

Three Tiers of Evidence Based Intervention for Behavioral Rtl: Integrating Effective Instruction with Behavior Support

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Tier One Basics –This forms the base available for all students, in every classroom, and throughout the school campus. Universal screening identifies who is a "non responder." Administrators supervise and support adherence.

- **Unconditional positive regard** shown for each student, by all, regardless of challenging behavior
- **5 to one ratio of positive** gestures and comments to corrective statements are given for each student
 - **Human needs are fostered** in each class, through teacher designed interactions and activities
 - Fun** (Learning can be exciting!)
 - Freedom** (A wide variety of choices are available!)
 - Empowerment** (Privileges can be earned and success rewarded!)
 - Belonging** (Membership in the group is fostered!)
 - Physical** (food, water, clothing, etc. provided when needed by school)
- **Individual reinforcement** is available, with choices given within whole group designs
- **On-going rule & procedure teaching** and reinforcement for adherence occurs. Classroom procedures are taught. See the book: *First Days of School*, Harry K. Wong
- **Direct Instruction** that emphasizes high student engagement with multiple opportunities to respond to partners, groups and teachers predominates. Hands on learning activities predominate, rather than the ineffective lecture-worksheet style of instruction. **Social Emotional Curriculum** taught and reinforced. See: www.casel.org
- **PBS in all environments** with situation specific rule teaching: Safe Respectful Responsible
- **Differentiated instruction and accommodations** for student characteristics are given
- **Good Behavior Game** used in all classrooms
- **Self governance meetings** (classroom meetings) may be used to augment all of the above. See: www.pent.ca.gov
- **In class social skills instruction** may be used to augment all of the above.

Tier Two Basics—These interventions are implemented based on a systematic procedure that identifies students who are non-responsive to tier one. Progress monitoring occurs once Tier II interventions are implemented. A behavior team identifies candidates and supervises data collection on student progress and treatment fidelity (i.e., staff did implement as described.)

- **Home School Notes** with reinforcement for increasing behavioral success

- **Mentoring programs** (one on one regularly occurring sessions with an identified staff person who befriends and supports)
- **Check in- check out systems** (Student meets with a staff person to review target behavior and receive encouragement and self monitoring data sheet in a.m., and reviews results in p.m.)
- **Self monitoring systems** (Student records success/failure in specific time intervals in classes.)
- **Behavior contracting** (Student, staff, family agree on specific outcomes for specific behaviors.) See: www.pent.ca.gov
- **Social skills instruction or school counseling** (Student participates in on-going school sessions outside the classroom.)
- **Differential Reinforcement** (Student receives scheduled, planned reinforcement for alternative behaviors)
- **Positive Peer Reporting** (Peers report positive behaviors about the student; see: Pit Crews, www.pent.ca.gov)
- See: **Behavior Education Program (BEP) video** at www.guilfordpress.com for an integrated mentoring, home school notes, check in/check out, and self monitoring system.

Tier Three Basics—these interventions are highly individualized and selected and implemented based on non-responsiveness to tier two coupled with the presenting need determined by the team. Consideration of more restrictive settings occurs when function based behavior support is not effective.

- **Function based behavior planning process** (Student receives a functional behavioral assessment, with a behavior plan developed based on that assessment. The plan addresses three pathways: 1. Supporting desired positive behaviors, 2. Reacting skillfully and safely to problem behavior, 3. Teaching and reinforcing functionally equivalent replacement behavior, and acceptable alternatives that meet student needs.)

Sometimes these tier three interventions augment the functional approach, or are available when more restrictive settings are selected, "off the pyramid".

- **Family therapy** (Needs based referrals and communication systems are provided.)
- **Multi-systemic wrap around services** (Implemented when the severity warrants this service.)
- **Cognitive behavioral therapy** (CBT is implemented by school staff or referrals, when student's faulty reasoning and emotional response to neutral stimuli warrants addressing these underlying barriers to academic and behavioral success.)