Tier III Support: Preparing for Complex, Multi-dimensional & Protracted Intervention

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Session Objectives

1. Describe characteristics of Tertiary Behavior Supports.
2. Identify examples of Intensive and Embedded Interventions.
3. Illustrate procedures and outcomes for conducting a Levels of Support Assessment.

TOPICS/AGENDA

Take away...
1. A Daily Schedule
2. Positive Behavioral Expectations
3. Explicit Instruction and Practice in Social Skills
4. Ongoing Adult Training, Staffing, and Support
5. Reinforcement—embedded, tangible, level of privileges
6. Correction Routines—Support for returning to task

SESSION GOALS
CHARACTERISTICS OF INTENSIVE INTERVENTIONS

Ramp up & Individualize Tier 1 & 2 Supports

- STRUCTURE and SUPPORT
  - Progress monitoring, frequent ABC staffing, daily schedule, level system
- INSTRUCTIONAL EMPHASIS
  - Direct, systematic instruction in replacement skills
- TARGETED, PERFORMANCE FEEDBACK
  - Acknowledgement and correction routines
- INTERVENTION AVAILABLE AT ANYTIME SCHOOL-WIDE
  - L1,2,3 support, redirection, practice, correction, etc.
Method and Strategies— What does intensive look/sound like?

- Complex
  - Function-based Match: Replacement Behaviors
  - First behavior in a Chain
  - Crisis Responding
  - Adult Behavior
- Multi-dimensional
  - Service Integration—plan for service availability any time
  - High Quality Instruction in Predictable Environments
  - Explicit Social Skills Instruction
    - Behavioral Coaching
    - Embedded Practice
    - Behavioral Behavioral in Prevention and Correction
    - Correction is yet another Opportunity for Reinforcement
- Protracted
  - Time for student, staff and parents to respond to Positive Interventions and Support
  - Data-based Decisions

The Systems and Practices—

1. A Daily Schedule
2. Positive Behavioral Expectations
3. Explicit Instruction and Practice in Social Skills
4. Ongoing Adult Training, Staffing, and Support
5. Reinforcement—embedded, tangible, level of privileges
6. Correction Routines—Support for returning to task
1. Develop a Schedule—Schedule Rules!

Following a schedule is a replacement behavior for just about any school related anti-social or challenging behavior.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Events</th>
<th>Procedures/Assignments</th>
<th>Follow my schedule</th>
<th>Report</th>
<th>YES</th>
<th>L3</th>
<th>Comments: Level of Support</th>
<th>Natural LS1,2,3 or game changer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Morning Meeting</td>
<td>DOL</td>
<td>Practice making 3 positive school comments</td>
<td>L1</td>
<td>YES</td>
<td>L3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>ELA—Written Language</td>
<td></td>
<td>Write a summary statement for page 211-212 (3 paragraphs)</td>
<td>L3</td>
<td>L2</td>
<td>L3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>ELA—Reading</td>
<td></td>
<td>Finish vocabulary graphic organizer with Mr. Todd</td>
<td>L3</td>
<td>L2</td>
<td>L3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Identify Individualized Behavioral Expectations
**Expected Behaviors**

- Follow a schedule.
- Attend.
- Finish Work.
- Do/Don’t
- Communicate well.
- Taking turns
- Making requests
- Getting help
- Asking, answering, and commenting
- Waiting...
- LP...4,3,2,1...
- Deal with disappointment.
  - Regulating and Self-managing
  - Controlling physical and emotional
  - Get help

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**3. Plan Explicit Social Skills Instruction**

- Instruction: Explain, discuss and model expectations with examples and non-examples.
- Practice and Feedback: Provide multiple opportunities for role play of examples and specific feedback.
- Correction: Engage in repeated practice and over-learning of examples.
- Acknowledgement: Develop and schedule individualized, targeted praise or tangibles for participation.
- Pre-correction: Design explicit and systematic practice of the skill before it is needed.
All Staff EMBED & REHEARSE

- MH counselor’s, administrators, teachers, school counselors, para’s
- Pre-correct
- Redirect
- Reinforce
- Correct
- Check-in and out
- Individual Counseling
- Small Group
- etc.

4. Develop Behavior Support Scripts

Expected Behaviors

Follow my schedule.
• Work on ___ during ___.

Finish Work.
• Start to stop is finished work.
• If I get it wrong, try again.
• # to # and step-step

Communicate well.
• Talk about ___ during ___.
• Ask & answer questions about ___.
• Ms./Mr. ___ I need a pass on this one.
• May I have help, please?

Deal with disappointment.
• I’ll be OK with it.
• Think, don’t say!
• I need a pass, please?
BEHAVIOR SUPPORT SCRIPTS

- Prevent escalation
- Are precise
- Are an implied promise of reinforcement (before contingency is explicitly stated)
- Redirect energy
- Are positive expectations
  - Prevents tendency to give too much life to the problem
- Set limits
  - Serve as attention prompt and implied limit.

5. Support & Manage Adult Behavior

Building Staff Capacity

- Ongoing Monitoring and Support
  - Moving as a group
  - Peer signals
- Daily ABC Briefing
  - Role-play and rehearsal
  - Embed
- Weekly Staff Meeting
  - What is the current level of support?
  - Treatment Plan/BIP Nexus
**BEHAVIOR SUPPORT**

- **LEVEL 1.** Prevention Strategies, Support Scripts
  - How can I help you? What do you need?
  - Give the student TIME!
  - No need for level 2 unless there is escalation, wait for positive response.

- **LEVEL 2.** Set Limits, Use Correction Scripts
  - Give the student TIME!
  - No need for level 3 unless there is escalation, wait for positive response.

- **LEVEL 3.** Change Context
  - Change Schedule
  - Implement Correction Routines
  - Give the student TIME!
  - Escalation here? Follow a crisis plan (in a BIP).

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**6. Consequences: Reinforcing Events**

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**REINFORCEMENT: Three Levels**

- A consistent reinforcement strategy tied to behavioral expectations:
  1. Immediate and frequent praise or tangibles for responding to the teacher
  2. Access to HP activities for meeting expectations/demands of sets
  3. Earned privileges for sustained and self-initiated performance over time
7. Consequences: Correction Routines

BE POSITIVE—focus on positive behavior

• Correction is part of the instructional process:
  - Relevant salient and recent examples of expected behavior
  - Repeated practice of successful examples
  - Frequent, specific encouraging feedback,
  - Swift, direct opportunities for correcting mistakes
  - Immediate access to reinforcement

Behavioral Rehearsal

• Positive Practice

• Over-correction
What does intensive look like and sound like?
• Complex
  • Function-based Match: Replacement Behaviors
• Multi-dimensional
  • Service Integration—plan for service availability any time
  • High Quality Instruction in Predictable Environments
  • Explicit Social Skills Instruction
  • Behavioral Coaching
  • Behavioral Rehearsal as Prevention and Correction
  • Correction is yet another Opportunity for Reinforcement
• Protracted
  • Time for student, staff and parents to respond to Positive Interventions and Support
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