

The Ins and Outs of Tier II Behavior

Addressing the Sid in our classroom



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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Behavior and Child Find Intervention Support Specialist

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Ensuring a bright future for every child

State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

- 1

All Students Proficient and Showing Growth in All Assessed Areas


- 2

Every Student Graduates from High School and is Ready for College and Career


- 3

Every Child Has Access to a High-Quality Early Childhood Program


- 4

Every School Has Effective Teachers and Leaders


- 5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes


- 6

Every School and District is Rated "C" or Higher





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Today's Purpose

- ❖ Understand the MTSS Process for Behavior
- ❖ Create a behavior system for all students
- ❖ Address and document behavior for Tier II students
- ❖ Learn to use the data to drive future decisions


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What are all these TIERS

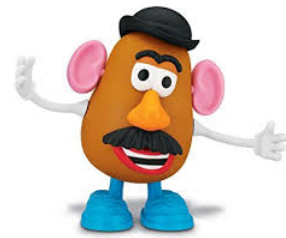
Everyone keeps talking about?



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MTSS

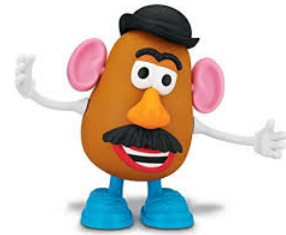
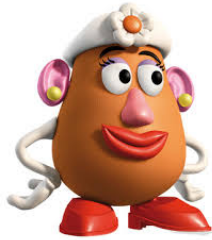
A multi-tiered system of supports is a **framework** for effective **team**-based problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and **behavioral** needs of **all** students.



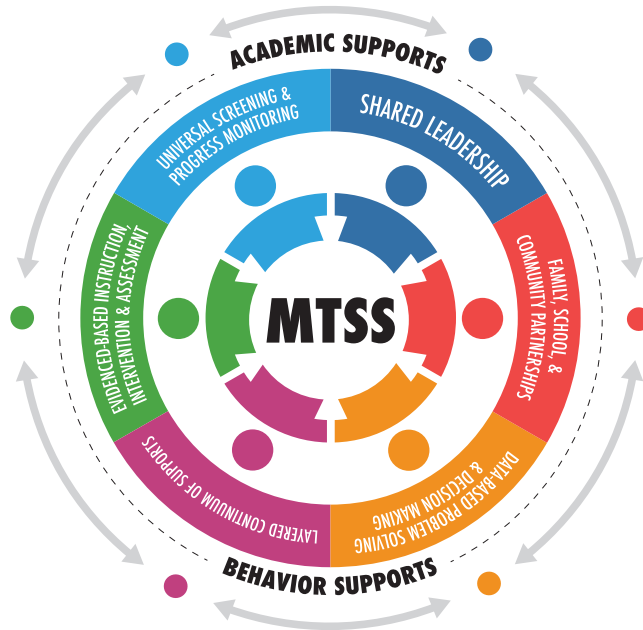
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MTSS

A multi-tiered system of supports is a **framework** for effective **team**-based problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and **behavioral** needs of **all** students.



MTSS Essential Components



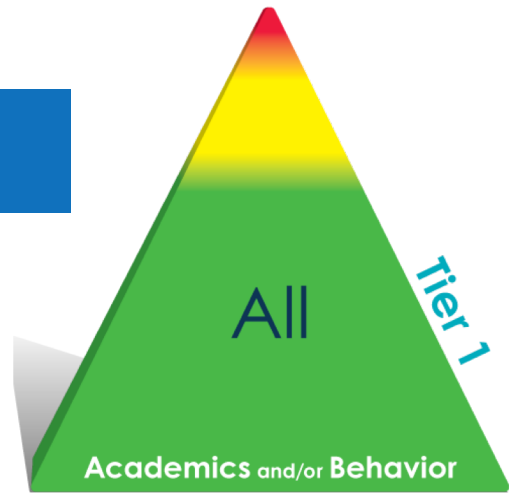
What is MTSS

| IS | IS Not |
|--|--|
| A framework for effective problem solving to improve academics and behavioral outcomes for ALL students. | A single curriculum or program |
| For ALL students including those who need enrichment | Just for struggling students |
| Flexible to meet the unique needs of districts and schools | A one size fits all prescription |
| Data informed and evidence based | Based on assumptions or anecdotal info |
| Collaborative team based decision making | The responsibility of one person |
| A framework to make decisions about the need for further services. | A pre-referral process |

Interventions are not...

- ❖ Special or re-assigned seating in the classroom
- ❖ Shortened assignments
- ❖ Communications with the parent about the child at regular parent teacher conferences or other informal communications
- ❖ Student observations behavior logs
- ❖ Suspension
- ❖ Retention
- ❖ More of the same/general classroom instruction and/or assignments

Tier 1 Behavior



Tier I

“Tier I is the first line of defense.”



Tier I Behavior



Tier I Behavior

Establishment of a core, universal community

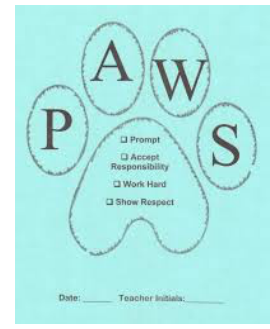
- ❖ Agreed upon 3-5 broad school wide behavioral expectations
- ❖ Universal supports for ALL students and staff in all settings
- ❖ Primary goal is prevention

Tier I Behavior

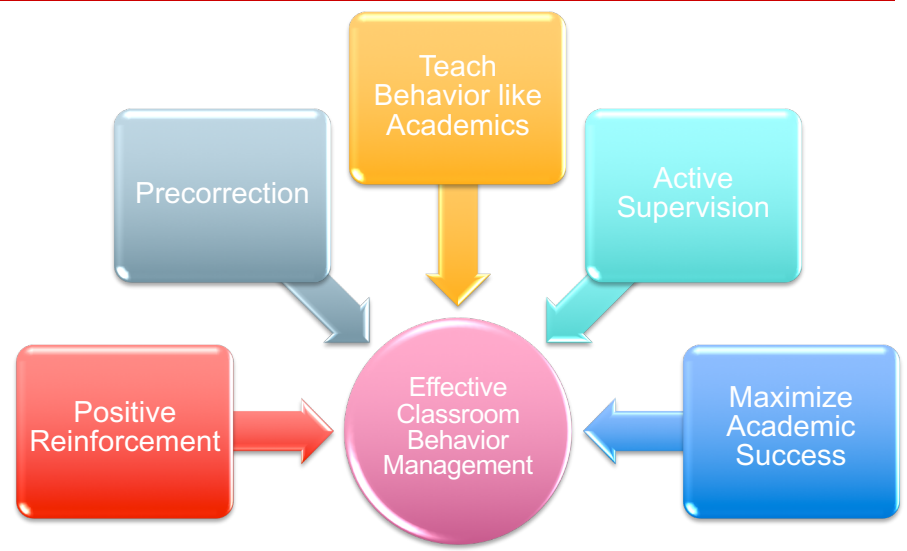
| Expectation | Description | Behavior | Language | Location | Time |
|----------------|---|---|--|---|--|
| Attendance | • The student will arrive at school on time. • The student will be prepared to learn. • The student will be present in class. • The student will be on time for all school activities. | • Arrive at school on time. • Be prepared to learn. • Be present in class. | • "On time" • "Ready to learn" • "Present" | • In the classroom • In the hallway • In the cafeteria • In the gymnasium • In the library • In the office • In the playground • In the school bus | • All school days • All school activities |
| Respect | • The student will respect the rights of others. • The student will be respectful to all people. • The student will be respectful to school property. • The student will be respectful to school rules. • The student will be respectful to school staff. • The student will be respectful to school visitors. | • Respect the rights of others. • Be respectful to all people. • Be respectful to school property. • Be respectful to school rules. • Be respectful to school staff. • Be respectful to school visitors. | • "Respectful" • "Respectful to all people" • "Respectful to school property" • "Respectful to school rules" • "Respectful to school staff" • "Respectful to school visitors" | • In the classroom • In the hallway • In the cafeteria • In the gymnasium • In the library • In the office • In the playground • In the school bus | • All school days • All school activities |
| Responsibility | • The student will be responsible for their own actions. • The student will be responsible for their own learning. • The student will be responsible for their own safety. • The student will be responsible for their own health. • The student will be responsible for their own well-being. | • Be responsible for their own actions. • Be responsible for their own learning. • Be responsible for their own safety. • Be responsible for their own health. • Be responsible for their own well-being. | • "Responsible" • "Responsible for their own actions" • "Responsible for their own learning" • "Responsible for their own safety" • "Responsible for their own health" • "Responsible for their own well-being" | • In the classroom • In the hallway • In the cafeteria • In the gymnasium • In the library • In the office • In the playground • In the school bus | • All school days • All school activities |
| Preparation | • The student will be prepared for school. • The student will be prepared for learning. • The student will be prepared for safety. • The student will be prepared for health. • The student will be prepared for well-being. | • Be prepared for school. • Be prepared for learning. • Be prepared for safety. • Be prepared for health. • Be prepared for well-being. | • "Prepared" • "Prepared for school" • "Prepared for learning" • "Prepared for safety" • "Prepared for health" • "Prepared for well-being" | • In the classroom • In the hallway • In the cafeteria • In the gymnasium • In the library • In the office • In the playground • In the school bus | • All school days • All school activities |



- ❖ Keep it positive
- ❖ Set the expectation
- ❖ Catch students, recognize, and reward students when appropriate.



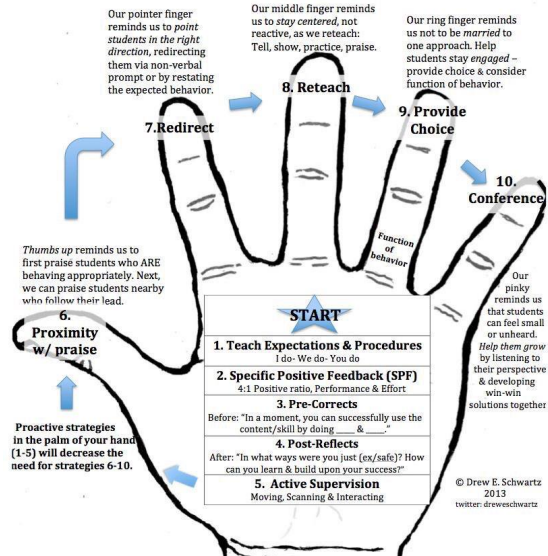
Tier I Behavior



Tier I Behavior

Guiding Hand-

Proactive Teaching Strategies in the Palm of Your Hand & Responsive Strategies for if Students Get off Track at Your Fingertips



Share:

What are your schools

currently doing?

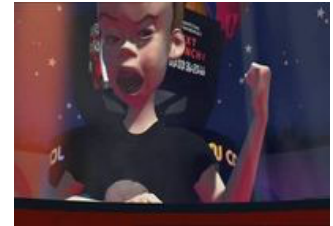
Tell me about your school culture?



But what happens

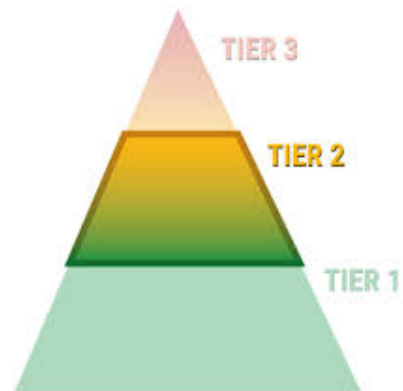
when “that” just

isn't working?

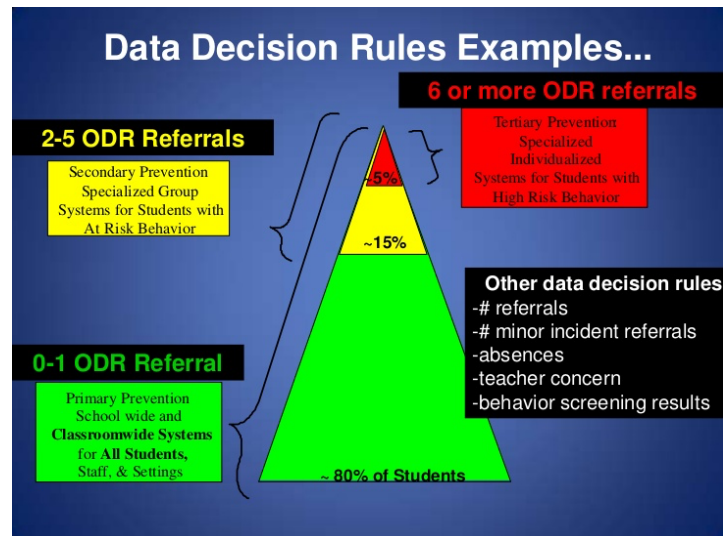


Tier II Behavior

- ❖ Intensive and targeted interventions to support students who are not responding to Tier I
- ❖ Students who are at risk of chronic problem behavior

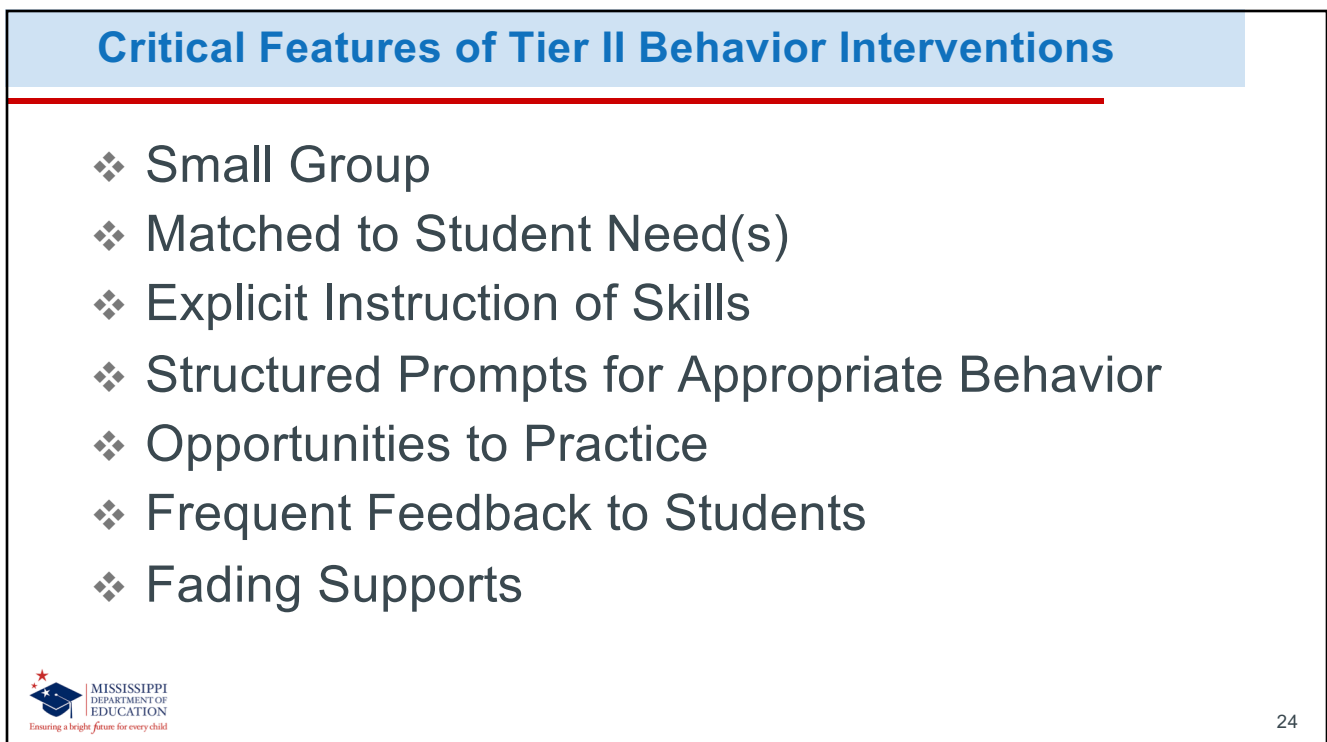
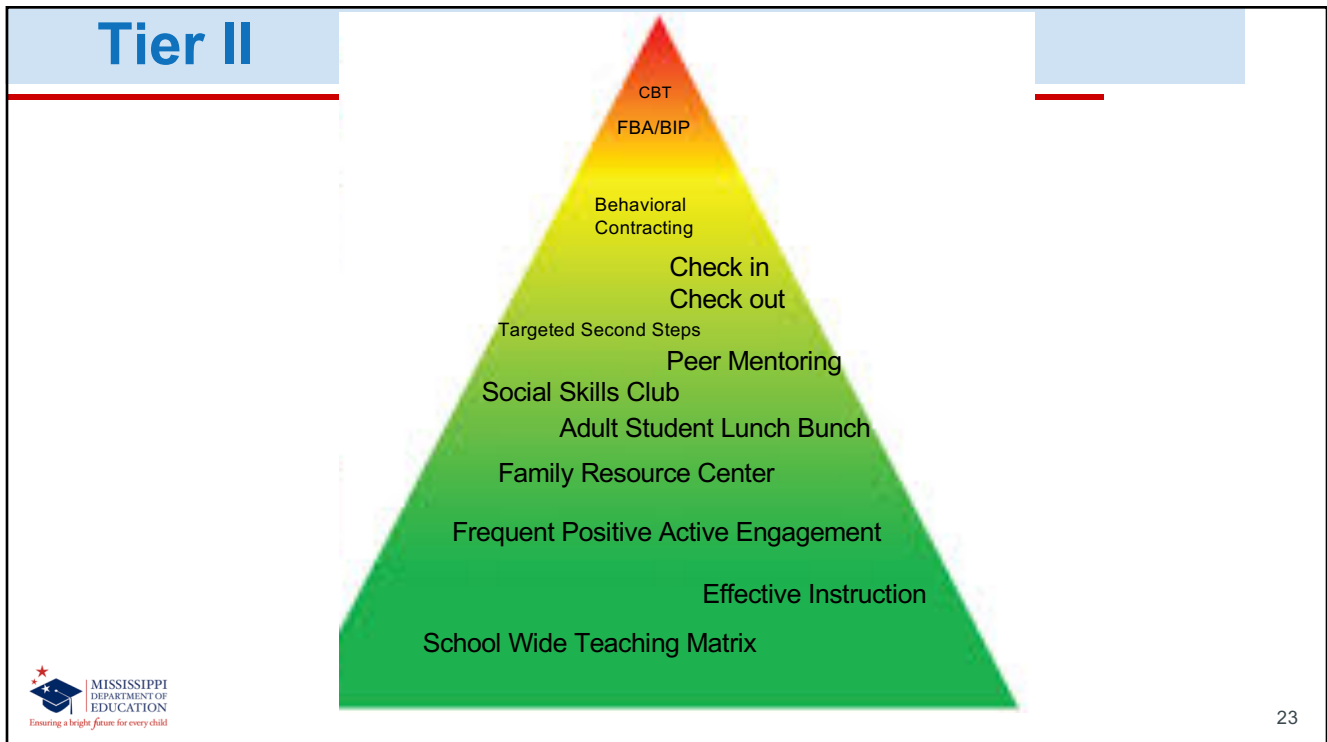


Tier II Behavior



Tier II Intervention Examples

- ❖ Social Skills Club
- ❖ Check in/ Check out
- ❖ Lunch Bunch
- ❖ Behavioral Contracting
- ❖ Daily Behavior Report Card



Tier II Behavior

- ❖ Decisions have to be based on current, applicable data
- ❖ Baseline: What brought them to the table?
- ❖ Establish goals related to their difficult areas
- ❖ Goals should be positive, obtainable, and easily progress monitored
- ❖ Progress monitored at least every other week for 8 weeks*



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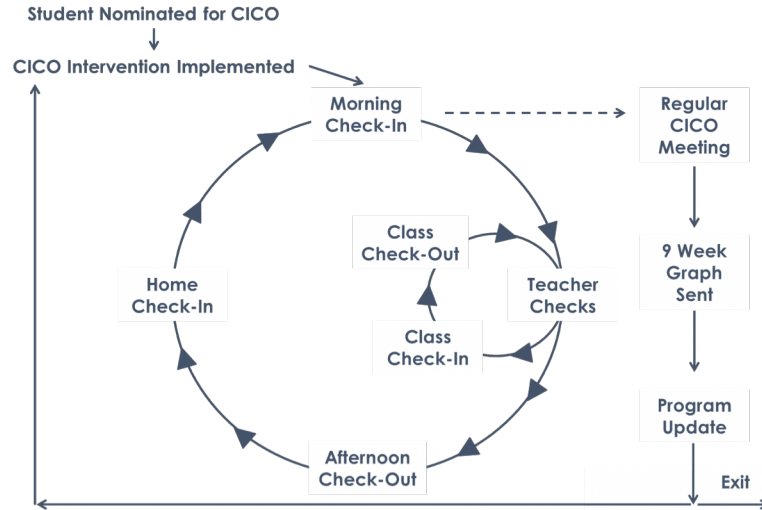
Check in and Check out/Daily Behavior Report Card

- ❖ Daily personal contact with a trusted adult in the school
- ❖ Structured process of frequent feedback and recognition
- ❖ Instruction and reminders in needed skills
- ❖ School-home communication
- ❖ Built-in monitoring of student progress



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Check in/Check out



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Example- Looking at the data

Joey is an 8 year old in the 2nd grade. Joey's teacher notices he has some issues staying focused on his work throughout the day. She takes a baseline and she has redirect him 49 times during instructional time. Joey's team decides to do a daily behavior report card to determine when his behavior is occurring the most and work on increasing his attentiveness.

CICO Record

Name: Joey Date: October 5, 2018

3 = great
(0-1 prompts)

2 = good
(2 prompts)

1 = hard time
(3 or more prompts)

| Goals | Ready | Responsible | Respectful |
|------------------|-------|----------------------|------------|
| Circle Time | 3 2 1 | 3 2 1 | 3 2 1 |
| Morning Centers | 3 2 1 | 3 2 1 | 3 2 1 |
| Math Instruction | 3 2 1 | 3 2 1 | 3 2 1 |
| Guided Reading | 3 2 1 | 3 2 1 | 3 2 1 |
| Writing Centers | 3 2 1 | 3 2 1 | 3 2 1 |
| Today's goal | | Today's total points | |

Joey Example

CICO Record

Name: Joey Date: October 5, 2018

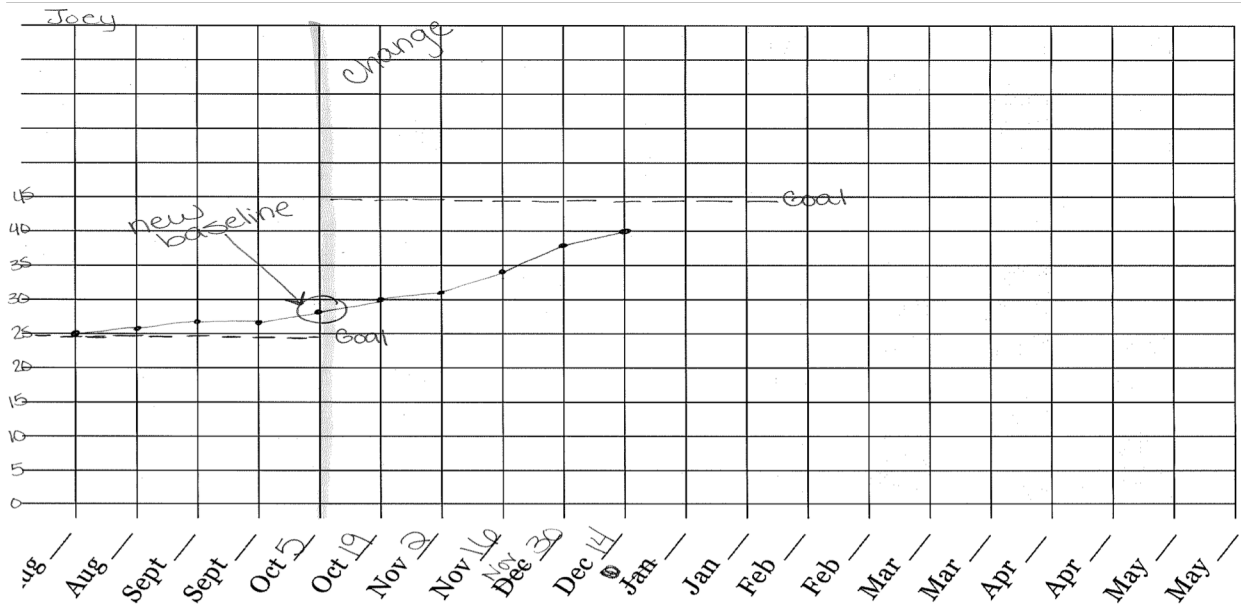
3 = great
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| Goals | Ready | Responsible | Respectful |
|-------------------------------|-------|-------------------------------------|------------|
| Circle Time | ③ 2 1 | 3 ② 1 | 3 ② 1 |
| Morning Centers | 3 2 ① | 3 2 ① | ③ 2 1 |
| Math Instruction | 3 ② 1 | 3 ② 1 | 3 ② 1 |
| Guided Reading | 3 ② 1 | 3 ② 1 | 3 ② 1 |
| Writing Centers | 3 2 ① | 3 2 ① | 3 ② 1 |
| Today's goal <i>25 points</i> | | Today's total points <i>28 / 45</i> | |

Joey



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Joey Example

So, what's next?

time to talk

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Millie Nonexample

Millie is an 11th grader who has trouble getting to school on time. At the end of first 9 weeks, Millie has been tardy to her first block class 10 days.

Goal: During the 2nd 9 weeks, Millie will receive no more than 3 tardies to her first block class.



Millie Nonexample

Name Millie
 Goal 3 or less

Tardy: T
 Ontime: P

| Week of | Monday | Tuesday | Wednesday | Thursday | Friday | Total Tardies |
|-------------------------|--------|---------|-----------|----------|--------|---------------|
| October 8-12 | P | P | P | P | P | 0 |
| October 15-19 | P | P | P | P | T | 1 |
| October 22-26 | T | P | P | P | P | 1 |
| October 29 - November 2 | T | P | T | P | T | 3 |
| November 5-9 | T | P | P | T | P | 2 |
| November 12-16 | T | P | T | T | P | 3 |
| November 19-23 | P | T | T | P | P | 2 |
| December 3-7 | P | P | P | P | P | 0 |
| December 10-14 | P | P | P | P | P | 0 |

Total Tardies for 9 weeks 12



Millie Example

So, what's next?

time to talk

Roles and Responsibilities

School team

- ❖ Identify students who may benefit
- ❖ Monitor implementation
- ❖ Evaluate effects and modify/fade as needed

Coordinator

- ❖ Facilitate morning and afternoon checks (in & out) Get signed form from students, give new form
- ❖ Maintain positive, constructive environment
- ❖ Acknowledge successes

Roles and Responsibilities

Teachers

- ❖ Obtain form from student each day
- ❖ Monitor student behavior and mark card accurately
- ❖ Provide feedback to student in positive and constructive manner

Students

- ❖ Check in and out each day
- ❖ Give form to teacher
- ❖ Meet expectations
- ❖ Take form home and have parents sign, bring to school the next day



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Why CICO/Daily Behavior Report Card Works

For students

- ❖ Program can be applied in all school locations
- ❖ Acknowledgement for appropriate behavior
- ❖ Linked school and home support
- ❖ Program is organized to morph into self-monitoring

For Schools

- ❖ Program requires minimal resources
- ❖ Requires minimal time and effort from teachers
- ❖ Can be easily modified to meet needs of multiple students
- ❖ Incorporates data-based decision-making



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Examples of things to say during Check in

- ❖ Wow! You brought back your agenda book!
- ❖ Looks like you're all set to go
- ❖ Looks like you're ready for a good day
- ❖ You're off to a good start
- ❖ You look so nice this morning
- ❖ You look happy to be here this morning
- ❖ I like the way you said "good morning"
- ❖ Thanks for coming to check in
- ❖ Sounds like you had a good weekend
- ❖ You're here on time again - Great!
- ❖ It's great to see you this morning
- ❖ We missed you yesterday (if student was absent)
- ❖ Nice to see you today

Things to say during Check Out

- ❖ You had a great (awesome, terrific, etc) day!
- ❖ You're right on target
- ❖ You're really working hard
- ❖ You are such a good student
- ❖ You made your goal- wow!
- ❖ Looks like today didn't go so well- I know you can do it tomorrow
- ❖ I know it was a tough day- thanks for coming to check out
- ❖ Your mom/dad is going to be so proud of you
- ❖ We all have bad days once and awhile- I know you can do it tomorrow
- ❖ You look a little frustrated- what happened?*
- *If a student looks upset take a few minutes to "just listen"
- ❖ Looks like you were having some trouble today. I know you can turn it around tomorrow.

Potential Pitfalls

Fidelity

- ❖ Assess teacher commitment/enthusiasm
- ❖ Re-teach teacher self monitoring

Student won't carry card

- ❖ Coordinator provides card to teacher and picks up
- ❖ Computerized system

Student isn't checking in or out

- ❖ Determine reason
- ❖ Identify preferred person to check in/out with

Moving to Tier III

Examples of documentation to consider

- ❖ Attendance Records
- ❖ Office Discipline Referrals by Student
- ❖ Any screening data from teachers or parents
- ❖ Tier II intervention data

FBA- Functional Behavioral Assessment

- ❖ Provides more information about students' behavior
- ❖ Helps identify factors that are not obvious
- ❖ Provides data trends and patterns
- ❖ Helps identify root causes, **functions**, and reinforcers
- ❖ Used to develop an effective behavior plan

Parts of an FBA

- ❖ Cumulative Records Review
- ❖ Teacher Interview
- ❖ Parent Interview
- ❖ Observation (ABC Data)
- ❖ Student Interview
- ❖ Function Determination
- ❖ Competing Pathways

ABC Data

ABC Log

Student: _____ Target Behaviors: _____

| Date | Time | Activity | Antecedents | Exact Behaviors | Consequence | Student's Reaction |
|------|------|----------|-------------|-----------------|-------------|--------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |



Behavior Plan

- ❖ Provides more intensive intervention and monitoring
- ❖ Increases support around a student
- ❖ Provides an individualized plan for success
- ❖ Addresses specific issues in a specific manner
- ❖ Involves teachers, support staff, the student, and parents
- ❖ Helps teacher to address behaviors and issues consistently across subjects, rooms, session, etc....



Behavior Plan

- ❖ Summary Statement from FBA
- ❖ Competing Behavior Pathway
- ❖ Intervention Strategies
- ❖ Implementation
- ❖ Evaluation

Funny to leave with



"The Principal suspended me —
 School is the only place in the
 world where you can get time
 off for bad behavior."

Child Find

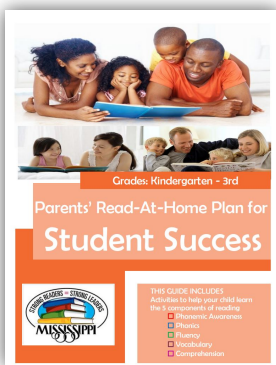
Follow Child Find Procedures

-**Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.



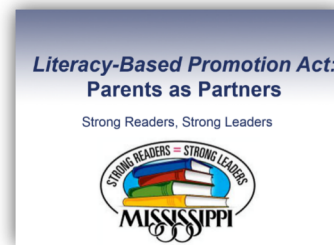
Parent Resources



Parents' Read-At-Home Plan
(Literacy-Based Promotion Act Parent Document)



Family Guides for Student Success
(Reading & Math: Grades PK-8)



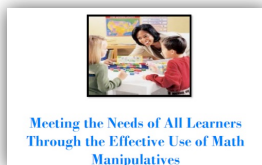
Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA
(Literacy-Based Promotion Act Parent Presentation K-3)



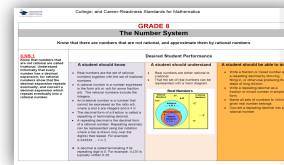
Teacher Resources



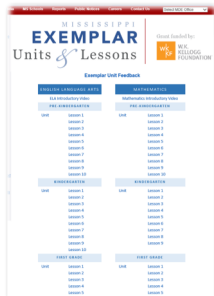
Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)



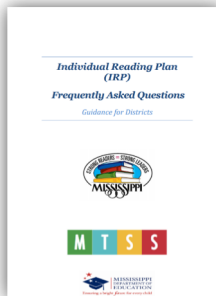
Math Manipulative Training
(Lowest Performing Schools: Grades K-6)



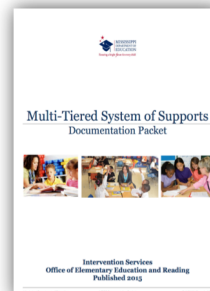
Instructional Scaffolding Document
(ELA & Math: Grades PK-8)



Kellogg Grant Exemplar Lesson & Unit Plans
(ELA and Math, Grades PK – HS)



Individual Reading Plan FAQs
(Literacy-Based Promotion Act Guidance Document K-4)



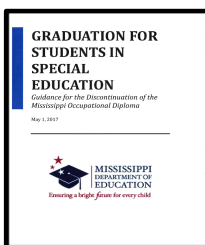
Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)



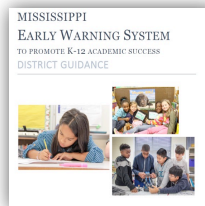
Administrator Resources



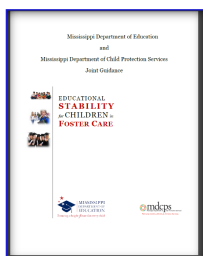
On Demand Technical Assistance & PD
(ELA, Math, Literacy, & Special Education: Grades K-12)



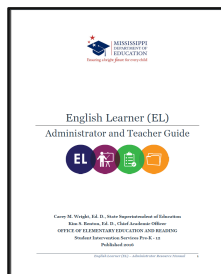
MOD Discontinuation Guidance



Early Warning System
(College and Career Readiness Data Guidance Document)



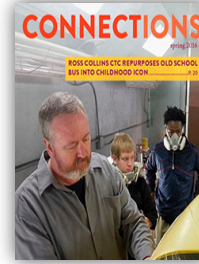
Educational Stability for Children in Foster Care
(Foster Care Guidance Document)



<http://mdek12.org/ESE/english-learners>



A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)



Behavior Resources

- ❖ <http://www.pbisworld.com/tier-2/>
- ❖ <https://www.teachervision.com/teaching-strategies/behavior-management>
- ❖ <https://www.pbis.org>
- ❖ <https://www.usm.edu/reachms>



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Student Intervention Supports

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