AUSTINTOWN INTERMEDIATE PBIS HANDBOOK

"Teach, Monitor, Feedback"

**2022-2023**

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What is PBIS?

The Office of Special Education Programs funded the School Wide Positive Behavioral Interventions and Supports (SW-PBIS or PBIS) beginning in 1998 as a response to the overrepresented population of culturally and linguistically diverse (CLD) students identified in special education (PBIS). In 2004, the Individuals with Disabilities Education Improvement Act created a division, Response to Intervention (RTI), to meet the various needs of students prior to special education identification (Cramer & Bennett, 2015). Cramer & Bennett explained this division enacted PBIS to adhere to the diverse needs of students with behavior concerns.

SWPBS (School-Wide Positive Behavioral Interventions & Supports) highlights four elements: data for decision making, measurable outcomes supported and evaluated by practices with achievable outcomes, and systems that support implementation of these practices ("Positive Behavioral Interventions and Supports (PBIS)").
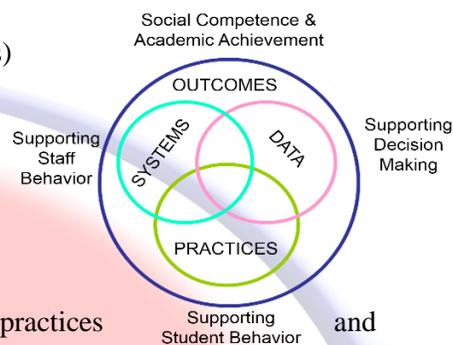
PBIS is a schoolwide systematic approach to embed evidence-based practices and data-driven decision making to improve school climate and culture to achieve improved academic and social outcomes and increase learning for all students. PBIS encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish recurrences of challenging behaviors and teach appropriate behavior to students. PBIS is a framework that supports the needs and culture of the school by helping school personnel adopt and organize evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Implementation of locally selected interventions and systems will create positive behavioral outcomes for students and safe and supportive cultures in schools. These prevention-oriented programs help school personnel adopt and organize evidence-based behavioral systems into an integrated continuum that enhances academic and social behavior outcomes for all students. The administrators, teachers and students should choose the interventions and supports that will improve behaviors and enhance their unique culture ("Using House Bill 318 Requirements to Create Caring Communities").

The PBIS framework provides a continuum of behavioral intervention supports based on a three-tiered model or multi-tiered system of support (MTSS). PBIS teams are trained to positively impact behavior at three tiers (*PBIS.org*):

- **Tier I:** Primary (whole school)
- **Tier II**: Secondary (individual child or groups of at-risk children)
- **Tier III**: Tertiary (children with complex needs and behaviors that severely impact others in the school community)
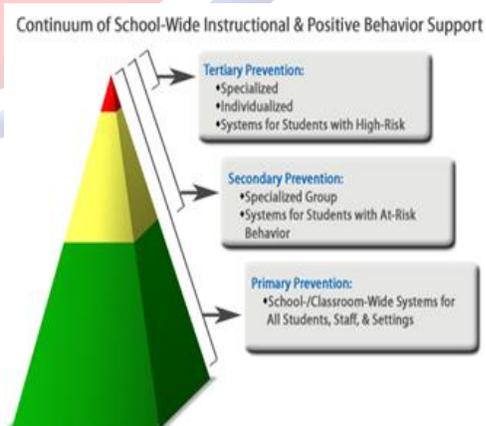
AIS PBIS Mission Statement

"The mission of the Austintown Intermediate PBIS Team is to create and maintain an effective learning environment by establishing behavioral supports and a positive school climate. For all students in our school to achieve social, emotional, and academic success."

Staff Responsibilities

A school-wide approach to behavior means that it is important for all teachers and staff to follow the same patterns of behavior support.

Staff responsibilities include:
- Teach, model, and practice behavior expectations throughout the year
- Teach behavior expectations following the school lessons during Monday Meetings
- Be prepared to use Classroom Dojo (or another incentive system) in the classroom and throughout the school
- Know and follow the Behavior Flow Chart/ Discipline Referral Process consistently
- Keep track of Minor Infractions and follow "Reteach & Warn, Reteach & Phone Call Home, ODR"
- Complete Office Discipline Referral Forms (ODRs) when a student's behavior indicates the necessity
- Post school-wide expectations matrix will be posted in each classroom and refer to it often
- Fill out a Request for Assistance form when behaviors indicate a student may need additional interventions
- Attend Tier II and Tier III meetings to discuss specific students as necessary
- Celebrate successes!

Why have a PBIS framework?

1. House Bill 318 revised **Ohio Revised Code 3319.46** and requires each school district to implement a PBIS framework for all of schools in the district.

(B)(1) Each school district board of education shall do all of the following:

(a)Implement a positive behavior intervention and supports framework on a system-wide bases that complies with this section;

(b) Comply with any policy and standards adopted, amended, or updated by the state board under this section;

(c) Submit any reports required by the department of education or the general assembly with respect to the implementation of a positive behavior intervention and supports framework or suspension and expulsion of students in any of grades pre-kindergarten through three.

(2) Each school district's positive behavior intervention and supports framework may focus on the following:

(a) Comprehensive, school-wide data systems that enable monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms;

(b) School-wide investment in evidence-based curricula and effective instructional strategies, matched to students' needs, and data to support teachers' academic instruction;

(c) An expectation by school administrators that classroom practices be linked to and aligned with the school-wide system;

(d) Improving staff climate and culture regarding the role of discipline in the classroom, established through the use of positive and proactive communication and staff recognition.

(C) For purposes of this section, "positive behavior intervention and supports framework" or "positive behavior intervention and supports" means a multi-tiered, school-wide, behavioral framework developed and implemented for the purpose of improving academic and social outcomes and increasing learning for all students.

2. **Trauma-Informed Schools Act of 2019**

   (a) To amend the Elementary and Secondary Education Act of 1965 to provide criteria for use of Federal funds to support trauma-informed practices in schools, and for other purposes,

Why is it Important to Teach Expectations?

The expectations Austintown Intermediate School adopted are "The 7 Healthy Habits." Although only the first five habits are aligned as our behavior expectations, all seven of the habits are taught to the students. These expectations will help to create and maintain an effective learning environment and help students achieve social, emotional, and academic success.

In addition to the behavior expectations, the healthy habits are an effective addition to PBIS framework to adhere to students' needs experiencing or having experienced trauma.

Behavior Matrix
The behavior matrix (on the following page) serves as a guideline for students to know the expected behaviors throughout all areas of the school. These behaviors will be taught and also reinforced through Positive Postcards that are sent home and Tootles (when students "tell" on one another for exhibiting one of the behavior expectations (Healthy Habits). The matrix is posted in all classrooms and in many other areas of the school to serve as a reminder.
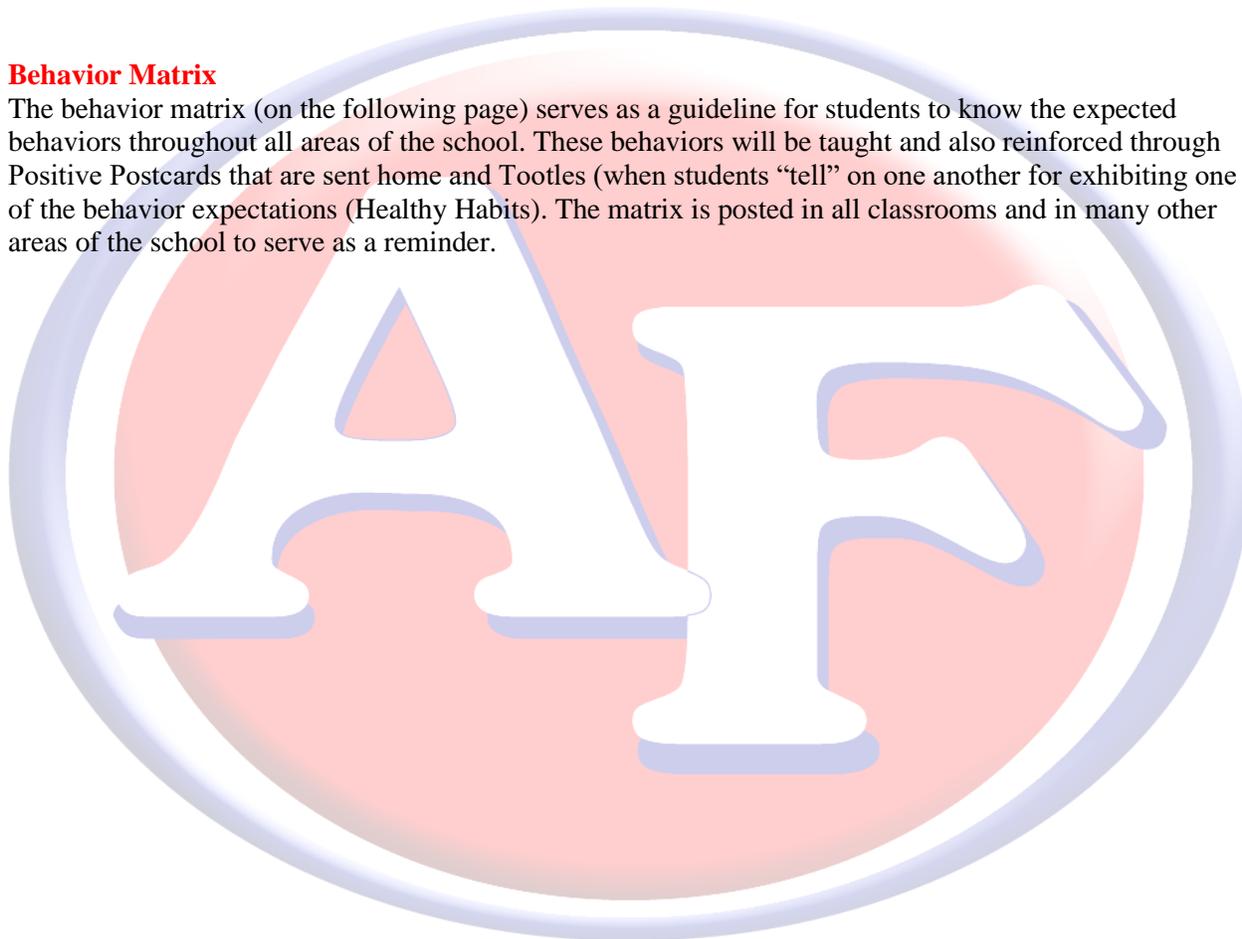
Behavioral Expectations

Classroom Expectations are Created with Teachers in Individual Classrooms

	Hallway	Restrooms	Outdoor Recess	Cafeteria	Bus
Be Proactive	-Walk on the right side of the hallway -Listen to directions	-Be sure to wash your hands -Go, flush, wash, throw paper towels in trash can, and leave the restroom -Report a messy bathroom to my teacher	-Play safely with people and equipment	-Stand quietly in line -Get your food and go to your seat -Raise your hand to ask to get up -Sit with your feet on the floor	-Be prepared for bus arrival 10 minutes in advance -Learn and follow all bus rules
Begin With The End In Mind	-Pick up trash on the floor and throw it away -Help someone if they drop something	-Plan ahead and go to the restroom when given a chance	-Plan in advance which zone you would like to go -Collect the equipment and put away on 2 whistles	-Keep your area cleaner than you found it -Walk carefully with your tray	-Be prepared for your stop -Stay seated until the bus comes to a complete stop -Have all your materials ready for the morning and afternoon
Put First Things First	-Walk directly to where you are going -Walk past classes quietly because others are learning nearby	-Enter & exit quickly & quietly -Enter your class quietly and get started on your work	-Always put safety first -Take a knee when you hear 3 whistles	-Use your time wisely while eating so you can finish your lunch before lunchtime ends	-Listen and follow the directions of the driver when first getting on the bus
Think Win-Win	-Respect others' personal space in the hallway -Volume at a level "1"	-Respect yourself and others by leaving the restroom clean and ready for someone to use	-Invite others to play and join in conversations -Play fairly at all times and kind to others	-Respect adults and my friends -Talk in a quiet voice to your neighbors so others will, too	-Respect the bus driver -Keep the bus clean by picking up my trash if I make a mess
Seek First to Understand Then to Be Understood	-Be considerate of others	-Be considerate of others -Stay quiet because others are learning nearby	-If there is a disagreement, listen to the other person's side, first -Allow others to speak without interruptions -Take turns speaking	-Be polite and use good manners -Respect others' food choices, and only eat your food	-Use kind words and language; remind others to do the same -Use a quiet voice when speaking

When to Teach the Expectations?

How to Teach Behavior Expectations

It is important to teach behavior in the same way we teach academics. To do this:
1. Create clear behavioral expectations
2. Communicate clearly to students what you want by using specific language, details, and examples
3. Explicitly model (role-play) the desired behavior to the students (what desired behavior looks like and what is does not look like)
4. Allow students to practice the modeled behavior
5. Monitor student behavior.
6. Provide performance feedback
7. Repeat teaching, modeling, or practicing until you have full compliance

Additional Tools for Teaching Expectations *(these are in addition to the 7 Healthy Habits' Lessons)*

The following are helpful ideas for teaching expectations to students.
- **Pre-teach.** Review the behavior expectations for a particular common area before transitioning.
- **Direct experience.** Take the students to a particular common area and have them "practice" the expected behavior (e.g., walking in the halls)
- **Get student input.** Use children's literature or videos to stimulate a group discussion about a common problem behavior, such as hitting. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions.. Use the behavior expectations matrix to guide your discussion.
- **Role-play.** Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding, as well as to provide them an opportunity for feedback. Encourage students to use vocabulary from the behavior expectations matrix.
- **Reflection.** Start a discussion and have students talk about any experience that they have had at school related to behaviors. Help them process their responses in relation to the behavior expectations matrix and guide them to see why positive behavior matters.
- **Acknowledgment.** Whenever possible, positively acknowledge students who are meeting behavior expectations, either verbally or through with Cougar Coupons. Be sure to acknowledge success of the whole class for following expectations (at assemblies, in hallways, etc).

The Three Tiers of PBIS Intervention
Some of What we Do at AIS

Tier I

Display 7 Healthy Habits *PBIS Lessons* **Morning Meetings** *AIS Squad* **Acknowledgements: Positive Postcards, Cartoon Lunches, Verbal, Positive Call Home, Principal Stickers, Cafeteria Progression System to Cartoon Lunch, Cafeteria Heroes, Cafeteria Ribbons** *Zones of Regulation (students identify and solve problems)* **Clubs: Student Council** *T-Chart for Expectations* **Counselors** *Falcon Friends*

Tier II

Social Academic and Instructional Groups
Behavior Assessment/ Intervention Plan *Counselor Referrals* **Individualized CICO**
Parent/Teacher Conferences **Lunch Buddies** *Small-group Tutoring*
Sensory Room *Zones of Regulation* **School Psychologist**
Disciplinary Flow Chart **Restorative & Reflective Practices**
Behavior Chart **Therapy Dog**

Tier III

Functional Behavior Assessment

Administrative Conferences

Alternatives to

Suspension: Reflective Practices,

Flexible Scheduling *Behavior*

Contract,

Cross-Teaming

Consequence

AMS Mentors

Encouraging Desired Behaviors

Behavioral scientists have long studied the ideal praise-to-criticism ratio. For students, that ideal ratio is 4:1. In other words, for each bit of negative feedback, there should be a minimum of four positive comments to balance it out.

Reinforcement Menu
The Reinforcement Menu offers positive reinforcement options for teachers and staff. Positive reinforcement and practicing 4:1 promotes desirable behavior and creates a safe classroom environment.

Small	Medium	Large
● Verbal praise	● 1:1 time with teacher	● Principal/teacher phone call to parents
● Smile	● Teacher helper	● Cartoon Lunch
● High five	● Line leader	● Technology time
● Take time to listen	● Extra choice time	● Lunch with staff member/friend
● Write a note to student	● Points toward class/individual reward	● Listen to music
● Eye contact	● Display work in class	● Special seat in class/lunch
● Silent thumbs up	● Small treat	● Extra recess
● Help teacher with a job		● Large treat
● Use work as a model		
● Tutor peers		
● Proximity		
● A compliment		

Remember! We never reward kids, we reward behaviors!

★ Never reward as bribery to get a student to do something or to manipulate them.
★ Never give rewards to students who ask for them or who behave only to earn the reward.

Discouraging Undesired Behaviors

Possible Scripts for Correction (*whitepinecharterschool.org*)

- **Thank the student for correct behavior.**
  - **Try this: When a student is not meeting expectations, such as wearing a hat in the school, say, " Thank you for taking off your hat," while looking at the student, smiling, and walking away. Stop and look back. If the student has the hat off, you can mouth "Thank you" or give a thumbs up.**
  - **Try this: When a student is talking too loudly in the library, for example, the teacher can find another student nearby who is using the appropriate voice level, and can say, " Thank you for using an indoor voice." If the first student then starts using an indoor voice, say "Thank you for using an indoor voice, _____ (student's name)."**
- **Reteach.**
  - **Try this: When a student is talking during a lesson, give a reminder of the rule. For example, say "Please be responsible for paying attention to the lesson. Attention means being silent and listening." If this does not work, say, "I expect that all student will be responsible for giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to. (Student's name: _____, what does giving attention to a 14 lesson mean?" Student answers. Teacher says, "Thank you. I'm glad that we all understand now."**
  - **Try this: When a student is talking during a lesson, ask the class if someone could repeat the rule about talking during a lesson for the class. After the student does so, ask if anyone has any questions about the rule and continue with the lesson. If the first student continues the undesired behavior, ask them to repeat the rule and ask if they have any questions about the rule. Say, "Good, thank you."**
- **Have a conversation with the student.**
  - **Try this: When a student is misbehaving, ask the student the following questions, and wait for them to answer:**
    - **What are the expectations in the _____ (location)?**
    - **Was your behavior willing/positive/connected/significant?**
    - **What do you need to do?**
    - **Are you willing to do that?**
    - **Thank you!**
- **Redirect the student. Use the following scripts for various situations.**

- Say, "What are you supposed to be doing right now?" (Student is playing with a pencil sharpener instead of taking out his workbook.)
- Say, "We are on page 3. Please read the first paragraph out loud." (Student lost her place in the book because she was not following along.)

- Say, "Laura, what answer did you get to Problem 12?" (Laura knows how to work the problem, but was visiting with a neighbor and the teacher needs her to be engaged in the lesson.)
- Silently stand next to the student and point to what the student should be focused on (Student is not doing his work or is not on the correct page that you are reading.)
- Say, "Stop. Look at me. What should you be doing right now?" (Student may have been redirected once already but is still not following directions.)
- Say, "Where are you supposed to be right now? Are you there? So, what should you do now? (Student is out of his seat and disrupting others. The teacher may have already been repeating earlier directions.)

Disciplinary Flowchart

Yes

No

Observe the Behavior

Is the behavior a minor infraction? If it is, "teacher handled," please reteach or use Tier I Interventions.

Is this the 3rd minor referral with the first two documented?

Write an ODR and give it to a principal. If it is an emergency, call us to your room.

Yes

Write an ODR and document the previous interventions completed with the dates.

No

1st Minor Infraction- Warning & Document

2nd Minor Infraction- Student Conference (reteach expectation), Parent Communication, & Document

The ODR will be handled with the appropriate interventions/ consequence. Please refer to shared document for the outcome.

AIS Tier I Behavior & Academic Interventions

These are Live Links from pbisworld.com

Breaks	Praise	Rewards
-Break, moving position in class -Have student take frequent breaks or activity -Send student on errand -Snack break -Take a break	-The Praise Game -Acknowledging positive behavior -Praise student frequently -Praise when cooperative and well behaved -Praise when good attitude and involvement occur -Praise when on task	-Rewards, Simple Reward Systems, & Incentives -Call parent or positive note home
Consequences	**Other**	**Other (cont'd)**
-Avoid power struggles -Call parent or note home -Card Flip -Clear, consistent, and predictable consequences -Do unfinished work during recess or unstructured time -Have student say a nice thing to the student they called a name -Logical consequence -Natural consequences -Reflection sheet -Remove from room -Speak in calm and neutral tone -Take away privileges -Take away unstructured or free time	-Alternate Seating In Own Space -Alternative modes of completing assignments -Assign a buddy or partner -Assign a classroom job -Break down assignment -Break down directions -Call on student frequently -Clear and concise directions -Color coded folders -Count to 10 -Daily planner -Deep breathing -Draw a picture or write in a journal -Encourage interaction with a more self confident student -Engage student -Explain assignment -Explain directions -Frequent eye contact -Frequent home contact -Give choices -Have student repeat directions back -Headphones -Helping Students With Homework -Help student start assignment -Ignore -Individual work space -Listen to music -Model appropriate language -More structured routine -Move to new location in the classroom	-Non verbal cues -Organize materials daily -Pause before giving a direction -Provide a container for the student's belongings -Proximity to students -Reassurance -Redirection -Reduce assignment -Reflective listening -Review PBIS expectations and rules -Speak in calm and neutral tone -Speak with student in hallway -Stand while working -Start Commands -Stop, Walk, Talk -Stress ball or fidget -Talk one on one with student -Talk Ticket -Talk to parent -Teach conflict resolution skills -Teach coping skills -Teach organizational skills -Teach relationship skills -Teach relaxation techniques -Teach social skills -Teach substitute words -Touch base with student -Touch student on shoulder -Turn desk around -Use calm neutral tone

AIS Infraction Referral Process

	Teacher handled- Reteach *no documentation required; teacher discretion for consequences*	Example	Appropriate Response
Inappropriate Language	Offensive remarks or gestures in a casual manner	"Get the hell away from me!" Student gives another student the finger.	Remove from class; have them take a break; restorative meditation; Zones of Regulation
Physical Aggression/ Fighting	Rough play; invading personal space; touching others	Student pinches another student.	Personal space lesson; Zones of Regulation
Defiance/ Disrespect/ Noncompliance	Passive refusal to participate; extremely slow in response to request; testing the limit	Student responds to teacher, "I don't want to answer."	"Okay, but I wish you would participate."; Ignore, then praise for positive behavior; Free Pass; Think-Pair Share
Disruption to the Education Process	Noise making; outside talk; attention-getting behaviors (silly answers, class clowning, etc.); bugging others	Student makes fart noises.	Use a calm voice and your presence; Remove and talk in the hallway; Have student apologize to class
Harassment/ Teasing/ Taunting	Annoying on purpose; altering names	With every statement the teacher says during instruction a student says, loudly, "Yes," "Yes."	Ignore
Property Misuse/ Damage	Not returning items to appropriate places	Borrowing a teacher's pencil and leaving it on the floor.	Ignore; Power Struggle; "I wish a leader would pick up that pencil."
Lying/ Cheating/ Theft	Borrowing without asking	Student takes a pencil off the teacher's desk.	"If you would ask, I would let you borrow one. Please return my pencil."
Possession/ Reference of an Illegal Item	Inappropriate drug/ alcohol references	Student makes a joint gesture.	Ignore; Speak to them outside; conference with Officer Dave; Counselor

	Minor *1st Offense- Warning (reteach)* *2nd Offense- Reteach & Call Home* *3rd Offense- ODR*	Major *ODR*	Emergency *Call Reppy*
Inappropriate Language	Repeated pattern of any inappropriate language	Swearing used to intimidate, show defiance; language that is profane	Creating an unsafe climate
Physical Aggression/ Fighting	Wrestling; bumping into others; kicking	Hitting; encouraging another to fight; retaliating	Fight; assault that may result in a fight
Defiance/ Disrespect/ Noncompliance	Ignoring reasonable request to stop low level disruption; overt refusal to participate	Repeated refusal	Ignoring reasonable request that leads to escalation and/ or to an unsafe situation
Disruption to the Education Process	Repeated pattern of any disruptive behaviors; misuse of cell phone/ electronic devices in class	Behavior that stops the learning in class; defiant repetition of behavior following correction	
Harassment/ Teasing/ Taunting	"Put downs"; threatening and/ or disrespectful body language/ posturing; targeted insult	Threat/ extortion; racist; socioeconomic status/ sexual/ religious/ disability/ sexual orientation/ cultural remarks; cyberbullying/ intimidation	Specific threat to oneself or others *"I will burn your house down."*
Property Misuse/ Damage	Thoughtlessly or "accidentally" damaging property	Theft; purposefully damaging or defacing property	Creating unsafe environment
Lying/ Cheating/ Theft	Taking another's property (minor value); refusing to return a borrowed item; substituting someone else's work for own	Taking another's property (significant, sentimental, or monetary value); not telling the truth when it involves someone's personal safety or property damage	
Possession/ Reference of an Illegal Item	Repeated inappropriate drug/ alcohol references; talking about use; clothing or obvious lookalike weapons	Under the influence, possession, distribution, or having paraphernalia of drugs or possession actual or lookalike gun, knife, or other weapon	

The following is an example of what may occur with infractions. Every student and situation is different.

Referrals	Intervention/ Consequence
1st ODR	Restorative (amends), Instructional, Phone Call
2nd ODR	Restorative (amends), Instructional, Phone Call, Possible time in ISR/ Cross-Teaming
3rd ODR	Restorative (amends), Instructional, Phone Call, ISR/ Cross-Teaming; Tier II Intervention
4th ODR	Restorative (amends), Instructional, Phone Call, ISR/ Cross-Teaming; Tier II Intervention, possible meeting with principal about OSS

Time in ISR is restorative, reflective and instructional.

Minor Referral Data Tracking

Student Name	(Infraction)				(Infraction)		
	Reteach	Reteach & Parent Communication	ODR		Reteach	Reteach & Parent Communication	ODR

Please email me if you would like an electronic copy.

AIS Office Discipline Referral

Student Name _____   Grade   3   4   5

Referring Staff Name _____   Incident Date _____

Incident Time _____   Incident Location _____   ODR Number _____

Detailed **facts** of incident (do not use other students' names):

What previous interventions were used before the referral (Warning, Contact, ODR)? Please list the date and the method of previous contact home.	Possible student motivation: ___ Obtain adult attention ___ Avoid adult(s) ___ Obtain peer attention ___ Avoid peers ___ Obtain item/ activity ___ Avoid work ___ Other: _____ ___ Unknown

Name of Parent/ Guardian Contacted _____

Date_____ Time_____ Staff Signature _____

Office Use Only
Expectation Violated

Be Proactive	Begin With the End in Mind	Put First Things First	Create a Win-Win	Seek First to Understand
___Electronic Device Level 1 ___Electronic Device Level 2 ___Electronic Device Level 3 ___Inappropriate Language ___Profanity/ vulgarity ___Other:	___Alcohol ___Drugs ___Drugs (OTC) ___Lying/ forgery ___Plagiarism/ cheating ___Tobacco ___Other:	___ Arson ___Bomb Threat/ false alarm ___Disruption to the ed process ___Inducing panic ___Theft ___Trespassing ___Vandalism ___Weapons ___Other:	___Disrespect to peer ___Disrespect to staff ___Other:	___Assault ___Defiance/ insubordination ___Fighting ___Harassment ___Intimidation ___Noncompliance ___Physical Aggression ___Physical Contact ___Sexual Harassment ___Threat ___Other:

Administrative Action		Comments
___Conference with student ___Conference with parent ___Time in office ___Loss of privileges ___Guidance Referral ___Other:	___Behavior Contract ___Warning ___In School Restriction ___Out of School Suspension	

Is this student currently enrolled in Special Education?   Yes   No

Does a 504 currently guide the needs/ accommodations for the student?   Yes   No

Student Signature _____   Date _____

Administrator's Signature _____   Date _____

Criteria for Tier II

Students who are looked at to receive Tier II behavioral interventions are those students who are not successful with the universal Tier I foundation that is in play at Austintown Intermediate School. Tier II interventions are smaller than Tier I because they are for a group of students who need these interventions. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier I and less intensive than Tier III (Gorski).

Regardless of the intervention, Tier II supports include additional instruction for key social, emotional, and/or behavioral skills. An important outcome of Tier II interventions is when students can regulate on their own, when, where, and under what conditions particular skills are needed and can successfully engage in those skills. Once data indicate a positive response to the intervention, students learn how to monitor and manage their own behavior (*pbis.org*).

The following criteria are taken into account at the PBIS meetings before putting a Tier II intervention into motion.

- *Office discipline referrals*
    - *How many? From who?*
- *Screening instrument scores*
    - *Diagnostics*
- *Teacher nominations*
    - *form*
- *Parent recommendations*
    - *form*
- *Support service recommendations*
- *Formative assessments*

Tier II Interventions
Some are Live Links from pbisworld.com

- *Alternatives To Suspension*
- *Behavior Contract*
- *Behavior Intervention Plan (BIP)*
- *Structured Breaks*
- *Check In Check Out (CICO)*
- *Classroom Management Support*
- *Counselor Referral*
- *Daily Behavior Form*
- *Forced Choice Reinforcement Survey*
- *Functional Behavior Assessment (FBA)*
- *Individual & Visual Schedules*
- *Mentoring*
- *Non-Verbal Cues & Signals*
- *Organizational Tools*
- *Peer Tutoring*
- *Response To Intervention (RTI)*
- *Reward System*
- *Self Monitoring*
- *Sensory Tools & Sensory Room*
- *Social Stories*
- *Teach Conflict Resolution Skills*
- *Teach Coping Skills*
- *Teach Relationship Skills*
- *Teach Relaxation Techniques*
- *Teach Social Skills*
- *The Praise Game*
- **Social, Academic & Instructional Groups with Counselors**
- **Small-Group Tutoring**
- **Zones of Regulation**
- **School Psychologist**
- **Restorative & Reflective Practices**
- **Therapy Dog (Cooper)**
- **Lunch Buddies**

Targeted Interventions Reference Guide

Targeted Interventions						
Intervention Function	**Check In/ Check Out**	**Social, Academic, & Instructional Group with Counselors**	**Mentor**	**Home/ School Behavior Plan**	**Lunch Buddies**	**Behavior Chart**
Increases opportunities for positive adult attention.	X	X	X	X	X	
Increases opportunities for positive peer attention.		X			X	
Provides access to choce of alternatives/ activities.				X		X
Addresses specific social skills instruction on how to relate with others in the school setting.	X	X		X	X	
Promotes a positive and encouraging relationship with an adult.	X		X			
Increases the number of pre-correction prompts and structure for "what to do" throughout the day.	X		X	X		
Increases opportunities for stronger incentives/ positive reinforcement.	X			X		X
Creates a home-and-school communication system.	X			X		X
Increases consistency in behavior expectations between home and school.				X		X

Check In/ Check Out

Why should I do it:
- Improves student accountability
- Increases structure
- Improves student behavior and academics when other interventions have failed
- Provides feedback and adult support on a daily basis
- Improves and establishes daily home/school communication and collaboration
- Improves student organization, motivation, incentive, and reward
- Helps students self-monitor and correct
- Internalizes success and accomplishment of goals
- Leads to maintenance free responsible behaviors, habits, and effort
- Improves positive adult-student relationships

When should I do it:
- When a student has failed to respond to other interventions and general class management techniques and interventions
- When a student is competing little to no work
- When a student is not participating, being involved, or taking part in the learning process
- When a student has emotional issues, like anxiety, frustration, etc.
- When kids have attention, focus, and impulsivity issues
- When kids have very poor organization
- When a student is exhibiting behavioral problems
- When a student demonstrates low motivation and effort

Consider referring students for additional supports when:
- You see failure for 2-6 weeks
- Students receive their 6th office discipline referral
- There are five absences in 30 days
- Problem behaviors become dangerous
- There is a mental health concern
- The family requests additional supports

Transition students from CICO who:

- Consistently meet their goals for at least four weeks. This is an average across days. If a student meets the goal four out of five days for at least four weeks, it's a good indicator they are ready to move off of CICO.
- Haven't received an office discipline referral for at least four weeks

Check-in-Check-Out DPR

Name: Date: _____

2 = Great job   1 = Satisfactory   0 = Needs improvement   **GOAL FOR THE DAY ____**

Goals	AM Block	Lunch	Recess	PM Block	Specials	Total Points
	☹ 😐 😊 0 1 2	☹ 😐 😊 0 1 2	☹ 😐 😊 0 1 2	☹ 😐 😊 0 1 2	☹ 😐 😊 0 1 2	
	☹ 😐 😊 0 1 2	☹ 😐 😊 0 1 2	☹ 😐 😊 0 1 2	☹ 😐 😊 0 1 2	☹ 😐 😊 0 1 2	
Teacher Comments						
Teacher Initials						

Total Points Earned: _____   Possible Points: _____   Did I meet my goal today? Y   N

Check-in-Check-out Daily Progress Report (DPR)

Student Name: Date: _____

One thing I did really well today was_____.

Something I will work on tomorrow is_____.

Student Signature:_____ Mentor Signature: _____

Parent/ Guardian Signature_____

This will be recorded on a tracking sheet to monitor your student's progress!

Check-In/Check-Out Contract

I, _____, agree to work on these things this
year.

    1. _____

    2. _____

I will work with _____ to keep track of my progress. I understand that I
will have a chance to earn a reward each week when I meet my goals. A list of reward I would
like include:

    1. _____

    2. _____

    3. _____

I will try hard to do my best to meet these goals every day.

_____

Signature of Student

I will do my best to help _____ meet his/her goals every
day.

_____   _____

Signature of Mentor   Signature of Parent

Permission for Check-In/Check-Out Program

Following our 7 Healthy Habits at AIS

Student _____ **Grade**_____

Dear _____,

      We have a wonderful school wide goal this year. Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. To help us reach our goal, we are starting a very effective program for students who need additional support.

      We call this program **"Check In/Check Out (CICO)."** Students involved in this program will check in with a staff member in the morning. At Check In they receive a point card allowing them to receive points for upholding our 7 Healthy Habits. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teachers to receive points. At the end of the day they check out with the same staff member with whom they Checked In. They total the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points for various incentives that will be decided by your student and their CICO staff member.

      We would like to include your child in Check-In/Check-Out for a minimum of nine weeks (with periodic review to enhance success). This program will provide extra support through feedback by multiple adults at school. A report will be filled out daily by the teachers and checked at the beginning and end of the day. Your child will pick up their daily progress report by 8:35 a.m. with _____ and return it at 3:05 p.m. to _____. Your child will work on goal setting for appropriate behavior and will be able to earn incentives for appropriate behavior. As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the DAILY PROGRESS REPORT and return the report to the school. Together, we can make this a positive experience for your child.

_____I do give consent for my student to participate.
_____I do not give consent for my student to participate.

Parent/Guardian Signature_____ Date_____

For further information, please email:
Dr. Dorothy Reppy at dreppy@austintownschools.org

Check In/ Check Out
Teacher Information

1. The CICO program consists of the following components:
    - ○ Morning "check in" with _____ in room _____
    - ○ Teachers feedback 3-5 times each day
    - ○ Afternoon "check out" with _____ in room _____
    - ○ Daily point report (DPR)

2. Each morning, the student will walk directly to their mentor to check in. The student will receive his/her daily point report. In addition, the daily point report will be turned in. If the student comes to class before checking in, please provide a reminder to go to their mentor.

3. During the day, you and other teachers will provide feedback to the student in the form of points. A "3" indicates a great job, a "2" indicates okay, and a "1" indicates a hard time. Please mark the student's DPR at the appropriate time, and provide specific verbal feedback about the rating.

4. At the end of the day, the student will check out with their mentor. The student will then turn in the DPR, points will be recorded, and the DPR will be completed.

5. Data will be graphed on a regular basis. Please contact _____ if it appears that the program is not working, or if you have other concerns.

CICO Program
TIPS for Mentors for Providing Feedback during Check-in, Check-out and In Class

Things to say at check in…
- Wow! You brought back your CICO Report signed!
- You're here on time again -Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said "good morning"
- Thanks for coming to check in
- Sounds like you had a good weekend
- We missed you yesterday (if student was absent), nice to see you today

Things to say at check out….
- You had a great (awesome, terrific, etc) day!
- You're right on target
- Your mom/dad is going to be so proud of you
- You're really working hard!
- You are such a good student
- You made your goal- wow!
- Looks like today didn't go so well- I know you can do it tomorrow
- I know it was a tough day- thanks for coming to check out
- We all have bad days once and awhile- I know you can do it tomorrow
- You look a little frustrated- what happened?
- If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

Typical Problems and Solutions

1. The student forgets to "check in"

This is very common, especially for younger students. If the student arrives, and forgets to check in, send he/she to the mentor. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact the mentor and we come up with a plan.

2. The student loses the DPR

Pick a place in the classroom to keep the DPR. You may also tape the sheet to the student's desk. Provide verbal reminders to the student to "remember your DPR." Do not allow the student to carry the DPR to lunch or recess unless it is necessary. Start a new DPR (in the CICO shared drive).

3. The student "loses" the DPR if they are having a bad day

If the student says that the DPR is lost after having a bad day, begin to use a new one. If you remember the ratings that you previously gave, record on the new card. Keep the DPR with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

4. The student arrives late to school

Begin a DPR (from the shared drive) and start when the student arrives. When the student arrives, explain that you will start the DPR, and that they may turn in the home report (from yesterday) during check out.

5. The student becomes angry, and throws the DPR or rips it up

Discontinue the DPR for the day. Explain that having CICO is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.

Check In/ Check Out Progress

Date_____

Student Name_____ Mentor Name _____

Grade_____

Dear _____,

As you know, your child has been participating in the Austintown Intermediate Check In/ Check Out Program here at AIS. Although your child is bringing home their Daily Progress Report (DPR) for you to sign, we thought that you might like to see the attached graph showing your child's progress from _____.

If you have any questions about this graph or about the CICO Program, please feel free to email me at dreppy@austintownschools.org or call me at (330) 797-3901 ext. 6028.

Thank you so much for your continued support of the AIS CICO Program.

Sincerely,

Dr. Dorothy Reppy
Positive Behavioral Intervention & Supports Behavior Specialist

Mentor Comments

_____

_____

_____

_____

_____

Forced-Choice Reinforcement Menu

Name:

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. _____ Teacher writes "100" on your paper. (A)
   _____ Be first to finish your work. (CM)

2. _____ A bag of chips. (CN)
   _____ Classmates ask you to be on their team. (P)

3. _____ Be free to do what you like. (I)
   _____ Teacher writes "100" on your paper. (A)

4. _____ Classmates ask you to be on their team. (P)
   _____ Be first to finish your work. (CM)

5. _____ Be free to do what you like. (I)
   _____ A bag of chips. (CN)

6. _____ Teacher writes "100" on your paper. (A)
   _____ Classmates ask you to be on their team. (P)

7. _____ Be first to finish your work. (CM)
   _____ Be free to do what you like. (I)

8. _____ A bag of chips. (CN)
   _____ Teacher writes "100" on your paper. (A)

9. _____ Classmates ask you to be on their team. (P)
   _____ Be free to do what you like. (I)

10. _____ Be first to finish your work. (CM)
     _____ A bag of chips. (CN)

11. _____ Teacher writes "A" on your paper. (A)
     _____ Be the only one that can answer a question. (CM)

12. _____ A candy bar. (CN)
     _____ Friends ask you to sit with them. (P)

13. _____ Be free to go outside. (I)
     _____ Teacher writes "A" on your paper. (A)

14. _____ Friends ask you to sit with them. (P)
     _____ Be the only one that answers a question. (CM)

15. _____ Be free to go outside. (I)
     _____ A candy bar. (CN)

16. _____ Teacher writes "A" on your paper. (A)
     _____ Friends ask you to sit with them. (P)

17. _____ Be the only one that can answer a question. (CM)
     _____ Be free to go outside. (I)

18. _____ A candy bar. (CN)
     _____ Teacher writes "A" on your paper. (A)

19. _____ Friends ask you to sit with them. (P)
     _____ Be free to go outside. (I)

20. _____ Be the only on that can answer a question. (CM)
     _____ A candy bar. (CN)

21. _____ Teacher writes "Perfect" on your paper. (A)
     _____ Have only your paper shown to the class. (CM)

22. _____ A can of soda. (CN)
     _____ Classmates ask you to be class leader. (P)

23. _____ Be free to play outside. (I)
    _____ Teacher writes "Perfect" on your paper. (A)

24. _____ Classmates ask you to be class leader. (P)
    _____ Have only your paper shown to the class. (CM)

25. _____ Be free to play outside. (I)
    _____ A can of soda. (CN)

26. _____ Teacher writes "Perfect" on your paper. (A)
    _____ Classmates ask you to be class leader. (P)

27. _____ Have only your paper shown to the class. (CM)
    _____ Be free to play outside. (I)

28. _____ A can of soda. (CN)
    _____ Teacher writes "Perfect" on your paper. (A)

29. _____ Classmates ask you to be class leader. (P)
    _____ Be free to play outside. (I)

30. _____ Have only your paper shown to class. (CM)
    _____ A can of soda. (CN)

31. _____ Teacher writes "Excellent" on your paper. (A)
    _____ Have your paper put on the bulletin board. (CM)

32. _____ A pack of gum. (CN)
    _____ Friends ask you to work with them. (P)

33. _____ Be free to work on something you like. (I)
    _____ Teacher writes "Excellent" on your paper. (A)

34. _____ Friends ask you to work with them. (P)
    _____ Have your paper put on the bulletin board. (CM)

35. _____ Be free to work on something you like. (I)
    _____ A pack of gum. (CN)

36. _____ Teacher writes "Excellent" on your paper. (A)
    _____ Friends ask you to work with them. (P)

37. _____ Have your paper put on the bulletin board. (CM)
    _____ Be free to work in something you like. (I)

38. _____ A pack of gum. (CN)
    _____ Teacher writes "Excellent" on your paper. (A)

39. _____ Friends ask you to work with them. (P)
    _____ Be free to work on something you like. (I)

40. _____ Have your paper put on the bulletin board. (CM)
    _____ A pack of gum. (CN)

Other suggestions about classroom rewards:
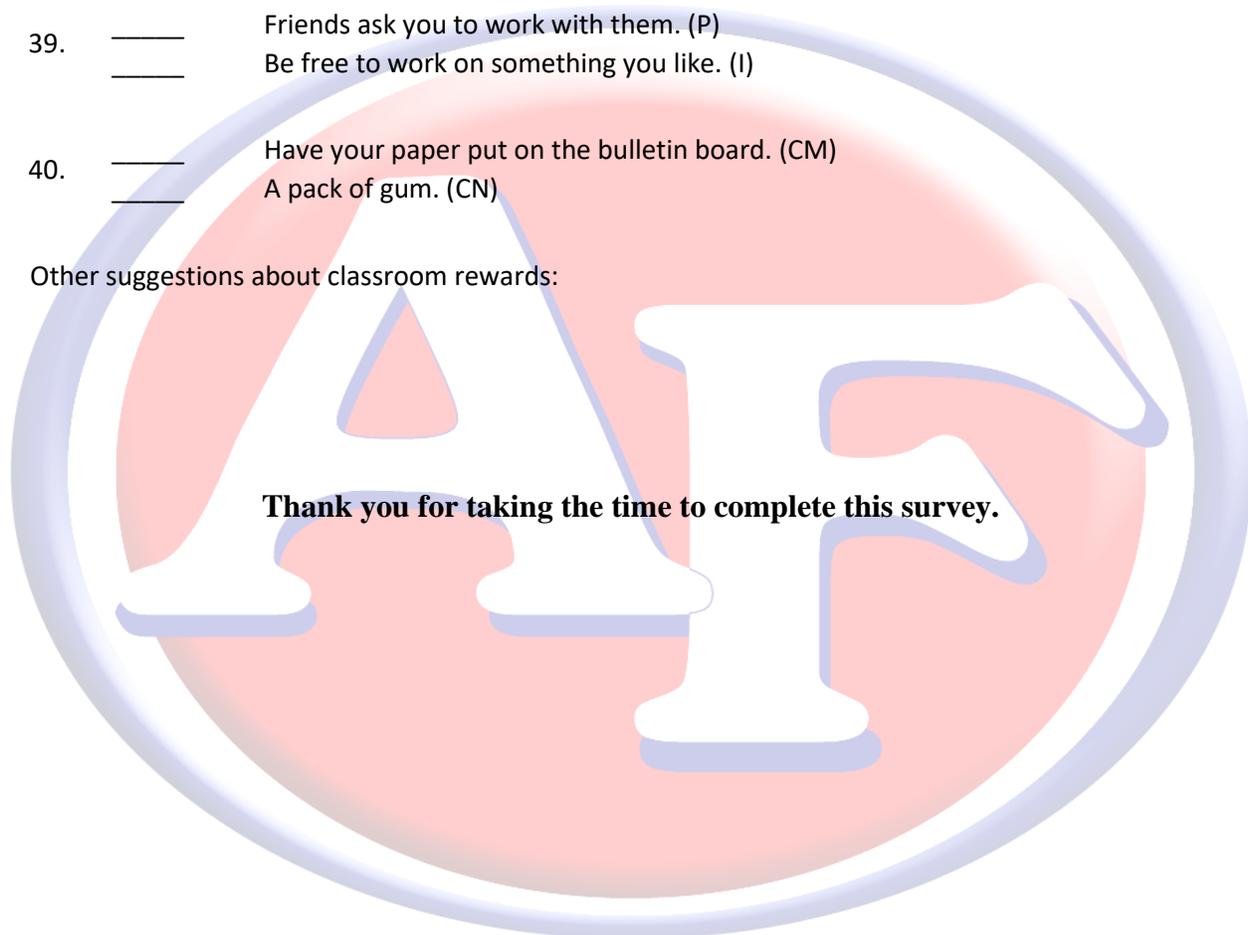
Thank you for taking the time to complete this survey.

Reinforcement Inventory

Scoring Key

_____ Adult Approval (A)

_____ Competitive Approval (CM)

_____ Peer Approval (P)

_____ Independent Rewards (I)

_____ Consumable Rewards (CN)

Modified by Gable, R. A. (1991) from:

Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. Teaching Exceptional Children, 2:3, 143-149.

Criteria for Tier III

Students who are looked at to receive Tier III behavioral interventions are those students who are not successful with Tier II interventions at Austintown Intermediate School. Tier III interventions are smaller than Tier II because they are for a specific student who needs this intervention. The intensity level of Tier III is the highest of the three tiers.

Regardless of the intervention, Tier III supports include additional instruction for key social, emotional, and/or behavioral skills. Sprague, Cook, Wright, and Sadler (2008, p. 77) recommend Tier II interventions be implemented a minimum of four weeks; this "allows sufficient time for the student to demonstrate adequate or inadequate response to the supports." Different individuals recommend various timeframes for Tier II interventions. AIS's Tier III team will determine the necessary timeline for each individual situation.

The following criteria are taken into account at the PBIS meetings before putting a Tier III intervention into motion.
- *Not responding to Tier II interventions*
  - *Usually multiple interventions are attempted*
  - *Data from these interventions not displaying success; the trend line is not close to the goal.*
    - *Were these implemented with fidelity?*
    - *The team is relatively confident Tier II interventions will not result in improved data.*
- *Chronic Behaviors*
- *Intense Behaviors*
  - *If the behavior significantly disrupts classroom instruction so that instruction cannot continue, or if there is concern for the safety of students and staff, then the behavior is deemed very intense." (Colvin, 2009, p. 86).*
- *Teacher recommendation*
  - *form*
- *Support service recommendations*
- *Universal screening*
  - *Psychologists*

Chronic Behaviors

The following chart explains what the AIS Tier III team considers "Proficient," "At-Risk," and "High Risk" for specific behaviors:

	Proficient	At-Risk	High Risk
Office Discipline Referrals	0-1	2-3	4-6
Classroom Minor Infractions	Below 10	10-15	15-20
Absent Hours			
Times Tardy			
ISS			
OSS			
Diagnostic ELA	grade-level	1-2 grades below grade-level	3 grades below grade-level
Diagnostic Math	grade-level	1-2 grades below grade-level	3 grades below grade-level

A student that is high risk, is a possible Tier III student. Again, this is a guideline, and it is important to remember that not all students are the same. The Tier III team will decide the best interventions for the students.

Intense Behaviors

The following chart is adapted from the Severity of Disruptive Behavior Rating Rubric, developed by the Center for Effective Collaboration and Practices (Gable, 1999), and outlines five levels of intensity along with possible behaviors for each level.

Level	Description	Possible Examples
Level 1	Behavior is only confined to the focus student.	Refusal to get out materials Pouting Scowling Crossing arms Muttering under his or her breath
Level 2	Behavior disrupts others only in the student's immediate area.	Slamming textbook closed Dropping book on floor Inappropriate language Name calling
Level 3	Behavior disrupts everyone in the class.	Upending desk Running around the classroom Cursing at the teachers or peers Leaving the classroom
Level 4	Behavior disrupts other classrooms or common areas in the school.	Throwing objects Yelling Open defiance of school personnel's directions Leaving the school campus
Level 5	Behavior causes or threatens to cause physical injury to the student and/ or others.	Display of weapons Assault on others Bruising/ hitting oneself

Tier III Interventions
Some are Live Links from pbisworld.com

- *Alternatives To Suspension*
- *Behavior Contract*
- *Behavior Intervention Plan (BIP)*
- *Behavior Meetings*
- *Structured Breaks*
- *Collaboration With Student's Physician And/Or Mental Health Provider*
- *Counselor Referral*
- *Functional Behavior Assessment (FBA)*
- *No Passing Time*
- *Organizational Tools*
- *Peer Tutoring*
- *Response To Intervention (RTI)*
- *Reward System*
- *Seclusion & Restraint*
- *Self Monitoring*
- *Sensory Tools*
- *Teach Conflict Resolution Skills*
- *Teach Coping Skills*
- *Teach Relationship Skills*
- *Teach Relaxation Techniques*
- *Teach Social Skills*
- *The Praise Game*
- *Time Out (Structured Time Out)*
- **Administrative Conferences**
- **Reflective Practices**
- **Flexible Scheduling**
- **Cross-Teaming**
- **AMS Mentors**

Parents'/Legal Guardians' Guide for Requesting Assistance for Their Students

❖ **Introduction**

Sometimes, as a parent or legal guardian, you may feel like your student is struggling to achieve academic or behavioral success at school. In the majority of cases, the teachers at AIS identify students struggling academically and/or behaviorally and implement interventions to support progress towards expected standards of success through a systematic process known as the Multi-Tiered System of Supports (MTSS). However, there are rare instances when you, as a concerned parent or legal guardian, need to advocate for your student. If this is you, please continue reading to find out what you can do to request additional assistance for your student to achieve academic and/or behavioral success.

❖ **FIRST:** Consider the following questions to determine if you feel like your student required further assistance to be successful in school.

  ➢ Does your student bring home or communicate failing grades on a significant number of their classwork, tests, or homework?
  ➢ Does your student become easily frustrated with most academic tasks, classwork, or homework?
  ➢ Does your student demonstrate difficulty reading grade-level or below-grade-level texts and/or solving grade-level or below-grade-level math word and/or computation problems?
  ➢ Does your student demonstrate difficulty with controlling his or her emotions or behaviors?
  ➢ Does your student regularly bring home Behavior Tracking Forms or notes in his or her agenda outlining frequent problematic behaviors?
  ➢ Does your student act out or become easily angered in certain situations?

❖ **SECOND:** If you answered YES to one, some, or all of these questions, then consider requesting additional assistance for your student through one of the following options.

  ➢ Option 1: Print the form below on page 2, complete it, and submit it to Austintown Intermediate front office.
  ➢ Option 2: Print this form from website, complete it, and fax/ email to Dr. Reppy at dreppy@austintownschools.org.
  ➢ Option 3: Call Austintown Intermediate's front office (330-797-3900) and tell the individual who answered your call that you would like a Parent/Legal Guardian Request for Assistance Form be sent home with your student. A form will be provided to your student, so look for it when he or she returns home from school. Complete the form, send it to school with your student, and have your student submit it to his or her teacher.

❖ **THIRD: Once you have submitted a Parent/Legal Guardian Request for Assistance Form and submitted to the school, a review committee will begin the systematic process to determine what additional assistance your student requires. Your student's teacher will communicate with you during this phase of the process.**

Parent/Legal Guardian Request for Assistance Form
Austintown Intermediate School

Section 1: Complete the following information.

Student's First and Last Name	Student's Homeroom Teacher	Parent/ Legal Guardian Requesting Assistance (Please Print First & Last Name)	Working Telephone Number of Parent/ Legal Guardian Requesting Assistance

Section 2: Complete the following information.

In what area(s) do you notice your student experiencing difficulty? Check all that apply.	In what ways do you notice your student experiencing difficulty based on what you checked on the left? Check all that apply.
_____ Reading _____ Math _____ Behavior	_____ Failing Grades _____ Failing Test Scores _____ Homework _____ Frustration Completing Assignments _____ Reading Below Grade _____ Difficulty with Most Math Problems _____ Easily Angered/Upset _____ Frequent Behavioral Outbursts (Acting Out) _____ Lack of Emotional Control _____ Frequent Behavior Tracking Forms ___Other

Section 3: Briefly describe what you are noticing with your student's area(s) of difficulty.

Section 4: Please sign and date this form so that we may proceed in a timely manner.

_____   _____
Signature of Parent/Legal Guardian Requesting Assistance   Date

IAT Tips for Teachers

Goal

Teachers should be bringing forward students for academic issues/concerns, as well as behavioral.

1. **Step 1** is always contacting parents. Please document your phone call(s) to show that a conversation has taken place regarding what your concerns are. Feel free to use DASL to exhaust all contacts for hard-to-reach parents. See your grade level principal or Dr. Reppy if you have had no success in reaching someone.

2. Complete **Teacher Request for Assistance** sheet, **Action Plan**, and begin/continue to collect data on the electronic form in the shared IAT drive.

3. RTI/IAT meeting with Dr. Reppy- should have completed up to Step 7 on the **Teacher Request for Assistance.**

4. Parent meeting (**IAT/Parent Meeting Form**)

Important information

- Any/all meetings with parents to address formal or informal concerns- teachers should be bringing the **IAT/Parent Meeting Form**, as well as strengths, weaknesses and current grades/academic progress. Teachers also MUST provide strategies for:
  - Parent
  - Student
  - Teacher

- Those formal/informal meetings should end with another meeting date being decided upon and communicated with parents.

- Copies Parent meeting form should be uploaded into the student's electronic folder in the IAT shared drive.

Teacher Request for Assistance

Date _____   **Teacher(s) Referring Student** _____

Student _____   **Grade** _____

Step 1: Parent/ Guardian Contacted	Date Complete:

Step 2: Cumulative File Review	Date Complete:
Attendance/ Tardy History?	
Previous Retention?	
Previous Interventions?	
Medical History?	
AIR Scores?	
iReady Scores?	
ODRs?	
Visits to Clinic?	
Ever have a 504 or IEP?	
Other Pertinent Info?	

Step 3: Other factor	Date Complete:
Current Work Samples	
Behavior Concerns	
Additional Issues *(day of the week, hunger, homelessness, home conflict, recent trauma, medication, grief, lack of sleep, health issue, overwhelmed, school conflict, distractions)*	

Step 4: Identify Primary Area of Concern		Date Complete:
Reading	Math	Behavior

Specific skill deficit that is preventing the student from progressing:

Step 5: Collect Baseline Date (specific skill deficit info)			Date Completed:
	Date	Description	Results
1			
2			
3			
4			
5			

Step 6: List Intervention Strategies Already Applied in the Classroom			Date Completed:	
Date	Intervention (Tier I)	Frequency	Duration	Result (measurable)

Please document these in IAT folder in shared drive.

Step 7: Complete Action Plan

Step 8: Meeting with Dr. Reppy

Step 9: Schedule Next Meeting
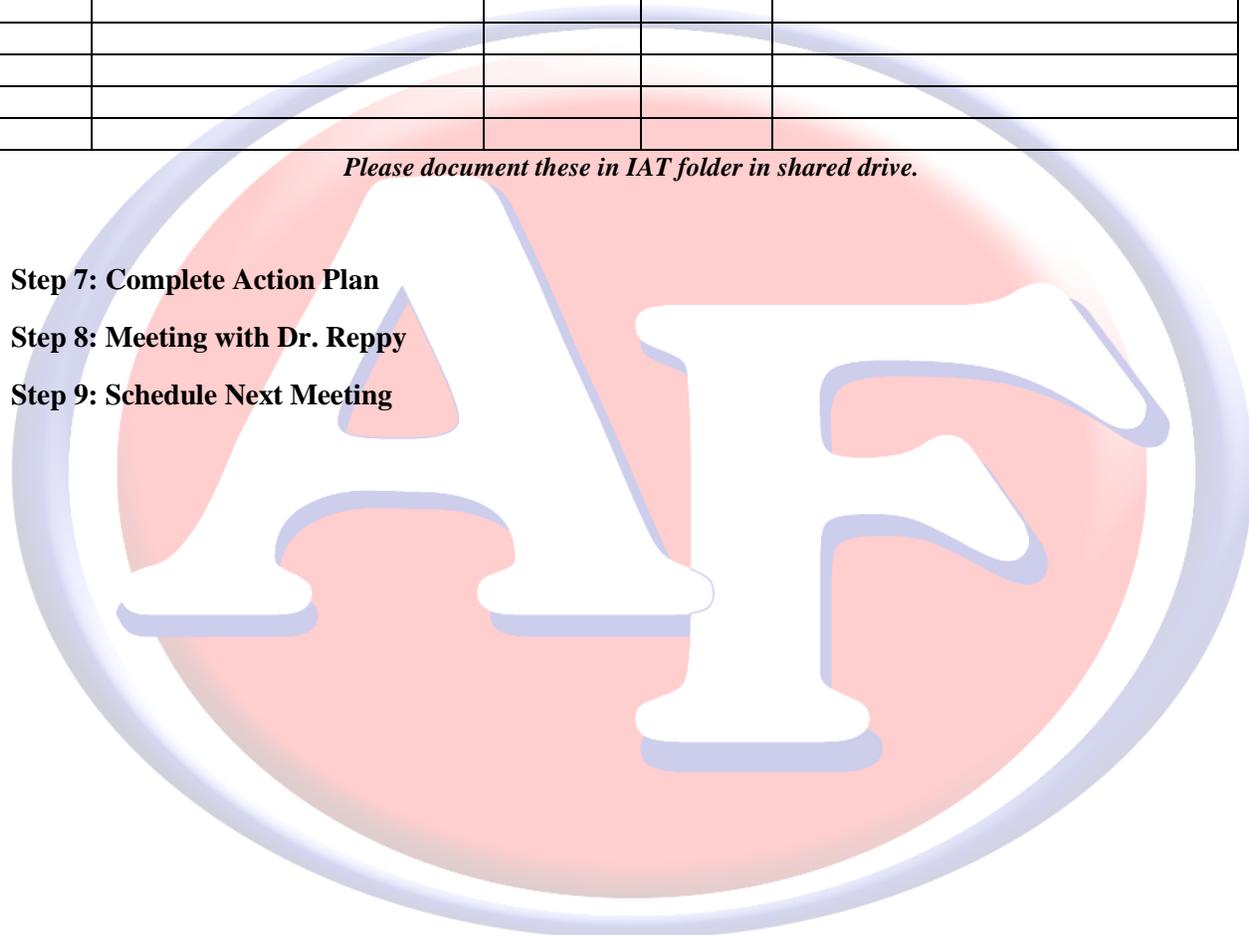
Action Plan

_____ is in need of help and support. The following people are present for the meeting:

-
-
-
-
-

Student is in _____ grade and below are the items of specific concern and any additional important information to be considered. **The concerns include:**

-
-
-
-
-

The school, alongside the teachers and staff, will put the following actions into place to help this student become and stay successful:

-
-
-
-
-
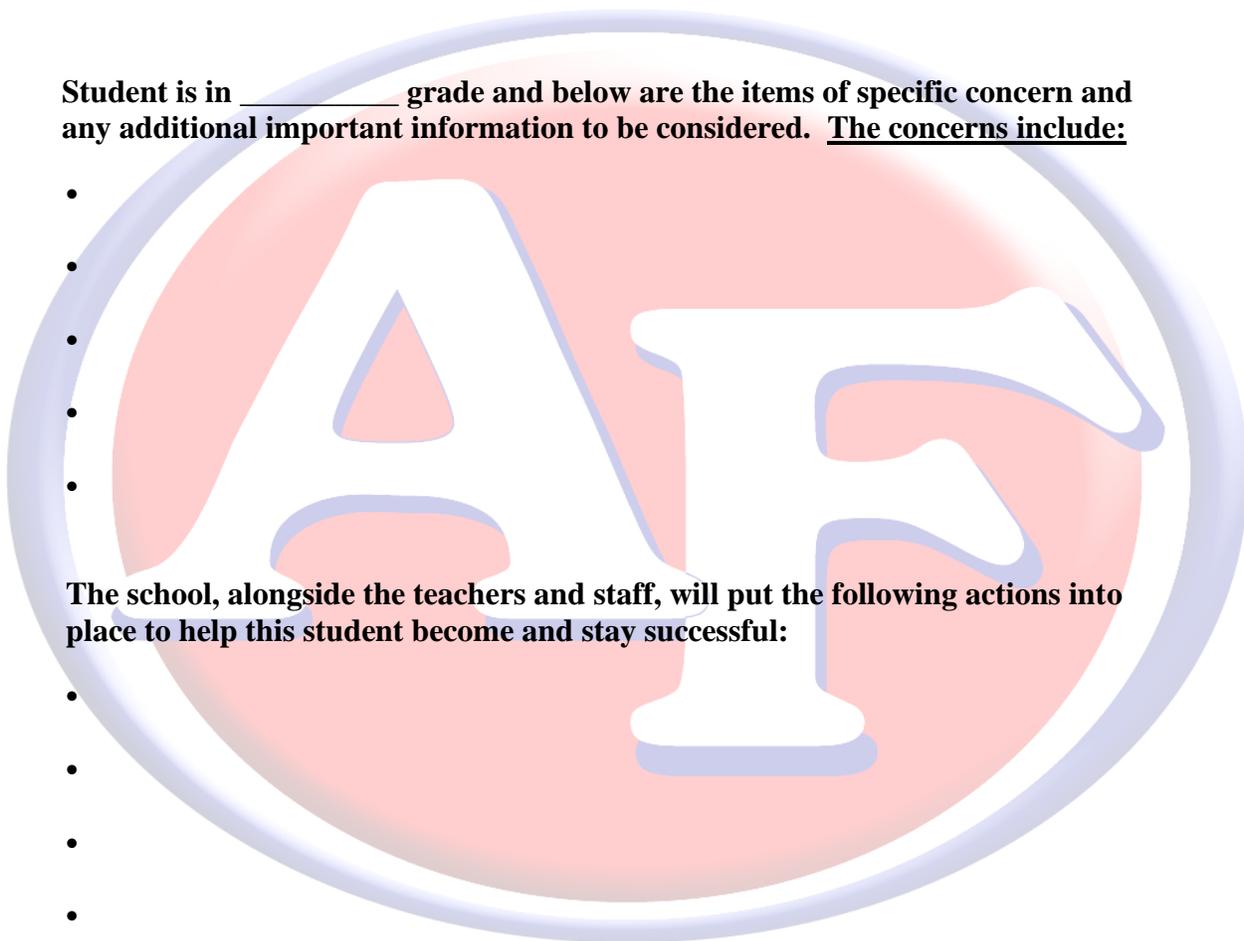
The parents/family will put the following actions into place to help this student become and stay successful:

-
-

-

-

We will monitor this Action Plan by:

-
-
-

_____   _____

Parent Signature, date   **Parent Signature, date**

_____

Principal Signature, date

_____   _____

Teacher Signature, date   **Teacher Signature, date**

IAT/ Parent Meeting Form

Present for Meeting:	
Date:	
Result of Meeting:	

Name		ID		Retained	
DOB		Age		ELL	
Parent(s)/ Guardian(s)		Address		Previously Tested	

AIR		iReady							
Year	**Score**	**ELA**	**iReady**	**Phon. Awa.**	**Phonics**	**High F.**	**Vocab.**	**Comp.Lit.**	**Comp.Info**
3rd ELA		**Diagnostic 1 ELA**							
3rd RP		**Diagnostic 2 ELA**							
3rd Math		**Diagnostic 3 ELA**							
4th ELA		**Math**	**iReady**	**# & Op**	**Algebra**	**M & Data**	**Geometry**		
4th Math		**Diagnostic 1 Math**							
IRLA		**Diagnostic 2 Math**							
		Diagnostic 3 Math							

2021-2022: Grade
- Teachers:
- Interventions:

2020-21: Grade
- Teachers:
- Interventions:

2019-2020: Grade
- Teachers:
- Interventions:

Strengths	Weaknesses

AIS PBIS Teams

PBIS Tiers I & II Team

The **Tier I team** establishes the systems and practices for **Tier 1** support. This **team** is responsible for monitoring school-wide data, ensuring students receive equitable access to these supports, and evaluating the program's overall effectiveness.

The **Tier II team** is responsible for reviewing students referred for additional support and providing training to families, school personnel, and students regarding interventions.

Our **Tier I and Tier II teams** are combined into one.

PBIS Tier III Team

Tier III team membership includes an administrator, a coach/behavior representative, and others with basic knowledge of problem solving. **Team** members also include personnel who actively provide **Tier III** support in the school. This enables them to provide input on decisions about interventions they provide to students they serve.
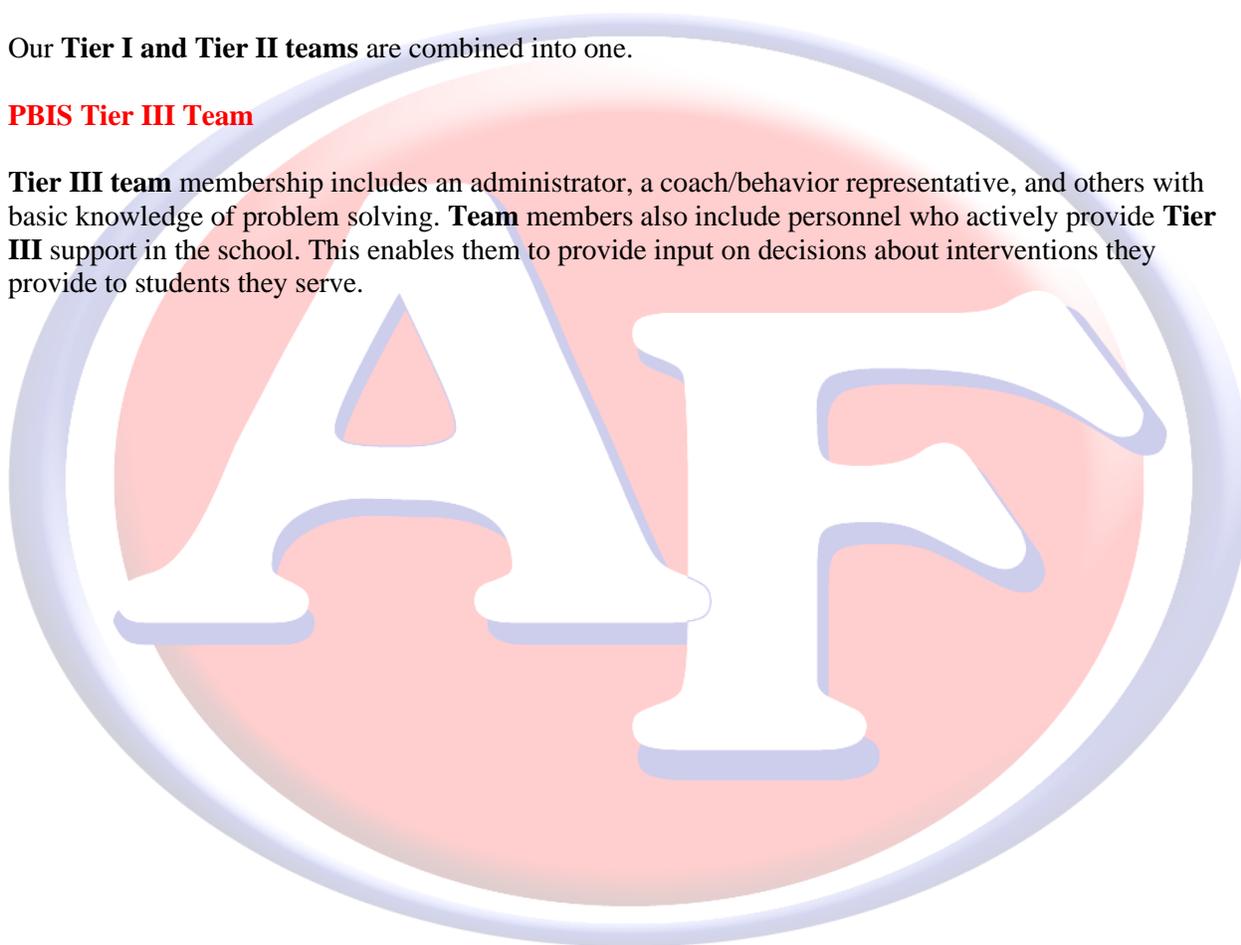
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