Tier 1 Behavior Intervention Through Consultation

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This project was developed as part of a course requirement to use consultation to implement effective behavior intervention for a PK-12 student. When it came to the attention of the school psychology practicum student that there was a classroom teacher at an elementary school who was experiencing multiple behavior problems in her classroom, the assignment was adapted to use consultation to implement a class-wide Tier 1 behavior intervention. The results of this consultation project would then allow the teacher and school psychologist to narrow down which students are responding well to the Tier 1 interventions and warrant no further attention on behavior and which children may need additional supports at the Tier 2 level for behavior. This project also highlights the importance of a strong Tier 1 preventative behavior model in every classroom to minimize occurring problem behaviors and maximize learning outcomes.

Consultation Process and Model

Several factors contributed to which consultation model was adopted for this project. The special education faculty who work consistently in the teacher's classroom had indicated concerns about the teacher's classroom management and overall behavior of the students. That said, the focus of the consultation would be more on general teaching practices versus the undesirable behaviors of one particular student, and so caution was used in how to best approach this consultation in a way that was not off-putting to the teacher. After the initial classroom observation, the teacher was provided with professional materials describing classroom rewards and group contingency systems, which align with the empirical-rational model of consultation. Once the initial meetings were held to discuss the problem and potential strategies for plan implementation, it became clear that the teacher held some hesitancy about some of the strategies

suggested and so coaching was suggested to provide the teacher with a model for the strategies within the plan. Coaching is reflective of the normative-reeducative model of consultation and has been shown to have significant effects on teacher instructional effectiveness (Shernoff, et al, 2020). Finally, all email communication was directed to both the classroom teacher and supervising school psychologist and the school psychologist attended at least part of the majority of the observations, modeling, and meetings, and her presence provided formal legitimacy to the project, which reflects the power-coercive model for consultation. Thus, the integrated approach for consultation - a combination of all three consultation models described above - most accurately reflects the model used for this project.

Problem Identification

The problem identification process for this project did not reflect the suggested timeline for the traditional four-step problem solving model. The morning that was scheduled to meet the teacher and briefly gather from her some ideas about the problem was redirected to an early morning meeting preparation, and so the first interaction with the teacher was the initial observation to collect data. Data was collected using a timed interval sampling of counting the number of students on task every 30 seconds over the course of 10 minutes. The students during this observation were engaged in an animal research project.

Figure 1

Number of Students Demonstrating On-Task Behavior in 30-Second Intervals During an Animal

Research Project
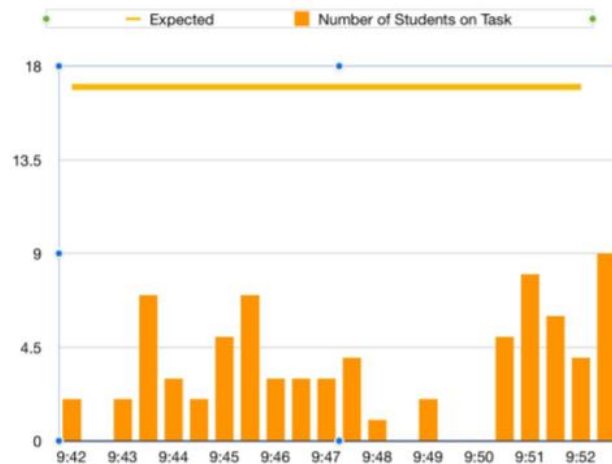
The week following the initial observation, an initial meeting was held to gather

information from the teacher about her perceptions of the behavior problems. The teacher

expressed concerns about the students bickering during independent work times such as math

stations. It was agreed that since math stations was a typically occurring routine in the

classroom, another observation would be scheduled for later that day during math stations to

collect data. During this observation, the teacher was still providing math whole group

instruction and so the classroom observation data reflected this routine and not the math stations,

as originally planned. However, anecdotal observations that occurred after the time sampling

confirmed the teacher's concerns as well as several other concerns that were noted during the

previous classroom observation during the animal research task.

Figure 2

Number of Students Demonstrating On-Task Behavior in 30-Second Intervals During Math

Whole Group Instruction
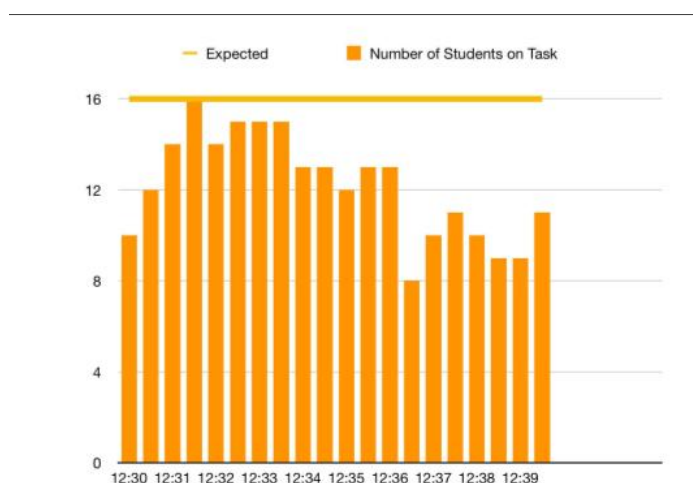
Based on both timed interval samplings and anecdotal observations during math stations, it was determined that off-task behavior (talking, up out of seat, playing with objects) was the target behavior of focus, with the teacher's concerns over the students arguing being part of the greater problem of frequent off-task behavior. The antecedent for these behaviors included independent work that was instructionally mismatched to many students' reading and mathematical abilities, loose classroom structure with minimal to no prompting to follow procedures, and no system in place for positive reinforcement. As a result of these antecedents, students were seen engaging in work avoidance and, for some students, engaging in attention-seeking behavior. The avoidance/escape function was discovered when the students were asked individually to read the math problems aloud and many of the students could not read them independently. The attention-seeking function was observed when a student would engage in on-

task behavior when attended to by the observer during math stations but then engaged in off-task behavior when that attention was directed to other students. As a result of these discoveries, the interventions focused on preventing off-task behaviors from occurring and for positively reinforcing on-task behaviors.

Research and/or Data-Based Objectives for Resolving the Problem

The intervention plan based on observation results centered around three central ideas: prevention, positive reinforcement, and instructional support. Research supports the idea of a strong classroom management system preventing undesirable behaviors through using classroom routines, considering the physical layout of the classroom, and providing positively constructed behavioral expectations (Simonsen, et al., 2015 as cited in Collier-Meek, et al., 2019). Thus it stands to reason that by shoring up one's classroom management system, one can prevent unwanted behaviors from occurring. Research also supports the use of positive reinforcement to promote desired classroom behaviors, of which verbal praise has been found to be particularly effective (Chorpita & Daleiden, 2009; Chorpita, Daleiden, & Weisz, 2005, as cited in Shernoff, et al., 2020). By pairing positive specific verbal praise with an additional reinforcer, such as a point system, one stands to reason that the intervention would be even more effective. Finally, as it was observed that many students were demonstrating difficulty with the independent math assignment, attention was also given to brainstorming ways to provide more instructional support for students during math stations. A study by Weeks and Gaylord-Ross (1981, as cited in Cipani, 2018) revealed that problem behaviors were exasperated when students were presented with difficult instructional material. Thus, it stands to reason that if the classroom teacher somehow mitigates the assignment difficulty through providing additional support availability by merging

the teacher and independent seat work station or by providing less reading-reliant independent seat work, problem behaviors will decrease.

Interventionists

Interventionists for the project included the school psychology practicum student and the classroom teacher. The supervising school psychologist provided consulting on some of the strategies suggested to the teacher and observed some of the meetings and the modeling lesson. The school psychology practicum student performed the data collection, scheduled face-to-face and virtual meetings with the classroom teacher, and performed the modeling lesson for positive reinforcement. The classroom teacher implemented a group contingency strategy on her own and input her classroom data into the Class Dojo behavior management system. If this project were to have continued, the school psychology practicum student would have followed up with the teacher to observe her using the positive reinforcement strategy and collect data and host a follow-up meeting to provide feedback based on the observation and continued coaching and support as warranted.

Timelines (Goals)

Goals for this project centered around increasing on-task behavior during math stations. Specifically, the goal for the class would be for a 10-minute observation period during math stations, when given appropriately matched instructional tasks, prompting to follow behavior expectations, and positive praise through Class Dojo points, an average of 80% of students would demonstrate on-task behavior over 20 30-second intervals. If this goal was not met during the proposed follow-up observation that occurred after the model lesson, then additional

coaching, modeling, and feedback would be provided until another classroom observation revealed the target data.

Specific Interventions Used

Several interventions were implemented to decrease the target off-task behaviors and increase on-task behavior during math stations. The teacher, concerned with the bickering occurring between students, implemented a class contingency intervention where the students earned a checkmark under each letter of the word, "kindness" every time she observed them using kind words to each other. All checkmarks for each letter resulted in a group reward. To prevent undesirable off-task behaviors from occurring during math stations, the intervention of reteaching and frequent repeating of behavioral expectations was implemented. The reteaching of behavior expectations was also modeled for the classroom teacher by the school psychology practicum student. To increase student motivation to match the prescribed behavior expectations, a positive reinforcement system called ClassDojo was implemented. In this system, students' first names and avatars are displayed on screen in front of the classroom during math stations. Every time a teacher sees a student demonstrating an on-task behavior, she awards the student a point and pairs the point with specific positive praise. For example, if Johnny transitions quickly and quietly to the iPad station, the teacher would state, "Johnny, thank you for moving so quickly and quietly to your next center," and would add a Dojo point. The introduction of ClassDojo was modeled by the school psychology practicum student. It was also suggested that the teacher provide a skill-based task such as a math facts worksheet during the independent work station to prevent students having to complete work in their textbooks without being able to read it independently, or, as an alternative, combine the teacher station and

independent work station so that the teacher can provide reading support when needed and a student is not having to struggle with a match assignment independently due to difficulties with reading while the teacher works with a small group. Finally, it was observed during the ClassDojo modeling lesson that there was a location behind the class library where it was difficult to supervise students working in math stations while the teacher was sitting at the kidney table which may have been contributing in part to the off-task behavior. Thus, it was suggested that the math games station be moved to a nearby carpet so that the students could be better supervised.

Outcome

Though no data was collected during the modeling lesson for ClassDojo implementation, anecdotal observations revealed significant behavior improvement in the students in regards to on-task behavior. It was also observed that students were completing more of their independent work than during past observations and the classroom teacher observed that "it was the quietest it has ever been." There was a scheduled final observation to collect data during math stations in which the teacher was in charge of implementing the interventions, but there were some last-minute scheduling adjustments for the school psychology practicum student and the classroom teacher had a prior scheduled dental appointment that day as well. In the spring, if the teacher is open to continuing efforts to improve student behavior, data could be collected during math stations in which the interventions are being implemented to determine if the goal has been met. It was also observed during the modeling lesson that about three to four students attenuated quickly to the ClassDojo point motivator and seemed to engage in more off-task behavior as the math stations rotation continued. By collecting more data on the effectiveness of the Tier 1

intervention, project interventionists can then determine whether the students who are not

engaging in on-task behavior despite the Tier 1 strategies in place may warrant additional

behavior support.

References

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Shernoff, E. S., Lekwa, A. L, Reddy, L. A., & Davis, W. (2020). Teachers' use and beliefs about
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Classroom Observation Protocol

Student:	whole class	Observer:	Courson
Age:		Class size:	17
Grade:	2	School:	Cypress Ridge
Teacher:	Floyd	Class type:	gen ed
Aide(s)/Others:		Subject:	ELA
Time Start:	9:41 AM	Time Stop:	9:52 AM
Date:	10/6/2020		

Reason for observation:

Classroom activity and explicit rules in effect at time of presentation:

animal research project; independent reading

Description of observation techniques:

30-second interval for student and comparison; 2 min time sample for class scan check

Behavior codes:	Grouping codes:	Teacher/peer reaction codes:	Participants' codes:
T = on task	L = large group	AA = attention to all	St = student observed
V = verbal off-task	A = small group	A+ = positive attention to student	Te = teacher
M = motor off-task	O = one-to-one	A- = negative attention to student	
P = passive off-task	I = independent act	Ao = no attention to student	
	F = free time	An = neutral attention to student	

30 sec int.

Classroom Observation Protocol

on task

	Time 9:41	# of Student S	Comparison	Class scan check	Anecdotal notes on behavior	Grouping	Teacher Reaction	Peer Reaction
1	9:42	2			lots of students standing			
2	9:42	0						
3	9:43	2						
4	9:43	7						
5	9:44	3			boy frustrated			
6	9:44	2			lots of kids up out of seat			
7	9:45	5			12 up out of seat			
8	9:45	7			9 out of seat			
9	9:46	3						
10	9:46	3						
11	9:47	3			directions get your book basket			
12	9:47	4						
13	9:48	1						
14	9:49	2			transition- 1st (7) out of chair			
15	9:50	/						
16	9:50	5			independent reading			
17	9:51	8						
18	9:51	6						
19	9:52	4						
20	9:52	9						
Summary:								
Reliability:								

Adapted from G. J. Alexis, "Behavioral Observation for the School Psychologist: Responsive Discrepancy Model," *School Psychology Review*, 1980, 9, pp. 36-37

17 kids total

Classroom Observation Protocol

Student:		Observer:	
Age:		Class size:	
Grade:		School:	
Teacher:	Floyd	Class type:	
Aide(s)/Others:		Subject:	
Time Start:		Time Stop:	
Date:	10/20/2020		

Reason for observation:

data collection, progress monitoring

Classroom activity and explicit rules in effect at time of presentation:

Description of observation techniques:

30-second interval for student and comparison; 2 min time sample for class scan check

Behavior codes:	Grouping codes:	Teacher/peer reaction codes:	Participants' codes:
T = on task	L = large group	AA = attention to all	St = student observed
V = verbal off-task	A = small group	A+ = positive attention to student	Te = teacher
M = motor off-task	O = one-to-one	A- = negative attention to student	
P = passive off-task	I = independent act	Ao = no attention to student	
	F = free time	An = neutral attention to student	

# of students on task:

__Not__
- talking w/classmate
- not up out of seat
  and not working
- not doing something
  othr than what is expected
  1 of 2

- holding/ using learning tool
  (book, scissors, pencil)
- activity matches what
  teacher has requested
- if direct instruction, eye
  contact on teacher or
  following her instructions
  (writing)

Classroom Observation Protocol

whole group math *(handwritten above Student/Comparison columns)*
instruction

# of students engaged *(handwritten above Class scan check)*

k.ndness *(handwritten above Teacher Reaction)*
✓ ✓ ✓✓✓ ✓✓

	Time	Student mental math	Comparison	Class scan check	Anecdotal notes on behavior	Grouping	Teacher Reaction	Peer Reaction
1	12:30			10				
2	12:30			12				
3	12:31			14				
4	12:31			16				
5	12:32			14				
6	12:32			15				
7	12:33			15				
8	12:33			15	cl.ck:ng pin boy			
9	12:34			13				
10	12:34			13	girl book; fidget			
11	12:35			12				
12	12:35			13				
13	12:36			13				
14	12:36			8				
15	12:37			10				
16	12:37			11				
17	12:38			10				
18	12:38			9				
19	12:39			9				
20	12:39			11				
Summary:								
Reliability:								

Adapted from G. J. Alexis, "Behavioral Observation for the School Psychologist: Responsive Discrepancy Model," *School Psychology Review*, 1980, 9, pp. 36-37

Total: 16
students

Functional Assessment Interview Form

Interviewer(s) ___Stephanie Courson___ Date(s) ___10/13/2020___

Student(s) _____

Respondent(s) ___Ms. Emily Floyd___ Title ___classroom teacher___

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1. Describe the behavior of concern.

ability to get along with each other

- petty arguments
- disagreements "stop looking at me"

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2. How often does the behavior occur?

- 2x a day tears, parents request
- 2x-3x a day - 0

How long does it last?

5 min. , ongoing

How intense is the behavior?

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3. What is happening when the behavior occurs?

- grudge

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4. When/where is the behavior *most/least* likely to occur?

- end of teaching , independent

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5. With whom is the behavior *most/least* likely to occur?

- 3 main boys
- 2

6. What conditions are most likely to precipitate ("set-off") the behavior?

when working
~ of other
- independent work
- reading/math   worksheet, book work
- when attention is not 100% focused on them

7. How can you tell the behavior is about to start?

8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses.

- take sides
- Var said go over and address the issue

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid?

(- Some work avoidant
  - some attention seeking)

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context?

11. What other information might contribute to creating an effective intervention plan (e.g., under what conditions does the behavior not occur)?

Kindness
  ✓ marks on board

12. Who should be involved in planning and implementing the intervention plan?

- social story - lesson on how to get along
- coping skills
- Seats, task-related talk

- verbal praise
- attention, noticed kind words

Floyde @ lake.k12.fl.us

Developing Tier 1 FBA Precision Hypothesis Statements

Behavior	Students	Location/Time of Day	Motivation	Precision Statement
student to student arguing	3-5 students	classroom/ independent work	avoidance; attention	1. when engaged in independent work, some students will argue loudly to avoid work or achieve attention
				2.
				3.
				4.
				5.

Model Class Dojo Lesson

(45 minutes TOTAL)

Prep:
-video cued: https://youtu.be/Rzzb5cmNoc0
-class dojo home screen logged in - Ms. Floyd's account
-space to write math station expectations (chart, whiteboard) and writing tool

(handwritten top right)
- FloydOlake.k12.fl.us
- Pw: eb 041286

Description	Allotted Time
Introduce Self and Goal - We want to make sure everyone is learning as much as possible during math stations.	5 minutes
Introduce Class Dojo -What do you already know about Class Dojo? -Watch a 2-3 minute video -Show kids the home screen with their names or numbers	10 minutes *π I G S T M*
Introduce Math Station Expectations -quiet voices in games, no talking except to ask for help during iReady and seatwork stations, quiet voices at teacher station -can ask for help from an elbow partner quietly -doing work the whole time -only holding supplies you need to do your work -can use the bathroom, but otherwise stay in assigned spot	10 minutes *arguing* *Math Stations Transitive -2 min Seatwork - elbow partner quiet Games - quiet I-ready- Teacher - monument*
Connect Expectations with Class Dojo -show them the skills -show them they can earn points -discuss what they can do with the points *[30 points]* - *10 min of outside work time*	5 minutes
15 minute Station Practice -model providing dojo points in conjunction with specific, immediate praise	15 minutes
5 minute class meeting and reflection -discuss expectations again and model and provide feedback where necessary	5 minutes
Continue math stations with check ins after each rotation	Remainder of math rotations

Data Overview and Plan Implementation

Tier 1 Behavior Intervention

Observation 1: Animal Research Project/Ind. Reading
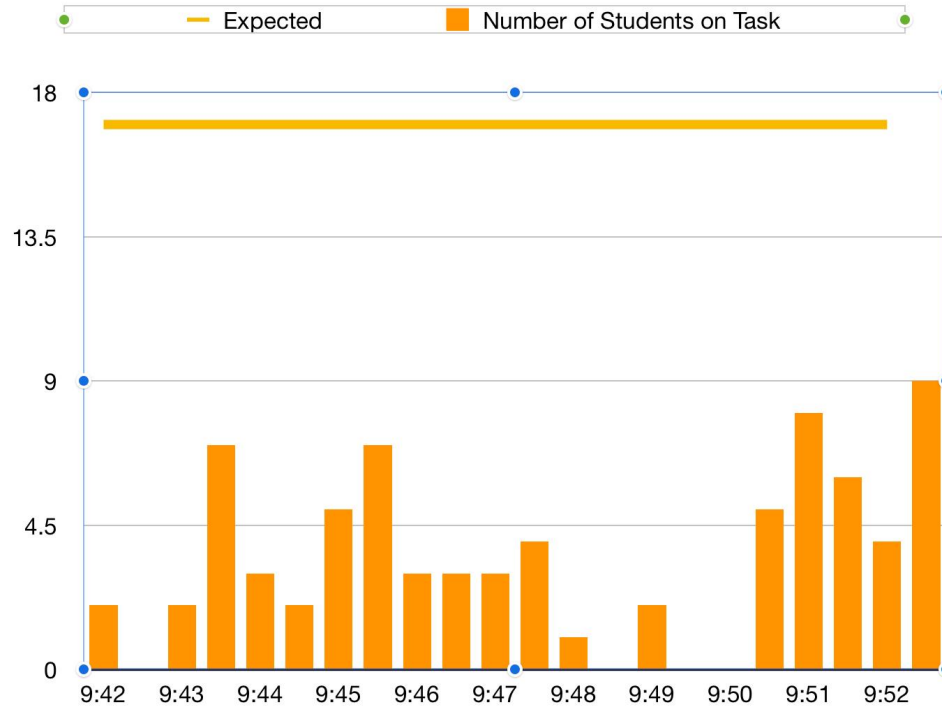
Observation 2: Math Whole Group Instruction
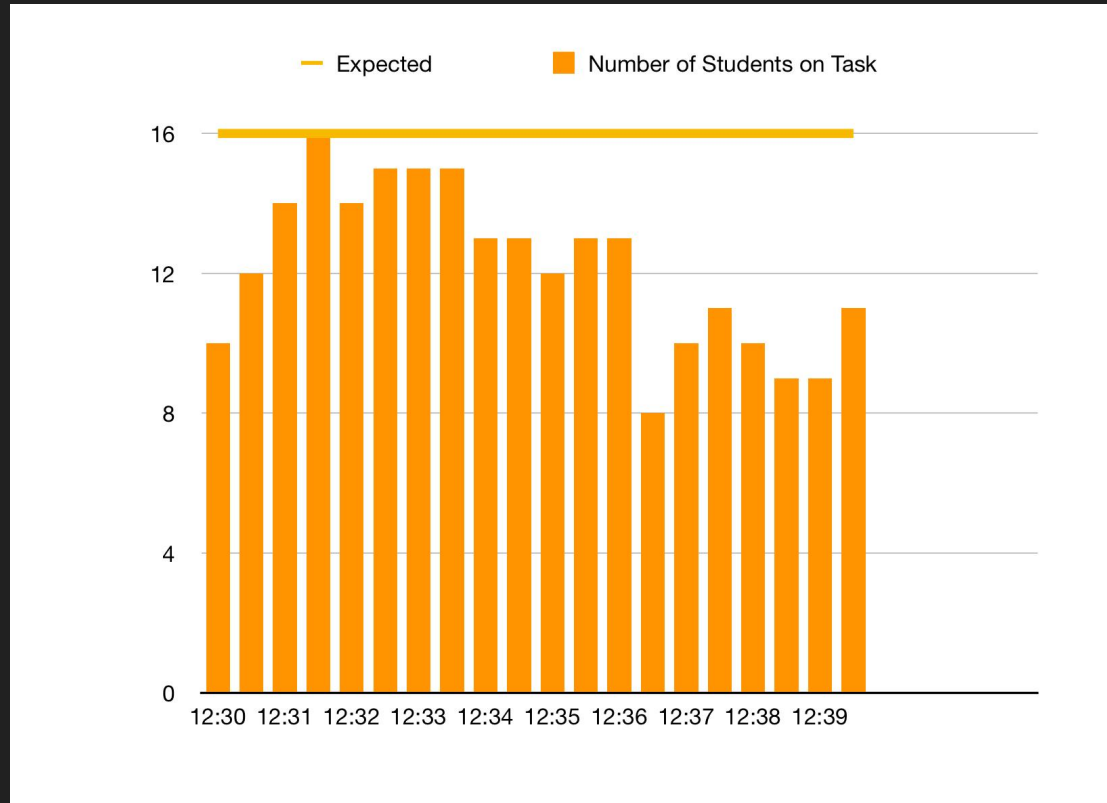
Problem:

Students are becoming disengaged from their academic tasks.

- Social distractions (arguing)

Function:

Students were observed to become off task for several reasons:

- Seeking attention
- Work avoidance
  - Instructional mismatch

Plan Options

#1: Prevention

Providing a clear outline of expectation behaviors prior to transitioning will set standards for what is allowed and what is not

Ex. CHAMPS

#2: Positive Reinforcement

Students need an incentive to follow the set expectations. Class Dojo would be a great way to visually reward individual students (SmartBoard).

#3: Instructional Support

If students cannot read or perform the assigned independent tasks, consider either altering the assignments (i.e. procedural worksheets for seatwork) or altering the amount of support the kids receive (merging teacher station with seatwork station).

Class Dojo

CHAMPS

Success!

- **C** Conversation — **None**
- **H** Help — **Raise Hand**
- **A** Activity — **Teacher Demonstration**
- **M** Movement — **Stay in your seat.**
- **P** Participation — **Focused & Learning**

CHAMPS Expectations

- **C** — No Talking
- **H** — Ask 3 Before Me
- **A** — I Do, You Watch (Whole-Group)
- **M** — Stay in Assigned Seat
- **P** — Listen to Speaker with Eyes & Ears

Success for ALL

Independent Work

- **C** Level 1- whisper
- **H** Ask 3 before me / Raise your hand
- **A** Working at your seat
- **M** Sharpen Pencil / Bathroom / Writing Paper
- **P** Completing assigned work
- **S** Success!