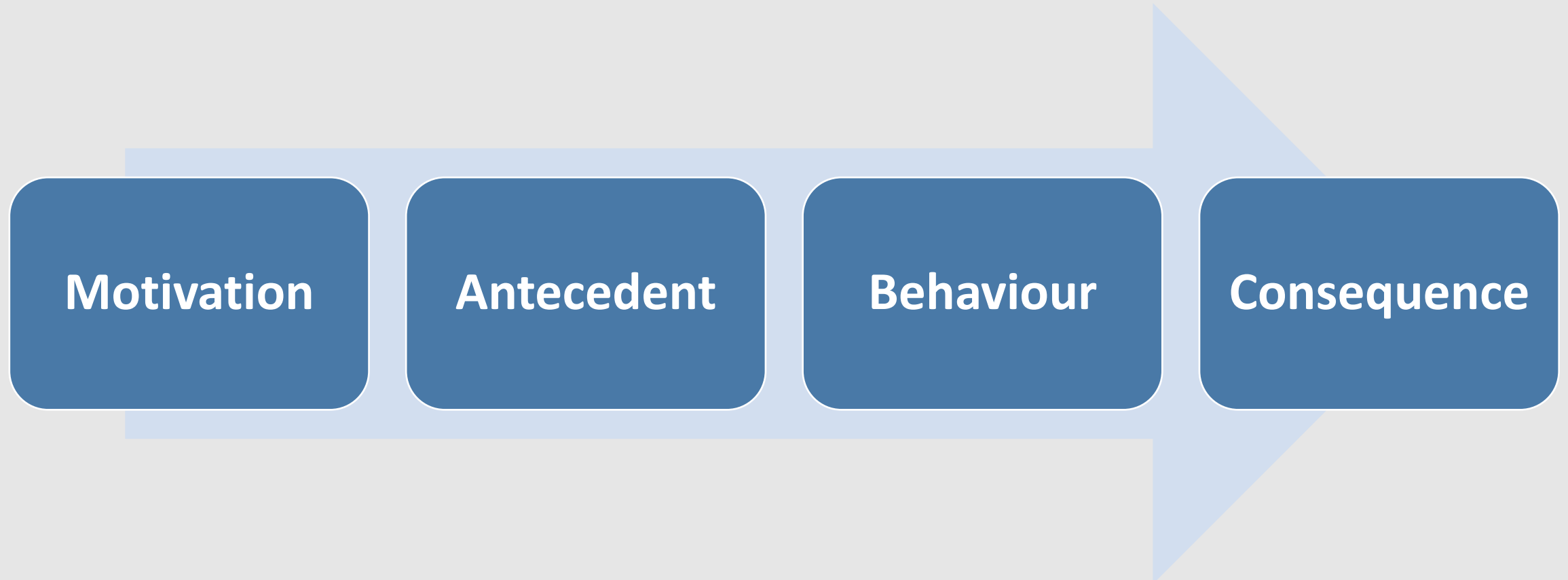


Using Tier 2 Strategies to Complement Classwide Behaviour Strategies

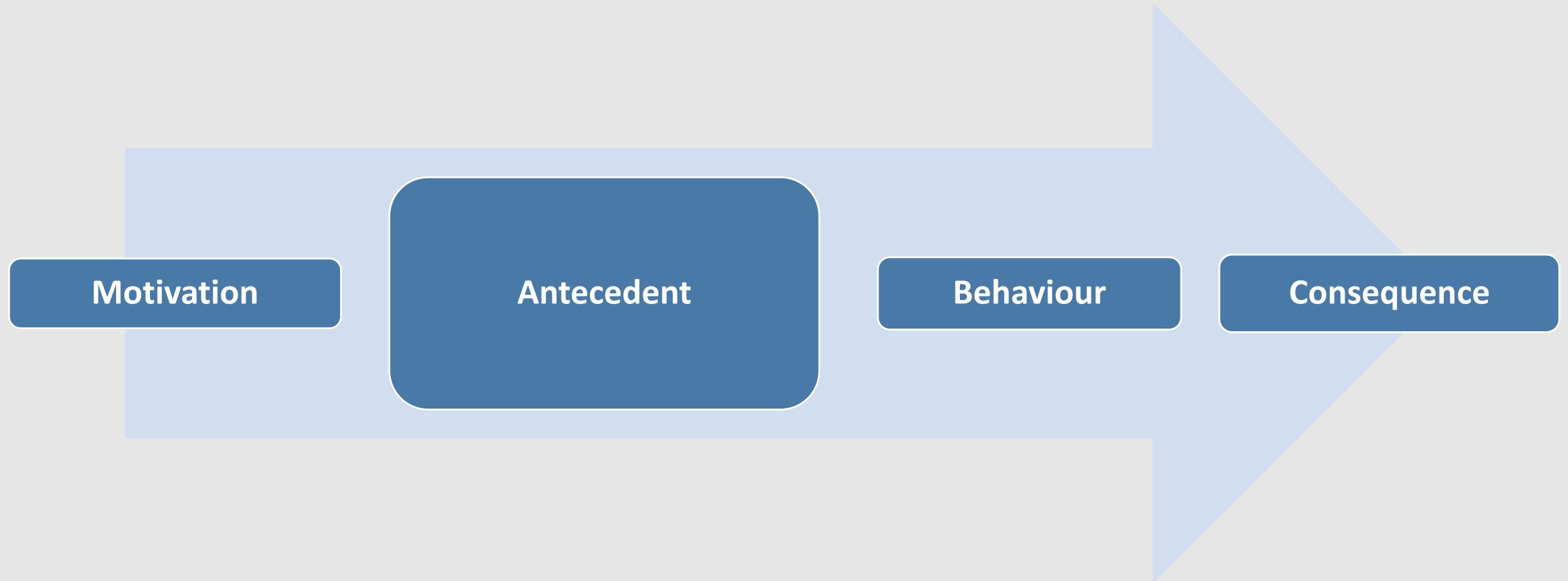
What do we know about behaviour?

- Learning history and environmental factors
- Most behaviour doesn't happen "out of the blue"
- Behaviour serves a purpose
- Functions of behaviour

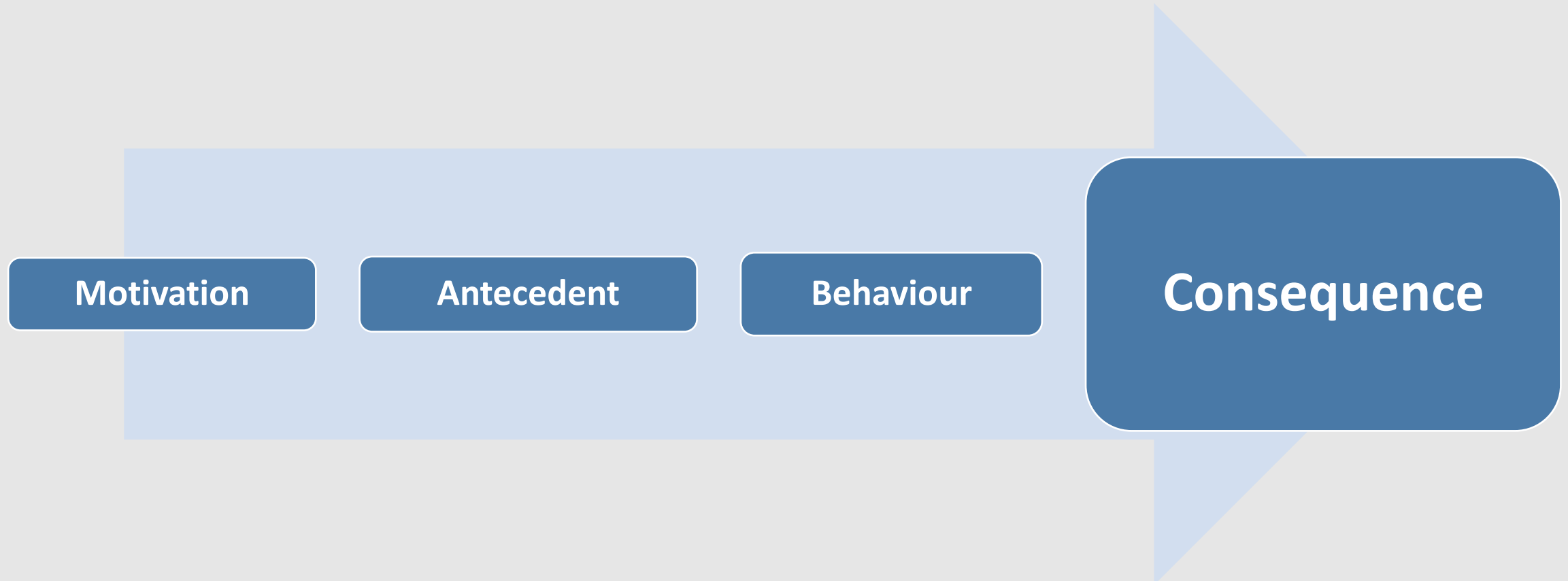
Understanding the M-A-B-Cs of Behaviour



Understanding the M-A-B-Cs of Behaviour



Understanding the M-A-B-Cs of Behaviour



Tier 2 Approaches

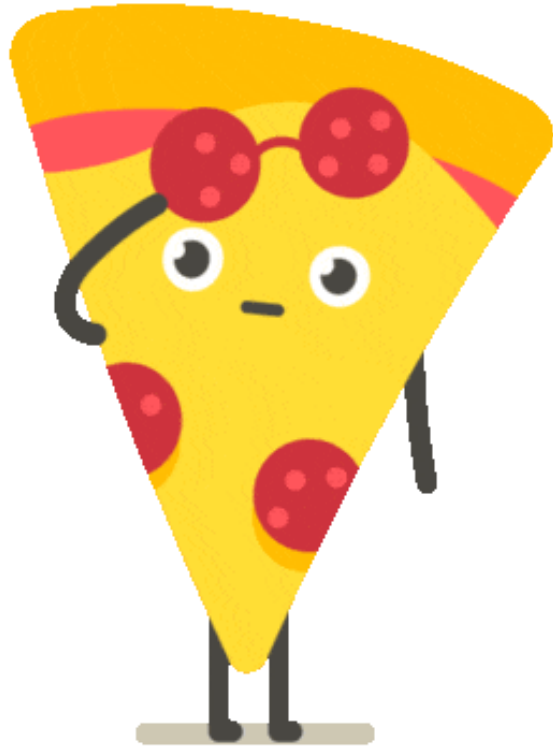
- In spite of preventive strategies, prompting desired behaviour, and reinforcing positive behaviour when it happens, some learners will need more focused approaches to help them build skills and reduce behaviour that interferes with learning and participation at school
- Goal is preventing more serious behaviour and helping learners develop the skills so they may benefit from Tier 1 strategies
- 5% - 15%
- Small group or sometimes individual interventions

Features of Tier 2 Approaches

- Intervention matched to learner needs
- Explicit teaching
- Increase structure and predictability
- Preventing and prompting are still important
- Repeated practice
- Frequent feedback (4:1 ratio)
- Slowly fade support
- Regular communication with home

Examples of Common Behaviours

- Minor to moderate classroom disruptions (persistent)
- Not following classroom instructions
- Inappropriate language
- Frequent off-task behaviour
- Poor attendance



How do you like
your pizza?

How predictably do you want your pizza?

A) Never shows up



B) Always shows up on time



How quickly do you want your pizza?

A) 30-minute Delivery



B) 60-minute Delivery



Does the quality of your pizza matter?

A) Always delicious, fresh toppings



B) Soggy crust, questionable toppings



Does the value matter?

A) \$30 for 1 pizza



B) \$30 2-for-1 deal



Minimize – Maximize (Stack the Deck)

Differential Reinforcement – Minimize / Maximize

	Problem Behaviour	Desired Behaviour
Probability of a response		
Speed of the response		
Intensity/quality of the response		
Duration of the response		

	Problem Behaviour	Desired Behaviour
Probability of a response	100% (every time)	100% (every time)
Speed of the response		
Intensity/quality of the response		
Duration of the response		

	Problem Behaviour	Desired Behaviour
Probability of a response	100% (every time)	100% (every time)
Speed of the response	5 seconds or less	5 seconds or less
Intensity/quality of the response		
Duration of the response		

	Problem Behaviour	Desired Behaviour
Probability of a response	100% (every time)	100% (every time)
Speed of the response	5 seconds or less	5 seconds or less
Intensity/quality of the response	Minimum necessary to maintain safety	Make the quality of the response count!
Duration of the response		

	Problem Behaviour	Desired Behaviour
Probability of a response	100% (every time)	100% (every time)
Speed of the response	5 seconds or less	5 seconds or less
Intensity/quality of the response	Minimum necessary to maintain safety	Make the quality of the response count!
Duration of the response	Shortest duration possible	At least double, triple, or quadruple the duration of the response to the problem behaviour

Can't Do vs. Won't (Don't) Do

Rethinking Some Common Behaviours

- Minor to moderate classroom disruptions
- Not following classroom instructions
- Inappropriate language
- Frequent off-task behaviour
- Poor attendance

What might be missing?

Over 200,000 in Print!

The Revolutionary
"Executive Skills" Approach to
Helping Kids Reach Their Potential

SMART *but* SCATTERED

Boost Any Child's Ability to:

- ✓ Get Organized
- ✓ Resist Impulses
- ✓ Stay Focused
- ✓ Use Time Wisely
- ✓ Plan Ahead
- ✓ Follow Through on Tasks
- ✓ Learn from Mistakes
- ✓ Stay in Control of Emotions
- ✓ Solve Problems Independently
- ✓ Be Resourceful

Peg Dawson, EdD, and Richard Guare, PhD

Executive Skills

What Are Executive Skills?

- “The skills you need to get things done”
- Brain-based skills that take a minimum of 25 years to fully develop
- Until these skills develop, adults act as surrogates



4 Primary Ways We Learn Skills

1. Some skills gradually emerge over time according to some internal timetable

2. Some skills are learned through repeated practice

3. Some skills are learned through modeling and shaping

4. Some skills are explicitly taught

Examples of Executive Skills

Response Inhibition

Working Memory

Emotional Control

Flexible Thinking

Organization

Response Inhibition

- The ability to stop and think before you say or do something
- Self-control, impulse control
- Language is a key element
- Strategies to teach response inhibition



Working Memory

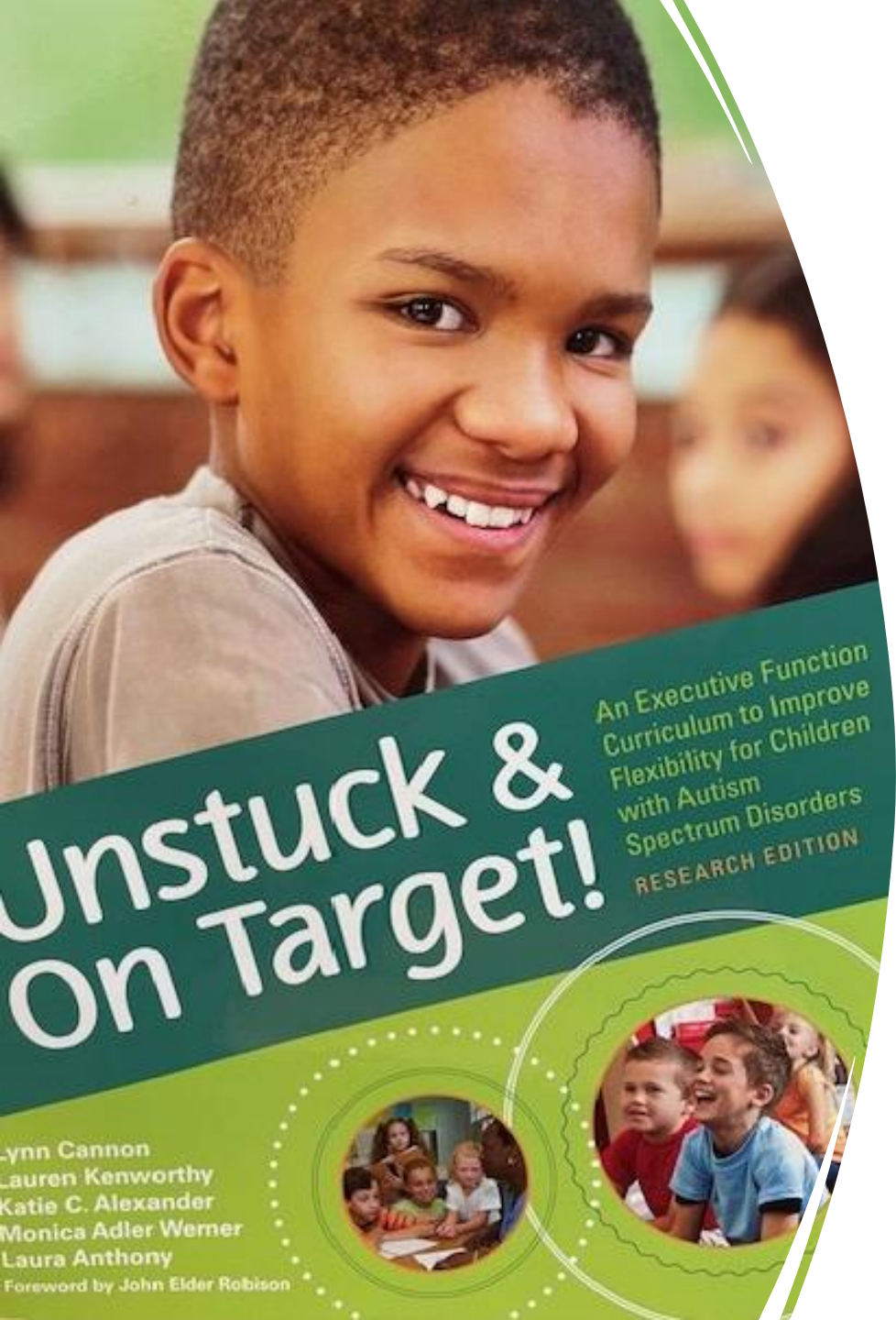
- The ability to hold information in mind while you are performing a complex task
- “Remembering stuff and working with it at the same time”
- Strategies to build working memory



Emotional Control

- The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behaviour
- Involves a very complex back-and-forth relationship between the brain and the environment
- Strategies to support development of emotional control





Flexible Thinking

- The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes
- We may see the behaviour, but not recognize underlying inflexible thinking
- Learner may think there is 1 right answer, 1 way to handle things
- Strategies to build flexibility

Organization

- The ability to create and **maintain** systems to keep track of information or materials
- Everyone's system has to be unique to them
- "At any single point in time it is faster not to use the system than to use it." (Dr. Peg Dawson)
- Keep it simple, teach it explicitly, and help the learner use it long enough that it becomes a habit
- Strategies to support organizational skills



Executive Skills Resources

- <https://www.smartbutscatteredkids.com/>
- <https://www.guilford.com/search/smart+but+scattered>
- <https://www.unstuckandontarget.com/curriculum>
- <https://zonesofregulation.com/>
- <https://www.socialthinking.com/zones-of-regulation/free-stuff>
- <https://alertprogram.com/product/alert-program-how-does-your-engine-run/>
- <https://www.socialthinking.com/products/superflex-curriculum-storybook-visuals>
- <https://mindfulness.com/mindful-living/name-it-to-tame-it>

Effective Use of Structured Breaks



Structured Breaks May . . .

Cool down	Provide “cool down” time
Fidget	Allow a chance to get up and move (fidget)
Drop the Rope	Help avoid power struggles
Focus	Help learners who have difficulty with sustained focus
Sensory	Provide an opportunity for sensory input or reduce sensory input

Cautions about Structured Breaks

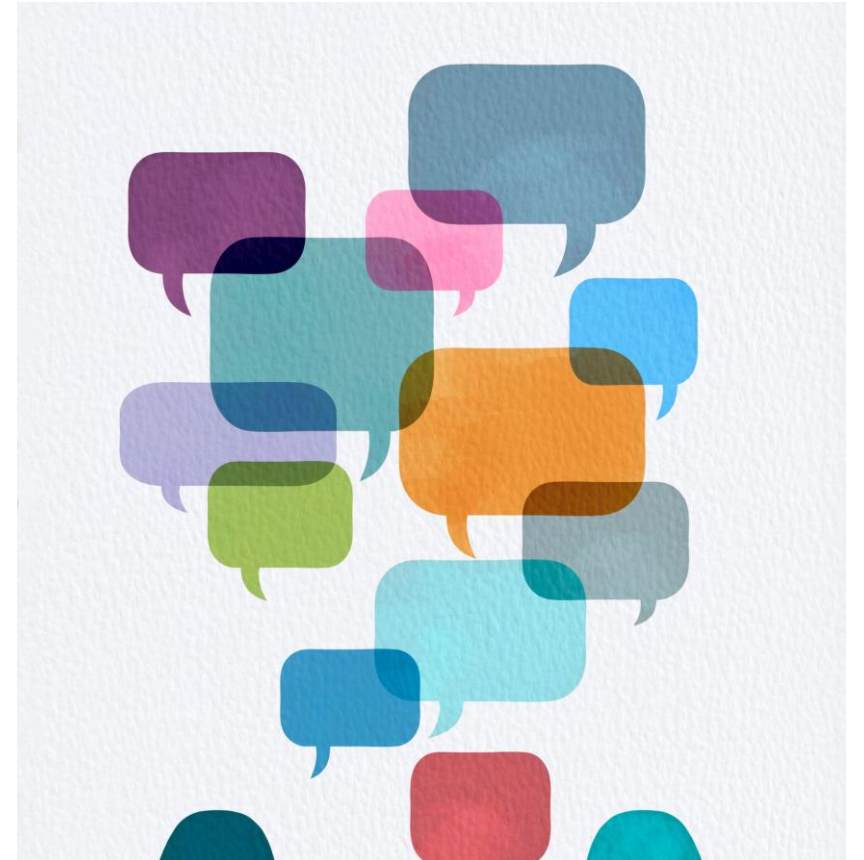
- Be proactive (be careful not to reinforce interfering behaviour)
- Consider the data
- Teach the student(s) the procedure and expectations (practice)
- Teach the adults the procedure and expectations (practice)



Tier 2 Interventions and Progress Monitoring

Progress Monitoring

- What is the goal of the intervention?
- How will progress be measured and monitored?
- Who is responsible?
- How will we know if things are moving in the right direction?
- What will we do if they are?
- What will we do if they aren't?
- Communication, communication, communication . . .



**Discussion /
Questions?**
