Project HI AWARE: Expanding Tier 2 Interventions to Match the Need of the Student

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Track: Prevention and Early Intervention
Conference Session #5
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October 11, 2018 3:30-4:30pm
Waimea, HI
Project AWARE - Intro to the grant and work

Ann Mahi
Implementing Tier 2 Interventions may be challenging for school personnel who want to offer an array of Tier 2 supports beyond Check-In Check Out. This presentation will present seven (7) of the best practice Tier 2 interventions to meet an array of student needs in a school setting. Participants will be able to use scenarios, learn triage techniques that match the intervention to the need, and how to support fidelity implementation and outcome monitoring for teams to make data driven decisions for student needs.
1. Participants will be able to use a tool that will assist in matching the appropriate intervention to the need of the student.
2. Participants will demonstrate the skill of matching an intervention to the need of a student through sample scenarios.
3. Participants will be able to implement four (4) of seven (7) Tier 2 interventions when they return to their schools or classroom.
Brief Explanation of Tier 1

Tier 1 is what schools do for all students customized by school data:

- Foundation of relationship building of faculty and staff with all students through classroom community building activities.
- Data defined teaching and reinforcing positive behaviors.
- Classroom management skills ([17 + 1 Proactive Classroom Management Strategies](#)).
- Faculty and student support staff (including admin) defining what is classroom managed vs office managed.
- Teams have “student voice” or input to address school wide behavior expectations and concerns.
- Use of SEL curriculum by teachers or integrating SEL lessons into curriculum.
- Universal Screening for behavior.
- Data dives into both academics and behavior and how they might be impacting the other.
- Use of behavior data to identify themes to be addressed by all staff.
- Use of data tools for fidelity of implementation.
Brief Explanation of Tier 2

Tier 2 is what schools do for small groups or individualized strategies for students:

- Small groups to reinforce SEL taught in the classroom [EBP Small Group Resources](#)
- Tier 2 teaming structure to match intervention to the need (includes school counselor, admin., resource teachers and SBBH)
- School has 5 or more Tier 2 interventions to offer students
- Using data to create small groups to specific needs
- Role play of Restorative Practices in small groups
- Progress monitoring of interventions
- Evaluating effectiveness of interventions
- Calming or restorative room for students
Brief Explanation of Tier 3

Tier 3 is what schools do for students who do not respond to Tier II and need more intensive, individualized interventions and supports:

- School teaming around highest needs students (e.g. Peer Review if any student can be discussed)
- Intensive Behavior Management
- Cognitive Behavioral Therapy strategies
- Intensified and individualized Tier II supports
- Partnerships with both state and community resources for intensive support services or interventions, including wraparound
- Progress monitoring
Matching Interventions to the Student’s Need
The “What” of Tier II

1. ACTIVITY: Use a card or post it to jot a few notes about a student you have been asked to see that is not a severe situation.
The How of Tier 2 (and 3)

Group Activity
Using the Student Interventions Matching Form 1

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**STUDENT-TO-INTEVENTION MATCHING SYSTEM**

When students display behavior problems, typically externalizing behavior problems, it is important to determine if the student has not yet learned expected behaviors (acquisition deficit) or if they are electing to now engage in expected behaviors (performance deficit) for various reasons.

Use the dropdown to select a response for each item.
- 0 = "Never"  
- 1 = "Some of the time"  
- 2 = "Most of the time"

Use your best judgement when rating each item.

A total score will be calculated to suggest whether the student's problem is mainly due to an acquisition deficit or a performance deficit. The base score is 6 and will adjust with each rating provided. For students who earn a borderline score (8-10), it is important for the team to consider what type of intervention (acquisition-based intervention involving teaching skills or performance-based intervention embedded in the environment to prompt, encourage, and motivate the student to use a skill she or he already possesses) is likely to be the best for the student considering other factors not included in the SIMS.

<table>
<thead>
<tr>
<th>Items</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is unable to perform expected behaviors even when properly motivated.</td>
<td>0</td>
</tr>
<tr>
<td>The student is fully capable of exhibiting the desired behaviors when he or she wants to.</td>
<td>0</td>
</tr>
<tr>
<td>Even if the student receive prompts, encouragement and praise, she/he still struggles to exhibit desired behavior.</td>
<td>0</td>
</tr>
<tr>
<td>When the right incentive or reward is in place, the student is able to behave and perform well.</td>
<td>0</td>
</tr>
<tr>
<td>The student possesses the skills to meet the academic and social demands of the environment but lacks the motivation to consistently use them.</td>
<td>0</td>
</tr>
<tr>
<td>The student is able to exhibit the desired, expected behavior if she or he puts her mind to it.</td>
<td>0</td>
</tr>
<tr>
<td>Even when the student appears to try, she or he has difficulty exhibiting desired behaviors consistently.</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL** 0

Values equal to or greater than 10 - student classified as a **Can’t Do** (Acquisition deficit)

Values equal to or less than 9 - student classified as a **Won’t Do** (Performance deficit)
Using the Student Interventions Matching Form 2

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### PERFORMANCE-BASED INTERVENTION

This form includes statements assessing a variety of student characteristics that align well with the active ingredients of performance-based Tier 2 interventions. Use the following ratings to determine how much each item relates to the student:

- 0 = Not at all
- 1 = Slightly
- 2 = Moderately
- 3 = Greatly
- Or Don’t Know

Your answers will then be scored to determine which evidence-based Tier 2 intervention, or interventions, should be considered for implementation to address the student’s emotional and behavioral needs.

<table>
<thead>
<tr>
<th>Number</th>
<th>Items</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Student needs constant reminders to stay on-task</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Student withdraws from social situations and spends most of free time alone</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Student’s problem behavior happens numerous times throughout the day and requires constant redirections</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Student is unaffected by warnings or typical school disciplinary practices (loss of privilege, reprimand, removal from class, etc.)</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Student academic skills are low and, as a result, frequently takes his/her own breaks during instruction or learning</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>When the right incentive is in place, the student’s behavior improves</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>Student could benefit from starting the day off with a positive interaction with an adult and ending the day with praise or feedback</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>Student has difficulty concentrating and staying focused until completing a task</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>Student could benefit from having other students say nice things about him/her</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>Student can behave well when s/he wants to or the appropriate incentive is available (e.g., recess, computer time, field trip, etc.)</td>
<td>-</td>
</tr>
</tbody>
</table>

#### SCORING SYSTEM (Interventions with scores equal to or greater than 6 are considered to be matched interventions)

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Items</th>
<th>Score (sum the items)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based note system (SBNS)</td>
<td>1, 6, 12</td>
<td>0</td>
</tr>
<tr>
<td>Behavior contract (BC)</td>
<td>4, 14, 18</td>
<td>0</td>
</tr>
<tr>
<td>Self-monitoring personal (SM)</td>
<td>9, 13, 16</td>
<td>0</td>
</tr>
<tr>
<td>Check in/Check out (CICO) monitoring/coaching</td>
<td>2, 8, 15</td>
<td>0</td>
</tr>
<tr>
<td>Positive peer reporting (PPR)</td>
<td>3, 10, 17</td>
<td>0</td>
</tr>
<tr>
<td>Class pass intervention (CP)</td>
<td>5, 7, 13</td>
<td>0</td>
</tr>
</tbody>
</table>
Tier II Interventions Defined

Jason Roberts
Don Barrett
Using the Student Interventions Matching Form 3

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