


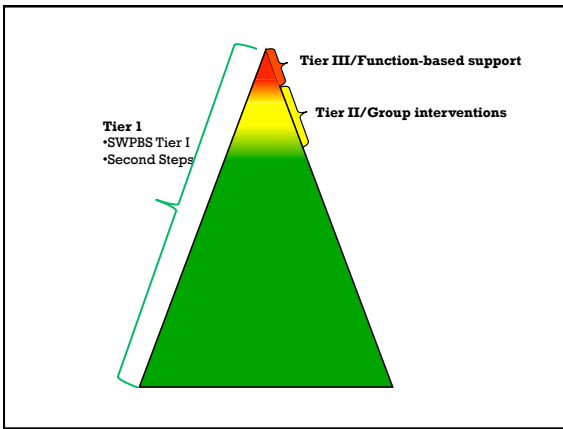
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Tier II Interventions for Work Avoidance

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Meeting the Needs of All Students

- Problem
 - Foundation in place
 - Successful
- Solution?
 - Individual

**Alternative:
Tier II Interventions**

+ Key Features of Tier II Interventions

- Matches needs of school
- Instructional features
 - Linked to Tier I intervention
 - Explicit instruction in desired behavior and opportunities to practice
 - Enhanced reinforcement for desired behavior
- Efficient
 - Similar across students
 - Staff are trained in key features
 - Coaching readily available
 - Materials on hand
- Decision rules exist to determine
 - Who begins an intervention
 - Is the intervention working (for a given student, for all)
 - When do we stop an intervention

Behavior Education Plan

First Steps

Social Skills Groups

Reading Groups

Check and Connect

Homework Club

Principal's Club

Tier II Interventions Require

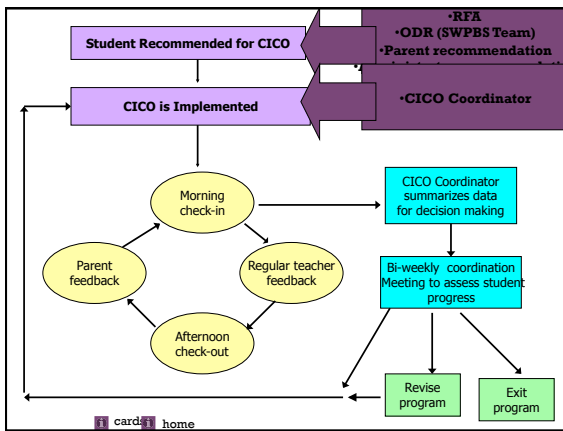
SYSTEMS

DATA

PRACTICES

+ Tier II Foundation: CICO

- Evidence-based
- Manualized implementation and data systems
- Low cost—time and materials
- Intervention features
 - Provides structure for more frequent, positive adult contact
 - Provides frequent feedback on behavioral expectations
 - Links home and school
 - Can be faded to a self monitoring program



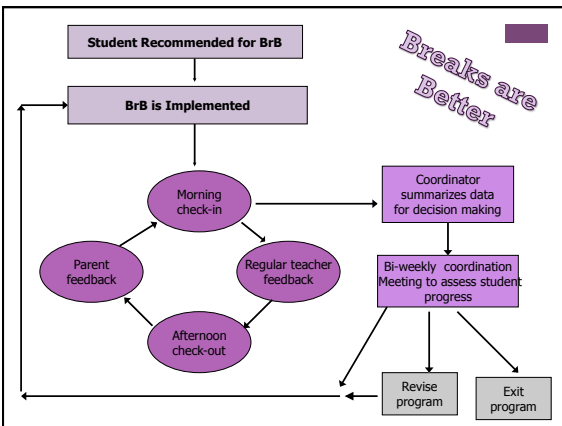
+ CICO is not "one size fits all!"

+ Key Question at Tier II: Does intervention match student need?

- Identify the target behavior
- Identify the context
- Best guess at function

+ Tier II for Avoidance Behavior

- Breaks are Better
 - Provides functionally equivalent response
 - Useful for
 - Moderate rates of active work avoidance
 - Students receiving Tier II academic intervention
- Academic Behavior CICO
 - Moderate rates of work avoidance
 - Students struggling with organization
 - Students with homework completion difficulties

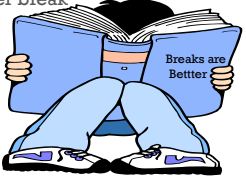


+ BrB

- Builds off CICO
- Modifications designed to
 - Increase structure and feedback for appropriately asking for breaks when needed
 - Provide specific feedback for academic-related expectations
 - Provide incentives for positive academic behavior

+ BrB During Academic Routines

- Student engages in academic routines
- Student can request a break
 - 2 min break
 - Predefined break activities
 - Student returns to work after break



Name	Date			
	Expectation Academic Behavior	Expectation Academic Behavior	Expectation Academic Behavior	Expectation Academic Behavior
1 st	2 1 0	2 1 0	2 1 0	1 0
2 nd	2 1 0	2 1 0	2 1 0	1 0
3 rd	2 1 0	2 1 0	2 1 0	1 0
4 th	2 1 0	2 1 0	2 1 0	1 0
5 th	2 1 0	2 1 0	2 1 0	1 0
6 th	2 1 0	2 1 0	2 1 0	1 0

Points:
 2 Met expectations (Great job!)
 1 Met some expectations (Good work!)
 0 Met few or no expectations (Room for Improvement)

Check in Points	Attends check-in	1 0
	Was prepared	1 0
Check out Points	Attended check-out	1 0
	Teacher completed ratings	1 0

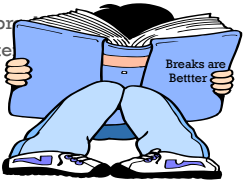
Bonus Points (breaks taken appropriately if needed)

Today's Goal _____ Today's Total _____ Goal Met? Yes No

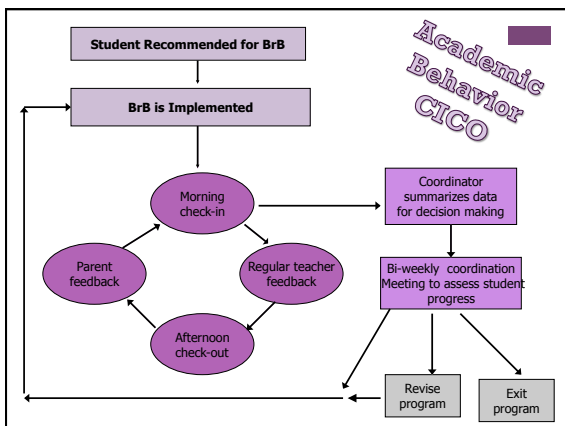
Parent Signature _____ All work due is complete _____
 All work due is not complete _____

+ BrB During Academic Routines

- Student engages in academic routines
- Student can request a break
 - 2 min break
 - Specific activities during break
 - Student returns to work after break



Activity	Points Possible	How Points are Earned
Morning Check-in	2	Student attends check-in (1) and has materials (1)
Feedback	Up to 2 per expectation	Meet behavioral and academic expectations
Break Tracker	1 per feedback session	Taking breaks appropriately if needed
Afternoon Check-out	2	Attend checkout (1) and have teacher(s) ratings (1)



+ Academic Behavior CICO

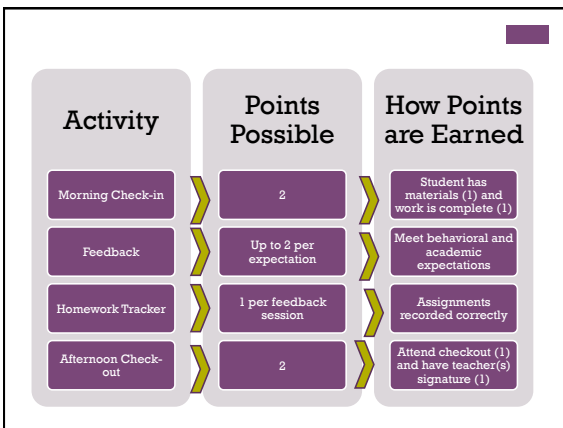
- Builds off CICO
- Modifications designed to
 - Increase structure and feedback around recording assignments
 - Provide specific feedback for academic-related expectations
 - Decrease likelihood of being "set up" for a bad day
 - Provide incentives for positive academic behavior

+ ABC During Academic Routines

- Student engages in academic routine
- Student records assignments on tracker
- Student receives feedback (points) for
 - Meeting social behavior expectations
 - Meeting academic behavior expectations
 - Using tracker

Name	Date					
Goals	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Assignments Recorded	1 0	1 0	1 0	1 0	1 0	1 0
Points	2 Met expectations (Great job) 1 Met some expectations (Good work) 0 Met few or no expectations (Room for improvement)					
Check in Points	Was prepared					1 0
	Had homework					1 0
Check out Points	Attended check-out					1 0
	Teacher signature(s) on tracker					1 0
Today's Goal	Today's Total	Goal Met?		Yes	No	
Parent Signature	All work due is complete		_____			
	All work due is not complete		_____			

HOMEWORK CHECKLIST			
CLASS	ASSIGNMENT	Due on ...	TEACHER SIGNATURE
Social Studies			
Language Arts			
Math			
Writing			
Science			



+ How do I Begin BrB or ABC?

- Materials
 - Intervention manual
 - BrB point card
 - Data system
- Pre-requisites
 - CICO in place
 - Attend training in implementation (web or in-vio)
 - Coaching capacity established
