



2022-2023

Positive Behavior Interventions and Supports Framework

What is PBIS: Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention with a multitiered system ranging from a school-wide system (Tier 1) to a system for developing individualized plans for specific students (Tier 3). School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who are on the PBIS Teams?

The PBIS teams are representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a family member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS teams consists of the following members:

- School Counselor/ PBIS Liaison
- Director of Pupil Services
- Intervention Specialist
- Grade Level Team representatives
- Family representative

Tier 1 Systems of Support

All students at Wings Academy will have access to Tier 1 support. There are several formal and informal systems that Wings Academy uses to intervene with behavior at the Tier 1 level including school-wide rules, classroom rules and incentives, and the behavior matrix.

What are the responsibilities of the School-wide Tier 1 PBIS team?

- Hold Tier 1 PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment systems, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attend meetings and training to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating bi-monthly PBIS meetings on-site and being the liaison with the school's PBIS efforts.

Building-Wide Expectations

At Wings Academy, *Our Children Soar*. The expectation is Safe, Outstanding, Active and Responsible. They are followed throughout the school building, with area- specific behaviors for each space in the school. School expectations are visibly posted throughout the school for students and staff. Examples include:

- **Safe:** Walking in hallways, hands and feet to self, calm body,
- **Outstanding:** Ready, receptive to new and different ideas, use appropriate language
- **Active:** Offer help, reach out to those in need, be friendly
- **Responsible:** Arrive on time, ask for help, raise your hand, return promptly to class

Students can earn rewards towards their Wings Wallet for positive behavior and following above mentioned expectations. Wings Wallet deposits are given by staff and can be collected for school-wide incentives or classroom rewards.

Behavior Matrix

The behavior matrix displays how the Safe, Outstanding, Active and Responsible expectations should look throughout the school building. The expectations are area-specific and written in positive language to promote positive behaviors from students. The area-specific expectations will be posted at their location for students and staff to reference.

Wings Academy Teaching Expectations Matrix

	BE SAFE	BE OUSTANDING	BE ACTIVE (See additional page for specific active expectations)	BE RESPONSIBLE
PLAYGROUND (Outside area)	*Use equipment appropriately *Keep hands, feet and objects to self	*Practice good sportsmanship *Take turns and share equipment *Follow teacher direction 1st time *Use appropriate language	*Show appreciation *Offer help *Be friendly *Reach out	*Line up at signal *Ask for a permission to leave area
HALLS	*Stay in line 2-6 feet of space *Use walking feet *Keep hands, feet and objects to self	*Keep hands off walls *Be quiet in halls and commons * Walk with a Level 0 voice *Follow teacher direction 1st time	*Show appreciation *Offer help *Be friendly *Reach out	*Go directly to where you need to go *Walk in a line on the right side of the hall
CLASSROOM	*Hands, feet, and objects to self *Use walking feet *Sit at desk properly *All chair legs on floor	*Listen to speaker *Wait your turn *Raise hand to talk *Level 0-3 voices *Follow teacher direction 1st time *Hats/hoodies off in the building	*Show appreciation *Offer help *Be friendly *Reach out	*Follow class rules at all times *Be prepared with supplies *Try your best *Complete all assignments *No gum chewing
RESTROOM	*Keep hands, feet and objects to self *Use soap and warm water for washing hands	*Honor privacy of others *Wait patiently for your turn *Use buddy system	*Show appreciation *Offer help *Be friendly *Reach out	*Flush toilet after use *Use quickly, then leave *Keep restrooms clean and dry
ASSEMBLY TIME	*Keep hands, feet and objects to self	*Use appropriate voice level *Maintain personal space *Follow teacher direction 1st time	*Sit so that others behind you can see *Applaud and show appreciation when appropriate *Show appreciation *Offer help *Be friendly *Reach out	*Stay with your class *Pick up after yourself

CAFETERIA-LINE	<ul style="list-style-type: none"> *Keep hands and feet to self *Stay in line *Have a calm body *Hold tray with 2 hands 	<ul style="list-style-type: none"> *Use respectful words and gestures *Use voice level of 0-1 *Follow teacher direction 1st time 	<ul style="list-style-type: none"> *Show appreciation *Offer help *Be friendly *Reach out 	<ul style="list-style-type: none"> *Move forward as the line moves *Know what I want for lunch *Know my pin number
CAFETERIA-TABLE	<ul style="list-style-type: none"> *Keep hands and Feet to self *No sharing food *Keep food to yourself (no throwing) *Sit on bottom *Stay in your own space 	<ul style="list-style-type: none"> *Use respectful words and gestures *Use voice level 0-2 *Follow teacher directions the first time 	<ul style="list-style-type: none"> *Show appreciation *Offer help *Be friendly *Reach out 	<ul style="list-style-type: none"> *Raise hand to ask for help or to leave seat *Clean up own mess on table *Raise hand for help with large food accidents
CAFETERIA-DISMISSAL	<ul style="list-style-type: none"> *Walking in the Cafe at all times. *Carefully dump tray *Keep hands, feet and objects to self *Keep 2-6 feet of space between students in line 	<ul style="list-style-type: none"> *Clean up any spill during tray dumping (large spills inform Custodian) *Level 1 voice while waiting for the teacher. *Kind words to peers. *Follow teacher direction 1st time 	<ul style="list-style-type: none"> *Show appreciation *Offer help *Be friendly *Reach out 	<ul style="list-style-type: none"> *Wait to be excused from table by teacher *Place trash in nearby trash can *Walk to appropriate line to wait for teacher *Follow adult directions
SPECIALS	<ul style="list-style-type: none"> *Use equipment as directed by staff *Keep hands, feet and objects to self 	<ul style="list-style-type: none"> *Follow teacher direction 1st time *Display good sportsmanship 	<ul style="list-style-type: none"> *Show appreciation *Offer help *Be friendly *Reach out *Help others understand activities *Accept peoples' differences patiently *Encourage others and celebrate their successes *Be positive 	<ul style="list-style-type: none"> *Return equipment to proper place *Line up quickly and quietly
OFFICE(S)	<ul style="list-style-type: none"> *Use walking feet *Keep hands, feet and objects to self 	<ul style="list-style-type: none"> *Quiet voice *Use voice level 0-1 *Wait your turn *Follow adult direction 1st time 	<ul style="list-style-type: none"> *Say "please" and "thank you" *Keep the office quiet for others *Use polite language and kind words *Show appreciation *Offer help *Be friendly *Reach out 	<ul style="list-style-type: none"> *Hall pass/permission slip required
SCHOOL BUS	<ul style="list-style-type: none"> *Stay in seat (bottom to bottom, back to back at all times) *Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> *Use respectful words and gestures *Use voice level 0-2 *Follow driver direction 1st time 	<ul style="list-style-type: none"> *Show appreciation *Offer help *Be friendly *Reach out 	<ul style="list-style-type: none"> *Walk on and off quickly
SCIENCE LAB	<ul style="list-style-type: none"> *Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> *Use respectful words and gestures *Follow teacher direction 1st time * Use computers appropriately 	<ul style="list-style-type: none"> *Show appreciation *Offer help *Be friendly *Reach out 	<ul style="list-style-type: none"> *Follow class rules at all times *Be prepared with supplies *Try your best *Complete all

				assignments *No gum chewing
FRONT OF SCHOOL (MORNING & DISMISSAL)	*Keep hands, feet, and objects to self *Wait for appointed crossing guard to cross road *Walking feet at all times *No horse playing	*Use a voice level of 0-1 *Use respectful words and gestures *Follow teacher direction 1st time	*Show appreciation *Offer help *Be friendly *Reach out	*Go directly to where you need to go *Walk in a line on the right side of the hall

Wings Academy ACTIVE Matrix				
Space:	Be Friendly	Show Appreciation	Offer Help	Reach Out
Classroom	<ul style="list-style-type: none"> Smile Greet- Say Hi Learn Everyone's names Make Positive Comments Compliment Listen Carefully Look at the person speaking Accept peoples' differences patiently 	<ul style="list-style-type: none"> Comment on others thoughtfulness and kindness Say thank you to teacher and students for their efforts Comment on things you're grateful for "I am happy when... I feel good about..." Say thank you to others for their help. Accept help graciously 	<ul style="list-style-type: none"> Loan pencils/pens Volunteer "can I help" Offer to share "I have extra pencils" Volunteer to help other students Offer to help teacher 	<ul style="list-style-type: none"> Offer to help students who are upset or struggling Encourage others "we can do it" Partner with students having difficulty Include students who may not have a group Include students who may not have a group
Cafeteria	<ul style="list-style-type: none"> Smile Greet-Be welcoming Speak about positive things-No gossiping Listen and let others talk Treat others the way you want to be treated 	<ul style="list-style-type: none"> Say "please" and "thank you" Make comments about things you are grateful for Notice and kindly comment on other's thoughtfulness and friendliness 	<ul style="list-style-type: none"> Keep the cafeteria clean for others Help new students learn the cafeteria rules Offer to help clear up Put lunch box and trash in the right place Invite someone new to sit with you 	<ul style="list-style-type: none"> Ask if you can sit with students who seem upset. Reach out to students having difficulty Give a compliment
Bathrooms	<ul style="list-style-type: none"> Smile 	<ul style="list-style-type: none"> Thank others 	<ul style="list-style-type: none"> Report 	<ul style="list-style-type: none"> Report to

	<ul style="list-style-type: none"> • Greet • Compliment • Wait your turn 	<ul style="list-style-type: none"> • Thank the custodian for keeping things clean 	<ul style="list-style-type: none"> • messes or needed supplies • Clean up your own mess • Let others who are in a hurry go ahead of you • Help students who need supplies 	<ul style="list-style-type: none"> • adults if a student is having difficulty
Hallway	<ul style="list-style-type: none"> • Smile • Greet • Say Hi, wave • Make positive comments • Compliment • Listen Carefully 	<ul style="list-style-type: none"> • Thank others for being cooperative • Thank others for being friendly 	<ul style="list-style-type: none"> • Hold the door • Accompany students who are new to the school • Help students with heavier burdens • Help students who are lost • Help others pick up things that have fallen • Thank others for being cooperative and friendly 	<ul style="list-style-type: none"> • Accompany students who are often picked on or are unpopular • Support students who are being bullied
Buses	<ul style="list-style-type: none"> • Smile • Greet • Make Positive comments • Compliment • Listen Carefully • Invite someone to sit with you (unless assigned seating) 	<ul style="list-style-type: none"> • Thank others for being cooperative • Thank others for being friendly • Smile and thank drivers and assistants 	<ul style="list-style-type: none"> • Offer a more convenient place to sit for persons who need it • Assist students who are having difficulty carrying things • Do not let any student get mistreated. Offer to an adult with that student 	<ul style="list-style-type: none"> • Share a seat with students who are excluded "want to sit here?" Introduce yourself and ask their name • Sit and talk respectfully with everyone including students who are excluded or discriminated against
Specials	<ul style="list-style-type: none"> • Smile • Greet • Make Positive comments • Compliment • Listen Carefully 	<ul style="list-style-type: none"> • Thank special teacher for helping you • Talk to others about the activities you like • Listen and look 	<ul style="list-style-type: none"> • Take care of all materials so that others can enjoy them • Offer help to others • Help students 	<ul style="list-style-type: none"> • Share supplies with students who are excluded or discriminated against

		when others are speaking	needing assistance with technology <ul style="list-style-type: none"> Offer to help the special teacher 	
School Grounds	<ul style="list-style-type: none"> Smile Greet others when you arrive Wave, say goodbye, have a nice day as you leave Make Positive comments Compliment Show others how to play new games Invite others to play Play with everyone 	<ul style="list-style-type: none"> Thank teachers and aides for their efforts Acknowledge when students are following rules, playing fairly or are good at a game Congratulate teammates and the other team for a good game Thank other students "thanks for letting me join in" 	<ul style="list-style-type: none"> Offer to help new students who are unfamiliar with school grounds Pick up garbage Put equipment away Explain the rules of a game if someone is new 	<ul style="list-style-type: none"> Invite kids who are usually discriminated against or excluded to play with you. Let others join your team no matter what Encourage students who struggle, "way to go!" "great job" "you'll get it next time"

Classroom-Level Expectations

Clearly posted and defined expectations that are specific to the classroom environment.

Expectations can be displayed in the Behavior Matrix format with specific behaviors for Safe, Outstanding, Active and Responsible behaviors. Individual classroom rules will change based on classroom and grade level as deemed appropriate by the classroom teacher.

Reinforcement

Building-Wide Reinforcement

- **Wings Wallet Deposit Slips:** Are recognition slips that can be used in the classroom and school wide events. Deposit slips are given to students along with behavior specific feedback, school-wide. Students can redeem their deposits to purchase items during store days.
- **Soaring Star:** Recognition system for students who consistently, and over time, have shown that they are Safe, Outstanding, Active and Responsible at school. Students who earn soaring star status wear a badge of honor for a week and have access to special

privileges. Periodically, the school will host Soaring Star events as a reward for their hard work.

- **Hoorays:** Students who go above and beyond in the areas of Safe, Outstanding, Active and Responsible can be recognized with a “Hooray”. Blank Hoorays are found in the main office. Staff fills out the Hooray with the student name, location, time, and what the student did to earn the Hooray; the students are announced each Friday over the intercom and given a special certificate.
- **Behavior Boosters:** The PBIS Team helps implement school-wide Behavior Boosters as needed.

Classroom-Based Reinforcement

Reinforcement strategies in classrooms are discussed at Grade Level Team Meetings by teachers. Options for reinforcement can include wings wallet deposit slips incentives, classroom parties, dress down day, movie mania, extra recess, special classroom job etc

Consequences

Consequences Flow Chart: When a student is not following the Tier 1 expectations, teachers can utilize the consequence flow chart

(see attached). Teachers can modify as developmentally appropriate per their classroom grade.

Tier 2 System of Supports

All students at Wings Academy have access to Tier 2 supports in addition to Tier 1 supports if they require additional behavioral support. There are several formal and informal systems that Wings Academy uses to intervene on behavior at a Tier 2 level including Check in/Check out (CICO), Breaks are Better (BrB), 3x5/3x3 mentorship, and social skills instruction.

Available Interventions

Check In/Check Out (CICO)

Check in/Check out is one of two primary behavioral interventions that will be used for students who struggle staying on-task in class without constant behavior monitoring from an adult. It consists of a daily check in with an adult mentor, regular check ins with their teacher and a daily check out with an adult mentor. Students carry a point card and receive points at each teacher check-in for being Safe, Respectful and Responsible. Any student who positively benefits from increased personalized attention would be a good candidate for this Tier 2 intervention.

Breaks are Better (BrB)

Breaks are Better is the second primary behavioral intervention. It parallels the format of CICO, but in addition to receiving points for being Safe, Respectful and Responsible, students also receive points for taking appropriate breaks throughout their day. Breaks are structured within the classroom and last less than 5 minutes so that students do not miss instruction. The break routine is taught by the adult mentor or teacher, and is reinforced with points throughout the student's day. Students who regularly avoid work, or benefit from individualized check-ins from adults would likely benefit from this Tier 2 intervention.

Social Skills

Social Skills is a behavior support for students who have social skills on their Individualized Education Plan (IEP) or have been referred by the Tier 2 or Specialist teams based on an individual student's need. Students are grouped together in small groups with grade level peers to receive instruction. Instruction consists of explicit direction in routines and experiences related to the Safe, Respectful, and Responsible rules of the school as well as use of school wide social skills curricula. Social skills lessons can include topics of communication, friendships, rules of the classroom, etc.

Counseling

Individual student counseling is available on-site with the school counselor. Students are referred for counseling in a variety of ways, all of which funnel through a parent consent

Referrals to Tier 2

While Tier 2 interventions are available to all students, not all students require additional behavior monitoring in order to be successful in their classrooms. There are many ways that students are identified as needing additional support including: office discipline referral data, attendance data, teacher referral, parent referral or student self-referral.

Data-Based Decision

When a student is not responding appropriately to school-wide expectations and reinforcement systems or classroom expectations and reinforcement systems (Tier 1 systems), school staff are expected to document this unexpected behavior through Office Discipline Referrals (ODRs).

When students receive 3 or more Major ODRs, the Tier 1 PBIS team will refer a student to the Tier 2 team for additional support.

Teacher Referral

Often, teachers are the first school staff member to recognize when a student needs a more intensive intervention. When a teacher wants to refer a student to a Tier 2 intervention, they complete the following steps:

1. Review concerns with parent and grade level team
2. Review the student's file and/or contact the previous teacher
3. Complete a referral form
4. Submit the form to the PBIS liaison
5. Expect a follow-up from the Tier 2 team

Parent or Student Referral

Sometimes students or parents seek out additional support before a staff member does. This could be due to a variety of reasons including: the student was on a point card at their previous school, the student has a friend on a point card or already checks in with an adult mentor, or the parent is looking for more regular feedback about their student's daily performance. For parents or students to make a referral to the Tier 2 team, they would contact their student's teacher, and the teacher will follow-up with a communication form to the team.

Selecting a Tier 2 Intervention

The perceived function of a student's behavior is focused on when selecting an appropriate Tier 2 intervention. For students who seek out adult attention, CICO is typically selected, and for students who avoid work (for any reason), BrB is usually selected. Other interventions such as social skills, in class interventions, or attendance mentoring are used on a case-by-case basis for students who do not fit traditional Tier 2 patterns.

Intervention Guidelines

CICO/BrB Procedures

- **Starting Procedure**

Before starting a student on CICO or BrB, the adult mentor/PBIS liaison will meet with the classroom teacher to review the following system procedures:

1. The teacher will call the parent to discuss a move to Tier 2
2. The teacher will collect baseline data for 3 days without checking in with the student
3. Tier 2 team will set a goal based on baseline data (standard is 80%)
4. Coordinator will meet with the student to discuss the details of the intervention
5. Student will begin CICO or BrB

- **Materials Required**

- Point Card
- Break Routine for BrB
- Parent Notification will be sent home.
- Point Tracking Sheet for writing scores each day.

- **Routines**

Below are the steps required for successful implementation of the CICO or BrB interventions:

Activity	Who	What
Check In	Student	<ul style="list-style-type: none"> • Goes to class per normal • Waits for mentor to arrive and remove from class for check in
	Mentor	<ul style="list-style-type: none"> • Pick up student at their classroom, greet the student and builds a relationship • Gives the student a point card • Discusses student goal or gives advice for problem areas • Encourage positive behavior/ give student a boost
	Parent	<ul style="list-style-type: none"> • Remind student of expectations for the day • Give them a verbal boost before they leave the house/car
Check Out	Student	<ul style="list-style-type: none"> • Stay in classroom and wait for mentor to arrive for check out
	Mentor	<ul style="list-style-type: none"> • Greet the student by name and praise them for coming in • Briefly review the point card (make sure it is completely filled out by teacher) • Debrief any hard parts of their day • End on a positive • Record the points on the Daily Tracking Form and place form in mailbox of data entry person
	Parent	<ul style="list-style-type: none"> • Greet your child as you typically would • Quickly review their point card • Find any positives to talk about

- **Point Card Information**

Schedule Changes

If the class is going on a field trip, there is a modified schedule or a special event is taking the place of core subjects, points will still reflect behavior during those time periods. A note should be made on the point card indicating what the activity was.

Absence/Tardy

If a student is absent, write ‘absent’ on the point card for the time they were gone. If they are late, but attended for at least half the time segment, give points based on the behavior for the time for which they were present. If absent the full day, write absent across the front of the point card and place it in the data entry person’s mailbox.

Misplaced Point Cards

If a student misplaces the point card, the teacher or student can request a new one from the CICO/BrB mentor and the teacher can fill it in to the best of their memory. If a student “loses” their point card (and it is believed to be on purpose) they may lose points for responsibility. If they consistently lose their card (wading up, throwing it away, rip it up, etc.) the student can potentially be removed from CICO because student willingness to participate is a program requirement.

Teacher Check-ins

The key features of CICO and BrB are connection of students with adults at school and regular feedback/instruction on behavior and practice self-monitoring. At Wings Academy, we structure our point cards to reflect 8 class periods and students are rated on Safe, Respectful, Responsible and kind. Teachers should be checking in with their tier 2 students after every period. During this check in, teachers will provide feedback and instruction on behavior during the previous period and pre-correct for behavior during the next period. This also provides the opportunity to develop the relationship and provide positive attention for the student. It is the teacher’s responsibility to prompt the student for the check in. Teachers can work on training their students to initiate the check in as a part of developing responsibility. Do not remove points for a student forgetting to check in.

- **Intensifying CICO/BrB**

- If a student has participated in CICO for at least 6 weeks and is averaging a score lower than 80% and meeting their goal on fewer than 80% of school days, the team may recommend intensification of the intervention. The Tier 2 team will analyze the data, and work with the classroom teacher, identify problem areas and determine how to intensify. This might include: increasing the number of check ins by the mentor, establishing a break routine, contextualizing the goals, altering incentive plans, or a referral to the Tier 3 team for individualized behavior support planning.

- **Fading and Graduating**

If a student has met their goal for at least 18 out of the previous 20 days, is averaging greater than 80%, and has zero Office Discipline Referrals then the student becomes a candidate for fading the intervention. The tier 2 team will reach out to the teacher and together they will determine next steps (fade or maintain).

Fading Phase 2: Partial Self Management

Students are taught how to evaluate themselves, record their score, and check with the teacher for agreement on their rating. At the end of each period the student approaches the teacher and gets teacher agreement on his/her rating during that time period. If there is a discrepancy between the two scores, the teacher and student should discuss the discrepancy and the rationale for the teacher's score. If the student makes their goal 18 out of 20 days, averages over 80% and receives zero ODRs, the Tier 2 team will discuss a phase change.

Fading Phase 3: Self-Management with Decreased Check-ins

For this phase, the student will continue to self-manage, and decrease the number of teacher check-ins throughout the day. For the periods that the teacher is not checking in with the student, the student is still expected to fill in their points. If the student makes their goal for 8 out of 10 days, averages over 80% and receives zero ODRs, the Tier 2 team will discuss a phase change.

Fading Phase 3: Full Self Management

Students in this phase are moving toward self management within all of CICO/BrB. The student records their own scores at each period, but still meets with the CICO/BrB team each morning and afternoon. If the student makes their goal for 8 out of 10 days, the Tier 2 team will discuss GRADUATION!

Graduation

The Tier 2 team will transition students from the program and have a graduation activity for students who are consistently meeting behavior goals. The CICO/BrB coordinator will closely monitor the data and bring all phase change recommendations to the weekly Tier 2 team. To be ready for graduation, a student must meet their daily point goal for 80% of days, have faded through the phases of the program or met their increased goal, and have their teacher agree that graduation is appropriate. CICO/BrB alumni are encouraged to check in daily, weekly, or monthly with CICO/BrB staff to receive support and feedback without participating in the intervention.

Other Intervention Procedures

- **Social Skills Boosters**
 - Type of social skills instruction, target skills, length of intervention and data collection will be determined by members of the Tier 2 team on an individual (or small group) basis.

- **3x5/3x3 intervention**
 - A mentor meets with the student 3-5 times per week to discuss student progress, give feedback and coaching, and provide an opportunity for relationship building and positive reinforcement. Data sources include: ODRs and teacher reports.

- **School Counseling**
 - Once the referral is made to the counselor, the maintenance of the intervention, fading, exiting and other decisions are made through collaboration between the counselor and the parent. The counselor and teachers maintain communication about skills being taught so they can be reinforced between sessions.

Instructional Boosters

Every school year, staff and students need to be re-taught the expectations for participating in Tier 2 interventions. Reminder boosters will also be given in October, January and April.

Student boosters

The students will be asked a series of questions about the program and how it works. The questions will be provided by the PBIS liaison

Staff Boosters

Every year during in-service week staff will be trained on the basics of CICO/BrB including what students are right for the intervention, how to refer students, and how to implement the intervention.

Tier 3 System of Supports

For students who require more intensive support than what is provided by Tier 2, there are Tier 3 supports. Each student receiving Tier 3 support will have an individualized behavior plan created based on the function of their behavior.

Referrals to Tier 3

Data-Based Decision-Making

When a student is not responding appropriately to school-wide expectations and reinforcement systems AND not making progress on a selected Tier 2 intervention (e.g. continuing to receive ODRs, not meeting CICO/BrB goals, etc), school staff are expected to document this unexpected behavior through Office Discipline Referrals (ODRs). When students receive 6 or more Major ODRs, the Tier 1 PBIS team will refer a student to the Tier 2/3 team for additional support.

Teacher Referral

When a teacher wants to refer a student to a Tier 3 intervention, they complete the following steps:

1. Review concerns with the grade level team and CICO/BrB coordinator. Be sure to look at data and make sure point card data is capturing the behavior of concern.
2. Submit a referral form to PBIS liaison
3. Expect a follow-up from a Tier 2/3 team member

Parent/Student Referral

For parents or students to make a referral to the Tier 2/3 team, they would contact their student's teacher, and the teacher will follow-up with a communication form to the team.

Intervention Guidelines

Starting Procedure

Once a student is identified as an appropriate candidate for Tier 3 supports, a member of the Tier 3 team becomes this student's Individual Student Support Team coordinator. This person will plan a time to meet with other staff who works with the student (teachers, specialists, educational assistants, etc) to develop either a Formal or Informal Behavior Support Plan.

Components of a Behavior Support Plan

1. Knowledgeable Team

A team is built around the student that knows the student's strengths and challenges, understands the context in which the behavior plan will be used, and understands the principles of behavior.

2. Strengths, Family Input, and Community Services

Student strengths should be identified and documented, and built upon within the plan. Additionally, parent goals for their student, and any services that the student is accessing in the community should be documented.

3. Target Behavior

Behavior support plans should identify the primary problem behavior of concern. The target behavior should be observable and measurable, socially important, and describe exactly what the behavior looks like in the target setting.

4. Predictors to the Behavior

This section of the behavior support plan is where any of the student's triggers are identified and includes strategies for preventing the problem behavior from occurring.

5. Identified Function of the Behavior

Consequence or function of behavior is identified and documented in the behavior support plan. Often, students are either attempting to obtain something (attention, an item) or escape something (a peer interaction, environment or assignment). The behavior plan is drafted to find a way for the student to get what they need in a more positive way.

6. Goals

Short and long term goals for student behavior are created by the team. They should be meaningful, attainable and represent outcomes that will improve academic and social behavior in the classroom. Goals should also be measurable and document how data will be collected.

7. Progress Monitoring

Data should be collected over time to monitor a student's progress toward their goals. If data is being collected daily, by point card for example, then upward or downward trends should be looked at in two-week increments.

8. Fidelity Data

Data should be collected from all individuals implementing pieces of the behavior support plan as to whether they are implementing the plan as written. This can be a self-assessment of the plan components.

Abbreviated School Day

A move to a reduced day should only be considered for a student who has a pattern of unsafe behavior over time without responding appropriately to intensified or restricted programming. A formal "Step-up" plan will be written and agreed upon by the student team that outlines what requirements will be met prior to increasing the length of the student's day.

Fading or Graduating from a Plan

Students making adequate progress toward their behavior goals can be faded from behavior support plans. These are often students who are receiving all of their behavior support through accommodations in their general education classroom. Supports should be faded individually over time in order for staff to determine which supports continue to be necessary to maintain behavioral momentum. Students who have fully faded from behavior supports can graduate from tier 3 and be considered as candidates for CICO/BrB.

	<p>teams to problem solve students who are not consistently making their goal.</p> <p>Intensification Referral/consideration: If, after 6 weeks of the intervention being implemented with <u>evidence of fidelity</u>, 60% or below point average- consider student for intensification, OR 3 more behavior referrals (major and/or minor) within 2 weeks</p>	
<p>Profile 3 Document on Tier 2/Tier 3 Tabs on Student Roster Spreadsheet</p>	<p>What it looks like:</p> <ul style="list-style-type: none"> - Modifications to Profile 2 interventions - Contextualized CI/CO: increased check-ins, more frequent contingencies, more personalized goals - what they mean for that student (e.g., stay in seat for “stay safe”) <p>Fading Met CICO/BrB criteria: 80% of points, 90% of the time for 20 days/4 weeks to move to next phase (4 phases)</p> <p>Problem Solving Student data will be assessed every two weeks in order for team to problem solve students who are not consistently making their goal.</p> <p>Intensification Referral/consideration: If, after 2 modifications to the intervention, with documented <u>evidence of fidelity of implementation</u>, student points are still at or below an average of 60% OR the student receives 3 or more behavior referrals (major and/or minor) within 2 weeks - consider student for intensification.</p>	<p>Person Responsible Classroom teacher PBIS liaison Tier-2/Tier-3 Team (for review) Behavior TOSA</p>
<p>Profile 4 Document on Tier 3 Tab on Student Roster Spreadsheet Document in I-SWIS (BSPs)</p>	<p>What it looks like:</p> <ul style="list-style-type: none"> - <u>Informal FBA</u> (Using existing data) - FACTS Checklist: interview format - function of behavior - Develop a BSP using FBA information - BSP Template - Case manager assigned to student (behavior tosa) - Behavior TOSA and EA’s teach behavior skills in setting as a function of behavior support plan implementation. - Provide updates and Tier 2/Tier 3 meetings <p>Fade Met individualized goals on BSP, 80/90/20 rule. Examples: Reduction/location of breaks, fewer check ins, gradual removal of supports based on student need and likelihood of success.</p> <p>Problem Solving</p>	<p>Person Responsible Classroom teacher PBIS liaison Tier-2/Tier-3 Team (for review) Behavior TOSA Outside behavioral resources (for support)</p>

	<p>Student data will be assessed every two weeks in order for the team to problem solve students who are not consistently making their goal.</p> <p>Intensification If, after 2 modifications to the plan, with documented <u>evidence of fidelity of implementation</u>, student points are at revision criteria OR the student receives 3 or more behavior major referrals within 2 weeks - Consider Formal FBA (school psych/behavior TOSA)</p> <p>Now what it looks like:</p> <ul style="list-style-type: none"> - <u>Formal FBA</u> (completed by school psych) include observations and parent permission - Revise a BSP using FBA information - Behavior TOSA continues to case manage - Behavior TOSA and EA's continue to teach behavior skills in setting as a function of behavior support plan implementation - Social skills/Behavior instruction - Continue to provide updates and Tier 2/Tier 3 meetings <p>Fade Met individualized goals on BSP, 80/90/20 rule</p> <p>Intensification If, after 2 modifications to the plan, with documented <u>evidence of fidelity of implementation</u>, student points revision criteria OR the student receives 3 or more behavior major referrals within 2 weeks - Consider SPED behavior pull out and create a <i>Step-out Plan</i>.</p>	
<p>Profile 5 Document on Tier 3 Tab on Student Roster Spreadsheet</p> <p>Document in I-SWIS (BSPs)</p>	<p>What it looks like:</p> <ul style="list-style-type: none"> - Formal FBA - BSP - Student case managed by Behavior Intervention Specialist - May have some components of Behavior Support Plan implemented by special education staff (contingent on space and schedule) - May increase access to special education if evaluation process has been initiated (step out plan implemented) <p>Fade Met individualized goals on BSP, 80/90/20 rule, follow Step Out plan for accessing general education classroom, follow fading components of BSP, follow behavior/resource room decision rule for level system. Gradual removal of supports based on student need and likelihood of success.</p>	<p>Person Responsible Classroom teacher PBIS liaison Behavior TOSA Behavior Specialist School Psychologist Tier-2/Tier-3 Team (for review)</p>

	<p>Problem Solving Student data will be assessed every two weeks in order for the team to problem solve students who are not consistently making their goal.</p> <p>Intensification Follow a step-out plan to decrease or add time in general education activities. After two increases in time of pull out from general education, consider referral for SPED/adding behavior SDI.</p>	
<p>Profile 6 Document on Tier 3 Tabs on Student Roster Spreadsheet</p> <p>Document in I-SWIS (BSPs)</p>	<p>What's happening</p> <ul style="list-style-type: none"> - Formal FBA - BSP - SPED eligible w/ behavior SDI - Follow level system - In SPED 50% of the day or more <p>Fade Follow level system</p> <p>Intensification Increase the amount of time in SPED based on step out plan up to fully self-contained, follow level system, then consider need for reduced day - down to one hour (Create Step Up Plan), then consider need for alternative placement. *Discuss</p>	<p>Person Responsible Behavior specialist Classroom teacher School psychologist Tier-2/Tier-3 Team (for review)</p>

