

Creating and Intensifying Interventions

Working for success with behavior
interventions that require more than
one implementation...

How will this session make my school day better?

- We will know what a quality intervention should contain – that should help write interventions that work.
- We will see how to intensify an intervention, that has data driven value, in order to continue implementing, even though we are not seeing the total outcome we hoped for initially.



Let's start with making a quality intervention!



Interventions that work, will ...

- have an identifiable function
- be written in an “implementation format”
- be taught before delivered
- pass successfully through the PBIS (positive behavior interventions and supports) filter

The *Name* of an Intervention is *Not* An Intervention

We spend a great amount of time writing plans or paying large sums for plans to be written for our students.

We spend money to buy books with long lists of interventions.

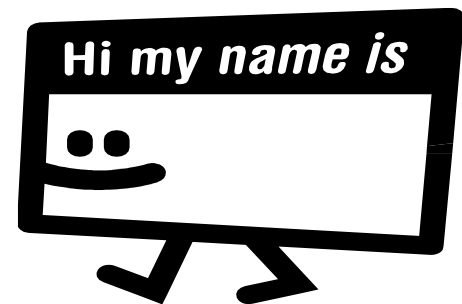
Many times these efforts do not deliver the desired effects.

Why? These efforts did not develop an intervention that was communicated in a manner to be implemented.

Communicating Interventions

Listing an intervention by name without the specifics to carry it out can lead to...

- Never making the picture the designer had in mind
- No consistency between interventionists
- No skill generalization

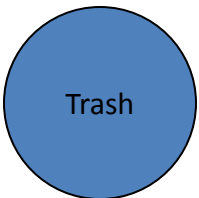


Example Of Intervention Quality

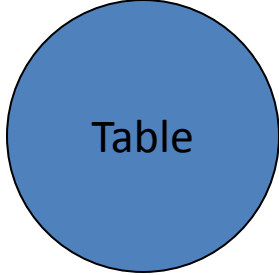
- Ineffective intervention: John needs preferential seating.
- Effective intervention: Preferential seating to address distractibility will help John increase time on task. This seat should be behind no more than one student (so he can see what the class is doing to support self-correction) and in the middle of the classroom (so he is more likely to face forward). Please see example.

Bulletins

Board



Trash



Table

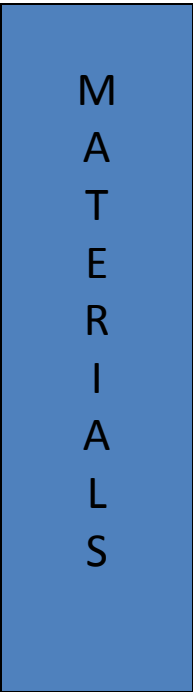
Darkened seat would be the preferential seat For John.



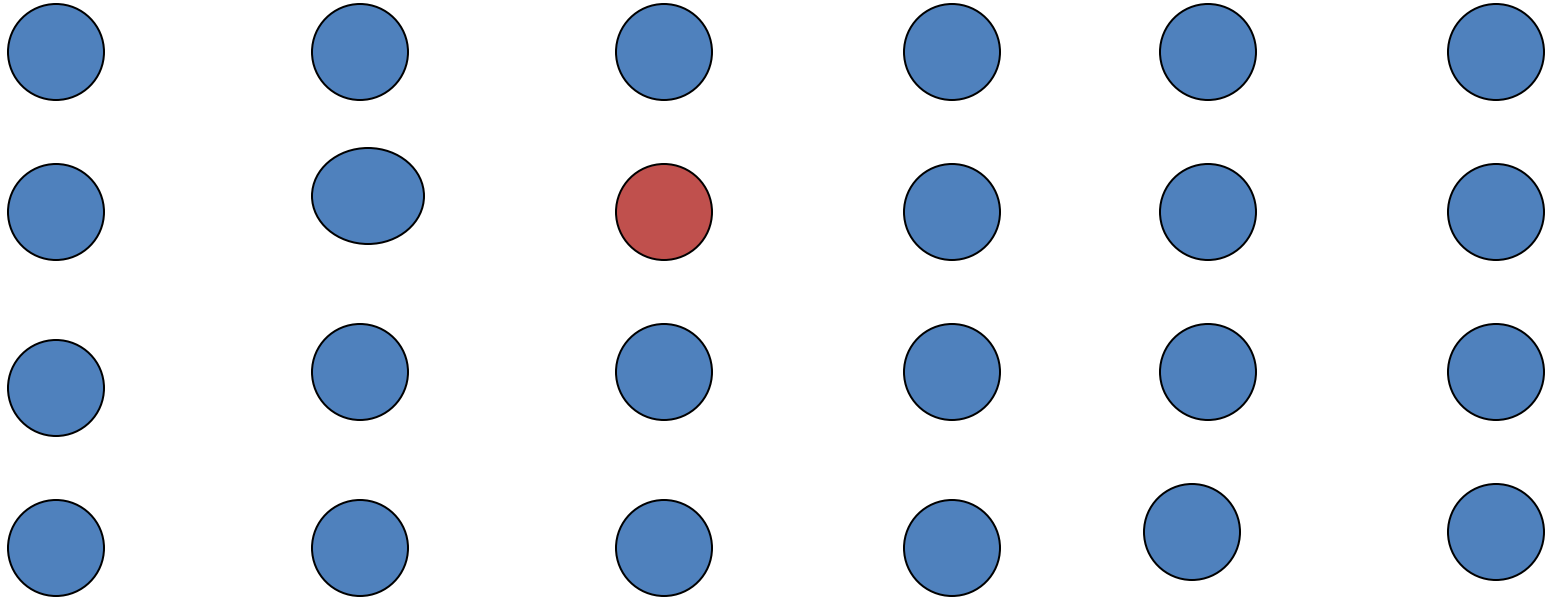
Teacher Desk



Overhead



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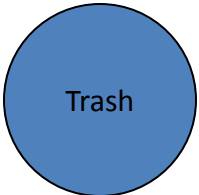
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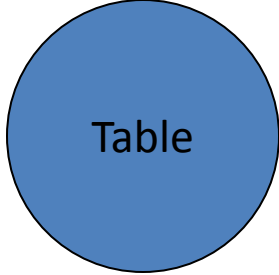
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Bulletins

Board



Trash



Table



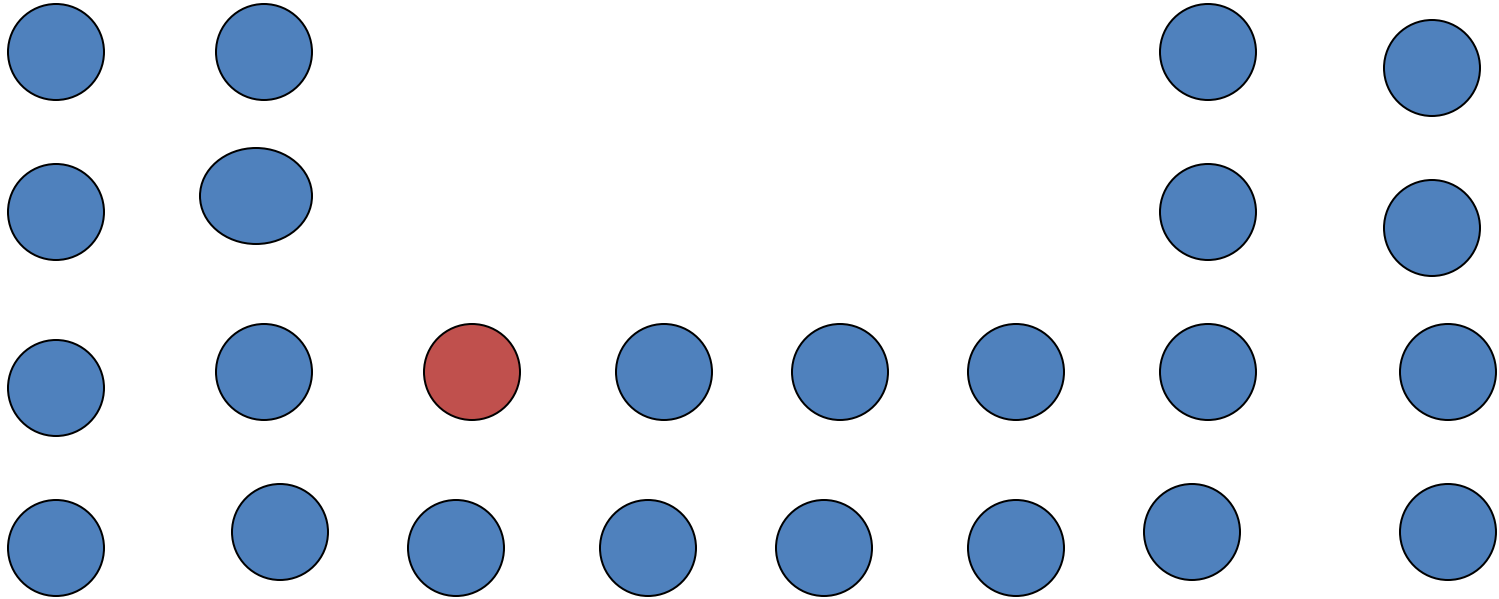
Teacher
Desk



Overhead

Darkened seat would be the preferential seat
For John.

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Door

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Quality interventions “tell” on themselves!

Sue will be given a card with a red design on one side and a green design on the other. It will be designed to look like a bookmark.

When the teacher requests oral responses, Sue will place the green design up if she feels she can respond orally. If Sue does not feel she can respond orally, she will turn the red side up. If the red side is up, and the teacher walks by Sue's desk and taps, Sue will write a brief response.

What if I used a quality intervention but I did not get the behavior change I anticipated? Does that mean I have to start at square one again?

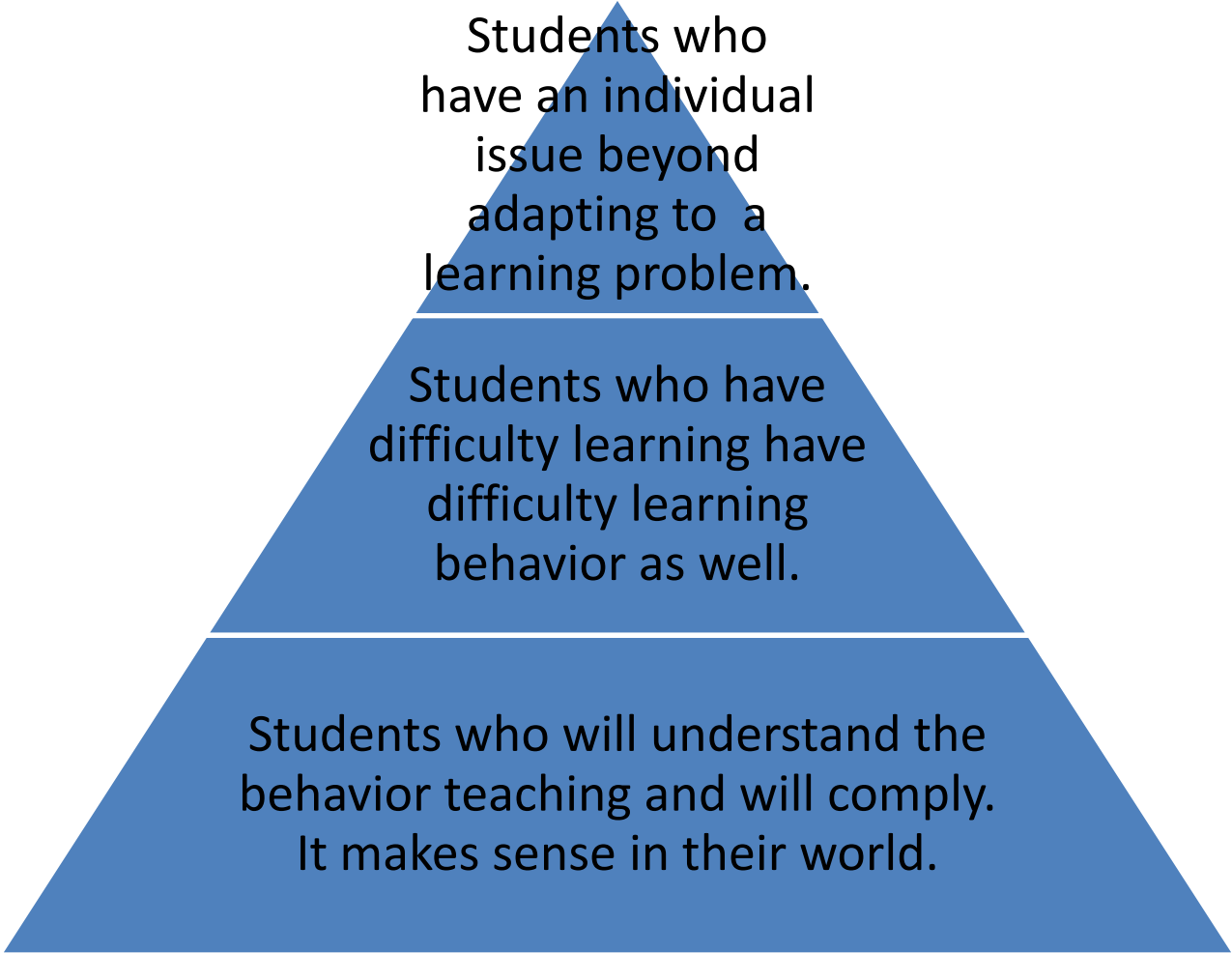


The Square One Journey- An Infamous Trip

- Restarts the process before the extinction burst
- May communicate positive messages about noncompliant behavior
- May make the student and their behavior seem more resistant than it really is
- Affects staff attitude and stamina



Why Intensify?



Students who have an individual issue beyond adapting to a learning problem.

Students who have difficulty learning have difficulty learning behavior as well.

Students who will understand the behavior teaching and will comply. It makes sense in their world.

Intensifying An Intervention



Social
Skills

Social Skills

Social skills

Ways To Intensify An Intervention

- Adapt the environment
- Add a prompt
- Task analysis for more meaningful and frequent feedback
- Provide language
- Provide instruction on “presence”
- Add situation specific supports
- Provide and escape option
- Revisit the behavior function

Let's Practice Intensifying An Intervention

Jill is a teacher who is under orders from her doctor to drop 20 pounds for health reasons. Jill is serious about this goal. Her plan includes going to a weight loss planning and support group and preparing all of her own meals. Jill takes her lunch to work and has started to see success.

Jill must attend a five day training in her district where lunch will be provided. She has decided to take her lunch but is concerned about the success of her plan in the midst of a tempting menu.



Jill's current intervention is to make and bring her lunch. She keeps the calorie count to 500, and makes sure the experience lasts over 15 minutes. This has been working well for her at her campus.

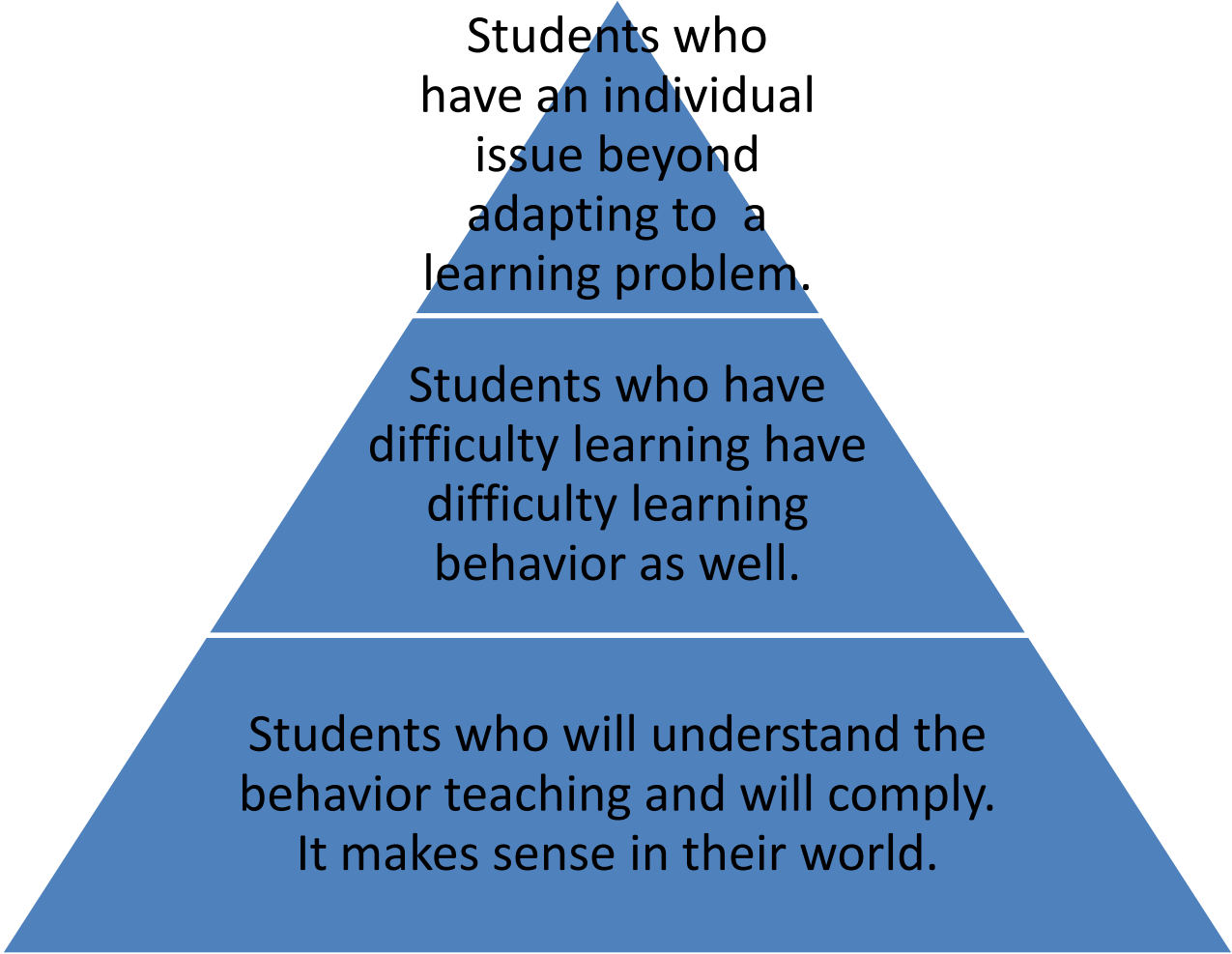
Intensify this intervention for Jill so it will work for her during her week of training.



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Where may strategies to intensify work best?



Students who have an individual issue beyond adapting to a learning problem.

Students who have difficulty learning have difficulty learning behavior as well.

Students who will understand the behavior teaching and will comply. It makes sense in their world.

Summary

- Behavior change may require more than one attempt with any given intervention
- Behavior change starts with an intervention that that is constructed in a manner that can work
- Intensifying an intervention is a purposeful process

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