

FCS PBIS Behavioral Supports and Processes

Tier I: (min. 3-5 weeks)

Universal Screening: Early Warning-Key Indicators of Underperformance & Drop-out (SWIS ODR, SRSS, behavioral problems, poor grades, disengagement signs, retention, absenteeism, high mobility, abuse/neglect) **Core Instruction:** All students receive teaching on SW-PBIS expectations, grade level benchmarks, and teachers implement PBIS in the classroom (i.e. CHAMPS). Training in PBIS in the classroom is offered to all FCS teachers with many already being trained in CHAMPS. All teachers will have classroom norms that are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and student cultures. All teachers incorporate efficient transitions, management routines, and positive student discipline. All teachers demonstrate positive teacher-student relationships that foster students' well-being, develop their identity as learners, and indicate that all are valued for their contributions.

Early Stage Interventions

Students with risk factors and poor response to Tier 1 supports, as identified by school wide data review or classroom teacher should begin to receive early stage interventions in the classroom. Not all students will need Early Stage Interventions. These interventions will include focus on building student-teacher relationship, increasing positive interactions, re-teaching school wide and classroom expectations, planned discussions, goal setting, parent communication, teacher-initiated behavior contract, self-monitoring, additional prompts/cueing/proximity, and/or point sheets.

Tier II: Referral to Tier II Team

(min. 4-6 weeks with on-going progress monitoring every 2 weeks by Tier II team)

Students will be identified using data decision rules and referrals. **Data Examples:** SWIS ODR, teacher collected behavioral data, observations, attendance, data collected during intervention, teacher referral form. **Supplemental Interventions:** May include one or more of the following interventions: small group or individual social skills instruction, CICO, behavior contract, non-contingent breaks, self-monitoring, attendance monitoring, mentoring, graduate advocate, review of SWPBIS/pro-social concepts, Check and Connect, recess club, meaningful work.

Students in Need of Immediate Tier III due to Crisis

(e.g. personal safety, family crisis or death, abuse, immediate trauma, suicidal/homicidal ideation) **Note:** This should be rare and not used to circumvent the procedures as outlined here. In these cases, the Tier III interventions are intended to assist the student through the crisis and will only be in place for a short time.

Based on Data:

Good Progress

Slow Progress

No Progress

Fade intervention and Exit Celebration

Continue or modify interventions

Tier III: Student Support Teams

(min. 6-8 weeks with check in every 2 weeks by SST)

Intensive Intervention: May include one or more of following: individual counseling, PBSP, interagency collaborations, home-school liaison, wrap-around services. **Data:** Developmental history, FBA, behavior ratings, observations, parent contacts, progress monitoring, diagnostics.

Based on Data:

Good Progress

Slow Progress

No Progress

Fade intervention and Exit Celebration

Continue or modify interventions

Consider possible referral for special education or 504 plan
Parent consent, evaluation, staffing and/or IEP

NOTE:

- Interventions and instruction at each tier should be layered upon, not supplant, existing supports.