# INTENSIFYING TIER 1 CLASSROOM BASED SUPPORTS

Combined Session

Recent CDC Study

◦ *Mental Health, Suicidality, and Connectedness Among High School Students During the COVID-19 Pandemic — Adolescent Behaviors and Experiences Survey, United States, January–June 2021*

◦ 7,700+ students, grades 9-12, across 50 states

Percent of High-School Students Feeling Persistently Sad or Hopeless
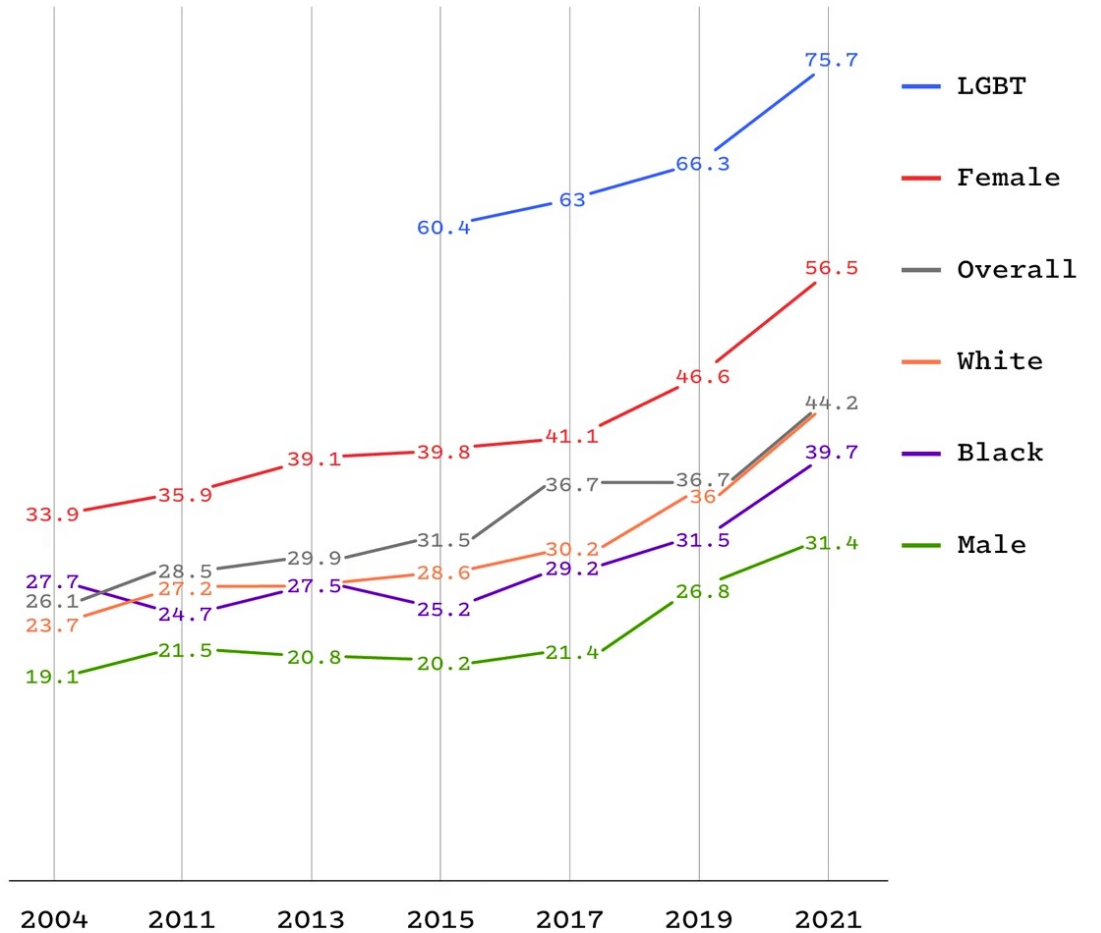
Jones et al., 2022

The Challenge

○ <u>1 in 3</u> high school students (37.1%) experienced poor mental health during the COVID-19 pandemic.

○ <u>44.2%</u> experienced persistent feelings of sadness or hopelessness.

○ almost <u>20%</u> seriously considered suicide.

○ <u>9.0%</u> attempted suicide during the 12 months before the survey.

Jones et al., 2022

The Challenge

◦The prevalence of <u>poor mental health </u>and suicidality was <u>high</u> across

  ◦gender (M/F)

  ◦sexual identity (LGBTQ)

  ◦racial and ethnic groups (white & black)

Jones et al., 2022

Results also showed…

Impact was less prevalent among those who felt _close to persons at school_ and were virtually _connected with others_ during the pandemic

Jones et al., 2022

Foster connectedness & positive climate by doing these...

◦ implement <u>schoolwide programs</u> focused on social and emotional learning

◦ <u>analyze school disciplinary policies</u> to ensure they are being implemented equitably across racial and ethnic groups

◦ engage in professional development for staff to <u>improve classroom management</u> and <u>foster relationships</u>
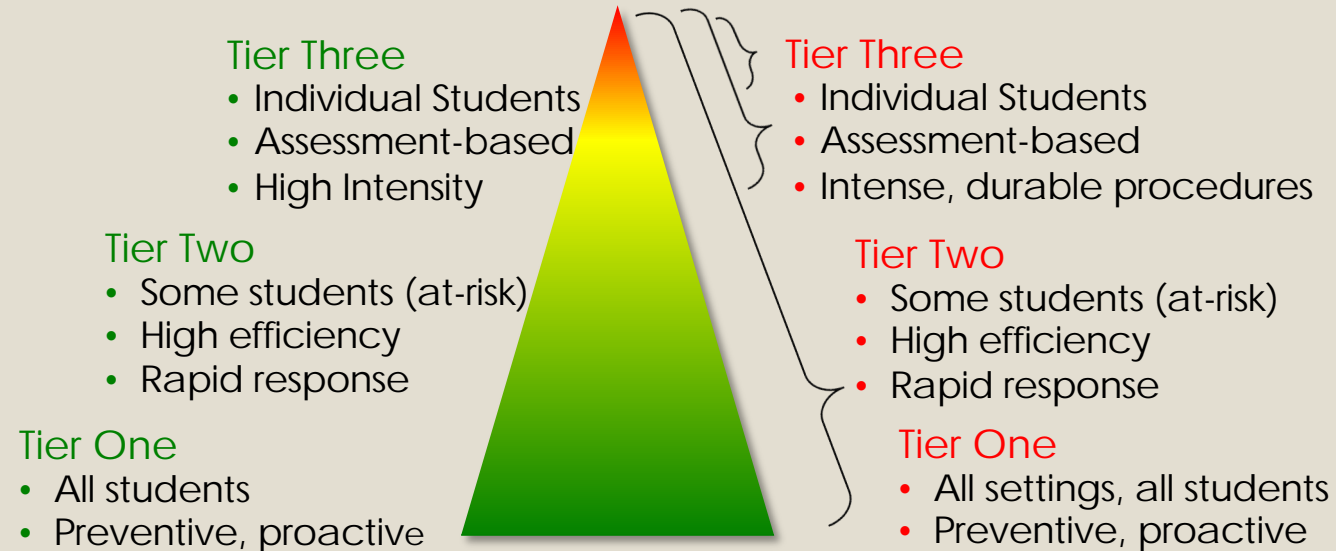
Jones et al., 2022

Multi-Tiered Systems of Support (MTSS)

Good News!

School-Wide Positive Behavior Support (SWPBS)

Academic Systems

Behavioral Systems

Tier Three
- Individual Students
- Assessment-based
- High Intensity

Tier Three
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All students
- Preventive, proactive

Tier One
- All settings, all students
- Preventive, proactive

Framework for Promoting Wellbeing & Engagement with School & Learning

Schools can foster connectedness & positive climate by doing these…

✓ implement schoolwide programs focused on social and emotional learning

✓ analyze school disciplinary policies to ensure they are being implemented equitably across racial and ethnic groups

◦ engage in professional development for staff to <u>improve classroom management</u> and <u>foster relationships</u>

Jones et al., 2022

Classroom Structure	Instructional Management	Behavior Management	Classroom Climate
Physical Layout	Posted Schedule	Clear Expectations	Noncontingent Attention
Classroom Rules	Academic Objectives	Active Supervision	Interactions with Students
Classroom Routines	Pacing	Praise	Level of Disruptive Behavior
Smooth Transitions	Student Accuracy	Reprimands	
	Student Engagement	Ratio of + to -	
		Variety of Reinforcement	

Students' Social Emotional, Behavioral, & Academic Growth

More GOOD NEWS!!

Session Overview

Part 1	Part 2
Intensifying Classroom-Based Supports Using Functional Contextual Thinking (FCT)	*Adapting & Intensifying Tier 1 Classroom Management*
◦ Talida State, Montclair State University ◦ Barb Mitchell, Kansas State University ◦ Imad Zaheer, St. John's University	◦ Jessica Boyle, Vanderbilt University ◦ Joseph Wehby, Vanderbilt University

# Agenda

- Overview of FCT
- Sample interventions
- Q&A

Intensify Universal Supports

Consider the influence of context:

1. Is the expectation or routine age appropriate?

2. Does the student have the skills required to perform the routine?

3. If the student has the skills, is the student sufficiently motivated to follow the expectation or routine?

4. Are there specific data patterns that indicate the student is struggling to follow expectations during specific times of the day, in specific locations, or around certain people?

5. Are there barriers in the environment that prevent the student from meeting the expectation or following the routine?

FUNCTIONAL CONTEXTUAL THINKING (FCT)

Basics of Human Behavior
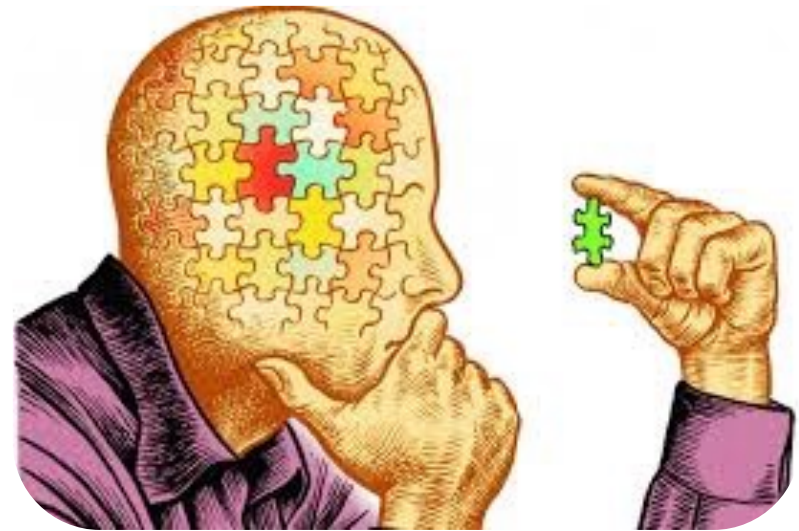
Understand the Context Supporting the Behavior

A → B → C

A (Antecedent)   B (Behaviour)   C (Consequence)
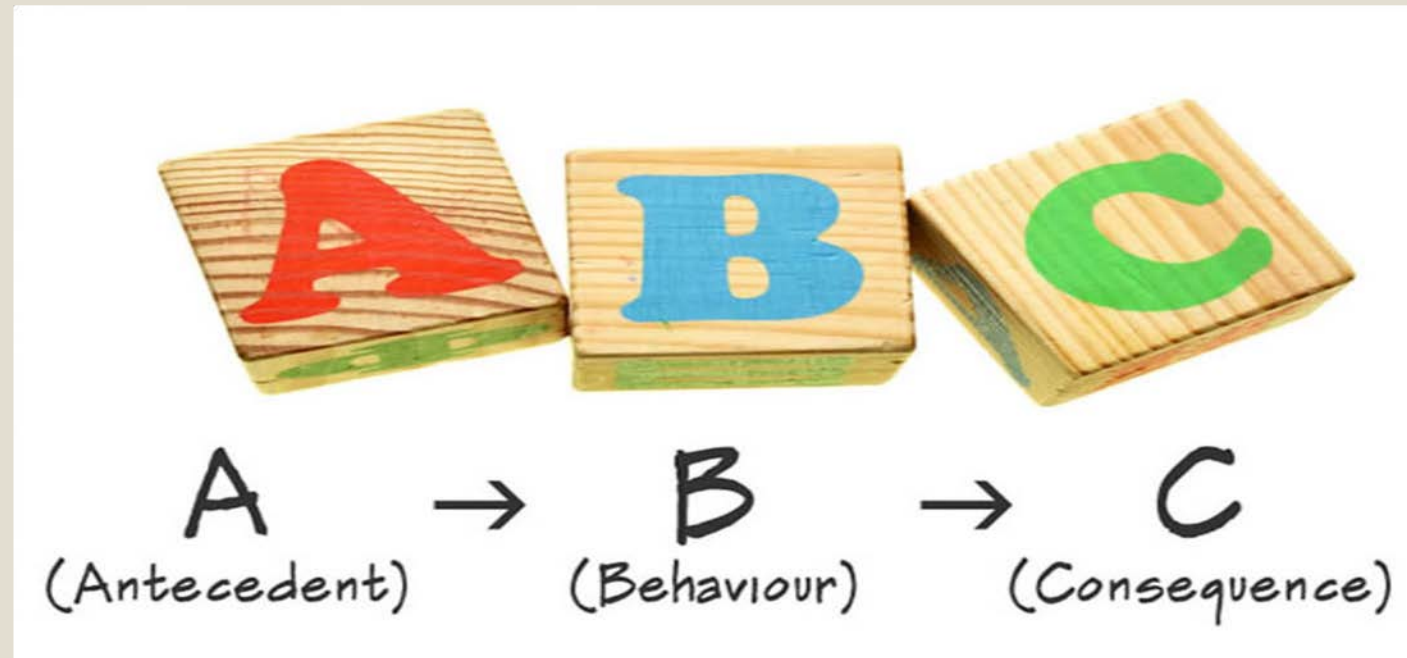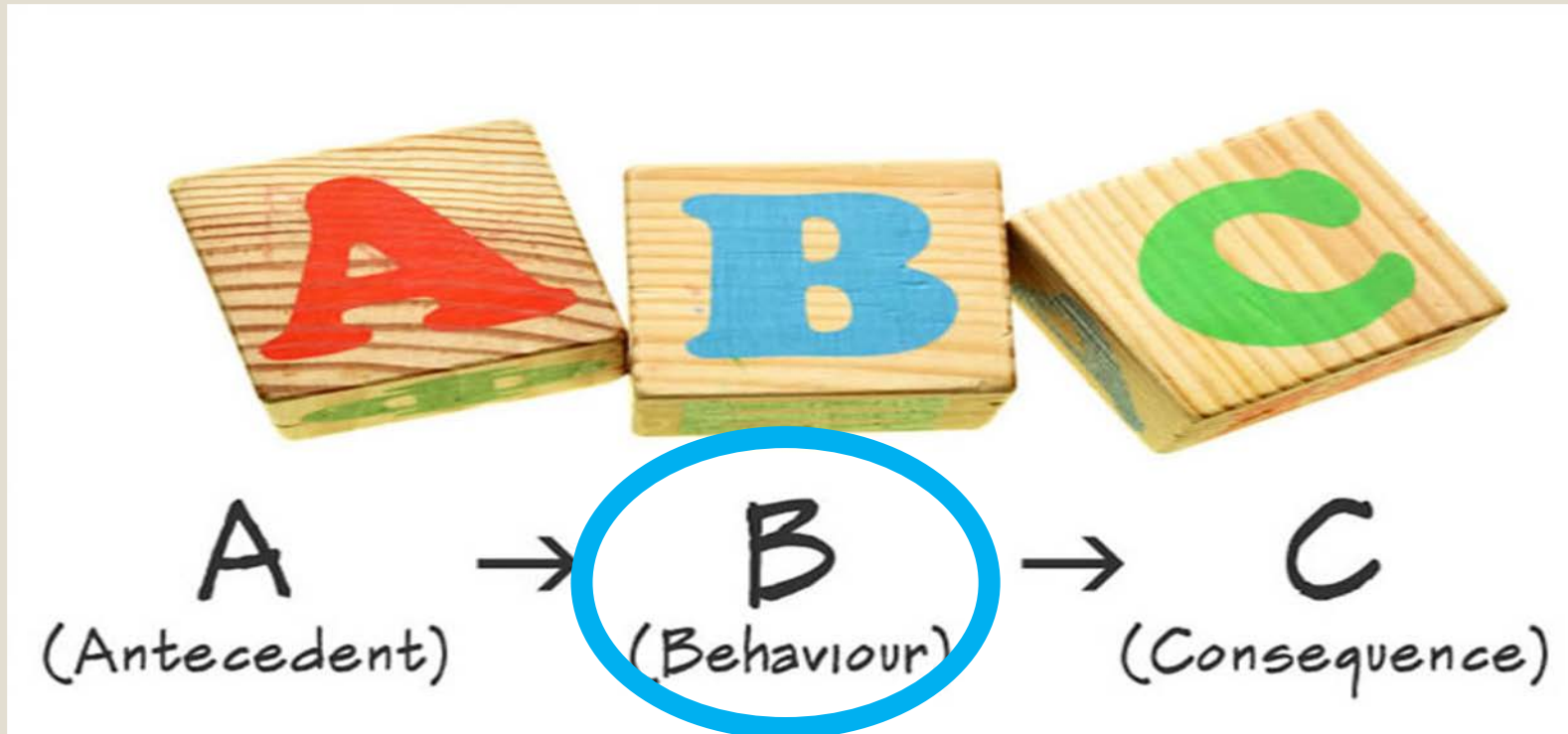
Skills and Actions
Observable and Measurable

Remember: Problem behavior, NOT problem child

Slow Triggers
Fast Triggers

Slow Trigger (Setting Events)	Fast trigger (Antecedents)
• Lack of sleep	• Given a direction
• Hunger	• Demand
• Trauma	• Lack of peer access
• Fatigue	• A memory of a past event
• Anxiety	• Presence of preferred adults/peers
• Preferences	• Class subject
• Past events (fight on the bus)	

A → B → C
(Antecedent) (Behaviour) (Consequence)

Consequence
Function

Two Basic Functions

Why does the behavior continue to happen?

Students engage in behavior to…	
Obtain/Get Something:	Avoid/Escape Something:
• Attention from peers and/or adults • Access to a preferred task or activity (e.g., drawing, self-stimulation) • Access to a tangible object	• Attention from peers and/or adults • Non-preferred task or activity (e.g., demands, work, over-stimulation) • Tangible object

Slow Triggers
Fast Triggers

Skills and Actions

Observable and Measurable

Consequence
Function

Functions of Behavior

Calling out

Challenging Problem

Obtain/Get Something

Escape/ Avoid Something

Stimulation/ Sensory

Social

Tangible/ Activity

Adult

Peer

26
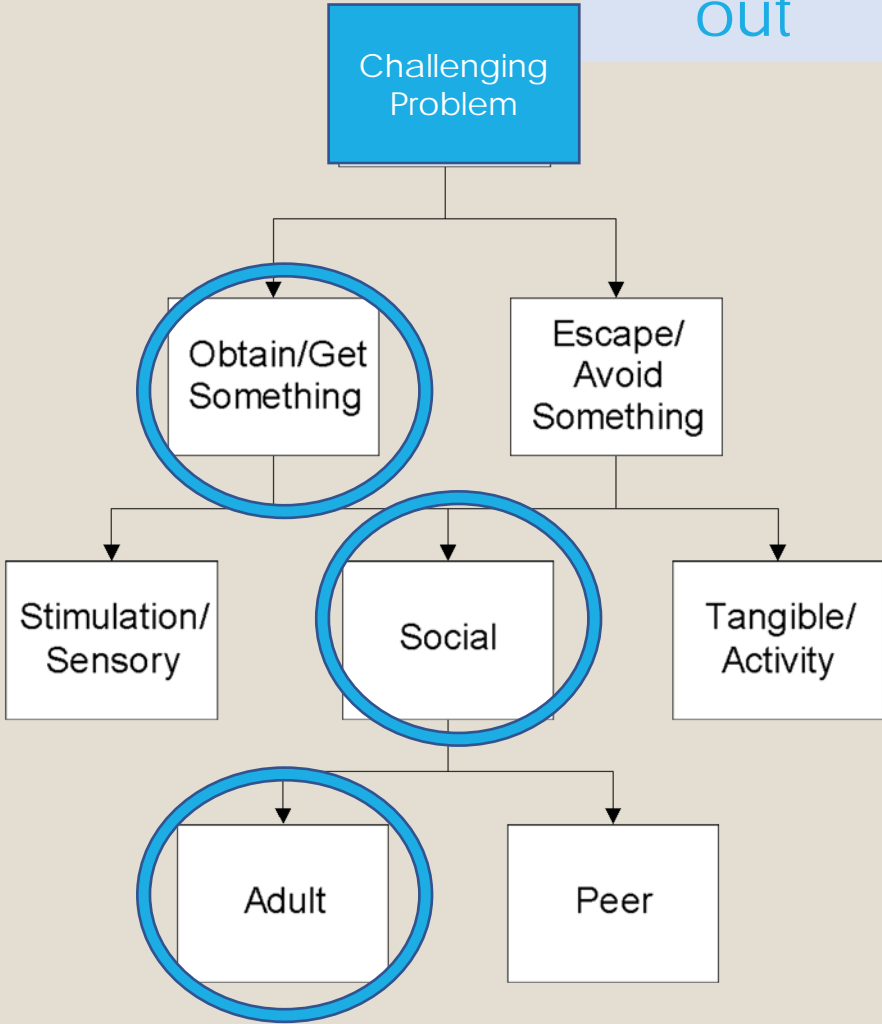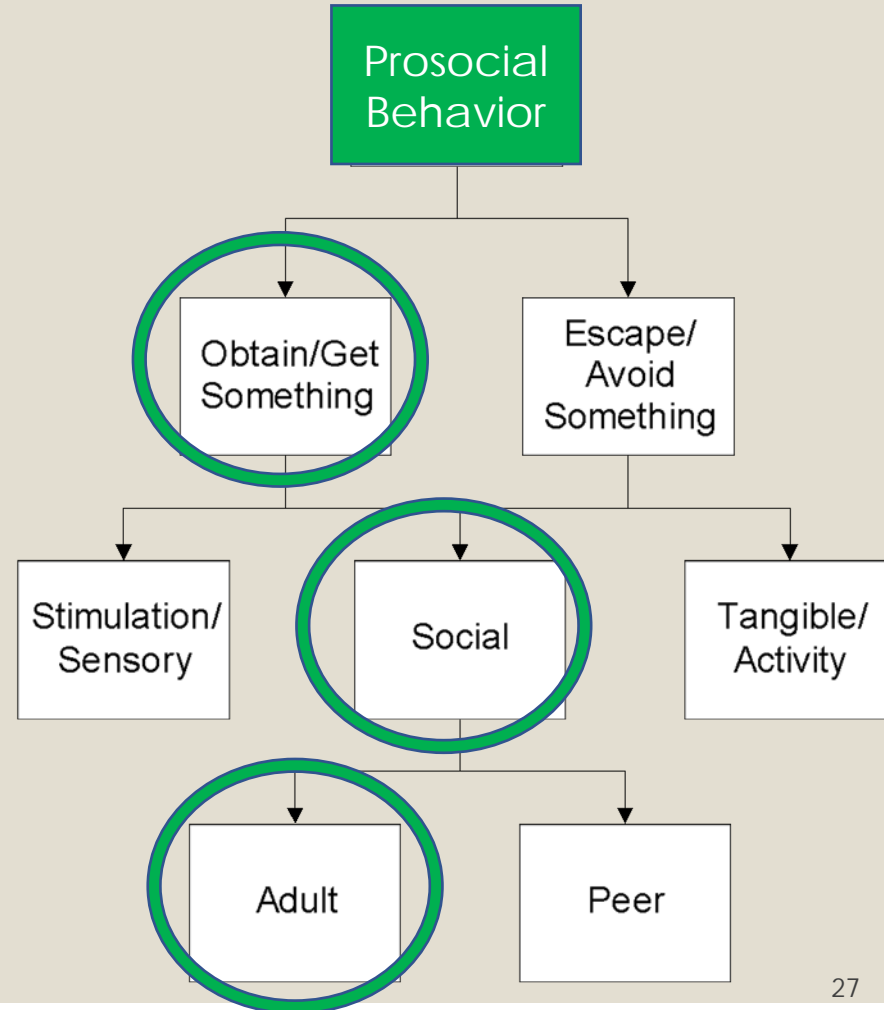
Slow & fast triggers Setting Events

A (Antecedent) → B (Behaviour) → C (Consequence)

Hypothesis Function

Promote/Prevent

What can we do before the behavior occurs to prevent the behavior?

Teach

What can we teach instead of the problem behavior?

Respond

How do we respond to the behavior?

Important Questions

◦ How can I change my classroom environment to <u>promote appropriate</u> behaviors and <u>prevent inappropriate</u> behaviors for my students?

◦ What else do I need to <u>teach</u> and how will I teach it?

◦ When students perform the appropriate replacement behavior, how will I respond?
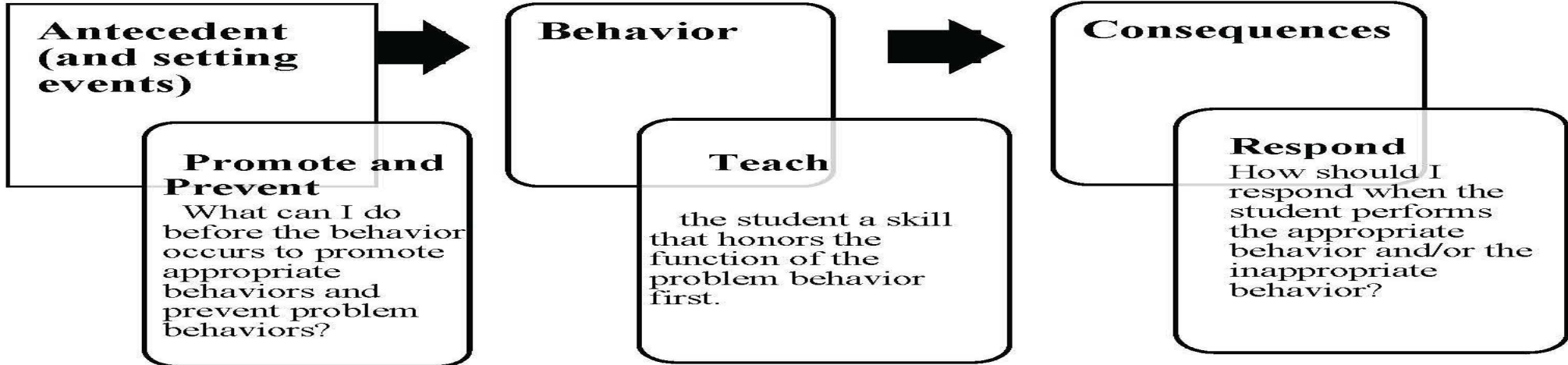
◦ When students engage in problem behavior, how will I respond?

Antecedent (and setting events) → **Behavior** → **Consequences**

Promote and Prevent
What can I do before the behavior occurs to promote appropriate behaviors and prevent problem behaviors?

Teach
the student a skill that honors the function of the problem behavior first.

Respond
How should I respond when the student performs the appropriate behavior and/or the inappropriate behavior?

Promote and Prevent Strategies	Teach How To…	Positive Motivators
Consider cultural differences **Provide pre-corrects** Redirect privately Reduce distractions Use explicit directions Provide activity schedule Provide visual supports Provide more frequent attention and reinforcement Schedule reinforcer prior to activity Schedule time with adult or peer Schedule access to desired object/event Incorporate student's interest **Provide choice** Use timer Implement self-management system Provide peer supports Modify instructions	*Obtain* (e.g., attention, object, activity) Follow a schedule Participate in routine Self-manage and self-evaluate Request help Request attention Make & express a choice Ask for a turn Ask for an item Self-advocate (e.g., initiate interactions) Delay reinforcement *Escape* (e.g., activity, demand, social interactions) Use supports to follow rules Follow schedule Participate in routine Request break Request help Make & express choice Self- management Self-advocate (e.g., terminate interactions) Say "All done"	Verbal praise, high 5 Smiling, winking Nodding, thumbs up Acknowledgement with silent or "secret" signal Break time Sitting with peer **Earn points** Teacher attention Access to preferred item, activity, person **Reduction Oriented** Redirect/cue to use appropriate skill State "exactly" what is expected **Problem-solving conference** Does not earn privileges Use "wait time" Parent call/conference Apology Restore environment Time out, suspension, detention Respond in way that does not maintain problem behavior

Pre-corrects

1. Identify conditions (e.g., transitions, routines, settings) that tend to be problematic for the students with more intensive needs.

2. Determine what you want the student TO DO instead (e.g., desired or expected behavior). Identify replacement behaviors that will serve the same purpose or function of the problem behavior (e.g., get or avoid).

3. Write a brief but clear statement to use just before the desired behavior is needed. Make connections with classroom expectations and rules when relevant (e.g., "Be here, Be ready")

4. Verbally deliver the pre-correct statement.

5. Watch the student, then provide specific feedback.

Embedding Choice in Routines

Area of choice	Examples	
	Elementary Routines	*Secondary Routines*
Choice of routine	Would you like to start working now and take a break after you are finished, or take a break first and then complete the task?	Would you like to take out your materials and finish on your phone until we get started with instruction, or finish on your phone and then take out materials before instruction begins?
Choice of order of routine activity/step to be completed	Would you like to first put your bookbag away or remove your coat?	Would you like to first mark yourself present or first take materials to your desk?
Choice of materials to complete routine/expectation	Would you like to use the red pen or blue pen to complete your writing?	Would you like to participate by answering out loud or writing down your answer?
Choice of whom to work with to complete routine/expectation	Would you like to work with Johnny or Paul?	Would you like to complete the assignment with a peer or independently?
Choice of place to complete routine	Would you like to read your book at the desk or on the carpet area?	Would you like to do your work at your own desk, or at the open desk close to me?
Choice of time to complete routine	Would you like to have a snack now or wait for the next snack break?	Are you ready to submit the assignment now, or would you rather hand it in at the end of class allowing you more time?

Progress Monitoring of Task Analyzed Routine

Step of Routine	3/1	3/2	3/3	3/4	3/5
Hang up bag	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Take off coat	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Open bag	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Take out books	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Close bag	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Sit in desk	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Total steps mastered	2/6	3/6	4/6	5/6	6/6

Task Analyzed Transition Routine

Student name: Skill: Transition procedure between stations/groups Mastery of procedure: When all steps are completed independently	Use prompt *hierarchy from most to least:* Full Physical (FP) Partial Physical (PP) Verbal (Ve) Visual (Vi) Gesture (G) Independent (I)				
Date	4/1	4/2	4/3	4/4	4/5
1. Clean up previous work	FP	PP	Ve	G	I
2. Listen to teacher cue- "switch group"	Vi	G	I	I	I
3. Stand up	PP	G	I	I	I
4. Push chair back	FP	PP	G	I	I
5. Walk to next activity	PP	G	I	I	I
6. Sit/wait for instruction	PP	Vi	G	I	I
Steps completed Independently	0/6	0/6	3/6	5/6	6/6
<u>Teaching strategy:</u> Follow most to least prompting procedure.					

Examples of Point Systems

Class-wide Point System

Steps	Details of Plan
Target Behavior(s)	Students arrive to class on time and are ready to learn, defined as they are in their seats, with their materials out and facing the teacher.
Target Population	*All students*
Criterion and Reward	Arriving to class and ready to go before the second bell every day of the week (earn 5 points towards school store purchases)

Individual Point System

Steps	Details of Plan
Target Behavior(s)	Joe arrives to class on time and is ready to learn, defined as he is in his seat, with his materials out and facing the teacher.
Target Student	Joey
Criterion and Reward	Arriving to class and ready to go before the second bell. <u>Sub goals</u> •Arrive before the last 15 minutes of class (1 point) •Arrive within 15 minutes of class starting (2 points) •Arrive within 6 - 14 minutes of class starting (3 points) •Arrive within 5 minutes of class starting (4 points) • Arrive before 2nd bell rings (5 points)

Problem-Solving: Elementary

Problem Solving for Success!

1. What was the problem? _____
_____
_____
_____

Somebody teased me	The noise level was too loud
Somebody told me to do something	Somebody touched/took something of mine
I did something wrong	Somebody was doing something I did not like
I lost control of my emotions	Somebody started fighting with me
I was disruptive and aggressive in class	I didn't like what someone said to me
The work was too hard	I was surprised by _____
Someone was in my personal space	Somebody was not listening to me
I was ignored	Other: (Write below)

What was the expectation?

Be Safe	Be Responsible	Be Respectful	Be a Problem Solver

2. What are some other things you could have done instead?

I could have ignored it	I could have talked it out	I could have focused on myself
I could have asked an adult for help	I could have walked away	I could have counted to 10 to calm myself
I could have talked appropriately	I could have followed the teacher's directions	I could have worked quietly
I could have helped	I could have asked to talk to someone	I could have ignored inappropriate behavior

3. What would have happened if you (insert child's choice from #2 above)?

I would have had a normal day	I would have remained in control
I would have kept things from getting worse	I would have controlled my emotions
I would have resolved the conflict	I would have gotten all my work done
I would have been safe	I would have felt better
I would have maintained a good relationship with_____	I would have been rewarded for following the rules

4. What can you do differently when you return to the (setting/activity)? What can adults do to support you? (Pick based on student response)

Child's strategy:

Adult Support:

**Always end with positive, praise for working through the problem
Encouragement to do better!**

Problem-solving: Secondary

Date_____   Staff_____
Time Started_____   Time Ended_____   Student_____

SAMPLE PROBLEM SOLVING FORM

Student explanation of the event that took place: _____
_____
_____

In a calm voice, tell the student "We are here because you made a choice that led to a problem. We are here to problem solve how you could have handled the situation differently.

1. What was the problem?

Somebody teased me	The noise level was too loud
Somebody told me to do something	Somebody touched/took something of mine
I did something wrong	Somebody was doing something I did not like
I lost control of my emotions	Somebody started fighting with me
I was disruptive and aggressive in class	I didn't like what someone said to me
The work was too hard	I was surprised by _____
Someone was in my personal space	Somebody was not listening to me
I was ignored	Other: (Write below)

Other: _____

2. What was the expectation?

Be safe	Be Responsible	Be Respectful

3. What are some other things you could have done instead?

I could have ignored it	I could have talked it out	I could have focused on myself
I could have asked a teacher for help	I could have walked away	I could have counted to 10 to calm myself
I could have talked appropriately	I could have followed the teacher's directions	I could have worked quietly
I could have helped	I could have asked to talk to someone	I could have ignored inappropriate behavior

Other: _____

4. What would have happened if you (insert student choice from #3 above)?

I would have had a normal day	I would have remained in control
I would have kept things from getting worse	I would have controlled my emotions
I would have resolved the conflict	I would have gotten all my work done
I would have been safe	I would have felt better
I would have maintained a good relationship with_____	I would have been rewarded for following the rules

5. What can you do differently when you return to the (setting/activity)? What can your teachers/staff do to support you? (Pick based on student response)

Child's strategy:

Adult Supports:

6. Problem-solving skills consequences
   a. *Give Behavior Specific Praise for completing problem solving process.*
   b. *Encourage student to make the best choice next time.*

Student Signature_____   Adult Signature _____

Conclusions

◦ To intensify existing supports, teachers can draw from a menu of strategies to:

　◦ prevent problem behavior, such as pre-corrects and choice;

　◦ explicitly teach pro-social behavior using task analysis;

　◦ reinforce desired behaviors using individualized point programs that align with existing class-wide systems;

　◦ respond to problems from an instructional approach using a structured problem solving process.

Final Tips

1. Consider if the expectations, rules, routines and procedures are contextually appropriate and culturally responsive.

2. Think functionally and contextually.
   - Successful identification of effective strategies relies on accurate problem identification with function and context in mind.

3. Be consistent yet flexible.
   - If a student cannot perform or would not perform the step of a routine, are there alternative ways for the student to perform that routine? Can choice be embedded within and across the routine?