

**Sound
Supports**

Bridget Walker, PhD &
Lori Lynass, EdD

www.soundsupportsk12.com

EPS PBIS Cohort 3 - Day 3 Webinar 1



A young girl with dark hair, wearing a pink hooded sweatshirt, is holding a brown teddy bear close to her face. She is looking directly at the camera with a serious expression. The background is a light-colored, weathered wall with some dark spots and textures.

**In teaching, “You can’t do the
Bloom stuff until you take care
of the Maslow stuff.”**

Alan E. Beck

Agenda For Our Three Webinars

Webinar 1- Introduction
and Implementation
Planning on Remaining
Interventions

Webinar 2 – Tier 2 Team
Implementation and
Problem Solving

Webinar 3 - Begin planning
for August Roll Out

Team Expectations

Be Responsible

- Be an active participant
- Watch the time on breaks and activities
- Use Chat to record comments, questions, ideas discussed

Be Respectful

- Mute yourself when not talking
- Share the AIR in large and small group
- Stay on task and on topic in large and small groups

Be Supportive

- Enter discussions with an open mind
- Respond thoughtfully to others' ideas & comments
- Use Zoom Reactions and appropriate non-verbal signals to signal questions, Chat to record summary breakout discussions



Tier 1

Behavioral

- Behavior expectations are defined, taught, and retaught
- Expected behaviors are acknowledged
- Behavior errors are corrected proactively
- Communication with family about student's behavior is on-going

Academic

- Study skills, organizational strategies, and technology skills are taught
- The EPS continuous improvement model (8-Step) is implemented
- Self-monitoring strategies are developed
- Assignments broken into smaller chunks
- Support is provided to all students
- Response is evaluated to identify students who may be at risk

Social/Emotional

- Five overarching competencies are integrated into instruction:
 - ✓ Self-awareness
 - ✓ Self-management
 - ✓ Social awareness
 - ✓ Relationship management
 - ✓ Responsible decision-making
- Second step curriculum is taught K-8
- Bullying prevention is implemented
- Panorama data inform next steps

Tier 2

Behavioral

- Behavior contracts reinforce expected behavior
- Check-in/check-out systems monitor student's daily success
- Mentors/peers mediate conflicts
- Re-teach school-wide expectations in small groups
- Students engage in problem solving and goal setting
- Communication with family about student's behavior is on-going

Academic

- Intensive interventions specific to the identified need are selected
- Small group Interventions occur in or out of the classroom
- Progress monitoring and evaluating student response is ongoing

Social/Emotional

- Social skills are taught
- Social/academic groups with individualized features are ongoing
- Referrals are made to resources in or out of the school
- Frequent feedback and reinforcement for engaging in appropriate behavior is provided

Tier 3

Behavioral

- Functional Behavioral Assessment/ Behavior Intervention Plan is made
- Community resources are utilized to support the student
- Consider alternatives to suspension
- Personalized schedules are built
- Conflict resolution and social skills are taught
- Communication with family about student's behavior is on-going

Academic

- Implement intensive individually designed intervention
- Deliver intervention daily for a minimum of 30 minutes
- Consult with interventionists and special education staff
- Progress monitoring and evaluating student response is ongoing

Social/Emotional

- Intensive, individualized interventions are implemented
- Family members actively participate in the development of goals
- Intensive school and community interventions with school support
- Support plans that include individualized therapeutic supports

Universal

Targeted

Intensive

MORE SUPPORT NEEDED

MORE SUPPORT NEEDED

MORE SUPPORT NEEDED

v 1.0 07/18

Tier 1 Fidelity and Outcomes

- Review Tier 1 TFI
- Capture Outcomes Data – Download SWIS/Discipline Data
- Update Action Plans (for virtual and in person contexts)



Everett's 5 Core Tier 2 Interventions

* = Today

Intervention
Check in/Check Out (CICO)
Home Note (elementary)
Basic Behavior Contract
Class Pass*
Check & Connect (secondary)
Targeted SEL Skills Group*
Self-Monitoring*

Class Pass	<p>Class Pass intervention, the student uses a limited number of “passes” to take brief (8-12 minute) work breaks to engage in preferred activities without disrupting instruction seeking to escape or avoid an academic task or sensory experience. To promote increased work/sensory tolerance, however, the student is also given an incentive to retain passes unused to redeem later for rewards.</p> <p>Useful for students motivated by avoiding tasks/activities or sensory experiences.</p>	<p>2-3 major ODR in 4-6 weeks with same motivation.</p> <p>X – X on Universal Screening</p>	<p>Class pass tracking tool to monitor when passes are used and tracking unused passes, which are used to access reinforcement</p>	<p>Student using average of one or no passes for 4 of 5 days a week for 3-4 weeks.</p> <p>Move to self-monitoring for 2-3 weeks as a transition</p>
Social Skills Development Group	<p>Small groups that focus on the development of specific inter or intrapersonal skills to expand a student’s SEL capacity. Groups focus on key skills and strategies such as self-management, self-calming, conflict resolution etc.</p> <p>Students are reinforced when they are observed using the strategies in the school context.</p> <p>Best for students who need to develop positive replacement skill to better meet the function of a behavior. Can be used for students with a variety of functions for their behavior.</p>	<p>2-3 major ODR in 4-6 weeks.</p> <p>Teacher nomination</p> <p>X-X in Universal Screening</p>	<p>Pre/Post Skills Survey</p> <p>Student skill self -assessment</p>	<p>Completion of skill unit/lesson series</p>
Behavior Contract/Pact	<p>A written agreement between student and staff using an established template. Outlines specific expectations for student behavior and how student will be reinforced on a daily and weekly basis for reaching those expectations. The student must know how to demonstrate the expectations outlined in the contract.</p> <p>Can be used for a variety of functions of behavior as long as reinforcement matches the function. Useful for attendance, work completion, reinforcing use of a new skill/strategy etc.</p>	<p>2-3 major ODR in 4-6 weeks.</p> <p>X-X in Universal Screening</p>	<p>Behavior chart for tracking goals met</p>	<p>Meet goal for 3- 4 weeks. Move to self-monitoring for 2-3 weeks as a transition</p>
Transition Support: Self-Monitoring	<p>Useful for helping students transition from a more structured delivery of a Tier 2 intervention after they have met their goals with consistency for 3-4 weeks.</p> <p>Students monitor/track their own behavior for a period of time. They receive reinforcement when their self-recorded data matches that of the teacher or staff.</p>	<p>Completion of a Tier 2 intervention</p>	<p>Self-Monitoring DPR</p>	<p>Matches staff rating 80% of the time for 2 weeks. Then tracks independently for 1- 2 weeks or when student requests</p>



A Reminder About Human Behavior:

- Behavior Serves A Function
- Is Taught and Learned and Thus Can Be Retought and Changed

.....Yes, For Some Students This Can Be a Longer Process.

.....And Yes, Our Behavior Has to Change Too.

What is Function Anyway?



Humans repeat behavior because in some way it meets a deep need.



To OBTAIN or GET something we want: Attention (positive or negative) from peers and/or adults, sensory input or things like money, toys, stuff



To AVOID or Delay something we don't want: Attention (positive or negative) from peers and/or adults, sensory input, Tasks or other activities that we don't like.



Research has shown that the more often a behavior meets it's function for a person, the more often it will occur.



The longer the pattern has been in place the more time it will take to change it.

5 Core Interventions and Function of Behavior

Intervention	Primary Function
Check in/Check Out (CICO)	Obtain attention and/or items
Home Note (elementary)	Obtain attention and/or items
Basic Behavior Contract	Can be adjusted for variety of functions based on details of contract & student reinforcement plan
Class Pass	Avoid attention/sensory
Check & Connect (secondary)	Can be adjusted for variety of functions based on details of contracts & student reinforcement plan
Targets SEL Skills Group	Can be adjusted for variety of functions based on focus of the group & student generalization/reinforcement plan
Self-Monitoring	As an intervention mostly avoid attention. Often used as a scaffold to support students at the completion of an intervention so can then match a variety of functions



Basic Behavioral Pacts & Contracts

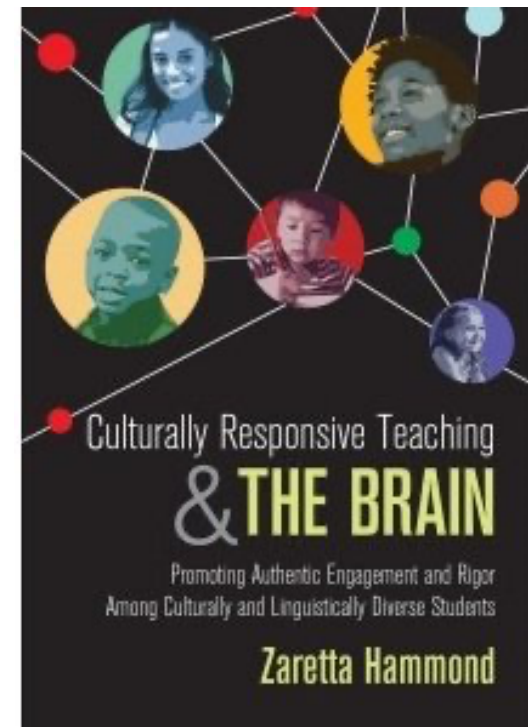
Basic Behavior Pacts/Contracting

- Use of a consistent format for developing a basic system of support and acknowledgement that allows for some individualizing of supports, goals, and reinforcement strategies.
- Helpful for all students but can be most useful for students with escape/avoidance motivation where other interventions may not already be in place
- Student must be *taught* the replacement skills and then have the opportunity to be reinforced for emerging changes early on, with gradual increase in expectations over time.
- Try to be as function based as possible in determining systems of acknowledgement/reinforcement



The Pact –Zaretta Hammond

- Often teachers will put in place behavioral contracts, but these are technical tools focused mainly on compliance.
- The Pact is a formal agreement between teacher and students to work on a learning goal and a relational covenant between them.
- They each pledge to bring their attention and effort to the pursuit of the goal.
- The Pact is meant to be a relational support tool.



Difference Between Effective and Ineffective Behavior Contracts

(C. Cook, 2018)

EFFECTIVE BEHAVIOR CONTRACT

- Negotiated agreement
- Describes what the student should do
- Provides a + goal statement
- Outlines what the student will earn as a reward for meeting goal
- Teacher uses contract to precorrect and prompt behavior

INEFFECTIVE BEHAVIOR CONTRACT

- Non-negotiated
- Describes what the student is doing wrong
- Provides no positive goal statement
- Outlines how the student will be punished if problem behavior continues
- Omits what supports teachers will be offering

Behavior Contract Template

Student:	Date:		
Teacher/School Personnel:	Parent/Caregiver(s):		
What behavior(s) will student work to increase? 1. 2. 3. To track each time one of these behavior occurs, _____ will do the following: (teacher/adult at school)			
Daily Goal: If _____ reaches this goal, s/he will choose one of the following: <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; height: 100px;"></td> <td style="width: 50%; vertical-align: top;">List of daily reward choices:</td> </tr> </table>			List of daily reward choices:
	List of daily reward choices:		
Weekly Goal: If _____ reaches this weekly goal, s/he will choose one of the following: <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; height: 100px;"></td> <td style="width: 50%; vertical-align: top;">List of weekly reward choices:</td> </tr> </table>			List of weekly reward choices:
	List of weekly reward choices:		
I helped to create this contract, understand it, and agree to the terms of this behavior contract. Student Signature: _____			
I understand and agree to follow through with my part of this contract. Teacher/School Personnel Signature: _____			
I understand and agree to follow through with my part of this contract. Parent/Caregiver Signature(s): _____			

Sample form from
*Academic and Behavior Supports for
At-Risk Students: Tier 2 Interventions*

By Stormont, Reinke, Herman and
Lembke
From Guildford Press

Also see: *The Tough Kid Tool Box*
By Rhodes, Jensen and Reavis
From Pacific Publishing

Class Pass Intervention

(From Browning –Wright, D.)

FRONT

CLASS PASS

Name: _____

Time: _____

Where to?: _____

Initial: _____

Reward for a saved pass:

BACK

Guidelines for Class Pass

If you use the pass...

1. Choose a time when you need to step out of the class.
2. Fill out one of your passes.
3. Show pass to teacher.
4. Walk to _____.
5. Have adult where you walked initial pass on your way back to class.
6. Enter class quietly.
7. Join classroom activity.

If you save the pass...

Earn a reward!!!!!!

- CPI is for students who engage disruptive classroom behavior
 - Work may be too difficult, views class as boring, or simply doesn't like a subject
 - Allow students to escape/avoid academic tasks for a pre-determined amount of time by issuing class pass
 - Engage in a preferred activity for a certain amount of time
- Students must be taught how to appropriately ask for and take a break.
- Pre-determine the break length.
- Determine the # of break cards.
- Collect data on times breaks are taken

Class Pass/Break Pass Intervention

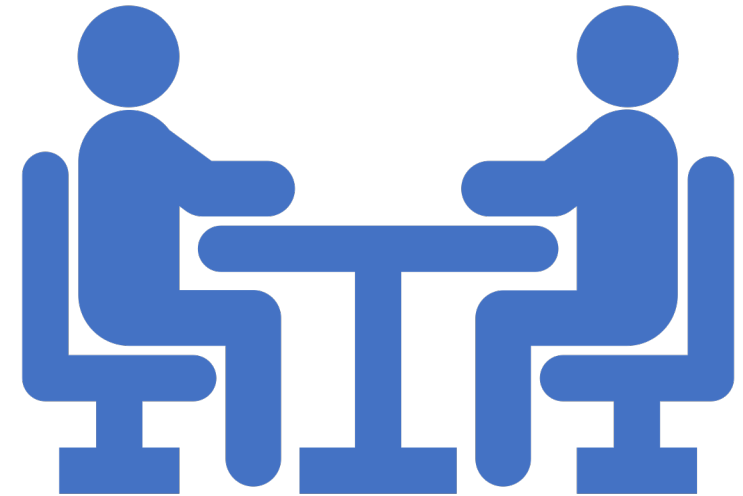
- Incentivize students to not use class passes by holding onto them and exchanging them for something even more desirable than escape/break
- It works because students:
 - Can exercise choice by requesting a break with class pass
 - Tolerance for academic work is increased
 - Are able to earn access to desired reward/activity based on staying in the presence of the difficult, boring, or frustrating academic task



Everett High School Anytime Pass

Breakout Room Discussion Time

- Based on what you just learned, which of these two interventions do you think would be best to present to your staff first?
- What would be the initial steps to introduce the intervention(s)?





Targeted SEL Skills Teaching Groups



SEL Integration (CASEL.org)

<http://www.edutopia.org/keys-social-emotional-learning-video>

1 Self-Awareness I can say how I feel. I can say how my feelings affect what I do.	4 Social Awareness I can take the perspective of people from diverse backgrounds and cultures. I can empathize with others.
2 Self-Management I can regulate my emotions, thoughts and behaviors when I'm alone or with people.	5 Social Management I can make safe and constructive choices about what I do and how I interact with people.
3 Self-Efficacy I can motivate myself. I see myself as capable. I can persevere.	6 Social Engagement I can consider others. I contribute to the well-being of school and community.

Using Data for Identifying Needed SEL Groups

- Short, Focused 6-8 Week Skills Teaching and Support Groups
- Focus and Participants Determined on Data
 - Self Report Survey Data- (e.g. Panorama)
 - Formal Social/Emotional Screening Data- (e.g. Student Risk Screening Scale)
 - Discipline Data
 - Teacher, Family & Student Referrals
 - Nurse Visits
 - Absentee/Attendance Data
 - Academic Data/Grades (for Executive Functioning Groups)
- Goal is explicit teaching and supported practice of needed skills

Sample Second Step Scope and Sequence



Grade 8

Unit 1

Mindsets & Goals

1. Welcome!
2. Who Am I? My Identity
3. My Interests and Strengths
4. Harnessing My Strengths
5. Pursuing My Goals
6. My Future Self
7. My Path Forward

Unit 2

Recognizing Bullying & Harassment

8. Understanding Bullying
9. Social Factors that Contribute to Bullying
10. Environmental Factors that Contribute to Bullying
11. Disrupting Factors that Contribute to Bullying 1
12. Disrupting Factors that Contribute to Bullying 2
13. Stand Up and Disrupt!

Unit 3

Thoughts, Emotions, & Decisions

14. Understanding Stress and Anxiety
15. Where Does Stress Come From?
16. Can Stress Help You Grow?
17. Strategies for Managing Stress
18. Changing Strategies and Getting Help
19. My Stress-Management Plan

Unit 4

Managing Relationships & Social Conflict

20. My Values and My Relationships
21. Healthy Relationships
22. Unhealthy Relationships
23. Conflicting Perspectives
24. Managing Conflicts
25. Your Guide to Healthy Relationships
26. High School Challenges

Breakout Room Discussion Time

- Based on what you just heard, which of these two interventions do you think would be best to present to your staff first?
- What would be the initial steps to introduce the intervention(s)?



Self Monitoring

I am working for: _____ Date: _____

I need _____ points to earn a reward..

Activity/time	Hands to self		Saying kind things		Following directions		Use calming strategies		points	Comments
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		
	✓	✗	✓	✗	✓	✗	✓	✗		

Self-Monitoring Checks

My rules:

- Feet near my own chair.
- Squeeze the ball if I need to squeeze.

✓

✓

The Autism Vault

Self Monitoring

- Set a realistic and attainable goal with the student
- Identify what the student should be doing instead of the problem behaviors
- Determine how frequently the student will self-monitor and record her behaviors
- Combine tracking with a reward component for meeting a preset goal to increase self-regulation and self-control
- Use of technological device or natural breaks or transitions to prompt self-reflection and self-recording of behavior
- The student must comprehend the self-monitoring chart

Self-Monitoring Card		
Class or Time : <u>Reading</u>		
<u>Behavior Tasks :</u>	<u>Results?</u>	
1. Be prepared for class with all materials.	Yes	No
2. Start the assignment when told to begin.	Yes	No
3. Continue working until assignment is done.	Yes	No
4. Ask the teacher for help in a pleasant way.	Yes	No
Total Yes = _____		Signed : _____
Total No = _____		Teacher : _____
Name: Jessica Wilson Date: 9/4/2009		

MoBeGo, I-Connect and Score It

Log In Options Allison 9/27/16 Teacher

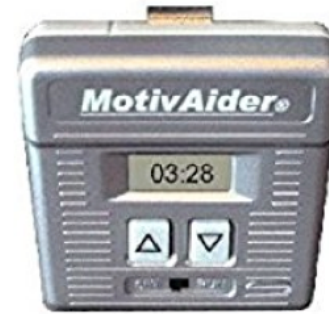
Touch the scores for Whole Group.

	Never	A Little	Sometimes	A Lot	Always
Be Respectful	0	1	2	3	4
Be Responsible	0	1	2	3	4
Be Ready	0	1	2	3	4

Done

Set Ben's Score for interval ①

	Never	A Little	Sometimes	A Lot
Be Respectful i	0	1	2	3
Be Responsible i	0	1	2	3
Be Ready i	0	1	2	3



Timer Tools

Assess for
Fidelity of
Implementation



Supporting Consistency & Fidelity of Plan Implementation

(See examples for
interventions in
Google Folder)



On-going, sustained, and purposeful training



On-going access to technical assistance and coaching



Periodic formal checks

Student outcomes

Student perceptions and experience (social validity)

Adult perceptions and experiences (social validity)



Provide booster sessions and supports for student and/or teacher based on data



Apply logic of SW-PBS to adult learners

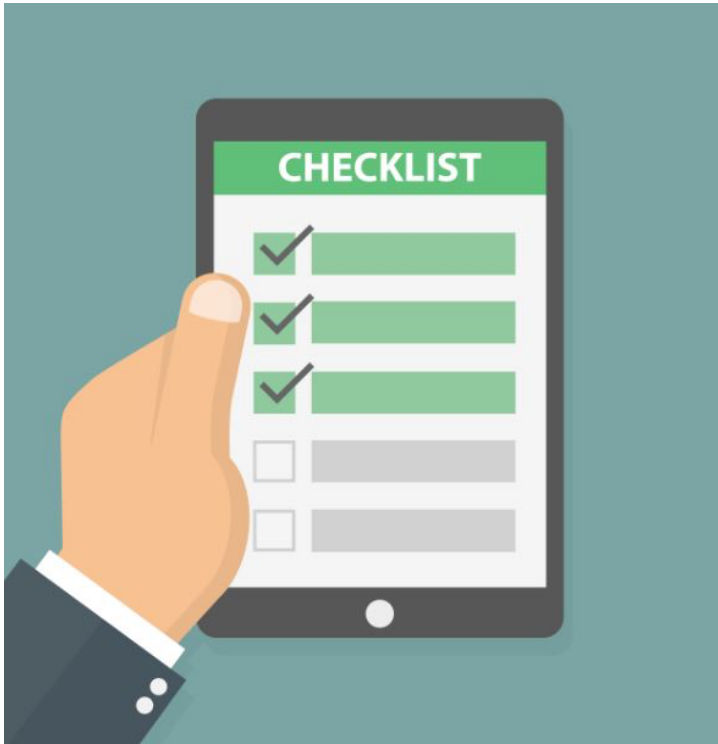
Explain-show-practice-reinforce

Provide Ongoing Data/ Feedback

Data-based Decision Making

Tier 2 Team

Setting Students and Staff Up for Success: Training, Coaching and Fidelity of Implementation



- Develop and provide intervention orientation and overview materials staff and student (videos, fidelity checklist, forms etc.).
- Provide structured coaching and practice to help student and staff “practice” intervention when others are not present. Use the fidelity checklist to do a run through, ask/answer questions, review next steps etc..
- Fidelity Checklist:
 - First week: Staff uses daily for self-reflection; T2 Coach uses daily for coaching/feedback during visit. Use this data for problem solving and integrating intervention into practice.
 - Week Two: Fade to every other day
 - Week Three: Once week minimum
 - If changes or adjustment to intervention are made update the checklist and return to more frequent implementation

Final Team Breakout Room Discussion Time

- What are the next steps & action items you need to capture related to these interventions?
- When can your team meet to continue Tier 2 planning and development?
- What support do you need from the district and/or your coach to move forward with your plan?



Next Steps for EPS Tier 2 Teams



1. Finalize Tier 2 Team Development and Scheduling (request support from Sound Supports Coach as needed)
2. Make a plan to assure that Tier 1 is in place with fidelity schoolwide and in classrooms upon return (take the time to do an in-depth launch)! Make a plan for virtual Tier 1 if needed.
3. Review the interventions we have covered and identify one intervention that you want to pilot in the fall.
4. **Make sure your Tier 2 team is trained in using the Student Success Platform for monitoring Tier 2 interventions**
5. **Optional:** If your team is ready, identify 3-5 students with Tier 2 needs that would benefit from this intervention in the fall and obtain consent to participate from family/student
6. Coordinate with your Sound Supports Coach to prepare for Fall Pilot of the intervention
7. Orient/Train mentors/coaches, teachers and students
8. Orient your staff to the status of your team and related activities

Agenda For Our Three Webinars

Webinar 1- Introduction
and Implementation
Planning on Remaining
Interventions

Webinar 2 – Tier 2 Team
Implementation and
Problem Solving

Webinar 3 - Begin planning
for August Roll Out

Homework for Part 2

- Please view the following You Tube video of a Tier 2 meeting.
- Record your observations and questions:
 - What was different than typical meetings?
 - What stood out as effective?
 - What questions do you have about the process?
 - How could you integrate this approach with strategies and systems you already implement as a team?

<https://youtu.be/z6MtVtRSXMs>

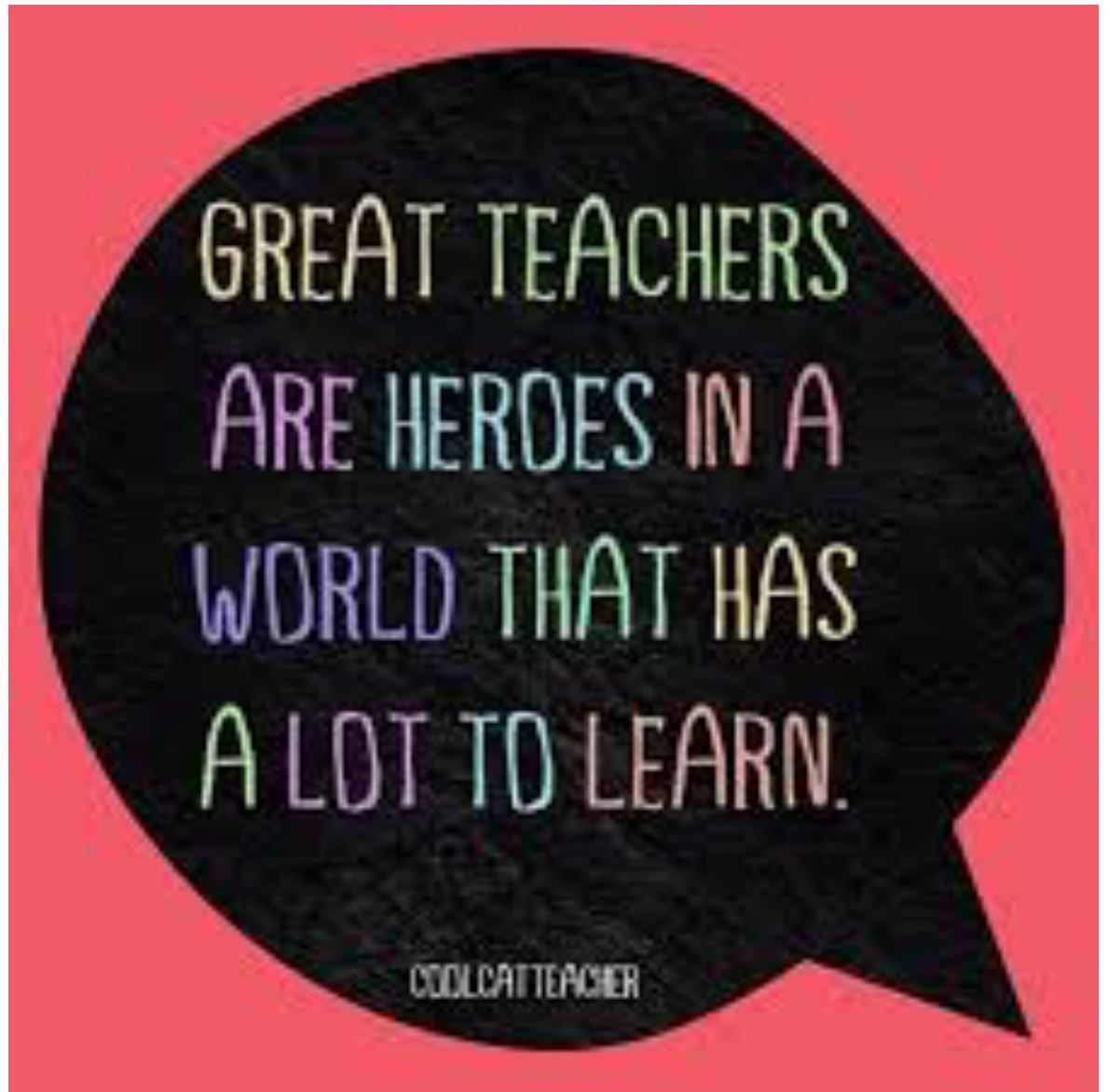
Tier 2/CICO meeting



Thank you!

Lori Lynass, Ed.D.
lynassl@gmail.com

Bridget Walker, PhD.
bridgetwalkerphd@gmail.com



Resources

