

Behavior Tiered Intervention Guidelines



K-8

	<u>Tier 1</u> Approximately 80%-90% of students should respond successfully to quality Tier 1 instruction. Interventions target the entire school population and aim to increase prosocial behaviors, emotional well-being, skill development, and positive mental health of all students.	<u>Tier 2</u> Approximately 5%-10% of students will be in need of Tier 2 supplemental interventions. Refer to building flowchart for how students qualify for Tier 2 support.	<u>Tier 3</u> Approximately 1%-5% of students will be in need of Tier 3 intensive interventions. These interventions are designed to reduce the intensity, frequency, and duration of problem behaviors and improve students' outcomes across all aspects of their lives. Functional Behavior Assessments (FBAs) are completed as a team to determine target behaviors, antecedents, and consequences that are maintaining behaviors. That information is then used to develop a detailed Behavior Intervention Plan for the student. Tier 3 Flowchart
Defining the Tiers	Core Curriculum with scaffolded and personalized instruction focused on ensuring students master grade level academic and behavioral essential standards. <i>Expectation to be taught explicitly in school settings in August and reteaching/booster in January.</i> <i>Tier 1 committees should analyze data at least monthly to determine need and areas of reteaching.</i> <i>Individual reteaching with a think sheet or other method. (refer to your building Tier 1 flowchart)</i> Tier 1: • PBIS Lesson plans • Mindful Music • Use of acknowledgement system (Class Dojo, PBIS Rewards Regal Eagle) • Social Skills Curriculum (ex: Second Step, Restorative Practices, morning circles, Zones of Regulation) • Buddy Room • Reteach behavior (think sheet, restorative conversation) • PSW: documentation/referral • Parent Communication	In addition to Tier 1, interventions are targeted for students who need additional support in combination with school-wide interventions. These are carried out using a standardized approach, so fundamental features of the intervention look similar for all students receiving the intervention. Tier 1: • Reteaching • Use of acknowledgement system (Class Dojo, PBIS Rewards) • 5:1 • Dosing • Verbal Intervention Add: Tier 2 (with parent communication letter and phone call) • Check In-Check Out • CICO w/Modifications • Check and Connect • Peer Mentor • Student groups identified through Tier 2 committee • Reset Room (scheduled time) • Motor breaks • Behavior Contracts • Child Focus: prevention, groups • Other classroom Behavior Interventions (see staff resources)	In addition to Tier 1 instruction and Tier 2 interventions, students not making adequate growth to close gaps may need Tier 3 intensive scaffolding and personalized interventions to support mastery of basic, foundational skills and concepts. Tier 1: • Reteaching Add: Tier 2 • Check In Check Out • Check and Connect • Student groups identified through Tier 2 committee • Reset Room (scheduled time) • Motor breaks After 8 weeks of intervention: • Add Behavior Consult, if needed Add Tier 3: • Skill Streaming • MHI Referral • GCTE (K-8)

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Basis for Intervention	Core curriculum with scaffolded and personalized instruction and research-based teaching strategies, as well as supplemental instructional accommodations that are on grade level.	Research & evidenced-based intervention at instructional level that addresses student needs in conjunction with Tier 1 instruction should focus on closing immediate prerequisite gaps needed to master grade level essential targets. Interventions are in addition to Tier 1 curriculum and instruction.	Research & evidenced-based interventions at instructional level that address student needs in basic, foundational skills. These interventions should focus on closing gaps due to knowledge and acquisition of basic skills and concepts. Interventions are in addition to Tier 1 instruction and scaffolding and Tier 2 flex grouping sessions.
Where, When, How Long	Where: General Education Setting When: Ongoing How Long: Entire school year	Where: General Education setting, CICO facilitator room, intervention setting When: ongoing CICO Teachers and facilitator Check and Connect SAIG groups How Long: reevaluate every 4-6 weeks @ Tier II PBIS meeting <i>Students should continue to receive Tier 1 instruction and participate in the acknowledgement system.</i>	Where: General Education setting, intervention setting When: Strategically planned intervention time How Long: At least 2x per week Educational team will use exit criteria to determine student return to Tier 2 or to continue with Tier 3 interventions. If no response, continue maximum interventions; school teams may decide to pursue an evaluation.
Staff Resources	• PBIS One-Stop: use for your building's flowchart and resources. • De Escalation • Verbal Intervention Presentation	• Function-Based Intervention Ideas • Tier II Flowchart (K-8)	• Tier III Guidelines
Recommended Group Sizes	Whole group with scaffolded instruction based on students' needs. OR individualized instruction for reteaching.	CICO and Social Groups: Recommend maximum group sizes: 6-10 Check and Connect: Recommended Size 1-1	Small group for targeted students based on data from formative and diagnostic assessments. Or individualized instruction for targeted students based on data from formative and diagnostic assessments. Recommend maximum group sizes: up to 4
Progress Monitoring	Tier I committee meeting will progress monitor Tier I ~ at least every 4 weeks Review Acknowledgement Data Review Discipline (referral/documentation reports)	Continue with Tier 1 progress monitoring. For students receiving Tier 2, data is examined every 4-6 weeks by the Tier 2 committee	Continue with Tier 1 and Tier 2 progress monitoring. For students receiving Tier 3 interventions, the intervention provider(s) should be documenting progress towards intervention goal(s) at least every 2 weeks.
Intervention Provider	Regular Classroom Teacher	Regular Classroom Teacher ReSet Aide School Psychologist CICO Facilitator Child Focus TOA Principal	Regular Classroom Teacher Intervention Specialist School Psychologist Mental Health Interventionist

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Staff will complete PSW courses:

- Positive Behavior Intervention & Support (PBIS) – Introduction and Overview
- De-escalation Strategies Module 1 - Preventing Behavior Escalation in Schools
- De-Escalation Strategies Module 2 - Verbal De-Escalation Techniques
- De-Escalation Strategies Module 3 - Conflict De-Escalation Techniques