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Welcome to the first webinar of our three-part series on behavior analysis and intervention for students in general education, special education and the 504 program. In this series we will discuss TIER 1, TIER 2 and TIER 3 behavior interventions, including how to conduct a Functional Behavior Assessment and how to write a Behavior Intervention Plan.

Text on Slide:

BEHAVIOR ANALYSIS AND INTERVENTION

(Gen Ed, Sped Ed, 504)

Tier 1

Tier 2

Tier 3

Slide 2

Research shows that human success is 20 percent IQ (academics) and 80 percent EQ (social-emotional). It is imperative that we have both, but the focus for children's success should begin and stay focused on social emotional and behavior well-being.

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Balanced performance & decision Making – IQ 20%

Self-awareness, Motivation, Self-Management, Social Skills, Empathy – EQ 80%

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Here's Something to consider: The longer the learning history, the longer it will take to help the child learn new behaviors. The goal is to address the behavior early on in a child's life, with hopes of changing the behavior sooner rather than later. It is also very difficult to try to standardize human behavior which is why we have to look at all children individually."

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Food For Thought

The longer the learning history, the longer it will take to help the child learn new behaviors

"Human behavior is messy and unpredictable and unconcerned with convenient symmetries"

- Khaled Hosseini, *And the Mountains Echoed*

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“Let’s talk TIER 1: TIER 1 is school-wide and classroom level supports and interventions. TIER 1 is what the school offers for all students consistently. Every student in the school will receive TIER 1 interventions. TIER 1 includes the following: Systems, Supports, Programs, Intervention, Data Collection, and Decision, Making, throughout the school and classroom. As seen in the pyramid: **80-90% of the students campus-wide should be successful with strong TIER 1 supports**. The remaining 10-20% should be considered for TIER 2 interventions.

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PART 1: Let’s Talk Tier 1...

Tier 1 is school wide and classroom level supports and interventions.

- How does tier 1 look in your schools?
 - Systems
 - Supports
 - Programs
 - Intervention
 - Data Collection
 - Decision Making

Image titled behavioral systems, Tier 1: Universal Interventions All students, all settings

Three level Pyramid with 80-90% at the bottom representing Academics and/or behavior

Middle level 5-15%

Top level 1-5%

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The systems and practices listed on this slide are examples of positive TIER 1 supports. Generally speaking: Campuses and classrooms that maintain systems and supports such as those listed are more likely to see 80-90% of their campus population successful with only TIER 1 supports. Remember...for TIER 1 systems and practices to be successful, consistency must be practiced campus-wide. Be sure emphasize the practices placed in bold. Remember words and phrases such as, school-wide positive expectations, routines, consistent, and Teaching expected behavior.

Text on Slide:

Systems

- Leadership team with **active** administrator participation
- **Efficient** routine, schedule, and **structure** for conducting efficient team meetings
- Commitment statement for establishing a **positive** school-wide social **culture**
- Procedures for ongoing **data-based monitoring**, evaluation, and dissemination
- Procedures for selection, training and **coaching** of new personnel
- Procedures for evaluation of personnel related to PBIS implementation

Practices

- Set of **school-wide positive expectations** and behaviors are **defined** and **taught**
- Procedures for establishing and teaching classroom **expectations** and **routines** that are **consistent** with school-wide expectations
- Continuum of procedures for **encouraging** and **teaching expected behavior**
- Continuum of procedures for discouraging and teaching about problem behavior
- **Procedures** for **encouraging** school-family partnerships

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“Is TIER 1 appropriate for my student? Do I need to move to TIER 2 to ensure success for my student? These are common questions that are frequently asked among many staff members. This decision should always be based on data. Review the current data for the student before making a decision to move any student between TIERS. When deciding if a student should move TIERS, consider the progress or lack of progress the student has made. Consider the following questions: Are the behaviors you desire increasing? Are the behaviors you don’t desire decreasing? If the behaviors you desire are increasing and the behaviors you don’t desire are decreasing then remaining at TIER 1 is probably the appropriate decision to make. Always remember this is about student progress not perfection!”

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Do I Stay at TIER 1 or Go to TIER 2?

- Review your current data and documentation....
- Are the behaviors you desire increasing?
 - Is the increase in the desired behaviors significant?
 - Is the student progressing at a reasonable rate based off the severity of data and documentation of the original behavior?
 - Is additional help needed?
- Are the behaviors you don’t desire decreasing?
 - Has the frequency changed (not happening as often or more often)?
 - Has the duration changed (not happening as long or happening longer)?

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PLEASE REMEMBER - Whatever tier system you use, or whatever you call it (RTI, MTSS, etc.), please remember that the tiers are only used to identify level of support and intervention, not to describe the student (example: he is a student receiving Tier 2 supports, not he is a tier 2 student).

Even though a student may be at tier 2 or 3, he/she still receives all supports allowable throughout the preceding tiers.

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What is next?

Our webinar series will continue with Part 2: TIER 2 overview and supports. For additional questions on TIER 1 please reach out to your regional consultant who provides support in the area of behavior.

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Our contact information is provided should you have additional questions about the information provided please feel free to reach out to Layne or Stacey, thank you.

Text on Slide:

Contact us:

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or

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