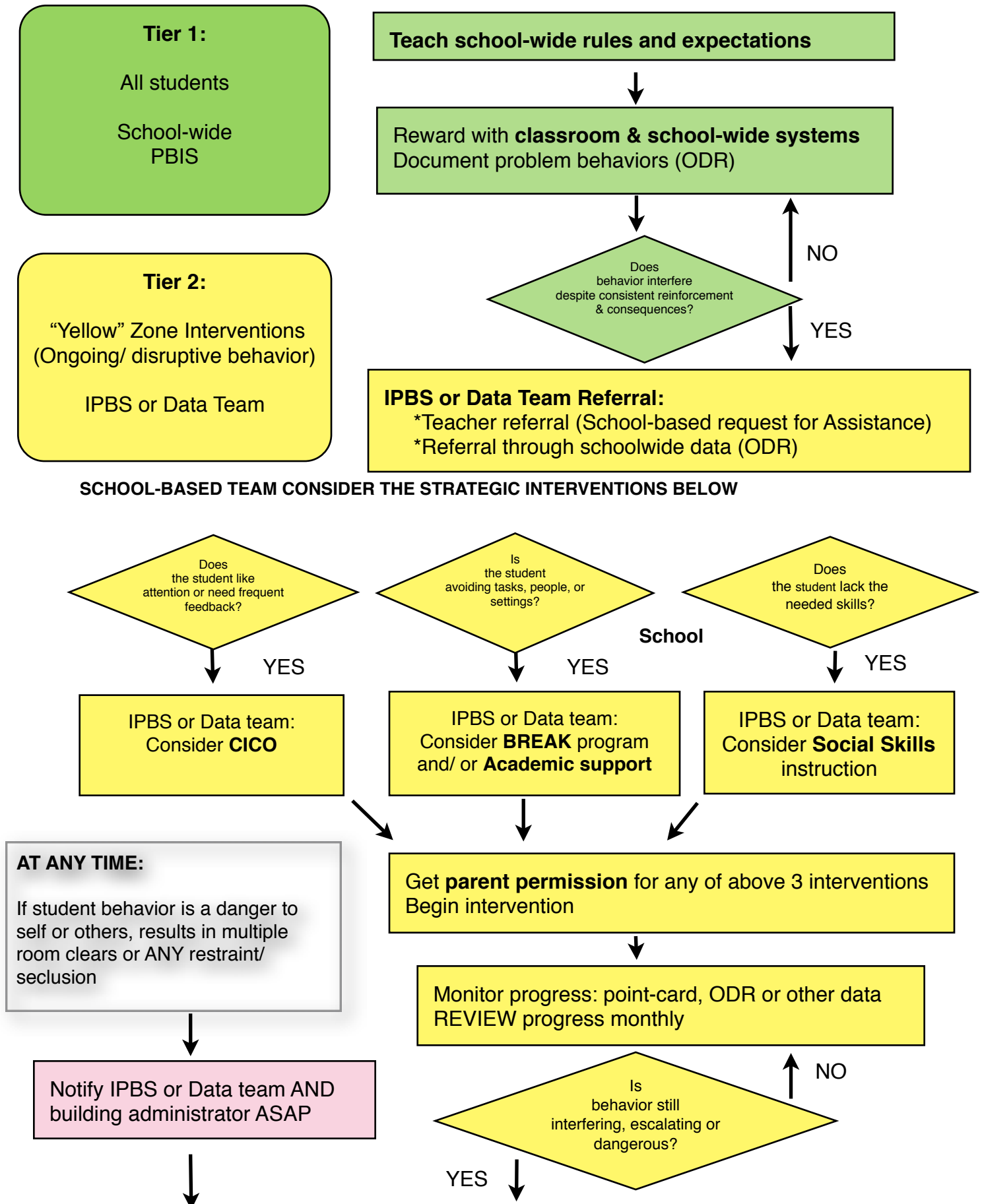
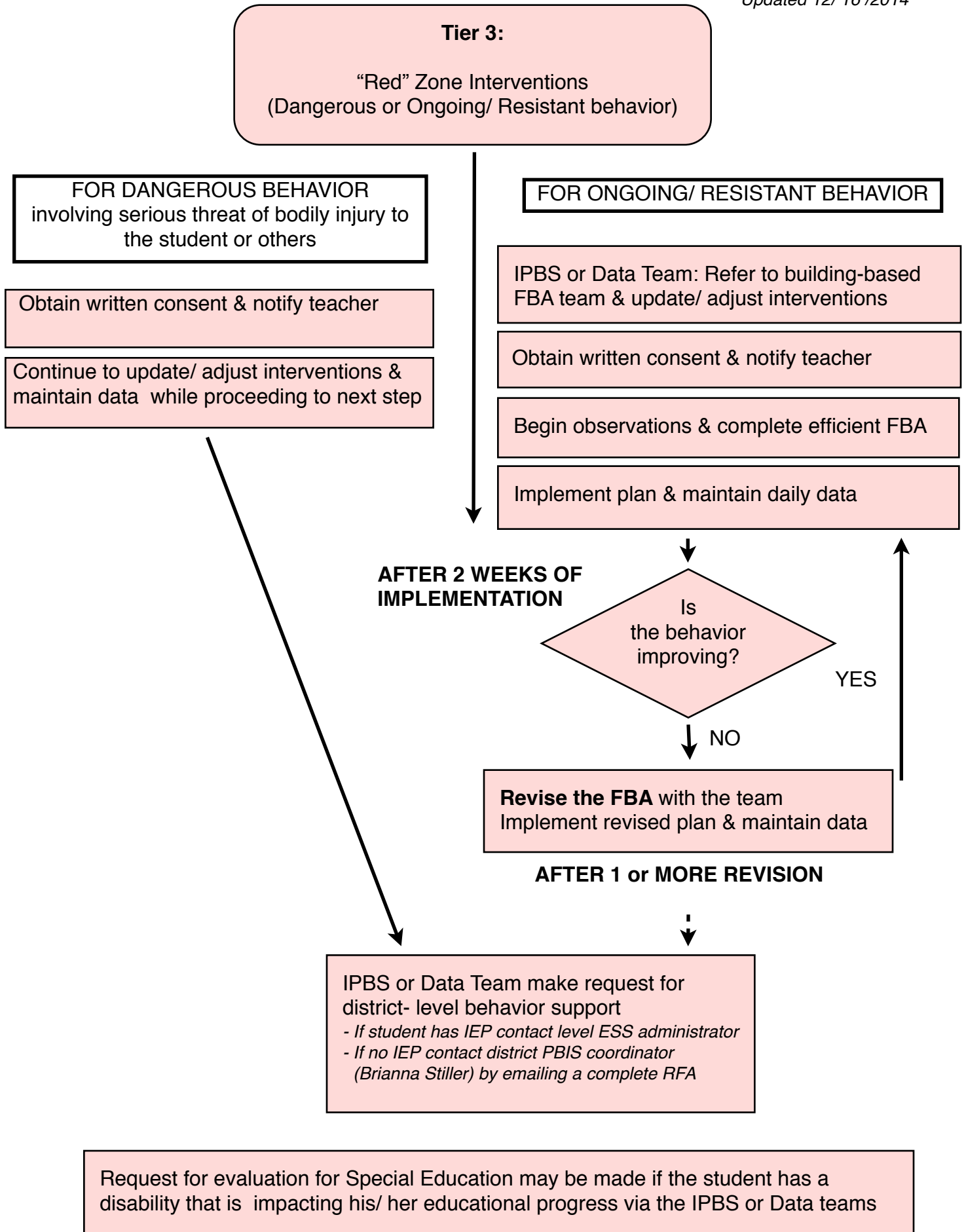


School District 4j PBIS: Tiered Intervention Flowchart





District 4j PBIS: Tiered Intervention Descriptions

Tier 1: School-wide PBIS and Classroom Systems

Who:

- All students
- School-wide PBIS team & all staff
- Classroom teachers (for individual classroom systems)

What:

- Students are held accountable and rewarded for following school-wide rules
- Staff consistently teach and reward expected behaviors
- All staff report and document Minor/ Major behavior problems

How:

- Routines & expected behaviors are taught upfront and practiced daily
- School-wide rewards (eg. Paw Pats, Spot-on awards, whole-school boosters) and consequences (Office Discipline Referrals for Minor/ Major behaviors)
- Individual classroom systems (eg. Red/Yellow/Green charts, Paw Pat drawings, group incentives, color-spots, individual points, classroom time-out procedures)

Tier 2: Strategic Interventions

Who:

- Students needing “Yellow Zone” supports/ interventions: Students who display ongoing behavior that is disruptive to their own learning or the classroom atmosphere AND that is resistant to school-wide supports and classroom systems.
- IPBS or Data Team
- Support/ Instructional staff provide interventions daily or weekly

What:

- Group interventions: Strategic interventions are already in place and available for students to join. These may include:
 - Check-in/ Check-out (with standard point card)
 - Break Program (may be combined with Check-in/ Check-out)
 - Check and Connect (adult contact without point card)
 - Social skills groups

How:

- IPBS or Data Team may refer for a group/ strategic intervention based on:
 - Schoolwide Data (ODR)
 - Teacher Request (RFA) after classroom interventions are documented
 - Previous years’ information/ data review
- Data is collected daily or weekly and reviewed monthly at IPBS/ Data Team meetings

Tier 3: Intensive/ Individualized Interventions

Who:

- Students needing “Red Zone” supports/ interventions: Students with problem behavior that is persistent, escalating rapidly or dangerous AND resistant to strategic supports and classroom systems.
- Student-based team: The student’s teacher, family, and a “lead” from the FBA team develop the individualized Behavior Support Plan (BSP)
- School-based FBA team: Staff members who are trained in conducting functional assessment and helping to design individualized interventions (BSP); One member of the team leads each student-based team.
If the student has an IEP, the case manager is usually the FBA lead and the IEP team members are usually the student-based team
- District-based expert/ specialists: On occasion may support the school-based FBA team in refining or re-developing a BSP; Based on availability and district approval

What:

- Functional Behavioral Assessment (FBA): Evaluation of the student’s behavior, including antecedents (When and where the behaviors occur), underlying skills that are lacking, and maintaining consequences (Why the behavior keeps happening).
- Behavior Support Plan (BSP): A written plan developed by a team; Guides teacher actions, with an emphasis on preventing problem behaviors, teaching replacement behaviors, and rewarding replacement behavior. BSPs are based on the FBA.

How:

- Referral to FBA/ BSP development made by IPBS/ Data Team or IEP team
- FBA: May include
 - Teacher interview
 - Parent interview
 - Records/ data review
 - Direct observation of the student
- BSP: Should include
 - Clear descriptions of the problem behavior, antecedents and the function of the behavior
 - Goals and teaching strategies for replacement behavior
 - An emphasis on prevention
 - A reward system that is linked to the function of the problem behavior
 - Clear steps for responding to problem behavior
- Data Collection and Review
 - Data is collected daily (eg. point cards, tallying incidents)
 - After 2-3 weeks plans are reviewed. If student is making progress, continue
 - If the student is not making progress the team may consider
 - Changing the intervention (may do more than once)
 - Requesting FBA district-support (after prolonged period or in urgent situation)
 - Evaluation for Special Education services (if/ when data supports referral)