Taylor Tigers: PBIS Flowchart

Talk with parent about your concerns
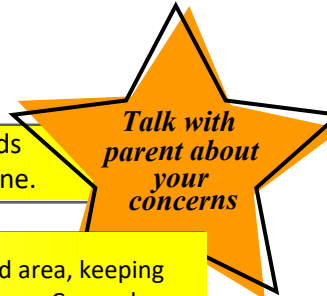
Tier I Tiger:

Tier I refers to the core behavioral instruction as well as supports that are available to **all** students. This includes the First 3 Weeks, Expectation Booster Sessions, SEL Special, The Zone (as a response to behaviors), Tiger Pause, Acknowledgment System, and Differentiation in the Classroom.

The PBIS team uses decision rules with ODR's, Documentations, and Zone data monthly to determine students in need of intensified supports as well.

Universal Screenings: *Terrace Metrics*

Tier II

I have concerns about a student whose needs are not being met through Tier I supports alone.

Identify no more than 3 skills to target (e.g. staying in assigned area, keeping hands and feet to self, etc.). Collaborate with your PBIS rep., Dean, Counselors, and/or grade-level team to determine appropriate interventions and data collection methods. Complete a Behavior Assistance Request Form if needed.

Focus on a teachable skill that can be measured. Collect data on the targeted skill to determine present levels. Use baseline data to write a SMART Goal. Put baseline data, goal, and intervention description (including strategy, how often, length of sessions, and who is delivering intervention) in DataMap.

Start your intervention. Collect data on your targeted skill(s) daily; enter this progress monitoring data in DataMap. Analyze your data after 4-6 weeks to determine if adequate progress is being made toward the student's goal.
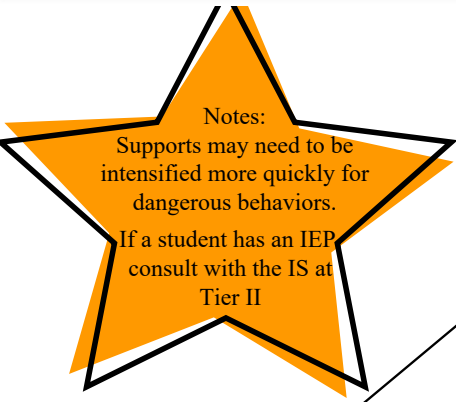
Hooray! The intervention is successful! The student is making progress. Continue support as needed.

The intervention was successful, but... The child demonstrates other behaviors that I have not yet targeted. I need to modify the goal and continue intervention for 4-6 more weeks.

Is the intervention working? (i.e. is the rate of improvement adequate to meet the goal)

Ugh... the student isn't making adequate progress... I've attempted two different interventions (with at least 5 progress monitoring data points each) targeting this skill and the student's progress is not adequate to meet their goal.

I've only tried one intervention, I need to try something different.

Make sure your info is up-to-date in DataMap. Consult with Mr. Schultz to schedule team meeting with all necessary team members (e.g. behavior specialist, counselor, intervention specialist, etc.)

Tier III

Notes:
Supports may need to be intensified more quickly for dangerous behaviors.
If a student has an IEP consult with the IS at Tier II

The team will brainstorm about why intervention hasn't been successful, determine appropriate supports, and review/update SMART goal.

Start your intervention. Intervention should occur **daily.** Collect data/Progress Monitor **daily**; enter in DataMap. Analyze your data at a team meeting after 3-6 weeks.

Review plan and determine if interventions need to be revised or intensified. Consider intensive options such as Camelot. **Repeat no more than 2 cycles.**

After completing 2 cycles, discuss and document consideration of evaluation in a PR-01.

Is the intervention working? (i.e. is the rate of improvement adequate to meet the goal)

Student is making limited or no progress. If the District Behavior Specialist is not yet involved, be sure to include her from this point.

Yes! Continue support as needed and document in DataMap.

Taylor Elementary, 2021/2022