

Three Bs- Behaviors and Tiered Interventions

3 Bs	Behavior	Examples	Tier 1 Interventions	Tier 2 Interventions	Tier 3 Interventions
<p>Be Safe</p>	<ul style="list-style-type: none"> • Unsafe • Not concerned about rules • Defiant • Careless 	<ul style="list-style-type: none"> • Disorderly work space • Out of seat frequently • Out of line, horse play • Not taking turns • Not watching out for others • Throwing objects • Crawling under tables • Tripping others • Running instead of walking 	<ul style="list-style-type: none"> • Give clear directions • Give logical consequences • Touch base with student • Proximity to student • Praise when safe • Provide container for student's belongings • Second Step lessons 	<ul style="list-style-type: none"> • Peer helper • Take away privileges • Home contact • Teach safety skills 	<ul style="list-style-type: none"> • Home contact • Principal referral for discipline • Counselor referral for counseling • Document
<p>Be Responsible</p>	<ul style="list-style-type: none"> • Irresponsible • Does not follow rules • Poor sport • Argues • Does not take ownership of behavior/choices 	<ul style="list-style-type: none"> • Missing assignments • Poor attendance • Unprepared for class • Makes excuses 	<ul style="list-style-type: none"> • Card flip • Assign a class job • Complete unfinished work at recess or unstructured times • Talk one on one with student • Praise when on task • Proximity • Visual Schedule • Second Step lessons • Home Contact 	<ul style="list-style-type: none"> • Behavior contract • Peer mentors • Home contact • Teach responsibility skills 	<ul style="list-style-type: none"> • Principal referral for discipline • Counselor referral for counseling • Home contact • Document

Be Kind

- Unkind
- Unfriendly
- Disrespectful
- Rude

- Argues and bickers
- Says mean words
- Sour demeanor
- Won't allow others to join their group
- Minimizes the successes of others
- Never has anything nice or productive to say
- Challenges others' ideas and opinions

- Card flip
- Take away privileges
- Assign a buddy/partner
- Model appropriate language
- Rewards/incentives
- Note home
- Talk one on one with student
- Praise when kind
- Second Step lessons

- Peer mentor/tutor
- Behavior contract
- Home contact
- Teach kindness skills

- Principal referral for discipline
- Counselor referral for counseling
- Home contact
- Document

Re-Teaching Behavior Expectations

Guiding Questions to Consider

Guiding questions to ask yourself throughout or end of each day:

- How often are you prompting/reminding student(s) to follow these expectations?
- How often are you addressing appropriate ways to prepare student(s) to follow these expectations?
- How often are you reinforcing student(s) who do follow these expectations appropriately?
- Did you have to speak to a majority of the students, a small group, or a few?
- Overall on a scale from 1-10, how would you rate your student(s) performance?
- Are we returning from a 3-day weekend/at-home and/or break (scheduled)?

Depending on guiding questions, consider

- If the majority or all student(s) do follow these expectations for the entire period/day, continue to provide reinforcement (e.g., verbal praise, group/independent contingencies). Fade reinforcers as student(s) demonstrate mastery.
- Continue prompting/reminding and “dose up” reinforcement (e.g., verbal praise, group/independent contingencies) for whole/small group or few/individuals who need further support.
- If returning from a 3-day weekend/at-home and/or break (scheduled), provided reteaching, prompting and high dosage of reinforcement.

