	<ul style="list-style-type: none"> • Please attention • Don't get behind
Respect	<ul style="list-style-type: none"> • Follow classroom rules • Use positive language 	<ul style="list-style-type: none"> • Leave a better seat than you found it • Don't pick on others • Don't pick on others • Don't pick on others 	<ul style="list-style-type: none"> • Walk at all times • Be aware of others in the hallway 	<ul style="list-style-type: none"> • Be aware of others and their privacy 	<ul style="list-style-type: none"> • Respect conditions and options to keep your friends in school
Ecouraging	<ul style="list-style-type: none"> • Show appreciation • Help yourself and others learn • Collaborate and communicate 	<ul style="list-style-type: none"> • Invite others to sit with you • Sit in good locations 	<ul style="list-style-type: none"> • Practice speaking to each other 	<ul style="list-style-type: none"> • Be a good neighbor • Report abuse 	<ul style="list-style-type: none"> • Be supportive of those around you • Be supportive
Accountable	<ul style="list-style-type: none"> • Be on time • Have materials • Take responsibility and focus 	<ul style="list-style-type: none"> • Check all other students • Stand in line • Work 	<ul style="list-style-type: none"> • Check on other students and others 	<ul style="list-style-type: none"> • Walk with purpose • Walk with purpose • Please keep quiet 	<ul style="list-style-type: none"> • Don't • Don't • Don't • Don't
Manners	<ul style="list-style-type: none"> • Be courteous • Be courteous • Be courteous 	<ul style="list-style-type: none"> • "Please and thank you" • "Excuse me" • "Thank you" 	<ul style="list-style-type: none"> • Be courteous to others 	<ul style="list-style-type: none"> • Use hallway at appropriate times 	<ul style="list-style-type: none"> • Be courteous • Be courteous • Be courteous

School-Wide PBIS: Teaching Schedule Established

- ▶ Teaching expectations on a regular basis in all settings (small group, recess, lunch, etc.)
- ▶ Model (i.e., show) examples and non-examples of behavioral expectations
 - Showing students what to do and what not to do
- ▶ Practice and feedback (i.e., role play)



Create situations and allow students to practice the behavioral expectations

School-Wide PBS:

Cueing System to Signal Expectations

- ▶ Cue expectations by providing visual signals or nonverbal prompts
 - Everyone can benefit from a prompt or a cue now and then to remind them of the expected behavior
 - Helps bring the expectations to the forefront of the students mind during a particular activity



School-Wide PBS: Reinforcement System

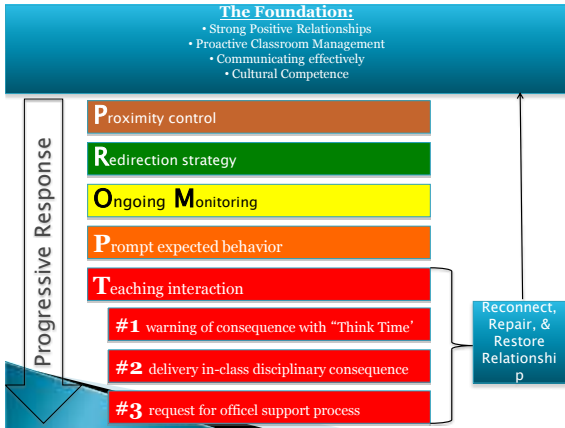
- ▶ Reinforcement of students when they exhibit behavioral expectations (catch students behaving good)

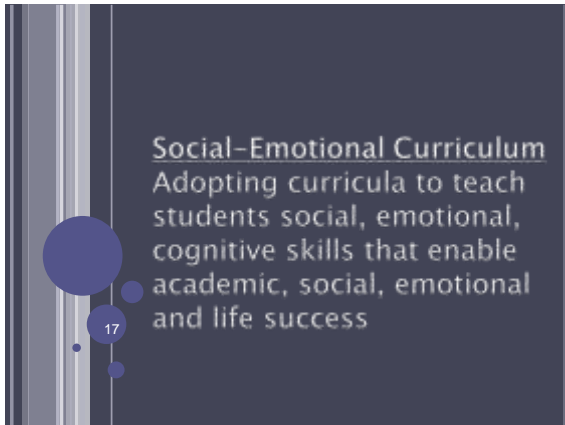
- Praise & positive recognition
- Earn rewards (stickers, pencils, toys)
- Privileges (first in line, extra free time, class helper, preferred seat, etc.)
- Obtain currency that can be exchanged for desirable experiences



Progressive Method of Responding to Problem Behavior:

Method of systematically responding to problem behavior that corrects behavior yet preserves relationship with the child





Evidence-Based Curriculum

- **Social-emotional learning (SEL) curriculum**
 - Teach self-regulation of emotions, empathy, and decision-making
- **Stress management curriculum**
 - Help students offset the impact of stress by regular activities and application of skills, habits, and routines
- **Growth mindset**
 - Developing a positive view about self and future



Proactive Classroom Management Strategies:
A host of proactive strategies that teachers can implement to prevent the occurrence of problem behaviors and create a classroom environment that is conducive to learning

16 Proactive Classroom Management Strategies

Relationship Strategies	Procedural Strategies
1. Strategically and intentionally establishing positive relationships with all students in the class	6. Organizing a productive classroom
2. 5 to 1 ratio of positive to negative interactions (Magic ratio)	7. Providing numerous opportunities to respond
3. Smiling and being nice	8. Classroom rules/expectations and procedures are visible and known by every student
4. Positive greetings at the door to precorrect and establish a positive climate	9. Teach, model, and reinforce social-emotional skills
5. Communicating competently w/ students	10. Transitions are managed well
	11. Independent seatwork is managed and used when needed
	12. Teacher proximity and mobility
	13. Class-wide Motivation system
	14. Goal setting and performance feedback
	15. Visual schedule of classroom activities
	16. Effective cuing systems to release and regain

Good Behavior Game:
Group management procedures that increases academic engagement and reduce disruptive behavior at times when students are likely to misbehave

Steps to implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define inappropriate or appropriate behaviors that earn teams points
 - Golf, football, or combined
3. Identify rewards
4. Teach the students the rules to the game
5. Play the game

Universal Screening to Identify Students in Need of Support

Screening Researchers

- ▶ Erin Dowdy
- ▶ Kathleen Lane
- ▶ Hill Walker
- ▶ Cecil Reynolds & Randy Kamphaus
- ▶ Ryan Kettler & Kelly Feeney-Kettler
- ▶ Sandy Chafouleas
- ▶ Shannon Suldo

Purposes of Assessment

- ▶ Who is at risk? (Problem Identification) **Screening**
 - ▶ Why is the problem is occurring? (Problem Analysis) **Diagnostic**
 - ▶ Is our instruction/intervention working to fix the problem? (Plan Implementation) **Progress Monitoring**
 - ▶ How well are we doing overall? (Plan Evaluation) **Outcome/Accountability**
- Taken from Heartland AEA 11

What does screening do?

- ▶ Tells us who may have a need--does not tell us precisely what the need is or how to go about addressing it
- ▶ Provides information we need to act upon— doesn't necessarily prescribe what to do

Universal Screening Defined

- ▶ "Universal screening is the **systematic assessment of all children** within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that are connected to short- and longer-term school and life success."
- ▶ Helps examine the quality/health of the universal (i.e., Tier 1) level of supports

Source: Ikeda, Neessen, & Witt, 2009

How to establish technical adequacy of a screener?

- ▶ Reliability studies
- ▶ Criterion-related validity studies
 - Concurrent
 - Predictive
- ▶ Classification studies (ROC curve analysis)
 - Establishing a cutoff score
 - Sin qua non of screening research

No screener is perfect!

- ▶ No academic or behavior screener can identify will 100% accuracy
- ▶ What classification errors are we willing to accept:
 - If we make a screening error, the error should be to identify students who are not at-risk (false positive)
 - Errors should not overlook students who are at-risk (false negative)

Social-Emotional Indicators of Need Externalizing Behaviors

- ▶ Displaying aggression toward objects or persons
- ▶ Arguing
- ▶ Being out of seat
- ▶ Not complying with teacher instructions or directives



Source: Walker and Severson, 1992

Social-Emotional Indicators of Need Internalizing Behaviors

- ▶ Not talking with other children
- ▶ Being shy
- ▶ Timid and/or unassertive
- ▶ Avoiding or withdrawing from social situations
- ▶ Not standing up for one's self



Source: Walker and Severson, 1992

Screening Procedures

- ▶ Universal screening typically occurs three times a year (fall/winter/spring)
- ▶ Compare children to established benchmarks
 - Local (school or district) or national
- ▶ Triage (rank order) students according to score obtained
 - Above cutoff = non-responder to universal system of supports
 - Below cutoff = responder doing well in Tier I

Pre-Screening Procedures

- ▶ 1. Decide who will conduct the screening.
- ▶ 2. Ensure that the individuals who are administering or completing the screening have been trained in it.
- ▶ 3. Organize the materials (e.g., make sure there are enough, write student names on them, etc.).
- ▶ 4. Decide whether to use local or national (published) norms to determine which students need additional assistance (cut score).

Post-Screening Procedures

- ▶ 1. Enter student scores into a computer program (e.g., Excel) that can easily sort the data.
- ▶ 2. Sort the data so that students are rank-ordered.
- ▶ 3. Determine which students fell above or below the previously specified cut-off

Screening Tools

- ▶ Emotional/Behavior
 - Review360 (Student internalizing behavior screener & Student externalizing behavior screener)
 - Systematic Screener for Behavioral Disorders (SSBD)
 - Student Risk Screening Scale – Externalizing and Internalizing
 - Strengths and Difficulties Questionnaire
 - School-wide Information System (SWIS)
 - Social and Academic Behavior Screener (SABRS)

Systematic Screening of Behavioral Disorders (Walker & Severson, 1990)

- **Multiple Gating Screening**
- Series of progressively more complex assessment procedures to identify students in need of more intensive services
 - Teacher structured nomination of students
 - Completion of brief behavior rating scales on nominated students
 - Direct observation of classroom and playground behavior for those students who exceed cut score on brief rating scales

BASC-2 BESS

(Behavioral and Emotional Screening System)

- ▶ **Ages:** Preschool–Grade 12
- ▶ **Administration Time:** 5–10 minutes per student
- ▶ **Assessment areas**
 - internalizing problems,
 - externalizing problems,
 - school problems,
 - and adaptive skills



Universal Screening in Middle and High Schools

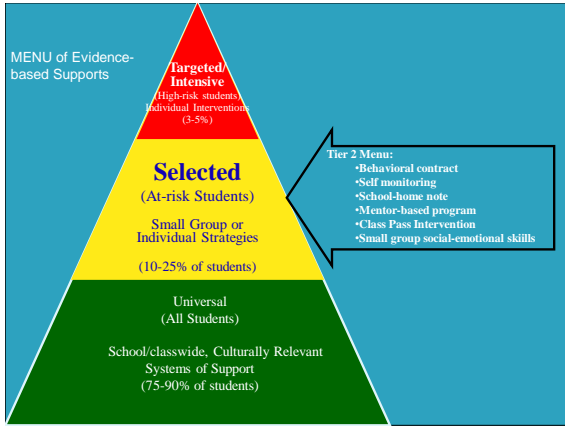
- ▶ Teachers rate all students they teach
 - If student is identified as at risk by any of his teachers, then he is considered in need of Tier 2 interventions
- ▶ Collect multiple ratings per student and average scores
- ▶ One staff member rates each student
 - Select the staff who is most familiar with the student



Reviewing the Tier II Process from Beginning to End

Matching Students to Tier 2 Interventions and Ensuring Active Ingredients are Implemented





AIM² Tier 2 Process from Beginning to End

- ▶ Assess to match intervention & establish baseline performance
- ▶ Implement intervention with fidelity
- ▶ Monitor progress and fidelity
- ▶ Meet to review and make a data-based decision



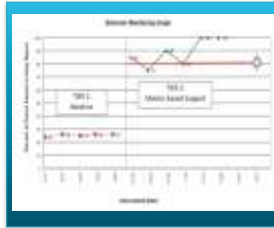
Assess to Select the Intervention Student Intervention Matching Form

#	Item	Not at all (1)	A Little (2)	Moderately (3)	Very Much so (4)	Unknown
1.	Teacher has a good relationship with the student's parents (100)					
2.	Student consistently seeks out, or shows attraction from adults (100)					
3.	Student is ignored or isolated by peers (100)					
4.	Student is eager to earn rewards or access to privileges (10)					
5.	Student's seems to exhibit disruptive classroom behavior to get out of class (100)					
6.	Parents are open and willing to collaborate with the school (100)					
7.	Student tries to do better socially and academically but does not have the skills to do so (10, 20, 30, 40)					
8.	Student can only work so long in academic tasks before becoming off task (20)					
9.	Student could benefit from having a positive, adult role model outside of the home (100)					
10.	Teacher lacks self-management and needs constant reminders to stay on task (50)					
11.	Student withdraws from social situations and spends most of free time alone (75)					



Assess to Establish Baseline
Selecting the Progress Monitoring Tool

- ▶ Existing data behavioral data (class removals, office referral, suspension, attendance record, etc.)
- ▶ Direct behavior rating
- ▶ Point sheet
- ▶ Brief behavior rating scale



Implementation the Intervention
Active Ingredients

- ▶ Just like a good cooking recipe, Tier 2 interventions involve certain ingredients that must be present in order to achieve successful behavior change



Monitor Progress and Fidelity

1. Gather data on a weekly basis and input it into a data management system
2. Collect data for at-least 4 weeks and a minimum of 3 to 4 data points while the intervention was implemented
3. Prepare graph of the data for the next step to enable a data-based decision

Meet to Make a Data-based Decision

Increase Fidelity of Implementation	Maintain Current Supports <small>(the intervention is not broken so don't fix it)</small>
Modify Current Supports <small>(intervention isn't working so modify or alter intervention within current tier)</small>	Lessen Supports or Lower Down <small>(student responded well to the intervention and has sustained the progress)</small>
Intensify Supports or Bump Up <small>(student was non-responsive to intervention and modifications were unsuccessful)</small>	

Behavioral Contract



- ▶ Process of negotiating an agreement between staff and a student so each party receives some benefit or payoff
 - Teacher benefits by improved student behavior
 - Student benefits by earning something based on good behavior
- ▶ Behavioral contracts are effective for students who can perform certain behaviors or skills but choose not to do so (i.e., won't do problem)
 - Ineffective for students who can't perform certain behaviors or skills (i.e., can't do problems)

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Behavior Contract:

Student Characteristics

- ▶ Designed for students who respond well to school-based incentives
 - Eager to earn rewards, special privileges, and/or recognition from others
- ▶ Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)
- ▶ Students who could benefit from receiving daily pre-correction and prompting

Active Ingredients

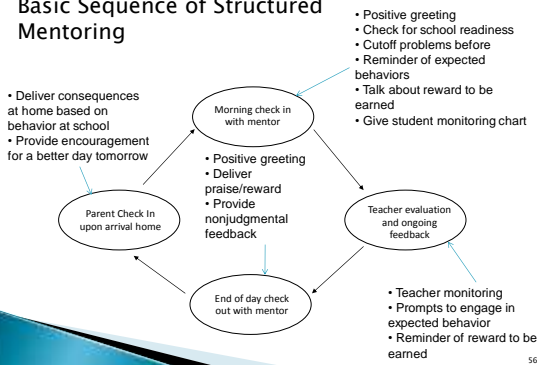
1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom
3. Positive reinforcement (i.e., pay off) for meeting goal
4. Teacher follows up with daily pre-correction and prompting
 - Pulling out the contract & reminding the student of the contract
 - At the first warning signs of problem behavior, prompting the student

Structured Mentor-Based Support: Check in/Check Out

- ▶ Assignment of a mentor who provides unconditional positive regard and feedback on a daily basis
- ▶ Implementation of multiple components:
 - Behavioral momentum (i.e., getting the day off to a good start)
 - Precorrection (i.e., cutting problems off before they start)
 - Performance feedback (i.e., letting the student know how s/he is doing)
 - Positive reinforcement (i.e., recognizing and rewarding the student)



Mentor-Based Support Basic Sequence of Structured Mentoring



Mentor-Based Support

Student Characteristics	Active Ingredients
<ul style="list-style-type: none"> ▶ Students who respond well to adult attention ▶ Students who could benefit from having a positive adult role model outside of the home ▶ Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance ▶ Students who have been involved with negative interactions with teachers and administrators (punitive discipline) 	<ol style="list-style-type: none"> 1. Assignment of an adult mentor who the student likes or doesn't mind meeting with 2. Unconditional positive regard (mentor does not get involved with discipline) 3. Daily contact with the student in the morning and afternoon <ul style="list-style-type: none"> ◦ Encouragement, precorrecting problems, feedback 4. Progress monitoring form to serve as a basis for performance-based feedback 5. Positive reinforcement for improved behavior <ul style="list-style-type: none"> ◦ Praise, public recognition, access to desired privileges/rewards

Self-Monitoring



- ▶ Intervention designed to increase self-management by prompting the student to self-reflect on performance and self-record behavior on a chart
- ▶ Two main components:
 - Self-reflection (reflection of behavior over a certain amount of time)
 - Self-recording (marking down on the chart whether behavior met or did not meet expectations)

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Self-Monitoring

Student Characteristics

- ▶ Students who lack self-regulation or management
- ▶ Students who engage in relatively frequent rates of problem behavior
- ▶ Students who could benefit from reminders or prompts to stay on task and engage in desired, expected behaviors

Active Ingredients

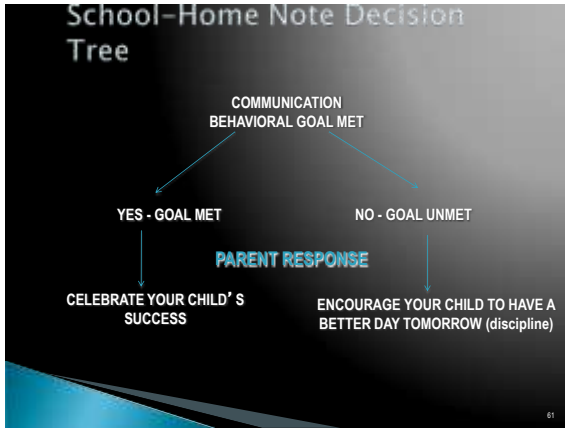
1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5. Positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self-reflection and recording)
6. Teacher conducts periodic honesty check

School-Home Note System

- ▶ Intervention designed to improve the communication and consistency of practices between school and home environments
- ▶ Involves a parent training component to get parents to deliver consequences at home based on their child's behavior at school
- ▶ Parent can share information with school about outside school stressor school



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Consequences Delivered by Parents

- ▶ Celebrating the child's success (aim is to create positive contrast by making the child's life more exciting, pleasurable, and/or fun)
 - Access to privileges
 - Computer time, video games, talking on the phone, staying up later, hanging out with friends, TV time
 - Reward with item or activity
 - Buy-out of chore, money, invite friend over, play outside, after dinner dessert, playing with toys, etc.
 - Praise and positive recognition

Consequences Delivered by Parents

- ▶ Encouraging a better day tomorrow (aim is to create negative contrast by making the child's life boring, unpleasant, or introducing nothing)
 - Loss of privileges
 - Removal of TV time, computer, video games, playing outside, talking on the phone, or anything else that is considered to be fun
 - Task-based grounding
 - Have the child perform chores that are outside of typical responsibilities
 - Grounded until the chore or chores are completed

School-Home Note

Student Characteristics

- ▶ Students whose parents are open and willing to join forces with the school to improve the student's performance in school
- ▶ Students who are unaffected by typical school-based disciplinary consequences
- ▶ Students whose parents could benefit from learning skills
- ▶ Students who could benefit from consistency across school and home environments

Active Ingredients

1. Development of a school-home note that captures student behavior and communicates with parents
 - Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures
2. Brief parent training that consists of teaching parents how to translate the information on the school-home note into effective parenting strategies
 - Goal met = celebrating success
 - Goal unmet = encouraging a better day tomorrow
3. Ensuring that parents are receiving the note & following through
 - Paper, email, phone call, face-to-face

Class Pass Intervention

- ▶ Intervention designed for students who exhibit *escape-motivated* disruptive classroom behavior to avoid doing academic work
- ▶ Students are given class passes and taught how to appropriately request a break by issuing a class pass
 - Students can choose to hold on to the class passes in order to exchange them for an item, activity, or special privilege
- ▶ It works because students:
 - Exercise choice
 - Increase tolerance for academic work is increased
 - Access to desired activity on an intermittent basis



Example of a Class Pass

<p>FRONT</p> <div style="border: 1px dashed black; border-radius: 15px; padding: 10px;"> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">CLASS PASS</p> <p># _____</p> <p>Name: _____</p> <p>Time: _____</p> <p>Where to?: _____</p> <p>Initial: _____</p> <p style="text-align: center; font-weight: bold;">Reward for a saved pass:</p> <p>_____</p> </div>	<p>BACK</p> <div style="border: 1px dashed black; border-radius: 15px; padding: 10px;"> <p style="text-align: center; font-size: 0.8em;">Guidelines for Class Pass:</p> <p>If you use the pass...</p> <ol style="list-style-type: none"> 1. Choose a time when you need to step out of the class. 2. Fill out one of your passes. 3. Show pass to teacher. 4. Walk to _____ 5. Have adult where you walked initial pass on your way back to class. 6. Enter class quietly. 7. Join classroom activity. <p style="text-align: center; font-size: 0.8em;">If you save the pass... Earn a reward!!!!!!</p> </div>
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Class Pass Intervention:

Student Characteristics

- ▶ Students who engage in classroom behavior problems only
- ▶ Students whose academic skills are low and are likely to engage in escape-motivated disruptive behavior
- ▶ Students who have a low tolerance for engaging in academic work
- ▶ Students who appear to become frustrated when working on academic tasks

Active Ingredients

1. Develop the actual class passes to be used
2. Determine the number of class passes and length of time the student can break for
3. Identify the location for the break (desk, in the classroom, outside of the classroom)
4. Identify the items, privileges, or activities that can be earned and the number of class passes needed for each one

Develop a Roadmap for Disseminating Information and Improving Implementation

- ▶ Prioritize next steps
- ▶ Develop a clear action plan
- ▶ Come prepared to present to other teams at the next PD session in November about the progress being made at your school

