


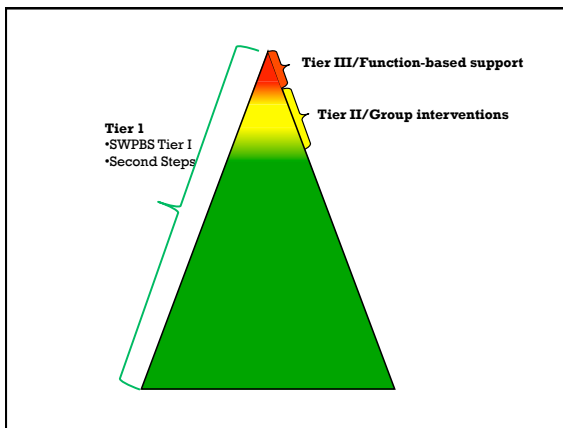
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Tier II Interventions for Work Avoidance

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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

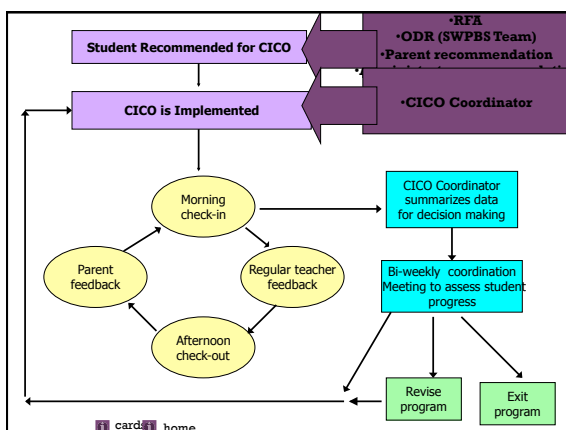
Behavior Education Plan
First Steps
Social Skills Groups
Reading Groups
Check and Connect
Homework Club
Principal's Club
Lunch Buddies

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



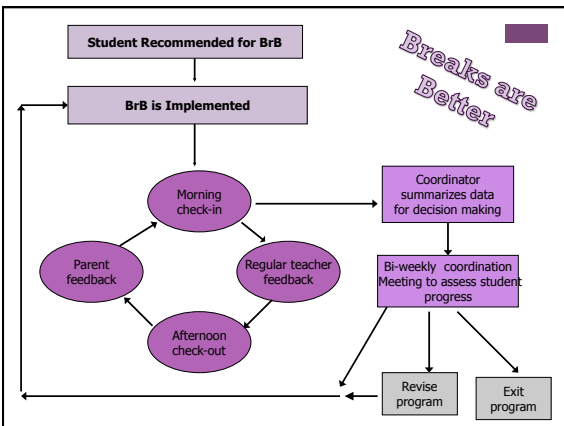
+ CICO is not "one size fits all!"

+ 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

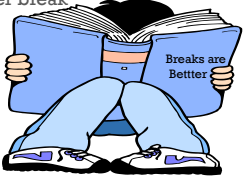


+ BrB

- 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

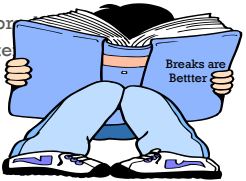
Bonus Points (breaks taken appropriately if needed)

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

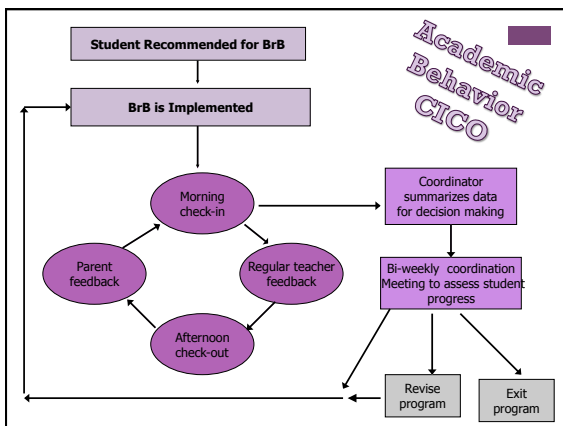
Parent Signature _____ All work due is complete _____
 All work due is not complete _____

+ 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



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

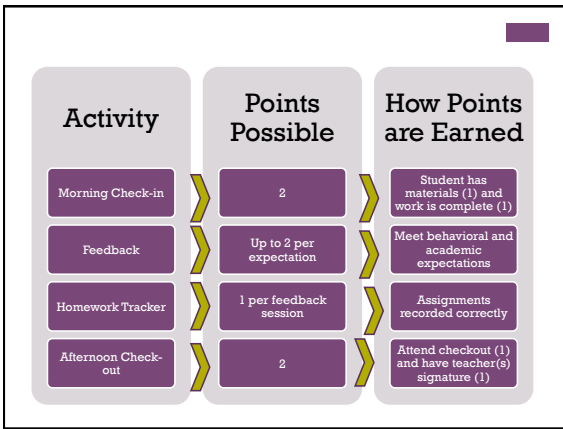
- Builds off CICO
- Modifications designed to
 - Increase structure and feedback around recording assignments
 - Provide specific feedback for academic-related expectations
 - Decrease likelihood of being "set up" for a bad day
 - Provide incentives for positive academic behavior

+ 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
