Intensive Positive Behavior Support: Systematic Implementation of Tier II and Tier III Supports (Advanced Session)

Brianna Stiller, Ph.D.
Teams in an IPBS School

- **IPBS team**
  - **Roles**
    - Tracking
    - Monitoring
  - **Process for team meetings**

- **Student-centered team (2-5 or more people)**
  - Behavior specialist
  - *Persons who know the student well (teachers; parents)*
  - *Persons who know the context and control resources (administrators -- principals and/or Special Services Coordinators)*
Who Does What?

- **IPBS Team**
  - Meets every 1-2 weeks
  - Coordinates and monitors school wide behavioral interventions
  - Analyzes data
  - Recommends changes in interventions

- **Student centered team**
  - Meets at least twice -- usually more than twice
  - Creates a behavior support plan
  - Determines what the intervention looks like
  - Makes final decisions about when to implement or modify an intervention
He is a handful. I was thinking he should be in my mentoring group. He would really benefit from some of that support.

I am in my happy place...

ISS? Wow, I hadn’t thought about that. What if we started an ADHD evaluation? That would help support; he wouldn’t it? I was thinking about in-school detention.
I. Review agenda, determine whether changes are needed (2 minutes)

II. Review task list from previous meeting, document status of tasks (10 minutes)

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III. Targeted intervention summary (15 minutes)

a. Students on targeted interventions
   i. _____ on CICO
   ii. ______ on (each other intervention)

b. For each intervention
   i. _____ students are meeting their daily or weekly goals
   ii. Students not meeting goals, determine problem and next steps
       1. Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified
       2. Possible decisions: Meet with teacher, change intervention, conduct efficient FBA

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<thead>
<tr>
<th>Student</th>
<th>Problem</th>
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<th>Who is in charge and what is the target date?</th>
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IV. Intensive intervention summary (15 minutes)

a. __________ students on intensive interventions
b. __________ students meeting goals

c. Students not meeting goals, determine problem and next steps
   i. Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified
   ii. Possible decisions: Meet with teacher, change intervention, conduct formal FBA

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V. New referrals to IPBS-10 minutes

a. Possible sources: SWIS data, request for assistance, behavior goals added to IEP
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<tr>
<th>Student</th>
<th>Referral source</th>
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IPBS Tiered Intervention Approach

Referral from Request for Assistance and/or SWIS Data

Implement Targeted Intervention (CICO; IIPM; Social Skills)

1. Continue current intervention
2. Modify current intervention
3. Switch to different targeted intervention
4. Implement tertiary intervention

Analyze Progress Monitor Data

Tertiary Intervention: Efficient, team based Functional Behavioral Assessment/Support Plan

1. Continue efficient BSP Plan
2. Modify Plan
3. Move to Expert Driven FBA

Analyze Progress Monitor Data

Expert Driven FBA/BSP (with help from behavior specialist (school psych; consultant))

1. Continue Expert Driven FBA
2. Modify Plan
3. Lobby for additional resources and/or SPED evaluation

Analyze Progress Monitor Data

Additional Resources at Building or District Level. SPED eval/services if disability is suspected

Analyze Progress Monitor Data
Were data collected?  

- YES  
  - Are goals being met?  
    - YES  
      - Celebrate and continue  
      - Have plan for fading  
    - NO  
      - Is plan being implemented as designed?  
        - YES  
          - Modify intervention  
          - Consider move to next level  
        - NO  
          - Problem solve barriers to implementation  
          - Collect data and reconvene in 2 weeks  

- NO  
  - Problem solve data collection—determine how to get data  
  - Collect data for 2 weeks and reconvene  

C Anderson U Oregon March 2010
Tier II Example: Check-In/Check-Out

- Designed for students with moderate problem behaviors
- Most appropriate when problem behaviors are maintained by adult/peer attention
- Students “check-in” with an adult at the start of each school day
- Students “check-out” with an adult at the conclusion of each school day
The Big Idea

- The card is **not** the program

- The card is the vehicle for **providing higher rates of positive feedback and/or activity or tangible rewards when students meet specific behavioral goals**
Check-In/Check-Out

Resources Needed

- **Needed**: An adult who can spend 30 - 45 minutes at the beginning and end of each school day to Check In and Check Out with students on CICO
- **A team who monitors progress of all students on CICO and recommends program changes (IPBS; PBS; BAT; SST or similar team)**
- **Capacity**: 10-20 students can be on CICO assuming we have identified an adult who can devote the required time
- **It is preferable but not essential to have the same adult each day and the same adult checking in with the student also checking out with the student**
- **Use CICO Self-Assessment to determine extent to which critical features are in place**
Check-In/Check-Out - Details

- Establish 3-5 goals, aligned with School Wide PBS expectations, with the CICO student team (CICO coordinator; teachers)
- Students on CICO have a point card they pick up at the beginning of each day from the CICO adult
- Students take the point card to the agreed upon settings (classroom; recess; PE; music; etc.) throughout the day
- Adults in each setting award the student 0-2 points, and provide positive feedback, for appropriate behavior during the day
- Students return the CICO card to the CICO adult at the end of the school day
- Students trade points earned for the right to “shop” in the CICO store
Check-In/Check-Out Connection to Home

- Students take a CICO Home Report home each night
- Parents sign the Home Report and return it to school with the student the next morning
- Parents are asked to provide acknowledgement and praise when the student has a good day
- Parents are asked not to punish or scold the student after an unsuccessful day
QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.
QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.
Tier III Intervention

- Tier III Behavioral Interventions consist of a Functional Behavioral Assessment and individualized Behavior Support Plan
  - Level I: Efficient FBA/BSP at the school level
  - Level II: FBA/BSP with ESS Support (Behavior Specialist)
  - Level III: FBA/BSP with additional resources (IEP; special placements; etc.)
**Student Team for Tier III Intervention**

- **Three types of knowledge represented:**
  - **Knowledge about the student**
    - His/her behavior, interests, strengths, challenges, future
  - **Knowledge about the school program**
    - Instructional goals, curriculum, social contingencies, schedule, physical setting.
  - **Knowledge about behavior change strategies**
    - Principles of behavior
    - Intervention strategies
Functional Equivalence

- For an intervention to be effective, it must get the student the **same** thing, in the same **amount**, that the problem behavior currently gets **him**
Functional Behavioral Assessment Strategies

- Teacher Interview (FACTS)
- Parent Interview
- Student Interview
- Direct Observation
Tier III Intervention -- the Student Team

- **Consists of:** Teacher(s); parent(s); administrator; behavior specialist; others as needed
- **Meets a minimum of two times**
  - Once to complete a FACTS interview
  - Once to design an intervention
  - Additional meetings to problem solve/modify the intervention
Tertiary Intervention Strategies

- **Prevention:** Strategies to avoid triggering problem behavior
- **Teaching:** Strategies to teach the student appropriate replacement behaviors
- **Reinforcement:** Strategies to increase reinforcement for appropriate behavior
- **Extinction:** Strategies to prevent problem behaviors from being reinforced
- **Safety:** Strategies to ensure the safety of students and staff (if needed)
BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY

**Antecedent**
Teasing or other negative peer interactions

**Problem Behavior**
Disruptive -- throwing things; loud; noncompliant

**Alternative Behavior**
"This is insulting. I want it to stop"

**Desired Behavior**
Initiates positive interactions with peers -- joins in activities of mutual interest; etc.

**Consequence**
Positive attention from peers

**Consequence**
Peers back off -- discontinue teasing

**Function**
Escape unwanted peer att.
Behavior Support Plan
Jason S.

Setting Event Strategies (make the problem behavior irrelevant)
Build self esteem by giving the student a role in which he can excel. He is a good student. Pair him with a student who is not as academically able.

Behavior Teaching Strategies (make the problem behavior inefficient)
Teach student a replacement behavior that accomplishes the same thing the problem behavior accomplishes. 3 half hour sessions with school counselor on anger management, leading to the replacement behavior: “this is insulting. I want it to stop” Prompt this behavior when he becomes agitated.

Teach classmates to say “Sorry” and stop.

Reinforcement Strategies (make the replacement behavior more rewarding)
__Student earns the class 5 minutes free time on Friday for each day he gets through class without an anger outburst.
Identify the “Replacement” Behavior

- An appropriate Replacement Behavior:
  - Serves the same function as the problem behavior
  - Is as, or more efficient than the problem behavior
    - physical effort, schedule of reinforcement, time to reinforcement
  - Is socially acceptable
Teaching a Pro Social Replacement Behavior

- Identify an appropriate behavior that will get the student the same thing that the inappropriate behavior currently gets him.
- Model the replacement behavior
- Have student practice to mastery
- When the opportunity arises in the “real” setting, prompt the replacement behavior
- Reinforce the student’s attempt to use the replacement behavior
Getting into power struggles with students is like mud wrestling with pigs. You both get dirty and the pigs I like it!
What Works

- The two most powerful tools for changing behavior are:
  - Teaching
  - Reinforcement

- The least powerful tool for changing behavior is:
  - Punishment
Punishment

- Reliance on **Punishment** as the **primary behavior change strategy** is unlikely to be effective.
- The appropriate use of consequences has two potentially useful purposes:
  - To ensure that problem behavior is *not rewarded*
  - To **minimize disruption** to the educational environment
Correction Strategies

- For **chronic problem behavior** use a three step process (2-4 week time frame for high school students)
  - **Reminder** -- supportive tone of voice. Reminders can be public with most students
  - **Warning** -- “here are your choices ----” Should be private with most students
  - **Consequence** -- Response Cost/Time-Out (mild; efficient.
    Example: 5 minute time-out; Lunch detention; make up work after school)
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Social Praise and Corrections, Class A

Number of Teacher Contacts

Observation Sessions

Social Praise and Corrections, Class B

Number of Teacher Contacts

Observation Sessions
Academic Engagement, Class A

Academic Engagement, Class B