

# **Behavioral Interventions for At-Risk Students**

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## The Goal: No student falls through the cracks

### Individual Behavior Support:

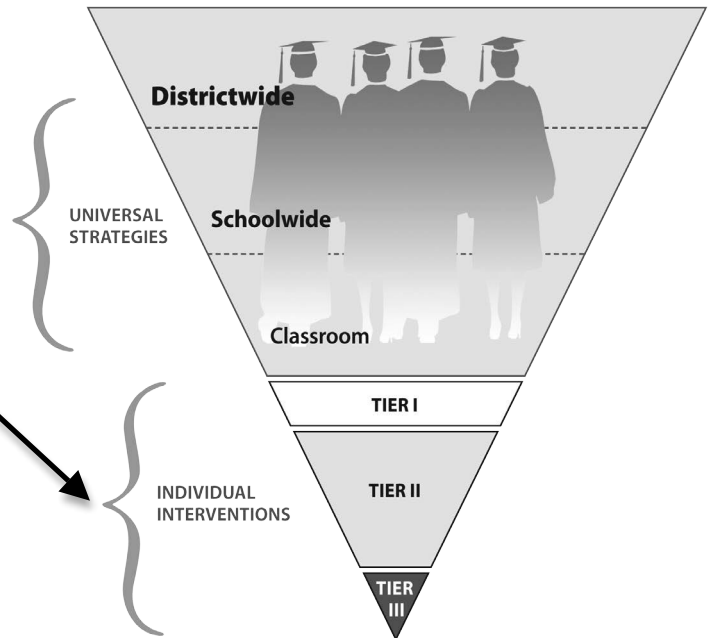
Create a culture of data-driven *early-stage* interventions planned and conducted by all teachers (Tier 1).

- A. Planned Discussion
- B. Academic Assistance
- C. Goal Setting
- D. Data Collection and Debriefing
- E. Increasing Positive Interactions
- F. STOIC Intervention and Analysis

*From Interventions: Evidence-Based Behavioral Strategies for At-Risk Students*

Create a system of red flags that signal the system (administrators, school counselors, school psychologists, and so on) that a student may need a Tier 2 or 3 individual support plan:

- Failing grades in two or more classes
- Chronic absenteeism
- One or more grade levels behind chronological peers
- Three ODRs in a semester
- Six or more detentions in a semester
- Screening for internalizing problems (anxiety/depression)
- Student/parent request



Train support personnel in Tier 2 group-based interventions such as:

- Connections (Check & Connect)
- Meaningful Work
- Mentoring

Train all support personnel in efficient problem-solving and intervention design processes.

- 25-Minute Planning Process
- Intervention Decision Guide (IDG): Teacher Interview
- Intervention Decision Guide (IDG): Multidisciplinary Team

*From Behavioral Response to Intervention: Creating a Continuum of Problem-Solving and Support*

Train all support personnel in designing and helping teachers to implement (WITH FIDELITY!) highly structured individualized interventions (Tier 2 & 3).

- G. Managing Physically Dangerous Behavior and Threats of Targeted Violence
- H. Managing Severely Disruptive Behavior
- I. Managing the Cycle of Emotional Escalation
- J. Cueing and Precorrecting
- K. Self-Monitoring and Self-Evaluation
- L. Self-Talk and Attribution Training
- M. Teaching Replacement Behaviors
- N. Functional Communication
- O. Structured Reinforcement Systems
- P. Defining Limits and Establishing Consequences
- Q. Relaxation and Stress Management
- R. Internalizing Problems (Depression & Anxiety) and Mental Health

*From Interventions: Evidence-Based Behavioral Strategies for Individual Students*  
(2nd ed.)

For information on staff development planning on schoolwide, classroom, or individual student, go to: [www.safeandcivilschools.com](http://www.safeandcivilschools.com) or call 800-323-8819.

## 25-MINUTE PLANNING PROCESS WORKSHEET

Student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Interventionist \_\_\_\_\_ Teacher(s) \_\_\_\_\_

Starting Time \_\_\_\_\_

**Step 1: Background** (5 minutes) Stop \_\_\_\_\_

- Describe the presenting problem. Identify when, where, how often, how long, etc. the problem occurs.
- Identify student strengths.
- Identify strategies already tried.

**Step 2: Problem/Goal/Data** (4 minutes) Stop \_\_\_\_\_

- Narrow the scope of the problem and identify a goal.
- Identify what form of data will be used to track progress toward the goal.

**Step 3: Corrective Consequences** (2 minutes) Stop \_\_\_\_\_

Determine whether irresponsible or inappropriate behavior will be corrected or ignored, or whether a consequence will be implemented. Refer to the menu of possible correct consequences as needed.

**Step 4: Responsible and Irresponsible Behavior** (4 minutes) Stop \_\_\_\_\_

Provide examples of responsible behavior and/or student strengths to encourage. Provide examples of irresponsible behavior to discourage.

Responsible Behavior	Irresponsible Behavior

**Step 5: Proactive Strategies** (4 minutes)

Stop \_\_\_\_\_

Brainstorm strategies to encourage responsible behavior. (Brainstorm, don't evaluate.) Refer to possible proactive strategies menu as needed.

**Step 6: Proactive Plan** (3 minutes)

Stop \_\_\_\_\_

Select a manageable set of proactive strategies to implement.

**Step 7: Final Details** (4 minutes)

Stop \_\_\_\_\_

- a. **Evaluation:** Identify at least two ways to determine if the plan is working.
  
- b. **Support:** Identify things other adults can do to assist the student and teacher. (Be specific—who, what, where, and when.)
  
- c. **Plan Summary:** Identify each person's responsibilities and when actions will be taken. Identify who will discuss the plan with the student and when. Schedule follow-up.

Who	Responsibilities	Date(s)

**Discussion With the Student**

Who \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

**Follow-Up Meeting**

Who \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

## INTERVENTION DECISION GUIDE: TEACHER INTERVIEW

Student	Age	Grade	Beginning Date
Interventionist	Teacher(s)		

### Stage 1: Background

1. Reason for referral and description of the problem:

**Code Red:** Is it an emergency situation?

The behavior is a threat to physical safety.	<b>Intervention G:</b> <i>Managing Physically Dangerous Behavior</i>
The behavior is so disruptive the teacher cannot teach.	<b>Intervention H:</b> <i>Managing Severely Disruptive Behavior</i>

2. Are there situations that seem to set off the problem behavior?
3. Where do the problems tend to occur?
4. When do the problems tend to occur?  
 Times of day:  
 Days of week:
5. How often do the problems occur? How long does the behavior last? How intense is the problem?
6. Is the student psychologically and neurologically capable of controlling his or her behavior?  
 Is there evidence to support this opinion?
7. Is the student aware of the problem?
8. Does the student seem motivated to improve the behavior?
9. What is the function of the problem behavior? What seems to be maintaining or reinforcing the student's misbehavior?
 

<input type="checkbox"/> Ability	<input type="checkbox"/> Awareness	<input type="checkbox"/> Adult attention	<input type="checkbox"/> Peer attention
<input type="checkbox"/> Power or control	<input type="checkbox"/> Escape or avoidance	<input type="checkbox"/> Competing reinforcers	<input type="checkbox"/> Other _____
		(task difficulty/discomfort)	

Notes: \_\_\_\_\_

10. Strengths of the Student (list at least three):

11. The teacher's goal or desired outcome:

What would the teacher like to have happen?

What can't the teacher live with any longer?

12. Methods for evaluating intervention effectiveness:

13. Notes on parental involvement:

Contact date(s):

Notes on the contact(s):

What would the parents or guardians like to have happen?

14. Other interventions tried and their results (in particular, Interventions A–F):

For each:

Are copies of this information available?

How successful were the interventions?

15. Other information the teacher is aware of:

Input from other adults who know the student (teachers, assistants, specialists, school counselors)

16. Review of the student's records:



## Stage 2: Preparation

Possible Interventions to Consider:

	Presenting Behavior	✓ if true	Intervention	Date of implementation	Effectiveness (+/-)
<b>TIER 1</b>	Several or many students in class misbehave.		<b>Preintervention:</b> <i>Classroom Management</i>		
	The student may not know what is expected.		<b>Intervention A:</b> <i>Planned Discussion</i>		
	The student may have an underlying academic problem.		<b>Intervention B:</b> <i>Academic Assistance</i>		
	The student has difficulty with motivation and may not understand how to reach a goal.		<b>Intervention C:</b> <i>Goal Setting</i>		
	The student's behavior appears to be chronic and resistant to simple intervention.		<b>Intervention D:</b> <i>Data Collection &amp; Debriefing</i>		
	The student gets a lot of attention from adults or peers for misbehavior or failure.		<b>Intervention E:</b> <i>Increasing Positive Interactions</i>		
	The reason the behavior is occurring chronically needs to be analyzed and incorporated into the intervention plan.		<b>Intervention F:</b> <i>STOIC Analysis &amp; Intervention</i>		
<b>TIER 2</b>	The student's escalating behavior is physically dangerous, or poses a threat to physical safety.		<b>Intervention G:</b> <i>Managing Physically Dangerous Behavior</i>		
	The behavior is so severe that the teacher cannot continue to teach.		<b>Intervention H:</b> <i>Managing Severely Disruptive Behavior</i>		
	The student is impulsive and has difficulty maintaining emotional control.		<b>Intervention I:</b> <i>Managing the Cycle of Emotional Escalation</i>		
	The student seems to be unaware of when he/she engages in inappropriate behavior.		<b>Intervention J:</b> <i>Cueing &amp; Precorrecting</i>		
	The student has some motivation to change or learn new behaviors.		<b>Intervention K:</b> <i>Self-Monitoring &amp; Self-Evaluation</i>		
	The student makes negative comments about him- or herself and others.		<b>Intervention L:</b> <i>Positive Self-Talk &amp; Attribution Training</i>		
	The student does not know how to meet expectations.		<b>Intervention M:</b> <i>Teaching Replacement Behavior</i>		
	The student cannot or will not communicate verbally.		<b>Intervention N:</b> <i>Functional Communication</i>		
	The misbehavior is a firmly established part of the student's behavior.		<b>Intervention O:</b> <i>Structured Reinforcement Systems</i>		
	It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior.		<b>Intervention P:</b> <i>Defining Limits &amp; Establishing Consequences</i>		
	Consequences for misbehavior seem necessary but do not seem to work.				
	Teacher feels anxious, worried, discouraged, or angry about one or more students.		<b>Intervention Q:</b> <i>Relaxation &amp; Stress Management</i>		
	The student seems anxious, lethargic, or depressed.		<b>Intervention R:</b> <i>Internalizing Problems &amp; Mental Health</i>		

### Stage 3: Intervention Design

1. Selected intervention(s):
  
  
  
  
  
  
  
  
  
  
2. Summary of responsibilities for implementing the plan:
  
  
  
  
  
  
  
  
  
  
3. Summary of the final plan:

### Stage 4: Implementation

1. Initial follow-up notes:
  
  
  
  
  
  
  
  
  
  
2. First follow-up meeting:  
Date:  
Purpose:  
  
Summary:
  
  
  
  
  
  
  
  
  
  
3. Second follow-up meeting:  
Date:  
Purpose:  
  
Summary: