5 Low-Burden High-Impact Interventions

Webinar Hosted By

Customized Implementation Supports BY CS

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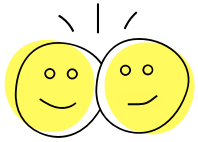
Before We Begin

This webinar is being recorded and attendees are in Listen Only mode



Links and resources will be shared in the chat

Use the chat or Q&A feature to engage today

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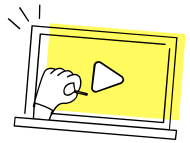
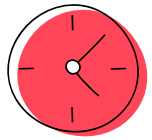
Before We Begin



We will be sending out the slides in PDF format



We are recording this webinar so you can watch later or share as you want to

Drop questions in the chat as you have them!

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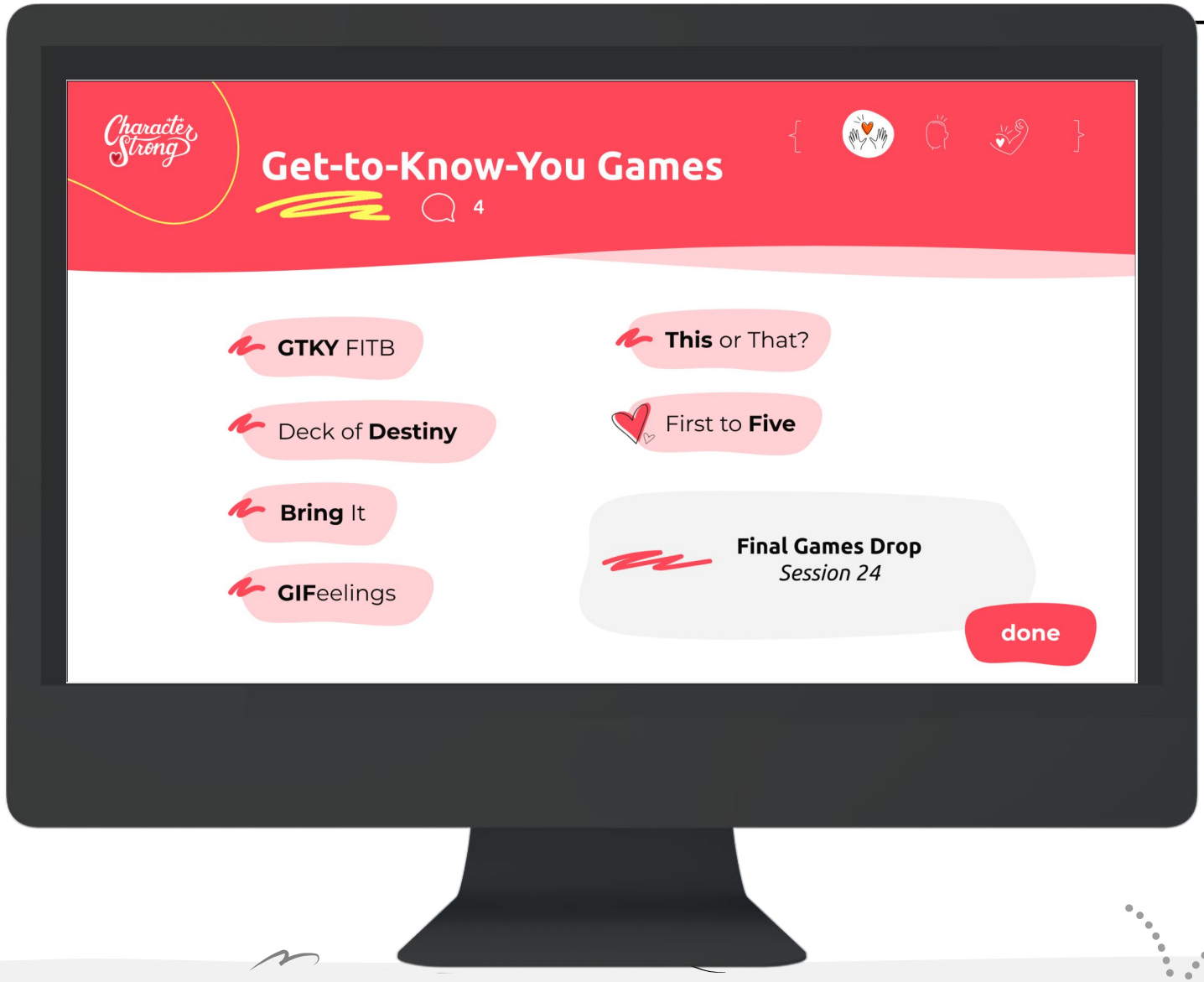

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What is CIS by CS?

Using knowledge, methods, and tools from implementation science, we specialize in partnering with schools to build internal capacity to achieve successful and sustainable implementation of effective social, emotional, behavioral, and academic programs in the service of producing better and more equitable student outcomes.

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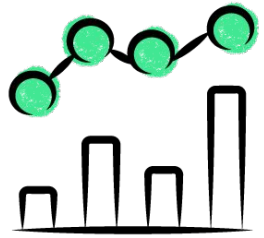
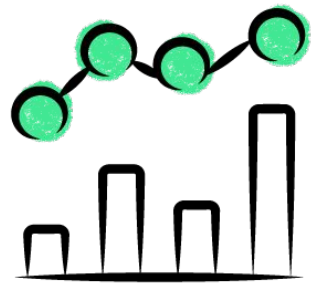
Today's Visual Cues

Be Ready to Share



Engage in a Poll

Goals for Today's Webinar



1. Definition of evidence-based intervention
2. Clarity around the process & intervention matching
3. Digging into 5 Low-Burden, High-Impact Intervention
    i. Check-In/Check-Out (CICO)
    ii. Class Pass Intervention
    iii. Behavior Contracts
    iv. Precorrection Plan
    v. Self-monitoring

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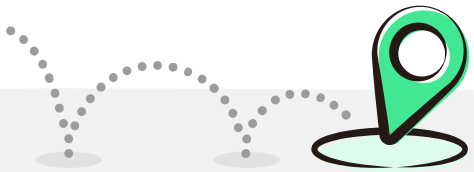
MTSS 'Big Ideas'

MTSS Big Ideas	Opposite of Big Ideas
Multiple tiers of integrated supports	One-size-fits-all approach
'Effective' practices across all tiers	Ineffective or potentially harmful practices
Proactive detection to activate early intervention	Waiting for students to fail
Diagnostic assessment to tailor intervention	Shooting in the dark; trial and error
Progress monitoring	Not tracking or summative evaluation
Fidelity of implementation	Making it up; inconsistency
Data-based decision making	Biased or subjective decisions
Problem-solving across all tiers	Admiring problems rather than solving problems



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What does **evidence-based intervention** mean in your school?

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Our Definition

Evidence-Based Intervention:

practices or programs that have evidence to show that they are effective at addressing specific identified needs and improving outcomes when implemented with fidelity.

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What does **a problem-solving process** mean in your school?

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Step 1:

Screen & Triage

Step 2:

Define the Need & Analyze Why It Exists

Step 3:

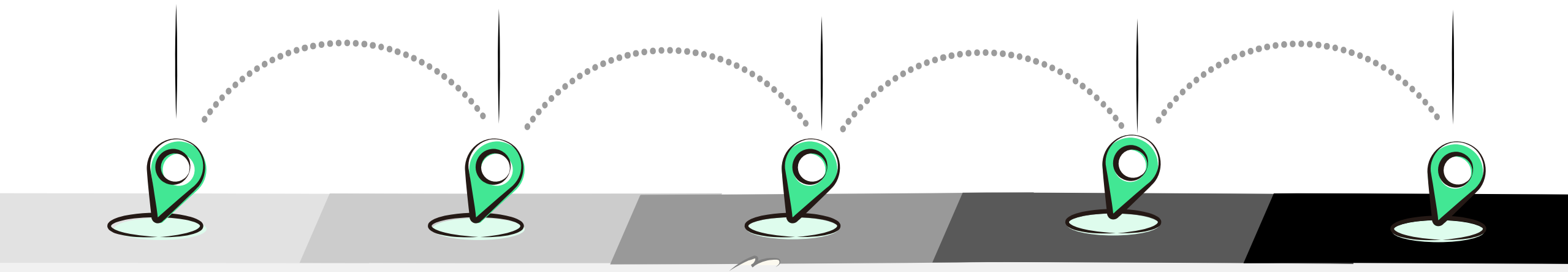
Select Intervention & Develop a Plan

Step 4:

Implement Plan & Monitor Progress

Step 5:

Meet & Decide



5 Steps of Effective Intervention Programming

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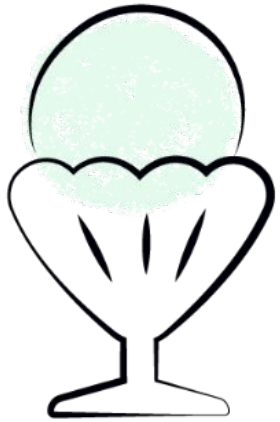
Layering of Support

More individualization as student needs increase/intensify



Tier 1

Tier 2

Tier 3

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Tier 1

Tier 2

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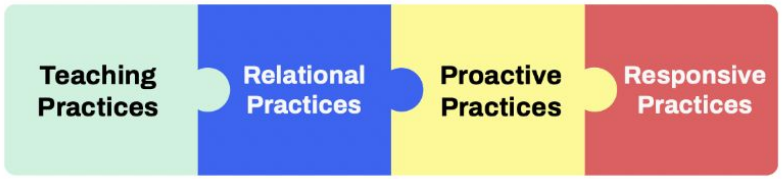
Character Strong

Classroom Practices to Promote Student Behavioral Success and Engagement



Purpose: This resource was designed to help educators identify areas of strength and improvement with regard to practices that support students' behavioral success and engagement in school. This tool includes Relational Practices that aim to promote belonging and connection, Proactive Practices that aim to promote a supportive and predictable environment, and Responsive Practices that aim to respond progressively, with empathy, and effectively to student behavior.

Instructions: First, rate each of the practices that fall under the three categories. Next, identify areas of strength that could provide mentoring or modeling opportunities for other educators in your building. Last, identify specific practices that represent opportunities for improvement to increase the support students access daily and consistently to promote their behavioral success and engagement in school.

Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
Teaching Practices			
Teaching Behavioral Norms & Expectations	To what extent do you routinely teach, model, and prompt students specific behavioral norms & expectations that result in behavioral success?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Teach Classroom Routines	To what extent do you students specific classroom routines to increase predictability and understanding of transitions into class, during class, and when preparing to exit class?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	

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What are Tier 2 Supports?

1. Inclusive of individual or group-based interventions
2. Interventions do not require specialty training or credentials
3. Intervention is tailored using data on the reason why need exists

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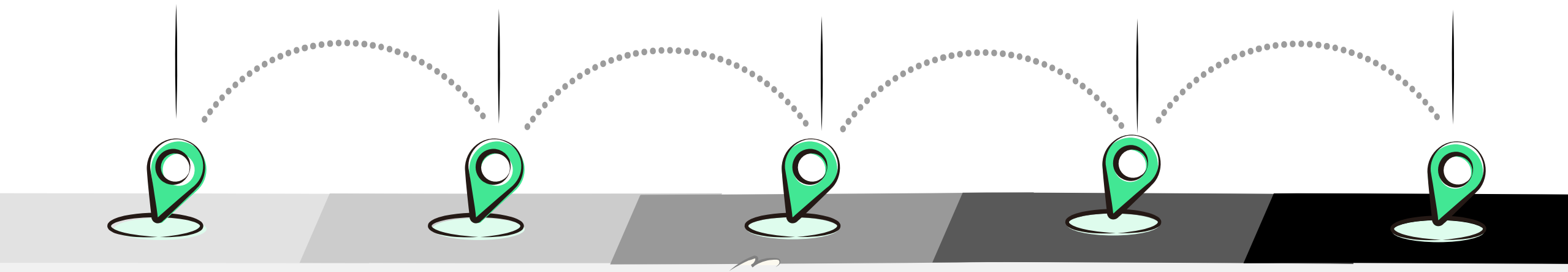

5 Steps of Effective Intervention Programming

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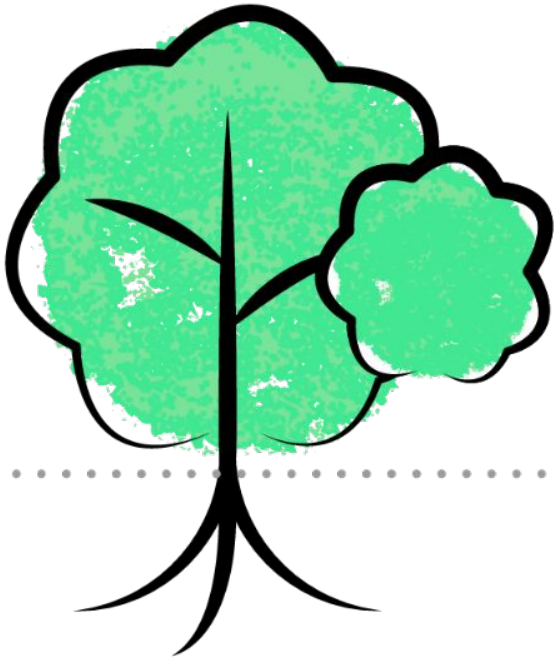
Step 2: Define & Analyze Need



Above the surface you see the

Symptoms

of the problem

Dig deeper to find the

Root Cause

of the problem

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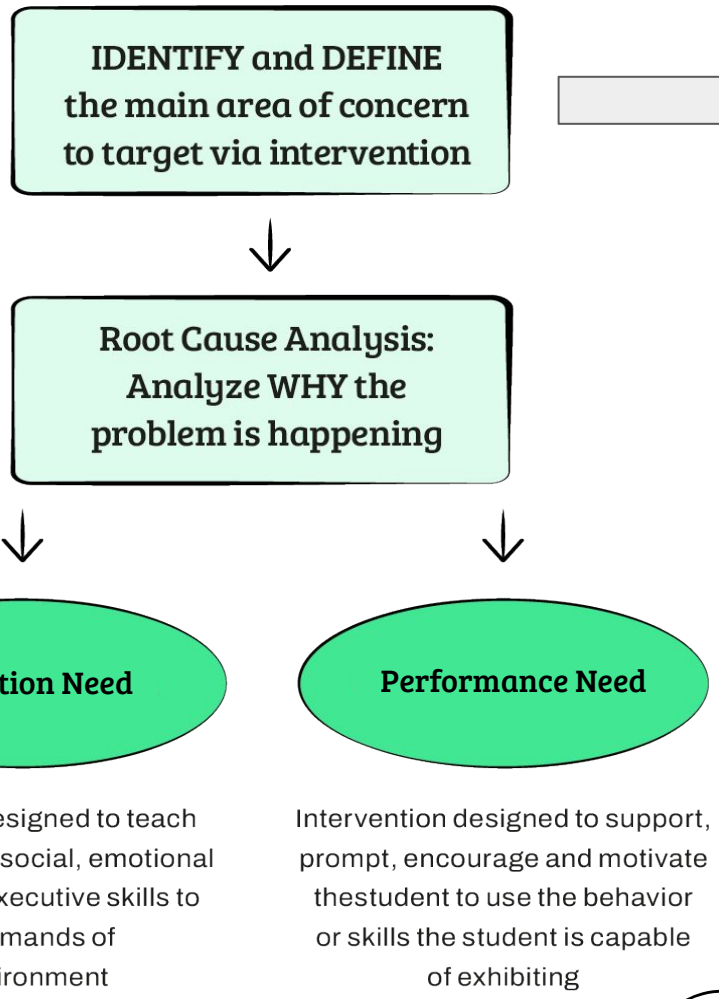
Step 2: Define & Analyze Need



THE WHAT

Behavior to Decrease:

- What is the main behavior of concern that is getting in the way?
- When, with whom, and where is the behavior or concern happening?

Behavior or skills to Increase:

- What are the main replacement behaviors or skills to promote?

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Step 2: Define & Analyze Need

IDENTIFY and DEFINE the main area of concern to target via intervention

↓

Root Cause Analysis: Analyze WHY the problem is happening

↓

Acquisition Need for Skill Instruction

Intervention designed to teach student lagging social, emotional regulation, orexecutive skills to meet demands of the environment

Performance Need for Support in the Environment

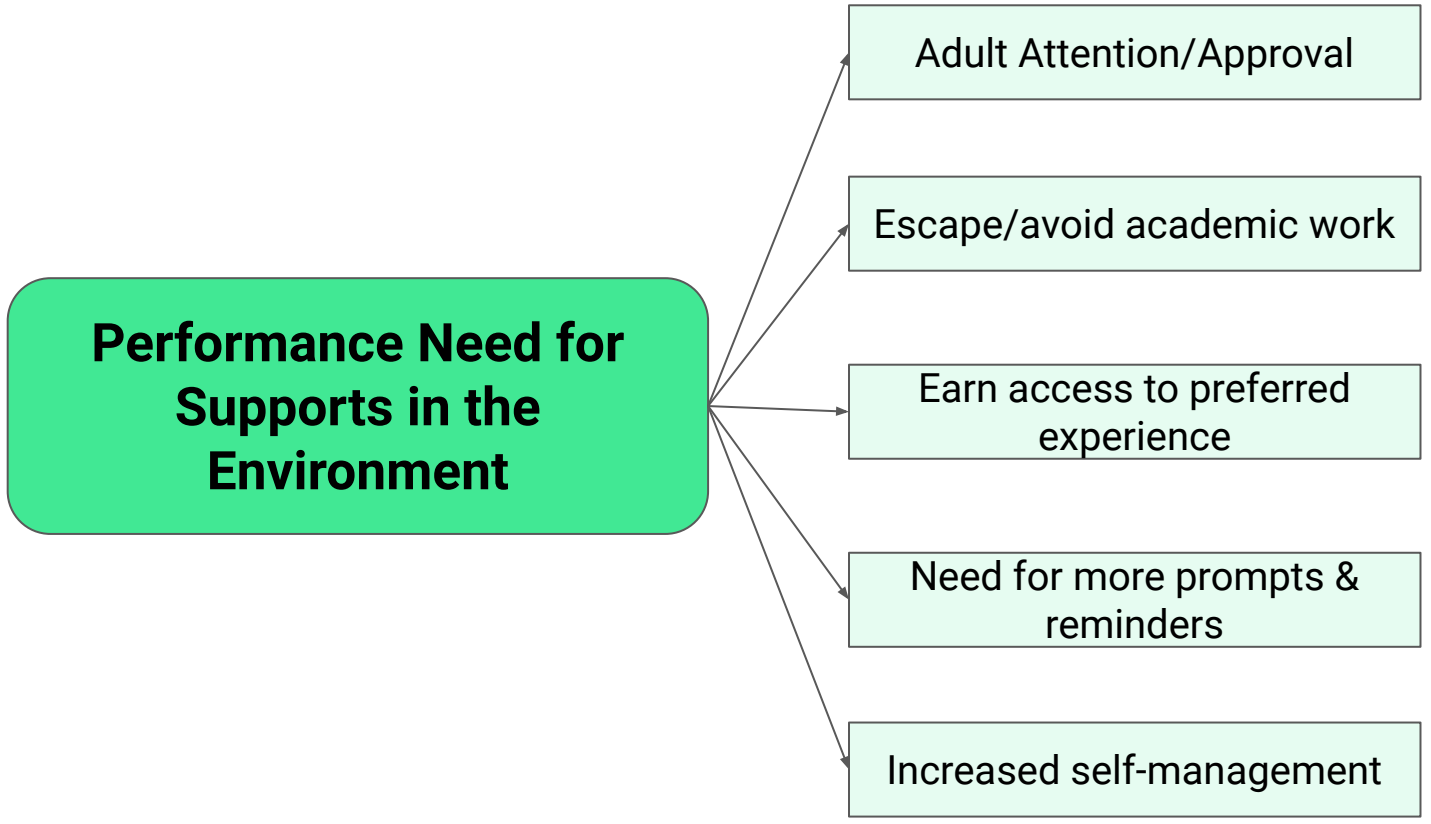
Intervention designed to support, prompt, encourage and motivate thestudent to use the behavior or skills the student is capable of exhibiting

The WHY

Analysis of why the behavior of concern or need is happening (i.e., root cause)

Intervention must precisely target the hypothesized root cause

Step 3: Select Intervention & Develop a Plan



Interventions

Check-in/Check-out

Class Pass Intervention

Behavior Contract

Precorrection Plan

Self-Monitoring

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5 Interventions, 5 Parts

1. Describe the intervention
2. Who (type of student) benefits?
3. Core components
4. Example plans
5. Fidelity Checklist

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Intervention #1

Check-In/Check-Out (CICO)

Performance-based intervention that pairs a mentor with a student to provide daily support on the front-end and back-end of each day to encourage and motivate the student to apply the skills they possess.

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Check-In / Check-Out

Who benefits?

- Students who are motivated by adult attention
- Students in need of daily consistent reminders, encouragement, & feedback

Core Components

- Mentor or Coach Assignment
- Avoid Dual Relationship
- Morning Check In
- Point Sheet to Drive Monitoring & Feedback
- Contingent Positive Reinforcement
- Daily Behavior Report Sent Home

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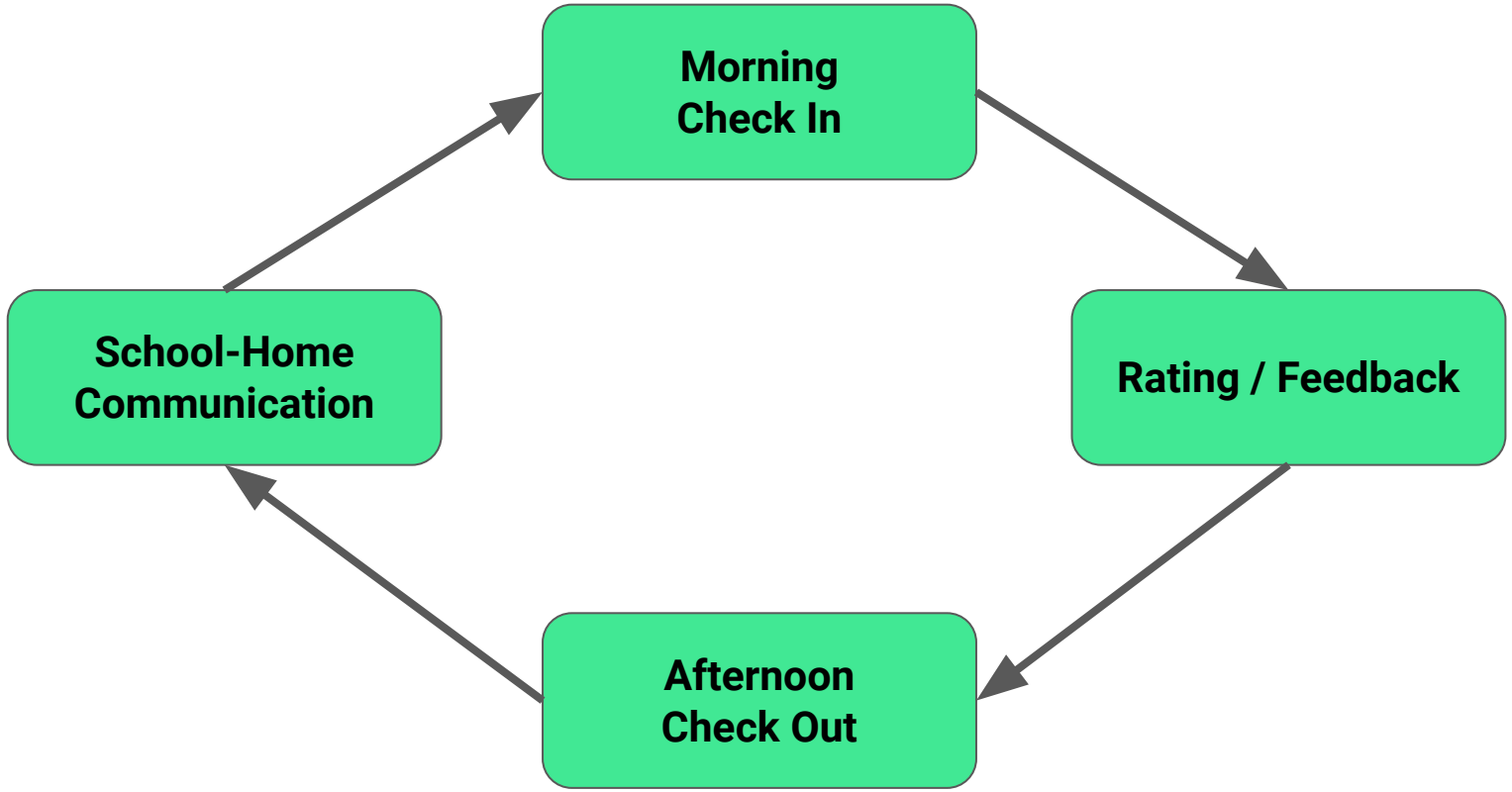
Check-In / Check-Out



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Example CICO Form

0 = Not Yet 1= Good 2= Excellent	Our Elementary is a community of learners where every child matters and every moment counts. We show Wildcat PRIDE by being Peaceful, Respectful, Inclusive, Determined, and Engaged.			Daily Total	Teacher initials
	I show PRIDE by: Being a 1st time listener.	I show PRIDE by: Using my words for sharing appropriate things in class.	I show PRIDE by: Being on task.		
Morning Mtg Shared Reading	0 1 2	0 1 2	0 1 2		
Choice Time	0 1 2	0 1 2	0 1 2		
Specialists	0 1 2	0 1 2	0 1 2		
Spanish	0 1 2	0 1 2	0 1 2		
Reading	0 1 2	0 1 2	0 1 2		
Writing	0 1 2	0 1 2	0 1 2		
Math	0 1 2	0 1 2	0 1 2		
Social Studies	0 1 2	0 1 2	0 1 2		
Total Points = Points Possible =		Today _____%		Goal _____%	
Parent Signature		Student Signature			

Date: _____ Student: _____ _____ Homeroom:_____

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Check-In / Check-Out

Fidelity Checklist

- ❑ Assignment of an adult mentor who the student likes and is willing to meet with
- ❑ Mentor provided unconditional positive regard and encouragement to the student (mentor does not get involved with discipline)
- ❑ Mentor checked in with the student in the morning on a daily basis to pre-correct problems, make sure the child is ready for the day, and engage in positive conversation with the student
- ❑ Mentor checked out with the student in the afternoon on a daily basis to connect with the student, provide feedback and reinforcement, and offer advice and encouragement
- ❑ Point sheet was completed by teachers to serve as a basis for monitoring progress and providing performance-based feedback
- ❑ Student received positive reinforcement for improved behavior (such as praise, public recognition, access to desired privileges/rewards)
- ❑ If willing and able, parents were included and provided with a daily point sheet to support their child's behavior in the home.

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Intervention #2

Class Pass

Performance-based intervention designed for students with escape-motivated behavior during academics that consists of providing students with class passes that serve as a socially-acceptable replacement behavior while simultaneously motivating them to not use the class passes to engage in academics for longer periods of time.

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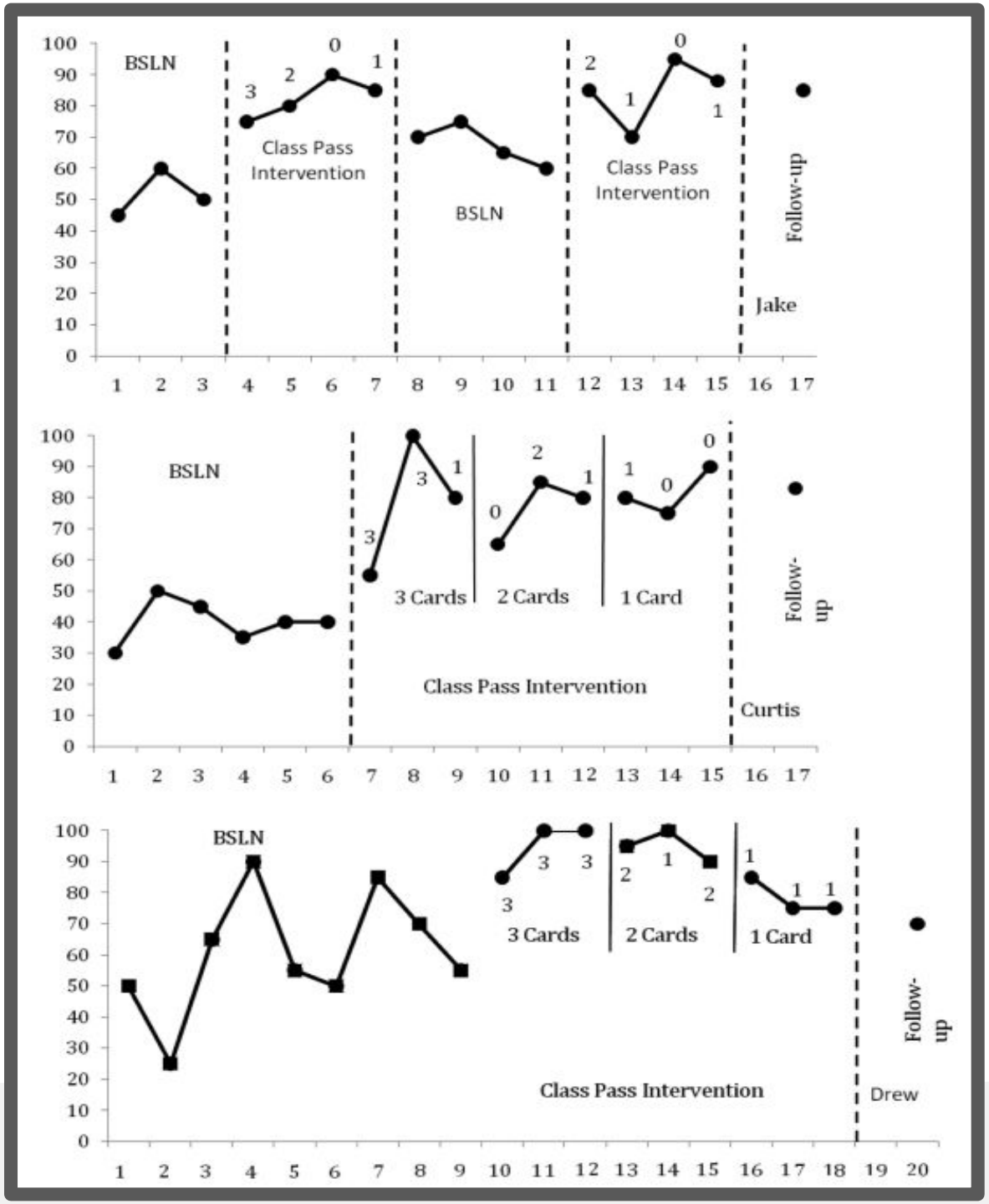
Class Pass



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Class Pass

Who benefits?

- Students who are capable of doing the academic work but avoid or escape doing so
- Students with low rates of academic engagement that require responses to get behavior back on track

Core Components

- Passes that the student can use to request a break
- Determine what student does when using a class pass
- System that allows the student to exchange class passes for recognize & reinforce (class passes are a form of currency)

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Example Class Passes

FRONT

CLASS PASS

_____

Name: _____

Time: _____

Where to?:

_____

Initial: _____

Reward for a saved pass:

_____

___

BACK

Guidelines for Class Pass:

If you use the pass…
1. Choose a time when you need to step out of the class.
2. Fill out one of your passes.
3. Show pass to teacher.
4. Walk to

_____.
5. Have adult where you walked initial pass on your way back to class.
6. Enter class quietly.
7. Join classroom activity.

If you save the pass…
Earn a reward!!!!!!

Class Pass

Student: _____

Classroom: _____

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Special Considerations

How many classes passes to give the student?

- Development (younger more passes, less time for break)
- Time length of the class period or block (more time, more passes)

What does the child do when they use a class?

- Non-disruptive, engaging, and easy to transition back to school work

What can the student earn by holding onto the passes?

- Work with the student to generate this
- The more the passes, the higher the value

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Class Pass

Fidelity Checklist

- ❑ Developed the actual class passes to be used.
- ❑ Determined the number of class passes (e.g., 3-5) and length of time (e.g., 3-5 minutes) the student can break for.
- ❑ Identified the location where the student takes the break (desk, in the classroom, outside of the classroom).
- ❑ Determined the activity the student engages in while on the break that is non-disruptive to the class.
- ❑ Identified the items, privileges, or activities that class passes can be banked and exchanged for.
- ❑ Student received tell-show-do training experience to learn how to use class passes
- ❑ Teacher prompted the student to consider using the class pass or holding on to them at the first signs of problem behavior.

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Intervention #3

Behavior Contract

Performance-based intervention that involves adults and the student negotiating and brokering a motivational win-win deal by making access to preferred experiences, privileges, or rewards contingent upon agreed upon expected behavior.

Behavior Contract

Who benefits?

- Students who respond well to earning access to preferred experiences, interactions, and incentives contingent upon exhibiting desired behaviors or skills.

Core Components

- Negotiation and Student Input
- Positively Stated and Motivational
- Contingent Access
- Goal Statement
- Daily Pre-correction and Prompting
- Delivery of Payoff

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Example Behavior Contract

BEHAVIOR CONTRACT

Date: November 5

GOAL BEHAVIOR

I, Chris, agree to work on this behavior:

I will stay in my assigned area (in my seat, on my carpet square) during reading and independent work time. I won't leave the area unless I ask and Mr. S. gives me permission first.

REWARD

The reward I will receive for meeting this goal is:

I will get to choose who I sit next to for the day on Fridays if I reach my goal Monday through Thursday.

REVIEW

We'll check in on how this contract is going on this date: November 19

Student Signature

Adult Signature

BEHAVIOR CONTRACT

Date: March 2

GOAL BEHAVIOR

I, Grant, am working on:

- ☐ Staying in my assigned area
- ☐ Following directions
- ☑ Staying on-task
- ☐ Keeping my hands, feet, and objects to myself
- ☐ Being respectful to others
- ☐ Following the voice level
- ☐ Using my words appropriately
- ☐ Working together with my peers
- ☑ Other: Completing assignments

This looks like: When I have an assignment to work on independently, I will stay in my seat, follow the voice level-1 or 0-, keep my eyes on my paper or materials, and write or engage in the assignment. If I need help, I'll raise my hand to get the teacher. (This would be 2 pts on my behavior chart for on-task)

REWARD

The reward I will receive for meeting this goal is:

If I get 80% of my on-task points for the day, I will be able to listen to my own music with ear buds during independent work time 1st period the next day as long as I am on-task.

REVIEW

We'll check in on how this contract is going on this date: March 9

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Behavior Contract

Fidelity Checklist

- ❏ Contract was negotiated with the student to increase buy-in and receive input (contract was developed with the student--not done to the student).
- ❏ Focus of the contract is on positively stated behaviors that the teachers want to see and student is capable of performing (i.e., those behaviors that are incompatible with problem behavior).
- ❏ Staff worked with student on identifying potential items, activities, privileges, or experiences that could serve as the payoff (i.e., reinforcement).
- ❏ Clear goal statement provided so students understands explicitly what he/she needs to do to earn reward (i.e., access to positive reinforcing item, privilege, activity, or experience).
- ❏ Teacher(s) used the contract to provide encouragement and daily precorrection and prompting with the student.
  - ❏ Pulling out the contract and reminding the student of the behavior and reward to be earned.
  - ❏ At the first warning signs of problem behavior, prompting the student.

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Intervention #4

Precorrection Plan

Performance-based intervention designed for students who need consistent prompts and reminders to build behavioral momentum for success before they transition into the setting or activity in which they are having behavioral difficulties.

Precorrection Plan

Who benefits?

- Students who can benefit from more consistent and deliberate prompts & reminders

Core Components

- Identify three sets of behaviors to increase and the outcomes associated with each of those behaviors
- Visualize the the precorrection

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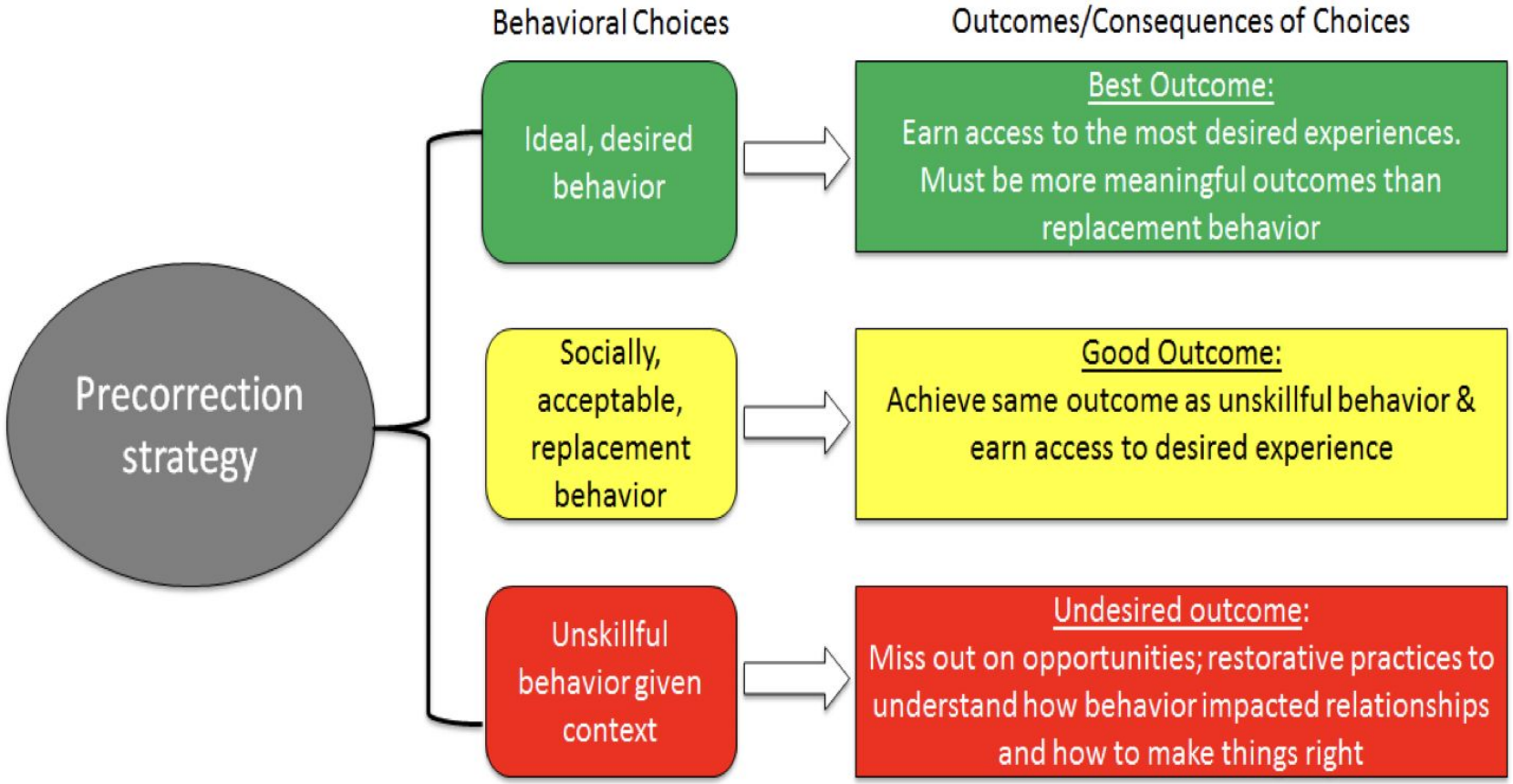
Example of Visualizing Precorrection



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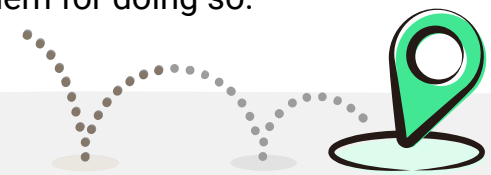
Precorrection Plan

Fidelity Checklist

- ❏ **The When**: identify the situations (time, activity, setting) in which the students are likely to exhibit behavior that necessitate a corrective response. These are the situations where you want to frontload the use of precorrection.
- ❏ **The What**: Clearly define the agreed upon behaviors for success during the identified situations where students are likely to exhibit behavior that warrant a corrective response.
- ❏ **The Who:** the person who is the authority figure in charge of the setting in which precorrection is needed
- ❏ **The How:**
  - ❏ Teach the student the different behavioral choices in response to situations, including the reasons why the agreed upon behaviors are in their best interests and others students in class.
  - ❏ Follow through with consistent use of precorrection to transfer over internal self-controls to students through repetition.
  - ❏ When students exhibit the alternative behaviors, recognize and acknowledge them for doing so.



Intervention #5

Self-Monitoring

Performance-based intervention designed to increase self-management by prompting the student to self-reflect on performance and self-record behavior on a chart.

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Self-Monitoring

Who benefits?

- Students who do well when provided with repeated prompts and reminders from the teacher.
- Student who struggle when they engage in more independent work.

Core Components

- Identify Behaviors
- Chart Created
- Length of Time Between Self-Recordings
- Prompting Method
- Teaching or Re-teaching
- Goal and Positive Reinforcement
- Honesty Check

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Example Self-Monitoring

Self- Monitoring of Behavior

Name:_____ **Date:**_____

Teacher:_____

Period	On task (Material out and ready)	Appropriate Language Kind Words	Keep hands and feet to self
1.	1 2 3	1 2 3	1 2 3
2.	1 2 3	1 2 3	1 2 3
3.	1 2 3	1 2 3	1 2 3
4.	1 2 3	1 2 3	1 2 3
5.	1 2 3	1 2 3	1 2 3
6.	1 2 3	1 2 3	1 2 3

Circle the number you feel is appropriate

1. I did the behavior without any reminders
2. I did the behavior with no more than 2 reminders
3. I needed more than 2 reminders

If teacher does not agree they will put an X over the number they feel is appropriate. This is followed by a discussion as to why.

Student Signature:_____

Teacher Signature:_____

Self-Monitoring Chart

Student Name: Date:

Teacher Name:

Classroom Rules	Morning				Afternoon			
Stayed in seat	1	2	3	4	1	2	3	4
Raised hand to ask question or get out of seat	1	2	3	4	1	2	3	4
Followed teacher directions	1	2	3	4	1	2	3	4
Respected fellow students	1	2	3	4	1	2	3	4
Worked on class assignments	1	2	3	4	1	2	3	4

Rating Scale – Circle a number.

1 = Needs Improvement 2 = Barely OK 3 = Average 4 = Great

If the teacher agrees with the student rating, put a line across the circled rating.

If the teacher does not agree with the student rating, put an "X" in the circle.

Comments:

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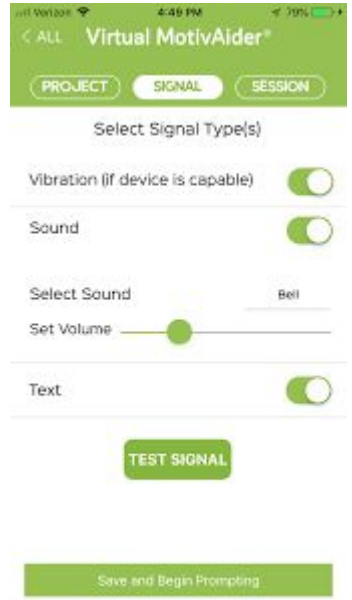
Example Devices to Prompt



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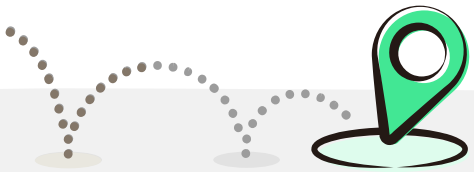
Self-Monitoring

Fidelity Checklist

- ❑ Identified behaviors that the student will self-reflect upon and self-record on a chart
- ❑ Developed a self-monitoring chart/form that the students uses to record his/her behavior
- ❑ Determined the optimal length of each self-monitoring interval based on the frequency of the child's baseline behavior
- ❑ Device or natural break was used to prompt the student to self-reflect and self-record behavior
- ❑ Trained the student (e.g., tell-show-do) in using the self-monitoring system
- ❑ Established a goal and included a positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self reflection and recording)
- ❑ Teacher conducted periodic honesty check to ensure that student is accurately recording behavior



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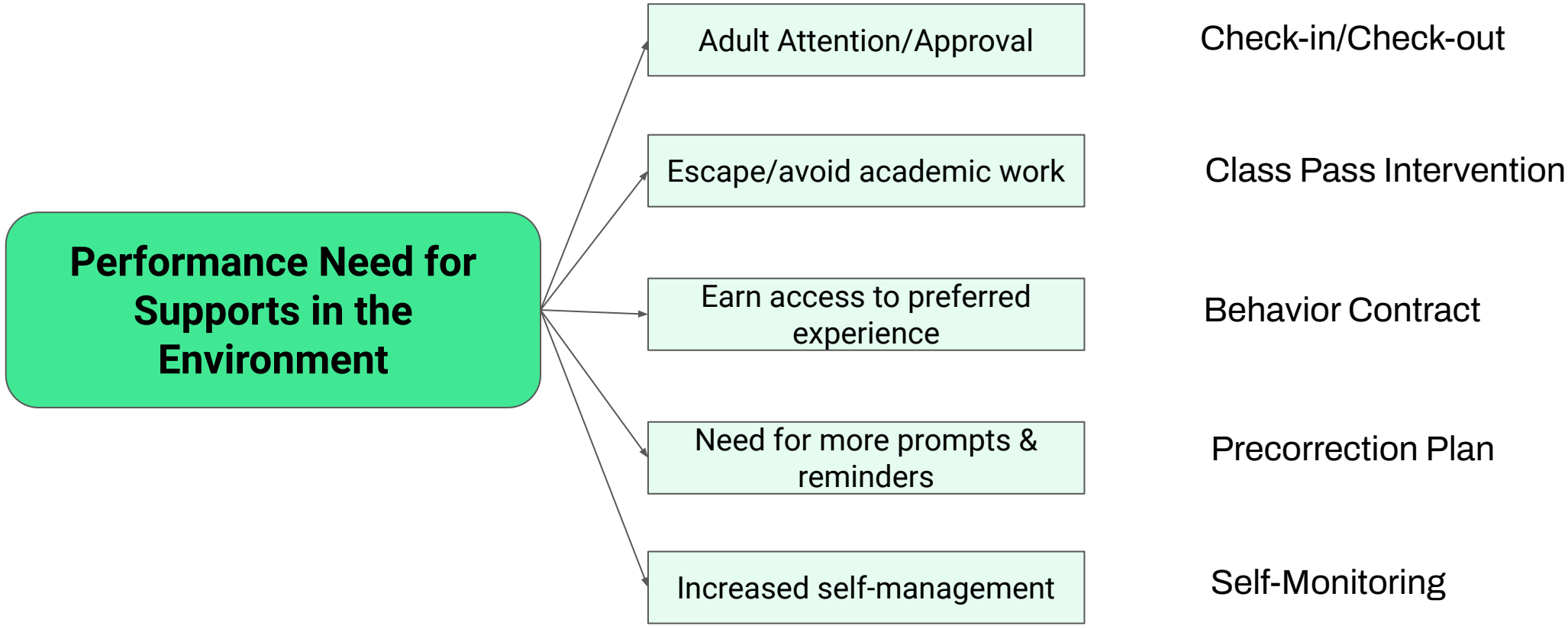
Review

Interventions



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In the chat:

"I am going to share (*strategy/knowledge*)

with (*person/team*)

by (*date/event*)

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Upcoming CharacterStrong Events

Later Today // Live CIS Demo

May 12th // 5 Ways to Take Elementary SEL to the Next Level

May 12th // Live MS/ HS SEL Demo

May 17th// Getting Middle School SEL to Stick, Not Stink

July 21st // CharacterStrong Virtual Conferences

August 12th-13th // The CharacterStrong National Conference (Tacoma, Washington)

If you're interested,

book a call and/or request a quote!

info@characterstrong.com

cisinfo@characterstrong.com

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Webinar Hosted By

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