



"Protect the Nest!"

2024-2025

LnHS PBIS Handbook

BE RESPECTFUL, ENGAGED, ACCOUNTABLE, LEADERS

...BE REAL!

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LANCASTER HIGH SCHOOL

Mission & Vision Statement .

The mission of the Lancaster High School PBIS committee is to teach and reinforce respect, engagement, accountability and leadership within the student body.

“Protect the Nest!”

Implementation Snapshot

We are now in our seventh formal year of implementing the framework as of the 2023-2024 school year. According to the Tiered Fidelity Inventory (TFI) (see *What is the Tiered Fidelity Inventory (TFI)?*), we have consistently increased our level of fidelity in implementation over the years, particularly within the Tier I and Tier II domains. With the successful integration of Tier III support, we have once again achieved Platinum Status. Despite the challenges of virtual instruction during the 2020-2021 school year, we remained committed to supporting our students in positive and innovative ways. While the nature of student incidents evolved during that period, we developed proactive academic support strategies that continue to benefit students in our in-person setting today. Additionally, critical support from the central office has played a key role, particularly in enhancing services for our Tier II student population (see *Student Support Center (SSC)*).

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is commonly referred to as a framework that emphasizes the use of science and research to implement sound behavioral interventions for all students to achieve improved outcomes and increased opportunities for every student group. PBIS recognizes the importance of understanding behavior as synergistic in nature with academic performance, and therefore important for student success.

What is the Tiered Fidelity Inventory (TFI)?

The Tiered Fidelity Inventory (TFI) is the evaluation tool used by the central office to conduct annual evaluations of Lancaster High School’s PBIS program. The TFI comprises three sections denoting each tier of the PBIS framework. Within each tier, a series of indicators are measured on a scale of 0, 1, or 2. Implementing at a “2” means the program has reached the highest expectation of the TFI and should continue existing practices. Implementing at a “0” then indicates an area of growth or improvement for the program.

[SWPBIS Tiered Fidelity Inventory \(version 2.1\)](#)

School Wide Positive Behavioral Interventions & Supports (SWPBIS)

In our efforts to establish **Lancaster High School** as a successful, welcoming and purposeful learning environment, we have implemented a program called School Wide Positive Behavioral Interventions & Supports (SWPBIS). SWPBIS actively encourages students to achieve their academic potential while also behaving with good character. At **Lancaster High**, the focus is on teaching and encouraging appropriate behavior in all areas of the school. Students who are respectful, responsible and ready act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

Students are actively involved in learning what being successful means and looks like in all areas of our school through activities, lessons, demonstrations, videos and role-playing. In addition to learning how to be successful, teachers and staff will recognize and reward students for better-than-expected behavior. Staff issue tickets called **Be REAL Cards** to students when they observe them in the act of exceptional behavior. The **Be REAL Cards** will come with a reward, such as prizes that can be collected at the student store, opportunity to win prizes in a raffle, and access to special SWPBIS activities.

SWPBIS Schools

SWPBIS Schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. Unlike how schools have typically responded in the past – discipline in response to student misbehavior – SWPBIS teaches behavioral expectations and rewards students for following them. The goal is to establish a climate in which appropriate behavior is the norm.

Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the restroom, sharpening a pencil, turning in work, and any other routine that takes place on a daily basis. These procedures should be in writing so they may be utilized in the event that a guest teacher is needed in the classroom.

The techniques used by educators for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviors that detract from the learning environment and will be used consistently. This will be the first line of defense in

dealing with inappropriate behaviors that are considered to be minor. **Note:** students who persistently disrupt learning with minor offenses may require administrator involvement.

What if the routines and procedures are not effective?

Routines and procedures are implemented to address behavior in a proactive manner. At times this is not enough or not effective. When all attempts to deal with a behavior using the staff member's classroom management plan have been ineffective and the behavior is still of a minor nature, staff members may choose to refer students to the Accountability Through Supports (ATS) program. Use of an ATS Referral allows the students to reflect on and respond to the inappropriate behavior in a controlled setting and receive targeted support. Consistently repeating minor offenses may be escalated to a major offense.

Major Incidents

Some behaviors and incidents require more immediate solutions and/or the attention of an administrator. To determine if a major incident report was required please reference the descriptions on pages 10&11 of this handbook. Referral forms are submitted to one of the sites administrators through security. The student will be sent to the office. The administrator will speak with the student and contact the parent if needed, and determine an appropriate consequence. When a student returns to class they will be welcomed. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise will vary from student to student.

Important

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behavior – it is the positive relationships we build as a learning community between students, families and staff. Punitive measures have little effect on student behavior and are more likely to increase instances of inappropriate behavior. The Goodwill Education Center staff strives to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behavior and procedures throughout the year. They detail why it is important and encourage all students to be respectful, ready and responsible. By teaching students the necessary social skills for future success, we set out students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society. This means developing students that excel in academic content areas, as well as, being good citizens.

Classroom Teacher Responsibilities

1. Teachers will teach, model, and practice each of the behavioral expectations.
2. Teachers will show the Expectations presented during the morning announcements.
3. Teachers will display and use the **classroom expectations** based upon the school-wide expectations. (Classroom expectations are to be posted in the classroom)
4. Teachers will use the "Procedure for Dealing with Problem behavior" when working with students who fail to meet school-wide and/or classroom expectations (See page 9).
5. Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed school-wide and classroom expectations using informal and formal recognition programs such as REAL Tickets, Positive Referrals, and Student of the Month nominations.

Staff Personnel Responsibilities

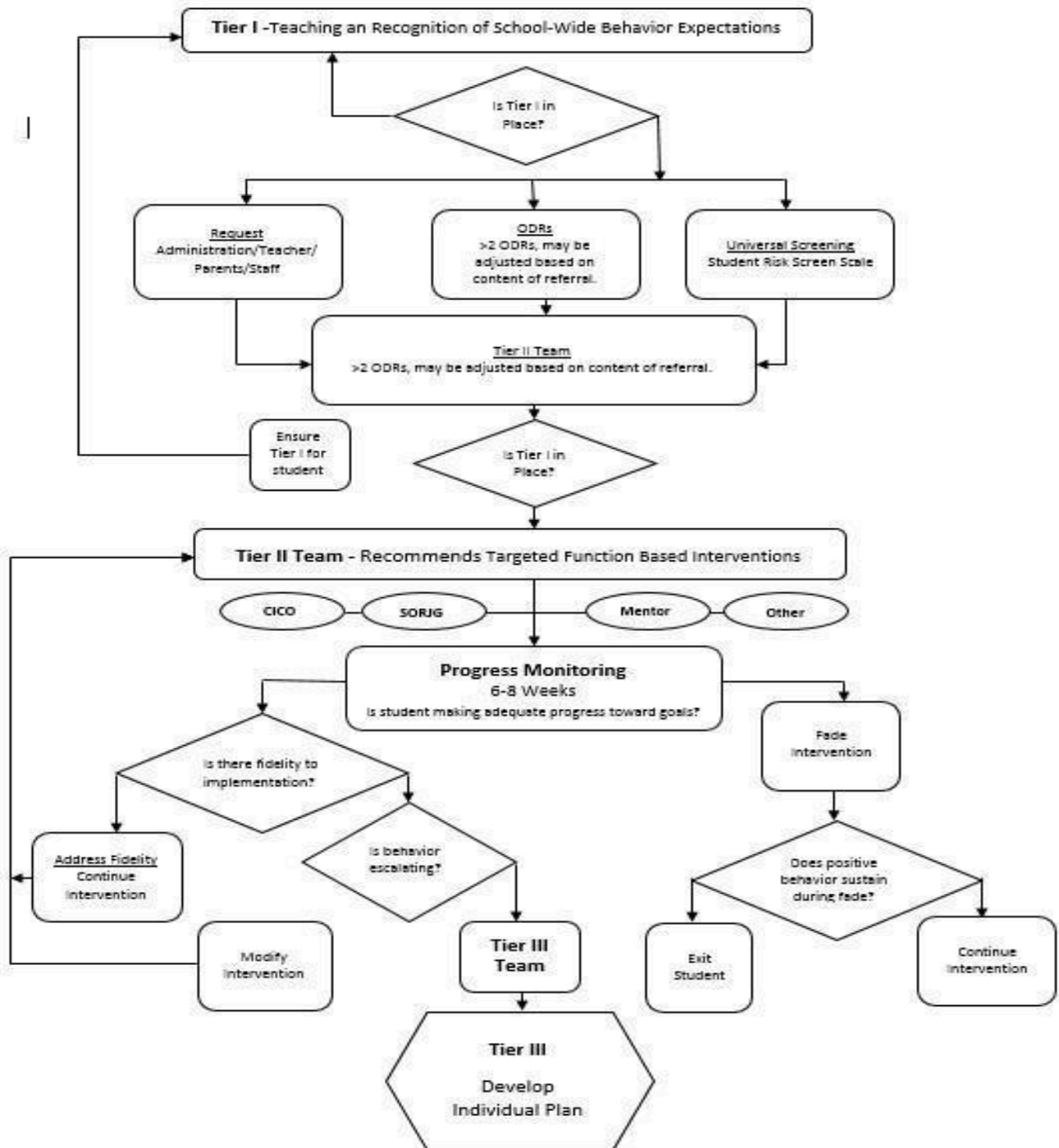
1. Staff personnel are defined as all adults with supervisory authority and all teachers whose students are in attendance on campus.
2. All classroom teachers are involved as supervisors at various points within the school day and/or school year.
3. Staff personnel will circulate among students and observe students to see that they are meeting school-wide expectations in all non-classroom settings of the school.
4. Staff personnel will talk with students and provide feedback based on the school -wide expectations.
5. Staff personnel will use the "Procedure for Dealing with Problem behavior" when working with students who fail to meet school-wide and/or classroom expectations (See page 9).
6. Staff personnel will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed school-wide and classroom expectations such as REAL Tickets and Positive Referrals.

LNHS Behavior Expectations Matrix

What Do Our **Core Values** Look Like at LnHS?
Be "R.E.A.L."

Be..	<u>R(espectful)</u>	<u>E(ngaged)</u>	<u>A(ccountable)</u>	<u>L(eaders)</u>
CLASSROOM	Add to the learning environment for yourself and others	Be motivated and ask questions	Produce quality work and effort	Help yourself and others learn
QUADS/ HALLWAYS	Keep appropriate verbal and physical boundaries	Move purposefully and keep paths clear	Show sensible personal behavior and attire	Encourage considerate actions
LANGUAGE	Be positive when speaking to or about others	Think before you speak	Be tolerant and use non-threatening language	Be encouraging and supportive
ELECTRONICS	Treat equipment as if it is the only one	Be productive and avoid disruptions	Follow guidelines of use (when, where, & how)	Assist others with less skill
RALLIES/ ASSEMBLIES	Treat others how you want to be treated	Where school colors and show spirit!	Attend on time and follow directions	Find ways to positively participate
CAFETERIA/ MAIN QUAD	Honor people, space, and belongings	Be mindful and inclusive of others	Leave it better than you found it	Make healthy choices

Flowchart for Tiered Interventions and Supports



- This page would be site specific

Tier I

LNHS PBIS Student Incentive Matrix

Type	Earned By	Reward	Given By	When	Resources
REAL Tickets	Responsible Effective Analytical Learner	Entered in quarterly raffles End of Year Activity-	All Staff	Given Daily/ Announced Quarterly	Prizes
Positive Referral	Responsible Effective Analytical Learner	See referral Form Positive Phone call home-Teacher /Admin	Teachers	Daily	Verbal Recognition
Student of the Month	Excellence and Most Improved -Academic	Picture in Office Announced Over the Loud Speaker Lunch with Administration Monthly Newsletter/website	Teachers	Monthly	Certificate Lunch Certificate
REAL Motivator Awards	Given for Outstanding Attendance, Citizenship, and Behavior	Restaurant Certificate Picture in Office Announced Over the Loud Speaker Lunch with Administration Monthly Newsletter/website	Dean/AP/ Counselor	Every Grading Period (4-5weeks) ACW-8 times per year	Lunch Restaurant Certificate
Principal's Award	Given for Academic Achievement-content areas	Restaurant Certificate Lunch with the Principal Announcement over the Loud Speaker Picture in Office Monthly Newsletter/website STAR Pass	Principal	Every Grading Period (4-5 weeks) ACW-8 times per year	Certificate Lunch Restaurant Certificate
Awards Assemblies	GPA /Citizenship/ academics Credits Earned Attendance	Certificates Monthly Newsletter/website Recognition at Parent awards night	Staff	Quarterly	Facilities Certificates Food Theme (Popcorn Pizza; Pastries)

LNHS PBIS Staff Incentive Matrix

Type	Earned By	Reward	Given By	When	Resources
Staff of the Month	Being Successful, Respectful and Responsible	Certificate Monthly Newsletter/website Picture in Office Gift card	Administration	Monthly	Gift Card Trophy
REAL Motivator Staff Shout Out Box	Being Successful, Respectful and Responsible	Announced at staff meetings	All staff	Weekly	Verbal Recognition
PBIS Positive Parking	Most Positive Referrals	Preferred parking spot	Admin	Monthly	Parking Space
Certificated and Classified Staff of the Year	Being Successful, Respectful and Responsible	Name on Plaque Individual Plaque Monthly Newsletter/website	Staff/Admin	Annual	Name on Plaque Individual Plaque

Procedure for Dealing with Problem/Challenging Behaviors



Lancaster High School Behavior Management Flowchart

Observable Problem Behavior

Office or teacher-managed?

Office Managed behaviors *Use OCD Referral form

Arson
Aggressive acts toward staff/students
Assault
Bullying, harassment, threat, intimidation
Chronic Teacher Managed behaviors
(multiple previous steps)
Controlled substances
Fighting
Harassment
Safety threats
Sexual incidents
Theft
Vandalism/criminal acts
Weapons

Major Problem Behavior referral form link:
<https://forms.gle/jRRGes49kSBx4SXD7>

Teacher Managed behaviors *Use PS Student Behavior Intervention

Academic dishonesty
Apathy (refusal to work)
Classroom disruption
Disobedience/Defiance
Disrespect
Electronic device misuse
Excessive tardies or absences
(report to CAW)
Food/drink
Inappropriate language
Lack of preparation
Sleeping

PowerSchool SBI iorad link:
<http://ior.ad/EF7>

Call for Security
pickup (Ext 0 or
Ext 791)

Fill out OCD
Referral Form

Contact
parent/guardian

Security
investigates,
witness
statements

Post
suspension
intervention

Log incident
using PS SBI

Review other
teachers'
entries

Contact
parent/guardian

Re-teach
REAL core
values

Teachers must contact parent/guardian when a student is sent from classroom.

Note: more examples of Minor and Major Offenses are listed on page 11-12.

Minor Offenses: Classroom Managed

- Language
- Tardy
- Calling Out
- Put Down
- Throwing objects - Refusing to work
- Minor dishonesty
- Tone/Attitude
- Inappropriate comments
- Electronic devices
- Food or drink
- PDA
- Horseplay
- Not coming to class prepared
- Missing homework
- Defiance/disrespect/insubordination

Notes:

- *Minor offenses are handled by the classroom teacher.
- *The SSC and OCD rooms do NOT handle minors.
- *Minors are dealt with quickly and efficiently.
- *Minors are documented using SWIS through PowerSchool.
- *A specific number of minors will lead to a Major
- *Minors should be followed up with parent contact

Minor Incident Report:

- Record incident on **PS SBI tracking** when student does not respond to pre-correction, re-direction, or verbal warning.
- Once written, notify parent with phone call, email or letter.
- Take concrete action to correct behavior (i.e. complete behavior reflections writing, clean desks, time out, pod squad/triad).
- Whenever possible, have the corrective action(s) correspond to the behavior being corrected

Major Offenses: Office/Administrator Managed

- Weapons
- Fighting or aggressive physical contact
- Chronic minor infractions
- Aggressive language
- Threats
- Harassment of student/teacher
- Truancy
- Smoking inside the building
- Vandalism (significant)
- Alcohol
- Controlled substances / Drugs
- Gambling
- Theft
- Lewd notes
- 3 minors for same offense, from same teacher

Notes:

Administrator determines consequences

Possible administrator consequences

- o Detention
- o Suspension (in or out of school)
- o Loss of privilege

Tier II

Identifying Students for Tier II Interventions

Multiple methods are used to identify students for Tier II interventions. No single method is likely to identify all students who may need Tier II supports. Tier II students may be identified for externalized or internalized problem behaviors. Students may be identified through various methods including: (a) Office Discipline Referrals; (b) a universal screener; and (c) requests.

Considerations

It is important to note that students should not receive Tier II services unless Tier I systems are established with fidelity within the environment in which a student is exhibiting behavior. If Tier I is not in place, the focus of intervention should be at the Tier I level.

Office Discipline Referrals (ODRs)

ODRs are a general indicator of externalized behavior. Receiving two or more ODRs will trigger consideration for support at Lancaster High School. Additionally, the students will be reviewed on the context of the ODRs and severity of their actions to be considered for Tier II services with more or less ODRs.

Student Risk Screening Scale (SRSS)

The SRSS is a universal screener designed to identify students with externalized behaviors. The screener is research based and has validated technical adequacy for use in K – 12 grade settings. Teachers are provided the screening tool twice a year. Teachers then rate students in their class on seven items with a 4-point scale. The screening takes roughly 10 – 15 minutes. As such, it efficiently allows for identification of students at risk. The screening tool is then collected by the PBIS team to identify potential candidates for Tier II support.

SRSS documents contain information about a student and are considered student records. As such, a parent(s)/guardian(s) may request to see the SRSS information in relation to their student.

Requests

At risk students may also be identified through requests for support. Parents, staff, and students may directly request service. Requests for service are often the best way to identify student with internalized behaviors. Staff should be encouraged to utilize requests for service for students displaying internalized behaviors. Students displaying externalized behaviors should be identified through the SRSS and ODRs. The Tier II referral form can be found in the Appendix section.

Types of Tier II Interventions

Check-In/Check-Out (CICO)

Students check-in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide youth positive behavioral feedback, based on the school-wide expectations, on a CICO Form.

CICO includes the following practices:

- Increased positive adult contact
- Embedded social skills training
- Direct link to school-wide behavioral goals and expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement contingent on meeting behavioral goals

Who can benefit?

- Students with low level, disruptive problem behavior across settings
- Students with a pattern of office referrals
- Students who receive a number of office referrals above data decision mark
- Students who find adult attention reinforcing

For whom is the intervention not appropriate?

- Students with serious or violent behavior
- Students for whom referrals are context driven (e.g., unsupervised areas)
- When referrals come from one location

Basic approach:

- Define & teach behavioral expectations
- Build a regular cycle of checking in and checking out with adults
- Collect information for ongoing evaluation and adaptation

Students participating in a CICO intervention check in each morning with an adult staff member who, in a quick and efficient manner, greets the student, provides positive prompts for the day, and provides the student with CICO Form. The student then carries the DPR with them throughout the day for their teacher(s) to give feedback regarding meeting behavioral expectations.

Students then return the completed form to a staff member and checks out; again, receiving prompts from the staff member and positive interaction with an adult. The form is then taken home so that the parent/guardian may see their student's progress. The data from the form is compiled in a spreadsheet (see appendix) for progress monitoring purposes.

Social/Academic/Restorative Justice Groups

Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Additionally, the restorative justice aspect allows for students to understand how their behavior has an impact on others. Intervention leads to generalization most effectively when youth are also supported by CICO, where classroom teachers provide youth positive behavioral feedback on a CICO Form related to their transference of newly learned skills taught during group.

Groups includes the following practices:

- Explicit teaching of social and/or organizational skills
- Opportunities for role playing and problem solving using learned social and/or organizational skills
- Increased positive adult contact
- Direct link to school-wide behavioral goals and expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement contingent on meeting behavioral goals

Who can benefit?

Students who demonstrate skill deficits in specific areas (e.g., how to perform skills, when to perform a skill, etc.) can benefit from groups. Some of the most common skills students demonstrate difficulties with include the following:

- Active listening
- Following directions
- Staying calm when receiving feedback
- Problem solving
- Appropriate social interactions (e.g., greeting others, sharing, etc.)
- Asking for help
- Respectfully disagreeing

Who will not benefit?

- Students who have requisite social or organizational skills
- Students with performance deficits or lack motivation
- Students disengaged from school

Basic approach:

- Define & teach skills based on identified deficits
- Build regular opportunities for role playing and feedback by all staff
- Collect information for ongoing evaluation and adaptation

Mentoring

Individualized CICO has most of the same features as the generic CICO but includes some fairly simple individualizations (i.e. change in location of CICO, addition of more Check-ins, etc.) without creating individual student goals or goal lines (which would only come after an BIP. Mentoring involves one adult meeting with one or more students at a time, one or more times per week, to provide pre-corrects and a positive connection with the school through a supportive relationship.

Who can benefit?

The following are indicators of students that may benefit from a structured mentoring program:

- Behavioral: Late to school, skipping class, absenteeism including excessive excused absences, late to class frequently, history of educational neglect, behavior ODRs, suspensions, frequent school moves
- Academic: Not completing assignments, failing classes, reading below grade level, low test scores, in danger of not graduating, incomplete assignments
- Cognitive: Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence
- Affective: Social isolation, feelings of not belonging to school, low expectation to graduate

For whom is the intervention not appropriate?

- Students experiencing success in school
- Students with positive social networks in place
- Students with positive adult role models already in their lives
- Students displaying serious or violent behavior
- Students with referrals coming from one location

Basic Approach:

- Meet regularly (e.g. weekly) to check-in with the student and review risk factors
- Record progress on monitoring form
- Record focus of contact with student in the monitoring form

Be REAL! Grace Contract

A contract between the teacher/school and the student in which the student must meet identified goals before obtaining a reward. Works well with students whose function of behavior is to obtain something.

Basic Approach:

- Identify goals on contract form.
- Set a time limit for goals to be achieved.
- Review, modify, and record progress at end of timeline.

Procedure for Selecting & Implementing Tier II Interventions

Once a student has been identified as potentially in need of Tier II supports, the PBIS Team will conduct a review of existing data on the student in order to hypothesize a function of behavior and sort the student into an intervention that is likely to meet the needs of the student.

- o ODRs
- o SRSS screen results
- o Environment where behavior is occurring
- o Interview teacher(s) of student
- o Other existing records

Once records have been reviewed, the team will hypothesize the function of the student's behavior and apply a function quick sort to find an intervention match. Each school should create a function quick sort table for the Tier II interventions available. The purpose of the function quick sort table is to assist the Tier II Team in selecting the intervention most likely to assist the student. An example function quick sort table is presented below:

	Check In – Check Out	Social/Academic/ Restorative Groups	Bulldog Grace Intervention	Mentoring	Other
Increase opportunity for positive adult attention	X	X	X	X	?
Increase opportunity for positive peer attention		X			?
Promotes a positive, encouraging adult relationship	X			X	?
Teaches replacement behaviors and/or skills	X	X			?
Teaches problem solving		X		X	?
Increases pre correction, prompts and structure	X	X			?
Monitors risk factors				X	?
Provides access to choice of alternatives/ activities		X	X		?
Facilitates self-monitoring	X	X	X		?

Increases opportunity for stronger incentives/positive reinforcement			x		?
Adapted from Lori and Newcomer, Ph.D. – University of Missouri					

Following the quicksort, the team should select an intervention. It is possible that students who have been identified as being at risk may not benefit from Tier II supports. Students may exhibit behavior that is extreme enough to warrant assessment for Tier III or the data collection may find that simple environmental adjustments within the location that the behavior is occurring will mitigate future occurrences. Also, it may be more appropriate to adjust teacher behavior as it may serve as an environmental antecedent that brings about, or exacerbates, the problem behavior.

Once selected for a Tier II support, the intervention should begin within a week of selection. Prior to the start of an intervention, the team should contact the parent(s)/guardian(s) to inform them of the reasons for selecting the intervention, obtain permission to begin the intervention, and explain their role in supporting the intervention. The Tier II team will monitor the progress of the intervention after implementation.

Procedure for Monitoring & Exiting students from Tier II Interventions

After 4-6 weeks the Tier II team will review the student progress. The progress will be identified within three categories: (1) Positive, (2) Questionable, or (3) Poor.

Positive

If the review is positive, then the student data will evaluate whether to continue the Tier II supports, gradually fade out Tier II supports, or move back to Tier I supports only .

Questionable

If the review is questionable, the data will evaluate whether to student was receiving supports with fidelity or is the Tier II support needs to be modified or changed.

Poor

If the review is poor, the data will evaluate whether to student was receiving supports with fidelity, modify or change the current Tier II support, or recommend consideration for Tier III support.

Tier III

Identifying Students for Tier III Interventions

Multiple methods are used to identify students for Tier III interventions. No single method is likely to identify all students who may need Tier III supports. The most common way to identify Tier III students is after Tier I and Tier II supports were found non-responsive. However, students can be identified for the need of Tier III supports through the same methods listed to identify students for Tier II interventions.

Tier III Intervention

Behavior Plan

An individualized team is created specifically for one student at a time (includes family, community, and relevant school-based adults) to assess students strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and/or behaviors.

Procedure for Implementing the Tier III Intervention

Once a student has been identified as potentially in need of Tier III supports, the PBIS Team will select members to be part of the behavior plan team. The team will need to include, administrator, teachers, parent/guardian, school psychologist, and a member of the Tier III team. The behavior plan team will conduct a review of existing data on the student and develop the behavior plan. The following data can be used for review:

- o ODRs
- o SRSS screen results
- o Environment where behavior is occurring
- o Interview teacher(s) of student
- o IEP/504
- o Tier II Intervention Data
- o Other existing records

Once the plan is developed a time period for progress monitoring will be established, the plan will be implemented, and distributed to key stakeholders (i.e. teacher; staff). The Tier III team will monitor the progress of the intervention after implementation.

Procedure for exiting students from Tier III Intervention

After the designated time the Tier III team will review the student progress. If progress is shown the behavior team will develop a plan to continue or fade out Tier III interventions. If progress is not shown, the team will modify the plan and consider consulting Special Education services.

APPENDIX

SSC Referral Form: <https://forms.gle/knx69uAouv9Pxi6z9>

OCD Referral Form: <https://forms.gle/jRRGes49kSBx4SXD7>

Reflect/Reconnect Form: [OCD Reflect & Reconnect Form](#)

Tier 2 Referral Form:

https://docs.google.com/forms/d/e/1FAIpOLScCOxo-TvPYWWv0hUmn8wAMeksw_A2U3OZb2Bx5CIJGfuZmrA/viewform

BE REAL E-Nomination: <https://forms.gle/X1ttRaY7EsfCMp5q6>

Student Risk Screen Scale (SRSS)

Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achieve- ment	Negative Attitude	Aggressive Behavior	Total (0-21)	Risk (circle)
11.									L M H
12.									L M H
13.									L M H
14.									L M H
15.									L M H
16.									L M H
17.									L M H
18.									L M H
19.									L M H
20.									L M H
21.									L M H
22.									L M H
23.									L M H

SRSS Summary (for the classroom)

	Low Risk	Moderate Risk	High Risk
Number of Students			
Percent of Students			

**Lancaster High School
PBIS Handbook**

Student's name _____ **Referred by:** _____ **Date:** _____
Student ID # _____ **DOB:** _____ **Grade:** _____ **IEP:** Y N **Tier:** II III

Situations of Concern	Problem Behavior(s)	Expected Behaviors

1. Check the areas of concern(s):

Academic	Problem Behaviors	Communication	Personal Care	Health	Contributing factors
<input type="checkbox"/> reading <input type="checkbox"/> math <input type="checkbox"/> spelling <input type="checkbox"/> writing <input type="checkbox"/> study skills <input type="checkbox"/> other _____	<input type="checkbox"/> aggressive <input type="checkbox"/> non-compliant <input type="checkbox"/> poor attention <input type="checkbox"/> work completion <input type="checkbox"/> withdrawn <input type="checkbox"/> disruptive <input type="checkbox"/> poor attendance <input type="checkbox"/> other	<input type="checkbox"/> language <input type="checkbox"/> fluency <input type="checkbox"/> articulation <input type="checkbox"/> voice <input type="checkbox"/> ELL <input type="checkbox"/> other	<input type="checkbox"/> dressing <input type="checkbox"/> hygiene <input type="checkbox"/> organization <input type="checkbox"/> glasses <input type="checkbox"/> other	<input type="checkbox"/> visual acuity <input type="checkbox"/> visual tracking <input type="checkbox"/> hearing <input type="checkbox"/> physical <input type="checkbox"/> seizures <input type="checkbox"/> medication <input type="checkbox"/> gross/ fine <input type="checkbox"/> motor other	<input type="checkbox"/> curriculum <input type="checkbox"/> trauma <input type="checkbox"/> personal <input type="checkbox"/> loss <input type="checkbox"/> anxiety <input type="checkbox"/> peers <input type="checkbox"/> family <input type="checkbox"/> other

2. Check the strategies tried so far & circle those that were effective:

General review	Modify Environment	Modify Presentation	Modify Curriculum/ Homework	Modify Expectations
<input type="checkbox"/> review cum file <input type="checkbox"/> talk with parents <input type="checkbox"/> talk with previous teacher <input type="checkbox"/> seek peer help <input type="checkbox"/> classroom assessment <input type="checkbox"/> other	<input type="checkbox"/> change seating arrangement <input type="checkbox"/> provide quiet space <input type="checkbox"/> provide a larger space <input type="checkbox"/> encourage work <input type="checkbox"/> breaks <input type="checkbox"/> other	<input type="checkbox"/> pre-teach give <input type="checkbox"/> extra practice <input type="checkbox"/> guided practice <input type="checkbox"/> change pacing <input type="checkbox"/> give extra <input type="checkbox"/> feedback <input type="checkbox"/> provide patterns <input type="checkbox"/> vary materials <input type="checkbox"/> increase instructional time <input type="checkbox"/> planned positive reinforcer <input type="checkbox"/> other	<input type="checkbox"/> change task size <input type="checkbox"/> change color <input type="checkbox"/> provide computer <input type="checkbox"/> provide calculator <input type="checkbox"/> use visuals/ manipulatives <input type="checkbox"/> change instruction <input type="checkbox"/> provide a model <input type="checkbox"/> other	<input type="checkbox"/> group product <input type="checkbox"/> individual product <input type="checkbox"/> make it easier <input type="checkbox"/> give more time <input type="checkbox"/> tutor/mentor <input type="checkbox"/> alternative response <input type="checkbox"/> emphasize quality over quantity <input type="checkbox"/> other

Once completed, submit this form to the PBIS coach.

PBIS Tier II/III Tracking Tool

Tier 2/Tier 3 Intervention Tracking Tool

Year: _____ Average School Population as of May 1: _____

Interventions	Tier 2										Tier 3			
	Check-in Check-out (CICO) # and %		Social/Academic Restorative Groups # / %		Goodwill Grace Intervention # / %		Individualized/Peer Mentoring (Assigned Staff or PBIS Ambassador) # / %		BIP # / %		Wraparound Support # / %			
August	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding		
September	/	/	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/	/	/

PBIS RESOURCES

www.pbis.org – Great overview of PBIS for all three tiers. Go to the “Training” tab at the top of the page for links to power points, worksheets, lesson plans, and more!

www.pbisworld.com – Great source of intervention strategies for specific behaviors in your classroom.

http://www5.milwaukee.k12.wi.us/dept/rti/resources/behavior/#matrix-
Great website full of PBIS and Intervention resources for all levels and stakeholders.

www.sanjuan.edu- Go to “Departments” then to “Pupil Personnel Services” and then “PBIS.” This district PBIS page with lots of resources. Be sure to look at the Related Files and Related Links areas at the bottom of the web page.

http://www.cccoe.net/social/skillslist.htm- Great social skills lessons for topics such as “Listening to Others,” and “Ignoring Distractions.”

www.pbismaryland.com www.pbisillinois.com and

http://flpbs.fmhi.usf.edu/ – These states have been doing PBIS at the statewide level for several years. Lots of resources, articles, research, and information you can use in the classroom; also several examples of PBIS “in action” and really working!

http://uappbs.apbs.org/ - Online Academy for University of Kansas. A huge collection of online learning modules related to PBIS.

www.irised.com – Iris Educational Media. Has evidenced-based training and professional development, video-based curriculums that support PBIS and classroom behavior. Including FREE printable to support classroom management, social skills, working with parents, and more.