



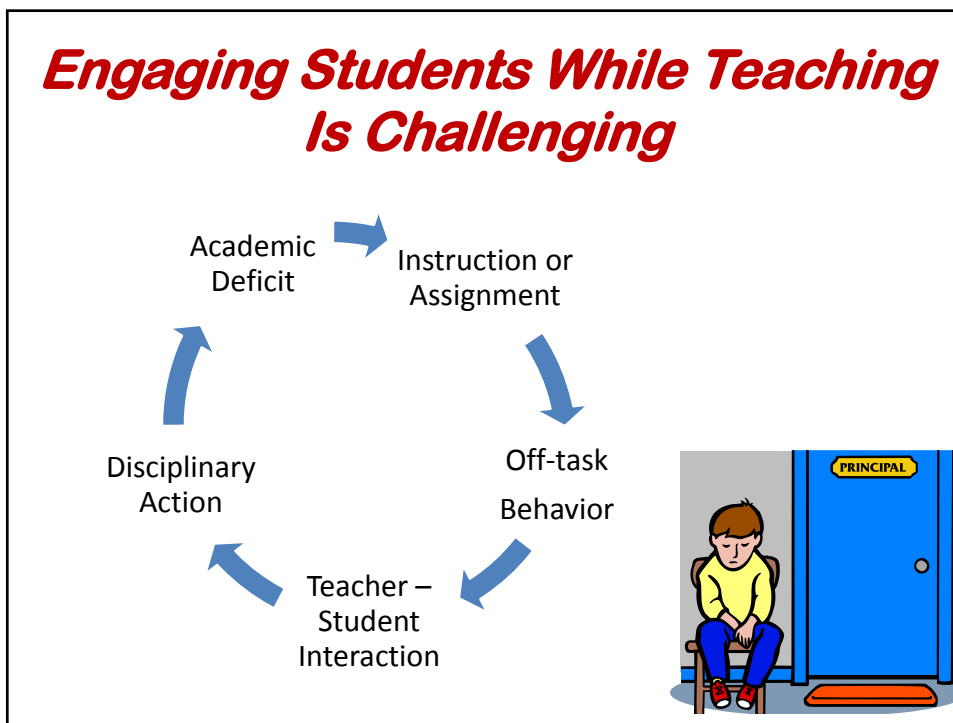

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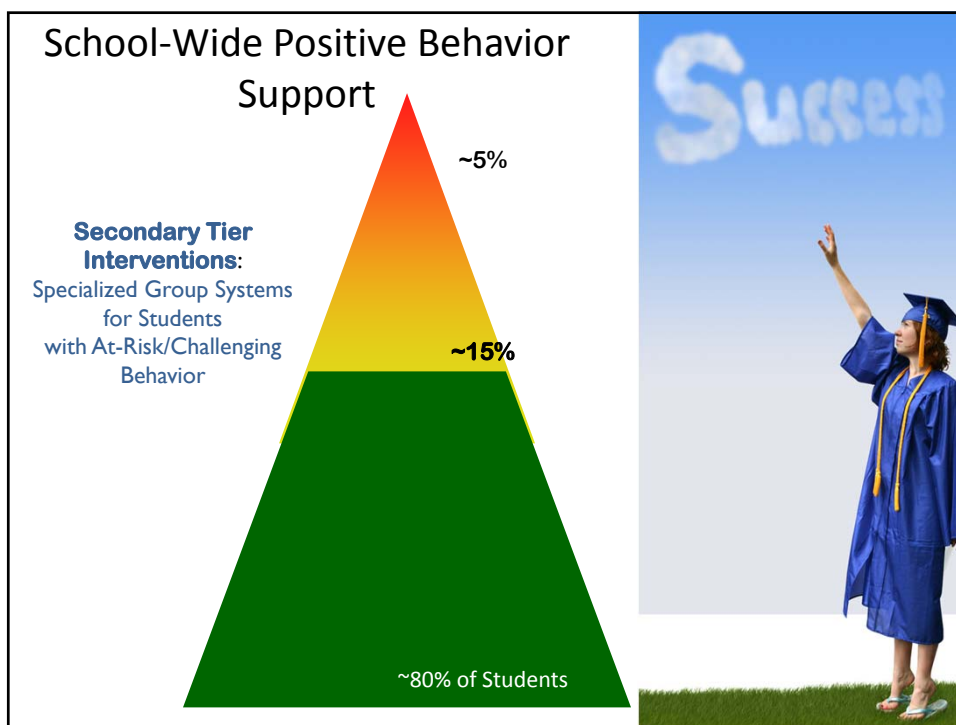
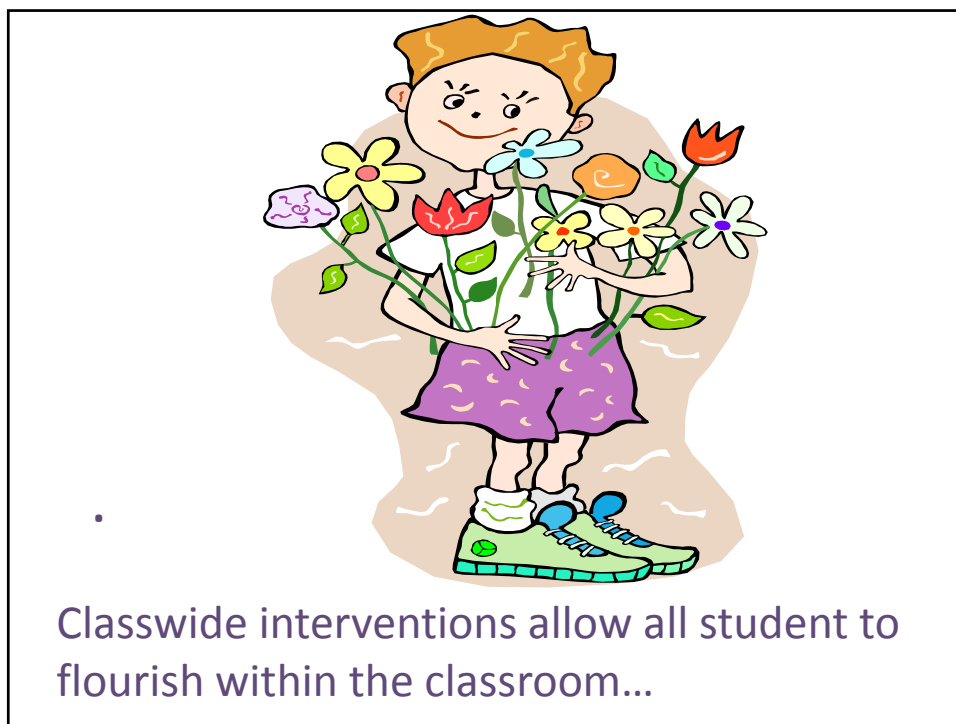
Classwide Secondary Tier Interventions for Secondary Teachers: Overlapping Strategies to Increase Student Engagement

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Guidelines for Tier 2 Interventions

Efficiency:

- Easy to implement
- Smallest Change for the Biggest Effect
- Teacher Implemented
- Classwide – Small Groups - Individuals

Student selection:

- Office Discipline Referrals (ODR),
- Behavior Intervention Plan (BIP),
- Teacher Recommendation
- Classwide Behavior Issues
- Self-Selected (?)



6 Interventions: Simple to Complex

- Behavior Specific Praise (BSP)
- Opportunities to Respond (OTR)
- Choice-making
- Behavior Contracting
- Token Economy
- Check-In/Check-Out (CICO)

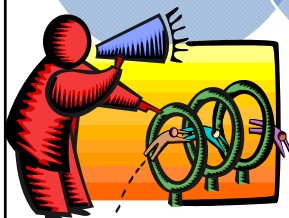
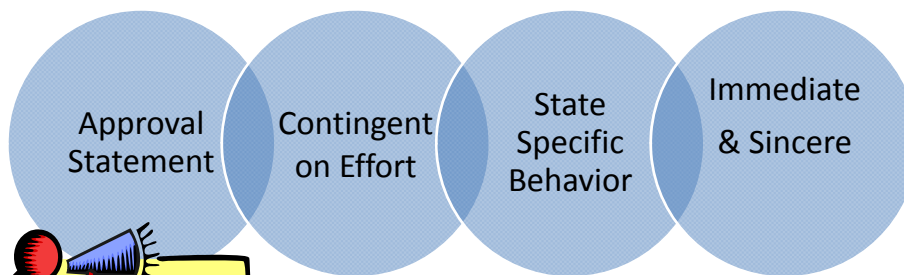


Secondary Tier Interventions are Teacher Changes

- Like the Universal Tier
- We can only change what we do which over time will change what others do.



Behavior Specific Praise Statements



BSPS are a key nutrient...

- It isn't about being perfect.
- It is about cultivating, so students will flourish.



Decide what you want the students to do. What does it look like?

- When do inappropriate behaviors occur?
- What student action do you want?
- How is this important to learning?
- When do you expect to see this behavior?
- What 'in-between' behavior might lead to the ultimate behavior?



Adjustments for Individualizing

- Whole class
- Quiet
- One-on-One
- Written
- Animated
- Subdued

“John, I really like the way you came in before the bell today and got started on your work.”

OR

“Great answering!”

OR

“Thanks for ignoring Ellen today when she was saying those unpleasant things.”

Opportunities to Respond (OTR)

Elicit Frequent Student Responses

Allow students to interact in the learning process.



The more students participate, the more they learn.

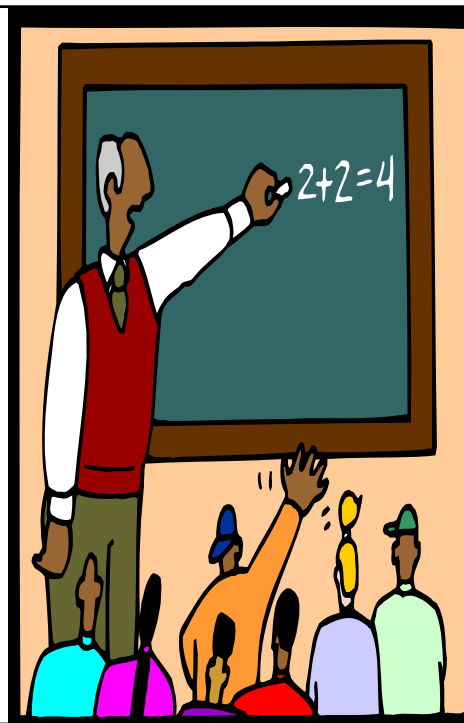
The more students interact with the teacher, the better the teacher can manage the lesson content.

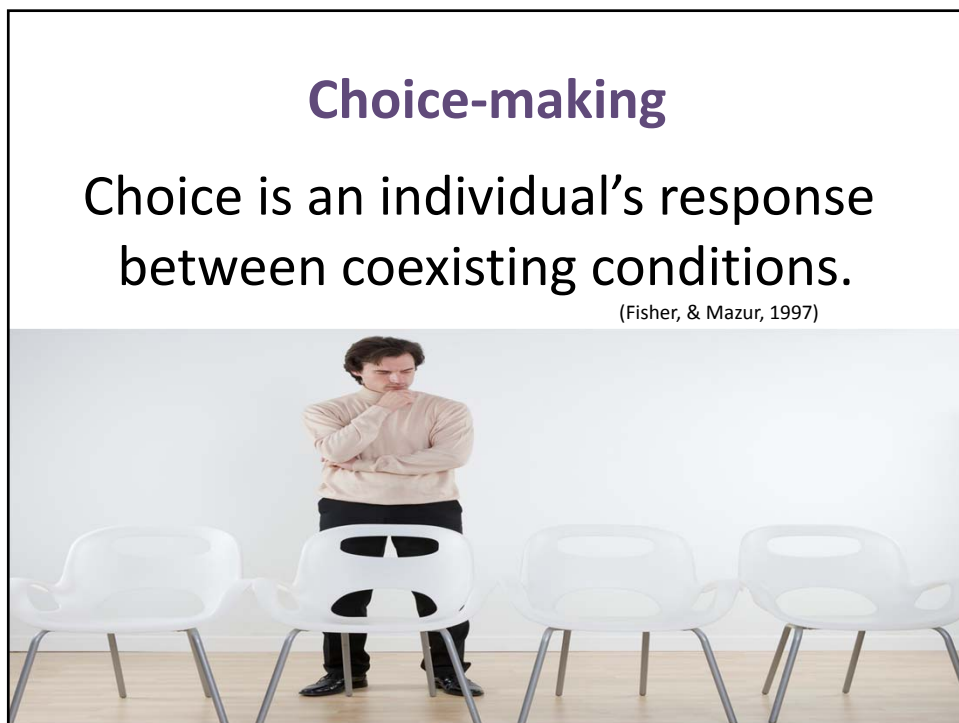


Increase Q&A and Increase Responding



- Stick Jar with Names**
- Response Cards**
- Choral Responding**
- Written Practice**
- Thumbs**
- Up/Down/Sideways**
- Student Response Systems**
- CAI**





Choice Options that may be appropriate for:	
Avoidance Behaviors	Access Behaviors
When	Who
Between what activities	What
Time to terminate activity	Where
Refusal to begin or end	Future
Alternative methods	Within (e.g., materials)
	Tangibles

(Jolivet, Stichter-Peck, Sibilaky, Scott, & Ridgley, 2002)

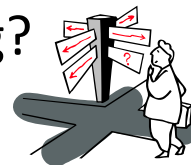
Steps to implement Choice-making

- (1) the teacher should offer the choice options,
- (2) ask the student to make a choice,
- (3) wait for a response,
- (4) the student should respond,
- (5) reinforce with the selected option,
- (6) prompt if the student has not responded



(Jolivet, Alter, Scott, Josephs & Swoszowski, 2009)

Why use Choice-Making?



Fosters self-determination

- Students gain control over aspects of their school day.
- Making choices provides an opportunity to act as causal agents in their lives.
- Becoming a causal agent is the central function of self-determination. (Shogren, Faggella-Luby, Bae, & Wehmery, 2006)

Improves student/teacher interactions.

(Romaniuk, Miltenberger, Conyers, Jenner, Jurgens, & Ringenberg, 2002)

When to Use Choice-making

Students who are experiencing disruptive and off task behaviors and have not responded to the universal tier interventions may benefit from choice-making interventions.



Modifications for different settings/ages



Adjust the types of choice given according to the age appropriateness of the students and the restrictions of the settings.

Token Economy: Step One



Make a plan

- What do I want to use as “tokens”?
- What criteria do I want to use for students to earn a token?
- Survey students for reward ideas and choose rewards to offer



(Boniecki, K.A., & Moore, S., 2003; Nelson, K.G., 2010)

Token Economy: Step Two

Keep it simple!

- Before implementing the token economy plan, explain it to another person to be sure it is easy to understand.



Token Economy: Implementation

- Be consistent in issuing tokens for desired behavior
 - » Follow the guidelines you created
- Evaluate effectiveness
 - » Has student participation increased?
 - » Has assignment completion increased?
 - » Have student grades increased?
- Tweak the plan as needed
 - » As students “buy-in” to the token system, change the reinforcement schedule to build intrinsic motivation
 - » Increase or decrease the reinforcement schedule based on data



(Boniecki, K.A., & Moore, S., 2003; Nelson, K.G., 2010)

Behavioral Contracting

- Written document
- Has specific contingency between behavior & consequence
- Defines the expected behavior
- Defines the outcomes
 - for engaging or not engaging in expected behavior.

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Features of an Effective Behavioral Contract

- All expectations described carefully and completely in behavioral terms
- The contract must be *fair and balanced*
- The contract must have *mutually acceptable* goals
- The contract must be *reasonable and feasible*




(George, R.L., 1973)

Features of an Effective Behavioral Contract (cont.)


- The contract should have a reinforcement contingency
- The contract should be worded in a positive manner
- The contract needs to be frequently evaluated and renegotiated
- Contract should be signed by all parties involved



(George, R.L., 1973)



Student Behavior Contract
Maywood Academy High School
Home of the Nighthawks



STATEMENT TO PARENT/GUARDIAN AND STUDENT

On _____ (Starting Date) _____ (Name of Student) will begin this contract that will ensure his/her success at Maywood Academy High School. This contract will be used to chart the progress of the aforementioned student and as a tool to determine their future at Maywood Academy High School.

GOALS FOR STUDENT:

1. Follow all school rules and behavior expectations at Maywood Academy High School
- 2.
- 3.

CONSEQUENCES IF GOALS ARE NOT MET:

- 1.
- 2.
- 3.

Special Note: The consequences mentioned above are null and void if student commits an act that would require a suspension and/or expulsion. This will be determined by the Dean of Students and/or Administration. Examples are listed on the next page.


REWARDS IF GOALS ARE MET:

- 1.
- 2.
- 3.

By signing this contract all parties agree to the stipulations in the document and will following accordingly.

The following contract will be reviewed on the following date _____.

_____	_____
(Printed Name of Student)	(Printed Name of Parent/Guardian)
_____	_____
(Signed Name of Student)	(Signed Name of Parent/Guardian)
_____	_____
(Printed Name of Dean of Students)	(Signed Name of Dean of Students)



Sample Contract

The Maywood Academy staff reserves the right to modify this document when deemed necessary.
 Approved by Christine Zardeneta, Discipline Administrator and Sandra English, Principal
 Revised October 1, 2008



Check-in/Check-out (CICO)

- A resource-efficient strategy
- Addressing more intense or frequent problem behaviors
- Implemented relatively quickly

(Crone, Horner, & Hawken, 2004).



Steps

- (1) At the beginning of the day students check in with their CICO mentor. They set the goals for the day;
- (2) Students receive teacher feedback;
- (3) At the end of the day students meet with their mentors and receive reinforcement or corrective feedback;
- (4) Students take point sheets home to be signed,
- (5) Students return the signed sheets to their CICO mentors and begin the process again.

The structural characteristics are consistent with elements that are supportive of effective behavioral change (Alberto & Troutman, 2009) namely,

- (a) increased antecedent prompts for appropriate behavior,
- (b) increases in contingent adult feedback,
- (c) improved daily structure,
- (d) consistent feedback to the home environment

(Filter et al., 2007)



When to Use CICO

When a student has not responded to the universal tier interventions.

–This may be determined by the number of ODRs the student has received or by teacher recommendation.



Modifications for Different Settings & Ages

- In 24/7 facilities housing mentors take the position of the parental contact.
- Rewards must be consistent with the facility rules. Many typical rewards may be considered contraband.
- The daily report card may need to be sent via email.

QUESTIONS?



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