

# TIER TWO INTERVENTIONS



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# Designing School-Wide Systems for Student Success

## A Response to Intervention Model

### Academic Systems

- Tertiary Interventions
- Individual Students
  - Assessment-based
  - High Intensity

- Secondary Interventions
- Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small Group Interventions
  - Some Individualizing

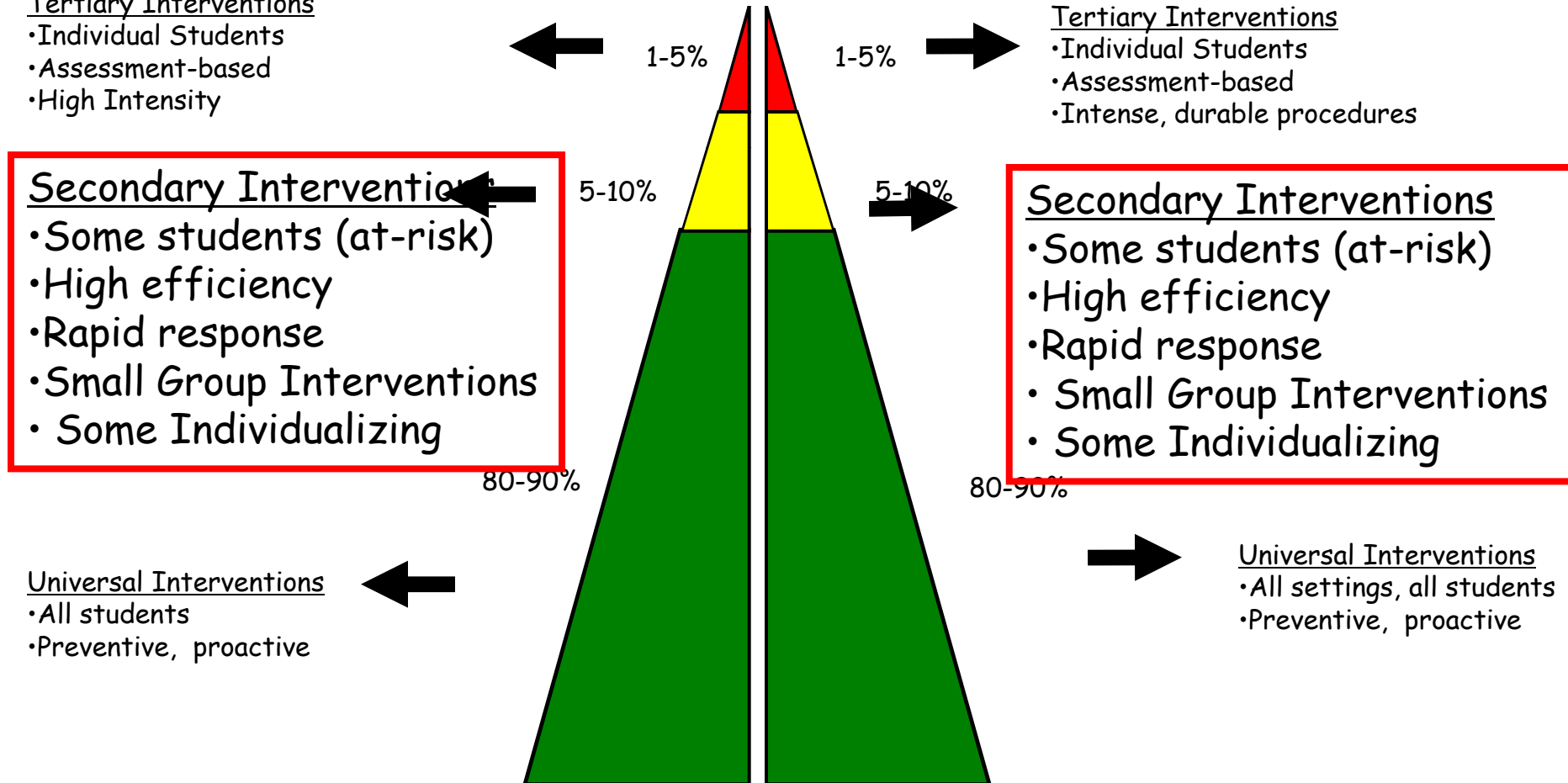
- Universal Interventions
- All students
  - Preventive, proactive

### Behavioral Systems

- Tertiary Interventions
- Individual Students
  - Assessment-based
  - Intense, durable procedures

- Secondary Interventions
- Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small Group Interventions
  - Some Individualizing

- Universal Interventions
- All settings, all students
  - Preventive, proactive



# Goal of Tier II

To prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior

# Rationale for Tier Two Interventions

- Lack of resources to provide individualized support for all students who need varying levels of extra behavioral support.
- Efficient
- Effective

# Secondary Interventions Work When:

- Program can be applied in all school locations
  - Classroom, playground, cafeteria (anywhere there is a supervisor)
- Elevated reward for appropriate behavior
  - Adult and peer attention delivered each target period
  - Adult attention (and tangible) delivered at end of day
- Linking behavior support and academic support
  - For academic-based, escape-maintained problem behavior incorporate academic support
- Linking school and home support
  - Provide format for positive student/parent contact
- Program is organized to become a self-management system
  - Increased options for making choices
  - Increased ability to self-monitor performance/progress

# Check-in Check-Out Programs (CICO)

- Multiple points of contact throughout the day
- Types of CICO Programs
  - Check & Connect (1 point of contact)
  - Check-in Check-out (2 points of contact)
  - Hello-Update-Goodbye (3 points of contact)
  - Behavior Education Program (4+ points of contact)

# Implementing Check in/Check out (CICO) with Individual Students

**Effective School-Wide System in Place**

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graph TD; A[Effective School-Wide System in Place] --> B[Student not responding to school-wide Expectations]; B --> C[Implement Basic CICO/BEP]; C --- D["•Increased structure, check-in, check-out<br/>•Frequent feedback<br/>•Connection with key adult"]; style D fill:#f9d5e5
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**Student not responding to school-wide Expectations**

**Implement Basic CICO/BEP**

- Increased structure, check-in, check-out
- Frequent feedback
- Connection with key adult

# For Whom Is the BEP Appropriate?

## APPROPRIATE

- **Low-level problem behavior (not severe)**
- **3-7 referrals**
- **Behavior occurs across multiple locations**
- **Seeks adult attention**
- **Examples**
  - **minor disruption**
  - **work completion**

## INAPPROPRIATE

- **Serious or violent behaviors/ infractions**
- **Extreme chronic behavior (8-10+ referrals)**
- **Require more individualized support**
  - **Functional assessment**
  - **Wrap-around services**

\* Frequent Flyers

# Positive Programs

- Non-punitive
- Reactive consequences to problem behaviors are in the Schoolwide Program.

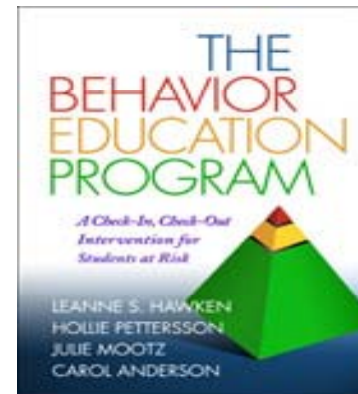
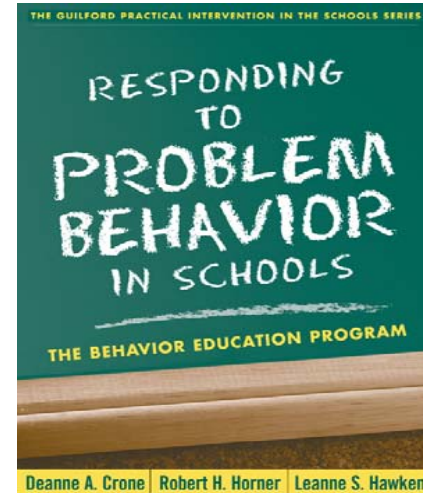
# BEHAVIOR EDUCATION PROGRAM (BEP)



BEP is a Check in/Check out (CICO)  
Program

# Resources for Implementing the BEP

- Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press
- Hawken, Pettersson, Mootz, & Anderson (2006). *The Behavior Education Program: A Check-In, Check-Out Intervention for Students at Risk*. New York, NY: Guilford Press



## Key Features: BEP

- Serves 10-30 Students
- Continuous program
- Low effort from teachers
- Implemented and supported by everyone
- Continuous monitoring for decision-making
- Adequate resources (admin, team)  
weekly meeting, plus 10 hours a week
- Student Nomination: Teacher, parent, student, data.
- Students choose to participate

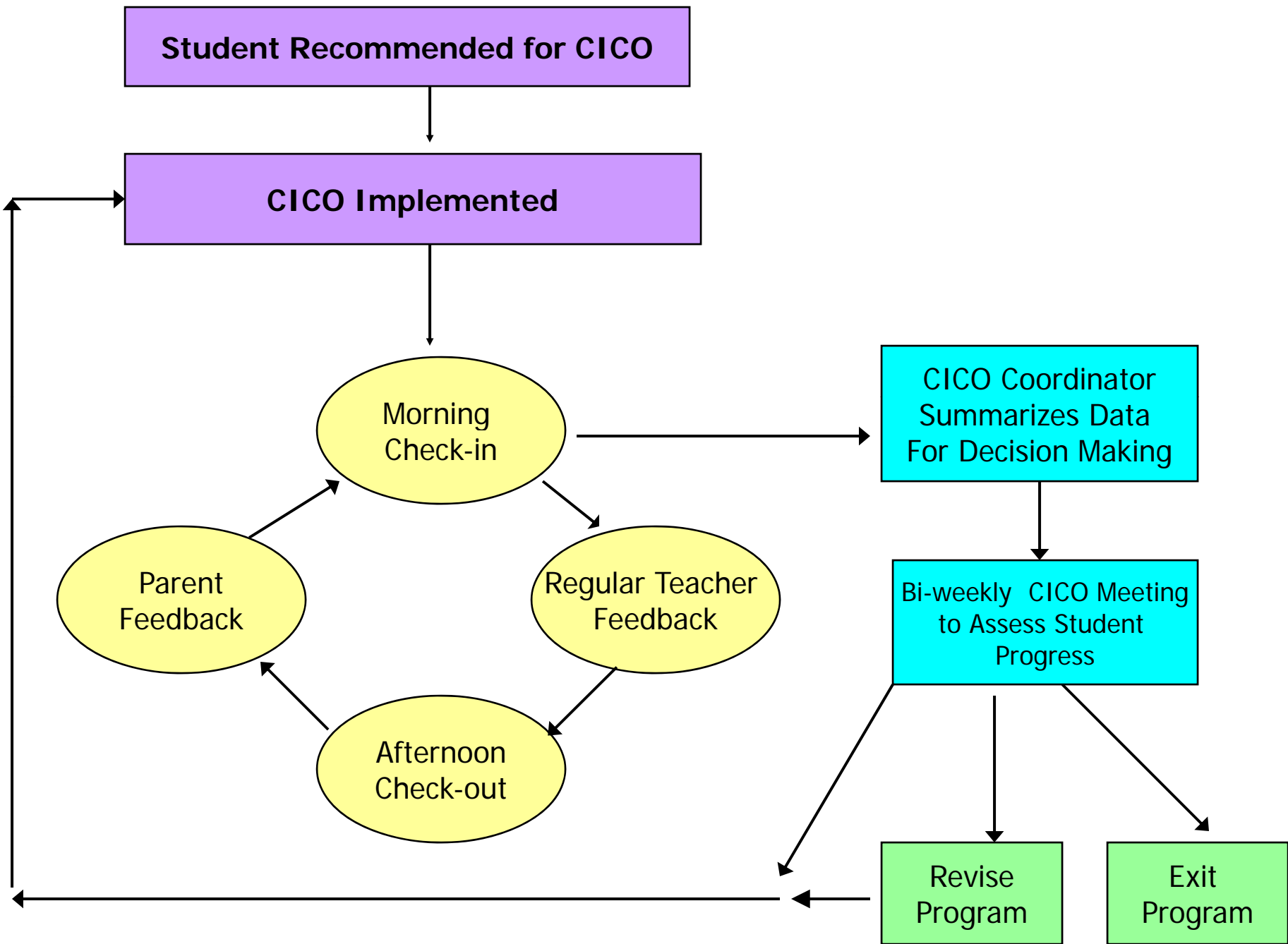
# Personnel

- Coordinator (Teacher, Counselor, Admin.)
  - Chair BEP meetings, faculty contact, improvement
- Specialist (Teacher, Ed. Tech)
  - Check-in, check-out, meeting, data entry, graphs
  - Together (Coordinator + Specialist) = 10 hours/wk
- Meeting 30-45 min per week
  - Coordinator, Specialist, Faculty Members
  - All staff commitment and training



# BEP STEPS

1. Student arrives at school and checks in with the designated adult and collects her Daily Progress Report (DPR).
2. Student carries DPR throughout the day and gives it to each teacher at the start of each period.
3. Student receives the DPR back after each period or activity with feedback related to expected social behaviors.
4. End of day student returns the DPR to BEP coordinator, receives, reward, carries copy of DPR home.
5. Parent reviews DPR with child, delivers recognition and signs. Child returns signed copy to DPR coordinator next morning.





VIDEO

- Determine behavioral expectations
  - School-wide expectations
  - Monitor IEP goals
  - Academic vs. behavioral expectations
- Expectations positively stated
- Range of scores vs. dichotomous scoring (age appropriate)
- Teacher Friendly
  - Circling vs. writing & place for teachers initials
- Easy summarize data and determine in goal is met

Adapted from Amy Harris, Ph.D.

# CICO Report

Date \_\_\_\_\_

Student \_\_\_\_\_ Teacher \_\_\_\_\_

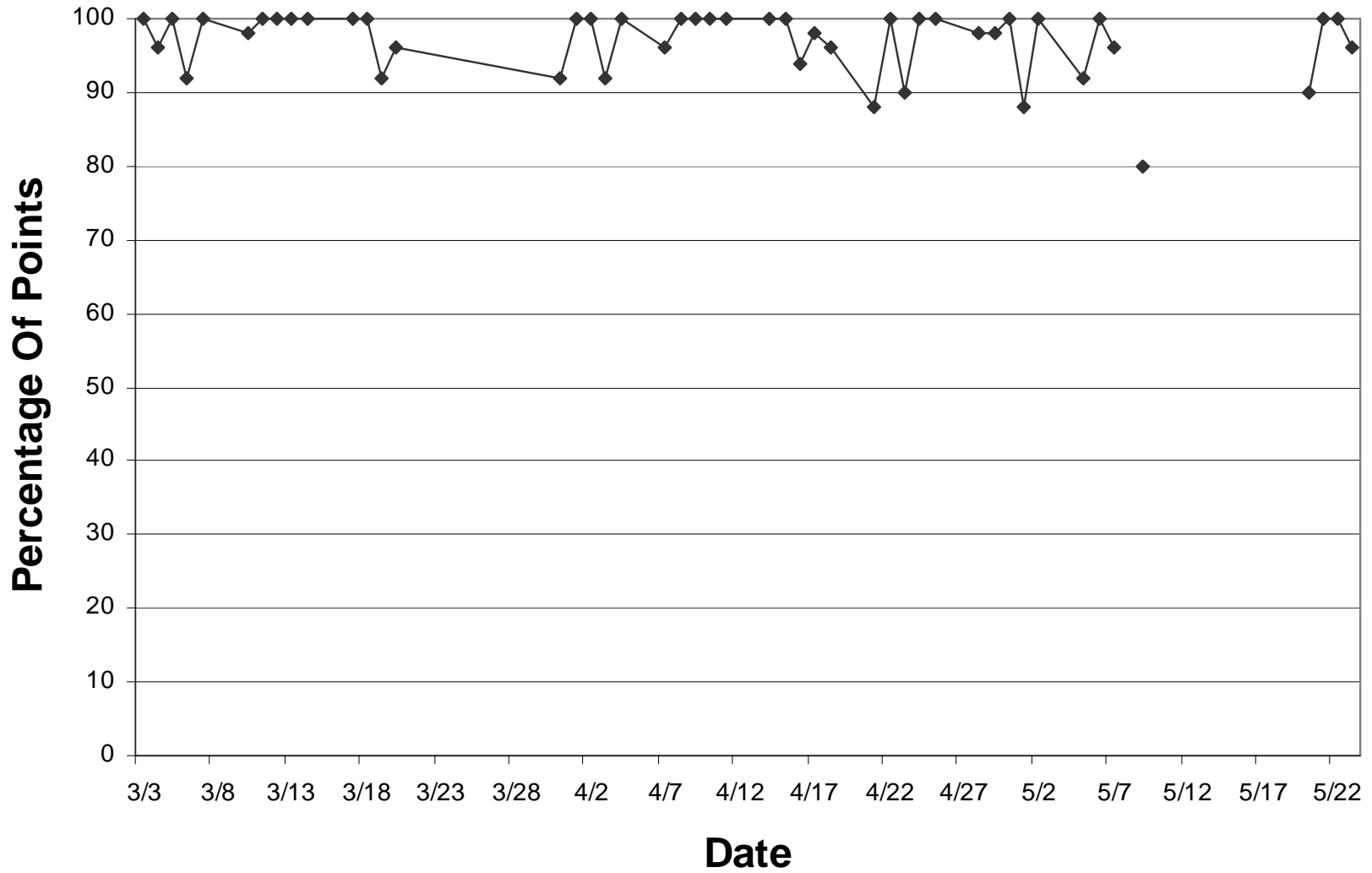
<b>0 = No 1= Good 2= Excellent</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Your Personal Best</b>		<b>Teacher initials</b>
	<b>Keep hands, feet, and objects to self</b>	<b>Use kind words and actions</b>	<b>Follow directions</b>	<b>Working in class</b>	
<b>Class</b>	0   1   2	0   1   2	0   1   2	0   1   2	
<b>Recess</b>	0   1   2	0   1   2	0   1   2		
<b>Class</b>	0   1   2	0   1   2	0   1   2	0   1   2	
<b>Lunch</b>	0   1   2	0   1   2	0   1   2		
<b>Class</b>	0   1   2	0   1   2	0   1   2	0   1   2	
<b>Recess</b>	0   1   2	0   1   2	0   1   2		
<b>Class</b>	0   1   2	0   1   2	0   1   2	0   1   2	
<b>Total Points =</b>		<b>Today _____%</b>			<b>Goal _____%</b>
<b>Points Possible = 50</b>					

# Tracking Student CICO Progress

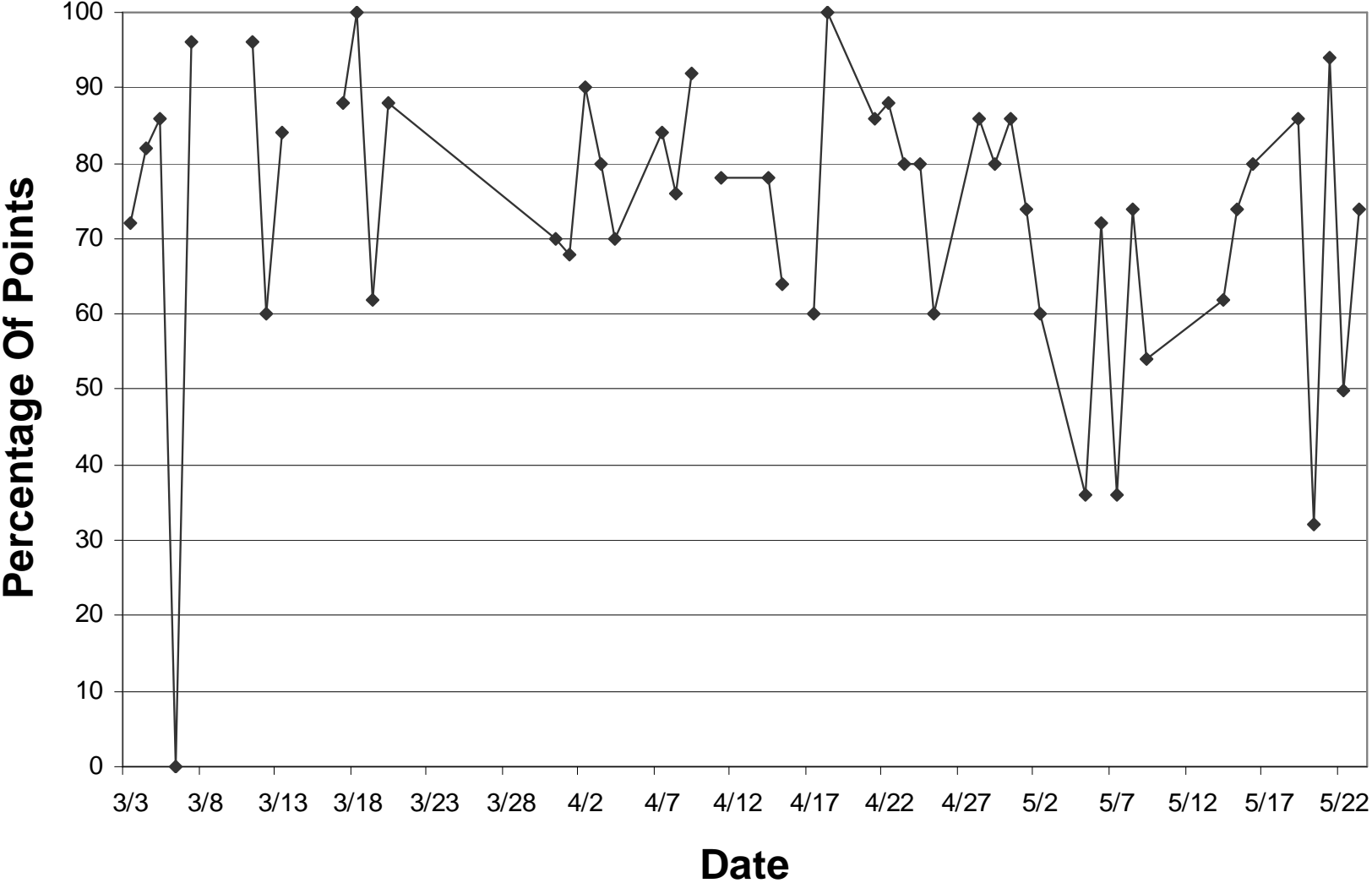
(number = % of total daily points)

Date	Jason	Leanne	Juan	Kiran	Alexa
1/16/03	85	95	100	80	65
1/17/03	100	100	100	75	77
1/18/03	77	0	100	85	63
1/19/03	45	75	95	92	85
1/20/03	88	89	77	89	90
1/23/03	79	0	100	95	95
1/24/03	95	67	85	100	78

# Courtney B



# Anthony J



## Behavioral Principles

1. Clearly defined behavioral expectations
2. Frequent feedback
3. Consistency
4. Positive feedback contingent on meeting goals
5. Problem behavior and academic progress linked
6. Behavior support begins with the development of effective adult-student relationships.

# Why Do Check In/Out Programs Work?

- **Improved structure**

- Prompts are provided throughout the day for correct behavior.
- System for linking student with at least one positive adult.
- Student chooses to participate.

- **Student is “set up for success”**

- First contact each morning is positive.
- “Blow-out” days are pre-empted.
- First contact each class period (or activity period) is positive.



- **Increase in contingent feedback**

- Feedback occurs more often.
- Feedback is tied to student behavior.
- Inappropriate behavior is less likely to be ignored or rewarded.

# Additional Tier II Options

- ✓ Social Skill Training
- ✓ Self-Management
- ✓ Mentors/Check-in
- ✓ Peer tutoring / Peer Network
- ✓ Academic support

## Implement Basic CICO/BEP

Is the Basic  
CICO/BEP  
Working?

Yes

- Continue with Basic CICO/BEP
- Transition to self-management

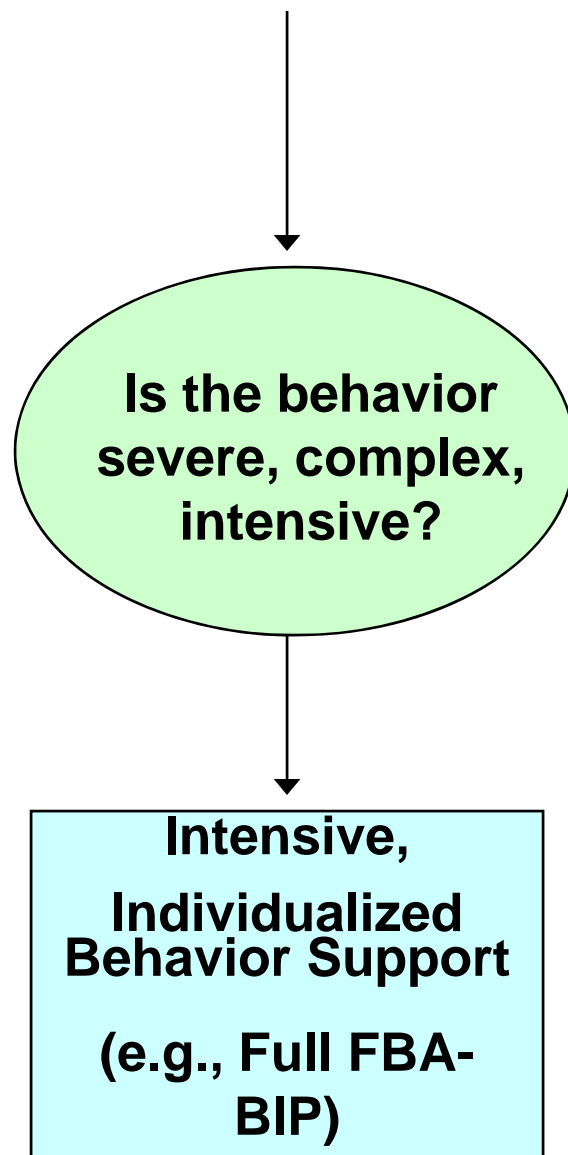
No

## Conduct Brief Functional Assessment

(e.g., use FBS-P)

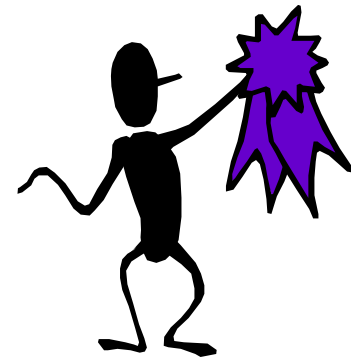
- Where does the problem behavior occur/not occur?
- Why does the problem behavior keep happening?

# Conduct Brief Functional Assessment



# Tier 2 Activity

- What questions do you have about Tier II?
  - Do you already have programs that might fit as Tier II?
- Take 10 minutes and discuss with your team**



# Connecting PBIS and SAT: What are the Benefits?

- Various sources of data are collected and reviewed to plan, teach, and support student behavior
- Responsibility and ownership of problems are shared
- Streamlines functions of both teams
- Systematic academic and behavior planning supports classroom instruction



***Work smarter, not harder!***

