

Assessment and Intervention for Behavior in Tiers 2 and 3 in a Multi-Tier Model

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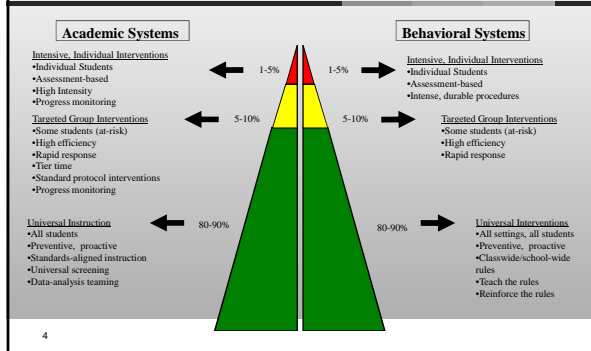
Purposes

- ▣ Identify indicators of universal SWPBS implementation fidelity
- ▣ Identify assessment procedures for identifying students at risk for behavior and emotional problems
- ▣ Intervene early with these students to prevent later problems
- ▣ Use a function-based approach to identifying and remediating behavioral deficits and/or excesses

Agenda / Format

Tier 2	Who	Assessment	Universal screening to identify students at risk
	What	Intervention	Group standardized interventions targeting academics and behavior
	When	Logistics	Tier time
Tier 3	Who	Assessment	Assessment of individual students using FBA
	What	Intervention	Individual interventions customized to address student's unique concerns
	When	Logistics	Individual sessions with school psychologists or counselors

Designing School-Wide Systems for Student Success...



Tier I Assumptions

- ❑ School is trained in and using SWPBS for behavior with integrity
- ❑ School is trained in and using RtII for academics
- ❑ There are teams at various levels (district, building, grade level) that address both behavioral and academic issues.

Universal SWPBS and Fidelity

- ❑ For tier 2 and 3 interventions to be effective, universal SWPBS must be implemented with a high degree of integrity
 - ❑ 80 / 80 on School-Wide Evaluation Tool (SET)
 - ❑ 80% on Total SET **and**
 - ❑ 80% on Behavioral Expectations Taught subscale
 - ❑ Horner et al., (2004)
 - ❑ 70% on *Benchmarks of Quality* (BoQ)
 - ❑ Cohen et al., (2007)

**Teaming for Academics and Behavior:
One Team at Each Level**

	RtII	SWPBS
District Level	Create policy and select assessment and interventions for academics; analyze district-wide data trends	Create policy and select assessment and interventions for behavior (discipline); analyze district-wide data trends
Building Level	Team (principal, specialists, teachers) analyze data school data trends and organize programs. Problem-solve for individual students	Team (principal, specialists, teachers) analyze data school data trends and organize programs. Problem-solve for individual students
Grade Level	All grade level teachers meet to review universal academic screening data to differentiate instruction and identify students for tier 2.	All grade level teachers meet to review SWIS data to manage SWPBS program and identify students for tier 2.

Tier 2: Assessment

- ▣ Using ODRs as universal screener, problem locations / behaviors / times of day are identified
- ▣ Interventions then discussed:
 - ▣ Booster sessions are offered
 - ▣ Extra supervision
 - ▣ More reinforcement
 - ▣ Re-teach behavioral lesson plan
 - ▣ Added intervention may be necessary

Tier 2: Assessment

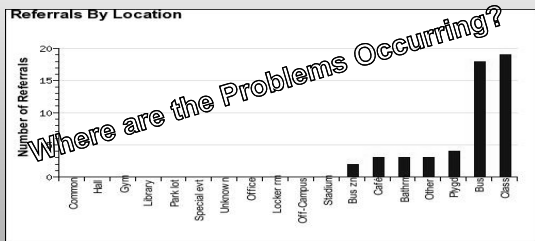
- ▣ Using ODRs as universal screener, students are identified for additional support
 - ▣ 0-1 ODRs / year – no additional support needed
 - ▣ 2-5 ODRs / year – appropriate for tier 2
 - ▣ 6+ ODRs / year – appropriate for tier 3
 - ▣ Crone et al., (2004)
- ▣ Can consider other, locally-relevant data to determine which students are in need of support

Tier 2: Designing Interventions

- Look at your data and problem-solve around those data
- Will be very locally-specific and relevant to the needs evidenced by your students
- Some examples....

ODRs By Location – Some Elementary School

(Aug. 27th – Oct. 5th = 28 school days)



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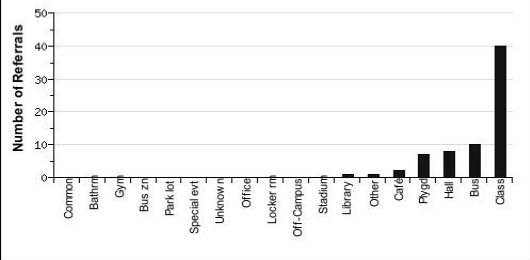
STAR Bus Program

- Starting Oct. 10th:
 - Bus Cool Tool booster session by all staff
 - Golden Ticket each bus each day worth 5 Bulldog Bucks
 - Monthly drawing of Golden Ticket for prizes and recognition on website

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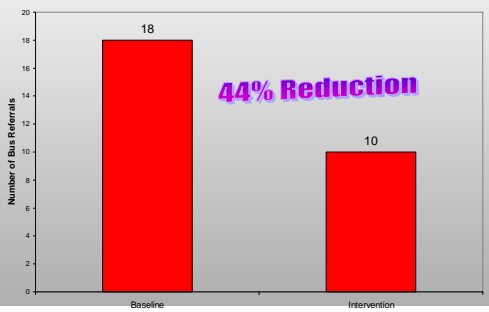
ODRs by Location: Intervention Phase (Oct. 10th – Nov. 16th = 28 days)

Referrals By Location



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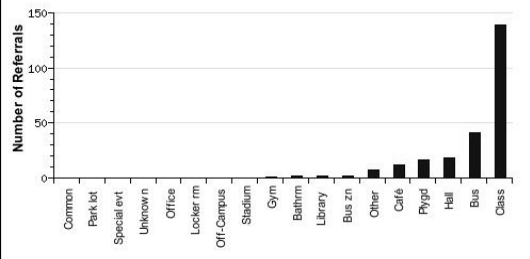
Bus Referrals Over Time



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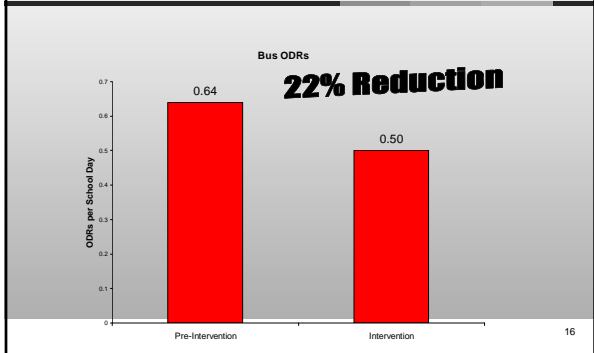
ODRs by Location: Intervention Phase – Program Maintenance (Oct. 10th – Feb. 20th = 82 days)

Custom Graph - Referrals By Location

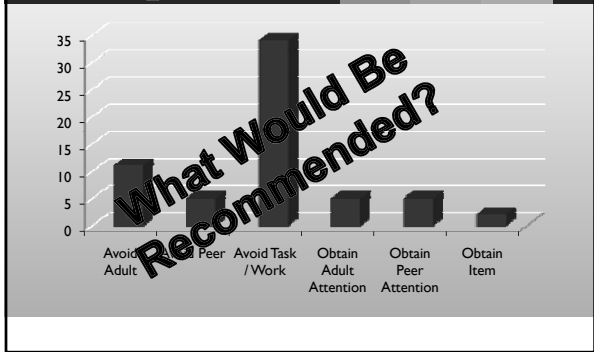


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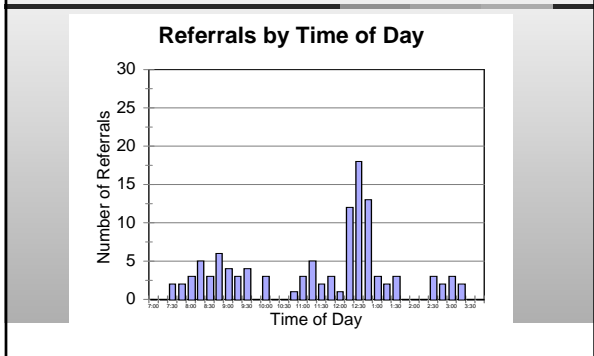
ODRs by Location – Adjusted
(Aug. 27th – Feb. 20th)



Tier 2 Example Data: 10 Students' ODRs by Perceived Motivation



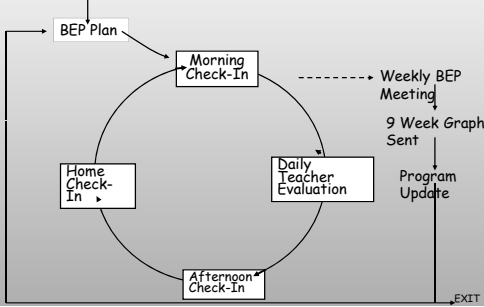
What are these data telling you?



Tier 2: Standard Protocol Intervention

- ❑ Behavior Education Program (Check-In / Check-Out; Crone, Horner, & Hawken, 2004)
 - ❑ BEP Coordinator
 - ❑ Chair BEP meetings, faculty contact, monitoring
 - ❑ BEP Specialist
 - ❑ Check-in, check-out, meeting, data entry, graphs
 - ❑ Together (Coordinator + Specialist) = 10 hours/wk
 - ❑ BEP meeting 40 min per week
 - ❑ Coordinator, Specialist, Sped faculty, Related Services
 - ❑ All staff commitment and training
 - ❑ Simple data collection and reporting system
 - ❑ Students recommended based on ODR data (~2-5 ODRs / yr)

BEP Daily Cycle



Source: Crone et al., (2004)

Example Behavior Card

East Side Elementary School
HUG-Program (Hello, Update, Goodbye)

Name: _____ Date: _____

Key: 0 = Not Good 1 = Good 2 = Excellent

	Reading	Math	Writing	Science/S.S.	Special Area	Lunch / Recess
Be Respectful	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2
Be Safe	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2
Be Attentive	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2
Be Cooperative	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2 0 1 2	0 1 2
Total Points						
Teacher Remarks	_____					
Teacher Comments	_____					

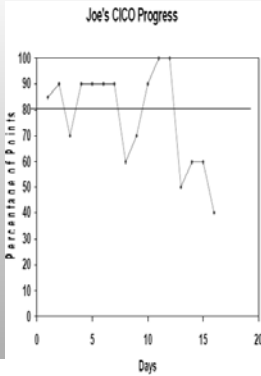
BEP Daily Goal: ____ / 48 BEP Daily Score: ____ / 48 Percentage of Points Earned: ____ %

Teacher Signature: _____ Parent Signature: _____

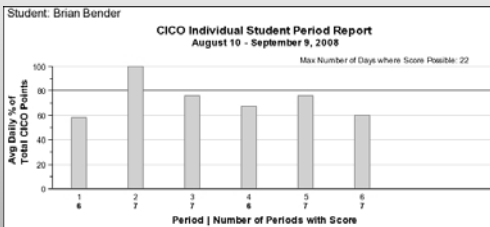
Teacher / Parent Comments: _____

BEP / CICO: Data Analysis

Adapted from Fairbanks (2006)



BEP / CICO Data via SWIS



Other Tier 2 Interventions

- Small groups counseling / therapy for specific needs:
 - Incarcerated parents
 - Death in family
 - Transient students (Bulldog PRIDE)
 - Homework study groups
 - Lunch bunch
 - Anger management group
 - Social skills group
 - Mentoring
 - Others?

Tier 2 Group Intervention Reflection

- ▣ Are there stated outcomes?
- ▣ Are the adults aware of them?
- ▣ Are they tied to the school-wide expectations?
- ▣ Are you collecting data?

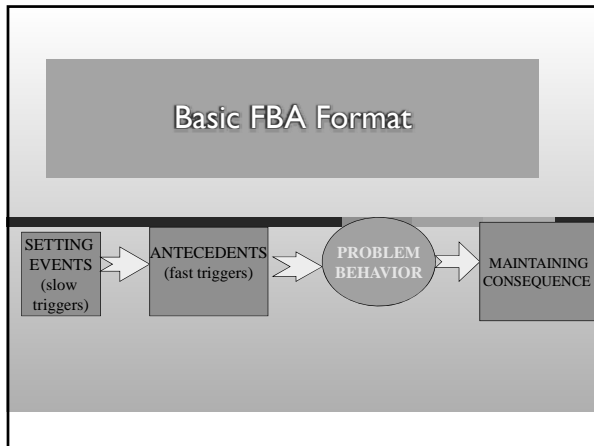
Answers should ALL be YES!

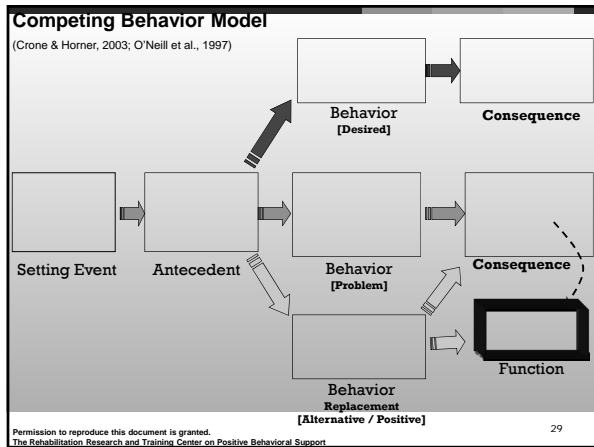
Tier 3: Assessment

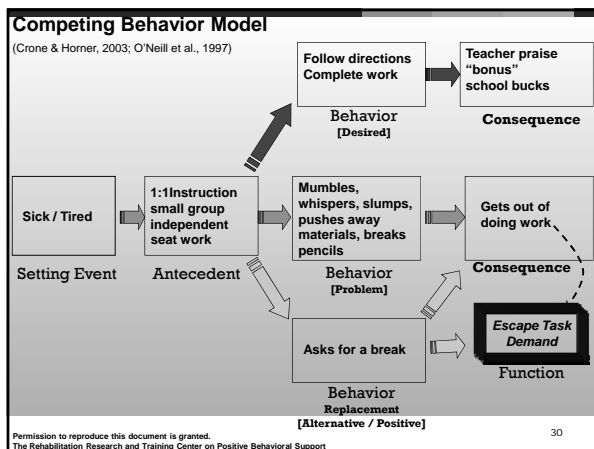
Functional Behavioral Assessment (FBA)

Behavior Assumptions

- ▣ Behavior serves a function.
- ▣ The function is valid for the individual.
- ▣ Behavior is learned and can be unlearned.
- ▣ Problem behavior is often viewed as a form of communication.
- ▣ Problem behavior often results from a lack of basic social skills.







Definitions

Antecedents	Events that occur immediately before the behavior that "triggers" the behavior (aka. Discriminative stimulus)
Consequences	Events that happen after a behavior that have a significant impact on whether the behavior continues or not
Setting Events	Events that have an impact on the student's predisposition to engage in a behavior, but don't trigger it

Function: Seeking / gaining...

- ❑ Appetitives (food, water, sex, comfort)
- ❑ Sensory stimulation
- ❑ Attention (adults, peers; positive, negative)
- ❑ Tangibles
- ❑ Secondary reinforcers (e.g., money)
- ❑ Preferred activities

Function: Escaping...(fear)

- ❑ Aversive environmental stimuli
- ❑ Pain; internal discomfort (automatic R-)
- ❑ Demanding tasks
- ❑ Anxiety-producing social interactions
- ❑ Repetitive activities (boredom)

Setting Events

- ▣ Are the context for the behavior
- ▣ May be either proximal or distal
- ▣ Can affect the occurrence of the behavior
- ▣ Or the value of the contingencies
- ▣ Physical (environmental conditions)
- ▣ Interpersonal
- ▣ Intrapersonal (e.g., physiological)

Intrapersonal Setting Events

- ▣ Temperament
- ▣ Conditioning History
- ▣ Medical conditions
- ▣ Drug effects

Gathering Information for FBA: Antecedents Consequences

- | | |
|---|--|
| <ul style="list-style-type: none">▣ Times of day▣ Particular activities▣ Settings where behavior occurs frequently▣ Settings where behavior never occurs▣ Materials▣ Other people▣ Events just before | <ul style="list-style-type: none">▣ What others do right after behavior occurs▣ What the student does immediately after behavior occurs |
|---|--|

Stating the Functional Hypothesis

- ▣ What is the payoff for the problem behavior?

Or

- ▣ What is the student trying to communicate through the behavior?

Format for the Functional Hypothesis

- ▣ When...(antecedent), the student ... (behavior)... in order to seek ... or escape/avoid ... (consequence).
- ▣ Example: When required to dress for gym, Harry refuses to enter the locker room to avoid ridicule from his classmates.

FBA Procedures

- ▣ Direct functional observation
- ▣ Indirect procedures
- ▣ Functional analysis

Direct FBA Procedures

- ▣ Behavioral assessment techniques
- ▣ Contextualized behavioral assessment
- ▣ Combined methods

FBA Indirect Procedures

- ▣ Review of records
- ▣ Review of permanent products
- ▣ Behavior rating scales
- ▣ Functional interviews

Functional Interviews

- ▣ *Functional Assessment of Academic Behavior* (FAAB; Ysseldyke & Christenson, 2002)
- ▣ *Motivation Assessment Scale* (MAS; Durand & Crimmins, 1992)
- ▣ *Functional Assessment Informant Record* (FAIR series; Edwards, 2002)
- ▣ Watson & Steege (2003)

Motivation Assessment Scale (MAS)

- ▣ Durand & Crimmins (1992)
- ▣ 16 Qs for informant (teacher or parent)
- ▣ Rated on 0-6 scale
- ▣ Summates into four functions:
 - ▣ Sensory
 - ▣ Escape
 - ▣ Attention
 - ▣ Tangible

Functional Assessment Informant Record (FAIR series)

- ▣ Developed at Univ. of So. Mississippi (Edwards, 2002)
- ▣ Assesses contexts of problem behaviors, including academic environment.

- ▣ FAIR-P (Parents)
- ▣ FAIR-TA (Teachers – Academic)
- ▣ FAIR-TR (Teachers – Behavior)

Watson & Steege (2003)

- ▣ *Individual Variables Assessment Form*
- ▣ *Antecedent Variables Assessment Form*
- ▣ *Consequence Variables Assessment Form (including supplemental Qs)*

A Distinction.....

- ▣ Functional assessment: conducting a pre-intervention appraisal of the student's behavior leading to a functional hypothesis
- ▣ Functional analysis: testing the functional hypothesis by implementing the intervention and appraising its effects

Functional Analysis

- ▣ Structural Analysis: determination of the operational antecedent by direct manipulation of the antecedent stimuli.
- ▣ Example: Determine if task difficulty is inducing escape behaviors by systematically changing the difficulty of worksheets and observing student behavior.

Functional Analysis

- ▣ Consequence Analysis: Determination of the operational consequence (function) of a behavior by direct manipulation of the consequence(s).
- ▣ Example: Determine if "angry" behavior is maintained by social R+ or escape R- by consistently attending to the behavior (R+) vs. giving the student a cooling off period (R-).

Tier 3: Interventions

- ❑ Ultimately, the intervention options are seemingly limitless given the complexities of student behavior
- ❑ All interventions should be designed based on function, implemented with integrity, and monitored for effectiveness
- ❑ Often Tier 3 interventions include supports for students and families (Doll & Cummings, 2008; Sheridan & Gutkin, 2000)

Tier 3 Intervention: Example

- ❑ Nina
 - ❑ 9th grade
 - ❑ Borderline MR; ED
 - ❑ Hygiene concerns
 - ❑ Recently discovered she was pregnant
 - ❑ Many of her nuclear and extended family had academic and social needs
 - ❑ Family SES and home needs

Tier 3 Intervention: Example Continued

- ❑ Review of Nina's data (past marking period):
 - ❑ 4th Sight performance consistently Below Basic
 - ❑ Tardy and absenteeism increased
 - ❑ Multiple ODRs each week
 - ❑ Recent fights and threats to harm self
 - ❑ Function: to avoid peers and adults
 - ❑ Call for help?
- ❑ Referred to SAP / Interagency wrap-around

Tier 3 Intervention: Example Continued

- Services provided:
 - BHRS – mobile therapy through community agency
 - Teen pregnancy counseling through social worker
 - Home fuel assistance, WIC, food stamps through public assistance office
 - Al-Anon and AA
 - Increased intensity of LS and ES
 - School nurse to address hygiene at school (e.g., extra clothes, shower, toiletries)
 - FBA / BIP – Social Skills training (skill-building) concurrent with multiple daily break cards (function-maintaining)

Tier 3 Empirically Validated Interventions

- Coping Cat (Kendall, 1996)
 - CBT for anxiety; ages 9-13
- FRIENDS (Bartlett, 1999)
 - CBT for anxiety; ages 7-11
- Stark School-Based Intervention for Depression (Stark, 2000)
 - CBT for 4th-7th graders
- Functional Family Therapy (Alexander)
 - Treatment of adolescents with CD and/or substance abuse disorders

Positive Programs- Intervention

- Skillstreaming (Goldstein & McGinnis)
 - both promote social norms that are positive, skillbuilding, structuring and the integration of school and family efforts
- I Can Problem Solve (Shure)
- Service-learning
- Positive psychotherapy (Seligman et al.)

Programs – Preventative

- The Penn Resiliency Program
 - aims to prevent depression in adolescents, and provides cognitive behavioral therapy to encourage and build resiliency
- The Olweus Bullying Program
 - shown to prevent not only bullying but also vandalism, truancy, and maladaptive behavior
- Project ACHIEVE (Knoff, 1995)
- Promoting Alternative Thinking Strategies (PATHS; Greenberg, Kusché, & Mihalic, 1998)
- Second Step Violence Prevention
- Stop & Think

Some Resources....

- Center for School Mental Health (U of MD)
 - <http://csmh.umaryland.edu/>
- Baltimore School Mental Health TAC
 - <http://www.schoolmentalhealth.org/>
- U of Oregon Institute on Violent and Destructive Behavior
 - <http://www.uoregon.edu/~ivdb/>
