

Behavioral Tiers of Support

Tier 1

The goal of PBIS, which includes the use of Restorative Practices and Responsive Classroom, at the Tier 1 level is the prevention of problem behavior and the promotion of positive behavior by establishing processes that should facilitate success for approximately 80 percent of students. An effective Tier 1 system should reduce the number of students who need more extensive resources at Tiers 2 and 3.

Who Is the Focus for Tier 1 Supports?

All students are the focus of Tier 1.

What Are Tier 1 Behavioral Supports?

- Small number of positively stated school-wide behavior expectations
- Behavioral expectations are clearly defined and routines are identified for all settings throughout the school and taught to all students in a systematic way
- System for recognizing students who display the expected behaviors
- List of clearly defined unacceptable behaviors and how they will be handled by staff

Support/ Progress Monitoring Frequency

- Expectations should be taught at the beginning of the year
- Pre-corrections should be given before each transition to a new setting
- Verbal and visual prompts should be used frequently in the beginning and fade as routines are established
- Quarterly “boosters” should be planned and delivered as formal reminders of expectations as well as “in the moment” reminders (as needed)

Who Is the Interventionist?

All adults, including teachers, administrators, support staff (e.g., paraprofessionals, cafeteria staff, custodians, office staff, etc.)

Tier 2

Tier 2 Supplemental Supports are designed to provide additional or targeted interventions to support students are not responding positively to Tier 1 supports. Approximately 15-20 percent of students may need Tier 2 supports. Students receiving Tier 2 supports should continue to have full access to Tier 1 supports.

Who Is the Focus for Tier 2 Supports?

The focus of Tier 2 supports are students exhibiting problem behaviors who have not responded to Tier 1 efforts. Those may include students with:

- Three or more office referrals for non-violent/dangerous offenses within a quarter
- One or more referrals for violent/dangerous offenses,
- A transition from long-term suspension or an alternative program.

What Are Tier 2 Behavioral Supports?

- Behavior Contract; Behavior Support Plan
- Point sheet; behavior feedback sheet; self-monitoring checklist
- Check-in/check-out with selected adult
- Social skills instruction
- Group counseling (skill deficit groups such as anger management, conflict resolution, de-escalation, organization, etc.)
- Mentoring
- Attendance support plans

Support/Progress Monitoring Frequency

- Check-in/check-out system with adult based on need (daily-weekly)
- Daily point sheet
- Social skills group for students with skill deficits meet weekly at a minimum.

Who Is the Interventionist?

- Classroom teachers and other adults with whom the student works
- School counselor
- School psychologist
- School social worker
- Administrator

Tier 3

Tier 3 should meet the behavioral needs of approximately 3 to 5 percent of students with the most intense and/or persistent problems. Tier 3 supports involve a process of functional behavioral assessment (FBA) that investigates why a behavior is occurring in more detail and development of a behavior intervention plan (BIP) that includes more intensive research-based interventions, more frequent and detailed progress monitoring, and more staff time and resources dedicated to problem solving for individual students. Tier 3 supports can be provided at different levels of intensity, depending on the student's level of need.

Who Is the Focus for Tier 3 Supports?

Students with intense needs who have not responded adequately to Tier 1 and Tier 2 efforts are the focus of Tier 3.

What Are Tier 3 Behavioral Supports?

- Intensified Tier 2 interventions
- Individual counseling by school counselor, social worker, or psychologist
- Intensified social skills instruction led by school counselor, social worker or psychologist
- Functional behavior assessment (FBA)/Behavior intervention plan (BIP)
- Consultation and coordination with outside agencies to ensure wraparound services and support
- Support/Progress monitoring frequency
- First meeting should be held after four weeks of implementation.
- Follow up meetings should be held at least every six to eight weeks after that time.
- Meetings should be held more frequently if needed.
- The case manager assigned to each student brings data as well as written draft recommendations for BIP revisions if data indicates a need for change.

Who Is the Interventionist?

- School counselor
- Social worker
- School psychologist
- Collaborating agency (DSS, Court, Mental Health, etc.)
- Special education: Individualized Education Program (IEP) team