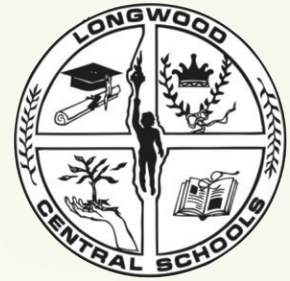


LONGWOOD CENTRAL
School District

Rtl-Behavior Guidance Manual

September 2015

ACKNOWLEDGEMENTS BY



BOARD OF EDUCATION

Daniel Tomaszewski
Maureen E. Silvestri
Michael A. Loguercio, Jr.
Genine M. Schwinge
Frank Muraca
Paul Infranco
Penni Blizzrd-McGrath
Judith Rice

CENTRAL ADMINISTRATION

Michael R. Lonergan, DSW Superintendent of Schools
Debra Winter, Assistant Superintendent for Student and Community Services
Janet M. Bryan, Assistant Superintendent for District Operations
Dr. Maria Castro, Assistant Superintendent for Instruction and Learning
Michael Gargiulo, Assistant Superintendent for Human Resources

PURPOSE OF DOCUMENT

This document is the collaborative effort of stakeholder representatives from all Longwood schools and their administrators, parents, and school board members. Its purpose is to provide a practical resource framework for school teams to implement and sustain an RtI behavioral system utilizing PBIS strategies.

Tracy Adams	Scott Jackson
Leighann Alt	Neil Klatsky
Jennifer Barretta	Kassy Lock
Lisa Bergey	Lance Lohman
Jerry Chan	Kim Maher
Kelly Chichester	Nancy Mare
Amanda Chichi	Jen McCarthy
Joelle Cimino	Nadia Montesano
Stephanie Columbia	Rob Neugebauer
Kerri Darcy	Melissa Ranaudo
Vaughn Denton	Steven Sanders
Denise Doyen	Scott Schuster
Carlos Falcon	Alicia Smith
Kathleen Hanley	Tamika Thomas
Paul Infranco	Gail Wesley

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THE ENTIRE STAFF OF THE LONGWOOD SCHOOL DISTRICT

is committed to the academic success, as well as the social and emotional well-being, of each child we serve. Our goal is to ensure that all children fulfill their academic potential while developing the skills to be positive, productive citizens.

We clearly recognize the link between a child's behavior and his or her academic performance. Response to Intervention (RtI)-Behavior is a system-wide, proactive approach for addressing behavioral issues and providing interventions and support where necessary. It is a model that engages students in a positive manner so they can be successful in school and in life.

As noted, this document is the result of the hard work of a broad representation of stakeholders from the Longwood school community. On behalf of the children who will benefit from this approach, I thank the people listed for their efforts.

—Michael R. Lonergan, *Superintendent of Schools*



“Rtl is the practice of providing high-quality instruction and interventions that are matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions” (NASDSE, 2007).

As a form of Rtl, Rtl for behavior focuses on the interventions required to correct behavior problems based on each student’s demonstrated level of need and the role of environment in causing and correcting behavior problems.

A Response to Intervention (Rtl) system that incorporates Positive Behavioral Intervention and Support (PBIS) provides a new way to think about behavior. PBIS seeks to understand why problem behaviors occur - the behavior’s function. PBIS analysis can occur on a school- wide level, in a specific setting, in the classroom, or one-on-one with an individual student. PBIS applies evidence-based strategies and systems to improve academic performance, increase safety, reduce problem behavior, and establish positive school cultures. On an individual student level, PBIS uses functional behavior assessments to understand the relationships between a student’s behavior and the student’s environment. The Rtl behavior process creates effective PBIS intervention plans that impede problem behaviors, teach new skills, and create support systems for the student.

Much like academic Rtl processes, Rtl behavior systems focus on key areas, critical components, and core principles essential for successful implementation.

But the focus of PBIS is more than just correction of problem behavior. It is a model for schools and parents to teach children how to show respect for themselves, for others, and for their surroundings, to take responsibility for their actions, to behave safely, and to become engaged and productive learners. As an educational approach to behavior intervention, PBIS is a means to teach, model, and acknowledge pro-social behaviors.

Unique to PBIS, moreover, are its systems and practices for implementing and sustaining good interventions. These systems and practices include teacher/staff/administrator collaboration at the individual school and district levels to personalize or adapt PBIS programs to the particular culture and needs of each school.

Development and use of data is also integral to effective PBIS programs. Data-driven interventions are essential to the PBIS process. In fact, PBIS team use of data in intervention decision-making has been found to have the strongest association with sustained accomplishment of PBIS objectives (McIntosh, et. al., 2013).

Since its inception more than thirteen years ago at the University of Oregon, PBIS has evolved into a framework that any district and school can use to help improve social and learning behaviors and decrease disruptions that interfere with academic instruction.

Schools continue to discover that incorporating PBIS into their Rtl behavioral systems:

- helps to address the behavioral needs of all students through proven, easy-to-implement strategies;
- allows schools to “right fit” practices to individual student needs in a manner sustainable over time;
- is affordable;
- helps to create a positive school climate; and
- results in more time for instruction and fewer disciplinary incidents.

PBIS FOCUS AREAS

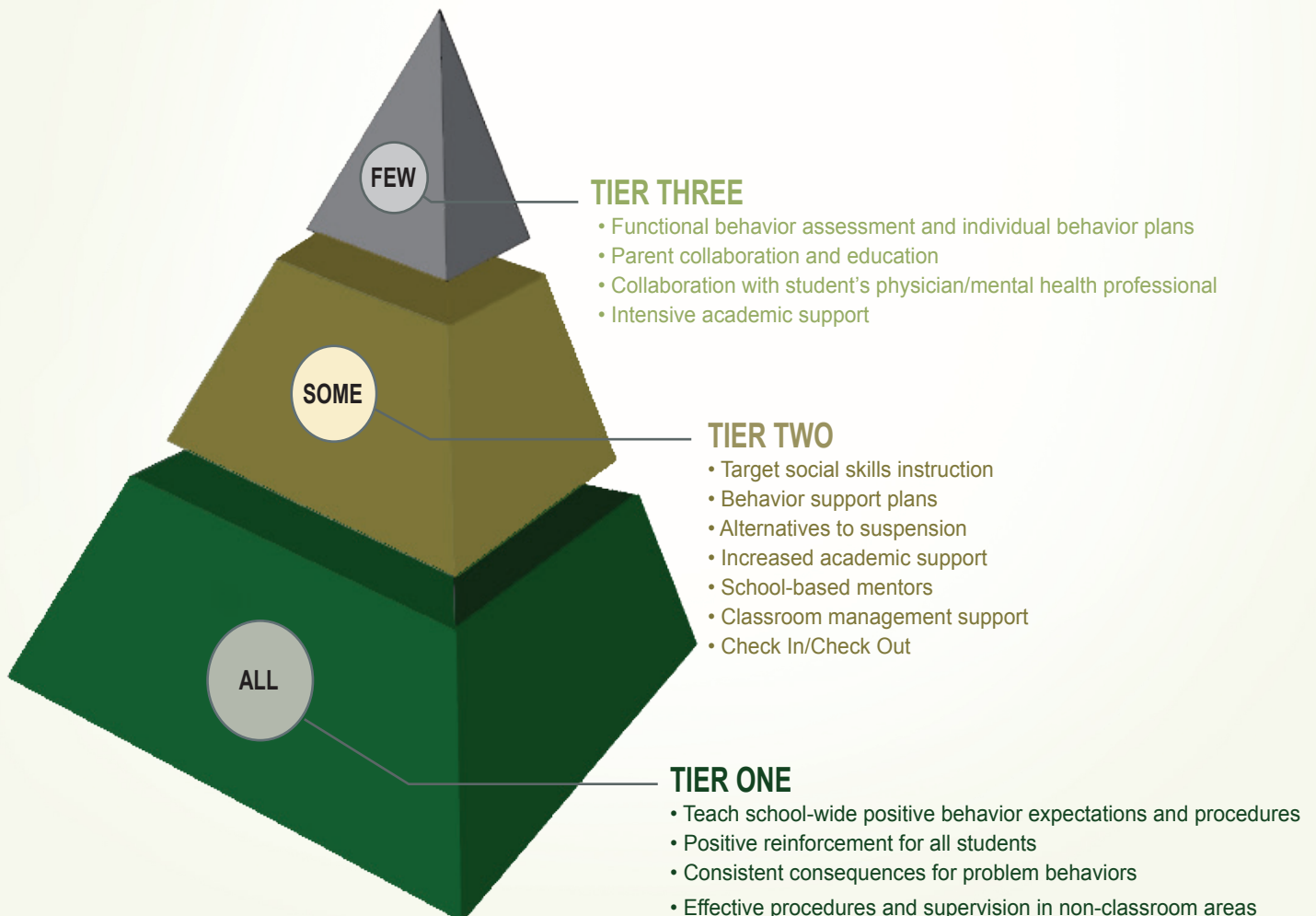
Four focus areas form a Multi-Tiered System of PBIS Support:

TIER I: UNIVERSAL PBIS – processes and procedures intended for all students and staff in all settings and on all campuses.

TIER I: CLASSROOM PBIS – processes and procedures that reflect school-wide expectations for student behavior, coupled with pre-planned strategies for use in classroom settings.

TIER II: SUPPLEMENTAL PBIS – processes and procedures designed to address behavioral issues of students with similar behavior problems or individual student behaviors in which Tier I processes and procedures produced little response.

TIER III: INTENSIVE PBIS – processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.

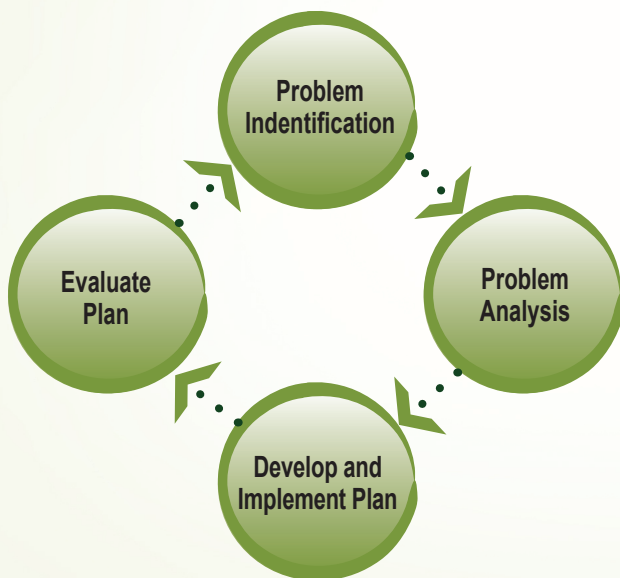


LEGISLATIVE BASIS

Public Law 108-446, the Individuals with Disabilities Education Act (IDEA) 2004, requires the New York State Education Department (NYSED) to develop and submit State Performance Plans (SPPs) to the Office of Special Education Programs (OSEP) at the U.S. Education Department (USED). The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and reports on 20 indicators relating to the requirements of IDEA. In turn, NYSED imposes similar requirements on each school district and requires yearly submission of data pertaining to the same 20 indicators.

Effective July 2012, and recently updated in October 2013, school districts must have implemented a Response to Intervention (RtI) plan for early intervention prior to determining

whether a student has a learning disability. While this requirement primarily focuses on the academic instructional components of RtI, the RtI framework is intended to support both academic and behavioral systems and schools are encouraged to implement both academic and behavioral aspects of an **RtI Framework (Guidance for New York State Schools, 2010)**. Furthermore, the State's RtI Guidance Manual as well as the document **New York State Quality Indicator Review and Resource Guides** clearly expects appropriate behavioral supports and intervention, evidenced by a school-wide positive behavioral system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.



PBIS CORE PRINCIPLES

The core principles of Response to Intervention for behavior include:

- continual application of a chosen **RtI model**;
- reliance on **integrated data systems** to inform problem-solving and decision-making;
- use of a **multi-tiered model** of support delivery that enables efficient use of school resources; performance of **evidence-based interventions** that match individual student need levels and rely on prevention, teaching, and reinforcement-based strategies;
- use of timely assessments to both **screen and monitor the progress** of students; and
- measurement of **fidelity** in applied interventions.

CHOSEN RTI MODEL

Longwood has chosen to implement a **hybrid RtI model** for PBIS which incorporates both a **standard protocol** model and a **problem-solving** model. Both models share similar attributes: multi-tiered approach, universal screening, progress monitoring to determine treatment effect, and a team structure to organize and analyze student performance using progress monitoring data. The models differ in terms of attention to —level of individualization and depth of problem-analysis that occurs prior to the selection, design and implementation of an intervention (Christ, Burns, & Ysseldyke, 2005).

INTEGRATED DATA SYSTEM



The success of the RtI for behavior process depends on several factors. First, its problem-solving approach requires accurate data for decision-making at each level and step of the process. Schools must collect,

maintain, and access relevant data in easy-to-access, easy-to-use ways that decision-makers, teachers, and parents can readily understand and are extremely reliable and valid. The types of data collected will depend on the focus of the problem-solving process. For example, problem-solving at the school level will require summary behavioral data for the entire student body, while problem-solving for an individual student will require data specific to the behavior of that student.

PBIS Apps- maker of the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation- is the tool of choice for Longwood Central Schools for its implementation and sustained delivery of PBIS. SWIS Suite will be used by all schools to collect and analyze student behavior data.

PBIS Assessment will be used to monitor the ongoing implementation and sustained use of PBIS. PBIS Evaluation will be used at the district level to monitor school implementation, fidelity, and overall effectiveness of PBIS on student behavior.

MULTI-TIERED PRACTICE

RtI programs use a multi-tiered service-delivery model, with distinctive support structures built into each tier, to guide teachers in choosing research-based behavioral practices conducive to positive behavior support. Tiered delivery systems provide a core, scientifically- based behavioral program for ALL students (Tier I) plus intensified support for students with more specific behavioral needs (Tiers II and III).

EVIDENCE-BASED INTERVENTIONS

The *Elementary and Secondary Education Act* requires districts and schools to use “evidence-based research” to guide their selection and implementation of intervention strategies. At least two types of evaluation data should be collected to assist educators in evaluating and making valid decisions about behavioral and/or academic interventions. First, data should be collected at all three tiers to determine the effect of intervention(s) on behavioral and/or academic problems. Second, data should be collected on an ongoing basis to determine the fidelity of intervention efforts – that is, whether the intervention strategies were delivered as designed and intended (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000).

COMPREHENSIVE ASSESSMENT

SCREENING ASSESSMENT

Universal screening is the systematic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the school personnel and community have agreed are important (Ikeda, Neessen, & Witt, 2009). Screening measures are used periodically throughout the school year to ensure that schools identify at-risk students before ongoing problems develop.

PROGRESS MONITORING ASSESSMENT

Progress monitoring is the use of assessment measures to determine progress within each Tier. Progress monitoring assessments help teams review whether or not the “plan” is producing data for positive, questionable, or poor response. Progress monitoring assessments should occur periodically, with frequency determined by teams, throughout the school year and/or duration of intervention:

- to determine student progress rates;
- to intervene, if necessary;
- to evaluate the effectiveness of intervention;
- to identify the need for additional information; and
- to analyze and interpret gaps between baselines and achievement.

FUNCTIONAL BEHAVIOR ASSESSMENT

Functional behavioral assessment is a part of the data collection process that helps determine the relationship between problem behavior and environmental context and contingent consequences leading to an effective and empirically validated behavior intervention plan (Scott & Kamps, 2007).

FIDELITY AND INTEGRITY

Documentation and evaluation is crucial to the fidelity and integrity of any RtI program. Fidelity, in this context, means delivery of scientific, research-based/evidence behavioral interventions in the manner and at the times intended as well as the delivery of the key requisite items contained within this framework. Integrity means timely performance and analysis of all universal screening, progress monitoring, and additional data, followed by decisions based on the data.

Because of their critical importance to any RtI program, both school and district teams must budget adequate time and responsible personnel to ensure proper documentation and evaluation of program fidelity and integrity throughout the school year.



TIER ONE

Longwood's RtI behavioral process is a prevention model. It is based on the premise that all students can benefit from well-implemented, evidence-based practices for improving student behavior.

More specifically, Tier I involves universal screening of all students periodically throughout the year. (See PBIS Calendar located in the Appendix) Additionally, Tier I has two focus areas: universal school-wide and classroom PBIS practices.

School-wide PBIS provides a positive focus for encouraging desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety. Interventions and strategies aim to reinforce these expectations by directly and consistently teaching and reteaching appropriate behaviors to all students. (See PBIS Calendar located in the Appendix)

Classroom PBIS aligns with the school-wide program but can be tailored to individual classrooms. It, too, is positively stated, is directed to all students in all classrooms, and is directly and consistently taught and retaught. (See PBIS Calendar located in the Appendix)

In reference to directly teaching lessons pertaining to Tier I PBIS, schools and teachers typically create outlines of lessons noting expected behavior described in observable terms, rationales for teaching the rules, positive examples of what behavior looks like and non-examples of what not to do. Oftentimes schools will develop role-playing activities of examples and non-examples. Lastly, a key feature to provide to students during these direct teachings is how positive behavior will be reinforced and misbehavior will be corrected.

In sum, both school-wide and classroom PBIS provide:

- periodic direct instruction in specific student-expected behaviors in various locations. (See PBIS Calendar located in the Appendix);
- generous quantities of positive adult/teacher attention and other kinds of reinforcement to students who demonstrate positive behaviors, especially those expectations specifically identified by the school and in the classroom; and
- predictable consequences for behavior infractions, delivered consistently and professionally by all staff throughout the entire school, that are not primarily punitive but instead an opportunity for students to learn from their mistakes and to accept responsibility for their choices.

K-GRADE 12 > SCHOOL-WIDE PROGRAM

Just as high quality of curriculum and instruction is necessary for academic progress in the general classroom setting, behavior skills also require a set of school-wide expectations, rules, and procedures that comprise a behavior curriculum. Each Longwood school shall establish:

1. 3 – 5 positively stated, **school-wide** behavioral expectations with; accompanying lessons for teaching these expectations;
2. a Behavior Matrix of expectations for the classroom and non-classroom settings (e.g., hallways, cafeteria, media center, playground, bathrooms, bus lines/buses) with accompanying lessons detailing procedures for teaching, modeling, practice and reviewing established expectations (see reference on page 10);
3. procedures for continual monitoring of behaviors in the various school settings to acknowledge and maintain appropriate behaviors; and
4. procedures for re-teaching behavior expectations and correcting behavioral violations.

K-GRADE 12 > CLASSROOM PROGRAM

Additionally, each school shall establish classroom management plans developed and implemented by every teacher that include:

1. 3 – 5 positively stated general **classroom** behavioral expectations;
2. procedures for teaching, modeling, practicing, and reviewing established expectations (see reference on page 10);
3. specific expectations for common classroom routines (e.g., entering the classroom, large/small group instruction, independent work, transitions, going to lunch);
4. a list of potential methods for acknowledging and maintaining appropriate class and individual student behaviors;
5. a list of potential corrective consequences for behavioral violations; and
6. procedures for managing serious behavioral violations in the classroom.

Lastly, in order for schools to prepare for the possibility that students may not initially respond well to Tier I expectations, each school shall also establish a list of **standard protocol(s)** interventions designed to be used by classroom teachers for students not responding to classroom and school-wide Tier I expectations. A **standard protocol** involves the provision of research-validated intervention for a specific amount of time, duration and frequency (minutes per day, days per week, and number of weeks). A primary feature of the **standard protocol** involves standardized instruction or intervention with minimal analysis of skill deficits. The intervention has a set of well-defined steps or procedures, which when implemented appropriately or as intended, increase the probability of producing positive outcomes for students.

THE OBJECTIVE OF POSITIVE BEHAVIOR SUPPORT IS NOT

“impeccable students.” Rather the objective should be making the ideal environment for enhancing their development. Entire school methodologies like PBIS can change the atmosphere of a school building.

At the point when executed with constancy, PBIS makes a deliberate, positive and decently oversaw environment and diminishes the likeliness that the issues typically displayed by at-risk students will become unmanageable.

Lisa Mato, *Principal,*
Longwood Middle School

TIER ONE > COMPREHENSIVE ASSESSMENT

UNIVERSAL SCREENING

The behavioral screening process is a multi-gated process for identifying students at-risk for development of ongoing behavior concerns based on teacher and team judgments of the existence of risk. The screener involves several levels of assessment to avoid over- and under-identification of at-risk students. At each stage

or gate, the level of risk is determined. Students with an elevated risk at one gate continue to the next gate, while students who do not manifest an elevated risk “exit” the screening process. Universal Screening will commence twice per year in late Fall and early Spring (See PBIS Calendar located in the Appendix).

GATE 1 GOAL

- provide teachers with a structure for referring students who may need intervention services
- increase the likelihood of referral for a student in need of specialized services
- give each student an equal chance

GATE 1 TEACHER NOMINATIONS AND RANK ORDERING

Teachers nominate & rank up to 3 internalizers and 3 externalizers on the Teacher Nomination Form and complete the MAS

If student is nominated, then Pass Gate 1



GATE 2 PURPOSE

- determine the level of risk for each student identified in Gate 1
- prioritize students according to their level of risk
- determine which students identified in Gate 1 were correctly identified as “at-risk”

GATE 2 TEAM NOMINATIONS AND RANK ORDERING

Teams nominate & rank up to 3 internalizers and 3 externalizers on the Team Nomination Form

If student is nominated, then Pass Gate 2



SPECIAL NOTE

New students enrolling in the district after the Fall and Spring screening time periods should be screened one month after enrollment.

If student has contacted the school-wide behavior supports (e.g., been taught expectations and reward/acknowledgments) and classroom supports are in place, then...

The team prioritizes student needs for Tier II or III placement and with required components as outlined in this framework, begins process of providing additional support.

PROGRESS MONITORING

Progress monitoring is the use of assessment measures to determine progress within each Tier as well as for individual students. Specifically to Tier I, school PBIS teams are to meet monthly to analyze referral data collected in the SWIS Suite. Schools will find that SWIS produces extremely helpful and detailed reports that aid in the analysis of school-wide incident reports. Such analysis assists teams in targeting corrective efforts at particular trend data.

Through the use of SWIS Assessment, in collaboration with local district PBIS coaches, school teams are to complete a **Tiered Fidelity Inventory (TFI)** which guides implementation and sustained use of PBIS. **TFIs** should be completed every three to four months or until each school site achieves 80% proficiency. Additionally, school-wide information such as the **School Safety Survey (SSS)** and the **Self-Assessment Survey (SAS)** as well as **Student Surveys** and **Parent Surveys** must be collected on a yearly basis. Unless directed otherwise, schools may develop their own survey content and focus questions which should be aligned to specific targeted action items school teams deem necessary to collect reflective data to guide future decisions. Lastly, classroom **PBIS Behavior Management Plans** will be collected by each school's principal prior to the direct teaching of Tier I classroom expectations. Although each school may develop its own forms for such plans, as part of fidelity, principals shall ensure that classroom behavior plans contain the minimum requirements stated on page 11. All plans will be maintained and housed in the principal's office. Please refer to the PBIS Calendar located in the Appendix for specific deadlines of data collection.

The documentation from all of the SWIS components will be utilized by district administrators in filling out yearly, required state level reports concerning **Relative Risk Calculations for Suspension of Students with Disabilities -Disproportionality by Race/Ethnicity in Disciplinary Actions by Type (ISS or OSS) and Length (Up to 10 days or More Than 10 days)**.

AS A SCHOOL COMMUNITY WE CONTINUE TO PUSH

for positivity in our daily environment. The implementation of PBIS solidified this process by allowing us to speak a common language in our school.

Students are frequently being rewarded for highlighting Cooperation, Ownership, Respect, Acceptance, and Manners throughout the school day. We just began the process of implementation, but I'm already seeing good results!

Vaughn Denton, *Principal,*
Coram Elementary School

CHARACTERISTICS

All students are considered Tier I, meaning that each will have every opportunity to engage in the school- wide system and classroom system(s). Highly successful Tier I school and class systems find themselves benefitting approximately 80%, or more, of students, respectively. Because accurate and current data is an essential component of both RtI and PBIS, Tier I placement typically depends on both primary and supplemental data sources that, when combined, support team evaluation of Tier placement and movement.

Particular to this framework, the primary data source will be the multi-gate process outlined earlier.

Tier I students typically do not pass through the multiple gates. Tier I student supplemental data can substantiate decision-making for remaining in Tier I. For additional consideration, students who have no more than **2** office discipline referrals, or no more than **1** suspension, or **4** or less tardies and unexcused absences usually are placed and remain in Tier I. Additional supplemental data PBIS teams may want to consider include academic performance, classroom disturbances, prior progress monitoring data, and any sort of cumulating detentions. Teams processing universal screening data should not consider supplemental data to be an all or nothing list of criteria needing to be met. Supplemental data, when used in decision-making processes, provides a safeguard that no decision is based upon only one data source.

MOVEMENT FROM TIER I

Movement from Tier I may be based upon several factors involving time and data as well as severity.

MOVEMENT TO TIER II

First, movement can occur during universal screening with students passing through the multi-gate process. Next, some students may require additional support and this need becomes apparent between the universal screener time

periods. Between universal screener periods, moreover, there may be students with behavioral difficulties who have transferred into the school or have just begun to exhibit maladaptive behavior and require immediate support. Prior to requesting a Tier change and a more detailed behavior support plan located in the section detailing Tier II, classroom teachers are expected to conduct at least one round of a **standard protocol** for four full implementation weeks with a mid-way reflection by the teacher assessing whether or not the protocol is positively impacting the student.

DIRECT ROUTE TO TIER III

There may be *emergency* situations when a student displays very severe behavior or social-emotional problems that affect the health and well-being of that student and/or other students. These situations can be triaged directly into Tier III to receive more intensive assessment and individualized intervention supports, even if they have not first received Tier I and II supports. A direct route should not be considered a quick bypass of Tiers I and II or a way to remove a student more quickly. The wellness or mental health staff must be included in deciding to utilize the direct route and will base decision(s) on whether or not the student is engaging in repeated, severe, and/or dangerous/ violent behavior that has caused or has a high probability of causing injury to the student or others.

If a student's behavior is severe enough to warrant immediate Tier III services, the teacher or staff member should contact a wellness or mental health staff member, provide detailed documentation through either an **Office Discipline Referral Form (ODR)** or **Classroom Teacher Behavior Form (Pink Form)** and plan to provide any and all additional information needed to continue the route to Tier III.

FIDELITY AND INTEGRITY

Documentation and evaluation is crucial to the fidelity and integrity of any Rtl program. The school PBIS team will need to assess whether interventions are occurring as often and as completely as necessary. Without clear measures of fidelity at Tier I, it is impossible to assess a student's response to intervention or program. If the student's behavioral data indicate "no improvement," teams must be able to determine if the lack of progress is due to inadequate interventions or to lack of intervention fidelity. Before moving a student from Tier I, schools should consider the following:

1. Are the essential components of school-wide PBIS in place, including classroom Tier I PBIS?
2. Did the student or student group receive direct lessons¹ on school-wide and classroom expectations?
3. If a connection to academic deficiency has been established, have Rtl-Academic fidelity checks taken place?
4. Was more than one intervention attempted?
5. Was the problem behavior correctly identified and an appropriate/realistic replacement behavior established?
6. Were Tier I interventions implemented with fidelity over a sufficient period of time² for the student to respond?
7. Does the progress monitoring data for the replacement behavior indicate that the student is not making progress toward the specified goals?
8. Does the student or student group have an increasing number of office discipline referrals (ODRs)?
9. Did the office discipline referrals result from a chronic behavior problem rather than a temporary condition (e.g., inconsistent medication, family trauma, moving into district)?

¹ Each school shall establish a process of collecting documentation for fidelity and integrity purposes detailing each class's date of direct teaching and/or re-teaching of behavior expectations for both school and classroom. Additionally, schools must document attendance on such direct teaching days and provide re-teaching for students who were absent.

² Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student's needs. The school-based problem-solving team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. Interventions should be continued as long as the student exhibits a positive response. The interventions should be modified as appropriate when a student's progress is less than expected.



PBIS IS AN INHERENT PART OF THE CULTURE

at Ridge Elementary School. Preparing our students for life long learning through the use of positive intervention systems has helped to create an environment ripe with academic and social success. We continue these traditions and strive for continued success and greatness identifying "The Leader in Me" for all students.

Janine Rozycki, *Principal*

TIERTWO

For students who have not responded to Tier I interventions or students who meet the criteria for exceptions, Tier II provides additional support to students and small groups of students who are at-risk for escalating behavioral difficulty. Tier II interventions should be quickly accessed, easily implemented, and in some cases, based on the function of the behavior. Depending on the level of intensification needed for groups of students or individual students, Tier II interventions can be administered in the classroom by the teacher. These interventions may involve teaching more acceptable social/behavioral skills, providing academic assistance, and/or furnishing more feedback and incentives for behaving appropriately. Additionally, when the need is great, teams can rely on published programs and specialized school personnel for mentoring or counseling.

Common characteristics of Tier II systems include:

- Continuous availability throughout the school year
- Easily accessible
- Consistent with school-wide expectations
- Implementation by any staff/faculty member in a school
- Choice of interventions based on Tier I assessment data and staff input
- Continuous monitoring of student behavior for decision-making
- Easy to administer and track data for individuals or small groups of students

Some common Tier II systems include:

TYPES OF SUPPLEMENTAL	EXAMPLES OF INTERVENTIONS
Collaborative Strategies	Check-In/Check-Out, Check and Connect, Peer Tutoring, Behavioral Contracts, Cooperative Discipline, Peer Mentors
Small Group Strategies	Time Management, Social Skills, Problem-Solving- Conflict Resolution, Anger Management, Violence Prevention, Mentoring Programs, De-escalation/Relaxation, Bully Prevention (Victims/Aggressor), Newcomer's Club, Homework Club, Organization & Study Skills, Re-teaching school-wide expectations
Simple Behavior/ Classroom Strategies	Organization & Physical Structure, Reflection Centers, Visual Supports, Classroom Reinforcement System, Task Analysis, Modeling, Self-Monitoring

Just as high quality of curriculum and instruction is necessary for academic progress in the general classroom setting, behavior skills also require a set of school-wide expectations, rules, and procedures that comprise a behavior curriculum. Each Longwood school shall establish a Tier II³ process that is collaborative among team members, administration, faculty, and families.

THE JHS IS LOOKING FORWARD TO IMPLEMENTING PBIS.

In a collaborative effort with staff, students and parents, we look forward to creating a nurturing environment in which everyone can learn.

Adam DeWitt, *Principal,*
Longwood Jr. High School

Tier II level of support is documented through a **Behavior Support Plan (BSP)** and the information required for such plans is detailed below. The key distinguishing factor between Tiers II and III is that Tier II documentation does not require the formalized, highly detailed **Functional Behavior Assessment (FBA)** and in-depth **Behavior Intervention Plans (BIP)** as required for Tier III interventions. Nevertheless, the type of data compiled in Tier III formal assessments is some of the same information needed for Tier II support plans as well.

Tier II **Behavior Support Plans (BSP)** are guided by student need and severity of behavioral issues and provide a “proactive action plan to address behavior(s) that are impeding learning of the student or others” (Browning Wright, 2013). Although intervention plans⁴ are appropriate for many situations and all students, typically it is assumed that the Tier I school and class systems, as well as **standard protocol** interventions, have not been successful. Regardless of the formality or informality of the required support plan, they should first focus on understanding ‘why’ the behavior occurred (i.e., ‘the function’ or ‘communicative intent’) and then on teaching an alternative behavior that meets the student’s need in a more acceptable way. This may include making instructional and environmental changes, providing reinforcement, reactive strategies and effective communication.

³ Tier II supports DO NOT EXCLUDE Tier I supports. Students receiving a Tier II strategy should continue to have full access to Tier I supports (taught expectations and rules, opportunities to receive acknowledgements throughout the entire school, etc.).

⁴ If developed for a student with an IEP or 504 plan (already receiving services), the IEP team must develop this plan that becomes a part of those formal documents.

TIERTWO »

In preparing such support plans, certain information must be gathered to inform the decision-making process and all Longwood schools are expected to gather such information.

BEHAVIORAL SUPPORT PLAN INFORMATION

Required pertinent data revolves around **defining** the offensive behavior, **exploring** reasons for the behavioral problem, **generating** a hypothesis for the problem's cause(s), and **matching** the student to the most appropriate intervention(s). This document typically is completed by the referring teacher(s) and/or staff member(s) using the **Classroom Teacher Behavior Form**.

GATHER BASELINE DATA → Teams will need to establish a reasonable behavior goal; therefore, teams will need to collect baseline progress monitoring data on the student for at least **2 to 5 days** to determine the frequency, intensity, and duration/latency of the behavior.

NOTIFY PARENTS → Parents must be notified that their child is in need of Tier II interventions and will be put on a support plan.

IDENTIFY THE REPLACEMENT BEHAVIOR → What alternative behavior (e.g., communication skill, conflict resolution) is desired?

SELECT A REINFORCER → Describe how the appropriate behavior will be reinforced in the natural environment.

SELECT TIER II PROACTIVE STRATEGIES → Identify the least intrusive intervention strategies for the problem behavior. Are the strategies customized to the hypothesis for the behavior? What teaching strategies/curricula/materials will be needed?

IDENTIFY ALL RESPONSIBLE FOR IMPLEMENTING THE PLAN → Who will implement and monitor the outcome of each intervention strategy? What role will administration play? How and how often will communication between all responsible occur?

DEFINE KEY SPECIFICS → When, where, how often, and how long will the intervention occur? What level of proficiency will be the goal? How will the intervention be measured and documented?



UNIVERSAL SCREENING

As in Tier I, behavioral screening in Tier II is a multi-gated process for identifying at-risk students that takes into consideration teacher judgments about the existence and extent of the risk. The screener includes several stages or gates to avoid over- and under- identification of at-risk students. At each stage or gate, the level of risk is determined. Students with an elevated risk who may require additional assessment or services continue to the next gate, while students who no longer have an elevated risk “exit” the screening process. Universal Screening will commence twice per year (late Fall and early Spring). Schools should refer to the PBIS Calendar located in the Appendix.

PROGRESS MONITORING⁵

Tier II supplemental supports are designed to be quick and efficient; therefore, the goal of frequent progress monitoring is to identify students who need different or additional supports early on and to respond to that need in a timely manner. Specific to Tier II, progress monitoring has two focus areas.

First, school PBIS teams will monitor the overall school-wide progress of Tier II. Key items to monitor are the overall percentage of students and/or groups needing Tier II supports as well as the response growth and transition rates in and out of Tier II.

Secondly, when establishing progress monitoring plans for Tier II students, requisite information to specify and monitor for each Tier II students is as follows:

- The frequency of progress data collection (i.e. daily), and the frequency of examining progress data (i.e., weekly/ biweekly) and the duration of the data collection trial period
- The type of goal for the student to accomplish (i.e. total points or percentage of points earned)
- The minimum required data needed before considering modifications or changes to the student’s type of support
- What Rate of Improvement (ROI) trend will indicate response and/or non-response that teams will examine on a frequent basis prior to goal’s end date
- What additional data will be used in conjunction with primary progress monitoring data to support response and/or non-response (i.e. discipline referrals, attendance and tardies)

SPECIAL NOTE

New students enrolling in the district after the Fall and Spring screening time periods should be screened one month after enrollment.

⁵ It is anticipated that for the school year 2015- 2016, schools will have to develop temporary progress monitoring data collection and forms for Tier II school-wide and student monitoring until the requirements for SWIS-Suite have been met by the District. When such requirements have been achieved, schools will utilize The SWIS Suite for consistent, detailed, and accurate documentation of individual student information.

TIERTWO »

CHARACTERISTICS

Highly successful Tier II school and class systems, in conjunction with successful Tier I systems, are needed for and benefit approximately 10-15% of students, respectively. Because accurate and current data is an essential component of both RtI and PBIS, Tier II placement typically depends on both primary and supplemental data sources that, when combined, support team evaluation of Tier placement and movement.

Generally, students who pass through two gates, including unsuccessful Tier I interventions implemented with fidelity, will be deemed in need of Tier II additional support. Tier II student supplemental data also can substantiate the need for additional support and guide decision-making for application of Tier II. Students with some combination of **2-4** office discipline referrals, or no more than **2** suspensions, or **5** or less tardies and unexcused absences usually are placed and remain in Tier II. Additional supplemental data PBIS teams may want to consider include academic performance, classroom disturbances, prior progress monitoring data, and any sort of cumulating detentions. Teams processing universal screening data should not consider supplemental data to be an all or nothing list of criteria needing to be met. Supplemental data, when used in decision-making processes, provides a safeguard that no decision is based upon only one data source.

MOVEMENT FROM TIER II

RESPONSE TO INTERVENTION

Students may be moved to Tier I if additional supporting progress monitoring data suggests that the student will likely maintain desired performance and replacement behaviors without continuing Tier II intervention. Typically, teams may consider movement from Tier II when the student has documented progress for the minimum trial period specified in the plan.

Additionally, rather than completely discontinue the intervention, the school may want to

supports gradually from, for example, the student who is making steady progress toward the target goals but has not yet sustained the appropriate behavior for the specified trial period in the plan.

Similarly, for the student whose progress is slow or inconsistent but still trending positively, the school may want to continue but adjust the Tier II interventions (e.g., change how the behavior is acknowledged, modify the frequency of acknowledgement, add academic support, teach social skills).

NON-RESPONSE TO INTERVENTION

Students making inadequate progress or proving unresponsive to the continuum of supports available at Tier I and II may be moved into Tier III to receive more intensive intervention supports and progress monitoring. Prior to movement, teams must complete a fidelity check and evaluate progress monitoring data for flat or downward trends and chronic or severe misbehaviors that have not responded to previous interventions (e.g., more than **4** referrals, **2** suspensions, and **5** tardies/absences; continuing internalized problems; increasing disruption of academic progress and/or socialization).

DIRECT ROUTE TO TIER III

There may be *emergency* situations when a student displays very severe behavior or social-emotional problems that affect the health and well-being of that student and/or other students. These situations can be triaged directly into Tier III to receive more intensive assessment and individualized intervention supports, even if they have not first received Tier I and II supports. A direct route should not be considered a quick bypass of Tiers I and II or a way to remove a student more quickly. The wellness or mental health staff must be included in deciding to utilize the direct route and will base decision(s) on whether or not the student is engaging in repeated, severe, and/or dangerous/violent behavior that has caused or has a high probability of causing injury to the student or others.

If a student's behavior is severe enough to warrant immediate Tier III services, the teacher or staff member should contact a wellness or mental health staff member, provide detailed documentation through either an **Office Discipline Referral Form (ODR)** or **Classroom Teacher Behavior Form (Pink Form)** and plan to provide any and all additional information needed to continue the route to Tier III.

FIDELITY AND INTEGRITY

Documentation and evaluation is crucial to the fidelity and integrity of any Rtl program. The school PBIS team will need to assess whether interventions are occurring as often and as completely as necessary. Without clear measures of fidelity at Tier II, it is impossible to assess a student's response to intervention or program. If the student's behavioral data indicate "no improvement," teams must be able to determine if the lack of progress is due to inadequate interventions or to lack of intervention fidelity. Before moving a student from Tier II, schools should consider the following:

1. Are the essential components of school-wide PBIS in place, including classroom Tier I PBIS?
2. Did the student or student group receive direct lessons⁶ on school-wide and classroom expectations?
3. If a connection to academic deficiency has been established, have Rtl-Academic fidelity checks taken place?
4. Was more than one intervention attempted?
5. If moving to Tier III, has a root-cause analysis by the PBIS team been conducted trying

to make determinations why Tier II was not successful?

6. Was the problem behavior correctly identified and a realistic replacement behavior established as the goal?
7. Were the Tier II interventions implemented with fidelity over a sufficient period⁷ for the student to respond?
8. Does the progress monitoring data for the Tier II replacement behavior indicate that the student is not making progress towards the specified goal?
9. *Is there a need to redo the **FBA** and revise the **BIP**?*
10. Have the student's office discipline referrals (ODRs) increased?
11. Are the ODRs a result of a chronic behavior problem rather than a temporary condition (e.g., inconsistent medication, family trauma, moving into district)?



⁶ Each school shall establish a process of collecting documentation for fidelity and integrity purposes detailing each class's date of direct teaching and/or re-teaching of behavior expectations for both school and classroom. Additionally, schools must document attendance on such direct teaching days and provide re-teaching for students who were absent.

⁷ Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student's needs. The school-based problem-solving team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. Interventions should be continued as long as the student exhibits a positive response. The interventions should be modified as appropriate when a student's progress is less than expected.

TIER THREE



WEST MIDDLE ISLAND SCHOOL HAS ALWAYS

been vested in positive behavioral expectations for our students through our TRUTH principles. We look forward to our continued growth with the specifics of the PBIS work.
Gretchen Schaentzler, *Principal*

For students who have not responded to Tier I and Tier II interventions or for students who meet direct route exceptions criteria, Tier III provides additional highly individualized and intense support. Typically, formal **Functional Behavior Assessments (FBA)** and very detailed **Behavior Intervention Plans (BIP)** are required for Tier III students. As in Tier I and Tier II, Tier III intervention and support should match services, time, and resources to demonstrated need. But Tier III plans should also include a continuum of strategies to match support to each student's complex needs, ranging from simple single-element interventions to complex multi-component approaches.

Tier III planning and implementation is a highly collaborative process that requires parents and guardians to work alongside school staff and administration. In some cases, the collaborative team may incorporate mental health professionals in a wrap-around model to provide necessary support for the chronically or severely troubled student. Tier III teams should also focus on enhancing a student's overall quality of life outside school settings.

Common characteristics of Tier III systems include:

- direct, almost daily, instruction in replacement behaviors;
- systems for individualized positive reinforcement;
- student crisis intervention plans;
- high-level collaboration between home and school;
- intense levels of progress monitoring with frequent team analysis;
- specialized team membership that includes outside mental health and medical personnel when appropriate;
- easily accessible;
- consistency with school-wide expectations; and
- implementation by staff/faculty members who have expertise in PBIS and/or know the student well.



Just as high quality of curriculum and instruction is necessary for academic progress in the general classroom setting, behavior skills also require a set of school-wide expectations, rules, and procedures that comprise a behavior curriculum. Each Longwood school shall establish a Tier III process that is collaborative among team members, administration, faculty, and families.

School Tier III processes distinguish themselves from Tier II predominately by the requirements of an **FBA**, **BIP**, and when needed, a crisis intervention plan. All schools shall utilize the District **FBA** and **BIP**.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

Functional Behavior Assessment (FBA) is a method for identifying the triggers or antecedents and the reinforcers of what keeps the behavior occurring and happening. **FBA** examines the student's entire school environment trying to pinpoint where, when and why the problem behavior(s) arises and occurs. **FBA** examines not only the social and emotional well-being of a child in terms of strengths and weaknesses, but crosses over into the academic area(s) as well to determine if deficits contribute to the problem behavior.

The FBA's information is used to create an in-depth formalized BIP. The FBA is part of an ongoing problem-solving process whereby teams continually gather data examining the effectiveness at reducing the problem behavior(s) and whether changes and modifications need to be made to behavior plans.

WHO SHOULD RECEIVE AN FBA?

An **FBA** should be completed on all students whose problems have not adequately responded to Tier I and II intervention and are being placed in Tier III, or who need immediate access to more intensive Tier III interventions by a more direct route.

WHEN SHOULD AN FBA BE COMPLETED?

Typically, an **FBA** should be completed when a student's behavior becomes so disruptive that it interferes with learning by that student or others. Unless specific direct route criteria are met, school personnel generally should introduce one or more classroom and/or Tier II interventions before initiating the more complex, and often time-consuming, **FBA** and **BIP** writing process. A formal assessment usually is reserved for serious, recurring or ongoing problems that do not readily respond to classroom management techniques and impede a student's learning.

WHO SHOULD COMPLETE AN FBA?

The persons responsible for conducting an **FBA** will vary from school to school, depending upon the supports available at the school; however, schools should have at least two individuals available to administer and coordinate the effort at each school. The coordinators should have experience in conducting **FBA**s and provide assistance and support to other team members during the **FBA** process. However, coordinators are no more responsible for evaluation and implementation than any other team member. With training and support, any team member can conduct most components of the assessment. In addition to team members, anyone who personally knows the student or situation and/or has directly contributed to the situation should provide or be asked to provide information for the **FBA**.

TIER THREE BEHAVIOR INTERVENTION PLAN (BIP)

A **Behavior Intervention Plan (BIP)** defines the student behaviors to encourage and discourage and the intervention strategies to achieve the desired outcomes.

Schools should create a form to be used for initially gathering pertinent data. Pertinent data revolves around defining the offensive behavior, exploring reasons for the behavioral problem, generating a hypothesis for the problem's cause(s), and matching the student to the most appropriate Tier II intervention(s). This document typically is completed by the referring teacher(s) and/or staff member(s).

GATHER BASELINE DATA → Teams will need to establish a reasonable behavior goal; therefore, teams will need to collect baseline progress monitoring data on the student for at least 2 to 5 days to determine the frequency, intensity, and duration/latency of the behavior.

NOTIFY PARENTS → Parents must be notified of Tier III placement and receive an invitation to participate in the initial Tier III meeting.

ANALYZE ENVIRONMENTAL FACTORS AND NECESSARY CHANGES → Behaviors always occur within an environmental context. Because environmental conditions may contribute, predict, or “trigger” problem behaviors, **BIPs** must remove or alter the environmental factors that contribute to the problem behavior.

FORMULATE HYPOTHESIS → With all pertinent information present, the team should formulate a well- substantiated hypothesis that details the general antecedents of the problem behavior (i.e., the triggers) and the functions of the behavior (e.g., to gain attention, to avoid situations).

IDENTIFY THE REPLACEMENT

BEHAVIOR → What alternative behavior/skill (e.g., communication, problem-solving, conflict resolution) is desired?

SELECT A REINFORCER → Describe how the appropriate behavior will be reinforced in the natural environment.

SELECT REACTIVE STRATEGIES → Describe what actions will be undertaken if the student repeats the problem behavior and how will the student be prompted to switch to the replacement behavior. In some cases, Tier III intervention plans need to include a rapid response crisis plan to ensure the safety of the problem student and others exposed to the problem behavior. A crisis intervention plan should not be punitive. Rather, it should be designed to de-escalate dangerous situations rapidly. Teams should spell out the conditions under which a crisis intervention plan will be used and the specific procedures that will be employed if these conditions occur.

SELECT TIER III PROACTIVE

STRATEGIES → Identify the least intrusive intervention strategies for the problem behavior. Are the strategies customized to the hypothesis for the behavior? What teaching strategies/curricula/materials will be needed?

IDENTIFY ALL RESPONSIBLE FOR

IMPLEMENTING THE PLAN → Who will implement and monitor the outcome of each intervention strategy? What role will administration play? How and how often will communication between all responsible occur?

DEFINE KEY SPECIFICS → When, where, how often, and how long will the intervention occur? What level of proficiency will be the goal? How will the intervention be measured and documented and by whom?

UNIVERSAL SCREENING

As in Tier I and Tier II, behavioral screening in Tier III is a multi-gated process for identifying at-risk students that takes into consideration teacher judgments about the existence and extent of the risk. The screener includes several stages or gates to avoid over- and under- identification of at-risk students. At each stage or gate, the level of risk is determined. Students with an elevated risk who may require additional assessment or services continue to the next gate, while students who no longer have an elevated risk “exit” the screening process. Universal Screening will commence twice per year (late Fall and early Spring). Schools should refer to the PBIS Calendar located in the Appendix.

- The minimum required data needed before considering modifications or changes to the student’s type of support
- What Rate of Improvement (ROI) trend will indicate response and/or non-response that teams will examine on a frequent basis prior to goal’s end date
- What additional data will be used in conjunction with primary progress monitoring data to support response and/or non-response (i.e. discipline referrals, attendance and tardies)

PROGRESS MONITORING

It is anticipated that for the school year 2015-2016, schools will have to develop temporary progress monitoring data collection and monitoring protocols for Tier III students and use them until the requirements for ISIS-SWIS (Individual Student Information System) have been met by the District. When such requirements have been achieved, schools will utilize The SWIS Suite for consistent, detailed, and accurate documentation of individual student information.

However, until such time, temporary progress monitoring plans must contain the following requisite information:

- The frequency of progress data collection (i.e. daily), and the frequency of examining progress data (i.e., weekly/biweekly)
- The type of goal for the student to accomplish (i.e. total points or percentage of points earned)
- The duration of data collection for the intervention trial period



SPECIAL NOTE

New students enrolling in the district after the Fall and Spring screening time periods should be screened one month after enrollment.

TIER THREE

HERE AT CHARLES E. WALTERS ELEMENTARY

School, PBIS has had a positive influence on our school climate. Staff and students come to school with a positive outlook because at CEW we do it RIGHT!
Yvette Tilley, *Principal*

CHARACTERISTICS

Highly successful Tier III individualized plans, in conjunction with successful Tier I and II systems, are needed for and benefit approximately 5-10% of students, respectively. Because accurate and current data is an essential component of both RtI and PBIS, Tier III placement typically depends on both primary and supplemental data sources that, when combined, support team evaluation of Tier placement and movement.

Generally, students who pass through all two gates, including unsuccessful Tier II interventions implemented with fidelity, will be deemed in need of Tier III additional support. Tier III student supplemental data also can substantiate the need for additional support and guide decision-making for application of Tier III. Students with some combination of **4** or more office discipline referrals, **2** or more suspensions, and **6** or more tardies and unexcused absences usually are placed and remain in Tier III. Additional data to consider may include academic performance, classroom disturbances, and detentions. Teams processing universal screening data should not consider supplemental data to be an all or nothing list of criteria needing to be met. Supplemental data, when used in decision-making processes, provides a safeguard that no decision is based upon only one data source.

MOVEMENT FROM TIER III

RESPONSE TO INTERVENTION

Tier III students may be moved to Tiers II and possibly Tier I if additional supporting data suggests that the student will likely maintain desired performance and replacement behaviors without continuing Tier III intervention. Typically, teams may consider movement from Tier III when the student has documented progress for the minimum trial period specified in the plan.

Additionally, rather than completely discontinue the intervention, the school may want to withdraw supports gradually from, for example, the student who is making steady progress toward the target goals but has not yet sustained the appropriate behavior for the specified trial period in the plan.

Similarly, for the student whose progress is slow or inconsistent but still trending positive, the school may want to continue but adjust the Tier II interventions (e.g., change how the behavior is acknowledged, modify the frequency of acknowledgement, add academic support, teach social skills).

NON-RESPONSE TO INTERVENTION

Students making inadequate progress or proving unresponsive to the continuum of supports available at Tier I and II may be moved into Tier III to receive more intensive intervention supports and progress monitoring. Prior to movement, teams must complete a fidelity check and evaluate progress monitoring data for flat or downward trends and chronic or severe misbehaviors that have not responded to previous interventions (e.g., more than **5** referrals, **3** suspensions, and **7** tardies/absences; continuing internalized problems; increasing disruption of academic progress and/or socialization).

FIDELITY AND INTEGRITY

Documentation and evaluation is crucial to the fidelity and integrity of any RtI program. The school PBIS team will need to assess whether interventions are occurring as often and as completely as necessary. Without clear measures of fidelity at Tier III, it is impossible to assess a student's response to intervention. If the student's behavioral data indicate "no improvement," teams must be able to determine if the lack of progress is due to inadequate interventions or to lack of intervention fidelity. Before moving a student from Tier III, schools should consider the following:

1. Are the essential components of school-wide PBIS in place, including classroom Tier I PBIS and have been directly taught to the student⁸?
2. If a connection to academic deficiency has been established, have RtI-Academic fidelity checks taken place?
3. Was more than one intervention attempted?
4. Was the problem behavior correctly identified and a realistic replacement behavior established as the goal?
5. Were the Tier III interventions implemented with fidelity over a sufficient period⁹ for the student to respond?
6. Does the progress monitoring data for the Tier III replacement behavior indicate that the student is not making progress towards the specified goal?

7. Is there a need to redo the **FBA** and revise the **BIP**?
8. Have the student's office discipline referrals (ODRs) increased?
9. Are the ODRs a result of a chronic behavior problem rather than a temporary condition (e.g., inconsistent medication, family trauma, moving into district)?



⁸ Each school shall establish a process of collecting documentation for fidelity and integrity purposes detailing each class's date of direct teaching and/or re-teaching of behavior expectations for both school and classroom. Additionally, schools must document attendance on such direct teaching days and provide re-teaching for students who were absent.

⁹ Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student's needs. The school-based problem-solving team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. Interventions should be continued as long as the student exhibits a positive response. The interventions should be modified as appropriate when a student's progress is less than expected.

SUCCESSFUL IMPLEMENTATION >

Implementing and sustaining school-wide PBIS will be successful only if it is noticeably easier to implement each successive year. Sustainability also improves if school-wide PBIS activities are viewed as a part of overall school activities that benefit ALL. PBIS benefits not only the individual student who requires intensive individualized support but also the majority of students who display little or no problem behavior but may benefit from the prevention aspects of PBIS programs. Positive behavior supports aid ALL students in ALL educational settings and need to be woven into the fabric of ALL school activities.

WE ARE EXCITED ABOUT THE CHANGES

that are on the horizon with the implementation of PBIS, especially at the secondary level. It is wonderful to have the opportunity to develop, promote and implement a district vision in support of positive behaviors and expectations for our students in conjunction with our academic expectations. These changes are only going to help aid in the development of the whole student at the commencement level in accordance to the characteristics of a college and career ready Longwood graduate.

Maria Castro,
Principal, Longwood High School

Positive behavioral intervention and support should not be viewed as an “add on” activity. Rather, behavior support is fundamental to the broader academic mission and success of schools and school districts. Educators will have far more time to teach when the frequency and intensity of discipline problems are reduced. Sharing PBIS data regularly, usually monthly, is a key to sustainability. Acknowledging at staff meetings what staff is doing right, what is working well, and what areas need improvement will generate staff buy-in and suggestions for improvement.

Teaming is also an essential component of Longwood’s RtI-PBIS system. Teams must not only plan how to implement all RtI and PBIS components, but also monitor the fidelity and integrity of all program components and services. High-performance teams all share the following characteristics:

- clear team core beliefs that have been created by the team and dovetail with organizational beliefs;
- clearly established but regularly adjustable ground rules or norms for monitoring and improving the team;
- detailed work plans that define tasks, clarify roles and responsibilities, lay out a schedule of events, and specify team performance expectations;
- clearly defined authority to empower members to make decisions they can make;
- clear and open communications between persons within and outside the team;
- well-defined decision procedures that help the team know which decision-making approach to use;
- beneficial team behaviors, including good interpersonal skills and positive intent to make the team successful;
- balanced participation of team members to avoid domination of team decision-making by one or two strong personalities;
- awareness of the group process, along with regular initiatives to improve team functions; and
- well-planned and efficiently executed meetings with clear agendas.

SCHOOL PBIS TEAM

Each School PBIS Team should have the authority to decide all matters affecting its school's implementation of RtI-PBIS. Each team should plan professional development calendars and workshops, gather continual input from school staff and peers, and utilize this **District Framework Manual** to ensure consistent practices within the building, thereby contributing to district-wide cohesive practice. In addition, each team must carefully evaluate those school structures currently responsible for data analysis and instructional delivery to decide whether to form new or additional structures or simply to reorganize existing structures to implement this manual's guidelines.

PBIS COACHES

Coaches play a valuable role in helping school teams to develop behavior support capacity and each Longwood School should have a least one, if not two, PBIS local building coaches. A good coach facilitates development of the PBIS process by working with the school team, providing needed training, prompting staff to follow through on the development of PBIS systems and to sustain implementation plans, and helping the school team to problem-solve issues as needed.

PARENTAL INVOLVEMENT

Effective educational partnerships – including parents and/or guardians, families, students, and community members – are necessary to student and school success and improvement. True collaboration requires parental/guardian and family involvement in the educational experience.

Parents and/or guardians have more and different information and expertise than schools regarding their children. They can share unknown history and significant events in the life of the child or family.

Involvement in a tiered service delivery model or RtI process requires meaningful two-way communication. Schools must empower parents and/or guardians and families as equal partners in their children's success by informing them of intervention options for their children before they are implemented. Understanding and respecting cultural differences is vital when attempting to engage families and foster community support and in formulating intervention plans. Schools need to recognize that cultural understanding requires not only awareness but also active parental/guardian involvement.

Parents and/or guardians should be notified in writing if their child needs some intervention beyond what all students receive in the classroom during the RtI process. Parents and/or guardians should be encouraged to monitor and ask questions about their child's progress or lack of progress. Because intervention and progress monitoring may be a new experience for many parents and guardians, the district must take special care to educate parents and guardians about the purpose of each step in the process to ensure their cooperation and participation.



SPECIAL EDUCATION-RIGHTS AND REQUIREMENTS UNDER IDEA

The 2004 Amendments to the IDEA and 8 CRR-NY II P 200, 201 explicitly identify what actions IEP teams must undertake in addressing behavioral problems of students with disabilities that interfere with their learning or the learning of others. Further

- The IEP team must consider, when appropriate, strategies—including positive behavioral interventions, strategies, and supports—to address behavior problems through the IEP process. A **BIP** that is integrated into the IEP must contain strategies to address behavior.
- In response to disciplinary actions by school personnel, the IEP team must conduct the **FBA**. By “conduct,” IDEA 2004 requires the IEP team to take responsibility for planning the **FBA**, to decide who will perform the various parts of the plan, and to ensure the plan’s completion in a timely manner. The IEP team must also develop and implement a **BIP**, or if a **BIP** already exists, review and revise it, as necessary.

NOTE: Under the IDEA, an **FBA** is considered an individualized evaluation. Thus, consistent with 34 CFR Sec. 300.300(a) and (c), parental consent is required for an **FBA** to be conducted as part of the initial evaluation or a reevaluation, unless it is to fulfill disciplinary requirements in 34 CFR Sec. 300.530. (See 52 IDELR 231, Question E-4, June 1, 2009.)

If not previously performed, an IEP team must conduct an **FBA** no later than 10 days after a student’s suspension or placement in an interim alternative educational setting (IAES). A **BIP** must be developed to address the behavior, or if a **BIP** is already in place, it must be reviewed and revised if necessary to address the behavior. When the behavior impedes the learning of that student or others, the IEP team must consider the use of positive behavior interventions and supports and other strategies to address that behavior and integrate the **BIP** or revised **BIP** into the IEP. A student’s Section 504 team must develop and implement a **BIP** whenever it determines that behavior problems substantially limit the student’s ability to benefit from his or her education.

PROMOTING PBIS

The activities, progress, and outcomes of positive behavioral interventions should be shared regularly with district school administrators and at least once per year with the local school board. Education-related groups such as parent/teacher organizations, student advocacy groups, and teacher unions should also receive periodic updates on PBIS development and implementation. Finally, School-wide PBIS information can be shared with area organizations to help support ongoing behavior support efforts within the schools.

DIRECT TEACHING AND RETEACHING

A key to any successful PBIS program is to directly teach expectations to students and their families at the start of each calendar year. Furthermore, successful PBIS programs also have at least one, if not more, reteaching of expectations periodically throughout the calendar school year.

An orientation process for newly enrolled students and their families is also important. Some schools may use student handbooks, orientation videos, or picture “scrap books.” Others may create materials expressly designed to share the schools’ approach to acknowledging behavior and increasing social competence. But regardless of method, new students and families must be taught and retaught the school’s behavior expectations. Each school shall utilize the PBIS Calendar located in the Appendix to reference time periods for direct teaching and reteaching.

PROFESSIONAL DEVELOPMENT

Schools need a process to orient new staff to the language, expectations, and procedures involved in the PBIS program and the school’s PBIS systems yearly. Refreshers for continuing staff should occur annually as well. PBIS should be treated as both a school and a district priority in addressing professional learning activities, increasing staff’s capacity, and enhancing professional development efforts.

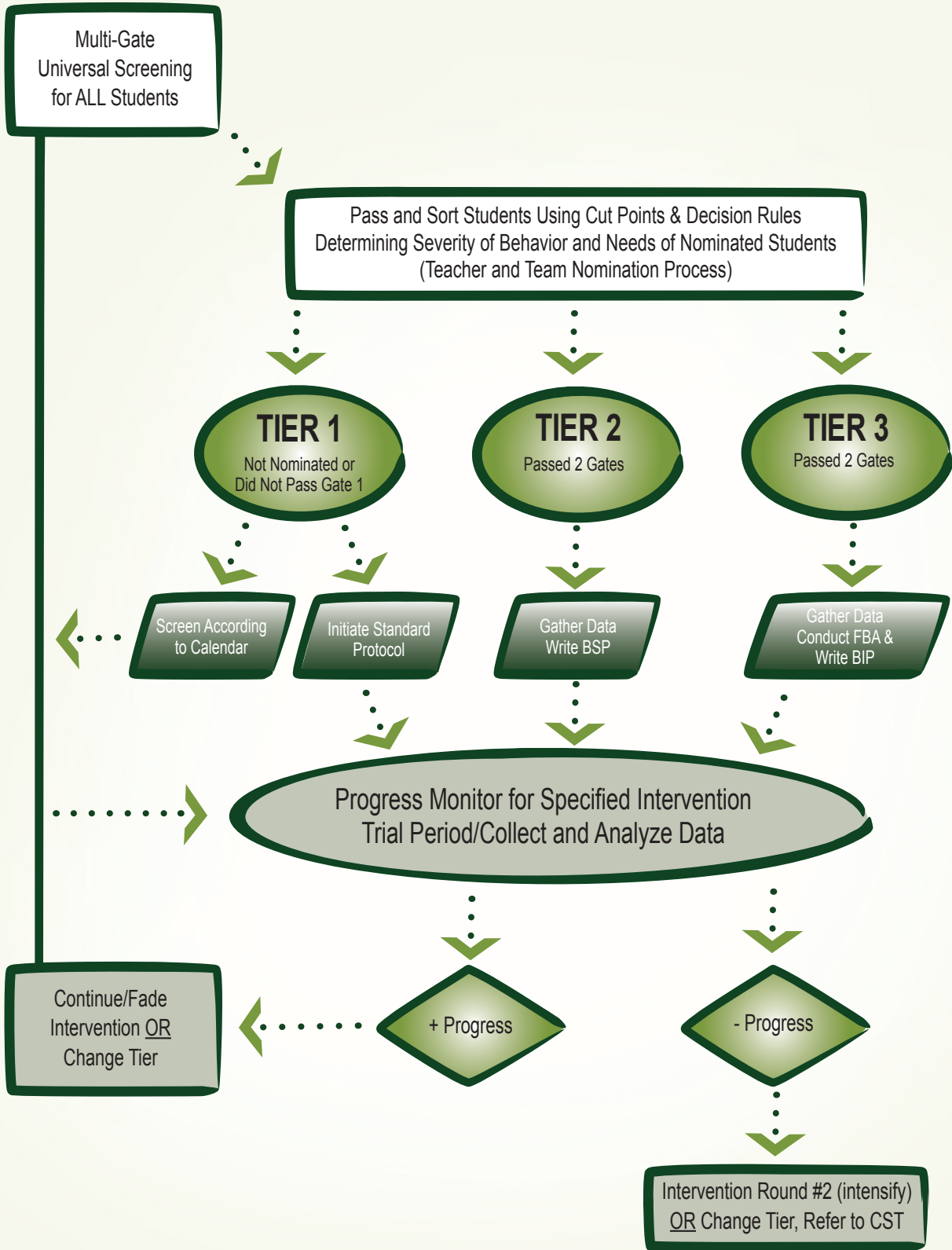
APPENDIX

VISUAL ORGANIZER

PBIS CALENDAR

FAQS

REFERENCES



						PBIS Calendar and Information
	M	T	W	T	F	
Aug 2015	31	1	2	3	4	
Sep 2015	7	8	9	10	11	
	14	15	16	17	18	Direct Teaching of Tier I School-wide Expectations Due
	21	22	23	24	25	Direct Teaching of Tier I Class-wide Expectations Due
	28	29	30	1	2	
Oct 2015	5	6	7	8	9	
	12	13	14	15	16	Student Surveys Due
	19	20	21	22	23	
	26	27	28	29	30	Universal Screening Window Teacher Nomination
Nov 2015	2	3	4	5	6	Universal Screening Window Team Nomination
	9	10	11	12	13	Continued
	16	17	18	19	20	
	23	24	25	26	27	
	30	1	2	3	4	
Dec 2015	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31	1	
Jan 2016	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	Kindergarten Student Survey Due
	1	2	3	4	5	Direct Reteaching of Tier I School-wide Expectations Due
Feb 2016	8	9	10	11	12	Universal Screening Window Teacher Nomination
	15	16	17	18	19	
	22	23	24	25	26	Universal Screening Window Team Nomination
	29	1	2	3	4	Continued
Mar 2016	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31	1	
Apr 2016	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
May 2016	2	3	4	5	6	Parent and Staff Surveys Due
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31	1	2	3	
Jun 2016	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	

FREQUENTLY ASKED QUESTIONS (FAQS)

WHAT IS PBIS? Simply put, PBIS is a process for creating safer, more effective schools by reinforcing positive behavior and preventing and addressing problem behavior. PBIS is implemented in three tiers. Tier I focuses on setting and teaching behavioral expectations in all areas of the school including the playground, hallway, bus and classroom. Tier II and Tier III allow educators to focus more closely on the needs of groups or individual students. Throughout the process, data is collected on student behavior. This data is then used by administrators and school PBIS implementation teams to identify and more effectively implement the practices that are right for their school.

HOW IS PBIS DIFFERENT FROM OTHER APPROACHES TO STUDENT BEHAVIOR AND SCHOOL DISCIPLINE?

Positive Behavioral Interventions and Supports (PBIS) is not a curriculum, intervention, or practice. Rather, it is a process that builds the foundation for making data-based decisions and proactively addresses behavioral issues. Unlike other programs, implementing PBIS does not require a school to abandon the practices it has already established and proven effective. PBIS integrates these practices into a model individually designed by each school.

IS PBIS NEW TO MY DISTRICT? No, but each school varies in its length of utilizing PBIS. Why? PBIS is a process, not a program. So, the length of time it takes to get started and then evolve is different for each school. Schools typically take between three and five years to fully implement all three tiers of PBIS. While most schools see results in the first few months, it can take far longer to completely change the climate of a school. That's why PBIS is not something you 'finish,' it's something that becomes part of the way your school operates. Behaviors change over time and PBIS gives schools the tools to adapt to those changing needs.

HOW WILL PBIS BENEFIT MY SCHOOL? Some of the benefits of PBIS include the:

- proactive and consistent approach to school-wide discipline that leads to improved student achievement through:
 - increased academic instructional time for students, staff, and administrators
 - improved social climate of school
 - decreases in special education referral and placements
 - reduced office referrals, suspensions, expulsions
- opportunity for staff to be involved in the process of assessing needs and making informed decisions based on the data collected
- ability to provide increased feedback and support to staff.
- consistency of expectations for all students across all school areas.

Ultimately, the implementation of PBIS has proven to decrease challenging behaviors and increase positive behavior, thereby increasing overall instructional time.

WHAT ARE THE KEY COMPONENTS OF PBIS? There are four key elements used in successful PBIS implementation. They are:

1. clearly defined academic and behavioral outcomes for students and staff
2. practices based on teaching and modeling proper behavior
3. data used to guide decision-making
4. systems that help the practices of PBIS to be accomplished faithfully and sustainability.

As these components are introduced, students and staff share clearly defined expectations and goals. Lessons are created to teach and model to students the expected behaviors. Additional supports are available in Tier II and Tier III for students with greater behavioral needs. The data collected throughout the tiers of PBIS is used to identify the 'what, when, where, and who' for student behaviors. This data is then used to make modifications to systems, practices, and supports.

WHY IS IT IMPORTANT TO RECOGNIZE GOOD BEHAVIOR IN STUDENTS? SHOULDN'T THEY ALREADY KNOW HOW TO BEHAVE?

When students have trouble with reading, we teach. When students don't know their multiplication tables, we teach. When students struggle with expected behaviors, PBIS gives us the tools to teach.

Traditional approaches to behavior often respond with punishment or consequences, under the presumption that children should have already mastered good behavior. These types of approaches often don't work well on their own. Since the expectations have not been clearly established, children often have difficulty seeing and understanding the differences between correct and incorrect behavior.

For example, asking a child to "Be respectful" may mean little unless they actually know what being respectful looks like. Often, teachers and other adults have varying levels of tolerance for the same behavior. This may result in the child formulating a blurry definition of the term 'respect.' Respectful behavior may also become subjective for children when adults portray one definition of respect in their own behavior, yet expect another from children.

PBIS gives school staff the tools to determine, teach, and model expected behavior. With these tools, schools are able to successfully increase the positive behavior through on-going recognition. This modeling and practice becomes infused in everyday life in a school. A positive school culture maintains positive behaviors in the school.

DOESN'T RECOGNIZING POSITIVE STUDENT BEHAVIOR MAKE STUDENTS DEPENDENT ON REWARDS? Students are more likely to practice correct behaviors if they receive frequent and specific positive feedback. Verbal praise is fine, but without a system in place many of us forget to specifically acknowledge positive behaviors. Rewards do not need to be large, fancy or expensive, but visible recognition can often supplement positive praise very effectively. The goal over time is to reduce the frequency of tangible rewards so that behavior becomes internalized. Verbal acknowledgement and encouragement, however, should consistently be given four times more often than correction or reprimand.

WHAT CONSEQUENCES ARE USED IN PBIS FOR STUDENTS WHO DON'T BEHAVE?

The first consequence for a minor misbehavior is to re-teach the behavior correctly for the student. This ensures the student knows what is expected. Further consequences depend on the child's age and the nature of the misbehavior. Central to PBIS is the idea that continued misbehavior by children generally serves some purpose or function for them. A "standard" consequence may be unintentionally rewarding that behavior. For instance, if a student misbehaves in the classroom during time for independent math work and the consequence is to be sent out into the hall, the student gets what he or she wanted in the first place - to avoid math work. PBIS emphasizes understanding the function of the behavior - what is the student trying to get or avoid - and then establishes a consequence that brings the student better understanding of the expected behavior.

HOW WILL WE KNOW IF PBIS IS WORKING?

When every tier of PBIS is put into practice effectively, a change in the school atmosphere will be quite obvious. The school climate is calmer, more predictable, more family-friendly and more inviting for students, staff and parents alike. In general, PBIS schools find that there are fewer referrals to the office for problem behavior, more time for productive instruction in class fewer distractions for all students. When problem behavior does occur, PBIS schools are able to turn to data to make informed decisions about the next steps to take.

IS PBIS DIRECTED MOSTLY AT STUDENTS WITH EMOTIONAL OR BEHAVIORAL DISABILITIES?

No. Positive behavioral supports were initially developed for students who struggled significantly with behavior and in the realm of special education. However, over the past few decades, educators have recognized these supports to be a highly effective tool in reaching all students. For this reason PBIS is designed in three tiers. Tier I reaches about 80% of all students, Tier II and Tier III are utilized to reach the remaining 20% of students who have greater behavioral needs.

IS PBIS A NEW IDEA AND HAS IT BEEN TRIED SUCCESSFULLY IN OTHER STATES?

PBIS was originally implemented in Oregon in the mid 1990's so it is not considered new. Currently, more than 13,000 schools across the country are implementing PBIS and nearly every state has a PBIS coordinator or state-wide initiative underway.

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