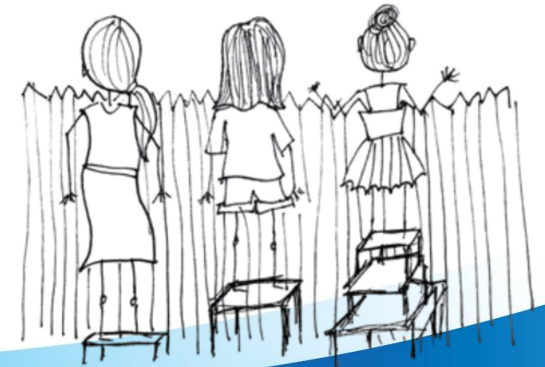


PBIS

Positive Behavior Interventions and Supports

IDENTIFYING & ADOPTING INTERVENTIONS: TIER 2

KATIE ELLIOTT



PURPOSE

- **Identify evidence-based interventions that address student needs associated with conduct issues, hyperactive/inattentive behaviors, social skills, emotional symptoms, and co-occurring academic needs.**
- **Explore innovative Tier 2 strategies aligned to escape, attention, tangible, and sensory behaviors.**
- **Leave with specific Tier 2 interventions that can be implemented tomorrow.**

Norms of Collaboration

Source: Thinking Collaborative

 @Think_Collab

Art by @PhilEchols



Pausing



Paraphrasing



Putting Ideas
on the Table



Posing Questions



Paying Attention
to Self and others

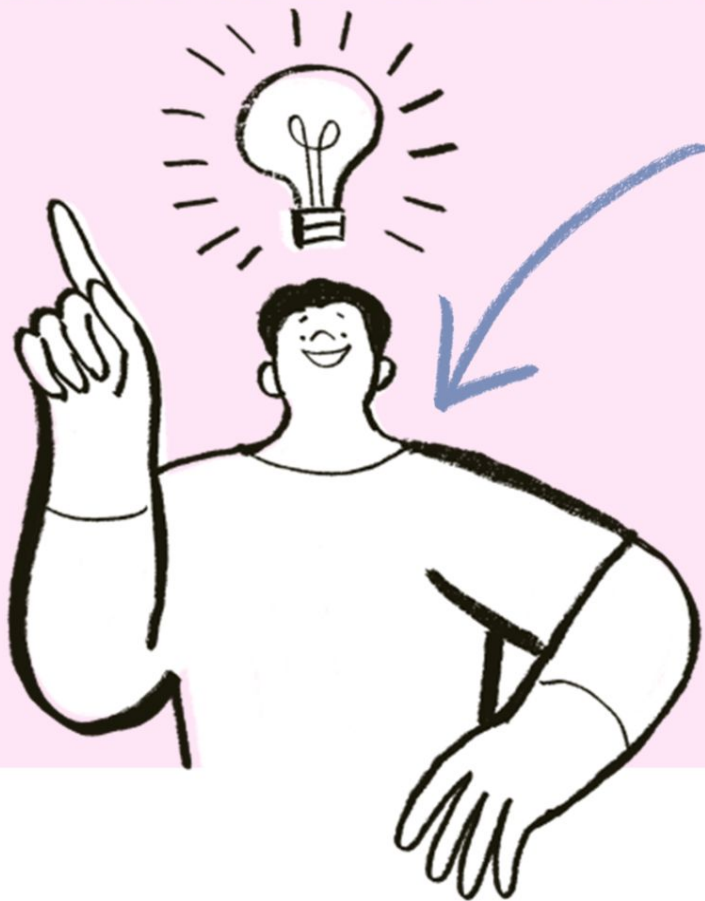


Providing Data



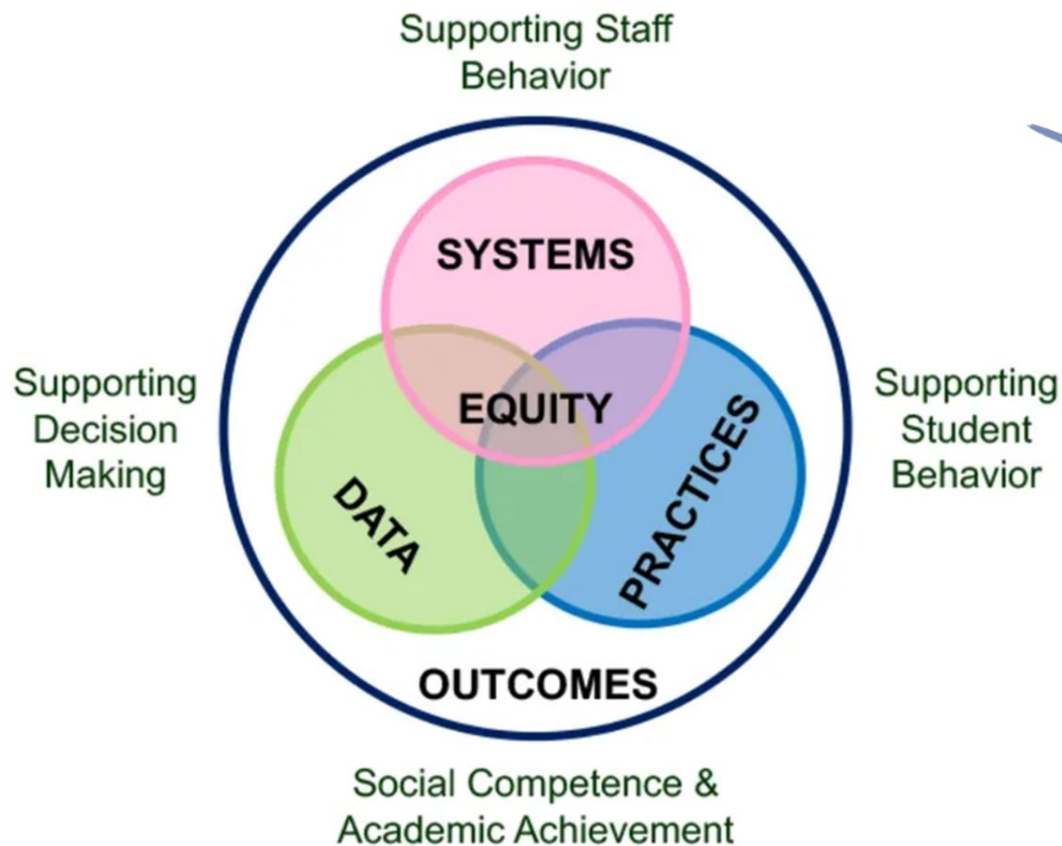
Presuming Positive
Intentions

What the Research Says:



PBIS is a behavioral support system that is evidence based and supported by the Michigan Department of Education in compliance with IDEA and MARSE.

- By improving social behavior using PBIS, schools are more efficient and effective with teachers teaching and students learning (Algozzine & Algozzine, 2007).
- For students exhibiting unwanted or unexpected behaviors, reducing discipline problems should increase exposure to classroom instruction and facilitate academic skill acquisition (Luiselli et al., 2005; Walker & Shinn, 2002).
- Pairing effective academic interventions with effective behavior support improves outcomes in both areas (Gage et al., 2015).



Essential Elements of PBIS

EQUITABLE SUPPORTS IN PBIS

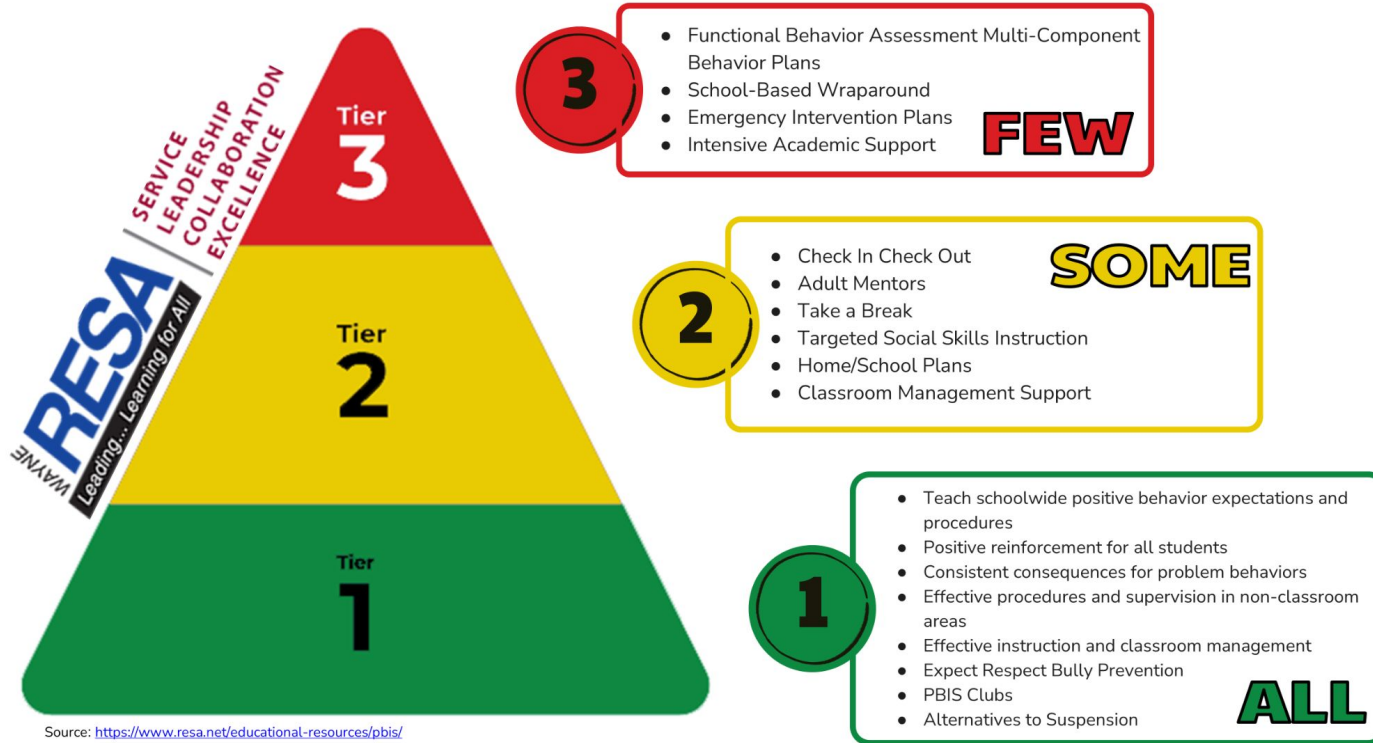
Every student deserves access to safe, high-quality learning environments and supports tailored to their strengths and needs—this is the core of equitable supports in PBIS.

To strengthen equity, PBIS teams should:

- Use the data. Spot patterns, address disparities, and guide next steps.
- Build strong, preventive systems. Create responsive, multi-tiered supports that reduce bias.
- Teach to close gaps. Engage all learners through explicit instruction.
- Lead with fair policies. Establish clear expectations.
- Interrupt bias. Stay intentional and equitable in decisions.

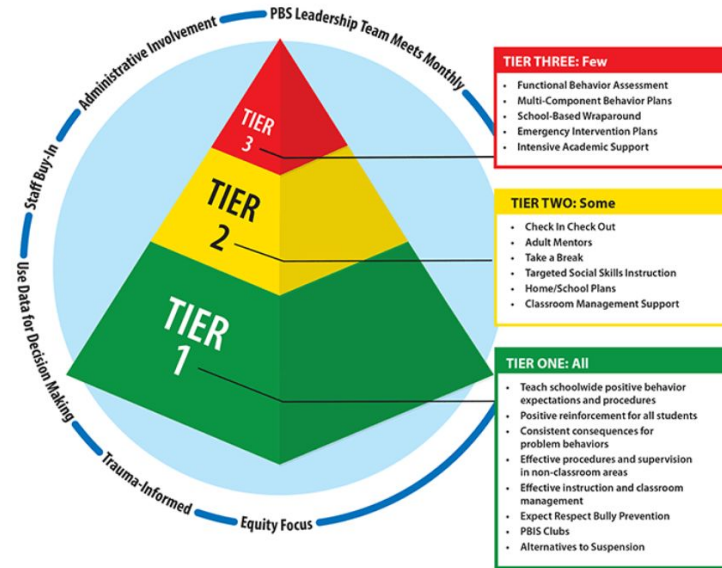


WHAT IS PBIS?

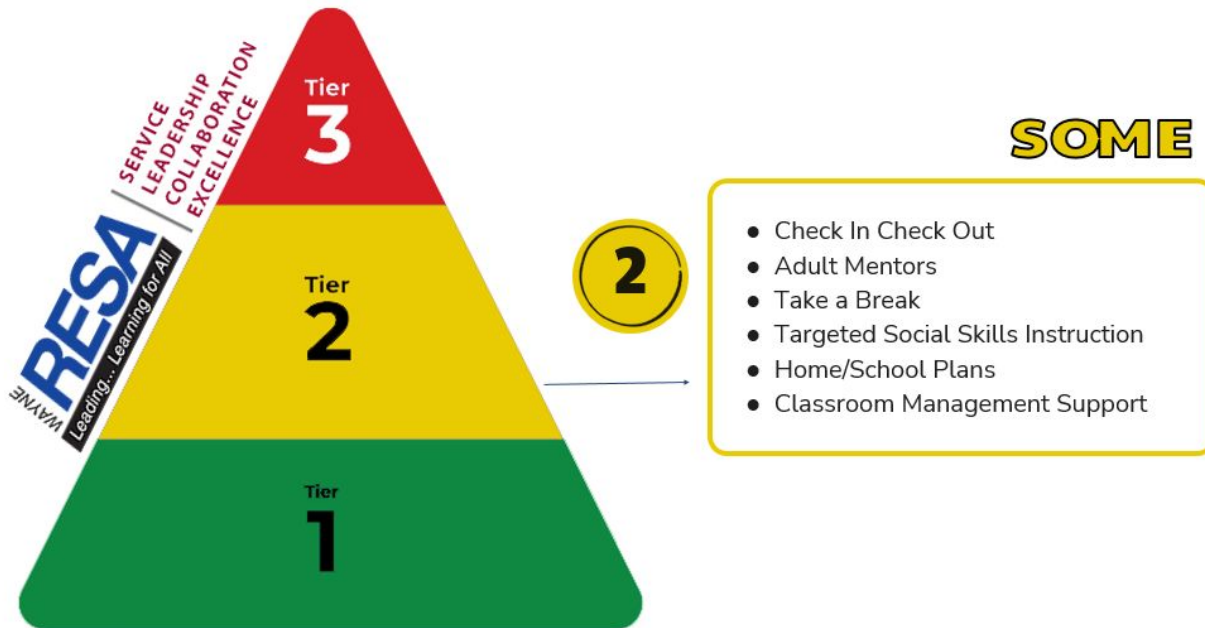


WHY USE PBIS?

- ❑ Improves Student Behavior
- ❑ Increases Academic Engagement
- ❑ Provides a Tiered Framework for Support
- ❑ Promotes Equity and Reduces Disproportionality
- ❑ Fosters a Positive School Climate
- ❑ Aligns with IDEA and Legal Best Practices



IDENTIFYING & ADOPTING INTERVENTIONS: TIER 2



Source: <https://www.resa.net/educational-resources/pbis/>

READINESS CHECK: TIER 1 CHECKLIST

Component	Check one		
	In Place	Partially In Place	Not In Place
1. Positive behavior expectations are defined and taught in each setting within the school to students and shared with families.			
2. Practice sessions are scheduled throughout the year to support learning and maintaining behavior expectations.			
3. A system of positive reinforcement is implemented with all students for demonstrating the positive behavior expectations.			
4. A continuum of consequences is implemented consistently by all staff for minor behavior infractions.			
5. The PBIS Team meets at least monthly, reviewing data, providing feedback to staff, and making the necessary system adjustments.			

TARGET INTERVENTIONS

- **Tier 1 team screens for hot spots**

Examples include:

Locations: active supervision

Classrooms: classroom management support

Time of day: procedures

Busses: PBIS on the bus

Grade levels: bully prevention; target behaviors

Student groups/Ethnic groups: data drill down/ethnicity reports

- **Tier 1 Data Analysis team should include an administrator**
- **Team generates targeted group interventions through implementation of an action plan**

ESTABLISH TIER 2 TEAM

- PBIS subcommittee, smaller & representative
- Identify team operations and roles
- Meet every 8 weeks (schedule in advance)
- Review Tier 1 data to identify students who meet criteria for Tier 2 interventions
- Utilize a menu of Tier 2 options
- Assign Tier 2 interventions
- Review data to determine effectiveness of Tier 2 interventions
 - CICO data
 - ODRs/suspensions
 - Grades/attendance
 - Teacher reports
- Determine when students can move back into Tier 1

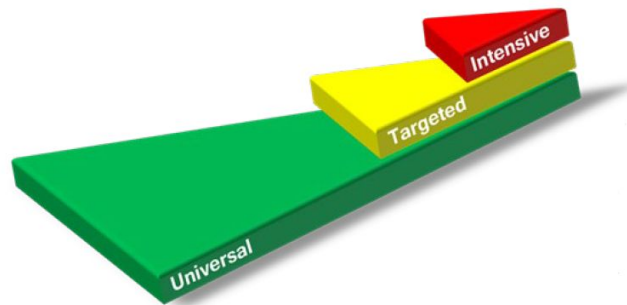
ESTABLISH TIER 2 CRITERIA

Criteria:

- Number of ODR Referrals/Incident Reports
- Number of minor infractions or classroom behavior
- Teacher recommendation

Systems issue:

- 500 student school
- 5-10% of population is 25-50 students-Tier 2
- 1-5% of population is 1-25 students-Tier 3



WAYNE RESA TRAIN & COACH MODEL

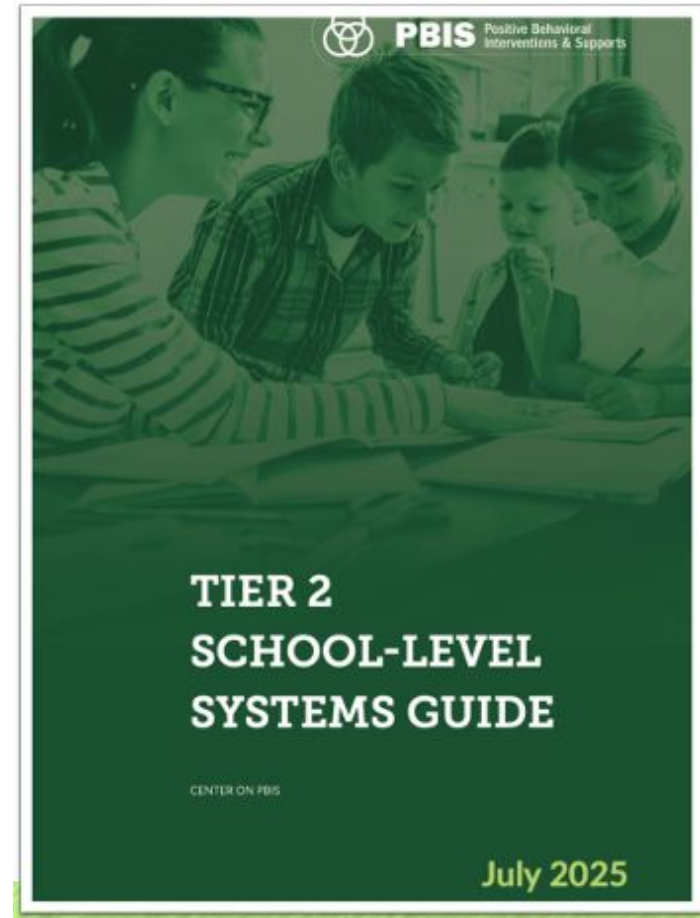
Wayne RESA consultants support with targeted trainings.

- Tier 1 reboots, CICO, adult mentors, school-based wraparound.
- Meeting with PBIS teams, district coaches, and building administrators occurs prior to staff training to identify specific needs.
- Consultants equip district coaches and PBIS teams to conduct in-district trainings on selected Tier 2 interventions.



TIER 2

- ❑ Core Features
- ❑ Evidence-Based Interventions



TIER 2 INTERVENTIONS



How many of you have one Tier 2 intervention in place?

How many of you have two Tier 2 interventions in place?

Three?

Four?

TIER 2 INTERVENTION CORE FEATURES

What makes a good Tier 2 Intervention?

Additional time
for **instruction**
and support

Additional
structure/
predictability

Increased
opportunities for
feedback

Increased
communication
with families/
caregivers

BUT WAIT, THERE'S MORE!

- **Standardized implementation** –you can deliver it repeatedly, with high fidelity, to groups of students
- **Quickly accessible** –students access interventions in 1-2 days after identification
- **Time limited** –should not be a life sentence
- **Evidence-based**
- **Linked to function**

FOUR FUNCTIONS OF A BEHAVIOR



Sensory

Behaviors that are performed to gain sensory input or stimulation, such as rocking back and forth, tapping or clicking, or repeatedly touching objects. These behaviors can be a form of self-stimulation or self-soothing.



Escape

Behaviors that are performed to escape or avoid a situation or activity that is perceived as unpleasant, uncomfortable, or undesirable. It's important to remember that this can include escaping a task that you are unable to do, such as schoolwork.



Attention

These behaviors are performed in order to receive social interaction or attention from others, and can be either positive or negative attention. The update term or way of thinking is "connection seeking" rather than attention seeking.



Tangibles

Behaviors that are performed to gain access to tangible items or preferred activities. Tangibles and escape often occur together.

FOUR FUNCTIONS OF A BEHAVIOR

EVERYONE
EATS



EVERY BEHAVIOR SERVES ONE OR MORE OF THESE FOUR FUNCTIONS

WRESA TIC

- Fidelity check
- How well are we doing with implementation
- Create a plan for improvement
- Completed annually

Instructions: The PBIS team should complete this checklist by consensus once a year to monitor activities for implementation of PBIS in the school. 3 questions will involve someone from the PBIS Team conducting brief random interviews with students and staff.

Scoring: In Place = 2 pts., Partially in Place = 1 pt., Not In Place = 0.

Enter scores by section and total score.	In Place	Partially in Place	Not in Place	Score
<u>Establish Commitment</u>				
1. Administrator actively supports the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. A process exists for all staff to be trained in PBIS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. At least 80% of faculty/staff actively implement the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. School commits to 4-5 year timeline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. School has active support of a district leadership team/central office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. School has the support of Wayne RESA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/12
<u>Establish & Maintain Team</u>				
1. A representative PBIS team is established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. An Internal Coach/Chairperson is identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Team establishes regular meeting schedule and operating procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Team establishes a division of responsibilities, duties, & tasks i.e., subcommittees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. New members are included on the team periodically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Administrator is actively involved, attends some meetings, and vocally supports the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. PBIS team reports at all-staff meeting at least quarterly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/14
<u>Self-Assessment</u>				
1. Staff complete the PBIS Self-Assessment Survey (SAS) annually and use the information to develop their PBIS program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. All staff complete the end of year PBIS survey.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. End of year survey results are shared with staff and used to make any necessary changes to the PBIS program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. When asked, 8/10 students can identify the school's behavior expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. When asked, 8/10 staff can identify the school's behavior expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The PBIS Team conducts a fidelity self-assessment for PBIS implementation at least annually, e.g., TIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/12

TFI 3.0

2.5 OPTIONS FOR TIER 2 INTERVENTIONS

Tier 2 continuum has multiple ongoing SEB support interventions available schoolwide that meet a range of student SEB internalizing or externalizing needs and behavioral functions, are designed to support groups of students, have documented evidence of effectiveness, and provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, (c) increased opportunity for feedback (e.g., daily progress report), (d) increased communication with families, and (e) include planned modifications to address a range of behavioral function, mental health needs, or academic skills.

Possible Data Sources

- School Tier 2 handbook
- Targeted Interventions Reference Guide

Scoring Criteria

0	No Tier 2 interventions are in use or interventions do not include all four critical features.
1	Only one Tier 2 intervention with all critical features and documented evidence of effectiveness is in use.
2	Multiple Tier 2 interventions with all critical features and documented evidence of effectiveness are in use.
3	Multiple Tier 2 interventions with all critical features and documented evidence of effectiveness are in use, and interventions are available to meet behavioral functions and both internalizing or externalizing needs.
4	Multiple Tier 2 interventions with all critical features and documented evidence of effectiveness are in use, interventions are available to meet behavioral functions and both internalizing or externalizing needs, and planned adaptations are documented for relevant interventions (e.g., CICO modified to support students with escape maintained behaviors, skills group modified to prompt coping strategies to address anxiety).

To get a high score on this item, this means you:

Identify students
with a Tier 2 need

Identify the type
of Tier 2 need
students exhibit

Match students to
an appropriate
intervention to
meet that need

Variety of Tier 2
interventions

(you also need to adapt the intervention to suit the context...but
that's too much for this session)

USE A VARIETY OF DATA SOURCES

**PROACTIVE
RELIABLE & VALID
IDENTIFY EXTERNALIZING & INTERNALIZING NEEDS**

p. 13 of Tier 2 School-Level Systems Guide

Data Source	Description	Benefits	Resources
Academic Indicators and Screening	<ul style="list-style-type: none"> Grades Work completion Work samples Academic screening tools 	<ul style="list-style-type: none"> Valued outcomes across stakeholders Consistent across all students in a class 	<ul style="list-style-type: none"> Academic Screening Tools Chart³⁵
Discipline	<ul style="list-style-type: none"> Minor classroom behavioral incidents Office discipline referrals In and out of school suspensions 	<ul style="list-style-type: none"> Reflects schoolwide policy Used in many PBIS data-based decisions Generally, identifies students displaying externalizing behaviors 	<ul style="list-style-type: none"> MO SW-PBS Tier 2 Workbook, Chapter 4: Data-Based Decision-Making³⁶ (pbismissouri.org)
Request for assistance	<ul style="list-style-type: none"> Formal process for school staff, parents/ caregivers, and students to request Tier 2 supports 	<ul style="list-style-type: none"> Gives voice to all relevant parties Continuously available May assist in identifying students displaying internalizing behaviors 	<ul style="list-style-type: none"> MO SW-PBS Teacher Nomination for Assistance Form³⁷ (pbismissouri.org)
Time spent in or out of class	<ul style="list-style-type: none"> Attendance Tardies Time spent out of instruction Visits to nurse Requests to see counselors Hall passes (e.g., bathroom, drink, locker visits requested during class) 	<ul style="list-style-type: none"> Objective Systematic Valued outcome across all relevant parties Generally, identifies students displaying internalizing behaviors 	<ul style="list-style-type: none"> Improving Attendance and Reducing Chronic Absentecism³⁸ (PBIS.org)
Universal SEB Screening	<ul style="list-style-type: none"> Reliable and valid measure of SEB strengths, needs, or wellbeing taken for or by all students in a school 	<ul style="list-style-type: none"> Proactive Provides information on a variety of needs (and often strengths) Can expand voices through multiple informants 	<ul style="list-style-type: none"> Systematic Screening: Practicalities & Considerations³⁹ (PBIS.org) Psychometric Properties of Behavior Screening Tools⁴⁰ (PBIS.org)

**USE YOUR TIER 2
REFERRAL DATA TO
MATCH STUDENTS TO
AN APPROPRIATE
INTERVENTION**

- CICO & Variations
- Academic Skills & Dropout Prevention
- Mental Health Supports
- Self-Management
- Social Skills
- Adult Mentoring
- Home-School Plans
- Structured Break Plans

See p. 11 of the Tier 2 School-level Guide

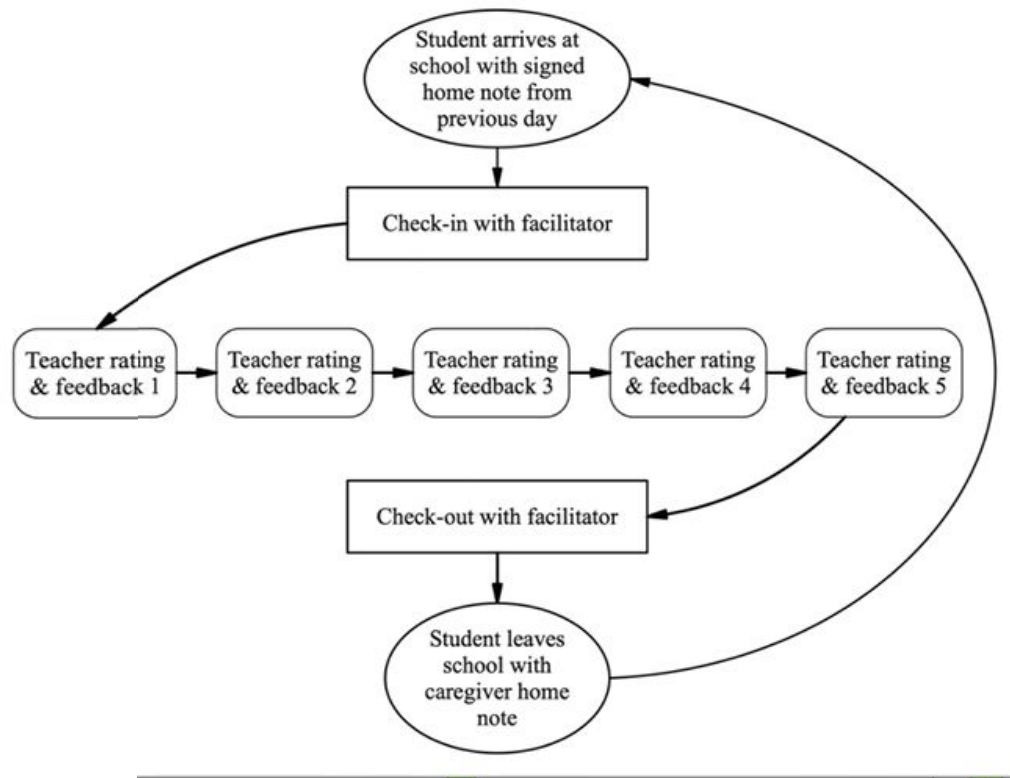
CICO

INCREASES POSITIVE ADULT FEEDBACK
INCREASES STRUCTURE & PREDICTABILITY

Name: _____
 Date: _____

	Rarely = 1 	Sometimes = 2 	Always = 3
Reading			
Math			
Science			
Social Studies			
Writing			
Totals			

Today's Goal:
 Did I reach my goal? YES NO



Point Sheet

Rating Scale

Points Possible _____
Points Received _____
% of Points _____
Goal Met? Y N

Name _____

2= Great
1= OK
0= Goal Not Met

Date _____

	Reading	Math	Open	PE/Mu	Science
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

STANDARD CICO

Who will benefit from these interventions?

- **Demonstrate behavior patterns across multiple settings**
- **Students in the 2-5 office referral range**
- **Low level disruptions & non-compliance behavior**
- **Verbal outbursts, unprepared, talk back, defiance**
- **Behavior that is maintained by obtaining attention**
- **History of poor relationships with adults**

STANDARD CICO



Provides increased structured feedback and adult attention

- Great for attention-maintained behavior
- Great for improving adult relationships

Does not include explicit skill instruction

- Not great for avoidant behaviors

STANDARD CICO

The school should have criteria for nominating students for CICO, and use it consistently.

Generally, implement CICO before conducting a Functional Behavior Assessment.

Make sure staff have been trained in the intervention.

Introduce the intervention to parents/guardians and the student.

STANDARD CICO

- Establish criteria for success
e.g., student earns 80% of points
- Baseline data for 3-5 days
- Establish daily/weekly incentives
- Establish Home-Based Rewards



CICO DAILY CYCLE

- Quick check in with adult upon arrival
- Greet & acknowledge student for checking in
- Check preparation for the day (materials & supplies, attitude)
- Turn in previous day's signed card
- Pick up today's card
- Reminders for appropriate behavior/review expectations
- Each class period student brings card to teacher
- Teacher acknowledges student for checking in and provides feedback
- Check out with adult at end of day
- Review day's points and goals
- Adult acknowledges and/or encourages
- Take card home for parent signature
- Parent acknowledges/encourages and signs card
- Student returns card the next day and adult enters daily point data

CICO: PARENT INVOLVEMENT

- **Get permission**
- **Get buy-in**
- **Coach parents on how to review the point sheet**



CICO: ELECTRONIC VERSION

Students who frequently lose their point sheet may need CICO to be done electronically.

- All teachers would have the point sheet shared with them electronically.
- The teacher would still have a brief conversation with the student at the end of the hour to provide feedback.
- Points are recorded on the electronic point sheet.

Parents may also need the point sheet shared daily with them electronically via email or other method.

CICO: DATA-BASED DECISION MAKING

Consider time-limited intervention / 8-12 weeks

Daily/Weekly data summaries

Periodic review meetings – with data
-Grades, attendance, assignment completion, CICO data

CICO: DAILY DATA SUMMARY TEMPLATES

Daily Check In Check Out Data Summary

Student's Name: Mo/Year:

Comments: Standard:

Data Entry Section

Date	Possible Points	Points Earned	Daily %
9/30/2019	42	42	1.00
10/1/2019	42	41	0.98
10/2/2019	42	42	1.00
10/3/2019	42	35	0.83
10/4/2019	42	40	0.95
10/7/2019	24	20	0.83
10/8/2019	42	35	0.83
10/9/2019	42	40	0.95
10/10/2019	42	40	0.95
10/11/2019	42	36	0.86
10/14/2019	42	30	0.71
10/15/2019	42	32	0.76
10/16/2019	42	38	0.90
10/17/2019	42	36	0.86
10/18/2019	42	42	1.00

Daily Percentage of Points Earned

Date	Daily %
9/30/2019	1.00
10/1/2019	0.98
10/2/2019	1.00
10/3/2019	0.83
10/4/2019	0.95
10/7/2019	0.83
10/8/2019	0.83
10/9/2019	0.95
10/10/2019	0.95
10/11/2019	0.86
10/14/2019	0.71
10/15/2019	0.76
10/16/2019	0.90
10/17/2019	0.86
10/18/2019	1.00

- Look for patterns: certain days, times of day, classes?
- Look for trends: what direction is the behavior going?
- What happened on “off” days?

CICO: WEEKLY DATA SUMMARY TEMPLATES

[illegible]

- Begin behavior reviews and wraparound meetings with a discussion of CICO data.
- Share CICO data summaries with the student's team at least quarterly.
- PBIS Teams should report to staff periodically on the number of students on CICO and rates of success.

CICO: ADAPTATIONS & VARIATIONS

- **CICO can be adapted to support academic or organizational skills.**
- **CICO can be used for attendance.**
- **CICO can be adapted to preschool and younger elementary-aged students.**
- **CICO is used in alternative settings with students with various disabilities e.g., emotional impairment, autism, learning disabilities, ADHD, etc.**

CICO: RESEARCH FINDINGS

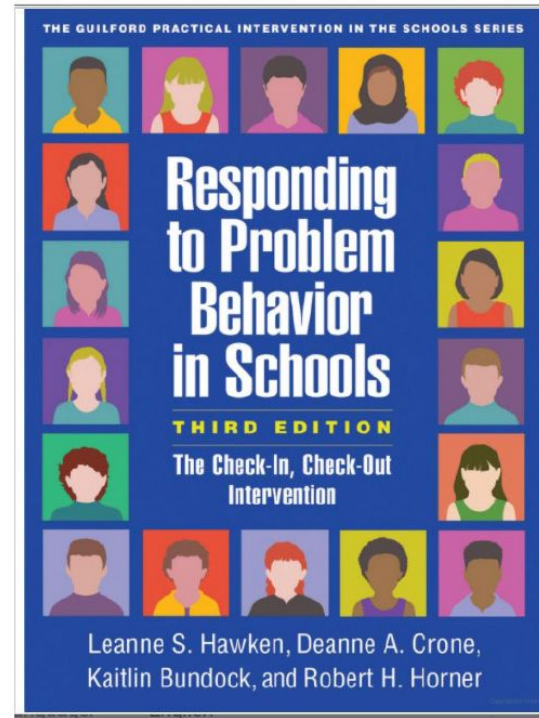
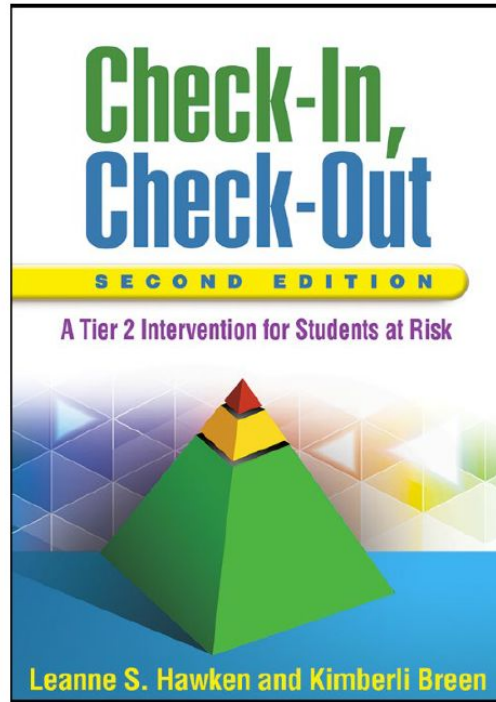
CICO is effective with about 70-75% of tier 2 students

- Reductions in problem behavior
- Increased ratings of pro-social behaviors
- Increased academic engagement

Rated by teachers as efficient, effective, & acceptable

Wolfe, K., Pyle, D., Charlton, C., Sabey, C., Lund, E., & Ross, S. (2016). A systematic review of the empirical support for check-in check-out. *Journal of Positive Behavior Interventions*, 18, 74-88.

CICO: RESOURCES



SELF-MANAGEMENT INTERVENTIONS

Self-regulated students can:

- Delay gratification
- Control impulses
- Plan ahead
- Organize



SELF-MANAGEMENT INTERVENTIONS

Who will benefit from these interventions?

- **Students engaging in low-intensity, moderate to high frequency behavior (e.g., off-task, disruptive) rather than high-intensity behaviors (e.g., self-injury, aggression)**
- **Students engaging in overt (not covert) behaviors**
- **Students in the 2-5 office referral range**
- **Students with hyperactivity/inattention or academic behavior problems on screeners**
- **Avoidant or escape-maintained behaviors**

Goal Setting Interventions

Students should provide input here

Behavior Contracting

1. Teach replacement behaviors
 - a. Can be function-based
2. Precorrect behavior
3. Track progress and provide feedback
4. Reward or reteach

Nick's behavior contract

TARGET BEHAVIORS

1. *Bring all materials to class.*
2. *Arrive to class on time.*
3. *Stay seated during direct instruction.*

GOALS

Daily Goal = 2 out of 3 checkmarks	Weekly Goal = 3 out of 5 days
When I meet my goal: I earn 5 minutes of computer time.	When I meet my goal: I earn a free homework pass.
If I don't meet my goal: I will have a follow-up conversation with Ms. Parker to review the expectations and plan how I will change my behavior the next day.	If I don't meet my goal: I will have a follow-up conversation with Ms. Parker to review the expectations and plan how I will change my behavior the next week.

RESPONSIBILITIES

Student Responsibilities:

- Engage in target behaviors.
- Rate my behavior on the tracking sheet at the end of math class.
- Show Ms. Parker my tracking sheet and talk about agreements in ratings.
- If I meet my daily goal, I get to use the computer for 5 minutes.
- If I don't meet my goal, I will talk to Mr. Parker about my target behaviors.

Teacher Responsibilities:

- Give Nick his behavior contract tracking sheet at the start of class.
- Remind Nick to rate his behavior 10 minutes before the end of class.
- Rate Nick's behavior.
- If Nick meets his goal, allow him to use the computer.
- If Nick does not meet his goal, provide him with corrective feedback.

By signing, I agree to the procedures and goals listed above.

Nick	Date
Ms. Parker	Date

How is this different than CICO?

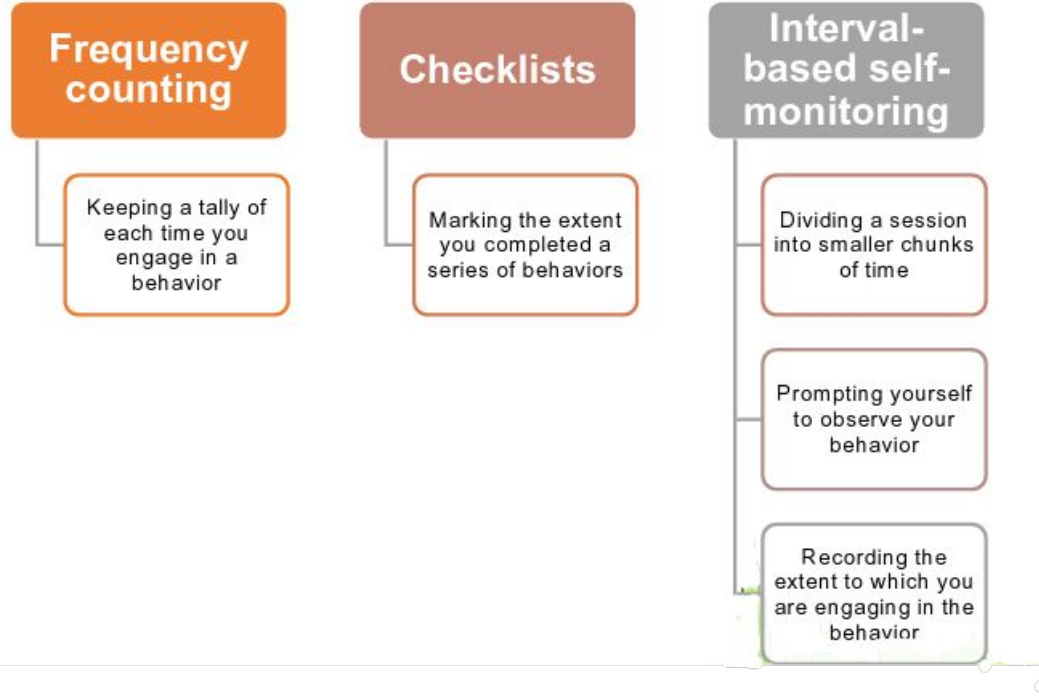
SELF-MONITORING INTERVENTIONS

Enable students to:

- Recognize when they are in engaging in certain behaviors
- Think about their behavior repeatedly during a specific amount of time
- Collect data towards goal attainment

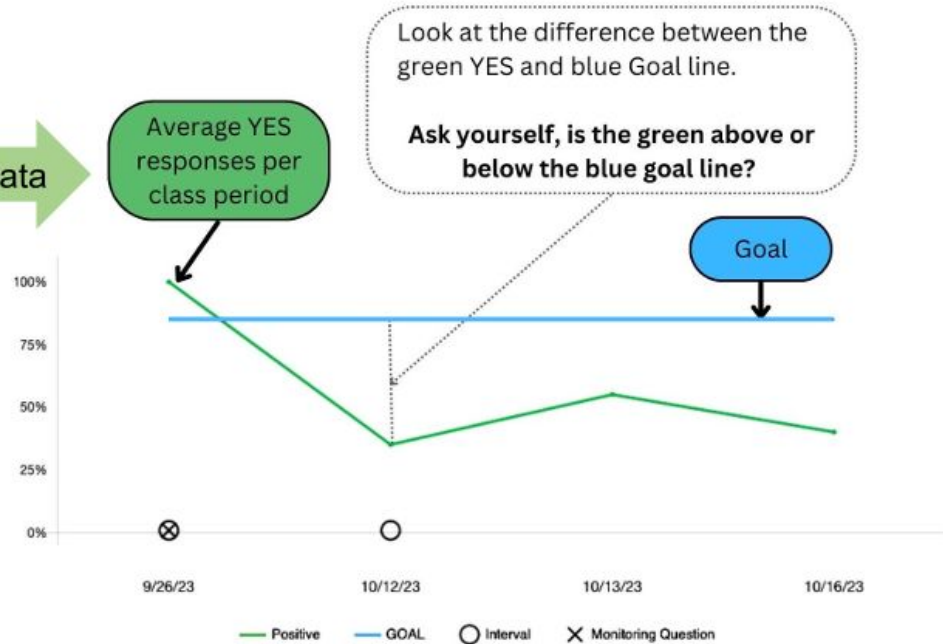


TYPES OF SELF-MONITORING



SELF-EVALUATION

Teach students to review their own data



SOCIAL SKILLS INTERVENTIONS

Core Components of SST Training

- Explicit instruction in target skills
- Modeling
- Role play
- Teacher feedback
- Generalization

The image displays a set of social skills training materials. The main worksheet is titled "Skill 54: Accepting No" and includes a student name line, a date line, and a three-step instruction: 1. Decide why you were told no, 2. Think about your choices (a. Do something else, b. Say how you feel in a friendly way, c. Write about how you feel), and 3. Act out your best choice. Below the instructions, there is a section for parents/teachers to provide feedback, with prompts like "Please help your child learn this skill by..." and "Recognizing and responding positively when your child uses this skill...". To the right of the main worksheet is a smaller card titled "Skill 54: Accepting No" with the same three-step instruction. In the foreground, there are two "Situation Cards". "Situation Card 1" has a box for "Reason(s)" and a "Yes/No" response line. "Situation Card 2" has a box for "Reason(s)" and a "Yes/No" response line. Below these cards are two more cards, each with a situation and a "Yes/No" response line. The first card has the situation "I want to go to a learning center, but the teacher says it isn't my turn." and the second card has the situation "I want to stay up to watch a movie, but my mom says no."

Student _____ Date _____

Your child's class has been working on the Skill of Accepting No. This skill has three steps.

Accepting No

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

SKILL 54

Please help your child learn this skill by . . .

- ◆ Recognizing and responding positively when your child uses this skill. Say, "Good work" and "on trying."
- ◆ Asking questions about when and with whom your child can use this skill.
- ◆ Reminding your child to use this skill when you think the skill could be helpful.
- ◆ Signing and returning this Skill card by _____ with any comments or questions.

Parent/g _____

Situation Card 1

Reason(s) _____

Is this a good reason? ☐ Yes ☐ No

Situation Card 2

Reason(s) _____

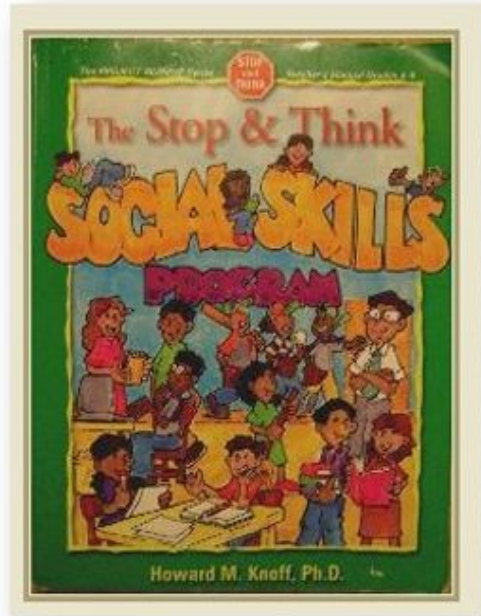
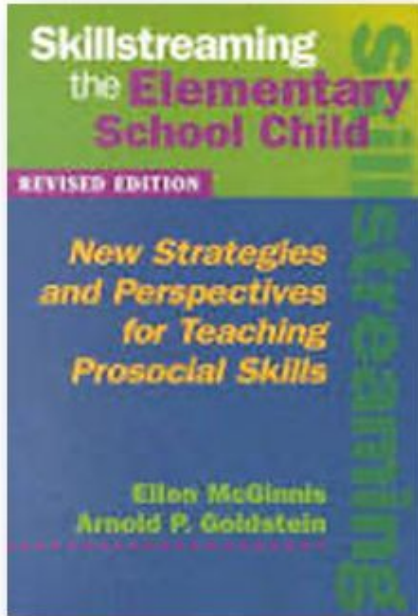
Is this a good reason? ☐ Yes ☐ No

Skill 54: Accepting No

1. I want to go to a learning center, but the teacher says it isn't my turn.
2. I want to stay up to watch a movie, but my mom says no.
3. I want to use the basketball at recess, but the teacher says no.
4. A friend promised to invite me over, but now he says I can't come.

SKILL 54: ACCEPTING NO SKILL 54: ACCEPTING NO SKILL 54: ACCEPTING NO SKILL 54: ACCEPTING NO

MANUALIZED CURRICULA



SOCIAL SKILLS INTERVENTIONS

Who will benefit from these interventions?

- **Demonstrate difficulty managing social interactions with peers and/or adults**
- **Students in the 2-5 office referral range**
- **Students with peer problems or low prosocial behavior on behavioral screeners**
- **Students with skill deficits**
- **Can be combined with CICO and/or Self-Management interventions**
- **If the student is on CICO in what area (respect, responsibility, or safety) are they having the most difficulty?**

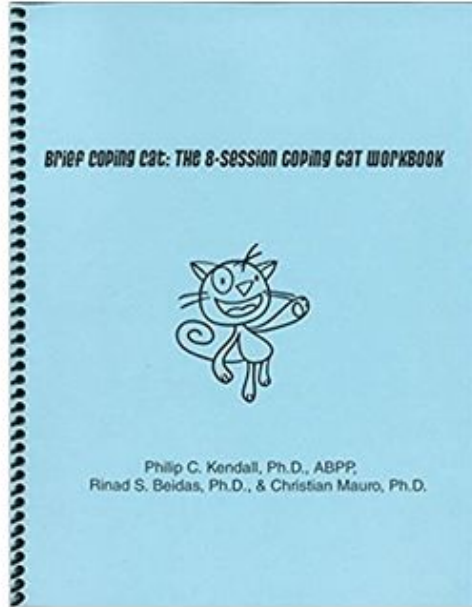
MENTAL HEALTH SUPPORTS

Core Components

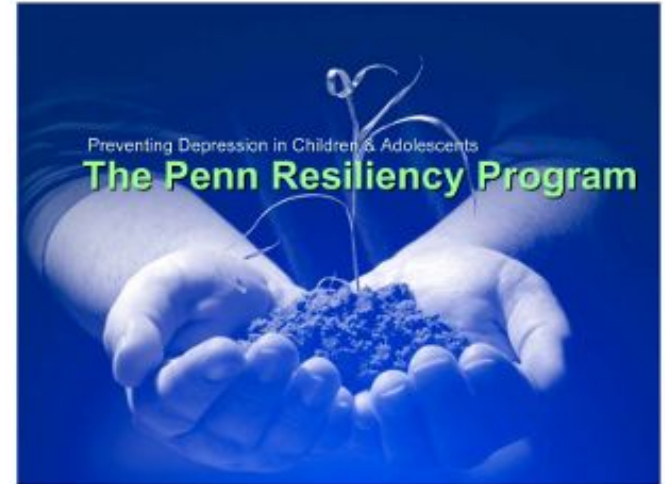
- **Mental health professional**
- **Goal-setting**
- **Cognitive restructuring**
(changing thinking patterns)
- **Teaching**
- **Modeling/Role playing**
- **Reinforcing**
- **Mindfulness**
(calming strategies)
- **Homework**



MANUALIZED CURRICULA



**Support for Students
Exposed to Trauma**



MENTAL HEALTH SUPPORTS

Who will benefit from these interventions?

- **Demonstrate difficulty managing emotions**
- **Students who have experienced a recent trauma**
- **Students with a mental health diagnosis**
- **Students with emotional symptoms on a universal screener**
- **Escape or avoidance behaviors**
- **Frequent absences or nurse visits**

ACADEMIC SKILLS & DROPOUT PREVENTION

- ★ **Implemented alongside teaching & learning activities**
- ★ **Increases student access to academic content**

- **Study Skills**
- **Academic accommodations**
- **Organizational skills**
- **Help-seeking behaviors**
- **Academic Seminar**
- **Freshman Success**
- **Check and Connect**

ACADEMIC SKILLS & DROPOUT PREVENTION

Who will benefit from these interventions?

- Students with
 - Escape-maintained behaviors
 - Low engagement
 - Failing grades/missing work
 - School refusal
 - School dropout
- Academic concerns evident from systematic screening



ADULT MENTORING

- Any school staff person can be a mentor
- Should be voluntary
- Match one student per staff person
- Mentors agree to spend at least 15–30 minutes per week
- Listen–spend $\frac{2}{3}$ of mentoring time listening and giving your full attention to the student
- Try locations other than the classroom–this is our time
- Connect to the student's interests
- Ask questions, set goals, & make suggestions

ADULT MENTORING

Who will benefit from these interventions?

- Rewards and consequences appear ineffective
- Student lacks motivation
- Student appears to lack self-esteem or self-confidence
- Student lacks positive adult role models
- Student appears to not like school



HOME-SCHOOL PLANS

Who will benefit from these interventions?

- Need for greater consistency and support between home and school

Home/School Plan

Student:

Positive behaviors to be increased:

Behaviors to be decreased:

The school agrees to:

Parents agree to:

Student Agrees to:

Date to review progress:

Signature of school staff:

Signature of student:

Signature of parents/guardians:

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2020

Home/School Plan

Student: Marcus

Positive behaviors to be increased:

Daily attendance at school. Getting to class on time. Staying in class.

Behaviors to be decreased:

Unexcused absences. Wandering the halls. Walking out of class.

The school agrees to:

Implement Check In Check Out. Touch base with student throughout the day. Provide weekly reward activity for reaching 80% on CICO.

Parents agree to:

Enforce night time curfew and getting student to school on time. Review his CICO

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2020

every day. Reinforce meeting his CICO goal.

Student Agrees to:

Shut off electronics at night time curfew. Get to class on time and stay there until dismissed. Meet with CICO mentor.

Date to review progress: Monthly Zoom meeting with school and parent until the end of the semester.

Signature of school staff:

Signature of student:

Signature of parents/guardians:

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STRUCTURED BREAK PLANS

- Teach the break procedure to the student. Practice and review the procedure before using it.
- Establish a signal for requesting a break (break card)
- Generally, time limit breaks. Use a timer.
- If the student needs frequent breaks, consider scheduling them proactively, 2-3 times/day.
- Make sure all staff that work with the student are aware of the break procedure and follow the plan with fidelity.
- Break Options: lap around the school, 5 minutes on bench in the hall, 5 minutes alone at student's desk, Get a drink of water, bathroom breaks, etc.

STRUCTURED BREAK PLANS

Who will benefit from these interventions?

- **Those who exhibit escape-motivated behavior that is severe enough to disrupt the class or that may result in harm to others.**
- **Students who need to stay in school/classroom**
- **Students who become easily frustrated**
- **Students who need more movement**
- **Students who may be lacking important coping skills**

STRUCTURED BREAK PLANS

Calming Break

Neutral (not reinforcing)
Preventative
Student or staff directed
Access to calming tools
Teaches self-regulation

Reward

Reinforces behavior
Earned privilege
Highly desirable activities
May include peers and/or adults

STRUCTURED BREAK PLANS

Reset

Occurs after a problem
behavior

Staff directed

May involve a Think Sheet

Reduced reinforcement

Reinforces classroom
expectations

Calming Break

Preventative

Student or staff directed

Access to calming tools

Not a consequence/neutral
reinforcement

Teaches self-regulation

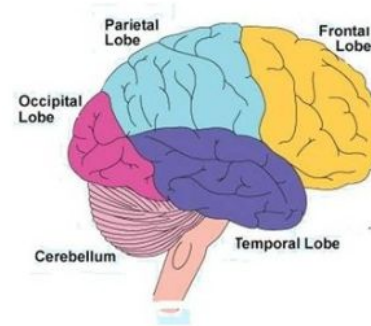
UNDERSTANDING THE NERVOUS SYSTEM



NEURO-ALIGNED TIER 2 OPTIONS

We need interventions that are

- Neuro-informed
- Engagement-driven
- Data-tied
- Innovative



“Tier 2 isn’t where students go. Tier 2 is what we build around them.”

NEURO-ALIGNED TIER 2 INTERVENTIONS



- **Neuro-Integrated CICO (CICO 2.0)**
- **Behavior Pattern Labs**
- **Peer-Regulated Learning Pods**
- **Mobile Check-In Stations**
- **Transition Zone Teams**
- **Sensory Regulation Labs**

CICO 2.0

CICO + regulation=

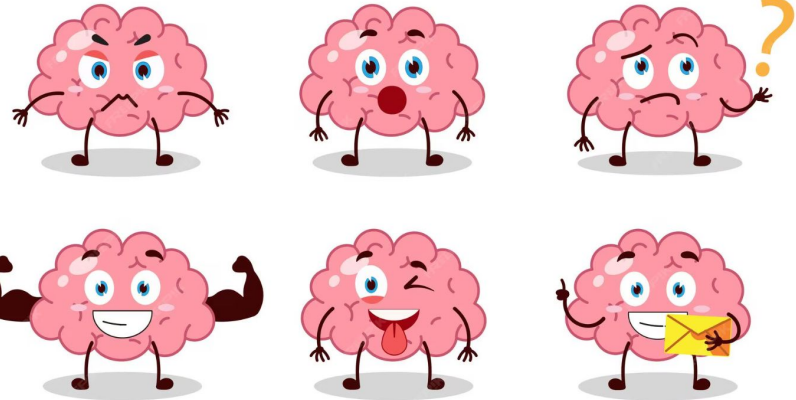
Student enters class ready to learn, not just “checked in”.

Tools:

**Bilateral movement, pacing
breath, grounding, quick energy
resets.**

Brain readiness=Behavioral readiness

Regulate first, teach next



CICO 2.0 CORE PRINCIPLES

1. Regulation First

- Begin check-in with a 1–2 minute regulation activity (breathing, bilateral movement, grounding, humming, or pacing).
- Goal: bring the student's autonomic nervous system to a calm/ventral state.

2. Student Self-Awareness & Ownership

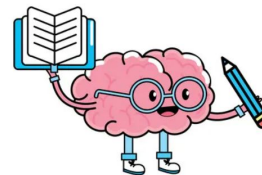
- Students identify their “top challenge” for the day.
- Track not only points but their own state shifts: calm, alert, anxious, dysregulated.

3. Micro-Feedback Loops

- Teachers provide consistent quick, supportive feedback instead of only at scheduled times.
- Focus on connection + noticing regulation rather than only behavior.

4. Data-Driven but Relational

- Track points and also quickly state observations (“Ready to learn? Calm/Alert/Activated”).



CICO 2.0 DAILY CYCLE

Morning Check-In (3–5 min):

- Student greets mentor
- Quick regulation activity (e.g., 2 deep belly breaths, wall push, or short movement)
- Identify focus goal for the day
- Mentor tracks starting state (e.g., 1 = calm, 3 = activated, 5 = shutdown)

During Class/Transitions:

- Teachers provide micro-praise and state checks: “I see you’re breathing through that frustration—great regulation!”

Afternoon Check-Out (3–5 min):

- Review behavior points and regulation efforts
- Quick reflection: “When did I feel most regulated today? What helped?”
- Celebrate wins, set a goal for tomorrow

BEHAVIOR PATTERN LABS



- **Students track their behavior patterns, analyze triggers, and practice adaptive responses through rehearsal loops.**
 - **Encourages self-awareness of arousal states and self-regulation.**
 - **Reinforces proactive behaviors and growth through data-driven goal setting.**
- 1. Student Enters- quick data check (what kind of day did I have?)**
 - 2. Analyze-spot one pattern (“I struggle during transitions.”)**
 - 3. Practice-run the rehearsal loops (Let’s practice a regulated walk and pause.”)**
 - 4. Set goal-pick a next-step strategy**
 - 5. Exit-return to class with a plan**

BEHAVIOR PATTERN LABS

- **Behavioral Rehearsal Loops** –students practice behavior skills the same way athletes run drills.
- Coach sets the scenario based on data “Let’s work on asking for help calmly.”
- Student practices the target behavior in a short loop.
- Coach models it, student practices it, student practices it again, coach gives feedback. Loops are fast (1–3 minutes), student closes the loop by naming the strategy “I will practice the pause–and breathe before responding.”

PEER REGULATED LEARNING PODS

- Small groups (3–5 students)
- Structured roles (coach, encourager, focus keeper, recorder)
- Check in using an emoji
- Brief regulation routine
- Collaborative practice (script, role-play scenarios, problem solving)
- Peers provide structured feedback
- Students log strategies, behaviors, and successes
- Pod discusses patterns and insights
- Each student picks one strategy to practice outside of pod
- Positive recognition and closure

MOBILE CHECK-IN STATIONS

- **Portable, visually simple regulation and check-in stations in key school locations to provide emotional resets and quick self-assessments.**
- **Stations are in hallways, cafeteria or outside bathrooms.**
- **Students are taught to use them independently with a class pass.**
- **60 second check-in mood scale, “What do I need” or a QR reflection.**
- **Students choose one reset tool–breathing, stretch, cue, affirmation, fidget, etc.**



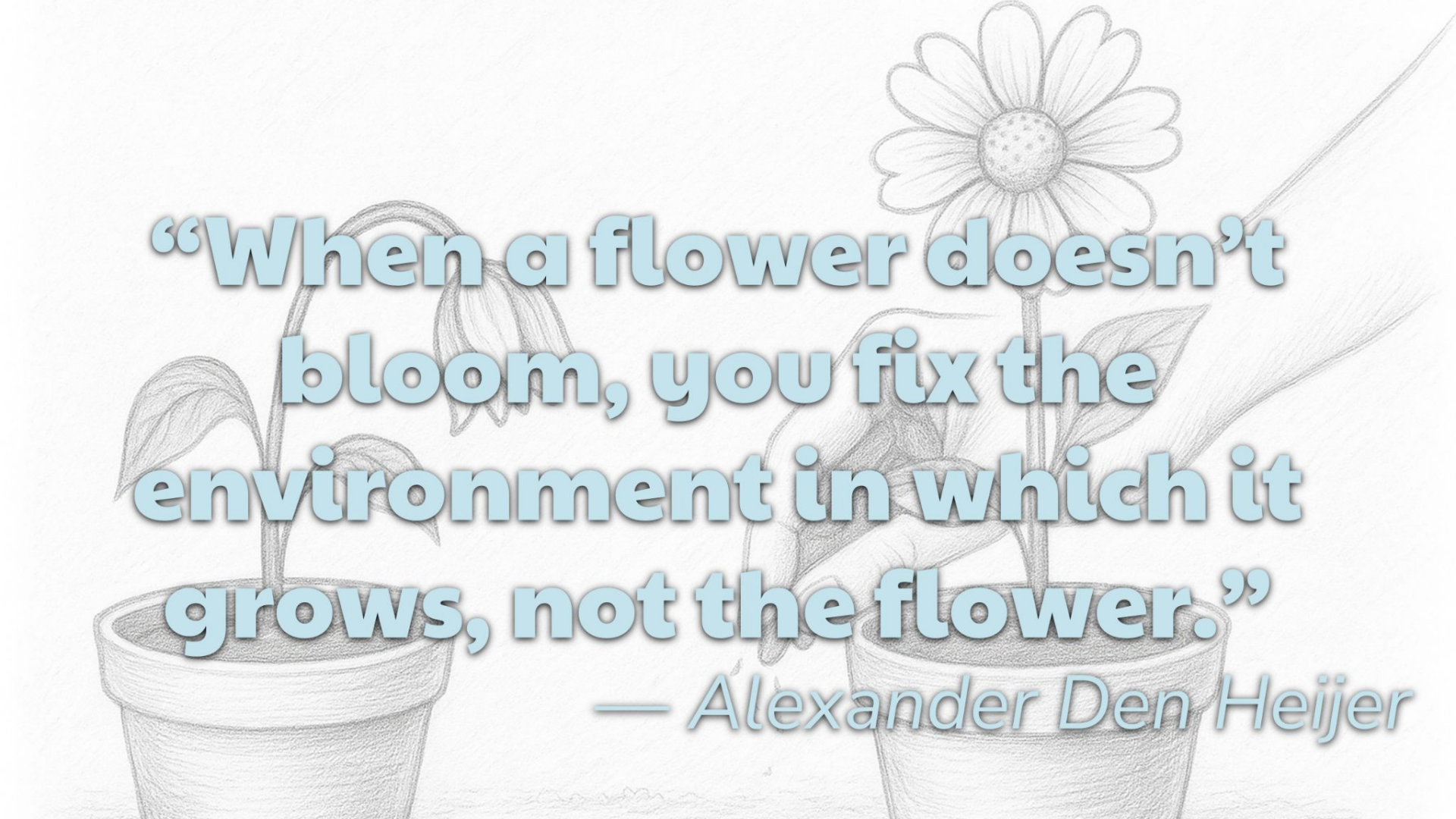
TRANSITION ZONE TEAMS

- Staff stationed at known hot spots (hallway, stairs, cafeteria)
- Greet students with consistent cues and expectations
- Provide positive narration of expected behaviors
- Students who need support get 10 second micro-coaching moments (Walk with me and tell me your plan for next period)
- Movement-based reset options (stress lines, quiet corners, sensory paths) where needed throughout building



SENSORY REGULATION LABS

- **Students check-in using a sensory zones scale (red=dysregulated, yellow=activated, green=calm)**
- **Choice driven Sensory Stations**
 - Proprioception/Movement: weighted blankets, mini trampoline, push/pull activities
 - Vestibular: rocking chairs, balance boards, gentle spinning
 - Tactile: stress balls, textured surfaces, clay
 - Auditory: calming music, noise-canceling headphones
 - Visual: color-light boxes, visual trackers
- **Students or teachers log which sensory strategies they used and their effectiveness (emoji or 1-5 scale)**
- **Select 1-2 strategies to use in class and reinforce when used successfully**



**“When a flower doesn’t
bloom, you fix the
environment in which it
grows, not the flower.”**

— Alexander Den Heijer

“Tier 2 is the gardener’s hand: guiding, supporting, and scaffolding growth for every student.”



RESOURCES

Wayne RESA

Autism Behavior Lab – October 15, 2024

Presented by Wayne RESA Autism Coaches:

Content utilized includes:

- **Applied behavior analysis concepts**
- **Behavior intervention planning frameworks**
- **Visuals and examples related to behavior pathways, function, and intervention alignment**

National PBIS Leadership Forum

Tier 2 is More than Just CICO: how to identify and Adopt Evidence-Based Tier 2 Interventions

Presented and authored by Sara Estrapala, Ph.D. & Sarah Wilkinson, Ph.D.

Content utilized includes:

- **Visuals and examples related to Tier 2 strategies and research**

Oakland Schools

Supporting Behavior Through a Systems Lens of UDL and PBIS

Presented and authored by Audra Holdorf

Director of Special Services for Birmingham Public Schools

Content utilized includes:

- **Visuals and examples related to Tier 2 strategies and research**