TOOLS and METHODS for IMPLEMENTING Tier II and Tier III BEHAVIORAL INTERVENTIONS

Louisiana Positive Behavior Support 1st Annual Conference July 10 & 11, 2008

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Licensed Psychologist
University of New Orleans
AGENDA

☐ RtI & PBS – Blending Initiatives
☐ Tier 2 vs. Tier 3 Level Interventions
☐ Daily Check-In / CICO
☐ Behavioral Contracting
☐ Group Contingencies
☐ Self-Monitoring
☐ School-Home Notes
☐ Cognitive-Behavioral Tools
☐ Multiple-Method Interventions
☐ Individual Cases
Objectives for Participants

- Several methods to assist with management of students with behavioral concerns
- Leave with “in-hand” interventions that can be directly implemented
- Decrease the likelihood that “intervention” is a negative word
Responsiveness to Interventions (RtI)

- Early identification of learning and behavioral needs
- “A school-wide prevention approach, RtI includes changing instruction for struggling students to help them improve academic skills and behavior”
- 2 to 5 stages or tiers
  - instruction that increases in intensity, specialization and individualization
  - continuous monitoring of progress, and criteria for changing intervention and/or tier through a team decision-making process (i.e., ABIT)

Fluid Movement Through the Three Tiers

Tier III

Tier II

Tier I

Successful Response to Intervention

Unsuccessful Response to Intervention
Data are Everywhere

☐ Universal Screening results (e.g., SSBD)
☐ Office disciplinary referrals (ODRs)
☐ Grades, percentage of work completed
☐ Behavioral rating scales
☐ Frequency counts
☐ Direct Observation
Before you begin...

- Is PBS working in your school?
- How do you know?
  - High # of incentives handed out?
  - SET score?
  - Low # of referrals?
  - Screening measures?
Fundamental Management

“The 3 Ps”

- 1. Preparation
- 2. Procedures
- 3. Prompting

(use of precision commands)
Fundamental Management

- Set School-wide Expectations
- Effective / Efficient Transitions
- Maximize ENGAGED ACADEMIC LEARNING TIME
Before you begin...

☐ How many students are you targeting for Tier II and Tier III level interventions?

☐ More than 10%-15% is too high!
Academic Systems

TIER 1
Core Instructional/Universal Interventions
All students; preventive, proactive

TIER 2
Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

TIER 3
Intensive, Individual Interventions
Individual Students; Assessment-based; High Intensity; longer duration

Behavioral Systems

TIER 1
Universal Interventions
All settings; all students; preventive; proactive

TIER 2
Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

TIER 3
Intensive, Individual Interventions
Individual Students; Assessment-based; Intense, durable procedures
Before you begin...

☐ What do you want to measure?
☐ Baseline data?
☐ Reinforcer assessment?
☐ Hypothesis?
THESE DON’T HAVE TO BE DIFFICULT – BUT – YOU DO NEED TO BE PREPARED!
BEHAVIOR INTERVENTIONS ARE SUCCESSFUL ONLY IF...

- Integrity / Fidelity
- Monitor!!!
- Consistency
- As important as teaching academic skills
- NOT a quick fix!
- Review & graph data!!!
Write-Ups by Time of Day In- vs. Out-of-classroom

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Standard Protocol (Tier 2) vs. Problem-Solving (Tier 3) Interventions...

The difference between Tier 2 and Tier 3:
1) Depth of problem analysis
2) Level of individualization

...that occurs prior to the selection, design, and implementation of an intervention
TIER 2 /Standard Protocol Interventions

☐ Initial intervention phase

☐ Prevent /remediate less severe concerns

☐ Specific evidence-based interventions

☐ Similar difficulties

☐ Standard format implementation

☐ NOT tailored to individual’s *specific* strengths and weaknesses
TIER 2 /Standard Protocol Interventions

- Parent notification
- Reinforcer/Preference Assessment
- Pre-/Post-tests
- Small Group or Individual
- Standard Protocol Intervention
- “On-Level”
- Teach, Model, Practice
TIER 2 /Standard Protocol Interventions

- Minimal analysis of the deficit skill
- Ongoing assessment (pre-/post-)
- Examples:
  - Social skills instruction
  - Anger management training
  - Conflict resolution
  - Mentoring (i.e., peer, adult)
  - CBITS (trauma/grief therapy)
Example: Group counseling for 30 minutes per week (or day)
EX: uniform violations
EX: coping skills
EX: cell phone use
TIER 3 /Problem-Solving Interventions

- More persistent, serious and atypical problems

- Concerns have not been resolved by standard protocol interventions
TIER 3 /Problem-Solving Interventions

- More flexible than Tier 2
- Emphasis on individualized interventions that are developed from analysis of skill/performance deficits
- Interventions may change shape over time
- Includes functional behavioral assessment
Targeting Behaviors, Targeting Problems

- WHAT are you trying to manage or change?...
  - Behavioral excesses?
  - Behavioral deficits?
  - Choose your battles – go after a behavior that is MOST disruptive or interfering with daily functioning
  - Aim for a behavioral balance – if you try to reduce the frequency or severity of an inappropriate behavior, it is also necessary to try to increase a behavior that is desirable
TIER 3 /Problem-Solving Interventions Measurement

☐ WHAT?
  - target behavior(s)
  - baseline
  - set goal

☐ WHO’s going to measure?

☐ HOW OFTEN will you measure?

☐ HOW OFTEN will you review/evaluate?
TIER 3 /Problem-Solving Interventions

- Parent Permission
- Identify target behavior(s)
- Find Baseline (when, where, whom, how often)
- Skill vs. Performance Deficit?
- Reinforcer/Preference Assessment
- Identify Resources
- Create Coach Card (template)
## High-Maintenance vs. Low-Maintenance Students

<table>
<thead>
<tr>
<th>Low-Maintenance</th>
<th>High-Maintenance</th>
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</thead>
<tbody>
<tr>
<td>Weekly concerns</td>
<td>Minute-to-hourly concerns</td>
</tr>
<tr>
<td>Low severity</td>
<td>High severity</td>
</tr>
<tr>
<td>Tier 2 “ish”</td>
<td>Tier 3 +</td>
</tr>
<tr>
<td>1 or 2 method interventions</td>
<td>Multiple-method interventions</td>
</tr>
</tbody>
</table>
DAILY CHECK-IN / CHECK-IN CHECK-OUT (CICO)
Daily Check-In / CICO

What is it?

- Developed as a “targeted” intervention
- Student “checks-in” during specific parts of the day with designated adult
- Built around cycle of daily events at school
- Student carries point card
- Student gives point card to parent at end of day
- May or may not be tied to rewards, reinforcers, or consequences
Daily Check-In / CICO

Purpose

- Increase prompts for appropriate behavior
- Increase adult feedback
- Enhance structure through school day
- Improve feedback to families
- Increase student accountability
- Improve motivation (give students a “jump start”)
- Increase / decrease specifically targeted behaviors
Daily Check-In / CICO

What kinds of students?
- Need structure, limits, boundaries
- Need ongoing supervision
- Unmotivated
- Sad / anxious
- ODRs

☐ Can be a Tier 2 OR part of a Tier 3 intervention
Daily Check-In / CICO

**Strengths**

- Easy to develop & use
- Contingencies are based upon student performance
- Unlimited parameters (can be for any time period, any reward)
- Involve parents
- Take minimal teacher time
- Can be faded
- Used with a wide variety of students
- Students learn responsibility
Daily Check-In / CICO

Considerations

- Identification of salient rewards is necessary (These typically change over time.)
- “Check-In” frequency will vary depending on student needs (1x/day v. 10x/day)
- “Check-In” and “Check-Out” persons need to be consistent
Daily Check-In / CICO

1) Morning “Check-In”
   - Discuss behavior / point goals
   - Point card given

2) Point card to each teacher
   - Beginning of period

3) Teacher Feedback
   - End of period

4) End-of-Day “Check-Out”
   - review performance / problem solving
   - Was goal met?

5) Point card to Parent
   - parent initials and card is returned following day
# Behavior Plan

**Student’s Name:** ____________

**Homeroom Teacher:** ____________ **Date:** _______

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Spelling</th>
<th>Language</th>
<th>Core I</th>
<th>Core II</th>
<th>Specials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Be Kind</td>
<td>2 1 0</td>
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<td>2 1 0</td>
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<td>Be Respectful</td>
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<td>2 1 0</td>
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<tr>
<td>Be Responsible</td>
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<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Peaceful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

**Comments**

Goal for today: ____________/70

Total for today: ____________/70

I made my goal 😊 I didn’t make my goal 😞

Comments:

---

# Behavior Plan

**Student’s Name:** ____________  
**Homeroom Teacher:** ___________  
**Date:** ___________

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Spelling</th>
<th>Language</th>
<th>Core I</th>
<th>Core II</th>
<th>Specials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Be Kind</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
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<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Be Peaceful</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comments:**  

**Goal for today:** ___________/70  

**Total for today:** ___________/70  

I made my goal 😊  

I didn’t make my goal 😞

**Comments:**  

Need to work on behavior during math and also being peaceful

---

## Greg’s CICO Chart – Goal: 85%

<table>
<thead>
<tr>
<th>Date</th>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Peaceful</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/2/2008</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>6/3/2008</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>6/4/2008</td>
<td>12</td>
<td>14</td>
<td>12</td>
<td>14</td>
<td>11</td>
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<td>6/5/2008</td>
<td>13</td>
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<td>12</td>
<td>14</td>
<td>12</td>
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<tr>
<td>6/6/2008</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>6/9/2008</td>
<td>14</td>
<td>11</td>
<td>13</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>6/10/2008</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>6/11/2008</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>6/12/2008</td>
<td>14</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>6/13/2008</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total points:</strong></td>
<td><strong>131</strong></td>
<td><strong>125</strong></td>
<td><strong>130</strong></td>
<td><strong>134</strong></td>
<td><strong>84</strong></td>
</tr>
<tr>
<td><strong>Total possible:</strong></td>
<td><strong>140</strong></td>
<td><strong>140</strong></td>
<td><strong>140</strong></td>
<td><strong>140</strong></td>
<td><strong>140</strong></td>
</tr>
<tr>
<td><strong>Percentage:</strong></td>
<td><strong>93.6%</strong></td>
<td><strong>89.3%</strong></td>
<td><strong>92.9%</strong></td>
<td><strong>95.7%</strong></td>
<td><strong>60.0%</strong></td>
</tr>
</tbody>
</table>

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Greg's CICO Chart (10-days) Goal: 85%

+----------------+----------------+----------------+----------------+----------------+
<p>| Expectations   | % of points      | % of points      | % of points      | % of points      |</p>
<table>
<thead>
<tr>
<th></th>
<th>earned</th>
<th>earned</th>
<th>earned</th>
<th>earned</th>
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</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>93.60%</td>
<td>89.30%</td>
<td>92.90%</td>
<td>95.70%</td>
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<tr>
<td>Be Kind</td>
<td></td>
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<tr>
<td>Be Respect.</td>
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<tr>
<td>Be Respons.</td>
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<tr>
<td>Be Peace.</td>
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<td>60.00%</td>
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</tbody>
</table>
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Greg's CICO Chart (10-days) Goal: 85%
BEHAVIORAL CONTRACTING
Behavioral Contracting

What is it?

- Written (and witnessed) agreement between adult and student that they will do X, Y, Z within a specified period of time
- Tied to rewards, reinforcers, and/or consequences
Behavioral Contracting

Purpose

- Increase student accountability
- Improve motivation (give students a “jump start”)
- Increase / decrease specifically targeted behaviors
- Establish student successes
Behavioral Contracting

What kinds of students?
- Need structure, limits, boundaries
- Unmotivated
- Students that need goals

☐ Can be a Tier 2 OR part of a Tier 3 intervention
Behavioral Contracting

**Strengths**

- Easy to develop / use
- Goal setting
- Contingency = student performance
- Unlimited parameters (any time period, any reward)
- Associates performance with rewards
- ESTABLISHES SUCCESS!
- Assists in moving from extrinsic to intrinsic motivation
Behavioral Contracting

Considerations

- Identification of salient rewards is necessary (These typically change over time.)
- Time interval of contract should be “doable” for student
- NOT A BRIBE
Behavioral Contracting

1) Involve student at every step
2) Discuss behavior(s) to be addressed
3) Draw up a DRAFT
4) Set meeting with all important parties (student, parent, teacher...)
5) Discuss everything in the contract
Behavioral Contracting

Discuss:
- the behavior(s) that needs to be addressed
- the time period
- the expectations during the time period
- the potential consequences
- the potential rewards
- EVERYONE needs to sign off on it
BEHAVIOR CONTRACT

Date: _______________       School: _______________

I, ______________________ promise to follow this contract by:

DOING the FOLLOWING:       NOT DOING the FOLLOWING:

__________________________
__________________________
__________________________
__________________________

If I comply with this contract, I will: ____________________________

__________________________

This contract will be in effect for / until: _________________________

Student ___________________       Teacher ___________________
**Student Name**

Date contract is to begin and end: **10/31/06 - 11/14/06**

<table>
<thead>
<tr>
<th><strong>Behavior Contract</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER: ______________</td>
</tr>
</tbody>
</table>

I, __________________________ promise to follow this contract by:

<table>
<thead>
<tr>
<th>Doing the following:</th>
<th>NOT doing the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Taking my medication every time I'm supposed to.</td>
<td></td>
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<tr>
<td>2. Listening to requests by 2nd time told.</td>
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<tr>
<td>3. Completing 100% of my assignments &amp; schoolwork with a grade of &quot;C&quot; or better.</td>
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<tr>
<td>4. <strong>Following all classroom rules</strong></td>
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<tr>
<td>5. <strong>Staying in class for the entire class period</strong></td>
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</tr>
<tr>
<td>1. Getting ANY disciplinary referrals.</td>
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<tr>
<td>2. <strong>Cursing at or talking back to staff</strong></td>
<td></td>
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<tr>
<td>3. <strong>Disrespecting staff and youth</strong></td>
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</tr>
</tbody>
</table>

**STAFF**, please initial at the end of each class period or part of the day to verify that “**STUDENT**” has met the above criteria.

<table>
<thead>
<tr>
<th><strong>STAFF</strong></th>
<th>10/31/06</th>
<th>11/01/06</th>
<th>11/02/06</th>
<th>11/03/06</th>
<th>11/04/06</th>
<th>11/05/06</th>
<th>11/06/06</th>
<th>11/07/06</th>
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<th>11/09/06</th>
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<th>11/11/06</th>
<th>11/12/06</th>
<th>11/13/06</th>
<th>11/14/06</th>
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<tr>
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<td>4th Social Studies</td>
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<td>5th Math</td>
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</tbody>
</table>

This contract will be in effect for **2 full weeks**, until this date: **Tues., October 14, 2006**. If I comply with this contract, I will earn: **a RADIO**.

Signatures:

Youth ___________________________ Teacher _______________ Principal ___________________________

School Psychologist ___________________________ Parent ___________________________

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**RIVERSIDE SCHOOL**

**Behavior Contract**

DORM: ______

**STAFF**, please initial at the end of each class period or part of the day to verify that student has met the above criteria.

<table>
<thead>
<tr>
<th>STAFF</th>
<th>03/28/07 Wed.</th>
<th>3/29/07 Thu.</th>
<th>3/30/07 Fri.</th>
<th>3/31/07 Sat.</th>
<th>4/01/07 Sun.</th>
<th>4/02/07 Mon.</th>
<th>4/03/07 Tues.</th>
<th>4/04/07 Wed.</th>
<th>4/05/07 Thur.</th>
<th>4/06/07 Fri.</th>
<th>4/07/07 Sat.</th>
<th>4/08/07 Sun.</th>
<th>4/09/07 Mon.</th>
<th>4/10/07 Tues.</th>
<th>4/11/07 Wed.</th>
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<tbody>
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<td>(Breakfast) 6:00 to 8:00</td>
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<tr>
<td>First Hour</td>
<td>Mrs. Shear</td>
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</tr>
<tr>
<td>Second Hour</td>
<td>Mrs. Brown</td>
<td></td>
<td></td>
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<tr>
<td>Third Hour</td>
<td>Mrs. Shear</td>
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<td>LUNCH TIME 11:30 to 12:30</td>
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<tr>
<td>Fourth Hour</td>
<td>Mr. Williamson</td>
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<tr>
<td>Fifth Hour</td>
<td>Mr. Stevenson</td>
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<tr>
<td>Sixth Hour</td>
<td>Ms. Phoenix</td>
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<tr>
<td>After School 3:30 to 4:30</td>
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<td>DINNER 4:30 to 5:00</td>
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<td>7:00 to 9:00 (Bedtime)</td>
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</tbody>
</table>

**NOT doing the following:**

- Getting ANY Code of Conduct violation reports
- Cursing at or talking back to staff
- Disrespecting staff and youth
- Feeding into negativity of other youth

This contract will be in effect for ______ full week(s), until this date: **WEDNESDAY, April 11, 2007**. If I comply with this contract I will earn: a RADIO.

Signatures:

- Youth
- Dorm Manager
- Case Manager
- YouthCARE Officer
- Acting Principal
- Mentor/Assistant
- Psychologist
- YouthCARE Officer
Peter's Referrals

Number of Referrals

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agg. Work Offense</td>
<td>7</td>
</tr>
<tr>
<td>Agg. Disobedience</td>
<td>13</td>
</tr>
<tr>
<td>Defiance</td>
<td>21</td>
</tr>
<tr>
<td>Fighting</td>
<td>17</td>
</tr>
<tr>
<td>Disorderly Conduct</td>
<td>2</td>
</tr>
<tr>
<td>Unauthorized Area</td>
<td>2</td>
</tr>
</tbody>
</table>

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Group Behavior Contract

% Succeeding

Oct. 27: 42% (5/12)
Nov. 9: 64% (9/14)
Dec. 1: 70% (23/33)

74% in Special Ed.

# Youth Succeeding on Behavior Contract - Field Trip
GROUP
CONTINGENCIES
Group Contingencies

What is it?

- **Individual Group**: Presentation of a reinforcer/reward to entire group is contingent on performance of one member of group (or just a few)

EX: class gets 15 minutes of extra recess if homework assignments of 3 randomly selected students averages at least 85%
Group Contingencies

What is it?

- **Collective**: Presentation of a reinforcer/reward is contingent on performance of whole group

EX: Teacher wants to decrease talking and increase independent seat work so she plays music of their choice. If talking increases and work decreases, the music is stopped until...
Group Contingencies

Purpose

- Increase / decrease specifically targeted behaviors
- Gets students to work together
- Way to provide ongoing feedback to students
- Teaches healthy competition if teams are competing against each other
Group Contingencies

What kinds of students?
- Need structure, limits, boundaries
- Impulsive
- Unmotivated
- Resistant to basic management techniques
- Groups
- Students that will respond to peer pressure

- Tier 2 intervention
Group Contingencies

Strengths

- Easy to develop
- Can be effective when other interventions aren’t
- Use PEER pressure
- Provide immediate influence to target student
- Forms associations between performance and rewards (outcomes)
- Can impact performance of entire class
Group Contingencies

Considerations

- Watch for students that cannot achieve success (may need to adjust the expectations)
- Best for behaviors/skills that students can perform but don’t (performance deficits – NOT skill deficits)
- Students can sabotage process
- Identification a reward that is salient to most or all of the students
- Process works and then is doesn’t (re-examine rewards)
- Parents / Principal may protest (“it’s unfair”)
Group Contingencies

1) Baseline data
2) Discuss with students, principal and parents; written permission
3) Set a criterion / discuss consequences
4) Define rewards (survey students)
5) Provide feedback as needed
6) Collect ongoing data – interpret
7) Let everyone know if/when contingency period ends
James - Planned Ignoring Intervention

- # of Verbal Outbursts
- # of neg. verbal outbursts/day
- # of neg. verbal outbursts/15 min.

Baseline: 76
Day 2: 7
Day 3: 18
Day 4: 45
Day 5: 0

planned ignoring

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Self-Monitoring

What is it?

- Direct assessment method
- Student observes /records his/her own behavior
- Student evaluates his/her own behavior
- Observations of clinically relevant behavior at time of its occurrence
- Used for assessment and treatment
- Tool for data collection and also therapy
- Behavior can be validated by teacher/adult
Self-Monitoring

**Purposes**

- Improve student’s awareness about the presence/absence of problems & how they may change
- Clarify patterns of behavioral responding
- Increase/reduce levels of targeted behavior
- Improve student self-regulation
Self-Monitoring

What kinds of students?
- Need structure, limits, boundaries
- Lack of insight
- Unregulated / Impulsive
- Unmotivated
- Anger concerns
- Mood / Anxiety issues

☐ Can be a Tier 2 OR part of a Tier 3 intervention
Self-Monitoring

- can be used with / without teacher support
- assists in teaching students to identify:
  - strengths and weaknesses
  - good and bad days
  - when they are more susceptible to engaging in conflicts
  - how medication and environmental events impact them throughout the day
- helps them to remain “on-track” and focused on specific goals (e.g., personal / IEP related)
Self-Monitoring

Strengths

- Students answer questions about their own behavior
- May sensitize student to nature, frequency, duration and/or severity of specific behaviors
- Information about functioning across settings and individuals over time
- Assists with measurement of therapeutic gains (pre- and post-)
Self-Monitoring

More Strengths

- Assumes that students can control their own behavior
- Students receive feedback about their behavior in different settings
- Student focuses on self (not others)
Self-Monitoring

Considerations:

- Student’s overall levels of functioning (should be developed with ability levels in mind)
- Time commitment (time needed to complete)
- Ease of use
- What format does the student prefer? (checklist, fill-in, circling, “yes/no”)
Self-Monitoring

1) Observation of specific behavior (may be cued by adult/teacher)
2) Recording of the behavior
3) Evaluation of the behavior
4) Reinforcement of the behavior
Self-Monitoring

Methods:

- Frequency count – record any occurrence of the behavior
- Momentary time-sampling – periodically stop to assess/record behavior
- Summary rating – judge behavior after a specific period of time (e.g., end of class)
Self-Monitoring

1) Define the behavior
2) Model the desired behavior / clarify non-examples of behavior
3) Check that the student really understands what he/she is monitoring
4) Watch & coach for practice
<table>
<thead>
<tr>
<th>Name:</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
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<td></td>
<td>Wednesday</td>
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<td>Friday</td>
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<td></td>
<td>Saturday</td>
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<td></td>
<td>Sunday</td>
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</tbody>
</table>

- **1:** terrible day!
- **6:** average day
- **10:** great day!
**NAME:** SELF-MONITORING with BEHAVIOR CONTRACT  
**Date:**

Josh, please indicate “Yes” or “No” in each box. Staff, please check Josh “Yes” or “No” responses and initial. Thanks!

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Josh</th>
<th>Time Period</th>
<th>Josh</th>
<th>Time Period</th>
<th>Josh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Hour in school</strong></td>
<td><strong>remained awake during the entire period.</strong></td>
<td><strong>2nd Hour in school</strong></td>
<td><strong>remained awake during the entire period.</strong></td>
<td><strong>3rd Hour in school</strong></td>
<td><strong>remained awake during the entire period.</strong></td>
</tr>
<tr>
<td><strong>listened to staff by 2nd time told.</strong></td>
<td><strong>listened to staff by 2nd time told.</strong></td>
<td><strong>listened to staff by 2nd time told.</strong></td>
<td><strong>listened to staff by 2nd time told.</strong></td>
<td><strong>listened to staff by 2nd time told.</strong></td>
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<tr>
<td><strong>used a normal tone of voice to communicate thoughts.</strong></td>
<td><strong>used a normal tone of voice to communicate thoughts.</strong></td>
<td><strong>used a normal tone of voice to communicate thoughts.</strong></td>
<td><strong>used a normal tone of voice to communicate thoughts.</strong></td>
<td><strong>used a normal tone of voice to communicate thoughts.</strong></td>
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<tr>
<td><strong>successfully ignored peer comments.</strong></td>
<td><strong>successfully ignored peer comments.</strong></td>
<td><strong>successfully ignored peer comments.</strong></td>
<td><strong>successfully ignored peer comments.</strong></td>
<td><strong>successfully ignored peer comments.</strong></td>
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</tr>
<tr>
<td><strong>did all of my classwork / assignments.</strong></td>
<td><strong>did all of my classwork / assignments.</strong></td>
<td><strong>did all of my classwork / assignments.</strong></td>
<td><strong>did all of my classwork / assignments.</strong></td>
<td><strong>did all of my classwork / assignments.</strong></td>
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<tr>
<td><strong>cooperated with staff.</strong></td>
<td><strong>cooperated with staff.</strong></td>
<td><strong>cooperated with staff.</strong></td>
<td><strong>cooperated with staff.</strong></td>
<td><strong>cooperated with staff.</strong></td>
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<tr>
<td><strong>told the truth.</strong></td>
<td><strong>told the truth.</strong></td>
<td><strong>told the truth.</strong></td>
<td><strong>told the truth.</strong></td>
<td><strong>told the truth.</strong></td>
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<tr>
<td><strong>expressed my thoughts appropriately.</strong></td>
<td><strong>expressed my thoughts appropriately.</strong></td>
<td><strong>expressed my thoughts appropriately.</strong></td>
<td><strong>expressed my thoughts appropriately.</strong></td>
<td><strong>expressed my thoughts appropriately.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**STAFF INITIALS:** **STAFF INITIALS:** **STAFF INITIALS:**
NAME: ___________________________ STAFF-MONITORING Week of: ___________________________

Please indicate “Yes” or “No” in each box and initial. Thanks!

<table>
<thead>
<tr>
<th>Fill out at LUNCH</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got out of bed as expected.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lined up as expected.</td>
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<tr>
<td>Did not tease peers.</td>
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<tr>
<td>Remained in my assigned area.</td>
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<tr>
<td>Cooperated with staff.</td>
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<tr>
<td>Verbally expressed self appropriately.</td>
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</tbody>
</table>

| Fill out at DINNER                    |     |      |     |      |     |     |     |
| Got out of bed as expected.           |     |      |     |      |     |     |     |
| Lined up as expected.                 |     |      |     |      |     |     |     |
| Did not tease peers.                  |     |      |     |      |     |     |     |
| Remained in my assigned area.         |     |      |     |      |     |     |     |
| Cooperated with staff.                |     |      |     |      |     |     |     |
| Verbally expressed self appropriately.|     |      |     |      |     |     |     |
| Went to Gym as expected.              |     |      |     |      |     |     |     |
| Participated in group as expected.    |     |      |     |      |     |     |     |

Fill out at BEDTIME…(some deleted)
Kenneth

- ADHD
- Poor organizational skills
- Difficulty with academics
- Impulsive
- Good insight
- Wanted help
- 16 yrs.
**NAME: ___________________  SELF-MONITORING  SM-1**

### Checked after every class...

<table>
<thead>
<tr>
<th>Class 1</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>I put my name and the date on all work.</td>
<td></td>
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<tr>
<td>I finished all assigned work.</td>
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<tr>
<td>I remained in my seat unless told otherwise or asked.</td>
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<tr>
<td>I went through all my work to check for mistakes.</td>
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<tr>
<td>I listened to instructions &amp; directions by second time.</td>
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</tr>
<tr>
<td>I put all papers and materials where they belong.</td>
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</tbody>
</table>

**Student’s initials: | Teacher’s initials:**

<table>
<thead>
<tr>
<th>Class 2</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>I put my name and the date on all work.</td>
<td></td>
<td></td>
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<tr>
<td>I finished all assigned work.</td>
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<tr>
<td>I remained in my seat unless told otherwise or asked.</td>
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<tr>
<td>I went through all my work to check for mistakes.</td>
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</tr>
<tr>
<td>I listened to instructions &amp; directions by second time.</td>
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<tr>
<td>I put all papers and materials where they belong.</td>
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</tbody>
</table>

**Student’s initials: | Teacher’s initials:**

<table>
<thead>
<tr>
<th>Class 3</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>I put my name and the date on all work.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I finished all assigned work.</td>
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<tr>
<td>I remained in my seat unless told otherwise or asked.</td>
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<tr>
<td>I went through all my work to check for mistakes.</td>
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<tr>
<td>I listened to instructions &amp; directions by second time.</td>
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<tr>
<td>I put all papers and materials where they belong.</td>
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</tr>
</tbody>
</table>

**Student’s initials: | Teacher’s initials:**

---

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**Checked at the end of each day…**

<table>
<thead>
<tr>
<th>TEACHER:</th>
<th>Student’s Initials</th>
<th>Teacher’s Initials</th>
<th>Team Respect points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MONDAY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I put my name and the date on all work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I finished all assigned work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I remained in my seat unless told otherwise or asked.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I went through all my work to check for mistakes.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I listened to instructions &amp; directions by second time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I put all papers and materials where they belong.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TUESDAY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I put my name and the date on all work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I finished all assigned work.</td>
<td></td>
<td></td>
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<tr>
<td>I remained in my seat unless told otherwise or asked.</td>
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<tr>
<td>I went through all my work to check for mistakes.</td>
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<td></td>
</tr>
<tr>
<td>I listened to instructions &amp; directions by second time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I put all papers and materials where they belong.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEDNESDAY…</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Faded to...

<table>
<thead>
<tr>
<th>TEACHER:</th>
<th>Student’s Initials</th>
<th>Teacher’s Initials</th>
<th>Team Respect points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MONDAY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remained in seat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checked all work for mistakes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TUESDAY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remained in seat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checked all work for mistakes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEDNESDAY</strong>...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suicidal thoughts / Depression

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

Date: ______________________

**MORNING**
1) On a scale of 1 to 10 with 10 being the absolutely best day and 1 being the absolutely worst day, this morning was a
2) I cried _____ times this morning.
3) _____ I thought about hurting myself this morning.
   _____ I did not think about hurting myself this morning.
4) This morning I felt ____________________.
5) One good thing that happened this morning is ____________________.

**AFTERNOON**
1) On a scale of 1 to 10 with 10 being the absolutely best day and 1 being the absolutely worst day, this afternoon was a
2) I cried _____ times this afternoon.
3) _____ I thought about hurting myself this afternoon.
   _____ I did not think about hurting myself this afternoon.
4) This afternoon I felt ____________________.
5) One good thing that happened this afternoon was ____________________.

Average today: __________
SCHOOL-HOME NOTES
School-Home Notes

What is it?

- Teachers evaluate daily student behavior and communicate with parents
- Parents deliver rewards and/or consequences
- Tool for data collection and also therapy
- Behavior can be validated by teacher/adult
School-Home Notes

Purposes

- Improve communication across parents and teachers
- Improve consistency across school and home
- Increase/reduce levels of targeted behavior
- Provide parents with frequent feedback regarding student performance
School-Home Notes

What kinds of students?
- Need structure, limits, boundaries
- Talking-out
- Academic unproductivity
- Unmotivated
- Anger concerns / aggression

☐ Can be a Tier 2 OR part of a Tier 3 intervention
School-Home Notes

**Strengths**

- Parents and teachers work together on targeted behavior(s)
- Minimal teacher time
- Parents have access to or control over wider variety of reinforcers
- Increase parental attention/praise
School-Home Notes

Considerations:

- Parents need to “follow-through”
- Ensure that parents have access to reinforcers/rewards
- Ease of use
- Will student bring note home to parent?
- Couch behaviors in positive/neutral terms
School-Home Notes

Preferred:
- % of work completed
- spoke when permitted
- followed directions
- participated during instructional periods

Non-preferred:
- didn’t do classwork
- was disruptive
- talked back/ disrespectful
- did not pay attention
SCHOOL-HOME NOTE – CONTRACT / RECORD

Name: Gina

Date: 2/11 – 02/15

A good note is: When Gina completes 75% or her classwork in 4 out of 6 classes.

If a good note is earned: play outside, earns $.50 and snack of her choice.

If a good note is NOT earned: extra chore at home (of Mom or Dad’s choice).

If a note is forgotten: extra chore at home (of Mom or Dad’s choice).

If 4/5 good notes are brought home by the end of the week: Gina gets to go to Wendy’s and get a frosty and play miniature golf.

If Gina does not earn at least 4 good notes: She does not earn a trip to Wendy’s and doesn’t get to play golf.

<table>
<thead>
<tr>
<th>DAILY RECORD</th>
<th>REWARDS/CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday:</td>
<td>75% in 5/6</td>
</tr>
<tr>
<td></td>
<td>$.50, outside, snack</td>
</tr>
<tr>
<td>Tuesday:</td>
<td>75% in 4/6</td>
</tr>
<tr>
<td></td>
<td>$.50, outside, snack</td>
</tr>
<tr>
<td>Wednesday:</td>
<td>75% in 5/6</td>
</tr>
<tr>
<td></td>
<td>$.50, snack (rained)</td>
</tr>
<tr>
<td>Thursday:</td>
<td>75% in 3/6</td>
</tr>
<tr>
<td></td>
<td>no rewards, bundled newspapers</td>
</tr>
<tr>
<td>Friday:</td>
<td>75% in 6/6</td>
</tr>
<tr>
<td></td>
<td>$.50, outside, snack</td>
</tr>
<tr>
<td>Weekly Total:</td>
<td>4/5 good days!</td>
</tr>
<tr>
<td></td>
<td>Wendy’s – frosty; played golf</td>
</tr>
</tbody>
</table>

Cynthia Morgan-D’Atrio, Ph.D., Copyright, 2008
COGNITIVE-BEHAVIORAL TOOLS
Cognitive-Behavioral Tools

What is it?

- Methods to get students *thinking* about behavioral incidents
- Ways to practice self-regulation
- Supplements for behavioral methods
Cognitive-Behavioral Tools

Purpose

- Increase / decrease specifically targeted behaviors
- Assist in regulating / self-managing behavior(s)
- Get students to practice, practice, practice
Cognitive-Behavioral Tools

What kinds of students?
- Unregulated
- Poor insight
- Unmotivated
- Anger concerns
- Mood issues

☐ Can be a Tier 2 OR part of a Tier 3 intervention
Cognitive-Behavioral Tools

Strengths

- Teaches students useful / new skills
- Methods can be used across settings, across events, across individuals
Cognitive-Behavioral Tools

Considerations

- Developmental level of student
- Time
Cognitive-Behavior Tools

- *active rehearsal* of alternative and behaviors

- *symptom substitution* (e.g., push-ups instead of cutting; writing instead of using verbal aggression)
Cognitive-Behavior Tools

- **“back-tracking”** (e.g., “…let’s go back in time until we figure out where you became upset…”)

- **subdividing issues**
  - identifying specific details of an event
  - “weeding out” what is and isn’t important
  - assist students in identifying “old baggage” that they bring into the present situation
Journal Writing

Journal writing / free writing / self-generated letters

- “no-strings attached” way for students to say what they feel if unable to actually verbalize thoughts
- safe way to “vent”, no possibility of retaliation, or instantaneous conflict
- opens up communication and builds trust
- gives students control over what they are trying to say and how it is said
- healthy method of releasing feelings of anger, frustration, sadness
Multiple-Method Interventions
Multiple-Method Interventions

Because students on Tier 3 may have any or a combination of more than one of the following significant difficulties:

- academic
- developmental
- emotional, behavioral, social
- chronic and/or comorbid mental health disorders
- substance abuse,

...this may markedly reduce the likelihood that the use of any SINGLE incentive or intervention approach will be effective in positively impacting overall performance.
Multiple-Method Interventions

- Additional challenges may include the:
  - severity and comorbidity of student problems
  - lack of depth of available/appropriate incentives
  - structure and setting
  - systemic resistance to the implementation of individualized interventions
Multiple-Method Interventions

- Research suggests that the implementation of a combination of interventions can be much more effective than if a single treatment modality is used:

  - Ex: cognitive-behavioral therapy + psychotropic medication

  - Ex: classroom behavior management plan + group counseling to improve anger management
Higher maintenance students need more intervention “layers” – AND – over a longer period of time...

Ex: identify and use salient incentives in concert with:

- cognitive-behavioral therapy
- writing exercises
- self-monitoring
- more intensive counseling sessions
- strengthening academic weaknesses
- behavioral contracting
- psychotropic medication (if needed)
Multiple-Method Interventions

- more intensive
- more likely to have an impact
- more conducive to addressing “multiple issues, problems, disorders” / “tougher kids”
- more supportive
- more effective in building and sustaining “behavioral momentum”
July 10 & 11, 2008

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PBS

daily check-ins

simple token economy

self-monitoring

journal writing

individual counseling

behavioral contracting

medication

writing

daily check-ins

simple token economy

self-monitoring

journal writing

individual counseling

behavioral contracting

medication

writing
Individual Cases
“Louis”
Age at incarceration: 15.8 yrs.

Age at discharge: 16.10 yrs.

Offense: Illegal use of weapon, simple burglary, possession of stolen goods

Custody level at entry: maximum
## Descriptive information - Educational

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of special education?</td>
<td>No</td>
</tr>
<tr>
<td>Behavior problems in school?</td>
<td>Yes</td>
</tr>
<tr>
<td>Alternative school?</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade retentions?</td>
<td>No</td>
</tr>
<tr>
<td>Last grade completed:</td>
<td>7th or 8th</td>
</tr>
<tr>
<td>Special education at Riverside?</td>
<td>Yes (ED)</td>
</tr>
<tr>
<td>Educational program:</td>
<td>Self-contained</td>
</tr>
<tr>
<td>Counseling as a related service:</td>
<td>30 min. / 1x week</td>
</tr>
</tbody>
</table>
Descriptive information – Mental Health

Previous diagnostic impressions?  Unavailable

Previous psychotropic medication?  Unclear

Previous inpatient treatment?  No

Previous outpatient treatment?  Yes

On psychotropic medication?  Yes

Most recent diagnostic impressions:
- Major Depression
- Rule-out ADHD
Descriptive information – Behavioral / Social / Emotional

**Externalizing concerns:**
- oppositional / noncompliant
- high level of verbal aggression / profanity directed toward staff / authority figures
- out-of-seat, out-of-area
- excessive talking / interrupting
- impulsive
- physical aggression directed toward others

**Internalizing concerns:**
- poor concentration
- negativistic about self and future
- chronic feelings of “anger” and “depression”
Other concerns:

- noncompliance
- ineffective in verbalizing needs, feelings, thoughts
- poor academic motivation
- motivated to act out to obtain peer attention and to escape from engaging in aversive tasks
- poor family support / involvement
- little experience with personal success
- ongoing disturbance in sleep
- history of self-sabotage
LOUIS

Descriptive information – Significant life events

- deep-seated feelings of abandonment by father and mother
- ongoing family dysfunction; lack of support; instability
- placement into an alternative school setting
LOUIS

Descriptive information – Strengths

- intelligence (underestimated)
- demeanor – likeable and pleasant
- independent nature
- strong-willed
- desire to do the “right thing”
- looks ahead to the future
## LOUIS

### Pre-intervention

<table>
<thead>
<tr>
<th>What did we target?</th>
<th>How did we measure?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disciplinary write-ups:</strong></td>
<td>- frequency in / out-of-school</td>
</tr>
<tr>
<td>- verbal aggression</td>
<td></td>
</tr>
<tr>
<td>- noncompliance</td>
<td></td>
</tr>
<tr>
<td>- fighting</td>
<td></td>
</tr>
<tr>
<td><strong>Grades / Test scores:</strong></td>
<td>- self-report</td>
</tr>
<tr>
<td>- grades</td>
<td>- teacher reports</td>
</tr>
<tr>
<td>- TABE Scores</td>
<td>- test scores</td>
</tr>
<tr>
<td><strong>Emotional / Social:</strong></td>
<td>- frequency</td>
</tr>
<tr>
<td>- sleep / appetite</td>
<td>- self-report / level of self-disclosure</td>
</tr>
<tr>
<td>- communication</td>
<td>- medication compliance</td>
</tr>
<tr>
<td>- social interactions</td>
<td>- observation</td>
</tr>
<tr>
<td></td>
<td>- participation in conflict resolution / problem solving sessions</td>
</tr>
</tbody>
</table>
LOUIS

Intervention components

☐ individual counseling
☐ self-monitoring
☐ journal writing
☐ behavioral contracting
☐ individual tutoring
☐ psychotropic medication (psychiatrist)
☐ daily check-ins
☐ networking with teachers, director, social services, medical
## Behavior Contract

**Date:**

I, ______________ promise to follow this contract by:

<table>
<thead>
<tr>
<th>DOING the FOLLOWING:</th>
<th>NOT DOING the FOLLOWING:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If I comply with this contract, I will:  

________________________________________________________________________

________________________________________________________________________

This contract will be in effect for / until:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student  

Dr. Cindy Morgan-D’Atrio
Louis – TABE Scores

- counseling
- behavioral screening
- referral to psychiatrist

- interim sp. ed.
- counseling 30 min./1x
- 1:1 tutoring (weekly)
- medication
- behavioral contracting
- daily check-ins
- GED class

Grade Equivalent Score
Total Battery

Mar Yr1
Nov Yr1
Oct Yr2

medium custody level
max.
min.

(5/15-6/29) (7/12-9/25) BMD
(5/15-6/29) BMD


Total Battery

Sept.
Nov.
Louis - Disciplinary data

- counseling
- behavioral screening
- referral to psychiatrist

Mar-Aug Yr1: 8
Sept-Nov Yr1: 5
Dec-May Yr2: 0.8

- interim sp. ed.
- counseling 30 min./1x
- 1:1 tutoring (weekly)
- medication
- behavioral contracting
- daily check-ins
- GED class

Honor Dorm

Medium custody level
Maximum
Minimum

(5/15 - 6/29) BMD
(7/12 - 9/25) BMD
“Mark”
Mark

Descriptive information - Legal

Age at incarceration: 15.6 yrs.

Age at discharge: 16.11 yrs.

Prior arrests? Yes

Offense: attempted simple robbery
### Descriptive information - Educational

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of special education?</td>
<td>Yes (since 3\textsuperscript{rd} grade)</td>
</tr>
<tr>
<td>Behavior problems in school?</td>
<td>Yes</td>
</tr>
<tr>
<td>Alternative school?</td>
<td>Yes (multiple)</td>
</tr>
<tr>
<td>Grade retentions?</td>
<td>No</td>
</tr>
<tr>
<td>Last grade completed</td>
<td>7\textsuperscript{th}</td>
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<td>Counseling as a related service</td>
<td>30 min. / 2x week</td>
</tr>
</tbody>
</table>
Descriptive information – Mental Health

Previous diagnostic impressions?
- Impulse control disorder
- Rule-out Bipolar disorder
- Conduct disorder
- Rule-out Anxiety disorder

Previous psychotropic medication? Yes

Previous inpatient treatment? Yes

Previous outpatient treatment? Yes

On psychotropic medication? Yes

Current diagnostic impressions:
- Major Depression
- ADHD
- Impulse control disorder
Mark

Descriptive information – Behavioral / Social / Emotional

Externalizing concerns:
- oppositional / noncompliant
- highly impulsive
- high level of motoric activity
- excessive talking / interrupting
- physical & verbal aggression

Internalizing concerns:
- poor concentration
- negativistic about self and future
- intense feelings of “anger”
Mark

Descriptive information – Behavioral / Social / Emotional

Other concerns:
- gross noncompliance
- global distrust of others
- poor academic motivation
- tremendous difficulty disclosing personal information
- often motivated by peer attention
- poor family support / involvement
- little experience with personal and academic success
Mark

Descriptive information – Significant life events

- transient and multiple residential placements
- disappointed in level of parental support
- closed-head injury at age 2
- ongoing family dysfunction and chaos; instability
- multiple legal offenses; early onset
- hospitalization for mental health concerns
Mark

Descriptive information – Strengths

- intelligence (underestimated)
- personality - likeable
- independent nature
- strong-willed
- sense of humor
- willingness to “try” something new
Mark

Pre-intervention:

<table>
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<td>- teacher report</td>
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</tr>
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<td>- observation</td>
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<td></td>
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</tr>
</tbody>
</table>
Mark

Intervention components:

- individual counseling
- self-monitoring
- journal writing
- behavioral contracting
- individual tutoring
- psychotropic medication (psychiatrist)
- daily check-ins
- networking with teachers, director, social services, medical
Mark - TABE Scores

- counseling 30 min./2x
- journal writing (daily)
- 1:1 tutoring (weekly)
- medication
- behavioral contracting
- daily check-ins

Grade Equivalent Score

- Reading Comprehension
- Language
- Total Battery

Oct Yr1 → 1 year → Oct Yr2

Aug Yr1 Dec Yr1 July Yr2 Nov Yr2

- counseling 30 min./1x,
- medication

(2/12-2/26) (3/5-3/12) (4/9-5/17) BMD

(10/22-11/5) Beh. Cont.

GED class
Mark - TABE Scores

Grade Equivalent Score

Aug Yr1 | Dec Yr1 | July Yr2 | Nov Yr2
---|---|---|---
4.6 | 6.4 | 9.9 | 8.9
7.2 | 5.0 | 4.0 | 11.5
4.2 | 5.1 | 7.1 | 0.0
2.0 | 4.0 | 6.0 | 8.0
10.0 | 12.0

- counseling 30 min./2x
- journal writing (daily)
- 1:1 tutoring (weekly)
- medication
- behavioral contracting
- daily check-ins

GED class

(2/12-2/26) BMD
(3/5-3/12) BMD
(4/9-5/17) BMD

(10/22-11/5) Beh. Cont.
Mark

Disciplinary data – Primary Offenses

<table>
<thead>
<tr>
<th>Offense</th>
<th>In-School</th>
<th>Out-of-School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance</td>
<td>28</td>
<td>5</td>
</tr>
<tr>
<td>Disobedience</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Fighting</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Sex Offense</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Contraband</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Work Offense</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of Write-ups

In-School

Out-of-School
Mark – Disciplinary data

- counseling 30 min./2x
- journal writing (daily)
- 1:1 tutoring (weekly)
- medication
- behavioral contracting
- daily check-ins

Number of Disciplinary Write-ups

- In-school
- Out-of-school
- Total

Oct-Dec | Jan-Mar | Apr-June | Jul-Sept | Oct-Dec
---|---|---|---|---
18 | 9 | 2 | 11 | 10 | 3 | 11 | 22 | 23 | 21 | 22 | 21 | 20 | 15 | 11 | 10 | 11 | 5 | 5 | 2 | 2

1 year

BMD

(2/12-2/26)

(3/5-3/12)

(4/9-5/17)

(10/22-11/5)

Beh. Cont.

GED class

Mark – Disciplinary data

- counseling 30 min./1x
- medication

In-school

Out-of-school

Total
Mark - Disciplinary data

- counseling 30 min./2x
- journal writing (daily)
- 1:1 tutoring (weekly)
- medication
- behavioral contracting
- daily check-ins

Number of Disciplinary Write-ups

Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sept Oct Nov Dec

1 year

(2/12-2/26)
BMD

(3/5-3/12)
BMD

(4/9-5/17)
BMD

(10/22-11/5)
Beh. Cont.

GED class

Total # Write-ups per Month

0 2 4 6 8 10 12

Dec

Nov

Oct

Jan

Feb

Mar

Apr

May

Jun

Jul

Aug

Sept

Oct

Nov

Dec

- counseling 30 min./1x,
- medication

(2/12-2/26)
BMD

(3/5-3/12)
BMD

(4/9-5/17)
BMD

(10/22-11/5)
Beh. Cont.

GED class

Total # Write-ups per Month
Mark – Disciplinary data

- counseling 30 min./2x
- journal writing (daily)
- 1:1 tutoring (weekly)
- medication
- behavioral contracting
- daily check-ins

Number of Disciplinary Write-ups:
- Defiance
- Disobedience
- Fighting

- GED class
- Behavioral contracting

Mark – Disciplinary data

- counseling 30 min./1x,
- medication

1 year

Number of Disciplinary Write-ups

Oct to Nov Dec to Feb Mar to May Jun to Aug Sept Oct to Dec

0 1 2 3 4 5 6 7 8 9

(2/12-2/26) BMD (3/5-3/12) BMD (4/9-5/17) BMD

(10/22-11/5) Beh. Cont.
Mark

Disciplinary data

Pre-intervention

Post-intervention

Number of Write-ups

Oct-Sept Yr1

Oct-Dec Yr2

Average # of Write-ups per Month

7.1

0.8

Mark
“David”
Age at incarceration: 14.11 yrs.

Prior arrests? 1

Offense: sexual battery
David

Descriptive information - Educational

History of special education?: No (support?)

Behavior problems in school?: Yes

Alternative school?: No

Grade retentions?: No

Last grade completed: 7th

Special education now?: Yes (ED/OHI)

Educational program: Resource

Counseling as a related service: 45 min. / 2x week
David

Descriptive information – Mental Health

Previous diagnoses? Rule-out ADHD
Prevous psychotropic medication? Ritalin – briefly
History of inpatient treatment? No
History of outpatient treatment? Supposedly – brief
On psychotropic medication? Yes

(Current) diagnostic impressions: Major Depression
- PTSD
- ADHD
- nicotine dependence
**David**

Descriptive information – Behavioral / Social / Emotional

<table>
<thead>
<tr>
<th>Externalizing concerns:</th>
<th>Internalizing concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>oppositional / noncompliant</td>
<td>chronic disturbances in sleep and appetite</td>
</tr>
<tr>
<td>high level of motoric activity</td>
<td>recurrent “flashbacks”</td>
</tr>
<tr>
<td>physically aggressive reactions to peers</td>
<td>poor concentration</td>
</tr>
<tr>
<td>frequent somatic complaints / accidents</td>
<td>multiple daily crying spells,</td>
</tr>
<tr>
<td></td>
<td>preoccupation with significant life events</td>
</tr>
<tr>
<td></td>
<td>continuous anxiety and worry</td>
</tr>
</tbody>
</table>
David

Descriptive information – Behavioral / Social / Emotional

Other concerns:

- difficulty complying with strong authority figures (especially males)
- attachment issues
- poor academic motivation
- poor social relationships with peers
- level of social immaturity
- tremendous difficulty verbalizing feelings and thoughts
David

Descriptive information – Significant life events

- transient and multiple foster-care placements
- death of younger brother (possible parental neglect)
- recurrent emotional / physical abuse by mother
- sexual abuse (single episode / multiple perpetrators)
- witness to violent death of “cousin” by shooting
- ongoing family dysfunction; lack of support
- arrested at 13
- death of grandmother 3 mos. after incarceration
David

Descriptive information – Strengths

- intelligence, problem-solving skills
- processing speed
- sensitivity to needs of others / thoughtful
- conscientiousness / truthful
- loyalty to others whom he admires / likes
- willingness to please
- tendency to be a “protector” of others
- diligent worker (enjoys physical engagement)
- malleable
- desire to change / become a “better person”
### David

#### Pre-intervention:

<table>
<thead>
<tr>
<th>What did we target?</th>
<th>How did we measure?</th>
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<tbody>
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</tr>
<tr>
<td>- “flashbacks”</td>
<td>- frequency</td>
</tr>
<tr>
<td>- crying spells</td>
<td>- self-report / details of self-disclosure</td>
</tr>
<tr>
<td>- sleep/appetite</td>
<td>- medication compliance</td>
</tr>
<tr>
<td>- communication</td>
<td>- observation</td>
</tr>
<tr>
<td>- social interactions</td>
<td>- participation in conflict resolution /</td>
</tr>
<tr>
<td></td>
<td>problem solving sessions</td>
</tr>
</tbody>
</table>
David

Intervention components:

- individual counseling
- self-monitoring
- journal writing
- behavioral contracting
- psychotropic medication (psychiatrist)
- daily check-ins
- networking with teachers, director, social services, medical
<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Date: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MORNING</strong></td>
<td>1) On a scale of 1 to 10 with 10 being the absolutely best day and 1 being the absolutely worst day, this morning was a</td>
</tr>
<tr>
<td></td>
<td>3) One good thing that happened this morning was ______________________.</td>
</tr>
<tr>
<td><strong>AFTERNOON</strong></td>
<td>1) On a scale of 1 to 10 with 10 being the absolutely best day and 1 being the absolutely worst day, this afternoon was a</td>
</tr>
<tr>
<td></td>
<td>3) One good thing that happened this afternoon was _____________________________________________________________.</td>
</tr>
<tr>
<td><strong>EVENING</strong></td>
<td>1) On a scale of 1 to 10 with 10 being the absolutely best day and 1 being the absolutely worst day, this evening was a</td>
</tr>
<tr>
<td></td>
<td>3) One good thing that happened this evening was ______________________.</td>
</tr>
</tbody>
</table>

Average today: ___________
Date:__________________

MORNING
1) On a scale of 1 to 10 with 10 being the absolutely best day and 1 being the absolutely worst day, this morning was a ________.
2) This morning I felt ________________________________________.
3) A good thing that happened this morning was ________________________________________.
4) A thing that I did well this morning was ________________________________________.
5) I did my classwork for the following teachers:

EVENING
1) On a scale of 1 to 10 with 10 being the absolutely best day and 1 being the absolutely worst day, this evening was a ________.
2) This evening I felt ________________________________________.
3) A good thing that happened this evening was ________________________________________.
4) A thing that I did well this evening was ________________________________________.
5) I did my classwork for the following teachers:

JOURNAL ENTRY:

_________________________
David - Academic data: TABE Scores

<table>
<thead>
<tr>
<th>Math Comp.</th>
<th>Math Apps.</th>
<th>Total Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>6.7</td>
<td>4.6</td>
</tr>
<tr>
<td>6.7</td>
<td>7.8</td>
<td>8.5</td>
</tr>
<tr>
<td>8.5</td>
<td>8.6</td>
<td>9.2</td>
</tr>
</tbody>
</table>

- counseling
- attempted behavior contract
Oct-Jan
- counseling 30/1x wk
- self-monitoring 2x day
- journal writing
- medication
Jan-May
- counseling 30/2x wk
- journal writing
- medication
- beh cont, daily check-in
May-Nov
- brief counseling
- counseling 45/2x wk
- behavior contract
- journal writing,
- meds. 3x./day (Ritalin)
- writing assignments
- daily check-ins
- on-site visit (Feb)
Nov-May

Grade Equivalent

May Aug Feb Nov May
Support services
Jan.

Interim sp. ed.
May

Beh. Cont.
(10/31-11/12)

BMD
(7/17-7/31)
David - TABE Scores

- Counseling 45/2x wk
- Behavior contract
- Journal writing
- Meds. 3x/day (Ritalin)
- Writing assg., daily check-ins
- On-site visit (Feb)
- Nov-May

- Counseling 30/2x wk
- Journal writing
- Medication
- Beh cont, daily check-ins
- May-Nov

- Counseling 30/1x wk
- Self-monitoring 2x day
- Medication
- Jan-May

- Counseling
- Attempted behavior contract
- Oct-Jan

- Brief counseling

- Support services Jan.

- Interim sp. ed. May

- Beh. Cont.

- (2/9-3/5) BMD
- (7/17-7/31) BMD
- (10/31-11/12)

Grade Equivalent

Reading Comprehension

Language

- May
- August
- February
- November
- May

0.0 2.0 4.0 6.0 8.0 10.0

3.5 4.1 4.0

5.6

7.7

2.8 3.5 3.4 3.9

5.8
David - TABE Scores

- counseling
- attempted behavior contract
  Oct-Jan

- brief counseling
- counseling 30/1x wk
- self-monitoring 2x day
- medication
  Jan-May

- counseling 30/2x wk
- journal writing
- medication
- beh cont, daily check-ins
  May-Nov

- counseling 45/2x wk
- behavior contract
- journal writing,
- meds. 3x./day (Ritalin)
- writing assg., daily chk.
  Nov-May

Grade Equivalent

Total Battery

May Aug Feb Nov May
Disciplinary data – Primary Offenses

- Defiance: 12
- Disobed. Fighting Contraband: 26
- Work Offense: 3
- Unauth. Area: 6
- Property Destruction: 2
- Number of Write-ups: 20
Disciplinary data – Primary Offenses

David

Number of Write-ups


In-School Out-of-School

- Defiance: 5 In-School, 7 Out-of-School
- Disobed.: 25 In-School, 1 Out-of-School
- Fighting: 2 In-School, 18 Out-of-School
- Contra.: 0 In-School, 3 Out-of-School
- Work Offense: 0 In-School, 2 Out-of-School
- Unauth. Area: 0 In-School, 0 Out-of-School
- Prop. Destruct.: 0 In-School, 2 Out-of-School
Disciplinary data

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Number of Write-ups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School (5-8 a.m.)</td>
<td>5</td>
</tr>
<tr>
<td>In-School (8-11 a.m.)</td>
<td>5</td>
</tr>
<tr>
<td>In-School (12:30-3:30 p.m.)</td>
<td>3</td>
</tr>
<tr>
<td>After School (3:30-5 p.m.)</td>
<td>7</td>
</tr>
<tr>
<td>After Dinner (5-until)</td>
<td>23</td>
</tr>
<tr>
<td>Out-of-school unknown</td>
<td>22</td>
</tr>
</tbody>
</table>

David
David – Disciplinary data

- Counseling
- Attempted behavior contract
  Oct-Jan
- Counseling 30/1x wk
- Self-monitoring 2x day
- Journal writing
- Medication
  Jan-May
- Counseling 30/2x wk
- Journal writing
- Medication
- Behavior contract
- Daily check-ins
  May-Nov

Number of Write-ups

<table>
<thead>
<tr>
<th>Date</th>
<th>In-school write-ups</th>
<th>Out-of-school write-ups</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
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<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
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<tr>
<td>August</td>
<td></td>
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<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Counseling 45/2x wk
- Behavior contract
- Journal writing
- Writing assignments
- Daily check-ins
- On-site visit
  Nov-May

Support services

- Brief counseling

Interim sp. ed.
May

Behavior contract
(10/31-11/12)
Beh. Cont.

Behavior contract
(7/17-7/31)
BMD

Behavior contract
(2/9-3/5)
BMD

Behavior contract
(2/14)

Behavior contract
(02/14)

Behavior contract
(X-MAS furlough approved then denied)

Behavior contract
(MAS furlough approved then denied)

Behavior contract
(10/31-11/12)
Beh. Cont.

Behavior contract
(7/17-7/31)
BMD

Behavior contract
(2/9-3/5)
BMD

Behavior contract
(2/14)

Behavior contract
(X-MAS furlough approved then denied)

Behavior contract
(MAS furlough approved then denied)

Behavior contract
(10/31-11/12)
Beh. Cont.

Behavior contract
(7/17-7/31)
BMD

Behavior contract
(2/9-3/5)
BMD

Behavior contract
(2/14)

Behavior contract
(X-MAS furlough approved then denied)

Behavior contract
(MAS furlough approved then denied)
**David - Disciplinary data**

- **Counseling 45/2x wk**
- **Behavior contract**
- **Journal writing**
- **Medication 3x./day**
- **Writing assignments**
- **Daily check-ins**
- **On-site visit**

**Support services**
- Interim sp. ed.
- May
- (2/9-3/5)
- BMD
- (7/17-7/31)
- BMD

- **Behavior contract**
- **Journal writing**
- **Medication**
- **Behavior contract**
- **Daily check-ins**

**June**
- 1

**August**
- 1

**October**
- 1

**December**
- 2

**February**
- 1

**April**
- 1

**Total # of Write-ups**

**Number of Write-ups**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
David  –  Other data

- “Flashbacks” gradually decreased in frequency from up to 11-12 per day down to 1-2 per week – weaned off of Risperdal
- Types of “flashbacks” also changed – were more reality-based / involved less fantastical qualities
- Crying spells decreased from multiple times per day to 1-2 per week
- Sleep and appetite continued to fluctuate
David – Other data

- Quality of personal disclosure during communication / conversation improved markedly to include voluntary and spontaneous comments (no longer as “forced” and “effortful”)
- Let others know when he needs to talk
- Can answer questions about specific events without physical / externalizing reactions