

## Tier One interventions at Tier Three

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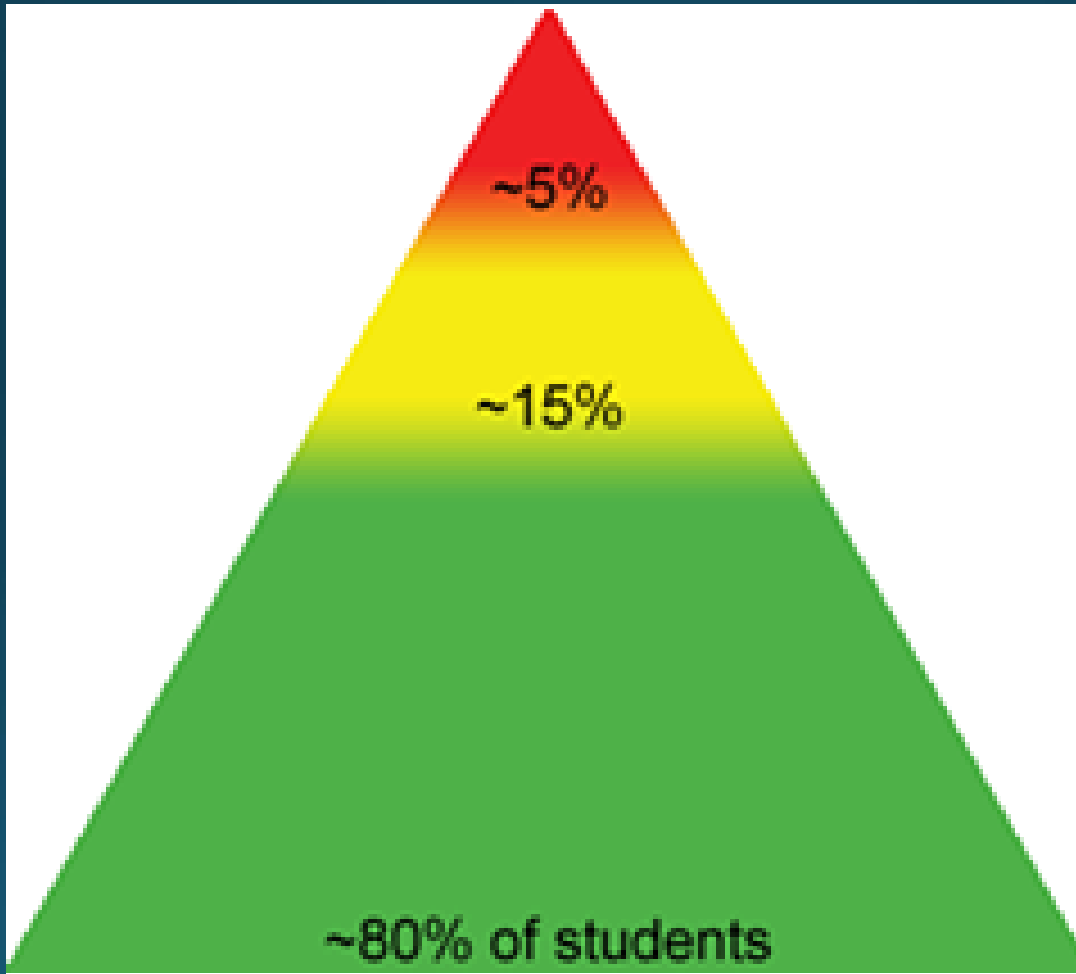
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DeKalb GNETS

# Tier One Interventions at Tier Three

# What are Tier One Interventions?



# Tier One at Tier Three

- Tier one interventions can be applied in environments that are comprised of students at the tier three level of intervention.
- Tier one interventions at tier three are intensive interventions that still apply to 80% or more of the student body.

# Tier One at Tier Three Interventions

- Tier one interventions at tier three can be:
  - Point sheets for all students
  - A levels program
  - Token economy
  - School-wide group therapy/ social skill instruction

# Point Sheets

- Point sheets are used by every student to track their behaviors based on the PBIS matrix.
- Students earn points to move up in the levels system.
- Students get immediate feedback per class on their behaviors and what to improve.
- Point sheets serve as a form of consistent data collection for staff.

# Point Sheet Example

Period	Transitions	Be Respectful	Be Responsible	Be Safe	Be Ready to Learn	TOTAL
Arrival / Break-fast	To HR	Wait patiently	Be in dress code	Handle disagreements	Walk directly	1
		Speak appropriately	Put away electronics	Personal space	Accept feedback	
		Follow directions	Use proper speaking level	Use safe language	Write personal goals	
					Complete Daily Thoughts	
	2	1	1	1	1	6
1st	To 1st	Speak appropriately	Stay in dress code	Handle disagreements	Meet personal goal	2
		Follow directions	All necessary materials	Personal space	Participate positively	
		Accept feedback	Complete all assignments	Remain in seat/area	Vocabulary Notebook	
		Use items with permission	Clean up after yourself	Use safe language		
	2	2	2	2	2	10
2nd	1st-2nd	Speak appropriately	Stay in dress code	Handle disagreements	Meet personal goal	2
		Follow directions	All necessary materials	Personal space	Participate positively	
		Accept feedback	Complete all assignments	Remain in seat/area	Vocabulary Notebook	
		Use items with permission	Clean up after yourself	Use safe language		
	2	2	2	2	2	10
3rd	2nd-3rd	Speak appropriately	Stay in dress code	Handle disagreements	Meet personal goal	2
		Follow directions	All necessary materials	Personal space	Participate positively	
		Accept feedback	Complete all assignments	Remain in seat/area	Vocabulary Notebook	
		Use items with permission	Clean up after yourself	Use safe language		
	2	2	2	2	2	10
4th	3rd-4th	Speak appropriately	Stay in dress code	Handle disagreements	Meet personal goal	2
		Follow directions	All necessary materials	Personal space	Participate positively	

# Levels System

- There are 4 levels to the system
  - Level One
  - Level Two
  - Level Three
  - Support Level



# Level System

- Students move up in levels based on points.
  - Level one is the entry level, students can earn off level one with a week of 80% or more of their daily points.
  - Level two students must maintain 80% or greater on their points to remain at level two, to move to level three they must maintain 90% or better of points for two weeks.
  - Level three is the highest level, students must maintain 90% or better on their daily point sheets to stay at level three. Level three students who maintain are typically eligible to move to a transition class as long as they meet other requirements.
  - Support level is a secondary level students earn if they exhibit certain problem behaviors such as fighting. To get off support students must earn 90% of their points for two days.
  - Students can drop in levels for cursing or other problem behaviors such as being a class disruption etc.

# Token Economy

- A token economy has been created to provide an additional layer of support and opportunity for praise.
- Students earn Eagle Bucks by exhibiting positive behaviors throughout the school day.
  - Behaviors such as staying on task during a disruption, or participating in class.
- Eagle Bucks are given with explicit praise and serve as an immediate tangible reinforcement for positive behaviors.

# Token Economy

- Students can spend their Eagle Bucks at the school store, for the bi-weekly PERK, or on other items based on a classroom menu.
- School Store is held bi-weekly, alternating with PERK.
- PERK includes fun activities such as an athletic event, computer lab, or an art project.
- The classroom menu has items such as a bathroom break, extra pencil, etc.

# Classroom Incentive Menu

	Level 1	Level 2	Level 3	Support
<b>PERKS</b>	150 Eagle Bucks	125 Eagle Bucks	100 Eagle Bucks	Not Eligible
<b>Paper</b>	3 Eagle Bucks	4 Eagle Bucks	5 Eagle Bucks	5 Eagle Bucks
<b>Pencil/Pen</b>	3 Eagle Bucks	4 Eagle Bucks	5 Eagle Bucks	5 Eagle Bucks
<b>Games/puzzles</b>	20 Eagle Bucks	15 Eagle Bucks	10 Eagle Bucks	Not Eligible
<b>Lunch with Choice of Staff/Intern</b>	25 Eagle Bucks	20 Eagle Bucks	15 Eagle Bucks	Not Eligible
<b>Candy</b>	Not Eligible	10 Eagle Bucks 1 Piece	5 Eagle Bucks 2 Piece	Not Eligible

# School-wide Therapy/ Social Skills

- Every morning students are given social skill instruction through our Decision Making curriculum.
- Decision making classes utilize a 36 week curriculum grounded in the GNETS philosophy.
- Lesson plans are prescribed through the curriculum providing a framework for teachers, who lead the groups 4 days weekly.
- Students learn important skills such as how to start and maintain a friendship, how to accept criticism etc.
- Once a week a member of the clinical team (psychologist, social worker, post-doctoral fellow or supervised practicum student) visits each classroom to provide an intensive lesson in collaboration with the teaching team in that class.

# School-wide Therapy/ Social Skills

- The Decision Making Curriculum is grounded in the Circle of Courage philosophy.
  - Circle of Courage is a holistic philosophy developed by Larry Brendtro and Martin Brokenleg that focuses on the development of four key personal and interpersonal factors: belongingness, mastery, independence, and generosity.
- The Decision Making Curriculum uses the Connect with Kids curriculum, an evidence based program for social skills development.
  - Connect with Kids is an interactive curriculum developed to address 26 character attributes.
- The Decision Making Curriculum offers intervention strategies for developing self-regulatory skills of emotion and behavior

# Intervention Targeting Dysregulation of Mood and Behavior in GNETS students

- The Decision Making Curriculum offers intervention strategies for developing self-regulation skills, including identifying and monitoring one's own emotions, sharing emotions appropriately with others, and using coping strategies to "take a break" before engaging in explosive or inappropriate behavior.
- Program wide students are encouraged to label their feelings, code how they are currently feeling ("green", "yellow", "red") and work with clinical and educational staff to develop appropriate responses to emotional dysregulation.
- Many students work not only within the group therapeutic milieu but also meet individually with clinical staff to work on regaining emotional and behavioral self-control.

# Contact and Questions

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