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

Jones et al., 2022
The Challenge

- **1 in 3** high school students (37.1%) experienced poor mental health during the COVID-19 pandemic.
- **44.2%** experienced persistent feelings of sadness or hopelessness.
- Almost **20%** seriously considered suicide.
- **9.0%** attempted suicide during the 12 months before the survey.

Jones et al., 2022
The Challenge

- The prevalence of poor mental health and suicidality was high 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 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 improve classroom management and foster relationships

Jones et al., 2022
Good News!

Tier One
• All students
• Preventive, proactive

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

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

Academic Systems

Behavioral Systems

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

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

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

Multi-Tiered Systems of Support (MTSS)

School-Wide Positive Behavior Support (SWPBS)

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 improve classroom management and foster relationships

Jones et al., 2022
More GOOD NEWS!!
Session Overview

**Part 1**
- **Intensifying Classroom-Based Supports Using Functional Contextual Thinking (FCT)**
  - Talida State, Montclair State University
  - Barb Mitchell, Kansas State University
  - Imad Zaheer, St. John’s University

**Part 2**
- **Adapting & Intensifying Tier 1 Classroom Management**
  - 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
Define behavior of interest

Understand context to determine function of behavior

Decide if skill versus performance deficit

Select strategies to prevent, teach and respond to problem behavior
Understand the Context Supporting the Behavior
Skills and Actions
Observable and Measurable

Remember: Problem behavior, NOT problem child
Slow Triggers
Fast Triggers
<table>
<thead>
<tr>
<th>Slow Trigger (Setting Events)</th>
<th>Fast trigger (Antecedents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of sleep</td>
<td>• Given a direction</td>
</tr>
<tr>
<td>• Hunger</td>
<td>• Demand</td>
</tr>
<tr>
<td>• Trauma</td>
<td>• Lack of peer access</td>
</tr>
<tr>
<td>• Fatigue</td>
<td>• A memory of a past event</td>
</tr>
<tr>
<td>• Anxiety</td>
<td>• Presence of preferred adults/peers</td>
</tr>
<tr>
<td>• Preferences</td>
<td>• Class subject</td>
</tr>
<tr>
<td>• Past events (fight on the bus)</td>
<td></td>
</tr>
</tbody>
</table>
Consequence Function
Two Basic Functions

Why does the behavior continue to happen?

<table>
<thead>
<tr>
<th>Students engage in behavior to...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Obtain/Get Something:</strong></td>
</tr>
<tr>
<td>• <strong>Attention</strong> from peers and/or adults</td>
</tr>
<tr>
<td>• Access to a <strong>preferred task</strong> or activity (e.g., drawing, self-stimulation)</td>
</tr>
<tr>
<td>• Access to a <strong>tangible</strong> object</td>
</tr>
<tr>
<td><strong>Avoid/Escape Something:</strong></td>
</tr>
<tr>
<td>• <strong>Attention</strong> from peers and/or adults</td>
</tr>
<tr>
<td>• <strong>Non-preferred task</strong> or activity (e.g., demands, work, over-stimulation)</td>
</tr>
<tr>
<td>• <strong>Tangible</strong> object</td>
</tr>
</tbody>
</table>
Slow Triggers
Fast Triggers

Skills and Actions
Observable and
Measurable

Consequence
Function
Functions of Behavior

Challenging Problem

- Obtain/Get Something
- Escape/Avoid Something

- Stimulation/Sensory
- Social
- Tangible/Activity

- Adult
- Peer
Functions of Behavior

Raising Hand
Other Attention
Signals

Prosocial Behavior

Obtain/Get Something
Escape/Avoid Something

Stimulation/Sensory
Social
Tangible/Activity

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

What can we teach instead of the problem behavior?

How do we respond to the behavior?

Promote/Prevent

Teach

Respond

Slow & fast triggers
Setting Events

Hypothesis Function

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

○ How can I change my classroom environment to promote appropriate behaviors and prevent inappropriate behaviors for my students?

○ What else do I need to teach 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)**

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

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

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

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**Promote and Prevent Strategies**
- 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

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**Teach How To...**
- **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”

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**Positive Motivators**
- 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

<table>
<thead>
<tr>
<th>Area of choice</th>
<th>Elementary Routines</th>
<th>Secondary Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choice of routine</strong></td>
<td>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?</td>
<td>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?</td>
</tr>
<tr>
<td><strong>Choice of order of routine activity/step to be completed</strong></td>
<td>Would you like to first put your bookbag away or remove your coat?</td>
<td>Would you like to first mark yourself present or first take materials to your desk?</td>
</tr>
<tr>
<td><strong>Choice of materials to complete routine/expectation</strong></td>
<td>Would you like to use the red pen or blue pen to complete your writing?</td>
<td>Would you like to participate by answering out loud or writing down your answer?</td>
</tr>
<tr>
<td><strong>Choice of whom to work with to complete routine/expectation</strong></td>
<td>Would you like to work with Johnny or Paul?</td>
<td>Would you like to complete the assignment with a peer or independently?</td>
</tr>
<tr>
<td><strong>Choice of place to complete routine</strong></td>
<td>Would you like to read your book at the desk or on the carpet area?</td>
<td>Would you like to do your work at your own desk, or at the open desk close to me?</td>
</tr>
<tr>
<td><strong>Choice of time to complete routine</strong></td>
<td>Would you like to have a snack now or wait for the next snack break?</td>
<td>Are you ready to submit the assignment now, or would you rather hand it in at the end of class allowing you more time?</td>
</tr>
</tbody>
</table>
## Progress Monitoring of Task Analyzed Routine

<table>
<thead>
<tr>
<th>Step of Routine</th>
<th>3/1</th>
<th>3/2</th>
<th>3/3</th>
<th>3/4</th>
<th>3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hang up bag</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Take off coat</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Open bag</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Take out books</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Close bag</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Sit in desk</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><strong>Total steps mastered</strong></td>
<td>2/6</td>
<td>3/6</td>
<td>4/6</td>
<td>5/6</td>
<td>6/6</td>
</tr>
</tbody>
</table>
# Task Analyzed Transition Routine

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Skill: Transition procedure between stations/groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mastery of procedure: When all steps are completed independently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use prompt hierarchy from most to least:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Physical (FP)</td>
</tr>
<tr>
<td>Partial Physical (PP)</td>
</tr>
<tr>
<td>Verbal (Ve)</td>
</tr>
<tr>
<td>Visual (Vi)</td>
</tr>
<tr>
<td>Gesture (G)</td>
</tr>
<tr>
<td>Independent (I)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>4/1</th>
<th>4/2</th>
<th>4/3</th>
<th>4/4</th>
<th>4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clean up previous work</td>
<td>FP</td>
<td>PP</td>
<td>Ve</td>
<td>G</td>
<td>I</td>
</tr>
<tr>
<td>2. Listen to teacher cue- “switch group”</td>
<td>Vi</td>
<td>G</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>3. Stand up</td>
<td>PP</td>
<td>G</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>4. Push chair back</td>
<td>FP</td>
<td>PP</td>
<td>G</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>5. Walk to next activity</td>
<td>PP</td>
<td>G</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>6. Sit/wait for instruction</td>
<td>PP</td>
<td>Vi</td>
<td>G</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

| Steps completed Independently | 0/6 | 0/6 | 3/6 | 5/6 | 6/6 |

**Teaching strategy:** Follow most to least prompting procedure.
### Examples of Point Systems

<table>
<thead>
<tr>
<th>Class-wide Point System</th>
<th>Individual Point System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
<td><strong>Steps</strong></td>
</tr>
<tr>
<td>Target Behavior(s)</td>
<td>Target Behavior(s)</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Target Population</td>
<td>Target Student</td>
</tr>
<tr>
<td>All students</td>
<td>Joey</td>
</tr>
<tr>
<td>Criterion and Reward</td>
<td>Criterion and Reward</td>
</tr>
</tbody>
</table>
| Arriving to class and ready to go before the second bell every day of the week (earn 5 points towards school store purchases) | Arriving to class and ready to go before the second bell.  
**Sub goals**  
• 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?

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Be a Problem Solver</th>
</tr>
</thead>
</table>

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!
## 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?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somebody teased me</td>
<td>The noise level was too loud</td>
</tr>
<tr>
<td>Somebody told me to do something</td>
<td>Somebody teased/touched something of mine</td>
</tr>
<tr>
<td>I did something wrong</td>
<td>Somebody was doing something I didn’t like</td>
</tr>
<tr>
<td>I lost control of my emotions</td>
<td>Somebody started fighting with me</td>
</tr>
<tr>
<td>I was disruptive and aggressive in class</td>
<td>I didn’t like what someone said to me</td>
</tr>
<tr>
<td>The work was too hard</td>
<td>I was startled by it</td>
</tr>
<tr>
<td>Someone was in my personal space</td>
<td>Somebody was not listening to me</td>
</tr>
<tr>
<td>I was ignored</td>
<td>Other (Write below)</td>
</tr>
</tbody>
</table>

### 2. What was the expectation?

- **Be safe**
- **Be Responsible**
- **Be Respectful**

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

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<td>I could have worked quietly</td>
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<tr>
<td>I could have helped</td>
<td>I could have asked to talk to someone</td>
</tr>
<tr>
<td>I could have ignored inappropriate behavior</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Outcome</th>
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</thead>
<tbody>
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<td>I would have felt better</td>
</tr>
<tr>
<td>I would have maintained a good relationship</td>
<td>I would have been rewarded for following the rules</td>
</tr>
</tbody>
</table>

### 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:**

### 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 prosocial 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?