

Webinar Pt 3 transcript

Slide 1

Part 3 ... TIER 3

Slide 2

Do I Stay at TIER 2 or Go to TIER 3?

- Review your data and documentation as a committee again...Re-ask the questions...
- 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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STILL NOT WORKING...Go TIER 3

When and Why TIER 3?

TIER 3 is appropriate for reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts through TIER 1 and TIER 2. TIER 3 would be provided to give students the most individualized responses to situations where problem behavior is likely.

Three level Pyramid

Title Rtl: Instruction and Targeted Support for all Levels of Need

Three Tiered Model of School Supports:" Example of an Infrastructure Resource Inventory

Left side of Pyramid from top down

Academic Systems

Tier 3: Comprehensive and Intensive Interventions – *Few Students* (Students who need individualized interventions)

Tier 2: Strategic Interventions *Some Students* (Students who need more support in addition to the core curriculum)

Tier 1: Core Curriculum *All students*

Right side of Pyramid from top down

Behavioral Systems

Tier 3: intensive Interventions – *Few Students* (Students who need individualized interventions)

Tier 2: Targeted Group Interventions *Some Students* (Students who need more support in addition to the core curriculum)

Tier 1: Universal Interventions *All students, all settings*

Bottom Level 80-90% representing Academics and/or behavior

Middle level 5-15%, circular continuum with words Define, Analyze, Implement, Evaluate inside

Top level 1-5%

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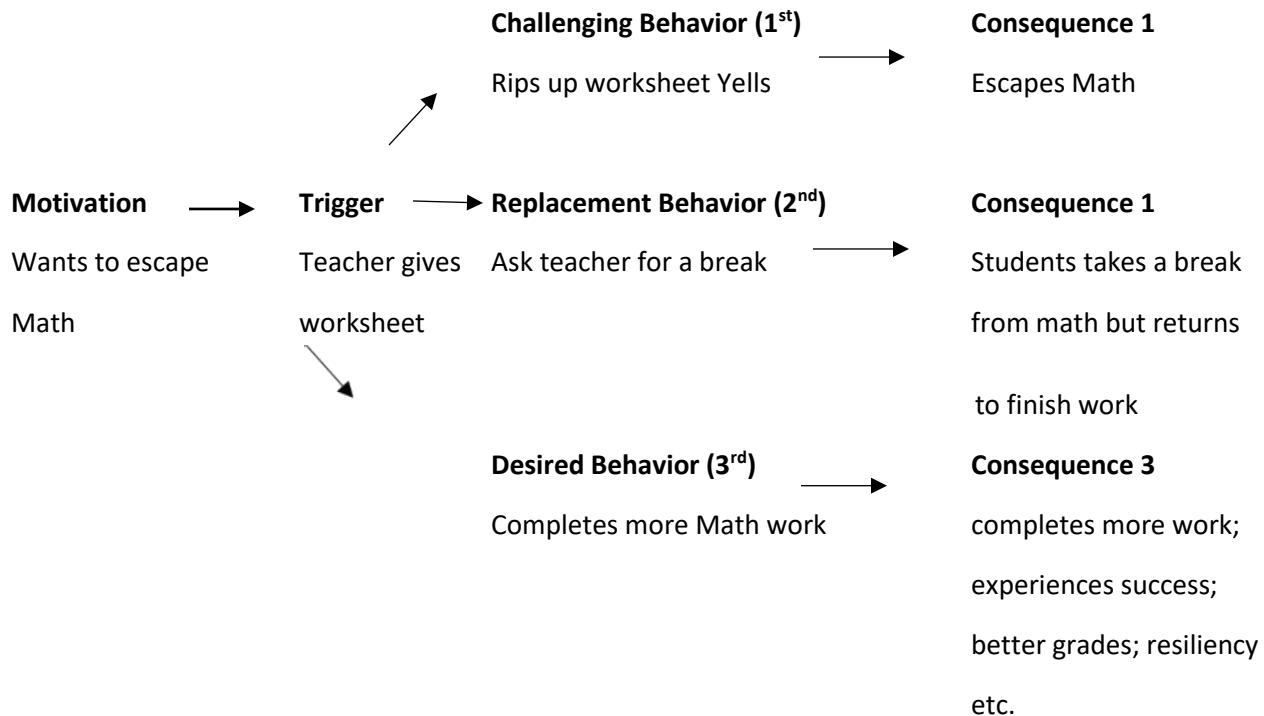
TIER 3: Behavior Interventions

- Answer the [questions](#) again
- It is NOT more of the same
- What has worked vs. what has not worked (adjust interventions to be more individualized)
- Review methods of teaching behaviors to potentially change approach with the student
- Teach skills in real life setting (work towards generalization)
- Individualize a program very specific to the child
- One size does not fit all.... focus on individual needs of the child
 - Reach out to the people that know the child best including specialist in your district, if you have
 - Reach out to your regional behavior staff
 - MOST IMPORTANT- seek feedback from all appropriate stakeholders including the child

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The Behavior Process... What Does It Look Like?

Flow chart, boxes left to right top to bottom



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Behavior Intervention Plan

- Describe the target behavior to focus on- MUST BE MEASURABLE

Must do the following for each target behavior:

- Describe the classroom environment
- Describe the motivators
- Describe classroom strategies
- Describe social skills training
- Describe consequences (remember CPI, restraint is not a consequence)

TIP:

- Based on the FBA
- Detailed enough that it could be implemented by someone who does not know the child (If the student moved, would the next school be able to implement the same plan by reading the written document?)
- Consider trauma that may have been experienced

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QUICK REVIEW: Developing a Behavior Plan...Program...Intervention

Can you answer the following questions in reference to the BIP?

- What behavior(s) does the child need to learn?
- What are the specific skills that need to be taught and reinforced?
- How can the skills be taught and reinforced in all areas of the school? How does it look for the classroom teacher...the paraprofessionals...in the classroom...in the hallway...in the cafeteria...in PE...in ART...in Music...etc.? How would it look in electives and at extracurricular events such as sporting events and UIL events?
- What is the proactive plan for situations in which the difficult behavior is manifested?
- If I am a brand new teacher with no background in behavior...would I know exactly what to do to teach the skills to my student? If selecting "Help student regulate" explain how that can be done with specific examples of strategy implementation...What does that mean and what does that look like for this individual student?
- Is there an opportunity for staff training so the behavior strategies can be consistently and appropriately implemented?

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Part 3 concludes our webinar series. For additional questions on individual student needs or for additional training on behavior interventions, please reach out to your regional consultant who provides support in the area of behavior

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