Evidence-Based Behavioral Interventions
Course Enhancement Module

Part 3: Supplemental Behavioral Interventions

Facilitator’s Guide

2014
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This Facilitator’s Guide is intended for use with the following resources:

- Presentation slides
- Participant handouts

These resources are available on the Course Enhancement Modules webpage of the CEEDAR Center website (www.ceedar.org).
Introduction to the Evidence-Based Behavioral Interventions Course Enhancement Module

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this course enhancement module (CEM) on evidence-based behavioral interventions to assist faculty at institutions of higher education (IHEs) and professional development providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates or current practitioners to create effective instructional environments for all students, including students with disabilities and their nondisabled classmates. This module helps educators appreciate that, to be effective, an instructional environment integrates a continuum of academic and behavioral interventions that are evidence based and accommodate the needs of each student in the class and school.

Through this CEM, participants will learn about assessment tools and intervention practices that can be integrated within a comprehensive, evidence-based behavioral intervention program. These tools and practices involve multiple levels of interventions, including schoolwide, classwide, small-group, and individual behavioral supports. As participants gain knowledge about how to use these tools and practices effectively, they will become proficient in using behavioral data to guide intervention decisions, matching the behavioral intervention to the function of behavior and the intensity of a student’s needs. The CEM guides participants in becoming proactive, positive problem-solvers who anticipate and design interventions to prevent instances in which students are likely to experience an academic or behavioral challenge that interferes with their learning.

Purpose

This CEM is designed to build the knowledge and capacity of educators in the selected topic. The module can be adapted and is flexible to accommodate faculty and professional development provider needs. The anchor presentation and speaker notes can be used in their entirety to cover multiple course or professional development sessions. Alternatively, specific content, activities, and handouts can be used individually to enhance existing course and/or professional development content.

Audience

The audience is intended to be teacher and leader candidates within preservice programs at the undergraduate or graduate levels and/or district teachers and leaders participating in inservice professional learning opportunities. The facilitator’s guide is designed as a blueprint to support faculty and professional development providers charged with providing teachers and leaders with training in a selected topic. The training can be conducted by faculty and by state and local professional development providers.
Facilitator’s Guide

The facilitator’s guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the anchor presentation. Facilitator’s notes and talking points are included. The speaker notes are intended as a guide for a facilitator who is using the PowerPoint slides and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

Evidence Based

All information and resources included in Anchor Presentations on Evidence-Based Behavioral Interventions were drawn from professional development products developed by U.S. Department of Education–sponsored centers and projects and other well-established and reliable sources. These centers and projects used a rigorous process to directly link their professional development products to available research evidence on behavioral interventions. For example, the National Center on Intensive Intervention (www.intensiveintervention.org) follows a five-step process for product development (i.e., design, production, internal review, external review, and U.S. Office of Special Education Programs approval) to develop its series of eight training modules on how to use a data-based-individualization approach to design and implement intensive academic and behavioral interventions for students with severe, persistent needs.

Tiered Organization

The learning resources are organized into five main parts:

- **Part 1: Introduction.** This part introduces participants to the characteristics of successful schools, teachers, and students, describing the interrelationship between behavior and academics that makes addressing student behavior a crucial part of supporting learning. Behavior is explained in terms of its antecedents and consequences, setting the stage for matching function to intervention at all levels of support. This part also describes the wide variety of students who present with challenging behaviors, outcomes for students with disabilities, and real-life case studies.

- **Part 2: Universal Behavioral Interventions.** This part introduces participants to the concept of universal behavioral interventions—supports for all students—in the context of multi-tiered systems of support such as Positive Behavior Interventions and Supports (PBIS). Universal supports include both schoolwide and classwide strategies.

- **Part 3: Supplemental Behavioral Interventions.** This part introduces participants to the importance of implementing supplemental behavior interventions and using data to determine whether or not a particular behavioral intervention (or set of behavioral interventions) is working to improve student behavior. It includes descriptions of the distinguishing features of supplemental behavioral interventions and considerations for selecting and implementing evidence-based behavioral interventions that meet students’ needs, including detailed illustrations of how to effectively use two supplemental interventions, social skills training, and Check In/Check Out.
• **Part 4: Identifying and Monitoring a Target Behavior for Intensive Intervention.** This part introduces participants to techniques to identify and monitor target student behaviors over time as part of the process for implementing intensive behavioral interventions for nonresponding students (i.e., those who do not respond to supplemental behavioral interventions). It introduces the concept of data-based individualization (DBI), a systematic method for using data to determine when and how to intensify behavioral interventions. Part 4 describes evidence-based strategies for gathering information on the behavior of nonresponding students, identifying target behaviors for these students, and monitoring these students’ progress in improving their behavior after they receive individualized intensive behavioral interventions.

• **Part 5: Intensive Intervention.** This part introduces participants to using a DBI approach to design and implement intensive behavioral interventions that accommodate the individual needs of nonresponding students by addressing the underlying function of behavior. It describes how to conduct functional assessments to develop function-based interventions and includes considerations related to classroom culture, wraparound services, and strategies for documenting and evaluating the impact of intensive behavioral interventions. Part 5 concludes with an overview of U.S. Department of Education–recommended principles for restraining and secluding students whose behavior presents imminent danger of serious physical harm to themselves or other students and adults at school.

As illustrated in Figure 1, the parts of this CEM are framed according to level of intensity. A complete table of contents and summary of handouts for each part is included at the end of this guide.

**Figure 1. Evidence-Based Behavioral Interventions Anchor Presentation Structure**

[Diagram showing the structure of the presentation]

**Opportunity to Learn**

Learning activities are embedded throughout each part of the anchor presentation. For example, Part 1 concludes with an interactive subpart where facilitators and participants can discuss case studies depicting the real-life stories of four students with challenging behaviors. Part 2 concludes with an interactive discussion of examples of evidence-based behavioral interventions that can be used with all students in the class. Part 3 concludes with interactive subpart where facilitators and participants can discuss how to measure progress for two students who received a supplemental intervention to address their challenging behaviors. Part 4 concludes with an
interactive discussion of progress-monitoring strategies that were used in a case study depicting a student receiving a DBI approach to delivering intensive behavioral interventions. Lastly, Part 5 includes a series of suggested, interactive activities where professors and candidates can analyze and discuss how to implement a DBI approach to intensive behavioral interventions. All activities are optional and may be adapted to meet the needs of a particular audience.

**Resources**

The following resources are provided for use in delivering the anchor presentation:

- Facilitator’s guide (this document)
- Presentations
- Participant handouts, as needed

All of these materials may be used and adapted to fit the needs of the training context. To cite the content, please use the following statement: “These materials have been adapted in whole or in part with permission from the CEEDAR Center.”

**Materials**

The following materials are recommended for training and associated activities:

- Chart paper
- Sharpie markers for chart paper
- Regular markers at each table for name cards
- Post-it Notes
- Timer
- Pens at each table
- Internet connection for website links embedded in presentations

Needed materials will vary based on the content and activities selected, which will depend on the audience and the format of the course or professional development session.

**In This Guide**

The rest of the guide provides the speaker’s notes to support facilitators as they present the content and learning activities included in Part 3 of this anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended.

The table of contents for Part 3 follows, including a listing of handouts.
Table of Contents

• What Are Supplemental Interventions?
• The Implementation Process
• The Importance of Choosing Evidence-Based Behavioral Interventions and Implementing Them With Fidelity
• Examples of Supplemental Interventions and Strategies
• Measuring Student Progress
• Case Studies: Meet Ryan and Aiden

Handouts

• Handout 5 The Four Steps in the Implementation Process
• Handout 6: Examples of Evidence-Based Behavior Curricula
• Handout 7: Examples of Evidence-Based Behavior Interventions
• Handout 8: Worksheet for Identifying Students for Check In/Check Out
Part 3: Slides and Supporting Facilitator Notes and Text

Slide 1-CEM on Behavioral Interventions: Part 3 (Supplemental Behavioral Interventions)

In Part 3 of the CEEDAR Course Enhancement Module on Evidence-Based Behavioral Interventions, you will learn about the importance of implementing supplemental behavior interventions, and using data to assess if the intervention(s) are working to improve student behavior. Part 3 builds on the content in Parts 1 and 2.

Speaker notes are provided for most of the PowerPoint slides included in each of the five parts of this CEM. The notes provide additional details about the information presented in a particular slide, including the context for the information being presented as well as further elaboration of key points being discussed. Thus, the speaker notes are intended as a guide for a presenter who is using the PowerPoint slides and may be modified as needed.

Instructions for using the speaker notes

- Text formatted in standard font is a sample script for the presenter. While these may be read verbatim, speaker notes are intended as a guide for the presenter and may be modified as needed.
- Text formatted in *italics* is intended as directions or notes for the facilitator; italicized text is not meant to be read aloud.
- Text formatted in **underline** indicates an appropriate time to click to bring up the next stage of animation in an animated slide.
Slide 2–Part 3: Supplemental Behavioral Interventions

Here are the topics that will be covered in Part 3 of this module.

*Give participants time to read this slide.*

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Part 3: Supplemental Behavioral Interventions

- What Are Supplemental Interventions?
- The Implementation Process
- The Importance of Choosing Evidence-Based Behavioral Interventions and Implementing Them With Fidelity
- Examples of Supplemental Interventions and Strategies
- Measuring Student Progress
- Case Studies: Meet Ryan and Aiden

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Slide 3–Note

*Briefly give time for participants to view the slide.*

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Note

Part 3 uses content and resources from

- The National Center on Intensive Intervention (NCII) [www.intensiveintervention.org](http://www.intensiveintervention.org)
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) [www.pbis.org](http://www.pbis.org)
- Florida’s Positive Behavior Support [www.fpbs.fmhi.usf.edu](http://www.fpbs.fmhi.usf.edu)
- Missouri Schoolwide Positive Behavior Support [www.pbismissouri.org](http://www.pbismissouri.org)
Slide 4—What are Supplemental Interventions?

In this section, you will learn what supplemental interventions are, how they fit into the Positive Behavioral Interventions and Supports (PBIS) model, and what their key characteristics are.

Slide 5—What are Supplemental Interventions?

*Give participants time to read the two bullets on the slide.*

We will now move on to discuss the **supplemental interventions**, also referred to as the **secondary tier** or tier 2. Interventions at the supplemental tier address the learning or behavioral challenges of at-risk students. The intervention(s) is targeted, evidence-based, and supplemental to core instruction. These interventions are delivered to **small groups**, and they occur in either the general education classroom or another general education setting, such as an intervention block. The types of **assessments** used in the secondary tier are the same as those used in the primary tier, but **progress monitoring** occurs with greater frequency to measure the student’s responsiveness to the secondary intervention.
Slide 6–Activity – Continuum of Schoolwide Instructional and Positive Behavior Support

The logic of the triangle suggests that most students—about 80 percent—will respond positively to strong, systematic prevention techniques. This implies that about 20 percent of students, therefore, will not be responsive to the supports widely available in schools to promote prosocial behavior. The students who are non-responsive will require further support to maintain appropriate behavior in schools.

The typical process is to move these non-responding students to an intervention that will provide additional feedback on student behavior and opportunities to access rewards and positive attention. Fortunately, many of the students who demonstrated difficulty will show improvement. The anticipated response rate to preventative and secondary intervention supports is about 15 percent. Five percent of students will not be responsive to preventative or secondary intervention supports.

Slide 7–Supplemental Interventions

Remember, supplemental interventions are used for students who do not respond to universal interventions. No more than 15 percent of students should be identified as needing supplemental interventions.

Why are secondary interventions so important? By providing secondary interventions in academics and behavior to students who are flagged as “at risk,” schools are able to effectively meet the needs of the majority of these students and can begin to close the performance gap that may exist between them and their grade-level peers.

Because secondary interventions are standardized and often scripted, and because they include resources, they provide a means for schools to meet the needs of at-risk students and allow resources (including teachers’ time) to be used more efficiently. Effective secondary intervention programs provide teams with a more accurate picture of which students require intensive intervention. Additionally, data collected on a student’s response to an evidence-based secondary intervention program may be used as part.
of the Specific Learning Disability (SLD) identification process in your district or state, in accordance with state law.

**Note:** The Check In Check Out strategy will be described in more detail later in the presentation.

**Slide 8–Key Characteristics**

We’ll now discuss some of the key elements of secondary interventions.

Supplemental intervention supports should be available in school so that students can be added to the intervention at any time. Some interventions are organized so that students can begin receiving supports quickly. Other interventions, such as group counseling or other group approaches, may have a set cycle that dictates when a student can join a group, as well as a preparation period prior to initiating the intervention.

Some supplemental interventions may require classroom teachers to modify traditional methods or implement new teaching practices (e.g., increase positive feedback, monitor student progress, and evaluate behavioral and academic progress). Ideally, supplemental interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few more minutes of teacher time each day.

The skill sets classroom teachers need are consistent with quality instruction or can be easily learned. Strategies that require intensive training and skill development not typically present in the repertoire of classroom teachers may be beyond the scope of supplemental interventions and may be considered intensive interventions.
Slide 9–Key Characteristics

Supplemental interventions should be consistent with the universal approaches the school has developed. Schoolwide expectations should be taught and applied consistently across all three tiers (levels) for greater consistency in implementation.

All staff should understand the rationale and be able to describe the supplemental interventions used in their school. Staff with responsibility for implementation should have the training, skills, and administrative support to implement with fidelity.

Key Characteristics

- Staff/faculty are aware of the intervention(s) and their roles in the process
- The intervention(s) is consistently implemented with most students, but with some flexibility
- The selected program is matched to the function of the student’s behavior

Slide 10–The Implementation Process

In this section, you will learn how to match the behavior intervention to student need, implement the intervention with fidelity, and progress monitor to see if the intervention is working and student behavior is improving.
Slide 11–The Implementation Process

The 4-step implementation process includes these steps. We will talk about each step in more detail in the following slides.

Slide 12–1. Identifying “At-Risk” Students

**Note:** Office discipline referrals or ODRs are also referred to as incident reports.

Identifying “at-risk” students might be the responsibility of your school’s leadership team, but you should know what the processes are for identifying students who are at risk.

Multiple methods are used to identify students for supplemental supports. Students should be identified through various methods, such as office discipline referrals, screenings, teacher nominations, parent and support service recommendations, formative assessments, and so on. No single method is likely to identify all the students who may need supplemental supports. The identification methods selected should be efficient in terms of their cost and amount of time they require from school personnel.

Identify students early before problems develop to a level that requires intensive intervention.
Slide 13– 2. Match Intervention to Student Need

A = Antecedent. What happens before the behavior?
B = Behavior. What does the person do (measureable or observable)?
C = Consequences. What happens after the behavior?
Ask yourself, is the student performing the behavior to get something or avoid something?
We will talk about the specific secondary interventions you can choose from later in the presentation.

Slide 14–Academic Supports

Identify students that have academic and behavior challenges. Consider that their behavior challenges could be related to their academic challenges.
Discuss as a group
Slide 15– 3. Implement the Intervention

**Who** will deliver the intervention? Has the person(s) been properly trained?

**When and where** will the intervention be delivered?

**What is the duration** of the intervention?

**Purpose of the activity** – This activity will help you understand how an intervention should be delivered to achieve the desired outcome(s) for students.

**Directions for the activity** -

With a partner:

1. Fold a sheet of paper into three parts vertically (hotdog fold). Mark the first column who, the second column when/where, and the third column duration.

2. In column one, list various people in a school that could deliver a behavior intervention (e.g., classroom teacher, classroom aide, guidance counselor, etc.)

3. In column two, list when and where the behavior intervention can be implemented (e.g., all day, in the morning, at lunch and recess, etc.)

4. In column three, list the amount of time per day, week, month (if applicable) a behavior intervention can last (e.g., a social skills club might last one month)

5. Discuss in a large group.

**Putting it all together** – It is important that the intervention be implemented by properly trained school personnel at specific location(s) in the school setting and have a specific timeline in place to measure if the intervention is successful.
Let’s define progress monitoring. Discuss the definition above. Why is progress monitoring important? (It tells us if a behavior intervention is working for a particular student.)

Behavioral progress monitoring is more than simply collecting assessment data—we must also analyze the data to determine whether the intervention is working or not.

Here are some uses for progress monitoring data. Discuss each one and explain why it is important.

Data results help us to:

- Hypothesize the potential sources of need
- Identify when an intervention change is needed
- Determine the rate of progress or response to the intervention
- Assess current performance
Slide 18–Progress Monitoring Benefits

Ultimately, the information generated through progress monitoring will support an evaluation of the intervention’s effectiveness, increase the transparency of—and provide justification for—programming decisions, and allow information to be readily disseminated among key stakeholders.

Slide 19–Activity: How Much Do You Remember?

**Purpose of the activity** is to review the implementation process and make sure that the intervention is implemented with fidelity to achieve desired outcomes.

**Directions:**

*This activity has been designed to be completed in pairs. Adult learning principles suggest that it is important for partners to work together in learning new content. For example, two partners can share information and build on each others’ ideas. However, this activity can also be adapted for individuals or small groups.*

With a partner:

1. Read and discuss the directions on the slide.
2. Use handout #5 to fill in the four steps in the implementation process.
3. Answer question 3 in a large group to allow for additional
Purpose of the activity – This activity will serve as a review for participants. It is important that the intervention be implemented as directed to achieve the desired outcome(s).

Slide 20–The Importance of Choosing Evidence-Based Behavioral Interventions and Implementing Them with Fidelity

In this section, you will learn how to choose evidence-based interventions and why it is important to implement these interventions with fidelity.
Note – Evidence–based interventions implemented with fidelity were discussed in Part 1 of the Behavior CEM. It is discussed in this part as well for review and additional information related to secondary interventions. Instructors can decide which slides, if any, they would like to use for review.

First, let’s take a look (or review) at what it means for a secondary intervention to be evidence-based.

Evidence-based interventions are recommended for secondary and intensive levels of prevention. These materials have been evaluated using rigorous research design, and there is evidence that they have had positive effects on the students who received them. This means that programs used as secondary interventions have been rigorously evaluated as a whole, and that the specific intervention program was found to have positive effects for students receiving the program.

How do you know if a program or strategy is evidence-based? You can focus your efforts by looking at these areas when examining the evidence base:

- First, consider the type of information and the source from which you are gathering this information. Is the information coming from the intervention vendor or a reputable website? It is also worth considering the type of evidence that is available. Did the study involve experimental design (i.e., where the intervention group was compared to an equivalent control group?).
- Next, consider the population. For which populations has the program been researched and found effective? Is the sample described? Is the population similar to, or representative of, your student population? Are there different effects for different population groups?
- It is also important to consider whether or not the desired effects were found.
<table>
<thead>
<tr>
<th>Slide 23–Examples of Evidence-Based Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here are some examples of evidence-based interventions that meet the criteria we just talked about.</td>
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</table>

<table>
<thead>
<tr>
<th>Examples of Evidence-Based Interventions</th>
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<tbody>
<tr>
<td>Some commonly used and well-researched interventions include</td>
</tr>
<tr>
<td>✤ The Behavior Education Program (also known as Check In Check Out)</td>
</tr>
<tr>
<td>✤ Check &amp; Connect</td>
</tr>
<tr>
<td>✤ Social Skills Instructional Groups</td>
</tr>
<tr>
<td>✤ Academic Instructional Groups</td>
</tr>
<tr>
<td>✤ Academic Accommodations</td>
</tr>
<tr>
<td>✤ Supplemental Environmental Interventions</td>
</tr>
</tbody>
</table>
Slide 24 – Examples of Evidence-Based Behavior Curricula

**Note:** We are not personally supporting these programs. They are presented here for informational purposes only. They are programs that have been found, by the PBIS Center, to be evidence-based.

- Here are some examples of curricula that have been found, by the PBIS Center, to be evidence-based.

Slide 25 – Resources to Locate Evidence-Based Practices

*This slide lists websites for resources that are evidence-based.*
Note - Computers need to be available to students in order to complete this activity. This activity can be completed during class or as a homework assignment. In addition, it can be completed individually or in pairs.

Purpose of the activity – To familiarize participants with various evidence-based curricula that is available.

Directions for the activity:
1. Allow participants time to sign up for the curricula that they would like to review.
2. Form groups according to curricula choices. Make sure groups are even in number.
3. Have groups review information that is available on the web for their specific curricula and answer the four questions on the slide using Handout #6.
4. Debrief – Have each group share their findings with the large group. Inform participants that they will be the expert on their curricula and will impart their knowledge to the large group so all participants will have a better understanding of the various evidence-based curricula.

Putting it all together – Participants should now be aware of the various evidence-based curricula available to address behavior issues in the classroom.
Now let’s discuss what it means to deliver supplemental interventions with **fidelity** and why it is important.

Fidelity refers to how closely prescribed procedures are followed and, in the context of schools, the degree to which teachers implement programs **the way program developers intended**. It also relates to the quality of the implementation. This means that teachers are implementing the intervention with **consistency and accuracy** and adhering to the instructional plan with **integrity**.

**Note:** Throughout discussions of fidelity, it is important to ensure that teachers believe that they work in an open, non-threatening environment that values their skills and expertise and allows them to learn from their colleagues. With a system of open communication and productive feedback, fidelity checks of classroom techniques and the essential components of multi-tiered systems of support can be a useful and supportive way for teachers to collaborate and become a stronger teaching network. This may be a useful discussion point for some groups.
Slide 28–Why is Fidelity Important?

Why is fidelity important? If teachers aren’t consistent and accurate in delivering supplemental interventions, they aren’t able to confidently explain a student’s lack of response to an intervention. Did the student make insufficient progress because they require more intensive intervention? Or, did the student make insufficient progress because the supplemental intervention wasn’t delivered with fidelity? Without practicing consistency and integrity in intervention delivery, we can’t link, or attribute, student outcomes to the instruction provided. Fidelity allows us to evaluate the effectiveness of the supplemental intervention, and it tells us when a student may require a more intensive level of intervention.

Furthermore, Pierangelo and Giuliani (2008) concluded that positive student outcomes are particularly dependent on aspects of fidelity within the framework of a tiered support system. One of these aspects is fidelity of implementation at the classroom or teacher level.

Slide 29–Five Elements of Fidelity

Interactive slide
This graphic provides one example of how to think about fidelity, and it includes the elements of adherence, exposure, quality of delivery, program specificity, and student engagement.

Schools should have procedures in place to monitor the fidelity with which they implement supplemental interventions. While these don’t have to be formal, it is important to consider whether or not schools are implementing programs the way that they are intended to be delivered. In the midst of all the responsibilities of educators, small checks can make a big difference in keeping services for students on track.

Note: The notes on each element of fidelity are animated to pop up with each click. Click ahead each time you discuss a new element of fidelity,
1. (Click) When we discuss **adherence** we are focused on **how well we stick to the plan/curriculum/assessment**, or whether we are implementing the plan/curriculum/assessment as it was intended to be implemented based on research. For a supplemental intervention, this may mean how well teachers implement all pieces of an intervention, and whether they implement them in the way they were intended to be implemented. This doesn’t necessarily mean that teachers should follow a script word for word, but covering certain content with appropriate pacing and relevant language and techniques is important. (Click)

2. (Click) **Duration/Exposure** refers to **how often a student receives an intervention** and **how long an intervention lasts**. When thinking about fidelity, we are considering whether the exposure/duration being used with a student matches the recommendation by the author/publisher of the curriculum. In the case of supplemental interventions, developers and researchers typically specify the required exposure/duration that is needed for the intervention to be effective for most students. If the intervention developer calls for the intervention three days a week, for 45 minutes each day, is the student receiving this dosage? (Click)

3. (Click) Not only is it important to adhere to the plan/curriculum/assessment, but it is also important to look at the **quality of the delivery**. This refers to how well the intervention, assessment, or instruction is delivered. For example, **do you use good teaching practices?** Quality instructional delivery also means that teachers are engaged in what they’re teaching and animated in their delivery, not simply reading from a script. Providing teachers with constructive feedback on their instructional delivery is one way to improve the quality of delivery for supplemental interventions. (Click)

4. (Click) Another component is **program specificity**, or **how well the intervention is defined and how different it is from other**
**interventions.** Having clearly defined interventions/assessments allows teachers to more easily adhere to the program as defined. Is the intervention a good match for the student’s needs? Or does every low reader get the same intervention? *(Click)*

5. *(Click)* Just as the quality of the delivery is critical, it also is important to focus on **student engagement**, or how engaged and involved the students are in the intervention or activity. Following a prescribed program alone is often not enough. Consider whether or not competing behaviors make it difficult for students to take part in the intervention as designed. During the delivery of supplemental interventions, teachers may need to use behavior management strategies to manage student behaviors, including providing choice, adding elements of competition, and offering frequent opportunities to respond. *(Click)*

**Slide 30—Examples of Supplemental Interventions and Strategies:**

Social Skills Instruction Check In Check Out

In this section, you will be introduced to two specific supplemental interventions and strategies and will learn how to implement them.
Slide 31 – What are Social Skills?

*Give participants time to read the slide and discuss.*
Social skills are not the same as behavior. Rather, they are components of behavior that help an individual understand and adapt across a variety of social settings.

Slide 32 – Activity-Giving and Accepting Compliments

Three components to teaching specific behaviors are modeling, coaching, and self-management. You want to couple each of these with positive reinforcement. Let’s look more closely.

**What Are Social Skills?**
Social skills can be defined within the context of social and emotional learning—recognizing and managing our emotions, caring and developing concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically (Zins, Weissbert, Wang, & Walberg, 2004).

**Activity – Giving and Accepting Compliments**
1. When the music starts walk around the room.
2. When the music stops, introduce yourself to someone standing near you.
3. Give each other a compliment.
4. After the activity, discuss:
   - How did it feel to give and receive compliments?
   - Why is it important for students to understand how to give and receive compliments?
Slide 33–How Do We Teach Social Skills?

Three components to teaching specific behaviors are modeling, coaching, and self-management. You want to couple each of these with positive reinforcement. Let's look more closely.

Slide 34–Modeling

- An adult or peer demonstrates the skill or behavior to be learned (for example, walking through the hall appropriately).
- The modeling may be contrived. (For example, a teacher says to his student, "I am going to show you how to walk appropriately through the hall" and follows this by walking down the hall with his arms by his side, going directly to the destination, looking ahead, and not talking. The teacher then stops and points out to the student all the things that he just did and then shows the student again.)
- The modeling may be natural. (For example, while observing another class, a teacher says to her student, "Look how Annie is walking down the hall. She has her hands by her side, she is looking straight ahead, she goes directly to the library, and she is silent.")
- A verbal explanation is given to the student to describe the skill.
they are seeing. **The student must be aware of the model and the correct behavior** in order for it to be effective.

<table>
<thead>
<tr>
<th>Slide 35—Coaching</th>
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<tbody>
<tr>
<td>As a student practices the skill, his or her teacher provides prompts when necessary. (For example, &quot;Jordan, remember that your hands belong at your sides when you are walking down the hall.&quot;)</td>
</tr>
<tr>
<td><strong>The teacher provides immediate feedback</strong> to the student on their progress toward the skill. (For example, &quot;Jordan, you did a great job keeping your hands in place and going directly to the cafeteria. Next time, don't forget to do it silently.&quot;)</td>
</tr>
<tr>
<td><strong>The teacher discusses the skill with the student</strong> so the student can also provide feedback on how he or she did. (For example, &quot;Jordan, how do you feel about how you walked down the hall today?&quot; &quot;Well, Ms. Teacher, I had some trouble keeping silent.&quot;)</td>
</tr>
<tr>
<td>Additional prompts might be verbal or non-verbal.</td>
</tr>
</tbody>
</table>
Self-management is the ideal. You want students to manage their behavior and notice when they are doing it correctly (or not). Self-management comes out of coaching.

**Students receive regular feedback on the skill in the beginning,** but the teacher reduces how often that feedback is offered as students refine the skill.

**Students are given cues** or a way to prompt themselves to remember the behavior and know when to use it. (For example, a series of pictures by the door shows appropriate walking behaviors that the student sees on the way out of the classroom.)

**Students are given a way to measure their behavior** and reflect on whether they completed the skill or not. (For example, a checklist at the student's desk or in a notebook, where the student can check off each element of appropriate hall walking and whether or not it was done.)

Students are taught to self-monitor their own behavior during a specific time period. The student records his or her own behavior at predetermined intervals on a data sheet. The teacher also periodically observes the student, records the student's behavior, and provides feedback on the accuracy of the student's recording. Goal-setting is a key component of this procedure.
There are many different types of reinforcers that can be used to increase behaviors, but it is important to note that the type of reinforcer you use depends upon the individual and the situation. While gold stars and tokens might be very effective reinforcement for a student in the second grade, they are not going to have the same effect with a high-school or college student.

Check In Check Out: A Targeted Intervention

Check In Check Out (CICO) is an intervention that is also known by several other names, including the Behavior Education Program; Check, Connect, and Expect; and Hello, Update, Goodbye (HUG).

CICO is commonly used because of the research base supporting the positive impact it has on students. It is an excellent intervention when the function of behavior is attention-based. It is also a quick and easy intervention that requires minimal amounts of time before and after school and provides predictability and structure in a student’s day. It increases the frequency of positive adult contact, which is structured to encourage, motivate, and support the student.

**Check In Check Out (CICO)**

**Purpose:** The Check In Check Out (CICO) process will provide systematic performance feedback for identified supplemental students who may benefit from daily organizational and behavioral support and positive adult
attention. This intervention is most appropriate for students who seek or enjoy adult attention. The intervention also provides a positive communication link between home and school, sets students up for success each morning, and can be faded to develop student self management.

**Slide 39—Check In Check Out (CICO)**


The Check In Check Out program is sometimes referred to as the Behavior Education Program (BEP). Students are presented with daily/weekly goals and they receive frequent feedback on meeting those goals throughout the day. The feedback system is connected to the schoolwide behavior expectations or universal tier. Basic features of the Check In Check Out program include:

- Identifying students and providing support within a week
- Having students check in and check out daily with an adult at school
- Having teachers provide regular feedback and reinforcement
- Incorporating a family component
- Using daily performance data to evaluate progress
Slide 40–Who Should Receive the Check In Check Out Intervention?

CICO is commonly used as a supplemental intervention. However, for those students who need intensive intervention, CICO may not be sufficient on its own and it may not address more complex behavioral challenges. Typically, en route to a Tier 3 Intervention, you can implement changes at the individual level, such as changing the CICO adult, adding peer support, and adding extra check-in times.

Slide 41–HAWK Report

Here is one example of a CICO report form.

Helping A Winning Kid = HAWK
Slide 42– H.U.G.

Another example of a CICO form. Decide on a form that is appropriate for the age of the student you are working with or have the student create his own check in check out card to create “buy-in.”

Hello, Update, Goodbye = H.U.G

Slide 43– Measuring Student Progress

In this section, you will learn how to measure student progress by analyzing data in order to assess if the behavior intervention(s) is working or needs to be changed.
Slide 44– Data Collected for Supplemental Interventions

Why is it important to collect data?

Possible responses:
  • Lets you know if an intervention is working.
  • Lets you know if more intensive intervention is necessary.
  • Share with other faculty members and parents
  • Informs instruction (if academics play a part in the undesired behavior).

Slide 45– Pattern: Improved Behavior After Intervention Change

Let’s look at some data to see if our intervention is working. Study the two graphs on the slide. What is the data telling you?

We sometimes want our target behavior to decrease (see the graph on the right).

We sometimes want our target behavior to increase (see the graph on the left).
Slide 46– Interpreting Improved Behavior After Intervention Change

Discuss the situation and analysis on the slide.
Based on the graphs on the previous slide, the behavior improved after the intervention.

Slide 47– Pattern: No Change Behavior

Study the graph on this slide. What is it telling you? Discuss with your neighbor.

No change looks very similar for both academics and behavior.
Slide 48 – Interpreting No Change

Give participants time to read the slide and discuss the possible interpretations listed on the slide.

Situation: The data are similar before and after the change in intervention.
Possible interpretations:
- The student is not responding to the intervention.
- The student has not received the intervention with fidelity.
- The DBR tool is not sensitive to change for this behavior (revisit definition or anchors).
- The intervention is not an appropriate match for the student’s needs.
- The intervention is not addressing the function of the behavior.

Slide 49 – Pattern: Highly Variable Data

Study the graph on this slide. What is it telling you? Discuss with a partner.
Slide 50– Interpreting Highly Variable Data

Based on the previous slide:
Review the situation and possible explanations on the slide and discuss.

Slide 51– Daily Data Used for Decision Making

What is this daily data telling you? Discuss with a partner.

What would your next steps be for this student?
Slide 52– Daily Data Used for Decision Making

What is this daily data telling you? Discuss with a partner. What would your next steps be for this student?

Slide 53– Case Studies: Meet Ryan and Aiden

In this section, you will meet Ryan, who is receiving the supplemental intervention, Check In Check Out, for behavior concerns. This case study will illustrate the various topics that we talked about in Part 3 of this behavior module.
Slide 54 – Student Example

Give participants time to read Ryan’s case study. Discuss his background and intervention platform.

**Ryan**

**Background:** Ryan was identified as having externalizing behavior problems in January of his fourth-grade year. Ryan had an excessive number of office disciplinary referrals (ODRs) and frequently instigated fights with other students.

**Intervention Platform:** Because of Ryan’s excessive ODRs, a Check In Check Out system was implemented.

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Slide 55 – Check In Check Out Procedures for Ryan

The coordinator should be a dedicated staff person(s) who will oversee Ryan’s progress.

✧ Dedicated staff person “checks in” with the student to get ready for the day
✧ Teachers provide feedback on student goals (aligned with schoolwide expectations) throughout the day
✧ Dedicated staff person “checks out” with the student to reflect on the day
✧ Student accumulates points that can be traded at pre-determined times for activities, prizes, or free time
✧ Staff collect data daily and review student progress weekly
Slide 56–Ryan's Check In Check Out Card

Here is an example of Ryan's check in check out card.

Slide 57–Ryan

Check in check out checklist for implementing the intervention with fidelity.
Slide 58– Progress Monitoring: Are we doing what we said we would? Is it working?

*Read slide and discuss.*

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Progress Monitoring:
Are We Doing What We Said We Would Do?
Is it Working?

- **Progress monitoring tool:** Check In Check Out card
- **Measure(s):** 1. Percent of daily Check In Check Out points
  2. ODRs
  3. Teacher fidelity
- **Outcome:** Although some progress was evident, Ryan continued to have an unacceptable number of ODRs based on school cut points, and he met his daily report card goal of earning 80 percent of his CICO points only 40 percent of the time.

*Unlike academics, it may be unrealistic to expect behavior to change along a linear progression.*

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Slide 59– Progress Monitoring: Is it working?

What do the data on Ryan tell us? Is the intervention (CICO) working for him?
Slide 60–Next Steps
Do you agree with the implementation team? Explain
What would next steps be?

Next Steps
✧ Despite supplemental interventions delivered with fidelity, Ryan continued to make insufficient progress.
✧ The intervention teams decided that more intensive supports were needed.
✧ The team needs to problem solve and hypothesize what modifications may be effective.

Slide 61–Aiden’s Story
Case study number two. Take a few minutes to read about Aiden.

Aiden’s Story
Background:
Aiden is a 12-year-old boy enrolled in the seventh grade. School records indicate that he has had difficulty getting along with his teachers and he gets easily frustrated when given certain academic assignments, especially in mathematics. He refused to complete his work and causes disruptions in the classroom. When the teacher gives back mathematics quizzes and tests, he usually rips his up. None of Aiden’s peers want to sit next to him.
Slide 62– Activity-Case Study

**Purpose of the activity** – In your classroom you might have a student like Aiden. This activity will prepare you to take the necessary steps to make sure student(s) with behavior issues are successful both academically and behaviorally.

**Directions:**

*Work in groups of 3-4 students.*

1. Allow 30-45 minutes for groups to reread Aiden’s case study, brainstorm and discuss the four questions on the slide. Groups will choose one person to record ideas on chart paper and one person to be the speaker. The speaker will share the group’s ideas with the large group.

2. After all the groups have shared their recommendations, try to come to consensus regarding how to best help Aiden.

**Debrief** – Allowing participants to collaborate together will help them see that it is important to have more than just the classroom teacher make decisions about a student(s) intervention. Other staff in a school will be instrumental in the success of a student(s).
Slide 63- Distinction Between Supplemental Intervention and Intensive Interventions

There will be times when a supplemental intervention will not be sufficient for a student(s) and an intensive intervention is needed. We will learn more about intensive interventions in Part 4.

Read and study the slide to gain a better understanding of the difference between supplemental and intensive interventions. *Give participants time to read the slide and then discuss together.*

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**Slide 64- Key Questions to Ask Before Intensive Interventions**

In most cases, we would not determine that a student requires intensive intervention until we have evidence that she or he is not responding to supplemental intervention. Key questions in reviewing this evidence include:

- **Has the student been taught using an evidence-based supplemental intervention program (if available) that is appropriate for his or her needs?** The supplemental intervention should match the student’s identified needs.

- **Has the program been implemented with fidelity?** Fidelity addresses whether or not the intervention is being delivered as planned.
  - **Content.** Are all key components being delivered per the instructions?
  - **Dosage/schedule.** Has the intervention been delivered as intended in terms of frequency and length of sessions?

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**Key Questions to Ask Before Intensive Interventions**

- Has the student been taught using an evidence-based, supplemental intervention program (if available) that is appropriate for his or her needs?

- Has the program been implemented with fidelity?
  - Content
  - Dosage/schedule
  - Group size

- Has the program been implemented for a sufficient amount of time to determine the response?
- **Group size.** Is the group the size recommended by the intervention developer? You might also want to consider the group composition: Do these students have similar needs that match the intervention? Do any students have competing behavior issues?

- **Has the program been implemented for a sufficient amount of time to determine the response?** Consider this question in terms of how long the intervention is intended to be implemented for, and consider whether there is enough data to detect a change in performance.

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**Slide 65—In Summary**

In summary, implementing effective supplemental interventions is crucial for schools to establish a **foundation for intensive intervention.** When supplemental interventions are **evidence-based and implemented with fidelity,** schools are able to meet the needs of most at-risk students and obtain a clearer sense of which students require intensive intervention. Furthermore, the way supplemental interventions are implemented has **important implications for identifying** students. IDEA regulations for identifying students with specific learning disabilities no longer require the use of the discrepancy model, and they allow schools to identify students using a process based on the child’s response to scientific, research-based intervention. With this in mind, it is crucial for schools to have effective systems for evidence-based supplemental interventions in place, as a child’s responsiveness to these interventions has a large impact on their identification and future services.
Exit Activity – Alphaboxes

Purpose of the activity is to review the main content presented in Part 3 of the behavior module.

Directions for the activity

1. Each student takes an index card (from a stack prepared with one letter of the alphabet written on each). The letter on their card is their “assigned” letter.
2. Each participant prepares a display on their file card. Each file card should contain the alphabet letter, a word or idea beginning with the letter and a visual (related to the word or idea).
3. Starting with A and continuing through the alphabet, each participant shares his/her idea, tells why it was selected, and explains what the visual represents.
4. Once the cards are shared they can be displayed in alphabetical order around the room and participants can do a gallery walk for a review of Part 3 of the behavior module.

Pulling it all together

The gallery walk will serve as a review for participants.
Anchor Presentation Table of Contents and Handouts

Part 1: Introduction (7 subparts)
- Characteristics of Successful Schools, Teachers, and Students
- Linking Academic Instruction and Classroom Management
- Rationale for Addressing Behavior
- The ABCs of Behavior
- Students with Challenging Behaviors
- Outcomes for Students with Disabilities
- Case Studies

Part 2: Universal Behavioral Interventions in a Multi-Tiered Framework (4 subparts)
- Multi-Tiered Systems of Supports
- Positive Behavioral Interventions and Supports (PBIS) Continuum
- Universal Intervention: Schoolwide Positive Behavioral Interventions and Supports (SW-PBIS)
- Classwide Behavioral Interventions

Part 3: Supplemental Behavioral Interventions (6 subparts)
- What Are Supplemental Interventions?
- The Implementation Process
- The Importance of Choosing Evidence-Based Behavioral Interventions and Implementing Them With Fidelity
- Examples of Supplemental Interventions and Strategies
- Measuring Student Progress
- Case Studies: Meet Ryan and Aiden

Part 4: Identifying and Monitoring a Target Behavior for Intensive Intervention (6 subparts)
- Introduction to Data-Based Individualization
- Gathering Information on Behavior
- Identifying Target Behaviors
- Progress Monitoring Target Behaviors
- Case Study: Progress Monitoring Jeff’s Target Behaviors
- Additional Resources

Part 5: Intensive Intervention (8 subparts)
- Data-Based Individualization
- Functional Assessment of Behavior
- Function-Based Interventions
- Classroom Culture and Wraparound Services
- Documenting Intervention and Evaluation
- Case Study: Supporting Ryan With DBI
- Restraint and Seclusion
- Additional Resources
Handouts

Part 1
✦ Handout 1: IDEA 2004 Disability Definitions
✦ Handout 2: Case Studies: Real-Life Stories of Four Students With Challenging Behaviors

Part 2
✦ Handout 3: Matrix for Teaching Behavioral Expectations
✦ Handout 4: Schoolwide Benchmarks of Quality—Team Member Rating Form

Part 3
✦ Handout 5: The Four Steps in the Implementation Process
✦ Handout 6: Examples of Evidence-Based Behavior Curricula
✦ Handout 7: Examples of Evidence-Based Behavior Interventions
✦ Handout 8: Worksheet for Identifying Students for Check In/Check Out

Part 4
✦ Handout 9: Target Behavior Questionnaire
✦ Handout 10: ABC Anecdotal Report
✦ Handout 11: ABC Checklist
✦ Handout 12: Direct Behavior Rating (DBR) Individualization Form

Part 5
✦ Handout 13: Bob’s Target Behavior Questionnaire
✦ Handout 14: Functional Assessment Interview
✦ Handout 15: Function-Based Behavior Intervention Plan
✦ Handout 16: Function-Based Intervention Strategies
✦ Handout 7: Examples of Evidence-Based Behavior Interventions (originally introduced in Part 3)