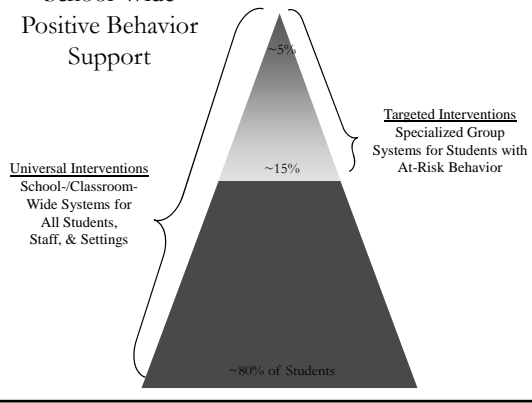


Embedding Targeted Interventions in Three-Tiered Systems of Support

Cynthia M. Anderson, PhD
University of Oregon
canders@uoregon.edu

School-Wide Positive Behavior Support



Meeting the Needs of All Students

- Problem
 - Foundation in place: 10-20% of students will not be successful
- Solution

**Alternative:
Targeted Interventions**

Targeted Interventions

- Matches needs of school
- Implemented within 5-days of identified need
 - Similar across students
 - Staff trained in intervention
 - Materials on hand
- Function-based
- Data collected to monitor outcomes
- Formal system for informing parents of progress

Behavior Education Plan

First Steps

Lunch Buddies

Social Skills Groups

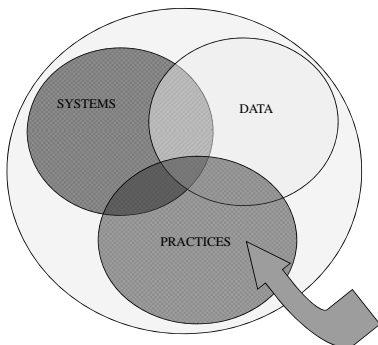
Principal's Club

Homework Club

Reading Groups

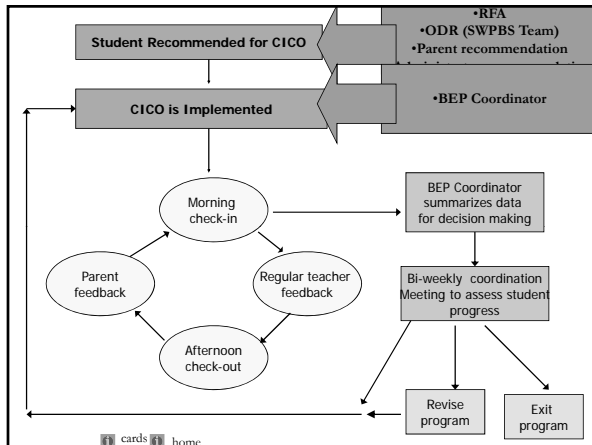
Math Fact Fluency

Implementing Targeted Interventions

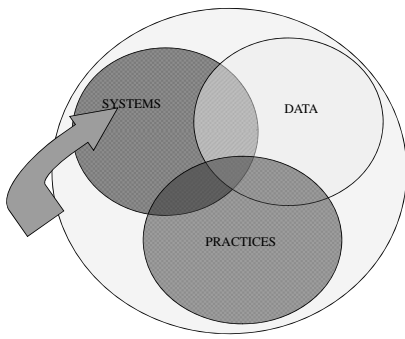


The Practice: CICO

- Implemented similarly across students
- Can be modified to meet specific student needs
- Low cost—time and materials
- Connected to universal intervention in school
- Efficient and useful data collection system
- Intervention features
 - Provides structure for more frequent, positive adult contact
 - Provides frequent feedback on behavioral expectations
 - Links home and school
 - Can be faded to a self monitoring program



Implementing Targeted Interventions



System for Targeted Interventions

1. Planning for implementation
 - Obtain faculty buy-in and commitment
 - Identify a coordinator with protected time
 - Obtain/develop materials
 - Plan for logistics
 - Develop coordination team
 - Determine how students will be selected to participate

Selecting Students

- Determine students likely to benefit from intervention
 - Request for assistance forms
 - ODR patterns (SWPBS team referral)
 - Formative evaluation
- Match student to targeted intervention
 - Archival data review
 - Where are ODRs coming from?
 - What has been tried before?
 - Request for assistance form

RFA 1

RFA 2

System for BEP

1. Planning for implementation
 - Obtain faculty buy-in and commitment
 - Identify a coordinator with protected time
 - Obtain/develop materials
 - Plan for logistics
 - Develop coordination team
 - Determine how students will be selected to participate
 - Involve parents & staff

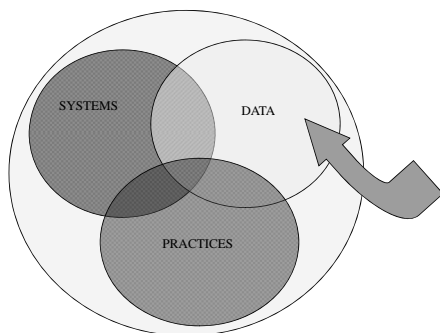
Involving and Informing Parents & Staff

- Parents
 - Parents informed before child begins program
 - Parents informed of progress
 - Daily reports
 - Quarterly summaries
 - Parents have opportunity to provide feedback
- Staff
 - Teachers of students on intervention
 - Entire staff

System for Targeted Interventions

1. Planning for implementation
2. Training

Targeted Interventions



Data

- Outcomes for individual students
 - Effects
 - Fidelity
- Outcomes for CICO system
 - Effects
 - Fidelity

Data: Monitoring Outcomes for Students

- Targeted coordinator monitors outcomes
 - Data collected daily
 - Monitoring occurs at least weekly
 - Data shared with teacher(s) & parent(s) at least monthly
 - Efficient and informative data
- Coordinator provides summary to coordinator team

Data: Monitoring Outcomes of System in School

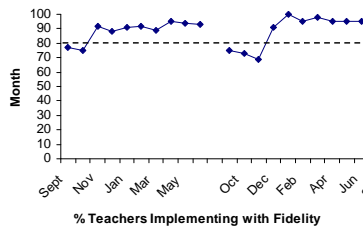
- Question: How is this intervention working in our school?
- Measures
 - Effects across students
 - All students on intervention
 - School-wide indicators: ODRs, # of students needing individualized support
 - Social validity

Teacher Student Family

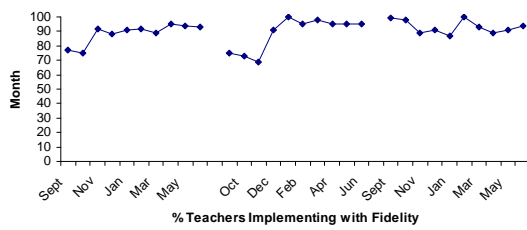
Data: Monitoring Fidelity

- For individual students
 - Indirect measure
 - Direct assessment
- For system
 - Student data as indicator
 - % teachers who implement with fidelity

Brook Middle School CICO Fidelity



Brook Middle School CICO Fidelity



**University of Oregon
School Psychology**

Cynthia M. Anderson, PhD
canders@uoregon.edu
541.364.2617