OROVILLE CITY ELEMENTARY SCHOOL DISTRICT
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Culturally Responsive Positive Behavioral Interventions and Supports

Revised School Leadership Team Handbook
Tiers 1, 2, and 3



Moving forward together….impacting the future one student at a time

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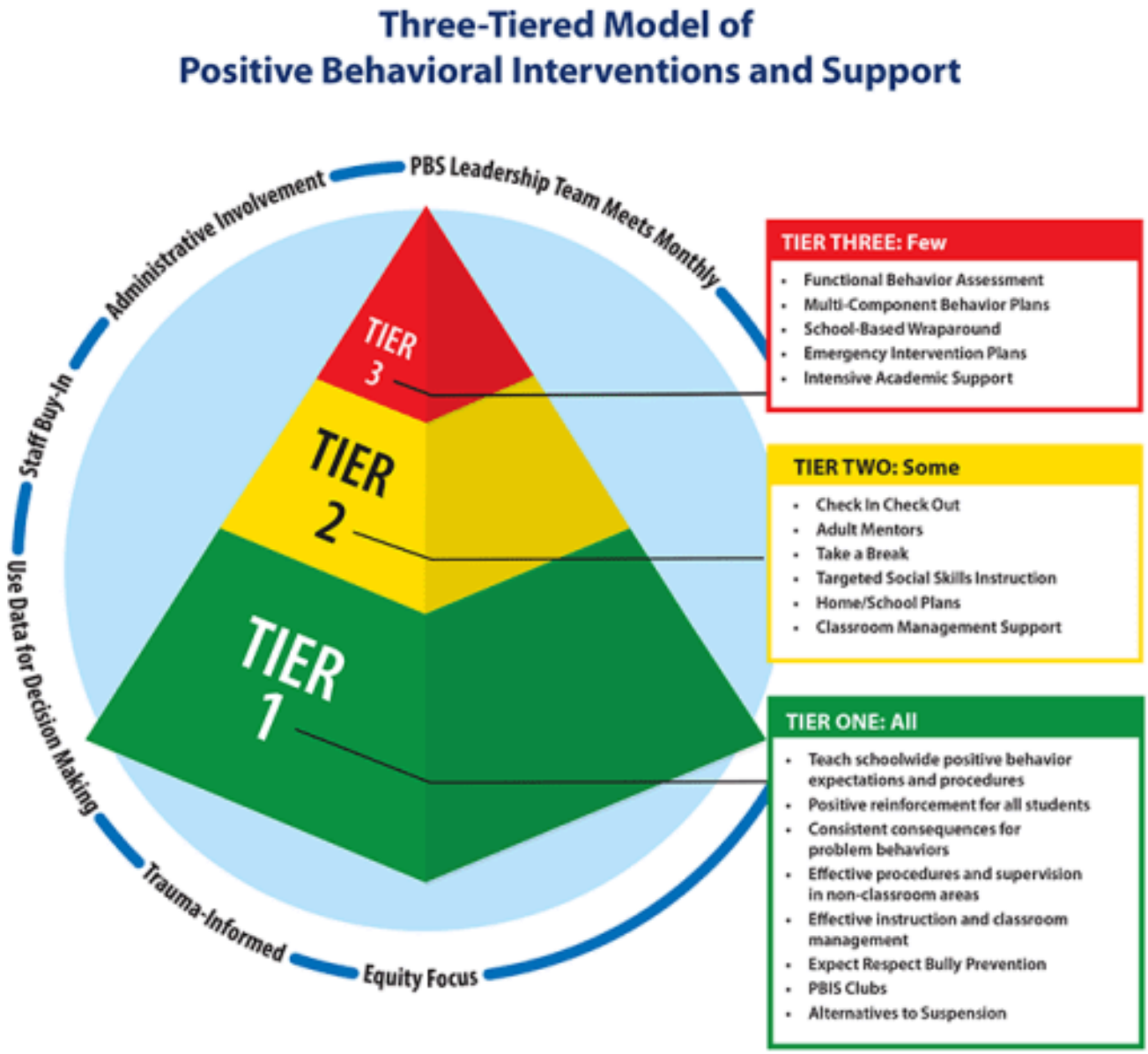
OVERVIEW


Three-Tiered Model of
Positive Behavioral Interventions and Support
PBS Leadership Team Meets Monthly
Administrative Involvement
Staff Buy-In
Use Data for Decision Making
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TIER THREE: Few
Functional Behavior Assessment
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Emergency Intervention Plans
Intensive Academic Support
TIER TWO: Some
Check In Check Out
Adult Mentors
Take a Break
Targeted Social Skills Instruction
Home/School Plans
Classroom Management Support
TIER ONE: All
Teach schoolwide positive behavior expectations and procedures
Positive reinforcement for all students
Consistent consequences for problem behaviors
Effective procedures and supervision in non-classroom areas
Effective instruction and classroom management
Expect Respect Bully Prevention
PBIS Clubs
Alternatives to Suspension

OVERVIEW

Multi-Tiered System of Support: Culturally Responsive Positive Behavioral Interventions and Supports Framework

To support positive, predictable, safe classrooms, where all students can be successful, Oroville City Elementary School District has implemented a Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS) framework. CR-PBIS uses a school-wide, tiered intervention approach to improve outcomes for all students. The framework is not a script or curriculum, but organizes the school to help teachers use a variety of student supports, effective practices, and evidence-based interventions. Research shows that CR-PBIS works: it reduces classroom disruptions and student suspensions, and can increase academic success and reduce absenteeism.

The core principles guiding Tier 1 CR-PBIS include the understanding that we can and should:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions.

These core principals support a relational, instructional learning environment that is predictable, positive, and safe. Students cannot learn when they do not feel safe and cared for. CR-PBIS is a way to focus on the whole child and ensure that each child feels safe and cared for, and promotes safe, predictable, positive schools as the foundation for learning. CR-PBIS helps school staff to explicitly teach, nurture, and encourage positive social behaviors. All support begins with relationship building between staff members and students, thus creating a community of belonging for all learners in the classroom.

CR-PBIS begins with schools creating expectations and agreements for all students and adults. This creates a sense of community and belonging. Expectations are co-developed with students and are taught, practiced, acknowledged, and reinforced by all staff members. Students who struggle with making positive choices are provided more intense, specific interventions through the school's CR-PBIS Framework.

OVERVIEW

CONTINUUM OF SUPPORTS

This table lists the types of intervention and support available to students to support their success. The supports are represented as a continuum of supports; supports and interventions are additive- they "layer" on one another to intensify the instructional and relational supports provided to students.

Tier	Practices, interventions, and supports	Supporting Personnel
1	• Active Supervision • Affinity groups and after school clubs • Alternative seating • Behavior specific praise • Positive Relationships • Greeting students at the door • Community building circles • Defining, teaching & practicing school-wide expectations • School acknowledgements/rewards • Classroom community agreements • Classroom acknowledgements • Continuum of instructional consequences • Restorative conversations & conferences • District-wide social emotional curricula • Good choice table in cafeteria • Greeting students as they arrive on campus • School Wide expectation signs posted throughout the school • Culturally and Contextually Fit Classrooms • High quality instructional practices	All School Personnel
2	• Check-In/Check-Out • Self Monitoring • Small Group Social and Academic Skills Instruction, • Mentoring • Class Pass/Structured Breaks • Behavior Contracts • Peer Tutoring • Wellness / Sensory Room • School Ties (homeless and foster youth) • Attendance Contracts	May include the following, depending on school personnel: Principal, Counselor, Tier 2 Coordinator.
3	• Therapy/counseling • Functional Behavioral Assessment and Behavior Intervention Plan • Wraparound services • ERMHS-County Counseling Service • Person centered planning • Individual/modified schedules	May include the following, depending on school personnel: Principal, Counselor, Tier 2 Coordinator

Tier I: School-wide CR-PBIS and Classroom Systems	
W	• All students, all staff demonstrate the school-wide expected behaviors

OVERVIEW

HO	• School CR -PBIS Team leads implementation activities • Classroom teachers and school staff apply CR-PBIS Practices in all areas of the school
WHAT	• School-wide expectations and classroom rules are developed with student input and focused on WELLNESS and BELONGING • All school personnel respond to academic and social errors instructionally (re-teach), and relationally (avoid shaming and isolation). • Tier 1 CR-PBIS team suggests and supports instructional and relational strategies to staff.
HOW	• Staff consistently teach and acknowledge school-wide expectations • All staff document social behavior errors in the form of office referrals; • Tier 1 team reviews data monthly (e.g. fidelity of implementation, school-wide patterns of behaviors, risk ratios for referrals & suspensions).
Tier II: Supplemental or Targeted Interventions	
WHO	• Students who are currently not successful with only Tier 1 practices • Tier 2 Intervention Team • Support/Instructional staff provide interventions based on progress monitoring
WHAT	• Strategic interventions are already in place and available for students to join. These may include, but not limited to: ○ Check-In/Check-out (with a standard point card) ○ Social skills groups (ex: lunch buddies, anger management, etc.) ○ Structured recess
HOW	• A student may be referred for a group/strategic intervention in various ways (e.g. office referrals, teacher request, etc.) and data is collected daily or weekly • Tier 2 CR-PBIS team reviews fidelity of interventions, and patterns of behaviors for students receiving Tier 2 supports. • Tier 2 CR-PBIS team suggests & supports modifying, intensifying, and fading Tier 2 supports as indicated by data.
Tier III: Intensive/ Individualized Interventions	
WHO	• Students who are not yet being successful with Tier 1 & Tier 2 practices, • Tier 3 Intervention Team • Support/Instructional staff provide interventions daily and/or weekly based on progress monitorinG
WHAT	• Strategic interventions are developed for individual students based on their strengths and needs. These may include, but not limited to ○ Functional Behavioral Assessment and Behavior Intervention Plan ○ Wraparound Planning
HOW	• A student may be referred for intensive/individualized intervention in various ways • Tier 3 CR-PBIS team reviews fidelity of Tier 3 plans, and patterns of behaviors for students receiving Tier 2 support. • Tier 3 CR-PBIS team suggests & supports modifying, intensifying, and fading Tier 3 supports as indicated by data, and other support providers

TIER 1 SCHOOL LEADERSHIP TEAM

Each school has a universal Tier 1 team that meets monthly and reviews school-wide

TIER 1



behavioral and social-emotional data. The data is disaggregated to analyze any disparities based on race and/or disability and to identify actions to address disparities.

The Tier 1 team should include representatives of all staff. At a minimum, the Tier 1 team should include:

- A teacher
- An education specialist
- A classified staff member
- Someone with knowledge of applied behavior analysis
- An administrator, and
- A parent or guardian.

In addition to those listed above, the middle school Tier 1 team should also include:

- Grade level representation from each grade, and
- A student.

Team members are expected to attend meetings above 80% of the time. All team members must be trained in data-based decision making and in matters of confidentiality.

Some key activities and functions of the Tier 1 team include:

- Establishing an efficient routine, schedule, and structure for conducting efficient team meetings, including using district Tier 1 agenda and capturing meeting notes
- Completing fidelity checks (TFI) annually in the spring,
- Sharing school-wide disaggregated data with the faculty monthly,
- Solicit input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least once per school year from the community.

Confidentiality and Team Meetings: Any and all information related to individual teachers, students, or families is CONFIDENTIAL, which means team members do not talk about it, or share it with non-team members outside of the team meeting time.

TIER 1



TIER 1 CR- PBIS TEAM ROLES AND RESPONSIBILITIES

Team Member	Typically Filled By	Roles & Responsibilities
Site Administrator	Principal or Vice Principal	❖ Supports by attending meetings and guiding the problem solving process ❖ Restructures resources as needed ❖ Shares updates with staff
Facilitator	Certificated staff	❖ Prepares the agenda ❖ Facilitates the meeting ❖ Assigns & follows up on assigned tasks
Note Taker	Any Team Member	❖ Takes notes at each meeting, recording tasks, deadlines, and decisions ❖ Distributes information as appropriate
Data Analyst	SWIS Trained Certificated staff	❖ Provides SWIS and/or AERIES data summaries to the team for data based decision making ❖ Prepares a precision-statement for the team to problem solve ❖ Creates or co-creates graphs/reports to be shared with staff/family/partners
Behavioral Expertise	Counselor, School Psychologist, Education Specialist	❖ Provides technical expertise to guide interventions
Representatives of School Staff	Should include classified staff, may include grade level staff & Education Specialist	❖ Provides support with data based decision making from various school perspectives
Family Member/Student (for middle school	Parent(s)/Caregiver(s representative of students cultures and	❖ Provides consultation on how PBIS can carry into the home. Helps establish engagement needed for shifting schoolwide culture.



team)	communities	
Student Liaison*	Any Team Member	❖ Fulfills the role of providing support and input from a student's perspective.

TIER 1 CR-PBIS TEAM MEETING

WHAT

Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan.

WHY

Having a consistent, solution focused agenda like the **CR-PBIS Tier 1 Team Meeting Document,** and the **CR-PBIS Team Solution Tool** can help teams get through their action items efficiently (see Appendix A and Appendix B).

Using data consistently, including the Office Referral Drill-Down Worksheet, also helps ensure that teams are operating from an informed perspective, and can track improvements over time (Appendix C).

HOW

Tier 1 Teams use the **CR-PBIS Tier 1 Team Meeting Document** based on the Team Initiated Problem Solving (TIPS) II meeting agenda. The team tracks precision statements (Who, What, Where, When and Why), problem-solving solutions, corresponding action items, as well as their progress on the action items and implementation.

TIER 1



TIER 1 ESSENTIAL COMPONENTS



Tier 1 CR-PBIS involves school professionals using universal positive strategies designed to meet the needs of all students. The school community develops a shared language, clarifying expected behavior through school-wide behavior expectations for all school staff, families, and school community members.

Tier 1 strategies are designed to be implemented consistently and efficiently across all school settings, classroom and non-classroom (e.g., cafeteria, hallways). These strategies include:

- Clarifying expected behavior through school-wide expectations
- Teaching specific behaviors or social skills that will lead to success in school,
- Encouraging expected behavior through specific, frequent positive feedback and reinforcement for expected behavior,
- Consistently discouraging unexpected behaviors or social errors, and
- Arranging all teaching and learning environments, including classrooms, to ensure success for all.

TIER 1



Clarifying Expected Behavior through School-Wide Expectations

WHAT

Each school, in partnership with the broader school community, develops five or fewer,

- positively stated behavioral expectations with
- positively stated examples by setting/location for student and staff behaviors (i.e., school teaching matrix).

WHY

Students are set up for success when educators clearly define, teach, and reinforce expected social behaviors. School-wide expectations, used by all staff, ensure that there are consistent expected behaviors and consistent language.

HOW

The expectations and examples should be:

- easy to understand, developmentally appropriate,
- in the languages spoken within the school building, and
- Include pictures of the expectations to support emerging bilingual students, and students who are emerging readers.
- Students and families should be involved in defining what these expectations look like in practice, especially in the classroom setting.

***Examples*:**

Be Kind, Be Safe, Be Responsible.
Prepare, Persevere, Patience!

TIER 1



School-Wide Expectation Matrix

A school-wide matrix shows the school expectations for all settings and non classroom areas. School-wide expectation matrices can embed social emotional learning competencies into the matrix.

EXAMPLE School-Wide Expectation matrix				
Expectation	**Locations**			
	Hallway	Bathroom	Cafeteria	Dismissal
BE KIND	• *Single file line* • *Smile or wave to friends instead of talking* •	• *Go, Wash, Get back to Class!*	• *Throw away your trash* • *Invite a friend to site at your table* • *Say Please and Thank you!*	• *Say Goodbye to classmates!* • *Thank your teachers* •
BE SAFE	• *Walking Feet* • *Single file line*	• *Wash Hands for 30 seconds with SOAP!*	• *Eat your OWN food only.*	• *Walking Feet* • *Wait behind yellow line for the bus*
BE RESPONSIBLE	• *Level 0 or 1 voice* • *Go directly to your location*	• *Level 1 or 2 voice* • *Go, Wash, Get back to Class!* • *Make sure your garbage goes in the can!*	• *Level 1 or 2 voice* *Single file line* • *Throw trash in garbage can*	• *Level 1 or 2 voice* • *Wait until your group is called* • *Go directly to the front of the building*
Teacher Supports Conditions for Learning by...	• *Greet students by name* • *Teach & Model the expected behaviors* • *Acknowledge students following the rules* • *Re-teach when students are not following the rules* • *Scan and use active supervision*			

TIER 1



Teaching Expected Behavior

WHAT

All students are directly taught expected behaviors. Schools develop systems and structures to effectively and efficiently teach students these behaviors on an ongoing basis.

WHY

Explicitly teaching the schoolwide expected behavior is a practice educators use to reach the goal of a more positive social culture in school. Teaching the schoolwide expected behavior supports the goal that all students have a common safe, predictable, consistent, and positive experience at school.

HOW

The CR-PBIS Tier 1 team guides and supports the development of lesson plans for both classroom and non-classroom settings (for lesson plan example see Appendix D; for video lesson template see Appendix E). The team also leads the development of a schoolwide teaching schedule and uses data to determine when re-teaching is necessary across the school year (see Appendix F for schoolwide teaching schedule template.)

TIER 1



Resources for Teaching Expectations

Colorado Department of Education

- Ideas for Teaching Expectations
- Identifying and Teaching School Wide Expectations

Florida PBIS Project

- Expectations and Rules

Midwest PBIS Network

- Developing and Teaching Tier 1 Expectations, Slide Deck
- Tier 1 Team Training Website

TIER 1



Encouraging Expected Behavior

WHAT

Schools develop and implement systems that encourage all adults to provide all students with high rates of specific positive feedback for appropriate behavior.

WHY

Pointing out what someone is doing well is one of the most powerful ways to encourage them to repeat that behavior. It builds positive habits, and creates an opportunity to connect with students.

HOW

Create various opportunities to acknowledge student and staff behavior. A school's acknowledgement system should include:

- Immediate/High Frequency Reinforcement (ex. Behavior specific praise AND acknowledgement ticket)
- Intermittent/Unpredictable (ex. Surprise acknowledgements, unexpected positive notes home)
- Quarterly, or Trimester Class or School wide Celebrations (ex. Celebration for meeting goals set for classroom or school wide expectations)
- Long-Term School wide Celebrations (2 -3 times per year)
- Monthly assemblies that include anti-bullying messages

Share the acknowledgement matrix with all the stakeholders (staff and students alike) (example acknowledgement matrix, Appendix G).
Provide information for teachers, substitutes and families (in primary language spoken at home) on how to provide behavior specific feedback and how to give out acknowledgement tickets. Include information in printed form.

TIER 1



Example School-Wide Acknowledgement Matrix

***EXAMPLE* School-wide Acknowledgement Matrix**				
TYPE	**WHAT**	**WHY**	**HOW**	**WHEN?**
Immediate/High Frequency In the moment, predictable**,** Delivered at a high rate for a short period (e.g., Gotchas, [Panda] Paws, High Fives)	STUDENTS: PAWS Tickets ADULTS: PAWS Tickets	To acknowledge students /staff for displaying behavior expectations	• Staff member fills out ROAR ticket with recipient's name and what behavior they exhibited	When any student exhibits ROAR behavior
Redemption of High Frequency *(e.g., school store, drawings, student of the week, lunch with the principal, etc.)*	STUDENTS: Random drawing for T-shirt ADULTS: Random drawing for T-shirt	To provide a public recognition	• Random drawing • Students names are announced over intercom with Friday announcements • Students come down to office to pick up Tshirt after name is called • Whole group gets picture taken and posted in	Weekly – on Thursday
Intermittent/ Unpredictable *(e.g., surprise homework completion treat, lottery/drawing, random use of gotchas in hallway)*	STUDENTS: ROAR Postcards mailed home Super Sub Slips ADULTS: PAWS Staff notes	To provide a surprise note home to students' parents and staff staff	• Grade level team agrees on students and completes postcard • Postcard is given to secretary and she mails home the card	Two students per week
Mid-term class-wide and/or school-wide Celebrations (e.g. DJ Fridays, Extra Recess, pizza party)	STUDENTS: PAWS Tickets ADULTS: PAWS Tickets	To celebrate the classroom community.	• Set and track PAWS ticket goals by class and/or grade level • Student plan celebrations with support from teacher	When class/grade level meets PAWS goals
Long-term School-wide Celebrations (school-wide not individually based) e.g. school-wide target met for certain setting/behavior area (e.g., ice cream social, dance/yoga, game day, assemblies)	BOTH TOGETHER: School-wide celebrations	To celebrate the effort of the entire school community	• Grade levels rotate in planning the celebration • Report out to CR-PBIS Team	2-3 times per year, schedule allowing

TIER 1



AFFINITY GROUPS

Affinity Groups are a Tier 1 activity available to all students to help foster belonging and positive relationships. The rationale for Affinity Groups is to make sure students have peer networks and systematic opportunities to build positive relationships with other students, and staff. Affinity groups at each of the schools will include, but not limited too:

- Native American
- African American
- Hmong
- Latinx
- PRIDE (Middle Schools)

General guidelines for running an Affinity Group are

- Open to any and all students
- Adults will maintain a positive, dignified environment by
    - Greet students by name
    - Establish group agreements/expectations with students
    - Support judgment free conversation (adults model)
    - Plan activities based on student input & interest
- Meet a minimum of three times per year

TIER 1



Discouraging Unexpected Behavior School-Wide Discipline Systems

WHAT

Schools develop procedures for responding to unexpected student behavior or social errors. These procedures help staff avoid overreacting to inappropriate behaviors, avoid unnecessary exclusion of students from the learning environment, add an instructional component to address inappropriate behavior, and create predictable environments for students (MO SW-PBS, 2021).

WHY

Even when the schoolwide practices of teaching and acknowledging expected behavior are consistently used, some students will still make social behavioral errors. Discipline is defined as teaching. The focus of CR-PBIS is to address social errors with teaching, and re-teaching. When social errors occur, best-practice, instructional, and relational strategies are used as a disciplinary response.

HOW

As a Tier 1 team, and with whole school staff engagement and feedback:

- Explore situationally appropriate and inappropriate behaviors using a tool such as the Pi Chart Activity (Appendix H)
- Define which behaviors are managed by teachers and staff versus administrators
- Develop and implement an office discipline referral form (ODR) or process to use SWIS paperless referral entry
- Develop and implement a discipline process flow chart (Appendix I)
- Ensure all staff have training, access, and periodic reminders on how to track behaviors and how to use the discipline flow chart
- Review and attend to California Ed Code for suspendable offenses

TIER 1



Classroom Expectations

WHAT

Together, teachers and students create classroom rules or agreements aligned with the positive school-wide expectations.

WHY

The school environment is different from the home, or neighborhood. Students need explicit teaching, including modeling, practice, and acknowledgement to help them learn how to be a successful part of the classroom community.

HOW

During the first week of school, collaboratively create rules and agreements that support community and belonging.

- Students can discuss, draw, write, or otherwise share about how they will treat one another, the teacher, and how they want to feel in the classroom.
- Use the Personal Matrix Activity to guide the conversation about the differences and similarities in expected behaviors at home, school, and neighborhood.
- These ideas will support the development of shared positive classroom rules and agreements.
- Include social emotional skills and strategies as part of the classroom expectations,
    - SEL skills includes *avoiding* use of derogatory terms towards peers, even when “joking”

TIER 1



Example Classroom Expectations

EXAMPLE Classroom Expectations				
Setting ➔	Classroom Rules	Classroom Routines		
School-wide Expectation ↓		Entering the Room	Independent work	Circle meeting
BE KIND	Be KIND	• Wait until the doorway is clear • Say Hello!	• Say, YES I CAN! • Work quietly	• peak when it's your turn • Listen attentively • Be open to learning new things
BE SAFE	Be SAFE	• Walking feet • Put Bag and coat in cubby	• In seat during seat work • On your carpet dot when it's wiggle time!	• Stay on your dot • Move to your seat when called on
BE RESPONSIBLE	Be RESPONSIBLE	• Work on Entry Task • Level 0-1 voice	• Level 0-1 voice • Ask for help! • Put work in basket when done	• Share or pass! • Give yourself time to think • Wait for friends to think
EX: Teacher Supports Conditions for Learning by...	• Explicitly define, model, and actively teach classroom rules. • Reinforce classroom rules at a ratio of 5:1. • Be calm, and quiet when redirecting a student (praise is public and correction is done in private). • Use active supervision. • Greet students warmly and by name. • Pay attention to where your attention is directed- and plan to distribute to ALL students.			



TIER 1

Examples and resources for co-creating classroom rules

- Asynchronous Learning Module and Resources
- Midwest PBIS Network Classroom Rules Snapshot

Supporting Educators with Using the CR-PBIS Classroom Practices

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WHAT

Classroom Walkthroughs

To support the use of best practices, and to problem solve at the school-wide, Tier 2, and Tier 3 levels of support, Oroville City Elementary School District provides opportunities for ***classroom walkthroughs.***

WHY

Classroom walkthroughs provide teachers with acknowledgement and constructive feedback to support with improved classroom management and instructional practices.

HOW

1. Administrator will conduct walkthroughs focused on the same CR-PBIS classroom practices, including:
    - Opportunities to Respond
    - Error Correction Through Re-teaching
    - Avoiding Shaming and Isolation Practices
    - Behavior Specific Praise & Positive Verbal Contact ensuring it is offered in an objective manner and in a way that is not based on race/color/national origin/disability or any other protected characteristic.
    - Classroom Expectation Matrices developed with Students, and in the languages spoken in the classroom
    - Building and Priming background Knowledge
    - Display of Materials Reflects student language/cultures

Part of a robust CR-PBIS System is ensuring educators have administrative assistance and support in order to increase the assistance to students as needed. The section below describes the OCESD differentiated coaching supports available to all staff.



TIER 1

If data indicate a need for closer observations, Administrators and/or behavior support staff should use the approved District Walkthrough forms (Appendix J). Reasons for more extensive administrative observations, coaching, and support may include:

Supporting Educators with Using the CR-PBIS Classroom Practices Continued

- Teacher's may request for assistance with a student and/or classroom as they feel the need for support.
- Repeated, high rates of Office Referrals for a particular classroom,
- Evidence of teacher, or grade level specific disproportionality for office referrals (e.g., disproportionate number/rate by ethnicity, IEP status, 504 status, gender, etc.),
- Evidence during Fall/Winter/Spring self-assessment or admin. walk-throughs that indicate the use of shaming and/or isolation practices in the classroom(s), (e.g. clip charts, time our corners, Buddy rooms, etc.)
- Evidence of disproportionate negative feedback/isolation of students based on a protected characteristic (e.g. ethnicity, IEP status, 504 status, gender, etc.)
- Contact from family/parents/student with concerns related to how the student(s) are being treated, disciplined, etc.

TIER 1



TIER 1 TEAM RESOURCES

The following resources will support the implementation of tier 1 PBIS.

CR-PBIS Team Meeting Agenda Template: This meeting template, based on the TIPS II meeting minutes form, allows teams to reflect on current implementation and engage in the team initiated problem solving process.
CR-PBIS Referral Drill Down Worksheet for Data Analyst: This worksheet is to be completed by the data analyst prior to the Tier 1 PBIS team meeting.
Tier 1 PBIS Action Plan: This action plan is used by teams to track implementation of Tier 1 PBIS components.
Culturally Responsive Field Guide: This guide, used in partnership with the Tiered Fidelity Inventory, will support school teams implementing culturally responsive practices school-wide.
Tiered Fidelity Inventory: This tool provides school teams with reliable and efficient measure of the extent to which school personnel are implementing the core features of schoolwide PBIS (SWPBIS Tiered Fidelity Inventory, 2019).
PBIS Teaching Schedule Template: This template can be used by Tier 1 teams to plan for teaching school-wide expectations across the school year.
Acknowledgement System Template: This template can be used by Tier 1 teams to plan for school-wide acknowledgement.
Tier 1 Year at a Glance: This Year at a Glance provides teams with monthly activities to keep focused on implementation and sustainability.
Example OCESD Behavior Flow Chart: Each school site should have a behavior flow chart developed
Data Decision Rules Template

TIER 1



Guidelines for entering referrals into SWIS: Use these guidelines to support training of all staff to enter SWIS referrals electronically.

Tier 2 Team Meeting Resources

Purpose of Tier 2

Within a multi-tiered system of support, behavior and social-emotional supports are organized along a continuum, with the intensity of the intervention and/or support matched to the students' needs. Tier 2 data, practices and systems are designed to:

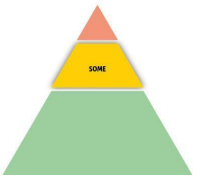
- Identify Tier 1 students who may need additional behavioral or social emotional support.
- Prevent the development or decrease the frequency and/or intensity of behavioral situations that are impacting student learning and/or outcomes.
- Provide interventions and supports that effectively and efficiently support students

Tier 2 Team
Each school has a Tier 2 team that meets monthly and reviews data.
This team is responsible for:

(a) establishing systems and practices and small group supports as needed, for students needing additional social-emotional and behavioral support;
(b) developing Tier 2 interventions and ensuring timely access to intervention, overseeing implementation of practices and regular use of data to monitor student progress; and
(c) communicating to staff regarding implementation and use of Tier 2 interventions.

The Tier 2 team should include, at a minimum:

- an individual designated to coordinate the Tier 2 interventions;
- a school administrator;
- a school staff with expertise in applied behavior analysis (e.g. school



TIER 2

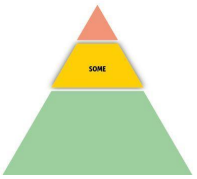
counselor, school psychologist, special education teacher, Tier 2 Coordinator);
- a classroom teacher.

Tier 2 Team Roles and Responsibilities

Team Member	Typically Filled By	Roles & Responsibilities
Site Administrator	Principal or Vice Principal	❖ Supports by attending meetings and guiding the problem solving process ❖ Restructures resources as needed ❖ Share updates with staff
Facilitator	Certificated staff	❖ Prepares the agenda ❖ Facilitates the meeting ❖ Follows up on assigned tasks
Note Taker	Any Team Member	❖ Takes notes at each meeting, recording tasks, deadlines, and decisions ❖ Distributes information as appropriate
Data Analyst/Intervention Coordinator	SWIS Trained Certificated staff	❖ Reviews Tier 2 referrals and data decision points (ODRs, etc.) for the purpose of bringing candidates for intervention to the team meeting ❖ Reviews intervention data and brings progress monitoring data to meeting
Behavioral Expertise	Counselor, School Psychologist, Education Specialist	❖ Provides technical expertise to guide interventions

Individual team members can fill multiple roles.
At least one team member from the Tier 1 team also serves as a member of the Tier 2 & 3 team to ensure cross-over between teams.

TIER 2



Tier 2 CR-PBIS Team Meeting

WHAT

Tier 2 team meets regularly (monthly or bimonthly if needed) to review referrals, Tier 2 Interventions, and progress monitoring data.

WHY

Tier 2 provides individual and/or small group interventions for approximately 15% of students who may need additional support and interventions to reach successful social, emotional, and/or behavioral health outcomes. The purpose and key features of Tier 2 include the use of data to identify students who may benefit from additional interventions and supports. Interventions should prevent the development of problems and also decrease the frequency or intensity of problem behaviors, thereby minimizing their impact. Standardized interventions that support student needs are continuously available, and data is used to monitor progress and make decisions.

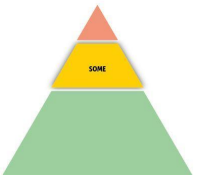
HOW

Tier 2 teams use the Intervention Team Meeting Form (appendix K) to:

- Review intervention data (see Pre-Meeting organizer Appendix L), problem solve and action plan
- Review new referrals
- Determine if interventions need modification, fading or graduating
- Determine any necessary action items related to systems implementation

Additional examples of Tier 2 Team activities include:

- Develop procedures and data-based decision rules for referring students to interventions. These can include both academic and social behavior interventions
- Provide training and support to school staff, students and families regarding Tier 2 interventions.



TIER 2

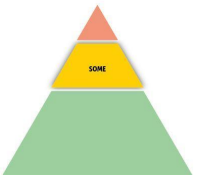
- Develop data based decision rules for placing students, monitoring progress, and fading the interventions. (MO SW PBS Tier 2, retrieved July, 2021)

Tier 2 Essential Components

The purpose of Tier 2 is to provide interventions to support up to 15% of the student population, who may benefit from additional support, yet are not currently engaging in severe behavioral situations. The focus of Tier 2 is to:

- Use data to identify groups of students or individual(s) who may benefit from additional interventions due to experiencing emotional and/or behavioral difficulties
- Prevent the development of or decrease the frequency and/or intensity of current behavioral difficulties
- Provide standardized interventions that effectively and efficiently support students yet DO NOT require the time and resources needed to develop individualized plans (MO SW PBS Tier 2)
- Tier 2 is mostly group support, but may include individual support for a student.

TIER 2



Tier 2 Process in a Snapshot

Step 1: Identify students for participation in Tier 2 Interventions and Supports.
Step 2: Team reviews nominations and determines appropriateness of student participation.
Step 3: Team selects and delivers intervention matched to student need.
Step 4: Teams progress monitor and modify interventions as needed.

Tier 2 Process: Step by Step

STEP 1: IDENTIFYING STUDENTS

There are several ways that students can be identified for participation in Tier 2 interventions and supports. The two most common methods are based on review of existing school data (e.g. ODRs and disciplinary action data) and/or a nomination by someone who has information or concerns regarding the student.

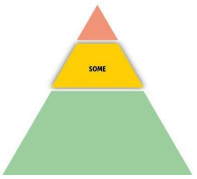
Additionally, schools may set data decision rules (e.g. 3-5 office referrals, incomplete work, etc.), and may use results of a universal screener to determine when a student might be appropriate for participating in a Tier 2 Intervention.

RESOURCES FOR IDENTIFYING STUDENTS

EXISTING SCHOOL DATA

Existing school data can be used to set decision rules as an entry point for accessing Tier 2 Interventions and supports. Decision rules are established from review of existing school data. Teams establish data decision rules to support early identification of students who may benefit from additional support.

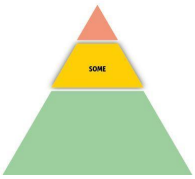
TIER 2



Behavior Management Process

Staff Managed are Minors	Office Managed are Majors
Inappropriate Language Physical Contact Defiance / Disrespect Technology Violation Property Misuse Tardy Cutting Class Dress Code	Three minor events = 1 Major event Abusive / inappropriate language Fighting / Physical aggression Defiance / Insubordination Harassment / Intimidation Vandalism / Property destruction Lying / Cheating Illegal activities (Theft, Arson, Weapons, Tobacco, Alcohol, Drugs)

Data Decision Rules for Tier 2/Tier 3 Supports			
Data Source	**Proficient**	**May Need Tier 2 (Small Group) Support**	**May Need Tier 3 (Individual) Supports**
Minor referrals(for same behavior)	**0-2**	**3-4/month**	**5 or more**
Major referrals	**0-1**	**2-4**	**4 or more**
***Structured Day**	**0-1**	**2-3**	**3 or more**
Out of school suspensions (across 3 months)	**0-1**	**1-2**	**2 or more**
Out of class (reactive/crisis response to a wellness center, other classroom, or counselor)	**Up to 4x/month**	**2 -3x a week across 2 weeks**	**Multiple times per day**
Grades	**No Fs** **iReady Yellow, Green**	**D or F in any course / iReady Assessment (Red by the Second Window)** **Not passing district assessments**	**More than one D or f in any course / iReady Assessment**
Attendance (unexcused)	**90% or higher**	**Below 90%-80%**	**Below 70%**
Visits to nurse (non-medication, non-injury)	**>1/month**	**1x/week across 4 weeks or multiple times per week**	**If this continues to occur even with Tier 3 intervention in place.**
Teacher request for assistance		**All get reviewed by Tier 2**	**All get reviewed by Tier 2/3**



TIER 2

*Structured day: Alternative to suspension, students are ushered to every class with no social time during the day for the student.

*Anyone can request services by contacting the school administrator.

STEP 2: REVIEW NOMINATIONS AND REFERRALS

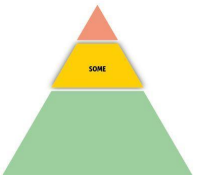
The Tier 2 team meets to review all new referrals. Prior to implementing a Tier 2 intervention the team ensures Tier 1 classroom practices are being implemented. The Tier 1 classroom practices can be found on the Classroom Walkthrough Tool Checklist.

If there are strong Tier 1 classroom practices in place, the team collects and reviews data, clarifies the problem and considers the function of the behavior prior to selecting an intervention or support. Additionally, the team should consider any areas of concern related to prerequisite academic skills and review data to determine if the student is having any academic difficulties. If this is the case, the team should recommend academic support or intervention in addition to any determined behavioral support or intervention.

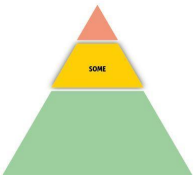
STEP 3: SELECT AND DELIVER INTERVENTION MATCHED TO NEED

While various options for interventions may be available, teams should pick an intervention that best addresses the function of the behavior and the needs of the student (MO SW PBS Tier 2, 2017). Complete a Tier 2 Reference Map based on the interventions available at your site (Appendix Q). This will help you more quickly match students to the appropriate Tier 2 support.

TIER 2

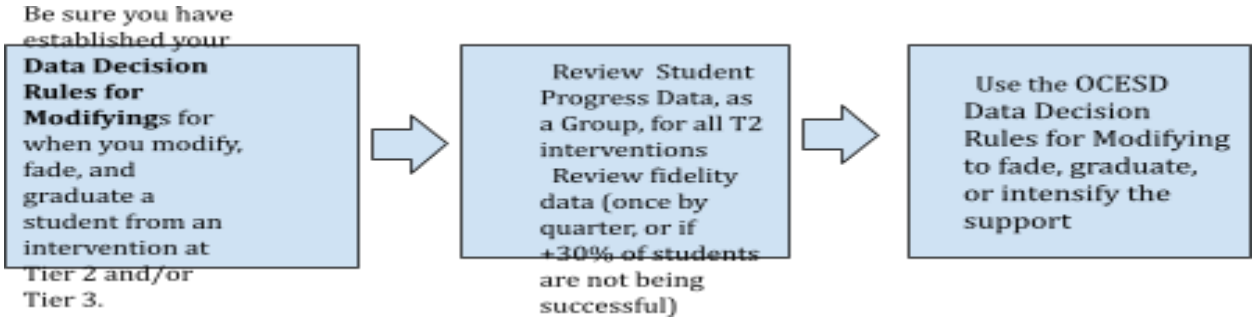


EXAMPLE Tier 2 Reference Map (Page 30 of Tiered Fidelity Inventory).				
Tier 2 Intervention	**Check in Check out**	**Social Skills Club**	**Reading Buddies**	**Lunch Bunch**
Access to Adult Attention	Yes	Yes	Yes	Yes
Access to Peer Attention	Yes	Yes	Yes	Yes
Access to Choice of Alternatives/Activities	Yes	Yes	Yes	Yes
Option for Avoiding Aversive Activities	Yes	Yes	Yes	
Option for Avoiding Aversive Social Peer/ Adult Attention	Yes			Yes
Structural Prompts for 'What To Do' Throughout the Day	Yes	Yes		
At Least 5 Times During the Day When Positive Feedback is Set Up	Yes			
A School-Home Communication System	Yes			
Opportunity for Adaptation into a Self-Management System	Yes	Yes	Yes	Yes



TIER 2

STEP FOUR: PROGRESS MONITORING AND MODIFYING INTERVENTIONS



The Coordinator of each Tier 2 intervention collects, assembles, and presents individual student and group progress data at monthly team meetings. Interventions should be well implemented (at fidelity) for a minimum of two (2) weeks time.

Students who are not responding should not be allowed to go more than 3-4 weeks of time without the Tier 2 coordinator and/or Tier 2 team looking at fidelity of the intervention, and making changes to the Tier 2 interventions.

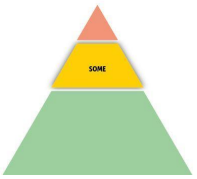
Examples of Responding to a Tier 2 and/or Tier 3 Intervention
(from Midwest PBIS Network)

Responding to Check-in Check-out (CICO): After 4 weeks, student has earned 80% or more of their Daily Progress Report (DPR) points with no new office discipline referrals (ODR's).

Responding to Social/Academic Instructional Groups: After 6 weeks of the academic skills instructional group, student has earned 80% or more of their Daily Progress Report (DPR) points, has had no new office discipline referrals, and is passing all classes.

Responding to Individualized CICO, Groups & Mentoring: After 10 weeks of mentoring, student has earned 80% of Daily Progress Report (DPR) points, has not received any new office discipline referrals, is passing all academic core classes, and has improved daily attendance by at least 50%.

Responding to Brief Function-based Interventions: After four weeks, youth has no new office discipline referrals and a 50% reduction in the identified problem behavior. In addition, student earns 80% of DPR points, and increase grades and attendance by 75%.



TIER 2

Responding to a Complex/Multiple-life-domain FBA/BIP: After three weeks, student demonstrates a 50% reduction in minors and ODRs and earns 80% of DPR points. In addition, 4 of 5 grades in core classes go from failing to passing and attendance increases by 50%. Post-scatter plot data indicates a 50% decrease in frequency of problem behavior. In addition, two items on both the Educational Information Tool (EI-T) and the Student Disposition Tool (SD-T) reflect sufficient progress as demonstrated by numeric improvement of at least one point.

Responding to Wraparound Support: After four weeks, youth has a 50% improvement rate in office discipline referrals, grades, attendance and daily progress reports. In addition, SIMEO data reflects sufficient progress (numeric improvement of at least one point on two items per tool). Tools include the Student Disposition Tool (SD-T), the Home School & Community Tool (HSC-T) and the Educational Information Tool (EI-T).

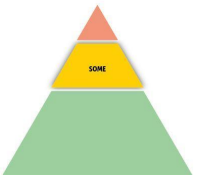
Teams can use the intervention progress monitoring google sheet to track student progress/response to interventions.

- Fillable Tier 2/3 tracking form (Make a copy for your own team)

After reviewing the progress and fidelity data, the team can use the Pre-Meeting Organizer to help determine if interventions should be faded, continued, modified, or intensified.

!Remember! Students must be on an intervention for 2 weeks with plan fidelity before any modifications are put in place.

TIER 2



TIER 2 TEAM RESOURCES

Interventions and Supports

- Self Monitoring
- Check-In/Check-Out
- Small Group Social and Academic Skills Instruction,
- Mentoring
- Class Pass/Structured Breaks
- Behavior Contracts
- Peer Tutoring
- Wellness / Sensory Room
- School Ties
- Attendance Contract

TIER 3



TIER 3 CR-PBIS TEAM

Each school has a combined Tier 2 and 3 team that develops the Tier 3 system, manages requests for Tier 3 intervention, and facilitates the formation of an Individual Student Team if it is determined that a student meets the criteria for Tier 3 individualized intervention.

At a minimum, the core Tier 3 team should include:

- A school administrator
- A coordinator and,
- Individuals who can provide:
  - (a) Applied behavioral expertise
  - (b) Connection to multi-agency supports
  - (c) Knowledge of students
  - (d) Knowledge of operations of the school across grade levels and programs

To support stability and capacity of the Tier 3 Systems, it is recommended that Tier 3 team membership remain steady at a minimum for one year (Crone and Horner, 2003). Frequently members serve for two or more years.

Core Tier 3 Planning Team Key Responsibilities

The primary responsibility of the core Tier 3 planning team is systems development. Systems development activities include developing:

- ▸ A standard process for identifying students for Tier 3 support with clear data decision rules.
- ▸ A standard process for conducting functional behavioral assessments (FBA)
- ▸ A standard process for developing and monitoring behavior intervention plans (BIPs)
- ▸ A standard process for identifying and eliciting participation of individual student team members, including family member and student (if appropriate.)
- ▸ Opportunities for ongoing staff training/professional learning
- ▸ A standard process for updating team, staff, and others involved with student support
- ➢A process for progress monitoring behavior intervention plans.

If it is determined that a student meets the criteria for Tier 3 interventions, the Core Team identifies the appropriate people to participate on the Individual

TIER 3



Student Team. The Tier 3 Coordinator will contact the additional Individua

TIER 3 CR-PBIS TEAM CONTINUED

Student team members and assign which members will:

- Complete the record review
- Interview teachers/staff
- Interview family members
- Interview student

If a student does not meet the established criteria for Tier 3 intervention, the Core Team makes recommendations and plans to follow-up on the student's progress. For example, the Core Team may recommend modifications to the current Tier 2 intervention and ask the Tier 2 to provide them with an update on the student's progress in 2 weeks.

TIER 3



TIER 3 CR-PBIS CORE PLANNING TEAM MEETING

WHAT

Tier 3 Core planning team meets regularly to review referrals, Tier 3 interventions, and progress monitoring data.

WHY

Approximately 1 - 5% of students will continue to experience difficulty even after participating in ongoing Tier 1 support and participating in a Tier 2 intervention. Because these students' needs may be more intense and ongoing, Tier 3 supports are individualized. Students with intense and/or chronic behavioral challenges require specially designed and individualized interventions that match the function of the behavior. A simple functional behavioral assessment is conducted to create a summary statement that forms the basis for a student's behavior intervention plan (MO SW-PBS, 2016). Both a core planning team and an individual student team are needed to provide appropriate planning and support.

HOW

Tier 3 Core Teams use the Tier 3 Core Team Meeting Form (Appendix R) to:

- Review new referrals for Tier 3 Interventions
- Identify key Individual Student Team Members and their responsibilities
- Determine any necessary action items related to systems implementation

TIER 3 INDIVIDUAL STUDENT TEAM

Individual student team members are responsible for completing an FBA and developing and monitoring the BIP. Individual student team members are individuals directly involved in the daily routines of the student receiving support, and are unique to each student. The family and the teacher(s) of the identified student should be involved in the FBA and intervention planning and implementation. The individual student team members will change for each student. When appropriate, the student should also be included as a member of his or her team.

TIER 3



TIER 3 ESSENTIAL COMPONENTS

The purpose of Tier 3 is to provide individualized, intensive interventions to support 1-5% of the student population. Often, these students have experienced academic and behavioral difficulties over an extended period of time (MO SW PBS, 2016).
The focus of Tier 3 is to:

- Support students who are unsuccessful in at least 3 different interventions at tier 2.
- Use data to identify student who may benefit from individualized, intensive interventions due to significant academic and behavioral difficulties
- Use functional behavioral assessments to identify patterns and develop a hypothesis statement related to patterns of the student's behavior and the environment(s) where it is most likely occurring

Design a behavior intervention plan based on the functional behavioral assessment.

Tier 3 Process in a Snapshot

Step 1: Identify students for participation in Tier 3 Interventions and Supports.
Step 3: If student participation is appropriate, the core team creates an Individual Student Team and begins the process of the FBA.
Step 4: Individual Student Team develops behavioral intervention plan based on FBA.
Step 5. Team progress monitors student progress and modifies interventions as needed.

Tier 3 Process: Step by Step
STEP 1: IDENTIFYING STUDENTS

There are several data sources to consider when identifying students for Tier 3 interventions. These may include, but are not limited to:

- Existing school data
    - Nonresponse to at least 3 Tier 2 interventions
    - Chronic behaviors
    - Intense behaviors
- Teacher/Counselor Nomination
- Universal Screening



TIER 3

EXISTING SCHOOL DATA

NONRESPONSE TO TIER 2 INTERVENTIONS

The Tier 2 team regularly monitors student progress and makes decisions based on data. Teams use this existing data to consider students for Tier 2 interventions and support when students are not responding to Tier 2 interventions. If data indicates that a student's response to Tier 2 intervention is poor, the Tier 2 team first verifies fidelity of implementation. If the intervention has been implemented correctly and consistently, the team should then consider:

- ➢ Was the primary behavior identified correctly?
- ➢ Is the intervention matched to the function of the student's behavior?
- ➢ Are there other functions to consider?

If all of these considerations have been addressed, more intensive, individualized intervention may be necessary. When all of the following conditions have been meet, Tier 2 teams should consider students for Tier 3 support (MO SW PBS, 2016):

- ➢ Data indicates interventions were implemented with fidelity
- ➢ Student demonstrates persistent non-response to the interventions
- ➢ Tier 2 team is reasonably confident that modifications to the current intervention will not result in a more positive student response

---

CHRONIC BEHAVIORS

Students who may benefit from Tier 3 interventions and support typically demonstrate "chronic" behavior. Some key items to consider related to chronic behaviors include:

- Most students with chronic behavior will first qualify for Tier 2 support, but if continued with 3 different interventions in place the student moves to tier 3.
- Tier 2 teams must review data frequently to monitor students for success and for those with continued behaviors they will be placed in another intervention and if at least 3 interventions did not work they will move to tier 3.
- Tier 2 teams regularly review school data and data decision rules to consider student need for interventions.

TIER 3



INTENSE BEHAVIORS

Teams may decide that students who exhibit intense behaviors are directly referred to Tier 3. Colvin (2009) defines intensity of behavior as the force or magnitude of the behavior, specifically the level of impact the behavior has on the environment (MO-SW PBS, 2016). These questions can guide the discussion related to the impact of a student's behavior on the learning environment:

1. Is the student's behavior impacting ONLY that student?
2. Is the student's behavior impacting that student AND the learning environment for a few other students?
3. Is the student's behavior impacting the entire class and the learning environment for everyone?

NOMINATION

Nomination is another method of student identification for interventions and supports. Teachers use the school nomination form or google survey to document requests, including requests related to internalizing behaviors. The Tier 2 team reviews nominations and determines appropriate response based on existing school data, intensity and persistence of behaviors.

TIER 3



STEP 2: CREATE INDIVIDUAL STUDENT TEAM AND BEGIN FBA PROCESS

Individual student team members include people with direct knowledge of and desire to support the student. Team members should include current teacher(s), other school staff with direct knowledge and relationship with the student, family and/or caregivers, community members that may have a connection with the student, the school administrator, and a core Tier 3 team member to coordinate and lead the process.

The Core Tier 3 Coordinator identifies individual student team members and assigns roles related to conducting the FBA. These activities include:

- ➢ Conducting a record review, as necessary
- ➢ Interviewing the teachers, family, and student as necessary
- ➢ Conducting observation to confirm findings of interviews

Oroville City Elementary School District follows the Basic FBA to BIP process developed by Chris Borgmeier, Phd, Professor of Special Education at Portland State University. In addition to district training, resources and online training modules are available at: https://basicfba.com/.

Counselors will facilitate the FBAs for students in general education. School psychologists will continue to facilitate FBA-BIPs for students receiving Special Education services.

WHEN SHOULD AN FBA BE CONDUCTED?

Referral for a functional behavior assessment (FBA) is considered when, despite consistent implementation of Tier 1 and Tier 2 interventions and supports, a student's behavior continues to interfere with his or her learning or the learning of others (MO SW-PBS, 2016).

FBA OUTCOMES

A functional behavior assessment should result in the following specific outcomes:

1. A summary statement
2. Direct observation data to confirm the summary statement
3. A behavior intervention plan(BIP) based on the summary statement

TIER 3



WHEN SHOULD A 504 or SPED REFERRAL BE CONSIDERED?

Consideration for a 504 or a SPED referral should occur when, despite consistent implementation of Tier 1, Tier 2 , and Tier 3 interventions and supports, a student's behavior continues to interfere with his or her learning or the learning of others. Please note that exhaustion of these things is not required for a referral; to the contrary, special education law requires the student to be referred if a student is suspected to have a disability and if a parent/guardian requests a referral, timelines must be followed.

BASIC FBA PROCESS

1. RECORD REVIEW, as determined necessary by the team

   Identified team members review relevant records to obtain historical information that may be relevant to developing the behavior intervention plan. This may include:

   - Attendance data
   - Academic performance
   - Social behavioral data (patterns related to office referrals and classroom behaviors, etc.)

   Teams use the Records Review Form to capture relevant data. (Appendix S).

2. INTERVIEWS

   Interviews should be conducted with teachers, family and students and other relevant individuals who may work with or know the student well. The Core Tier 3 Team Coordinator, with input from the Individual student Team, determines the relevant individuals to interview. The interviews always include a teacher interview. The team uses the FACTS (Functional Assessment Checklist for Teachers and Staff) form (Appendix T)

Resources for Conducting FACTS

Basic FBA to BIP Forms
Module 2: FBA Interviews
FACTS Teacher Interview Form (example on following page)



3. OBSERVATION

After the FACTS interview has occurred and an initial summary statement has been developed, the Individual Student Team determines how confident they are in their hypothesis of events surrounding the behavior and the function of the behavior. The Individual student team schedules an observation to verify the accuracy of the summary statement. The purpose of the observation is to verify the accuracy and collect additional information, as necessary, so that the most accurate summary statement can be developed.

Teams will use the data obtained during the FACTS interview to schedule about 15-20 minute observations during the identified highest priority routine.

The team reflects on the following questions based on the observation:

- Does the behavior observed match the description of the problem behavior/
- Does the problem behavior occur during the anticipated contexts?
- Do identified antecedents precede the problem behavior?
- Is the problem behavior followed by identified consequences?
- Can you confirm the function of the behavior?

Teams use the A-B-C Recording form to capture observational data. (Appendix U).

TIER 3



STEP 3: DESIGN A BEHAVIOR INTERVENTION PLAN BASED ON FINDING OF FUNCTIONAL BEHAVIORAL ASSESSMENT

The FBA is used to support the development of a behavior intervention plan (BIP). The BIP describes how the educational setting will be changed to improve the student's behavior success, including:

- How the environment will be changed to PREVENT occurrences of the unexpected behavior
- How TEACHING will occur to provide the student with alternative ways of behaving
- What consequences will be provided to REINFORCE the appropriate behavior and deem the problem behavior ineffective.

For tier 3 individual students develop a competing behavior pathway/intervention strategies and safety strategies as part of the behavior intervention plan.

Teams use the Behavior Intervention Implementation Plan and Behavior Intervention Plan Form to guide the process (Appendix V and Appendix W).

TIER 3



STEP 4: MONITORING STUDENT PROGRESS

An essential component of implementing a behavior intervention plan is monitoring student progress. The method of progress monitoring is defined during the process of developing the behavioral intervention plan. Key items to consider include:

- What data will be collected to determine student progress during the intervention?
- How will the data be converted into virtual display (i.e. graph or other visual format).
- How often will the data be reviewed?

After the monitoring plan is created, and prior to implementation of the intervention plan, baseline data is collected for the identified problem behavior.

The following are examples of methods of progress monitoring. Key factors to consider when developing progress monitoring include context and efficiency of data collection. Multiple methods of data may be used in conjunction to determine level of student response to the intervention (i.e. decrease in office referrals and increase in percentage of points on daily progress report).

Method	Description	Examples
Existing School Records	Existing current data is used to collect information about behavior being addressed through intervention.	Teacher interview, attendance records, major and minor discipline records, completed assignments, work samples.
Daily Progress Report	Specific monitoring tool created with clearly defined replacement behavior time frames for recording, and rating scale.	CICO point card, small group social skills rating scale
Observational Data	Methods of capturing data which may include frequency, duration, and/or intensity of the behavior being addressed through intervention.	Frequency counts, duration recordings, time-samplings

TIER 3



WRAP AROUND

Process:

1. Student meets identification benchmarks for Tier 3 supports
2. Counselor works with family/student and Butte Co. Wraparound Services
3. Counselor works as a liaison with the county and communicates the plan back to relevant school staff.
    a. Counselor can use BSP Implementation Plan to covey necessary action items by school/district staff

TIER 3



TIER 3 TEAM RESOURCES

The following resources will support the implementation of Tier 3 PBIS.

Tier 3 Progress Monitoring Google Sheet:
Functional Behavior Assessment and Behavior Intervention Planning Basic FBA to BIP Training Modules and Online Resources
Tier 3 PBIS Evidence Based Resources Wraparound Resources Facilitator Qualities Life Domains Reflective Questions Tier 3 teaming Documents

Appendix

Appendix A: Tier 1 CR- PBIS Team Meeting

	Date	Time	Location	Facilitator	Recorder	Data Analyst	Coach	Behavior Spec.	Reporter/Comm
Today's Meeting									
Next Meeting									

Members Present:

Today's Agenda Items

1.	Welcoming Ritual	6.	Data Analyst Report: Drill Down and Precise Problem Statement-New Problems
2	Review Agenda	7.	Disproportionality Report and Action Planning
3	Fidelity Report Out (TFI, and/or classroom observations)	8.	Administrative/General Information and Issues
4	Data Analyst Summary: School-wide and SWIS Dashboard	9.	Reporting to other teams/staff/families/website
5	Review data for previously defined precision problem statement	10.	Next Steps/Optimistic Closure

Fidelity Report:

- **TFI Tier 1 Score _____**
- **TFI Area of Focus: (what, by when, who, resources needed)**

Data Analyst Summary: School-wide data and SWIS dashboard

Equity Risk Index _____

	Rates by Group	**Risk: Ratio**	**Action Plan**
African American			

Appendix

Latinx			
Native Indian			
Hmong			

- **Complete action plan when Risk Ratio is above a 1**
- **Complet action plan when Rate by group is above a 1**

Previously-Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met

New Problems

Precise Problem Statement (What, When, Where, Who, Why) *Reviewed disproportionality of data*	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
26 first grade students are using inappropriate language on the playground at 11:45 am to avoid task.						
For this plan of action how will you provide all of the necessary plan support and communication?	☐ PD for staff ☐ Communication with staff, students, families ☐ Data _____ ☐ Solicit additional Family/Community input ☐ Address Translation Needs					

Appendix

Disproportionality Report:
Black students Risk Ratio:
American Indian students Risk Ratio:
Hispanic students Risk Ratio:
White students Risk Ratio:
Students w/ IEPs Number of Referrals forAugust:

Action Plan/Discussion:

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Appendix

Appendix B: Office Referral Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports *(most common),* Additional Reports, Student Dashboard, or SWIS Dashboard *(less common/less preferred).* **Reminder**: Add filters one at a time.		
Red flag item:	☐ Who? ☐ What? ☐ When? ☐ Where?	Date Range:
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	

Appendix

Referral Summary:	Total # of referrals: _____ Total # of students involved: _____ Total % of students involved (% of school enrollment or grade level): _____ *Number and % of referrals for:* Black students #_____ %_____ American Indian students #_____ %_____ Hispanic students #_____ %_____ White students #_____ %_____ Students w/ IEPs #_____ %_____ Other (_____) students #_____ %_____	Is the problem best addressed through systems (adult behavior and context), small group supports or with individual students? ☐ Systems (Tier 1) ☐ Small Groups (Tier 2) ☐ Individual Students (Tier 3)
Risk Ratios:	What is/are the identified risk ratio for the group(s) of students involved? Black students Risk Ratio: American Indian students Risk Ratio: Hispanic students Risk Ratio: White students Risk Ratio: Students w/ IEPs Risk Ratio: Other (_____) students Risk Ratio:	
Precise Problem Statement:		
Goal:		

Solution Development					
Solution Components	**What are the action steps?**	**Who is Responsible?**	**By When?**	**How will fidelity be measured?**	**Notes/Updates**
Prevention					
Teaching					

Appendix

Recognition					
Extinction					
Other *Pre-Referral* Corrective Consequence					
	What data will we look at?	**Who is responsible for gathering the data?**	**When/How often will data be gathered?**	**Where will data be shared?**	**Who will see the data?**
Data Collection					

Appendix C: SAFETY PLAN

Safety Issue:						
How do we prevent?		How do we respond?			How do we Document?	When do we contact parent?
Change Context	Teach Desired Behavior	Re-Teach	Reinforce Desired Behavior	Minimize "pay off"		

Appendix

Action Plan: What will the adults need to do to get this in place?					
Who	What?	Where	When?	Other resources?	Who needs to know this info?

- What data will you use to know if it is working?
- What date you will look at the data to be sure it is working?
- When will you share the outcomes with the staff?
- When will you convey outcomes to the parents/families?

Appendix

Appendix D: TIER ⅔ PBIS TEAM MEETING

Intervention Team Meeting Minutes	**School:**

Meetings	**Date**	**Time** (begin and end)	**Intervention Team Lead**	**Minute Taker**	**CICO Coordinator**	**Social Skills Group**	**Other Tier II Coordinator**
Today's Meeting							
Next Meeting							

Team Members (Place "X" to left of name if present)

☒								☐		☒	
☒								☐		☐	

Today's Agenda Items (Place "X" to left of item after completed):

1.	☐	Review Agenda (min.)	5.	☐	New referrals to Intervention team min.)	**Agenda Items for Next Meeting**	
2.	☐	Coordinator Reports (min.)	6.	☐	Sys. Updates & Gen. Info/Issues (min.)	1.	Review Tier II/III TFI
3.	☐	Problem Solving & Action Planning (min.)	7.	☐		2.	
4.	☐	Fading and Graduation (min.)	8.	☐		3.	

Item 2. Coordinator Reports

Coordinators Reports				
Check in Check out *Number of students by status:*				
# of Students in Intervention: Fidelity Measure:	# Meeting Goal: Fidelity adequate? (Y/N):	% Successful (Meeting Goal):	Fading:	Modified CICO:

Social Skills Group *Number of students by status*	**Other Tier II Interventions** *Number of students by status*
# of Students in Intervention: # Meeting Goal: % Successful: Fidelity Measure: Fidelity adequate? (Y/N):	# of Students in Intervention: # Meeting Goal: % Successful: Fidelity Measure: Fidelity adequate? (Y/N):

Appendix

Tier 3 Functional Behavior Assessments *Number of students by status* # of Students in Intervention: # Meeting Goal: % Successful: Fidelity Measure: Fidelity adequate? (Y/N):	**Other** *Number of students by status* # of Students in Intervention: # Meeting Goal: % Successful: Fidelity Measure: Fidelity adequate? (Y/N):

Appendix D: TIER ⅔ PBIS TEAM MEETING CONTINUED

Item 3. Tier II/III Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)

Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified; Possible decisions: meet with teacher, change intervention, conduct FBA

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By when?	Goal & Timeline	Follow-up
							☐ Not started ☐ In progress ☐ Done ☐ Not Needed
							☐ Not started ☐ In progress ☐ Done ☐ Not Needed

Item 4. Intervention Fading & Graduation

Exit may occur if intervention is successful or if student will be provided with a different intervention

Student	Intervention	Supporting Data	Fade or Graduate	Response Actions & Next Steps	Who?	By when?	Follow-up
							☐ **Not started** ☐ **In progress** ☐ **Done** ☐ **Not Needed**
							☐ **Not started** ☐ **In progress**

Appendix

Student	Intervention	Supporting Data	Fade or Graduate	Response Actions & Next Steps	Who?	By when?	Follow-up
							☐ Done ☐ Not Needed

Item 5. New Referrals to Intervention Team

Possible sources: SWIS data, teacher nomination, Request for Assistance form
Standard procedure: Referral, assessment, determination within 48 hours, parent/student notification, parent/student introduction, begin CICO

Student	Grade	IEP *Y/N*	Referral Date	Referral source & relevant information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
									☐ Not started ☐ In progress ☐ Done ☐ Not Needed
									☐ Not started ☐ In progress ☐ Done ☐ Not Needed

Appendix D: TIER ⅔ PBIS TEAM MEETING CONTINUED

Item 6. Students Referred for Functional Behavior Assessments and Behavior Intervention Plans

Student	Level of Assessment informal, basic, comprehensive	Who will send home parent consent, if needed?	Who will interview Teacher/staff?	Who will interview family, if needed?	Who will interview student?	Who will schedule the behavior intervention planning meeting?

Item 7. Systems Updates and General Information/Issues

Appendix

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
TFI Scores Tier II: Tier III:			

Evaluation of Team Meeting (Mark your ratings with an "X")

	Our Rating		
	Yes	**So-So**	**No**
1. Was today's meeting a good use of our time?	☒	☐	☐
2. In general, did we do a good job of ***tracking*** whether we are completing the tasks we agreed upon at previous meetings?	☒	☐	☐
3. In general, have we done a good job of actually ***completing*** the tasks we agreed upon at previous meetings?	☒	☐	☐

Appendix E: Behavior Intervention Plan Form

Behavior Intervention Plan

Developed from a Functional Behavioral Assessment

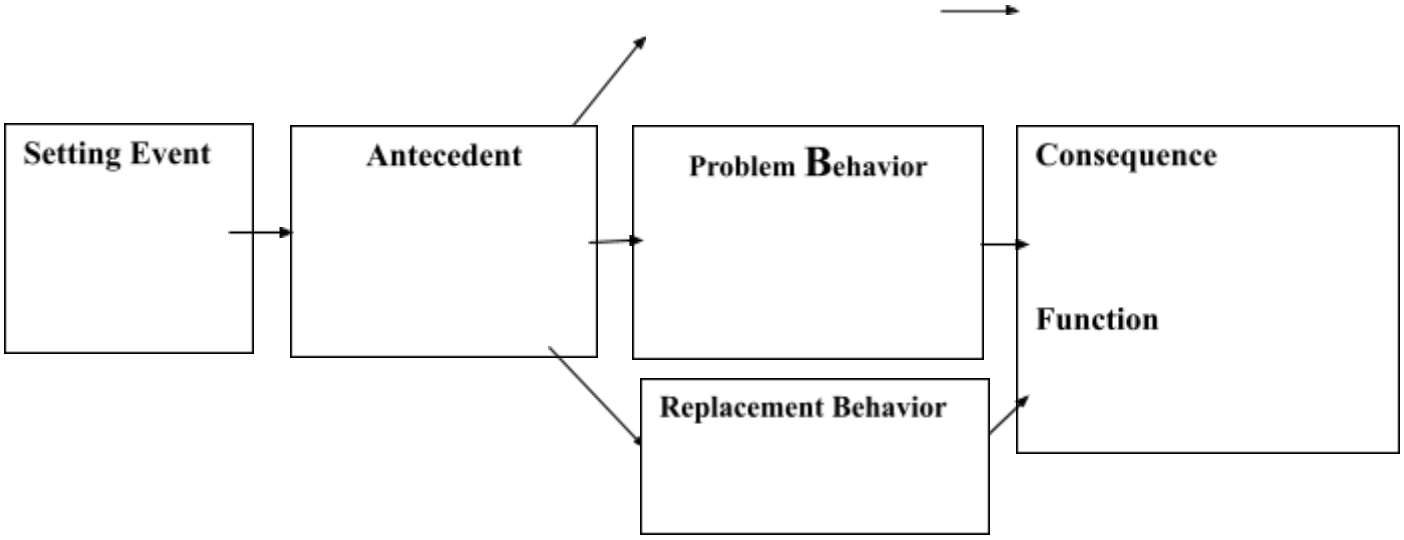
Student _____ Grade _____ Date _____

School _____ Case Manager _____

BUILD A COMPETING BEHAVIOR PATHWAY

	Desired Behavior	Consequence/Outcome

Appendix



IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	Manipulate Antecedent to prevent problem & prompt Replacement/Desired behavior	Teach Behavior Explicitly Teach Replacement & Desired Behaviors	Alter Consequences to Reinforce Replacement & Desired Behavior; Redirect & Minimize Reinforcement of Problem Behavior
Reach out to family about how lack of sleep impacts him. Talk to Jason about	Prevent problem behavior Prompt Replacement/Desired Behavior	Teach Replacement Behavior Teach Desired Behavior/ Academic/ Social Skills	Reinforce Replacement & Desired Behavior Desired Behavior: Redirect to Replacement Behavior & Minimize Reinforcement of Problem Behavior

Appendix F: Behavior Intervention Implementation Form

Tasks	Person Responsible	By When	Review Date _____	
			Impl. Rating: 2 = Yes - 90%+ 1 =Kinda 50-90% 0 = No - <50%	Evaluation Decision Monitor, Modify, or Discontinue
Prevent & Prompt: Make problem behavior irrelevant (antecedent intervention)				

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			2 1 0 2 1 0	
Teaching: Teach Replacement Behavior & skills to engage in Desired Behavior			2 1 0 2 1 0	
Reinforcement: Make Replacement & Desired behavior more rewarding than problem behavior			2 1 0 2 1 0	
Redirect to Replacement Behavior: Prompt replacement behavior at earliest signs of problem.			2 1 0	
Minimize Reinforcement of Problem Behavior: Make problem behavior ineffective			2 1 0	
Safety: Is safety a concern? Y N If yes, attach crisis plan to Behavior Support Plan			**Impl Score** ____ / **Total Possible**	____ % **Implementation**
Implementation Supports (w/ Who & How) *(circle preferred method(s) below or ID another method below)*	**Person Responsible**	**When** *(circle)*		
Provide Training to the Implementers: a. Demonstration / with Practice / with Feedback *(circle)* *Other:* ***Provide Implementation Feedback:*** b. Complete the Daily Implementation Checklist c. Enter Daily Implementation Data into Graph d. Share Graphed Data with implementers e. Personal check-in / Email / Rating Scale *(circle)* *Other:*		Daily 3 x /wk weekly	2 1 0 2 1 0	