Creating Effective Tier II Behavior Support Plans for Individual Students.

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Prevent – Teach - Reinforce

Tier II Individual Student Planning

A problem solving approach to changing behavior.

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Together, we will...

...discover or refresh our knowledge of identifying A-B-C behavior patterns.

...explore using an effective behavior problem solving approach: PREVENT-TEACH-REINFORCE at the Tier II level.

Teamwork makes the dream work!

WHAT IS PTR?
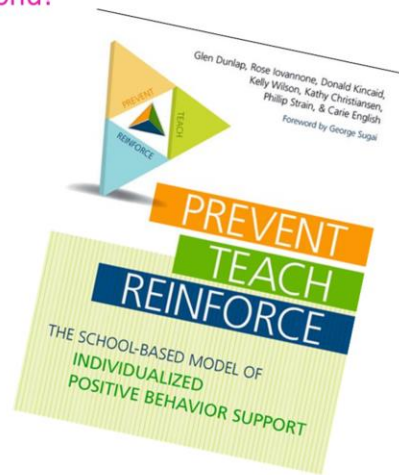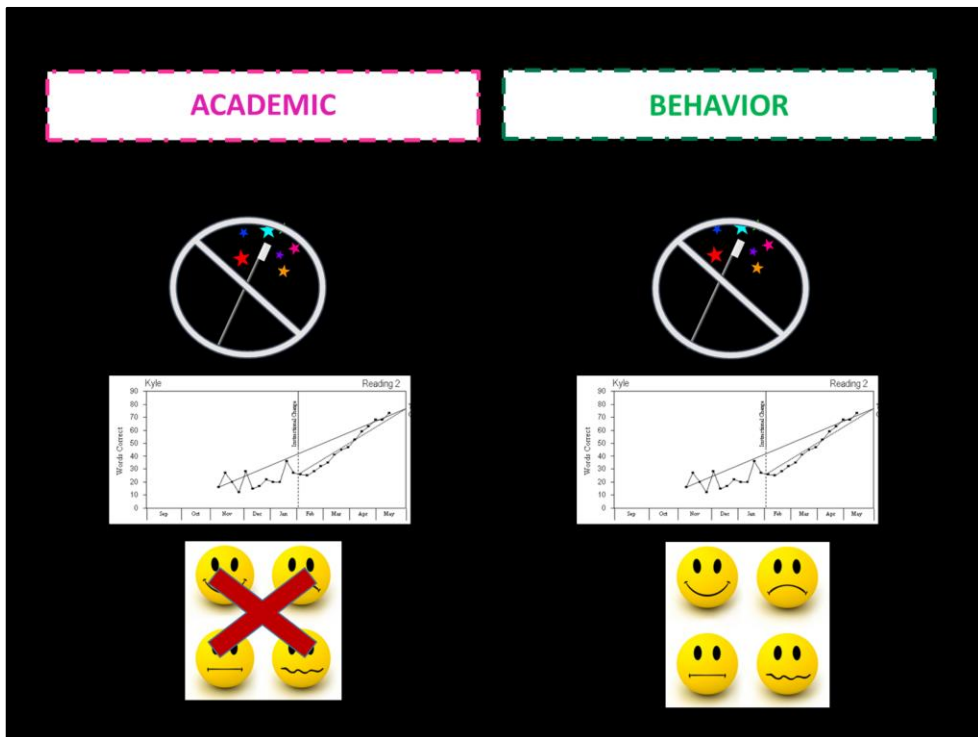Prevent - Teach - Reinforce/Respond!

Model derived from the
principles of PBIS + ABA!

Supported by research!

Prioritizes teaching and
learning over traditional

Glen Dunlap, Rose Iovannone, Donald Kincaid,
Kelly Wilson, Kathy Christiansen,
Phillip Strain, & Carie English
Foreword by George Sugai

PREVENT
TEACH
REINFORCE

THE SCHOOL-BASED MODEL OF
INDIVIDUALIZED
POSITIVE BEHAVIOR SUPPORT

There is no "magic bullet" for academic or behavior interventions. We often use the "behavior contract" as a catch all solution for behavior problems with mixed results. To be effective at behavior intervention planning, we have to be effective at behavior problem solving.

Both academic and behavior skill gaps will show a slow, gradual improvement in response to the right interventions. Data will slowly increase towards the desired goal.

Behavior is an integrated experience- which makes it personal and emotional. Typically, this isn't the same when we work with students who have an academic skill gap. As a result, we often feel like behavior interventions aren't working when they are. This is why data is so critical – its our guiding light as we support students who are working hard to resolve their behavioral issues.

What is a behavior pattern?

An observable activity that unfolds in a predictable sequence.

Defiance is not a behavior.

Observable behaviors can be clearly defined and measured.
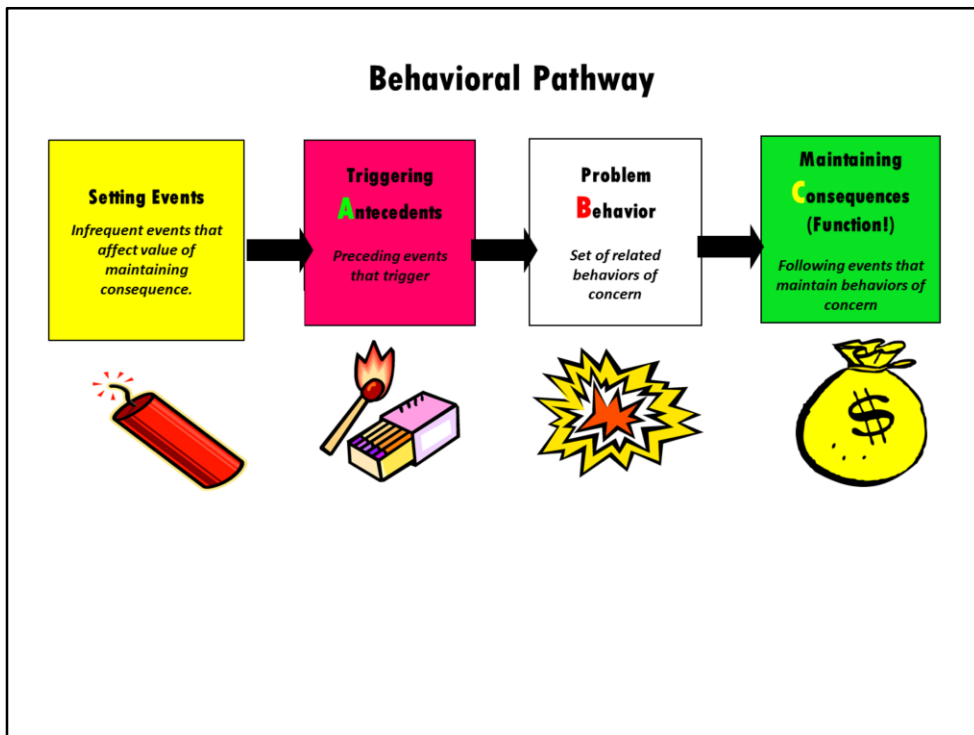
Rolls her eyes, sucks her teeth, says "I don't have to listen to you."

Typically occurs 1-2x/day.

2 questions I use to help teachers define a type of behavior (defiance, not following directions, attitude) into something that is measurable:

1. What do you SEE when he/she is being _____?
2. What do you HEAR when he/she is being _____?

Behavioral Pathway

Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences (Function!)
Infrequent events that affect value of maintaining consequence.	Preceding events that trigger	Set of related behaviors of concern	Following events that maintain behaviors of concern

All behaviors that are a pattern have a pathway that includes a triggering event (antecedent) and reinforce (maintaining consequence)

Some patterns are easy to spot, and some are not, but there is always a pattern.

You don't need direct observation data to find the ABC pattern, you can ask the teacher if there is a common trigger (antecedent) to the problem behavior and what normally happens after the behavior occurs (consequence).

If its hard to figure this out, you can ask the teacher to tell you the story of the last time the student demonstrated the problem behavior, starting with about 10-15 minutes before it happened. As the teacher provides details, put all factors that occurred prior to the behavior into a column marked "A". Put all factors that happened after the problem behavior into a column marked "C". Try to get 3 stories and then look for patterns in the A & C columns. This will be your most common antecedents and consequences.

Sometimes an antecedent causes the problem behavior to occurs on some days and not others. When this is the case, you often have a setting event contributing to the behavior pathway. Setting events cause the student to be a "stick of dynamite" on some days and not others.

Setting events help explain why people respond differently at different times when presented with the same set of events or triggers.

Fatigue	Challenges due to a disability
Previous Conflict	Hunger
Transitions	Illness/Allergies
Time of day	Medications
Day of Week	Feelings of inadequacy
Changes in environments outside of school	Traumatic event
Seasonal	

School staff has influence over some setting events. Parents have influence over others.

When you find that a setting event that a parent has influence over is causing a behavior pattern, you need to work in partnership with the parent (not judgement!) and talk about what you've noticed. Try to work out a plan with them on how to resolve this setting event.

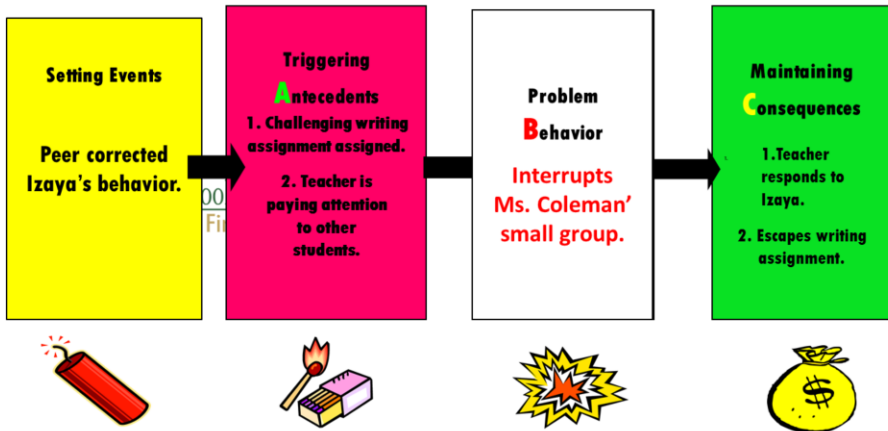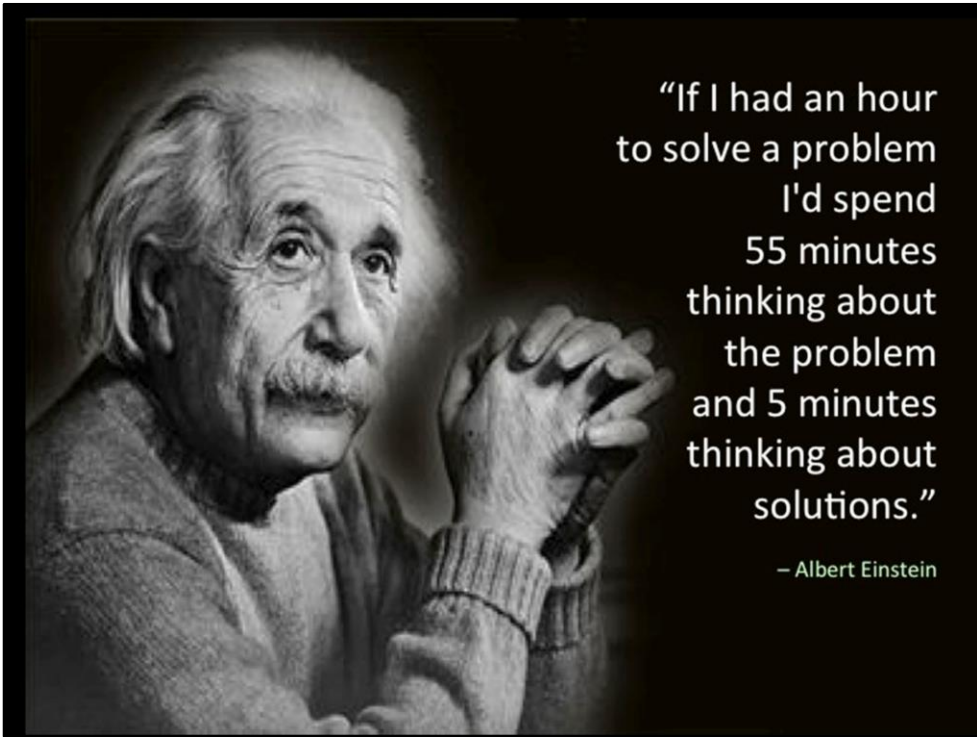Parents want the behavior problem fixed as much as you do, so include them in the work as an teammate.

Izaya.

Izaya is working on a coloring page while Ms. Coleman assigns the class to their stations. While waiting, his peer Sierra says to him "*You can't use the red pencil! You have to use the yellow one!*" He loudly says "*mind your own business!!*" and scribbles on his paper. Ms. Coleman assigns Izaya to the independent writing station and begins to work with her other students in a small group. After a few moments, he walks over to Ms. Coleman's table and tattles on Sierra. Ms. Coleman tells him to move to a new table. He moves his materials and then immediately goes back to Ms. Coleman to ask for a bathroom break. Ms. Coleman says yes and Izaya leaves the room for 2 minutes. Upon returning to the classroom, Izaya approaches Ms. Coleman for a third time, asking for a snack. Ms. Coleman gets up and finds one for him in her desk. By this time the rotation is over and Izaya is assigned to the computer station. He does not interrupt Ms. Coleman at all during this rotation. Izaya's writing assignment was never completed.

Read the following scenario. Try to identify the problem behavior, antecedent, setting event, and consequence.

Izaya's Behavioral Pathway

Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences
Peer corrected Izaya's behavior.	1. Challenging writing assignment assigned. 2. Teacher is paying attention to other students.	Interrupts Ms. Coleman' small group.	1. Teacher responds to Izaya. 2. Escapes writing assignment.

"If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions."

– Albert Einstein

Only after you have figured out the problem should you start thinking about possible solutions. This sets you up for success in selecting the right interventions at the right intensity the first time.

PREVENT: interventions

Triggering Antecedent	→	Problem Behavior	→	Maintaining Consequence
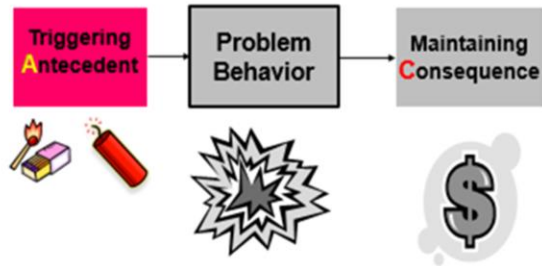
Connects to the "A" Component of ABCs;

Prevention interventions are intended to make the problem behavior unnecessary.

Provides the most *"bang for your buck"*.

Pair - Share Activity

How can I **PREVENT** Izaya's problem behavior *(Interrupting the classroom teacher)* by targeting the **Antecedent**?

Spend 3 minutes with your group/partner to discuss and select 1 - 2 PREVENT strategies.

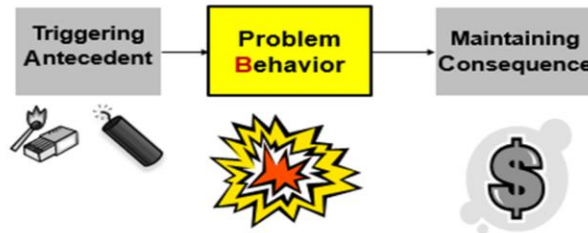*How could I modify the antecedent?*

How could I remove the antecedent?

What could I implement during the antecedent?

Triggering
Antecedents

1. Challenging writing assignment assigned.

2. Teacher is paying attention to other students.

We often set a goal of "raising your hand" when students are calling out in class. This is a necessary behavior, but when do we ever need to raise our hand in life?
Consider focusing on life skills instead – by teaching those, we are setting the student up for success in the classroom, and in other life situations (both now and in adulthood)
Communication Skills – how I share my wants/needs/ideas and how I receive yours.
Social Skills – How I interact with others and how I interact with myself
Problem Solving Skills – How I handle it when something goes wrong, how I persevere, ask for help, or think through possible solutions

How do we teach a behavior?

Skills Deficit   VS.   Performance Deficit

When a student cannot tell you how they should have handled a situation – you are working with a skills deficit. Solution? Teach them step by step what to do and role play it with the student until they show mastery.

When a student demonstrates the desired behavior inconsistently – you are working with a performance deficit. Solution? Create opportunities for the student to practice/demonstrate the behavior in the desired setting and provide a reinforcement when they do it.

Sarah

Reinforce: Interventions

Triggering Antecedent → Problem Behavior → Maintaining Consequence

Relates to "C" component of ABC's;

Reinforce interventions needs to meet the student's **desired function**.

All humans continue behaviors that work for us = it gets us what we want. We call this the "function".

Once you know the student's behavior function you have figured out their "currency" or what they will work for.

You want to create reinforcers that match the student's function – not treasure box, or computer time. These items are not as compelling to the student.

If the only way the student can get their function met is through problem behavior = they will keep demonstrating the problem behavior.

Why does he keep doing that?!?

Gain	Escape
preferred task or activity	Challenging or "un-fun" task or activity
attention of an adult or peer	attention of an adult or peer
a specific item or object	a specific item or object
sensory input	sensory overload
choice	

Jose

Pair - Share Activity

How could you **REINFORCE** Izaya by providing his consequence (function) when he demonstrates the desired behavior?

Spend 3 minutes with your group/partner to discuss and select 1 strategy to reinforce.

What is the likely function of the reinforcing consequence?

How could you create opportunities for Izaya to receive access to this reinforcer soon after the desired behavior is observed?

Maintaining Consequences

1. Teacher responds to Izaya.
2. Escapes writing assignment.

Sarah

Congratulations!

You just created a customized Tier II behavior intervention plan to address the *specific* needs of your student. ☺

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If more than 3 students require customized supports (outside of an iep or 504, etc) its time to make changes to the TIER I supports – this is a more efficient use of the teacher's time.
We only need to provide the student the perception they are escaping tasks. So get creative in providing this opportunity for students. 50% of work completed is more than 0%. Make sure you utilize prevent interventions to get to the bottom of why the student desires to escape the work in the first place.