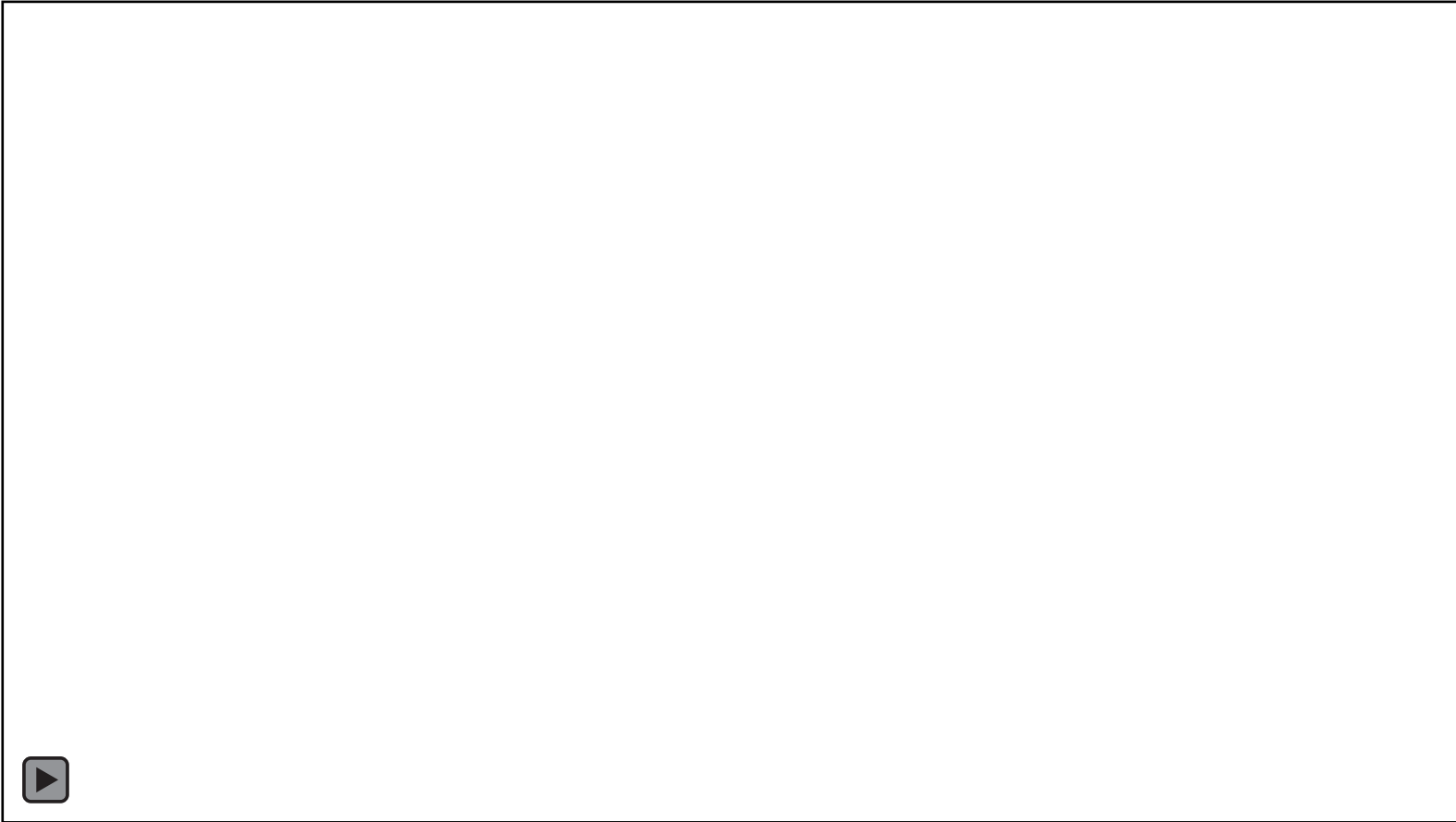


Adapting Tier 2 Interventions to Enhance Student Success

Allison Bruhn, University of Iowa
Caitlyn Majieka, University of North Texas
Brittany Sterrett, Virginia Commonwealth University
Sara McDaniel, University of Alabama

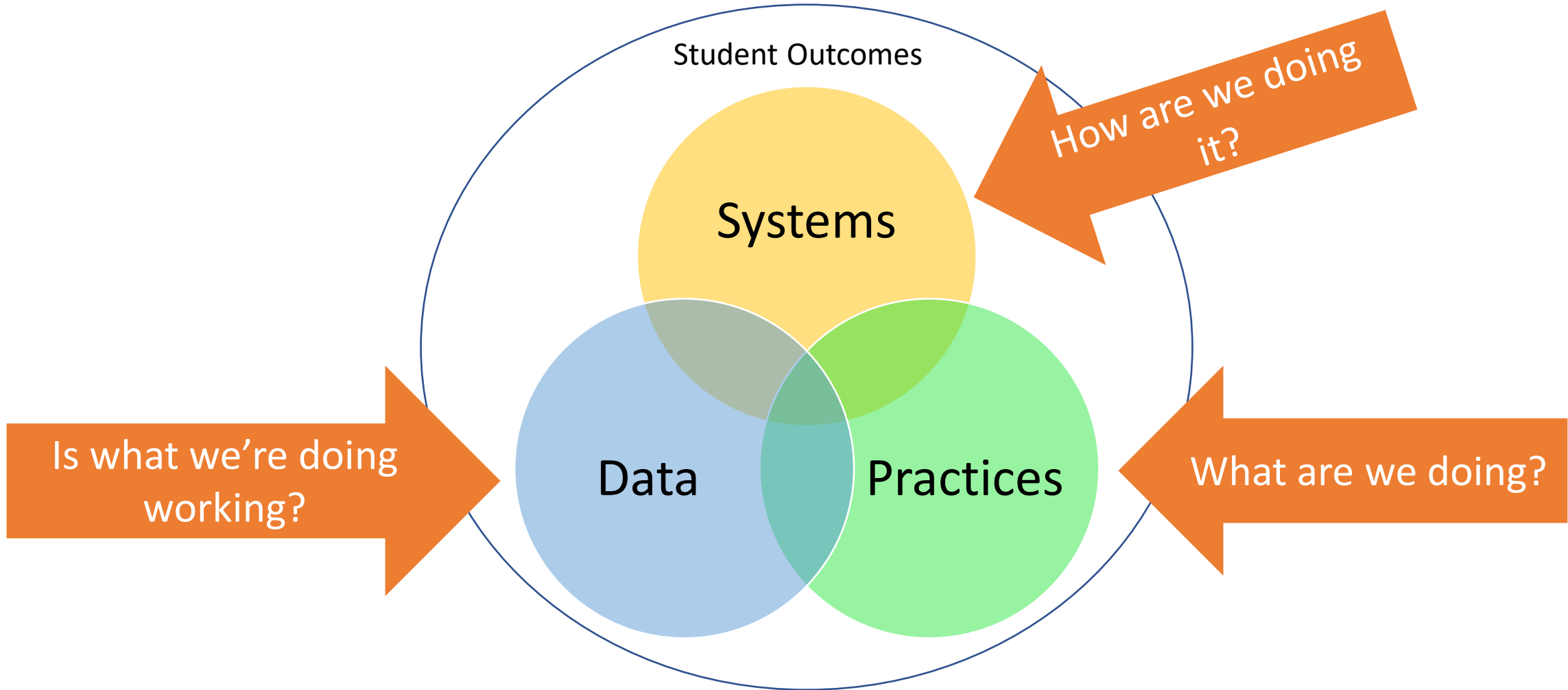
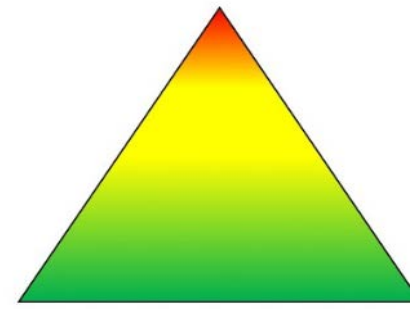
You were in Canada!



- What about girl who stole the pencil?
- What about the boy who is throwing pencils?
- What about the girl who loses all of her pencils?
 - Perhaps silly examples, but the point is that for some students, Tier 1 may not be enough
 - These students will need Tier 2 supports

Positive Behavior Interventions & Supports (PBIS)


A multi-tiered framework for delivering evidence-based **practices**, making **data**-driven decisions, and maintaining **systems** to support implementation to improve student **outcomes**



Tier 1

Systems: How do we do this?	<ul style="list-style-type: none">• Tier 1 team with administrative leadership• Communication• Technology• Professional Development	<ul style="list-style-type: none">• Tier 2 team with administrative leadership• Communication• Technology• Professional Development
Data: Is what we're doing working?	<ul style="list-style-type: none">• ODR• Attendance• Grades• Standardized Tests• Positive referrals• Tiered fidelity inventory• Student survey	<ul style="list-style-type: none">• All Tier 1 data• Progress monitoring data (e.g., DBR, SDO)
Practices: What are we doing?	<ul style="list-style-type: none">• Defining & teaching expectations• Acknowledging positive behaviors• Correcting negative behaviors• Clear discipline plan	<ul style="list-style-type: none">• Check-in/Check-out• Social Skills Instruction• Self-determination skills (e.g., self-monitoring)

Tier 2



Practices: Core Features of Tier 2 Interventions

- Readily available
- Align with Tier 1 expectations
- Able to deliver to small groups of students
- Require minimal commitment, resources, and changes in practices (e.g., fit well within classroom routines/procedures)
- Easy to implement (e.g., require little training)
- Multiple interventions available that are **matched** and **adapted** to student need rather than a “one size fits all” approach

A common approach: Using a Standard Protocol

- All kids in the intervention receive the same “manualized” program
 - May include scripted lessons or procedures for implementing core components
 - **Advantages:** efficient, may help to ensure fidelity
 - **Disadvantages:** adherence, inattention to student and context factors that may impact response, social validity

Can we move beyond
the standard protocol
while still maintaining
core intervention
features?



Toward a True Tier 2 Continuum...

Horizontal Adaptations

- Adaptations made **prior** to the start of intervention due to factors that may impact intervention effectiveness
 - Student factors
 - Gender, race, function, topography, family dynamics, interpersonal relationships
 - Contextual factors
 - Resource availability, classroom instruction, physical space, time, technology

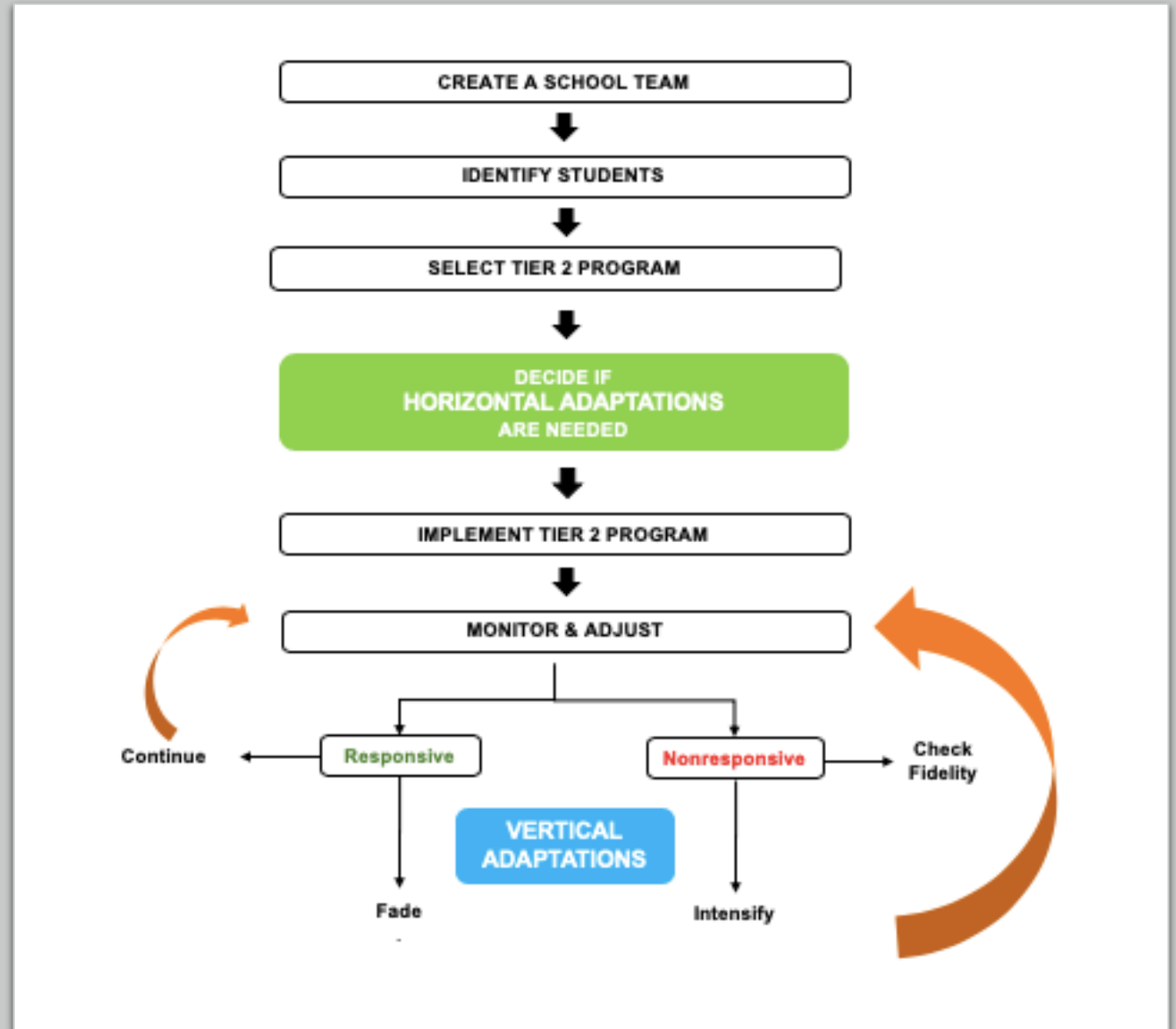
Vertical Adaptations

- Adaptations made **during** intervention based on student response data
 - Intensifying or fading
 - Duration
 - Frequency
 - Feedback
 - Reinforcement
 - Goals

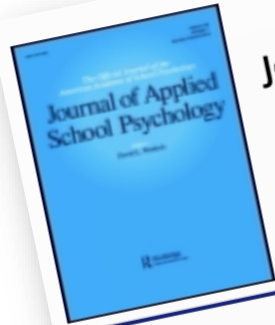
Adaptive Processes

SHOULD:

- use data to guide decisions
- consider fidelity
- maintain core intervention features**



Research



Journal of Applied School Psychology

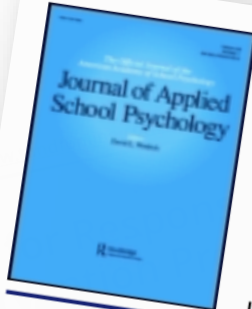
ISSN: 1537-7903 (Print) 1537-7911 (Online) Journal homepage: <https://www.tandfonline.com/loi/wapp20>

Reengineering Tier 2 Interventions for Responsive Decision Making: An Adaptive Intervention Process

Caitlyn E. Majeika, Allison L. Bruhn, Brittany I. Sterrett

To cite this article: Caitlyn E. Majeika, Allison L. Bruhn, & Brittany I. Sterrett (2020): Reengineering Tier 2 Interventions for Responsive Decision Making: An Adaptive Intervention Process, Journal of Applied School Psychology

To link to this article: <https://doi.org/10.1080/15377903.2020.1714856>



Journal of Applied School Psychology

ISSN: 1537-7903 (Print) 1537-7911 (Online) Journal homepage: <https://www.tandfonline.com/loi/wapp20>

Using Evidence Informed Strategies to Adapt Tier 2 Interventions

Brittany I. Sterrett, Sara C. McDaniel, Caitlyn E. Majeika & Allison L. Bruhn

To cite this article: Brittany I. Sterrett, Sara C. McDaniel, Caitlyn E. Majeika & Allison L. Bruhn (2020): Using Evidence Informed Strategies to Adapt Tier 2 Interventions, Journal of Applied School Psychology

To link to this article: <https://doi.org/10.1080/15377903.2020.1714856>



Published online: 29 Jan 2020.



Check-in Check-out

CICO: Standard Protocol

Core Component of CICO

Check in & Check out sessions with mentor

DPR with 3-5 Behavioral Expectations

Daily Goal of 80%

DPR carried in each class

Teacher feedback after class

Reinforcement for meeting goal

Home-school communication

Check-in Check-out: Daily Progress Report

Name: _____ Date: _____

Teacher: _____ Mentor: _____

0 = No expectations met 1 = Some expectations met 2 = All expectations met

	Safe	Responsible	Respectful
Morning Meeting	0 1 2	0 1 2	0 1 2
Specials	0 1 2	0 1 2	0 1 2
Math	0 1 2	0 1 2	0 1 2
Lunch/Recess	0 1 2	0 1 2	0 1 2
ELA	0 1 2	0 1 2	0 1 2
Social Studies/ Science	0 1 2	0 1 2	0 1 2

Daily Goal: _____ (80% points)

Total Points Earned: _____/36

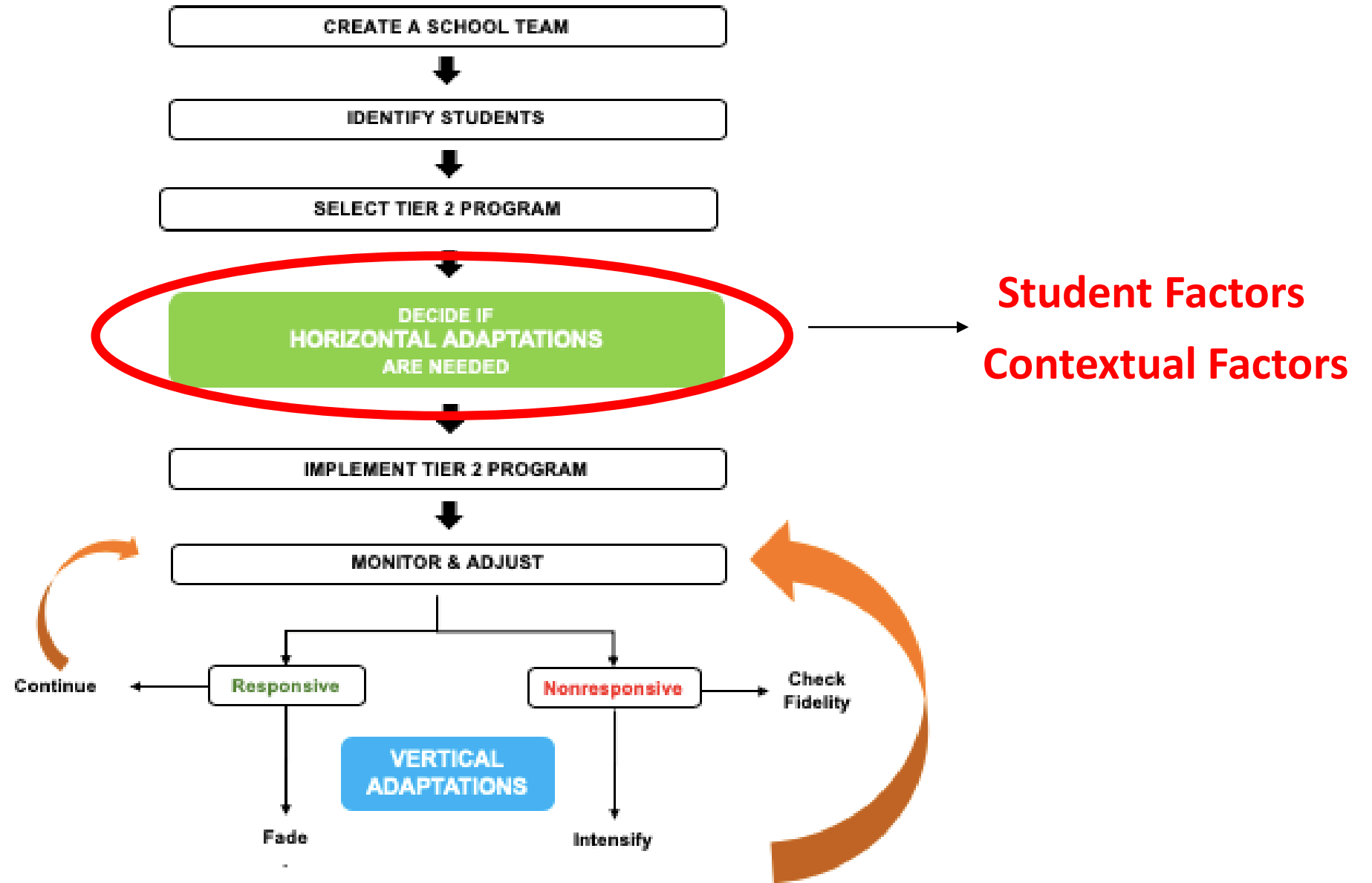
Total Percentage: _____%

Did I meet my Daily Goal? Yes No

I am working towards: _____

CICO: Malleable Features

Core Component of CICO	Malleable Features	Examples of Adaptations
Check in & Check out Sessions with Mentor	Role of mentor Incorporate other programs	Peer mentor Add in social skills lessons; homework check
DPR with 3-5 Behavioral Expectations	Topography of expectations Number of expectations	Function-based behaviors Reduce to 2 expectations
Daily Goal of 80%	Goal %	Increase or decrease based on performance
DPR carried in each class	Format of DPR	Electronic form
Teacher feedback after class	Schedule of feedback Access to DPR	Increase (e.g. every hour) or decrease (e.g. twice per day)
Reinforcement for meeting goal	Schedule of reinforcement Type of reinforcement	Midday opportunity for reinforcement Weekly goal Reinforcement menu
Home-school communication	Access to DPR	Email or text DPR to caregiver



CICO: Horizontal Adaptations


Student Factor: Age

- Elementary
 - Use pictures for rating scales on DPRs
- Secondary
 - Electronic DPR
 - Peer mediated CICO
- Reinforcement menu


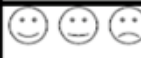

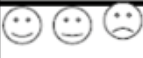

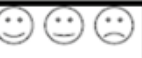

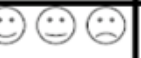

























CICO Reward Menu	
>	Listen to music
>	Computer Time
>	PBIS Ticket
>	Homework Pass
>	Lunch with a Teacher

Name: _____

Date: _____

Goal 

Daily goal reached? YES NO

GOALS	Free Choice Centers	Circle Time	Snack Time	Small Group Centers	Outside Play
	 Same/Different 	 Same/Different 	 Same/Different 	 Same/Different 	 Same/Different 
	 Same/Different 	 Same/Different 	 Same/Different 	 Same/Different 	 Same/Different 
	 Same/Different 	 Same/Different 	 Same/Different 	 Same/Different 	 Same/Different 

Horizontal Adaptation

Vertical Adaptation

CICO: Horizontal Adaptations

Student Factor: Type of Behavior

- **Escape-Maintained Behavior**

- System for requesting breaks
- Function-based reinforcement
 - Can opt out of an assignment
 - Break Card







- **Attention-Maintained Behavior**

- Increase opportunities for feedback
- Add midday check in with mentor
- Function-based reinforcement
 - Activity with a preferred peer or adult




- **Internalizing Behaviors**

- Create goals based on screening tools (e.g., SBIS)
- Include replacement behaviors in goals

How I Take a Break:

1. Hold up my B 
2. Wait for a thumbs-up or thumbs-down 
3. After a thumbs-up, give my teacher the B 
4. Start my timer 
5. Take my break quietly 
6. Go back to work when timer ends 

What if I get a thumbs-down?

1. Put B back on desk 
2. Start your timer but keep working 
3. When timer goes off, hold up your B 

My Break Choices Are:

Horizontal Adaptation

Vertical Adaptation

CICO: Horizontal Adaptations

Student Factor: Academic Deficit

- Incorporate academic goals in DPR
- Include tutoring during check in meetings



Lesson Script: Academic Review/ Mini Lesson

Student: _____
Targeted Skill: _____

Step 1: Explain to student what skill he/she will be working on and why.
Prompts to Consider:

In _____ (name class), you are learning/have learned about _____
(enter skill in need of review or reteaching). We are going to work on that skill
some more.

I will show you how to _____ (enter skill you want the student to learn/the
desired skill), then we will practice.

We are going to practice _____ (enter skill you want the student to
learn/the desired skill) for when you want to get _____ (peer attention, get
adult attention, talk to your friends, etc.).

Step 2: The adult should (a) reteach a skill that needs remediation or (b) model a
skill to be reviewed a minimum of three times.

Step 3: The student should practice the skill with the adult a **minimum of three**

Horizontal Adaptation

Vertical Adaptation

CICO: Horizontal Adaptations

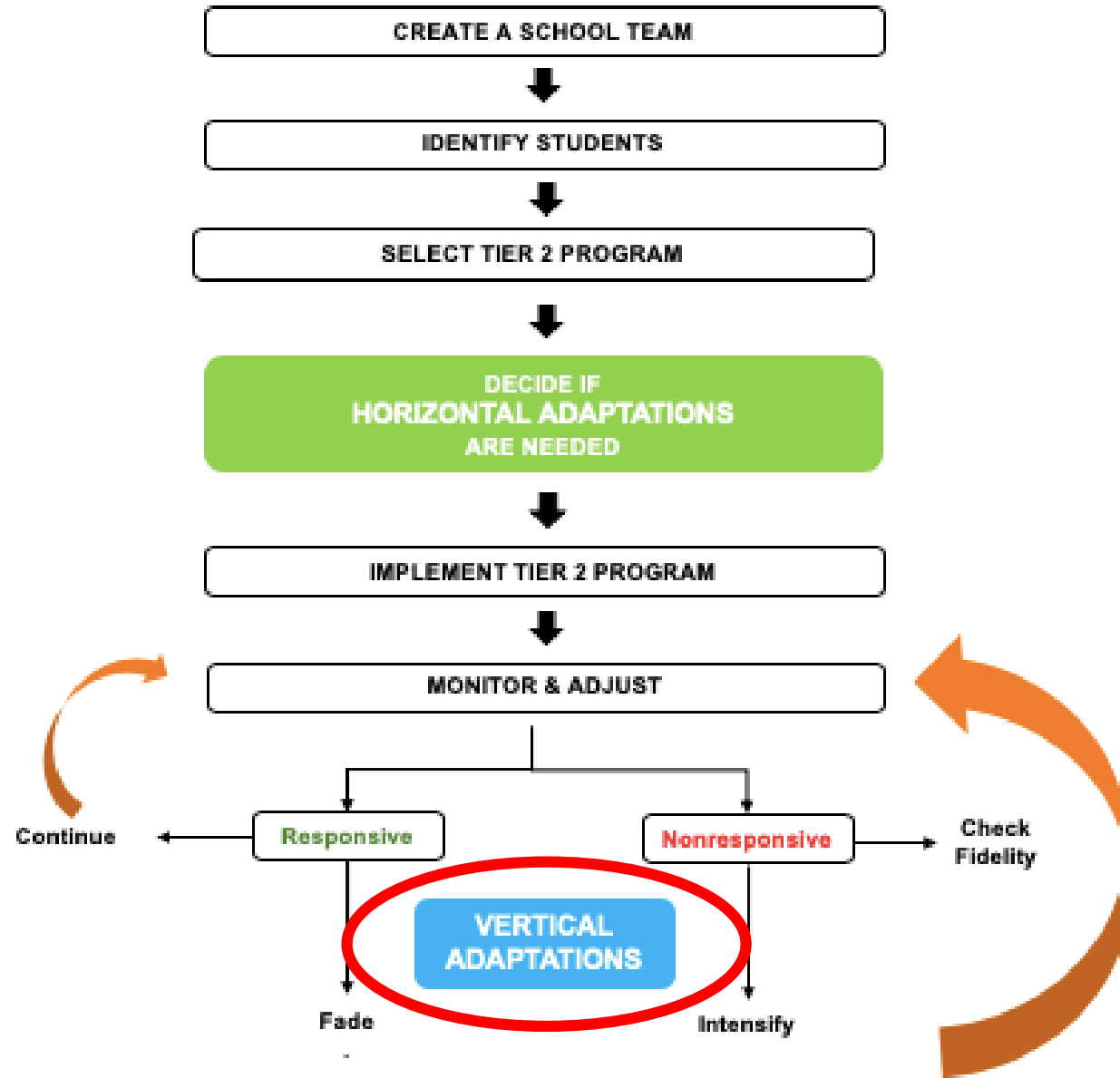
Contextual Factors

- Use available staff, parents, volunteers, & students
- Relevant Mentors
- Technology: Electronic DPRs or Class Dojo



Horizontal Adaptation

Vertical Adaptation



CICO: Vertical Adaptations

Responsive Students

- Systematically reduce teacher feedback
 - Times per day (ex. 5 to 3 to 1x per day)
 - Fixed to variable schedule (ex. everyday to sporadically)
- Raise DPR goals over time



Horizontal Adaptation

Vertical Adaptation

CICO: Vertical Adaptations

Non-responsive Students

- Increase feedback/reinforcement
 - Add a midday check-in or reinforcement
 - Add an additional weekly reinforcement goal on top of the daily goal
- Modify goal
 - Decrease below 80%
- Incorporate additional Tier 2 Interventions
 - Self-monitoring

Check-in Check-out: Daily Progress Report

Name: _____ Date: _____
 Teacher: _____ Mentor: _____

0 = Not met 1 = Partly met 2 = All expectations met

	Respectful	Organized	Always Ready	Responsible	Safe
Class 1	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Class 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Specials	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Midday Goal: ____ (80% points) **Did I meet my Midday Goal?** Yes No

I am working towards: _____

Lunch/Recess	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Class 3	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Class 4	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Daily Goal: ____ (80% points) **Did I meet my Daily Goal?** Yes No

I am working towards: _____

Horizontal Adaptation

Vertical Adaptation

Research

Check for updates

Article

An Evaluation of Adaptations Made to Check-In Check-Out

Caitlyn E. Majeika, MEd¹, Alyssa M. Van Camp, MEd¹, Joseph H. Wehby, PhD¹, Lee Kern, PhD², Colleen E. Commisso, MS², and Kelsey Gaier, MEd²

Abstract
Check-in check-out (CICO) is a widely implemented program aimed at increasing the effectiveness of Tier 2 supports. CICO has a standard protocol meant to be implemented for all at-risk students, it is quite effective for all at-risk students, it is quite effective for all at-risk students. However, as CICO is not effective for all at-risk students, it is quite effective for all at-risk students. adapted versions of CICO. The purpose of this review was to explore the types of adaptations made to CICO. Results showed that 71% of studies using CICO made adaptations. These adaptations were made at the onset of treatment, we found little evidence that these adaptations were made at the onset of treatment, we found little evidence that these adaptations were made at the onset of treatment. As schools continue to seek the most effective process for selecting adaptations. As schools continue to seek the most effective process for selecting adaptations. As schools continue to seek the most effective supports to students, adaptive intervention planning is an important process for selecting adaptations. As schools continue to seek the most effective supports to students, adaptive intervention planning is an important process for selecting adaptations.

Keywords
positive behavior support, classroom intervention, prevention of challenging behaviors

CICO Adaptations

How to Make Adaptations to Check In/Check Out to Increase Its Effectiveness

Colleen E. Commisso, Ph.D., West Chester University
Kelsey Gaier, M.Ed., Lehigh University
Lee Kern, Ph.D., Lehigh University
Caitlyn E. Majeika, Ph.D., University of North Texas
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Joseph H. Wehby, Ph.D., Vanderbilt University
Samantha Kelly, M.S., Lehigh University



Social Skills Training

SST: Standard Protocol

Core Component of SST

Explicit instruction in Target Skills

Modeling

Role Play

Teacher Feedback

Generalization

Student _____ Date _____

Your child's class has been working on the Skill of Accepting No. This skill has three steps.

Accepting No

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

SKILL 54

Please help your child learn this skill by . . .

- ◆ Recognizing and responding positively when your child uses this skill. Say, "Good work" and "on trying."
- ◆ Asking questions about when and with whom your child can use this skill.
- ◆ Reminding your child to use this skill when you think the skill could be helpful.
- ◆ Signing and returning this Skillstreaming card by _____ with any comments or questions.

Parent/g _____

Skill 54: Accepting No

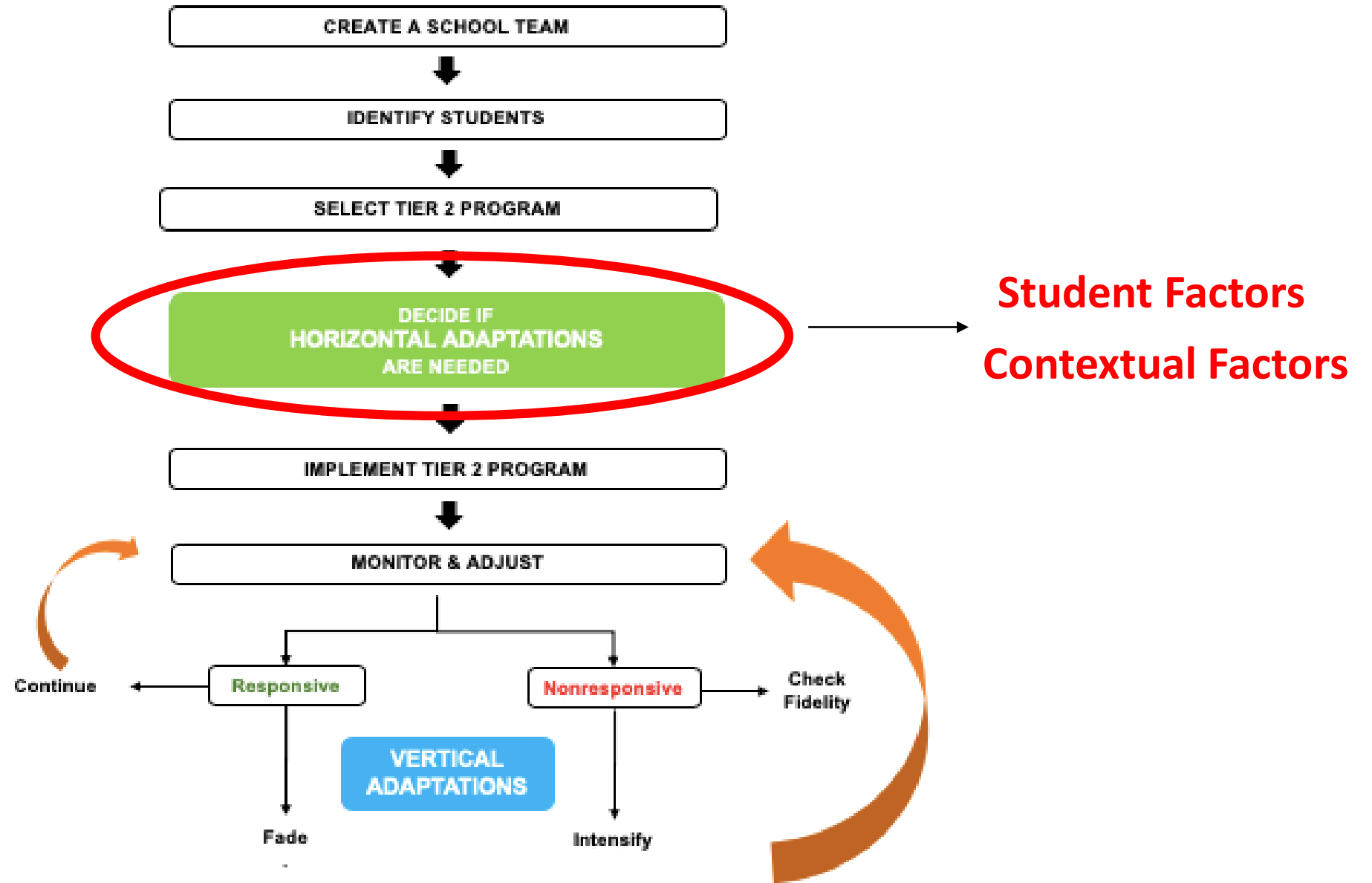
1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

	Reason(s)	is this a good reason?
Situation Card 1	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 2	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

1. I want to go to a learning center, but the teacher says it isn't my turn. SKILL 54: ACCEPTING NO	2. I want to stay up to watch a movie, but my mom says no. SKILL 54: ACCEPTING NO
3. I want to use the basketball at recess, but the teacher says no. SKILL 54: ACCEPTING NO	4. A friend promised to invite me over, but now he says I can't come. SKILL 54: ACCEPTING NO

SST: Malleable Features

Core Component of SST	Malleable Features	Examples of Adaptations
Explicit instruction in Target Skills	Role of instructor (e.g. peer) Skills targeted	Use a peer instructor Select specific lessons from curriculum; Target function-based behaviors
Modeling	Role modeler	Use peer models
Role Play	Format of practice	Digital apps that allow for application in various scenarios
Teacher Feedback	Schedule of feedback Reinforcement	Increase to intensify and decrease to fade Pair feedback with tangible reinforcement Use DPR for targeted social skills and monitor in multiple settings
Generalization	Encouraging skill use	Work with teachers to incorporate intervention language into classroom interactions



SST: Horizontal Adaptations

Student Factor: Age

- Elementary
 - Use stories, picture books, and games
- Secondary
 - Use relevant/real-world situations
- SST Groupings
 - Group students based on age, gender
- Teach replacement behaviors



Horizontal Adaptation

Vertical Adaptation

SST: Horizontal Adaptations

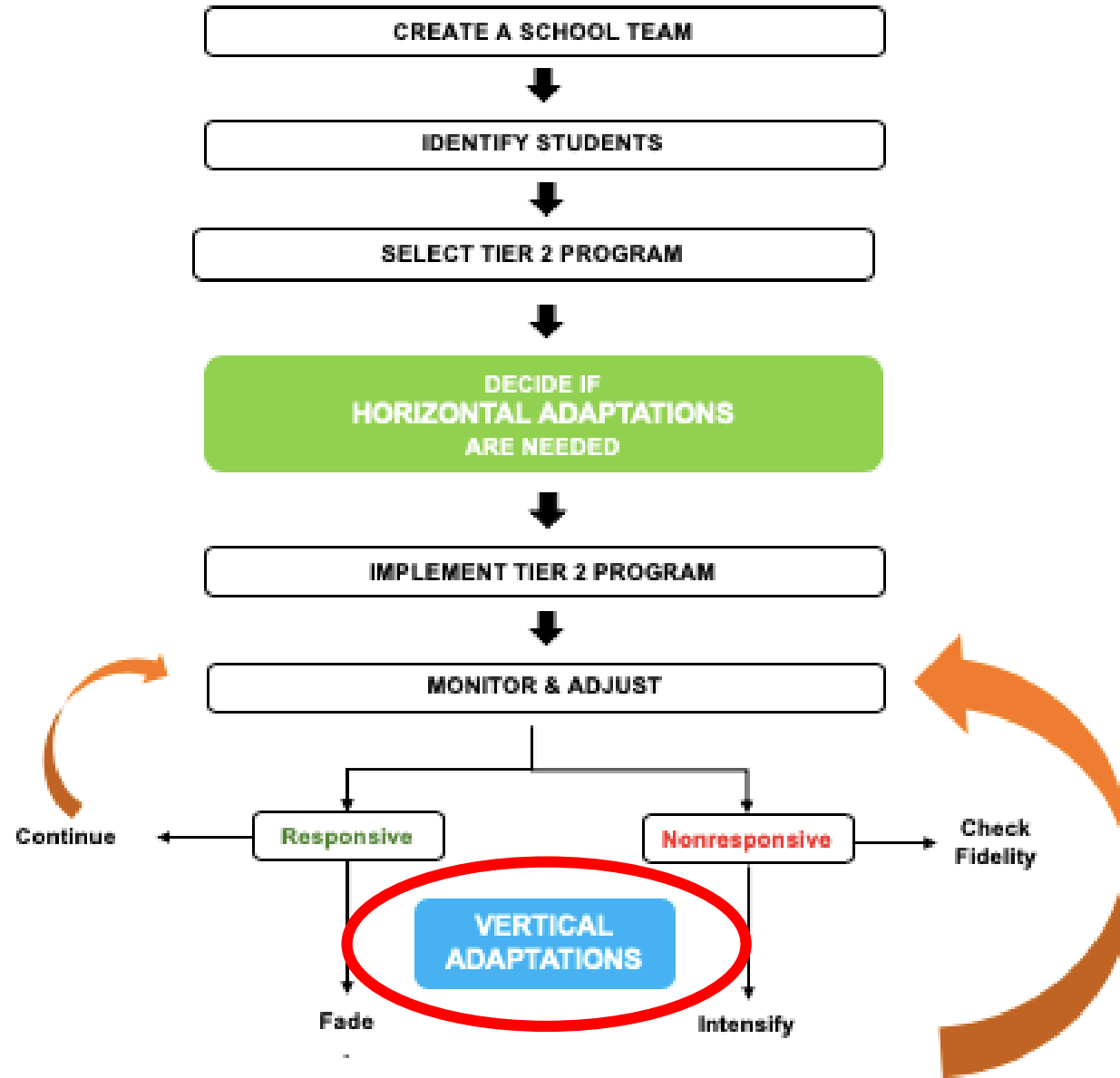
Contextual Factors

- Use available staff, parents, volunteers, & students
- Underserved Schools
 - Add social emotional learning, Trauma Informed Care, and/or Restorative practices
 - Teach specific lessons based on student needs
- Technology
 - Online social skills training (e.g., TeachTown)



Horizontal Adaptation

Vertical Adaptation



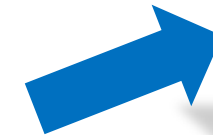
SST: Vertical Adaptations

Responsive Students

- Practice in novel settings, with novel people, and novel materials
- Decrease dosage/ fade intervention
 - Decrease length of sessions
 - Decrease frequency of sessions
 - Increase group size



Classroom



Recess



Lunch

Horizontal Adaptation

Vertical Adaptation

SST: Vertical Adaptations

Non-responsive Students

- Increase dosage
 - Increase session length
 - Provide more opportunities for practice and feedback
 - Add additional lesson with explicit instruction for needed skills
- Modify Intervention
 - Change setting/participants/instructor in lesson

Research



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ISSN: 1537-7903 (Print) 1537-7911 (Online) Journal homepage: <https://www.tandfonline.com/loi/wapp20>

An Evaluation of Adaptations Made to Tier 2 Social Skill Training Programs

Lee Kern, Kelsey Gaier, Samantha Kelly, Christiana M. Nielsen, Colleen E. Commisso & Joseph H. Wehby

To cite this article: Lee Kern, Kelsey Gaier, Samantha Kelly, Christiana M. Nielsen, Colleen E. Commisso & Joseph H. Wehby (2020): An Evaluation of Adaptations Made to Tier 2 Social Skill Training Programs, *Journal of Applied School Psychology*, DOI: [10.1080/15377903.2020.1714858](https://doi.org/10.1080/15377903.2020.1714858)

To link to this article: <https://doi.org/10.1080/15377903.2020.1714858>



Published online: 29 Jan 2020.



Self-Monitoring

SM: Standard Protocol

Core Component of SM

Identify target behaviors

Self-monitoring form

Set regular, timed intervals

Assess and record extent to which behavior occurred

Feedback

Self-Monitoring Checklist

Name: _____ Date: _____

Skill: Accepting No

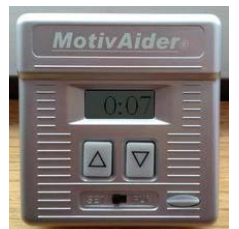
Directions: Circle Yes or No

	My Rating		Teacher Rating		Did I match my teachers rating?	
	Yes	No	Yes	No	Yes	No
Did I decide why I was told no?						
Think about my choices: 1. Do something else. 2. Say how I feel in a friendly way. 3. Write about how I feel.	Yes	No	Yes	No	Yes	No
Did I act out my best choice?	Yes	No	Yes	No	Yes	No

Describe what happened? _____

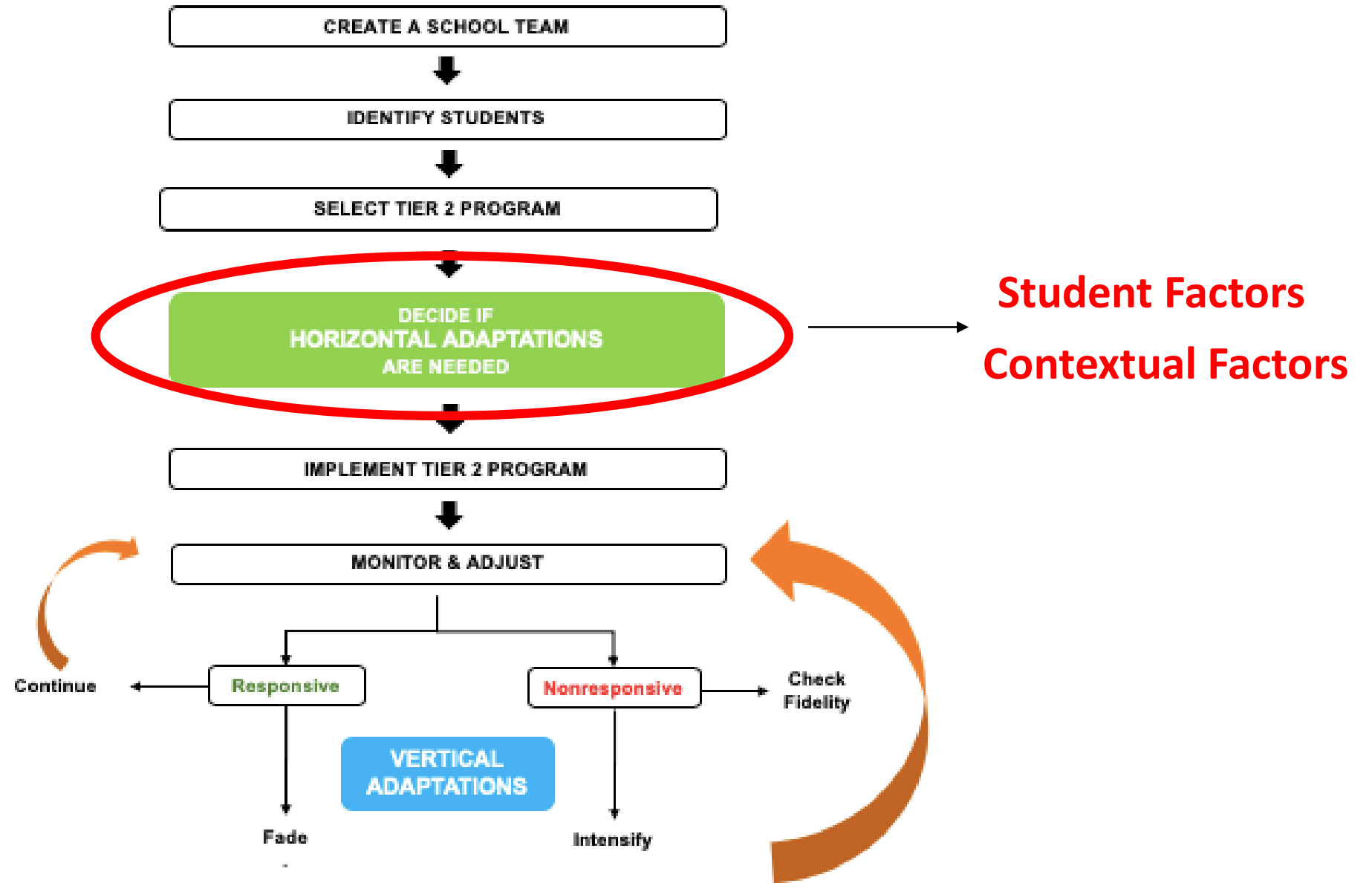
If I did not think about and act out good choices, what could I do next time?

Teacher comments: _____



SM: Malleable Features








Core Component of SM	Malleable Features	Examples of Adaptations
Identify target behaviors	Skills targeted	Function-based target skills
Self-monitoring form	Format of form	Post-it note, checklist, mobile app
Set regular, timed intervals	Alter length of intervals	Increase length to fade and decrease to intensify
Assess and record extent to which behavior occurred	Format of cue system	Digital timer, teacher cue, mobile app
Feedback	Person who provides feedback Pair feedback with tangible reinforcement Use of accuracy matching	Peer buddy Token economy, tickets, access to an activity Teacher also records data and compares with student recorded data



SM: Horizontal Adaptations

Student Factor: Age

- Elementary
 - Movement breaks, picture representations
- Middle/Secondary
 - Self-monitoring app
 - Peer feedback

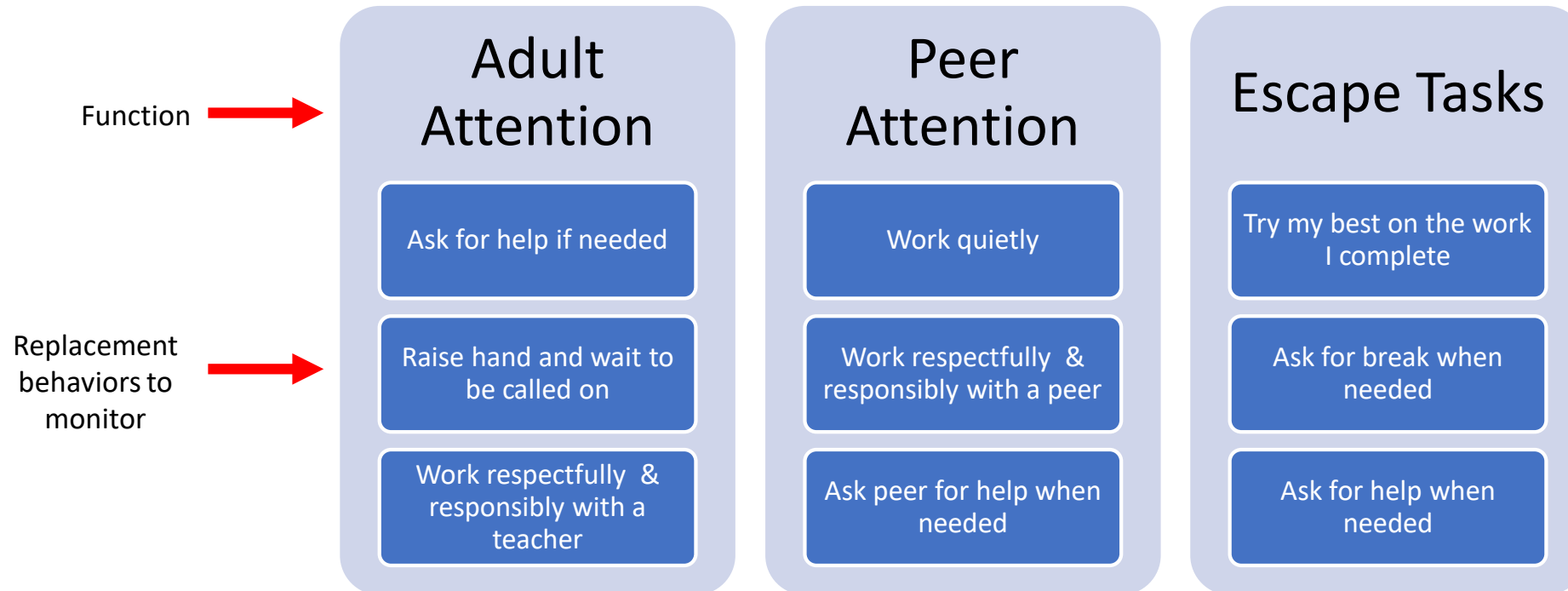
Behavior		
 Check off how well you think you did for each action.	 Yes! I did it!	 I can do better
 I followed the classroom rules.	<input type="checkbox"/>	<input type="checkbox"/>
 I used kind words.	<input type="checkbox"/>	<input type="checkbox"/>
 I followed the teacher's directions.	<input type="checkbox"/>	<input type="checkbox"/>
 I stayed focused.	<input type="checkbox"/>	<input type="checkbox"/>

Horizontal Adaptation

Vertical Adaptation

SM: Horizontal Adaptations

Student Factor: Type of Behavior



Horizontal Adaptation

Vertical Adaptation

SM: Horizontal Adaptations

Student Factor: Academic Deficit

- Allow choices in activities



Math Tasks

- 1.
- 2.
- 3.
- 4.

When I'm done I can:

FIRST	THEN

Horizontal Adaptation

Vertical Adaptation

SM: Horizontal Adaptations

Student Factor: Reinforcement

- Differential Reinforcement of Other Behavior
 - Ignore problem behavior and reinforce all other behaviors.
- Differential Reinforcement of an Alternate Behavior
 - Ignore problem behavior and reinforce prosocial behavior.



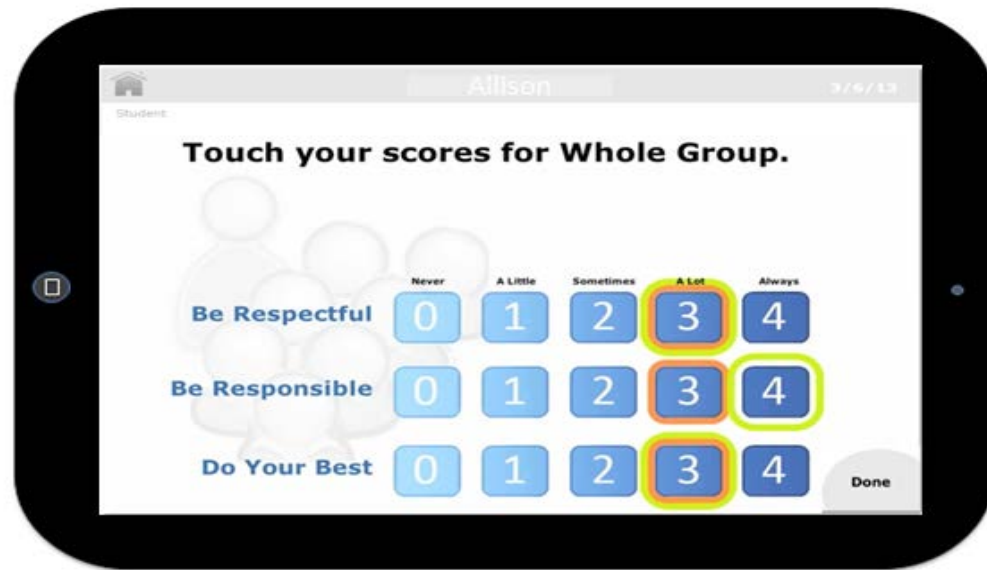
Horizontal Adaptation

Vertical Adaptation

SM: Horizontal Adaptations

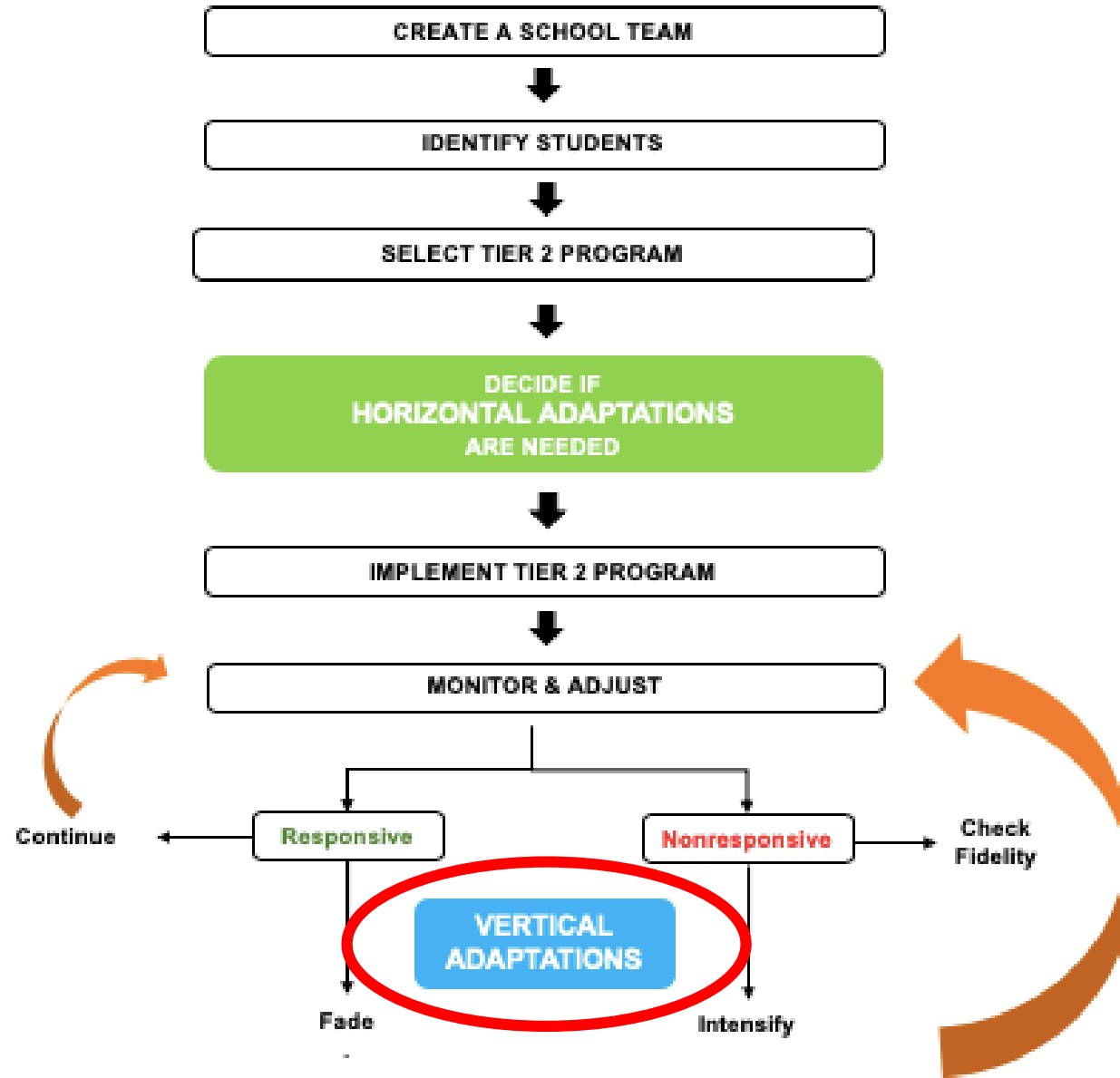
Contextual Factors

- Technology
 - Self-monitoring app (e.g., Score It, iConnect)



Horizontal Adaptation

Vertical Adaptation



SM: Vertical Adaptations

Responsive Students

- Decrease Cues
 - Alter # of times student is cued per day/activity
 - Example: Change from 5 cues to 3 cues to 1 cue
- Decrease Opportunities for Reinforcement
 - Change from fixed schedule to variable schedule of reinforcement
 - Example: Every day to every 3 days
- Increase Goal %



Horizontal Adaptation

Vertical Adaptation

SM: Vertical Adaptations

Non-Responsive Students

- Increase Cues
 - Alter # of times student is cued per day/activity
 - Example: Change from 5 cues to 8 cues
- Increase Opportunities for Reinforcement
 - Example: Allow reinforcement multiple times per day
- Increase Opportunities for Teacher Feedback
- Decrease Goal %

Horizontal Adaptation

Vertical Adaptation



Research

Check for updates

Self-Monitoring Interventions for Students with Behavior Problems: A Systematic Review of Current Research

Allison Bruhn
University of Iowa, Iowa City

Sara McDaniel
University of Alabama, Tuscaloosa

Christi Kreigh
University of Iowa, Iowa City

ABSTRACT: Explicitly teaching skills associated with self-determination has been promoted to support students' independence and control over their own lives. This is especially important for students with behavior problems. One self-determination skill or behavior that has been studied widely is self-monitoring. Although multiple reviews of various self-monitoring interventions exist, we provide an updated review of the literature focusing on the role various elements such as reinforcement, feedback, function, and technology play in self-monitoring interventions for students with behavior problems. In this review, we synthesize 41 recent (2000–2012) studies of self-monitoring interventions conducted with K–12 students exhibiting persistent behavior problems. Key findings, limitations, and implications for research and practice are discussed.

Best Practices in Self-Monitoring
Room: Chicago A
2:00-3:00pm



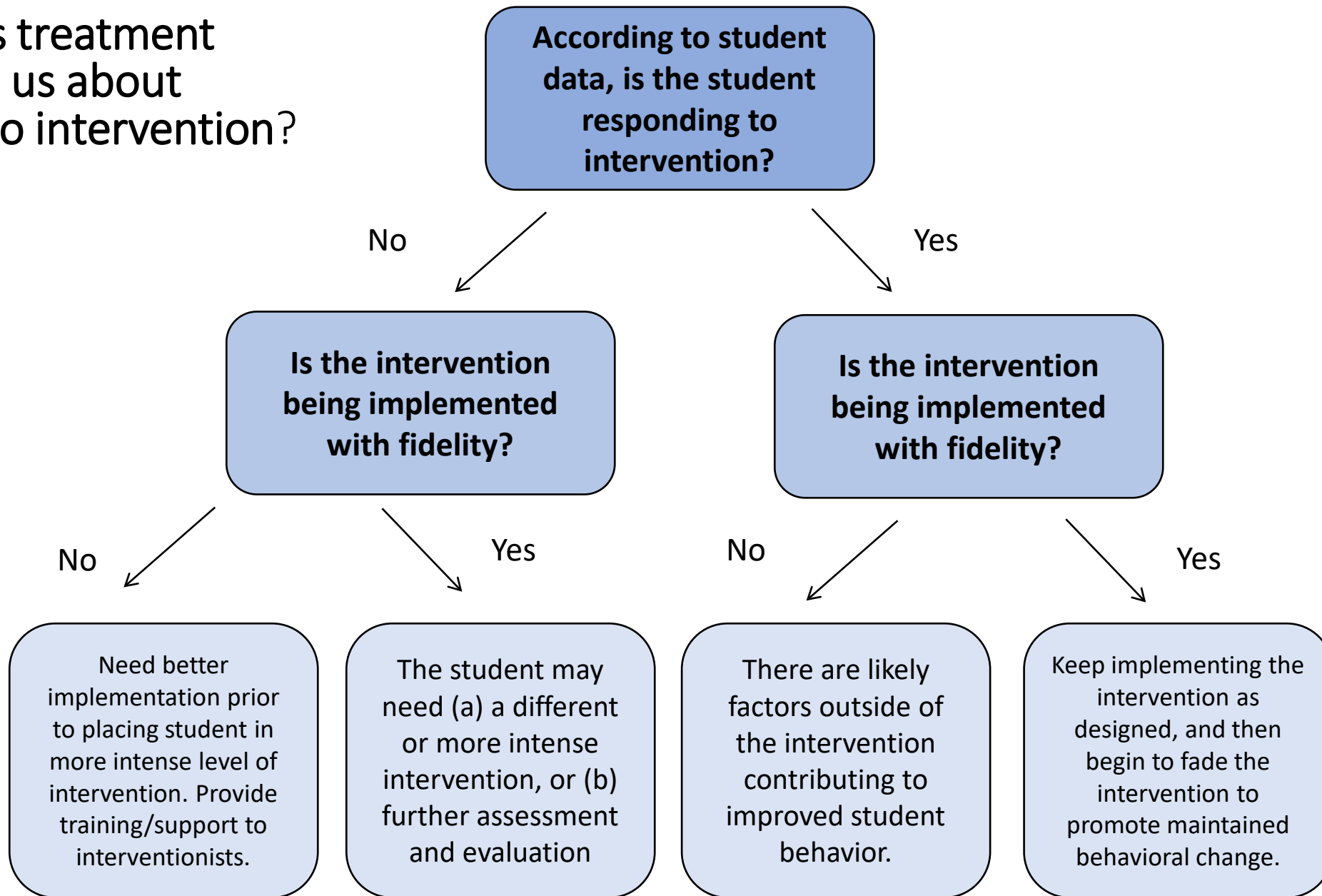
Wrap-Up & Discussion

Treatment Fidelity

Like the core intervention components, both vertical and horizontal adaptations, should be planned, implemented, and monitored closely for fidelity

- Ensuring fidelity of an intervention that includes procedures for program adaptation is critical.
- We have highlighted potential adaptations that:
 - Do not change the core, or fundamental, components of the intervention.
 - Address malleable features that can be modified to enhance effectiveness.

What does treatment fidelity tell us about response to intervention?



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Both/and: Tier 2
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Transdiagnostic
Utility in
Addressing
Emotional and
Behavioral
Disorders in Youth
>

Clifford et al.

Published online: 29 Jan 2020

Journal of Applied School Psychology

Questions?

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