



Behavioral Support System



Tier 1:

Tier 1 provides high quality instruction and behavioral supports for all students in general education. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based upon expectations, responsibility, and proactive feedback.

If a student fails to learn at a level/rate similar to his/her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (**intervention**)
- Increase the **intensity** or level of the intervention (for example, adding small group instruction to whole group instruction).
- Increase the **duration** of the intervention (for example, increase small group instruction for 15 to 30 minutes).
- Increase the **frequency** of the intervention (for example, from twice per week to four times per week).

Tier 1 Teaching Tools:

- **Your own classroom management system:** Serves as a Tier 1 intervention in that all students in your classroom are exposed to this system.
- **PBIS Lesson Plans/SMART board teaching tools:** Should be taught along with the pacing guide as a means of ensuring consistency of expectations across settings.
- **Pre-Teaching:** Review the behavior expectation for a particular common area before transitioning to and from that area.
- **Direct Experience:** Take the students to a particular common area and have them “practice” the expected behavior (i.e., walking feet in the halls).
- **Get the children’s input:** Use children’s literature to stimulate group discussion about common problem behavior, such as hitting. Have students identify the problems with this behavior and brainstorm coping strategies or solutions with them. Use the Behavior Expectations Matrix for that area to guide your discussion.
- **Role Play:** Have students act out various scenarios that address the expected behaviors in common areas to ensure feedback. Encourage students to use words on the Behavior Matrix.
- **Reflection:** Have students talk about any experiences they have had at school and process their responses in relation to the Behavior Matrix.
- **Acknowledgment:** Whenever possible positively acknowledge students who are demonstrating school-wide behavior expectations by utilizing school-wide acknowledgement system.

Once several interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to Tier 2 to discuss further interventions.

Tier 2:

Tier 2 interventions will include additional supports and require more time, energy, and effort from *all* people involved with the student. Approximately 10% of students will require tier 2 interventions. It is important that strong tier 1 strategies and interventions are consistently in place if tier 2 interventions are to be successful. If a student is not responding to tier 1 interventions please inform the support staff (school psychologist, school counselor, administrator, etc.) assigned to your class to begin to explore tier 2 options.

Some Tier 2 interventions/strategies may include:

- Modified or intensified Tier 1 interventions
 - Examples:
 - Student checklist at desk
 - Modified classroom tasks/assignments
 - Alternate assessments
 - Visual schedules/supports
 - Peer mentor/peer modeling
 - Student-specific sticker chart or other incentive
 - Individualized PBIS goals
- Check-In/Check-Out System
- Small group counseling or skill building supports (short-term, 6 – 8 weeks)

Tier 3:

Tier 3 interventions are intensive, individualized, and specific. Approximately 1-5% of students will require this level of support. Interventions at this level are tailored to an individual student's needs and data is closely monitored on a frequent basis to ensure effective outcomes.