

# Tiered Behavioral Flow-Chart

What do I do with a student who has behavioral and/or social/emotional needs?

Tier 1

Tier 2

Tier 3

**Have you exhausted all resources within the classroom setting?**

Consider:

- ◇ Use of PBIS strategies
- ◇ Teaching expectations
- ◇ Positive reward for expected behaviors
- ◇ Classroom incentives
- ◇ Use of a class-wide behavior

- management system
- ◇ Re-teaching and practicing expected behaviors
- ◇ Classroom environment (physical layout, relationships)
- ◇ Brain Breaks
- ◇ Mindfulness strategies
- ◇ Fix-it plans
- ◇ Use of a safe place
- ◇ Preferential seating

- ◇ Flexible seating
- ◇ Building a relationship with student and parents
- ◇ Parent contact/parent involvement

- How many minor referrals? More than 3?
- How many major referrals? More than 3?
- How much time is the student spending outside of the classroom?

Implement Tier 1 strategies for another 4-6 weeks. Continue to document behaviors.

NO

YES

Continue intervention and monitoring progress. If plan is no longer needed, student returns to Tier 1

YES

Did the student make adequate progress? AND is the support sustainable?

NO

First failed Tier 2 Intervention?

NO

**Problem Solving Team:**

- Determines appropriate interventions and progress monitoring
  - Intervention is implemented for 4-9 weeks
- \*If FBA is warranted; teachers in contact with the student will document the A,B,C's of the behavior. Once sufficient data is gathered, School Psych. will compile data to guide behavior plan. Behavior Plan is developed and implemented for 9 weeks

Has a Problem Solving Referral been made?

YES

NO

Complete a Problem Solving Referral form

**Interventions to consider:**

- ◇ Check-in/Check-out
- ◇ Individual behavior plan
- ◇ Fidgets/sensory tools
- ◇ Visual timer
- ◇ Self-monitoring plan
- ◇ Scheduled breaks
- ◇ Motivation interventions
- ◇ Modified resources/ assignments/ways to learn
- ◇ Mindfulness strategies
- ◇ Counseling referral (Zones of Regulation, Coping Cat, Friendship Groups)
- ◇ Token economy

**Has the student made adequate progress? AND Is the support sustainable?**

YES

Continue intervention and monitoring progress.

NO

**Problem Solving Team:**

Determines if a special education referral is warranted

YES

IEP team completes evaluation and determines if student is eligible for services

Not Eligible

Eligible

**Interventions to consider:**

- ◇ Seclusion/Restraint (by CPI certified staff)
- ◇ Sensory Diets
- ◇ Social Stories
- ◇ Safety Plans
- ◇ Transition Plans (for students returning from hospitalization/day treatments)
- ◇ Behavior Plans (how staff will respond to student when in crisis)

Student continues to receive Tier 2 or 3 support

IEP developed on student needs

**Other considerations:**

- ◇ Does the student receive outside support, such as medical, counseling/therapy? If not, can we help the family with these resources?
- ◇ Homebound can be considered for students with severe mental illness
- ◇ A partial day may be warranted for students with severe behaviors that have been consistent for a period of time (IEP only)
- ◇ Referral to a Day Treatment (Northwest Journey, Mikan/Migisi, Vesper). Referrals should only be considered when intervention is needed beyond current counseling, behaviors lead to situations not sufficiently managed in school or mental health issues impend success at school.