

The Center for Community Engagement at Arkansas State University

# Positive Behavioral Interventions & Supports

## Facilitator's Guide to PBIS Tier II Training

### Module 3

## *Function Based Thinking and Overview of Tier II Interventions*



## Arkansas State Personnel Development Grant

**Focus Area:** Function of behavior and how it applies to Tier II interventions

**Title of Training:**

### **Module 3: Function Based Thinking and Overview of Tier II Interventions**

**Suggested Training Time:** 1-2 hours

**About this guide:**

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star.** 
  - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are discussion questions, homework, and resources for attendees.

**Suggested pre-requisites to this training:**

- Tier I modules
- Tier II modules 1 and 2

**Training Description:**

This module is designed to give administrators, schools, districts, and other personnel information about function of behavior and using function-based thinking to determine appropriate Tier II intervention.

**Module Sections:**

**Introduction** – Purpose and objectives (slides 1 – 4) pgs. 5 - 9

**Training sections:**

**Section 1** – Function of Behavior (slides 5 – 10) pgs. 10 – 17

**Section 2** – The ABCs of Behavior (slides 11 – 14) pgs. 18 – 22

**Section 3** – Using the ABCs of Behavior to Problem Solve  
(slides 15 – 25) pgs. 23 – 35

**Section 4** – Tier II Intervention: Overview (slides 26 – 33) pgs. 36 – 44

**Section 5** – Selecting Interventions Based on Function (slides 34 – 36)  
pgs. 45 – 48

**Conclusion** – Summary and resources (slides 37 – 47) pgs. 49 – 60

**Discussion questions, homework, resources** – pgs. 61 – 62

**Training Materials/Equipment:****PowerPoint for Module 3: Function Based Thinking and Overview of Tier II Interventions**

- Equipment needed/recommended to project the PowerPoint:
  - Laptop computer
  - Access to PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - “Clicker” to advance slides
- Showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.

- Note that it may take a minute for the video to load.
- Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

**Suggested Materials:**

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes



**Handouts:**

Physical and/or electronic copies of:

- [Antecedent-Behavior-Consequence Form](#) (pg. 29)



**Activities in this Training:**

- Match Behavior with Reason (pg. 15)
- Determining Appropriate Strategies or Interventions (pg. 48)

**Essential Questions:**

These essential questions will be addressed in this training module:

- What is meant by function of behavior?
- How is function of behavior determined? What information is needed?
- What is the problem-solving process used to develop a plan for addressing chronic problem behavior?
- How is function of behavior used to determine an appropriate intervention?
- What are some common Tier II interventions and what support do they provide? What function of behavior do they address?

**Trainer Tips:**

- The purpose of this module is to introduce function of behavior to adults who may be involved with implementing Tier II interventions. At this stage of implementation of PBIS it is important that they understand the basics of using function of behavior to address individual students' needs.
- Consider facilitating module 4 (Identifying Students for Tier II Interventions) along with this module, as module 4 builds on this module. Not all misbehavior requires a formal intervention and module 4 addresses data decision rules around Tier II interventions.

# Introduction

Slides 1 - 4

- Purpose of this module
- Objectives of this module

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## Function Based Thinking and Overview of Tier II Interventions



DIVISION OF ELEMENTARY  
& SECONDARY EDUCATION



Images in this module were obtained at google.com/images unless otherwise specified.



Slide #1

[ Function Based Thinking and Overview of Tier II Interventions ]

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## Purpose of This Module

Introduce function of behavior and guide districts and schools in using function-based thinking for choosing and providing appropriate interventions for students

**Arkansas Positive Behavioral Interventions & Supports**

**Center for community engagement and leadership**

### **Slide #2**

### **[ Purpose of This Module ]**

#### **Trainer Notes:**

- Refer to the PBIS tiers of intervention and have participants review Tiers I and II.



**Objectives**

- Learn what is meant by function of behavior
- Learn about the “ABCs of Behavior” (Antecedent – Behavior – Consequence)
- Learn how to use the ABCs of Behavior to problem solve
- Learn about some Tier II interventions and how they relate to function of behavior
- Learn how to check for Tier II intervention fidelity



**Slide #3**  
**[ Objectives ]**

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**The Tiered Fidelity Inventory (TFI)  
Tier II Planning Tool**

<p><b>TEAM</b></p> <ul style="list-style-type: none"> <li>▪ 2.1 Team Composition</li> <li>▪ 2.2 Team Operating Procedures</li> <li>▪ 2.3 Screening</li> <li>▪ 2.4 Request for Assistance</li> </ul> <p><b>INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>→ ▪ 2.5 Options for Tier II Interventions</li> <li>→ ▪ 2.6 Tier II Critical Features</li> <li>→ ▪ 2.7 Practice Matched to Student Need</li> <li>→ ▪ 2.8 Access to Tier I Supports</li> <li>▪ 2.9 Professional Development</li> </ul>	<p><b>EVALUATION</b></p> <ul style="list-style-type: none"> <li>▪ 2.10 Level of Use</li> <li>▪ 2.11 Student Performance Data</li> <li>▪ 2.12 Fidelity Data</li> <li>▪ 2.13 Annual Evaluation</li> </ul>
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**Slide #4**

**[ The Tiered Fidelity Inventory (TFI) ]**

**Trainer Notes:**

- The TFI will be used throughout PBIS modules. Each module aligns with one or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- The TFI can be downloaded here:  
[https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20\(TFI\).pdf](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf)
- Fidelity checks will appear throughout this module at the end of content sections, as appropriate.
- Items 2.5 – 2.8 will be addressed in this module.

## **Training Section One**

### **Function of Behavior**

**Slides 5 - 10**

#### **Goals**

Participants will learn

- The meaning of function of behavior
- About chronic misbehavior and how it requires a more strategic response
- Why staff needs to understand function of behavior

# Function of Behavior



**Slide #5**

**[ Function of Behavior ]**

## Behavior Is Functional

Don't think of behavior as GOOD or BAD.

We may think it's good or bad, but it is FUNCTIONAL. The student is getting the payoff that they want.



### Slide #6

### [ Behavior Is Functional ]

#### Trainer Notes:

- This slide points out that all behavior is for a reason and that it serves a function.
- It's easy to just think of behaviors, or even kids, as good or bad, but the behavior serves a purpose.
- In the next few slides we will be addressing the “payoff”, or function, for student chronic misbehavior.

**Common Reasons For Student Misbehavior**

- Don't know the expectations
- Don't know how to do the expected behavior
- Unaware they're misbehaving
- Want a specific outcome (e.g., get attention)

**Slide #7**

**[ Common Reasons For Student Misbehavior ]**

**Trainer Notes:**

- Often, just implementing Tier I well (with fidelity) will help a lot of students with most of the above.
- At Tier I, we spend a lot of time teaching the expectations and acknowledging students for following them.
- For students who aren't following the expectations, after having full access to teaching and reinforcing, we begin to look at WHY students are misbehaving more often than most students.
- Activity idea: have some examples of misbehavior and reasons for misbehavior and have attendees discuss how they could match up (e.g., a student who uses curse words might be doing this because they don't know it's not appropriate in school; they hear it at home and are allowed to use it at home).
- See page 15 for activity.

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## Why Do Students Chronically Misbehave?

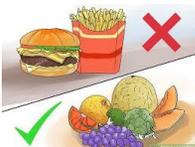
- To **GET** something (e.g., attention, item)
- To **AVOID** someone or something (e.g., task, situation)

What about **adults**?  
Why do we behave the way we do?





Bonus Payment







### Slide #8

## [ Why Do Students Chronically Misbehave? ]

#### Trainer Notes:

- This is an animated slide.
- Through Tier II, we make professional judgments about why students misbehave – what is the function of their behavior?
  - To **GET** something (get adult or peer attention, playground item)
  - To **AVOID** someone or something (avoid a teacher or another student, classroom task, setting, or situation)
- By determining why students behave a certain way, we can then problem solve to find replacement behaviors that meet the student’s needs, but are appropriate or acceptable for the situation.
- Activity or discussion idea: engage participants in discussion about how they behave to get or avoid someone or something. There are a few examples on the slide.
- Here is some info on function-based behavior support: [https://assets-global.website-files.com/5d3725188825e071f1670246/5d703ee4ff164563dae71c49\\_a8borgmeier.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5d703ee4ff164563dae71c49_a8borgmeier.pdf)
- Here is some background about the research around function of behavior: [https://www.springer.com/cda/content/document/cda\\_downloaddocument/9781461430360-c1.pdf?SGWID=0-0-45-1332601-p174273982](https://www.springer.com/cda/content/document/cda_downloaddocument/9781461430360-c1.pdf?SGWID=0-0-45-1332601-p174273982)



## ACTIVITY

### Match Behavior with Reason

Using the examples of misbehavior below (feel free to add others that might fit your situation better), encourage discussion around what the reason or reasons might be for the student to engage in this behavior.

The purpose of this activity is to show the importance of determining the underlying reason for the behavior so that the adult(s) can provide an appropriate response – a response that will help correct the behavior and not reward the behavior.

Some examples of inappropriate behavior:

- Student uses curse words and says they're allowed to at home
- Student frequently is "class clown" – makes jokes, makes fun of others, sings, dances around, etc.
- Student blurts out answers without raising hand
- Student asks to visit the nurse often
- Student often whistles or hums while doing seatwork

Reasons:

- Doesn't know the behavior expectations
- Doesn't know how to do the expected behaviors
- Is unaware that they're misbehaving or using the wrong behavior
- Wants a specific outcome (getting attention, getting an item, avoiding a situation, avoiding a person, etc.)

Optional: Save the results of this activity to use for a follow-up activity after slide 36.

## Understanding Chronic Misbehavior

- Problem behavior is likely being *repeated* for the **payoff**.
- The behavior is **functional** - it **serves a purpose**.
- Behavior is *communication*, and some students use **problem behavior** to get their needs met.
- Identify the **function or purpose** of the behavior in order to determine an appropriate response to the behavior.



### Slide #9

### [ Understanding Chronic Misbehavior ]

#### Trainer Notes:

- This is an animated slide.
- Students often learn that by using a behavior, they will get what they want or need.
- Once they know they will get what they want, they will continue to use that behavior.
- Adults need to understand that their response to the behavior is giving the student what they want.
- If the function of behavior is determined, adults can change the situation and the response, which in turn will help change the student's behavior. In other words, the adults can change the environment to set the student up for success.

## Staff Need To Understand Function

- Use referral forms to indicate the “best guess” at the function of behavior.
- Staff can work with the team to help determine the function of the behavior based on multiple observations of the student behavior.
- Portland State University online modules: <http://basicfba.gseweb.org>



### Slide #10

### [ Staff Need To Understand Function ]

#### Trainer Notes:

- It is critical for staff to keep detailed information on referral forms so that there are data to use to determine the proper interventions.
- Portland State University online “Basic FBA” modules are free and include basics about function of behavior for all staff and more advanced courses for behavior specialists (or staff who want to become the go-to person for behavior at the school).

## **Training Section Two**

### **The ABCs of Behavior**

**Slides 11 - 14**

#### **Goal**

Participants will learn what information is needed to determine an appropriate intervention.

# The ABCs of Behavior



**Slide #11**  
**[ The ABCs of Behavior ]**

## The ABCs Of Behavior

- **Antecedent** (what happens before behavior; what causes it)
- **Behavior** (observable and measurable)
- **Consequence** (what happens after the behavior; what is the outcome?)

Use the ABCs to determine the **function** or **payoff**.



### Slide #12

### [ The ABCs Of Behavior ]

#### Trainer Notes:

- To make decisions about student behavior, we look at these:
  - **Antecedent** (predictor or cause – what happens right before the behavior, what setting prompts the behavior, etc.)
  - Problem **Behavior** (description of the behavior)
  - **Consequence** (what happens after the behavior)
  - Function or payoff (how is the student “rewarded” for the behavior – e.g., sent out of the room, gets out of task, gets attention from peers or teacher, etc.)

## Example

Jimmy is asked to do a math problem at the board. He attempts the problem, but fails to do it correctly. The other students laugh and make fun of him.

*What might Jimmy do the next time?*



### Slide #13

### [ Example ]

#### Trainer Notes:

- Starting here and throughout several slides, we will use a fictitious student, Jimmy, as a reference to show the process of determining function of behavior and then using that information to create a plan for changing the behavior to something that is appropriate.
- Encourage discussion about what Jimmy has learned and what his behavior may be in the future (the next slide goes into this).
- Another discussion might be one on what the adult could have done differently.

## Problem Behaviors Are Learned From Previous Experiences

*Because of his previous experience, Jimmy is likely to exhibit problem behavior(s), which can be examined using the ABCs of Behavior:*

- **(A)ntecedent:** Jimmy's teacher asks him to do a problem at the board.
- **(B)ehavior:** Jimmy yells "no" at the teacher, throws his books on the floor, etc.
- **(C)onsequence:** The teacher may send Jimmy to office or call on someone else.
- Jimmy may continue this behavior because the function is to AVOID doing problems at the board, and it is working!



### Slide #14

### [ Problem Behaviors Are Learned From Previous Experiences ]

#### Trainer Notes:

- These are some possible behaviors that Jimmy may try next time in order to get a different result.
- If Jimmy gets a result he likes (such as getting sent out of the classroom), he may continue using that behavior to avoid getting the result he doesn't like (being laughed at by other students).
- This may be another opportunity to talk about the adult's response – refer back to Tier I Module 13: PBIS in the Classroom. Sometimes teachers inadvertently reinforce problem behaviors by giving students the payoff they want. This is another reason teachers need to understand the function behind their students' behaviors.

## **Training Section Three**

### **Using the ABCs of Behavior to Problem Solve**

**Slides 15 - 25**

#### **Goals**

Participants will learn the steps in the problem-solving process:

- How to pinpoint the problem
- How to develop a hypothesis
- How to create a plan for intervention
- How to monitor and evaluate the plan and the response to the intervention

# Using the ABCs of Behavior to Problem Solve

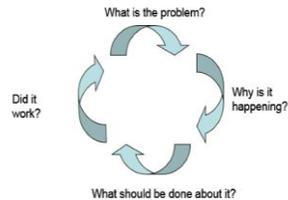


**Slide #15**

**[ Using the ABCs of Behavior to Problem Solve ]**

## The Problem-Solving Process

1. Define the problem.
2. Analyze the problem and develop a hypothesis.
3. Develop and implement a plan.
4. Evaluate the plan.



### Slide #16

### [ The Problem-Solving Process ]

#### Trainer Notes:

- Refresher from Tier I Module 10 – the problem-solving process steps.
- It is important for teachers to understand and use this problem-solving process in the classroom before submitting students for Tier II intervention consideration.
- Teachers can provide data and strategies implemented when referring students to the Tier II team.
- This same process is then used to select the appropriate interventions for students at Tier II.

# 1. Define The Problem

The problem:

- Jimmy causes a disruption by throwing his books on the floor and yelling “no” at the teacher when he is asked to do a math problem at the board.



**Slide #17**

**[ 1. Define The Problem ]**

**Trainer Notes:**

- Using Jimmy’s example, this slide establishes the problem based on observations made so far.
- The next slide shows the developed hypothesis.

## 2. Develop A Hypothesis

- Jimmy doesn't want to be laughed at, so he throws his book down and yells "no" at the teacher to avoid doing a problem at the board.

Next: Collect more data to test the hypothesis.



### Slide #18

### [ 2. Develop A Hypothesis ]

#### Trainer Notes:

- The next slide shows a template that can be used to collect more data.

# Antecedent-Behavior-Consequence Form

Date	Setting/Routine	Antecedent <i>(what happened immediately before the behavior)</i>	Behavior <i>(observable and measurable)</i>	Consequence <i>(what happened directly following the behavior)</i>
10/2/18	Math – working problems at board	Asked to work a problem at board	Started to do problem and then threw chalk	Teacher sent Jimmy to office
10/3/18	English – reading out loud	Asked to read 2 pages out loud	Read 2 pages out loud	Teacher praised Jimmy for doing well on reading
10/4/18	Science – groups presenting results of experiment	Teacher asked follow-up questions after Jimmy's group's presentation	Jimmy worked with group to answer questions	Teacher thanked group and asked them to update their results and turn them in



## Slide #19

### [ Antecedent-Behavior-Consequence Form ]

#### Trainer Notes:

- This slide is animated. There is an example that will float in when the presentation is advanced.
- This form can be used to record observations of students in order to understand the ABCs and determine the function of behavior.
- The student should be observed in other settings and time periods to get a complete picture of Jimmy's behavior before beginning to problem solve.
- This form can be found and downloaded here: <http://cce.ataste.edu/pbis/identification-of-students-at-tier-ii/>
- Next, use the data to develop a summary statement, similar to the Precise Problem Statement used in Tier I (Module 10).

# Antecedent – Behavior – Consequence Form

<b>Date</b>	<b>Setting/Routine</b>	<b>Antecedent</b> (what happened immediately before the behavior)	<b>Behavior</b> (observable and measurable)	<b>Consequence</b> (what happened directly following the behavior)

## Summary Statement

Based on several observations, the following is a summary of predictable behavior:

During     *(some routine)*      
when     *(antecedent occurs)*    ,  
student will     *(engage in behavior)*      
because     *(predictable outcome occurs)*    .

Therefore, the **function of the behavior** is to (choose one) **access/escape/avoid**  
    (something in the environment)    .



### Slide #20

### [ Summary Statement ]

#### Trainer Notes:

- This template sums up the results of several observations of the student, showing where the behavior happens as well as the antecedent, behavior, and consequence, and finally the function of behavior.
- For Tier II, this process is meant to be very simple and straightforward, based on observation and data.

## Jimmy's Summary Statement

On days when Jimmy forgets to do his math homework (setting event), when asked to do a math problem at the board (antecedent), Jimmy yells "no" at the teacher and throws down his book (behaviors) because the teacher will call on someone else (consequence), allowing Jimmy to **AVOID** doing a math problem at the board (function of behavior).



### Slide #21

### [ Jimmy's Summary Statement ]

#### Trainer Notes:

- This is just an example of making a “best guess” at the function of behavior, based on the setting, antecedent, behavior, and consequence.
- This scenario doesn't necessarily indicate that a student needs a Tier II intervention but is intended to show how function of behavior can be assessed.
- This is another good place to remind schools that teaching function of behavior to staff can be a really powerful tool in helping them with classroom managed behaviors.

### 3. Develop A Plan

- Set up a new Antecedent (prevention)
- Give the student a replacement Behavior or skill (teach)
- Provide a positive Consequence when the student uses the new skill (response to behavior)



#### Slide #22

#### [ 3. Develop A Plan ]

#### Trainer Notes:

- At Tier II we look at function of behavior to make sure we choose an intervention that will work for the student.
- We can help the student change his or her behavior by again using the ABCs:
  - Set up a new Antecedent
  - Give the student a replacement Behavior or skill
  - Provide a positive Consequence when the student uses the skill

## PBIS Proactive Approach

A	B	C
<b>PREVENTION</b> Interventions occurring before the behavior occurs	<b>TEACH</b> Behaviors to use instead of the problem behavior	<b>RESPONSE TO BEHAVIOR</b> Intervention occurs after (in response to) positive or negative behavior
Emphasis on Interventions to prevent problem behavior	Emphasis on <u>explicitly</u> Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior



### Slide #23

### [ PBIS Proactive Approach ]

#### Trainer Notes:

- After understanding the student's ABCs, use a proactive approach for changing the path.
- Use prevention strategies to head off the behavior before it happens (e.g., prompt the student, change the setting, teach the student a strategy, etc.).
- Teach the student what behavior they should be using (what is acceptable for the situation).
- Respond to the behavior so that the student is still getting what they want or need to make the new, appropriate behavior a recurring behavior. Use positive acknowledgments when the student uses the appropriate behavior, and refrain from rewarding the student if they use an inappropriate behavior.

## A Plan For Jimmy

Use a proactive approach! Set Jimmy up for success.

- (A) Have him work a problem that he is more likely to do successfully; work on the problem with him ahead of time.
- (B) Teach him new math and behavior skills.
  - Math skill: how to work a problem independently at the board
  - Behavior skill: how to more politely refuse to do the problem
- (C) Reward him for using new skills.
  - For attempting the math problem
  - For polite refusal to do the problem



### Slide #24

### [ A Plan For Jimmy ]

#### Trainer Notes:

- It's important to note that the adult needs to set up the new antecedent. This is an example of how the adult behavior needs to change to set up the student for success.
- This is an example of using a proactive approach that will set the student up for success.
  - Change the antecedent
  - Teach a new skill or strategy
  - Acknowledge the new appropriate behavior

## 4. Evaluate The Plan

What if Jimmy doesn't respond?

- Consider a new hypothesis and retest.
- If problem-solving around the ABCs doesn't produce the desired new behavior, then Jimmy may need to be referred for Tier II interventions.



### Slide #25

### [ 4. Evaluate The Plan ]

#### Trainer Notes:

- The example used in this section illustrates how a classroom teacher may use the ABCs of behavior to problem solve in his or her classroom.
- If the student is still engaging in inappropriate behavior, or if the inappropriate behavior is occurring in multiple settings, then the student may need a more formal Tier II intervention.
- An overview of some of the more common interventions will be given in the next section of this module.

## **Training Section Four**

### **Tier II Interventions: Overview**

**Slides 26 - 33**

#### **Goals**

Participants will learn

- The critical features of Tier II interventions
- A brief introduction to some common Tier II interventions

# Tier II Interventions: Overview



**Slide #26**

**[ Tier II Interventions: Overview ]**

**RTI Arkansas**

## Critical Features Of Tier II Interventions

- Linked to school-wide expectations
- Continuously available
- Implemented as soon as possible
- Can be modified based on assessment
- Students receive structured prompts

**Slide #27**  
**[ Critical Features Of Tier II Interventions ]**

**Trainer Notes:**

- This is an animated slide.
- The school-wide expectations schools chose when implementing Tier I of PBIS will continue to be the reference throughout implementation of all three tiers of PBIS.
- At Tier II, students are getting more instruction and feedback on the appropriate behavior, which is always based on the expectations.
- Tier II interventions should always be available so that students can be placed in them as soon as possible.
- Once a student is identified for Tier II interventions and the proper intervention is determined, they should be placed as soon as possible (typically, within three days).
- There are situations where it might be indicated to modify an intervention for a student (e.g., if a student needs more intensive instruction, prompting and feedback on specific behaviors, but does not warrant an individual behavior plan). Progress monitoring using data (students' response to intervention) is assessed often (at least every two weeks). These data may help teams determine if a student needs a slight modification.
- At Tier II, students need more structure – more teaching and reminders. Staff should be prompting students about the appropriate behavior throughout the day.

## Critical Features Cont'd

- Positive, corrective feedback
- Daily opportunities to practice skills
- School-to-home communication exchanged weekly
- Students receive orientation to materials
- Staff/subs/volunteers receive orientation, necessary materials, & ongoing information



### Slide #28

### [ Critical Features Cont'd ]

#### Trainer Notes:

- This is an animated slide.
- Students receiving Tier II interventions need a more intense version of Tier I supports – teaching, prompting, and reinforcement. Staff will be giving student's feedback that will encourage them to continue using the appropriate behavior. Sometimes staff will have to discuss what the student did wrong and what they should have done instead, and then encourage them to use the appropriate behavior next time.
- Students receiving Tier II interventions also need more practice to learn their new skills, even if their intervention group only meets a few times per week. They will still be getting feedback from interactions with staff daily so that they can generalize their new skills.
- Parents/guardians need to stay in the loop so that they can also encourage the student and receive information on how the student is doing in the intervention.
- Students will receive a formal orientation to the interventions so that they are properly set up for success.
- Staff need to know what their role is in the interventions. Also, don't forget to have information readily available for any other staff, such as substitutes and volunteers, who may be interacting with students in interventions.

The slide features a blue header with the RTI Arkansas logo. The main title is 'Examples Of Tier II Behavior Interventions'. Below the title are four horizontal bars, each with an icon and text: a calendar icon for 'Check-in, Check-out (CICO)', a group of people icon for 'Social Skills Groups', a handshake icon for 'Mentoring', and a checklist icon for 'Self-Monitoring'. The footer contains logos for the Arkansas Department of Education, the Arkansas Positive Behavioral Interventions & Supports Center, and the Center for Community Engagement and Leadership.

**Slide #29**

**[ Examples Of Tier II Behavior Interventions ]**

**Trainer Notes:**

- These interventions support students with diverse needs and functions of behavior. There will be a brief description of each in this section.
- Academic supports are included because sometimes behavior is a result of academic issues (e.g., a student acts out to avoid an academic task that they don't feel confident doing).

## Check-in, Check-out (CICO)

- CICO is a very common PBIS Tier II intervention and is usually the first implemented.
- CICO is for students whose **function of behavior is to gain adult attention**.
- CICO utilizes **adult attention and feedback**.
- CICO includes a higher rate of pre-corrects, prompts, encouragement, and corrective feedback for students.



### Slide #30

### [ Check-in, Check-out (CICO) ]

#### Trainer Notes:

- CICO is a Tier II intervention that is effective at improving behavior for students whose function of behavior is to gain adult attention.
- Students are given extra adult attention and feedback to support them in changing their behavior.
- This intervention is typically the first implemented when schools start Tier II, as it is fairly easy to set up and it typically targets the largest number of students needing Tier II interventions.

## Social Skills Groups

- For students that are missing appropriate social skills from their repertoire
- For students with a very **diverse range of functions of behavior**
- Outcomes: students **acquire and build fluency in using appropriate behaviors**



### Slide #31

### [ Social Skills Groups ]

#### Trainer Notes:

- Social skills instructional groups are also fairly common in schools that implement Tier II.
- Because students are missing skills, they are using inappropriate behavior (whatever works) to get what they want. The function of the behavior will vary from student to student.
- These groups help students learn and gain fluency in appropriate behaviors that will help them socially.

# Mentoring

- Focuses on building relationships
- For students with a very **diverse range of functions of behavior**
- For students who are **not engaged in school**
- Intervention can be very basic or a formal program (may depend on the age or grade of the student)
- Outcomes:
  - **Increased** attendance, persistence in school, accumulation of credits, and school completion rates
  - **Decreased** truancy, tardiness, behavior referrals, and dropout rates



## Slide #32

### [ Mentoring ]

#### Trainer Notes:

- Mentoring is all about increasing a student's engagement in school by building a relationship with an adult.
- Mentoring can be very basic, with an adult simply spending time with a student on a regular basis – maybe eating lunch together, or doing an activity before or after school, or during a scheduled time in the school day.
- There are also a lot of formal programs with training materials and outside mentors used.
  - These typically require a lot more time commitment and may need to continue through the summer and multiple school years.
  - An example of a formal program is ***Check and Connect***. In this program, adults connect with at-risk students in a meaningful way - especially students at risk of dropping out or graduating late. Resources for Check and Connect can be found here:  
<http://checkandconnect.umn.edu/resources.html>



# Self-Monitoring



- An intervention to teach students how to maintain a behavior or skill
- A student's function of behavior is to escape or avoid a task, attention, a stimulus, etc.
- The goal is to help students develop self-management skills



**Slide #33**  
**[ Self-Monitoring ]**

**Trainer Notes:**

- Self-monitoring can be used with students who don't need a more intensive intervention. It asks students to become aware of (and to progress monitor) their own behavior.
- Typically, students will focus on a specific target behavior that is linked to the school-wide expectations. They will set a goal and monitor their progress toward reaching that goal.

## **Training Section Five**

### **Selecting Interventions Based on Function**

**Slides 34 - 36**

#### **Goal**

Participants will learn how to select interventions based on function of behavior.

# Selecting Interventions Based on Function



**Slide #34**

**[ Selecting Interventions Based on Function ]**

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## Selecting Interventions Using Function-Based Thinking

Once a student is identified for Tier II interventions, they need to be matched to the appropriate intervention.

To make this match, it's necessary to know why the student misbehaves.

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**Slide #35**

**[ Selecting Interventions Using Function-Based Thinking ]**

**Trainer Notes:**

- Module 4 will give more information about identifying students for Tier II interventions.
- When matching students to interventions, use the ABCs of behavior to determine which intervention is going to help the student learn to meet his or her needs in an appropriate way.

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## How These Tier II Interventions Relate To Function Of Behavior

	Check-in, Check-out	Social Skills Groups	Academic Supports	Mentoring	Self-Monitoring
Obtain adult attention	X	X	X	X	
Obtain peer attention		X		X	
Access an item		X		X	
Access an activity		X		X	
Avoid adult attention		X		X	X
Avoid peer attention		X		X	X
Avoid tasks		X	X	X	X
Avoid situations		X	X	X	X

Adapted from Umbreit, Ferro, Uaupsin, and Lane, 2007

### Slide #36

## [ How These Tier II Interventions Relate To Function Of Behavior ]

#### Trainer Notes:

- This matrix shows some Tier II interventions and the function(s) of behavior that they address.
- Self-monitoring can also be used as a fading tool from other interventions.



### ACTIVITY/DISCUSSION

#### Determining Appropriate Strategies or Interventions

Using some of the scenarios from the first activity on page 15, have trainees discuss possible strategies or interventions for students, based on their behavior.

1. Discuss and list possible function(s) of behavior for the below scenarios.
2. Discuss strategies or interventions for correcting the behavior, based on function.

Some examples of inappropriate behavior from page 15 (add others, if desired):

- Student frequently is “class clown” – makes jokes, makes fun of others, sings, dances around, etc.
- Student asks to visit the nurse often
- Student often whistles or hums while doing seatwork

# Conclusion

Slides 37 - 47

- Summary
- Resources

# Do It With Fidelity!



**Slide #37**

**[ Do It With Fidelity! ]**

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# Do It With Fidelity!

Tiered Fidelity Inventory (TFI)

- Section 2.5: Sufficient Array of Tier II Interventions
- Section 2.6: Tier II Critical Features
- Section 2.7: Practices Matched to Student Need
- Section 2.8: Access to Tier I Supports

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**Slide #38**  
**[ Do It With Fidelity! ]**

**Trainer Notes:**

- In order for Tier II to have the desired effect, it must be done with fidelity. Use the TFI as a fidelity check.
- Have attendees review TFI Items 2.5 through 2.8 and record any action items needed.

## 2.5 Sufficient Array of Tier II Interventions

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.5 Sufficient Array of Tier II Interventions:</b> Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>	<ul style="list-style-type: none"> <li>School Tier II Handbook</li> <li>Targeted Interventions Reference Guide</li> </ul>	0 = No Tier II interventions with documented evidence of effectiveness are in use  1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use  2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need

**Main Idea:** A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.

V 2.1



### Slide #39

### [ 2.5 Sufficient Array of Tier II Interventions ]

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## 2.6 Tier II Critical Features

Feature	Data Sources	Scoring Criteria
<p><b>2.6 Tier II Critical Features:</b> Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> <li>• Universal lesson plans</li> <li>• Tier II lesson plans</li> <li>• Daily/weekly progress report</li> <li>• School schedule</li> <li>• School Tier II handbook</li> </ul>	<p><b>0 = Not implemented</b>  <b>1 = Partially implemented</b>  <b>2 = Fully implemented</b></p> <p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback report</p> <p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>

**Main Idea:** Tier II supports should focus on improving the skills and context needed for student success.





**Slide #40**

**[ 2.6 Tier II Critical Features ]**

**Trainer Notes:**

- TFI item 2.6 outlines the critical features of Tier II interventions.
- The next slide is a quick reference to use while scoring this item.

## 2.7 Practices Matched to Student Need

Feature	Data Sources	Scoring Criteria
<p><b>2.7 Practices Matched to Student Need:</b> A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p> <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px; margin-top: 10px;"> <p><b>Main Idea:</b> Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.</p> </div>	<ul style="list-style-type: none"> <li>• Data sources used to identify interventions</li> <li>• School Policy</li> <li>• Tier II Handbook</li> <li>• Needs assessment</li> <li>• Targeted Interventions Reference Guide</li> </ul>	<p><b>0 = Not implemented</b>  <b>1 = Partially implemented</b>  <b>2 = Fully implemented</b></p> <p>0 = No process in place</p> <p>1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>



### Slide #41

### [ 2.7 Practices Matched to Student Need ]

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## 2.8 Access to Tier I Supports

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>2.8 Access to Tier I Supports:</b> Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.	<ul style="list-style-type: none"> <li>Universal Lesson plans &amp; teaching schedule</li> <li>Acknowledgement system</li> <li>Student of the month documentation</li> <li>Family communication</li> </ul>	0 = No evidence that students receiving Tier II interventions have access to Tier I supports  1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports  2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports

**Main Idea:** Tier II supports are more effective when layered within Tier I.

V.2.1





### Slide #42

## [ 2.8 Access to Tier I Supports ]

#### Trainer Notes:

- The focus of TFI item 2.8 is the alignment of Tier II interventions with Tier I supports.
- To receive a 2 for this item, schools should also be sure that all students have full access to Tier I, even as they receive Tier II interventions. This should be explored before students are put into Tier II interventions.

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# Next Steps

- Build team capacity and fluency in determining function of behavior
- Continue to the module titled “Identifying Students for Tier II Interventions”
  - Learn what is needed to develop a system for identifying students
  - Learn how to develop Tier II data decision rules (data to determine Tier II and intervention placement)
  - Learn how to develop procedures for referring students
- Later modules will go into more depth and detail on interventions

**Slide #43**  
**[ Next Steps ]**

# Summary and Resources



**Slide #44**

**[ Summary and Resources ]**



**Summary**

- Ensure that staff understand function of behavior.
- Use the “ABCs of Behavior” (Antecedent – Behavior – Consequence) to problem solve.
- Choose Tier II interventions for students based on function of behavior.



**Slide #45**  
**[ Summary ]**

## Resources

- Portland State University online courses:  
<http://basicfba.gseweb.org>
- A-State PBIS website:  
<http://cce.astate.edu/pbis/tier-ii-resources/>
- OSEP National Technical Assistance Center on PBIS:  
<https://www.pbis.org/school/tier2supports>
- Missouri School-wide Positive Behavior Support:  
<http://pbismissouri.org/tier-2-workbook-resources/>



**Slide #46**  
**[ Resources ]**



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We appreciate the following for sharing information:

- Missouri School-wide Positive Behavior Support
- PBIS OSEP Technical Assistance Center



**Slide #47**  
**[ Thank You! ]**

**Discussion Questions:**

The following questions will help schools start thinking about how they will build knowledge, skills, and fluency in determining and using function of behavior. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. How will you build knowledge and fluency around function of behavior with your school team or in your district?
2. How will you ensure that school faculty and staff have an understanding of function of behavior and how it relates to Tier II interventions?
3. What will be your process for collecting information (ABC's of behavior) to determine function of behavior?
4. How will you ensure that students are placed appropriately into Tier II interventions?

**Homework:**

- Plan for deepening district, school team, faculty, and staff knowledge around function of behavior.
- Develop a system or plan (including documents) for collecting data to determine function of behavior.
- Develop a plan for selecting and implementing interventions to meet student needs, based on function of behavior.

**Resources:**

The following resources will give attendees more information on.

- [Arkansas State University PBIS Resource Center website](#)
- [Missouri School-wide Positive Behavior Supports](#)
- [OSEP Center for PBIS](#)
- [Portland State University online FBA courses](#)
- [Arkansas Behavior Support Specialist](#)

**Next Module:**

The suggested next module is Module 4: Identifying Students for Tier II Interventions.