1. PBIS World

a. *Website for specific behaviors and tier supports*

b. https://www.pbisworld.com/

c. This resource provides different overarching behaviors that can commonly occur with students. This follows both PBIS and MTSS tiers for management and replacement of behaviors. Each behavior starts with a definition, if these categorically match with the behavior occurring with your students, then Tier 1 documents and resources will be provided. If these supports are not enough, the site will continue onto Tier 2 and then Tier 3 (if the behavior constitutes Tier 3).

2. PBIS Intervention and Assessment Summary

a. *Website and resource/manual for evaluating school refusal*

b. https://www.pbis.org/resource/school-refusal-assessment-and-intervention

c. This resource provides an overview of how to identify and determine why a student may be avoiding or refusing to attend school, and ways that schoolwide positive behavioral interventions and supports (PBIS) teams can help to assess and address school refusal. The document introduces a research-based framework to engage in problem-solving to better support students who exhibit school refusal that can supplement more detailed reviews of assessment and intervention

3. Live Binders MTSS

a. *Website for varying resources towards MTSS*

b. https://www.livebinders.com/play/play?id=1184864

c. This provides an in depth resource for MTSS anywhere from community to math. This resource provides budgeting for ROI, leadership, PBIS, comparison districts, community stakeholder buy in, early childhood and more. This is a large platform for utilizing multiple areas for achieving best practice.

4. <u>School Avoidance Resource and Assessment</u>

    a. *Website for specific interventions in school refusal*

    b. https://schoolavoidance.org/school-avoidance-101/

    c. This resource shares evidence-based interventions and best practice strategies on this website. They also offer our community support and tips in an understanding, non-judgmental environment and access to the leading voices in the school avoidance world.

    d. <u>Interventions: SRAS-R Parent and Child forms</u>

        i. <u>Scoring:</u> Please see that the scoring for FUNCTIONS of behavior consists of

        ii. *Escape:* To stay away from objects or situations at school that make the child feel unpleasant physical symptoms or general distress,

        iii. *Avoid:* To avoid social or evaluative situations at school that is painful to the child (school-related performance situations).

        iv. *Attention/To get:* To receive attention from a parent or significant other

        v. *Tangible/To get:* To obtain tangible rewards that make staying home more enjoyable/comfortable than going to school

5. No or low cost Reinforcement List from PBIS (200 +)

    a. https://cdnsm5-ss8.sharpschool.com/UserFiles/Servers/Server_1092603/File/Resources/eNews/100%20Free%20Rewards.pdf

6. FBA/BIP For Families CPIR resources

    a. https://www.parentcenterhub.org/fba-bip-resources/