



BEHAVIOR FRAMEWORK FOR TIERED PLAN OF SERVICES

TIER 1

GOAL		SOCIAL EMOTIONAL LEARNING (SEL) DATA	
Students will demonstrate pro-social behaviors across all school settings		<ul style="list-style-type: none"> ✓ Climate surveys ✓ Attendance ✓ Office discipline referrals ✓ Common area observation (<i>Safe & Civil Schools</i>) ✓ Student engagement data (<i>Basic 5 Observation Form, Safe & Civil Schools</i>) 	
<ul style="list-style-type: none"> ✓ Social Emotional Learning (SEL) ✓ School-wide PBIS framework/structures in place and current ✓ Classroom management plan in place that mirrors school wide PBIS components ✓ Foundations school team in place with calendared meetings ✓ Engagement and relationship building with students 		GROUPING	
		<ul style="list-style-type: none"> ✓ Whole group/small group 	
RESOURCES/PROGRAMS			
RECOMMENDATIONS	PURPOSE	TARGET BEHAVIOR	
CHAMPS A proactive and positive approach to classroom management (Sprick)	Framework to improve: <ul style="list-style-type: none"> • School climate • Academic achievement • Student/teacher relationships 	Pro-social behaviors across all school settings	
Capturing Kids' Hearts Flippen Group	Strategies to improve: <ul style="list-style-type: none"> • School climate • Build student/teacher relationships 	Pro-social behavior across all school settings	
Positive Action (PA)	<ul style="list-style-type: none"> • Increases positive behavior • Increases healthy thinking <i>May also be implemented as a T-2 in small group/targeted skill building</i>	<ul style="list-style-type: none"> • Explicit social-emotional learning • Implemented at least 1x per week for 30 min. in small group 	
Second Step (SS)	<ul style="list-style-type: none"> • Develops foundational social skills • Develops self-regulation <i>May also be implemented as a T-2 in small group/targeted skill building</i>	<ul style="list-style-type: none"> • Explicit social skills training • Implemented at least 1x per week for 30 min. in small group 	
Planned Discussion Behavioral Response to Intervention: Safe and Civil Schools (Sprick)	Identify the nature of challenging behavior	Low-level misbehavior, i.e., talk outs, minor non-compliance	
Academic Assistance Behavioral Response to Intervention: Safe and Civil Schools (Sprick)	Identify possible skill deficit	Misbehavior that occurs during instruction	
Goal Setting Behavioral Response to Intervention: Safe and Civil Schools (Sprick)	<ul style="list-style-type: none"> • Student motivation/accountability • Provides a way to document specific observable behaviors 	Low-level specific misbehaviors across all settings	
Systematic Data Collection Behavioral Response to Intervention: Safe and Civil Schools (Sprick)	Identify, understand, and discuss chronic misbehaviors with student and family	Any chronic low-level misbehavior	
Increase Positive Interactions Behavioral Response to Intervention: Safe and Civil Schools (Sprick)	<ul style="list-style-type: none"> • Boost classroom climate • Increase effectiveness of other interventions that may be in place 	When more than 2-3 students are misbehaving simultaneously	
Stoic Analysis Behavioral Response to Intervention: Safe and Civil Schools (Sprick)	Analyze Specific Student Misbehavior	Low-level student misbehavior occurs, trigger is unknown (antecedent)	
Bully Blockers Tough Kid-Safe and Civil Schools	<ul style="list-style-type: none"> • Framework to reduce and prevent bullying <i>May also be implemented as a T-2 in small group/targeted skill building</i>	Students who bully and students who are victimized	



BEHAVIOR FRAMEWORK FOR TIERED PLAN OF SERVICES

TIER 2

GOAL: Students will demonstrate pro-social behaviors across all school settings		
Interventions are implemented based on a systematic procedure that identifies students who are non-responsive to Tier 1 instructional strategies	SOCIAL EMOTIONAL LEARNING (SEL) DATA	
	<ul style="list-style-type: none"> ✓ Daily/weekly ✓ Use measures matched to Tier 2 interventions and selected by team 	
<ul style="list-style-type: none"> ✓ Students continue Tier 1 instruction and programs/strategies ✓ Parents involved in process ✓ Interventions selected and implemented based on individual student needs 	GROUPING	
	<ul style="list-style-type: none"> ✓ Needs-based targeted grouping: ✓ Whole group, small group, or pull-out ✓ Students regularly regrouped as needs change 	
RESOURCES/PROGRAMS		
RECOMMENDATIONS	PURPOSE	TARGET BEHAVIOR
Check-In/Check-Out (CICO)	Improving student behavior by creating a structured relationship with a trusted adult	Adhering to school-wide expectations
Self-Monitoring (SM) Tough Kid Tool Box Sec. 3	Creates student accountability/ownership for difficult behaviors	Adhering to school-wide expectations
Home Note Tough Kid Tool Box Sec. 2	Improving communication between school and families to increase pro-social student behavior	Motivating students by including home-based reinforcement
Behavioral Contracting Tough Kid Tool Box Sec. 4	Places contingencies for reinforcement into a written document	<ul style="list-style-type: none"> • Specific chronic difficult or challenging behaviors • Implemented daily
Hot Pass	Proactive strategy that gives students opportunities to practice self-regulation for difficult emotions	Students who have low frustration tolerance



BEHAVIOR FRAMEWORK FOR TIERED PLAN OF SERVICES

TIER 3

GOAL: Students will demonstrate pro-social behaviors across all school settings		
Interventions are highly individualized and selected/implemented based on non-responsiveness to Tier 2 coupled with presenting needs determined by the team	SOCIAL EMOTIONAL LEARNING (SEL) DATA	
	<ul style="list-style-type: none"> ✓ Daily ✓ Measure aligned with Target Behaviors 	
<ul style="list-style-type: none"> ✓ Student continues with Tier 1 plus Tier 2 instruction based on student needs ✓ Parents involved in process ✓ Increased focus on Social-Emotional Learning ✓ Collaboration/Counseling/Family support with outside agencies ✓ Individualized FBA/BSP/BIP ✓ Section 504 Plan/Referral for Special Education, if appropriate 	GROUPING	
	<ul style="list-style-type: none"> ✓ Small group ✓ Individualized 	
RESOURCES/PROGRAMS		
RECOMMENDATIONS	PURPOSE	TARGET BEHAVIOR
Coping Cat	Specific intensive social skills training Daily to weekly	Anxiety
Coping Power	Specific intensive social skills training Daily to weekly	Social competence and self-regulation
Strong Kids	Specific intensive social skills training Daily to weekly	Anxiety and depression
Behavior Improvement Plan Behavioral Response to Intervention Safe and Civil Schools (Sprick)	A proactive intervention that provides clear and explicit strategies for staff to use to help students learn replacement behaviors for difficult behaviors	Individualized plan to decrease behaviors that impede learning
Daily Behavior Report Card (DBRC) Tough Kid Tool Box Sec. 3 & 4	A self-monitoring/management strategy to increase pro-social behaviors and decrease inappropriate behaviors	Individualized contract to decrease behaviors that impede learning
Individual Counseling	Individualized based on student need	Individualized counseling to decrease behaviors that impede learning