Tiered Behavior Support in the Elementary School Setting

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Who is in the room?

https://www.polleverywhere.com/multiple_choice_polls/XsQfPBOx0XI3Wr3
Tier 1: ALL Students

- Family-School-Community Partnerships
- Mental Health Awareness, Promotion & Stigma Reduction
  - Social-Emotional Learning Curriculum/Opportunities for ALL
- Trauma Sensitive Practices in Place for Teachers and Learners
  - Positive Behavior Supports
- Universal Behavioral Health Screening & Early Detection
Tier 2: SOME Students

- Effective Evidence-Based Individual & Group Interventions
- Progress Monitoring
- Personalized Wellness &/or Behavioral Intervention Plans
Tier 3: FEW Students

- Crisis Response
- Safety & Re-Entry Plans
- Seamless Referral & Follow-Up Process
- Effective Collaboration with Students, Families & Community Providers
- Wrap-Around Services &/or OnSite Partner-Provider
What Tiered Supports are in Place?

https://www.polleverywhere.com/free_text_polls/V8DNP0jY04MwhZO
I HAD A AHA MOMENT!!
Identification of Need

- Universal Screen - 3 times yearly
- Office referral data - major/minor
- Teacher referral
- Parent referral
- Periodic data review

All data are examined and multiple sources are used to validate needs.
Universal Screening Tool

Student Risk Screening Scale Internalizing/Externalizing (SRSS -IE) ci3T.org/screening (Drummond)

- Used to measure both externalizing and internalizing behaviors
  - Website
  - Free
Cut Scores & Decision Rules

Students referred for intervention given any of the following:

- Externalizing cut-score = 9†
- Internalizing cut-score = 4†
- Greater than 5 office referrals per month
<table>
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<th>EXTERNALIZING Total</th>
<th>INTERNALIZING Total</th>
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Tier 2 Interventions: Externalizing

- CICO
- Behavior Contract
- School Home Note
- Class Pass (Break)
- Self Monitoring
Tier 2 Interventions: Internalizing

- Mentoring
- CICO
- Class Pass
- Self Monitoring
- Solution Focused Brief Counseling
Quarter 1 Third Grade

5 Office Referrals
“Majors”

3 “Minors”

Internalizing Score: 4
Sad 2
Anxious 2

Externalizing Score: 9:
Low Academic Achievement 3
Problem Behaviors 3
Aggressive Behavior 3

In summer: older brother left for college, dog died
Externalizing

- CICO
- Behavior Contract
- School Home Note
- Class Pass (Break)
- Self Monitoring

Internalizing

- Mentoring
- CICO
- Class Pass
- Self Monitoring
- Solution Focused Brief Counseling
How can we help Joey?

https://www.polleverywhere.com/free_text_polls/GBh5Jfto6EvF2wO
How do we know if it’s working?

- Implement Intervention
- Progress monitor
- Review data (SWIS used for data collection)
- Adjust plan as needed
Tier 3 Interventions

- Skills teaching approach
- Replacement behavior training
- Delivered to individuals or small groups
- Planned reinforcement in classroom for generalization
Tier 3 Intervention Programs

- Keeping Your Cool
- Coping Cat
- Stop and Think
- Taking Action
- What to Do When You Worry Too Much
- What to Do When You Grumble Too Much
- What to Do When Your Brain Gets Stuck
- What to Do When Your Temper Flares

- Superflex
- Zones of Regulation
- Biofeedback
- Relaxation apps
- Skillstreaming
Coping Cat (Anxiety)

- Coping Cat lessons - weekly 20 minutes
  - 17 sessions
- First half of sessions are teaching
- Second half of sessions are application
- Teaches FEAR plan
  - Feeling Frightened
  - Expecting Bad Things to Happen
  - Attitudes and Actions
  - Rewards
Case Study #1: Coping Cat

- Third Grade Boy
- Parent and Teacher referral
- Perception Data: Spence Anxiety Scale Self Pre/Post, Spence Anxiety Scale Parent Pre/Post, Internalizing Score
- Outcomes Data: Incidences of Behavior Support (time out of classroom)
- Progress monitored weekly with self rating on “Fear Ladder”
- Also used biofeedback to practice calming skills
Coping Cat Case Study #1 - Pre/Post Data

- Spence Anxiety Scale
  - Self Pre: 55 Post: 49
  - Parent Pre: 52 Post: 25
- Internalizing Score:
  - Winter: 16
  - Spring: 8
Case Study #2
Coping Cat

- Third grade girl selected based on universal screen score
- Student Spence Anxiety Scale - pre/post
- Weekly self rating (1-10 scale)
- Also did biofeedback to teach breathing/relaxation
Coping Cat Self Rating Data
Coping Cat Case Study - Pre/Post Data

Spence Anxiety Rating Scale - Child

- November 2011: T score of 64
- May 2012: T score of 41
- October 2012: T score of 46
Happy Birthday to you

Mrs McKevitt

Best regards

Feeling frightened
Expecting bad thing to happen
Attitudes and actions Brian's reward.
What To Do When... You Worry, You Grumble, Bad Habits Take Hold, Mistakes Make you Quake, etc.

- Based on cognitive-behavioral principles
- Adapted for children age 6-12
  - Kid friendly language with engaging illustrations
  - Realistic examples
- Between 9-14 chapters
- Intro for parents (including what they can do)
Case Study #3
What to do When Your Temper Flares

- Fire as anger metaphor
- Teaches “anger-dousing” methods
  - Take a break
  - Cool thoughts
  - Release anger safely
  - Solve the problem
Case Study #3
What to do When Your Temper Flares

- Kindergarten
- Met criteria of 5 or more office referrals before we got to the screener
- Teacher referral, self referral
- Teaching interactions- behavior support
Visuals!
Visuals!
Visuals!
Visuals!
Case Study #4: What To Do When You Grumble Too Much

- Introduces ‘optimist’ and ‘pessimist’
- Program has students rate how often they look through ‘negativity magnifying glass’
- Emphasizes there will be hurdles in life
  - Need to learn to ways to cope
Case Study #4: What To Do When You Grumble Too Much

- Student selected due to need to teach replacement behaviors (part of special education BIP)
- History of explosive behaviors
- Consistently flagged by Universal Screen for externalizing
- Student had many positive behavior supports in place in addition to modifying educational setting due to behavior
Case Study #5: Stop and Think

- Teaches steps for problem solving process
- 20 sessions
- Stop and Think points earned
- Apply “stop and think” process before attempting to solve problems
- Child becomes expert and demonstrates the skills learned
Case Study #5: Stop and Think

- Students chosen from high externalizing behaviors
- Group if possible
- Met weekly for 1 semester
- Used Screen results, OR data, teacher report and self report to measure
Application
Resources

- Universal Screen: ci3T.org/screening (Drummond)
- Coping Cat Cognitive-Behavioral Therapy for Anxious Children: Therapist Manual and Workbook
- Stop and Think Cognitive Behavioral Therapy Manual for Impulsive Children: Therapist Manual and Workbook
- Taking Action: Treating Depressed Children Therapist Manual and Workbook
- Keeping Your Cool: The Anger Management Therapist Manual and Workbook
- What to Do When You Worry too Much
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