

"We SOAR for Success"

2025-2026

JWMS PBIS Handbook

WE ARE SUPPORTIVE, ORGANIZED, ACCOUNTABLE, RESPECTFUL

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Joe Walker Middle School

Mission & Vision Statement .

The mission of the Joe Walker Middle School PBIS committee is to create a campus-wide culture of success through building relationships, implementing and sustaining a culturally relevant multi-tiered model of prevention and intervention for the academic, behavioral, and social-emotional success of all students in their development toward becoming successful 21st century leaders.

"We SOAR"

Implementation Snapshot

We are currently in our first formal year, as of the 2025-2026 school year, of implementing the framework. According to the TFI (see What is the Tiered Fidelity Inventory (TFI)) we have periodically increased our level of fidelity of implementation over the past year as a whole within the Tier I and Tier II domains. We plan to apply for status at the end of the year with the implementation of Tier 1-3 supports. Even with a year of new administration and expectations, we found a way to continually support our students in a positive way. While incidents have risen over the past few years, during this year we are actively looking for new ways to proactively support students with academic struggles. Critical support from the central office has been provided particularly for our school's Tier II and III population of students (see Student Support Center (SSC)).

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is commonly referred to as a framework that emphasizes the use of science and research to implement sound behavioral interventions for all students to achieve improved outcomes and increased opportunities for every student group. PBIS recognizes the importance of understanding behavior as synergistic in nature with academic performance, and therefore important for student success.

What is the Tiered Fidelity Inventory (TFI)?

The Tiered Fidelity Inventory (TFI) is the evaluation tool used by the central office to conduct annual evaluations of Phoenix CDC's PBIS program. The TFI comprises three sections denoting each tier of the PBIS framework. Within each tier, a series of indicators are measured on a scale of 0, 1, or 2. Implementing at a "2" means the program has reached the highest expectation of the TFI and should continue existing practices. Implementing at a "0" then indicates an area of growth or improvement for the program.

School Wide Positive Behavioral Interventions & Supports (SWPBIS)

In our efforts to establish **Joe Walker Middle School** as a successful, welcoming and purposeful learning environment, we have implemented a program called School Wide Positive Behavioral Interventions & Supports (SWPBIS). SWPBIS actively encourages students to achieve their academic potential while also behaving with good character. At **Joe Walker,** the focus is on teaching and encouraging appropriate behavior in all areas of the school. Students who are supportive, organized, accountable, and respectful act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

Students are actively involved in learning what being successful means and looks like in all areas of our school through activities, lessons, demonstrations, videos and role-playing. In addition to learning how to be successful, teachers and staff will recognize and reward students for better-than-expected behavior. Staff issue tickets called **SOAR Cards** to students when they observe them in the act of exceptional behavior. The **SOAR Cards** will come with a reward, such as prizes that can be collected at the student store, opportunity to win prizes in a raffle, and access to special SWPBIS activities.

SWPBIS Schools

SWPBIS Schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. Unlike how schools have typically responded in the past – discipline in response to student misbehavior – SWPBIS teaches behavioral expectations and rewards students for following them. The goal is to establish a climate in which appropriate behavior is the norm.

Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the restroom, sharpening a pencil, turning in work, and any other routine that takes place on a daily basis. These procedures should be in writing so they may be utilized in the event that a guest teacher is needed in the classroom.

The techniques used by educators for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviors that detract from the learning environment and will be used consistently. This will be the first line of defense in dealing with inappropriate behaviors that are considered to be minor. **Note**: students who persistently disrupt learning with minor offenses may require administrator involvement.

What if the routines and procedures are not effective?

Routines and procedures are implemented to address behavior in a proactive manner. At times this is not enough or not effective. When all attempts to deal with a behavior using the staff member's classroom management plan have been ineffective and the behavior is still of a minor nature, staff members may choose to refer students to the Accountability Through Supports (ATS) program. Use of an ATS Referral allows the students to reflect on and respond to the inappropriate behavior in a controlled setting and receive targeted support. Consistently repeating minor offenses may be escalated to a major offense.

Major Incidents

Some behaviors and incidents require more immediate solutions and/or the attention of an administrator. To determine if a major incident report was required please reference the descriptions on pages 10&11 of this handbook. Referral forms are submitted to the site administrator through security. The student will be sent to the office. The administrator will speak with the student and contact the parent if needed, and determine an appropriate consequence. When a student returns to class they will be welcomed. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise will vary from student to student.

Important

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behavior – it is the positive **relationships** we build as a learning community between students, families and staff. Punitive measures have little effect on student behavior and are more likely to increase instances of inappropriate behavior. The Joe Walker Middle School staff strives to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behavior and procedures throughout the year. They detail why it is important and encourage all students to be respectful, ready and responsible. By teaching students the necessary social skills for future success, we set out students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society. This means developing students that excel in academic content areas, as well as being good citizens.

1. Teachers will teach, model, and practice each of the behavioral expectations.
2. Teachers will show the Expectations presented during the morning announcements.
3. Teachers will display and use the **classroom expectations** based upon the school-wide expectations. (Classroom expectations are to be posted in the classroom)
4. Teachers will use the "Procedure for Dealing with Problem behavior" when working with students who fail to meet school-wide and/or classroom expectations (See page 9).
5. Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed school-wide and classroom expectations using informal and formal recognition programs such as SOAR cards, Positive Referrals, and SOAR Students of the Month recognitions.

Staff Personnel Responsibilities

1. Staff personnel are defined as all adults with supervisory authority and all teachers whose students are in attendance on campus.
2. All classroom teachers are involved as supervisors at various points within the school day and/or school year.
3. Staff personnel will circulate among students and observe students to see that they are meeting school-wide expectations in all non-classroom settings of the school.
4. Staff personnel will talk with students and provide feedback based on the school -wide expectations.
5. Staff personnel will use the "Procedure for Dealing with Problem behavior" when working with students who fail to meet school-wide and/or classroom expectations (See page 9).
6. Staff personnel will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed school-wide and classroom expectations such as SOAR cards and Positive Referrals.

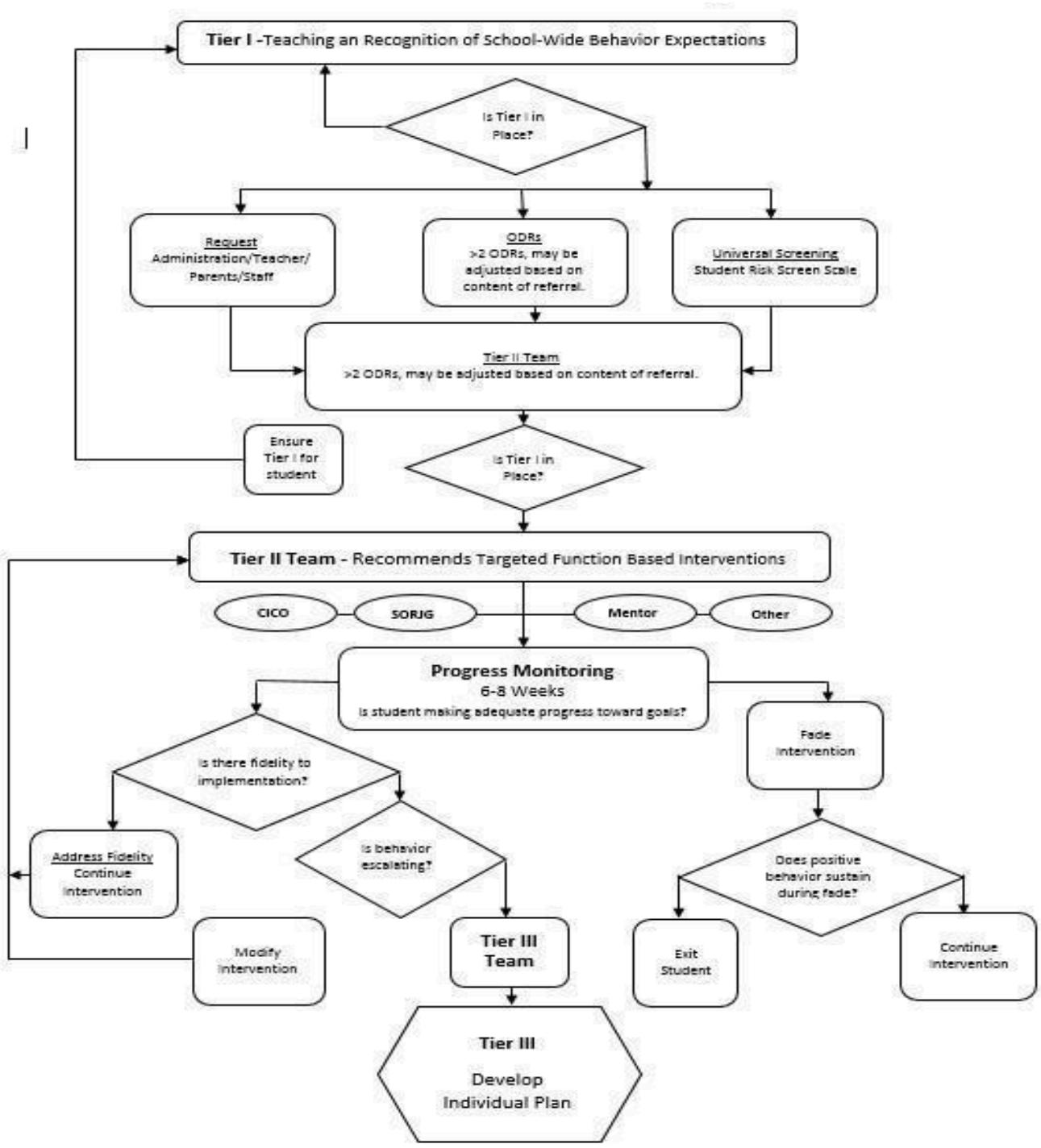
JWMS Behavior Expectations Matrix

What Do Our Core Values Look Like at Joe Walker?

We SOAR for Success

We are…	Supportive	Organized	Accountable	Respectful
ENTERING CLASSROOM				
INSTRUCTION/ PRESENTATION				
INDEPENDENT WORK				
GROUP TIME				
TRANSITIONS				
ELECTRONICS				

Flowchart for Tiered Interventions and Supports



Tier I

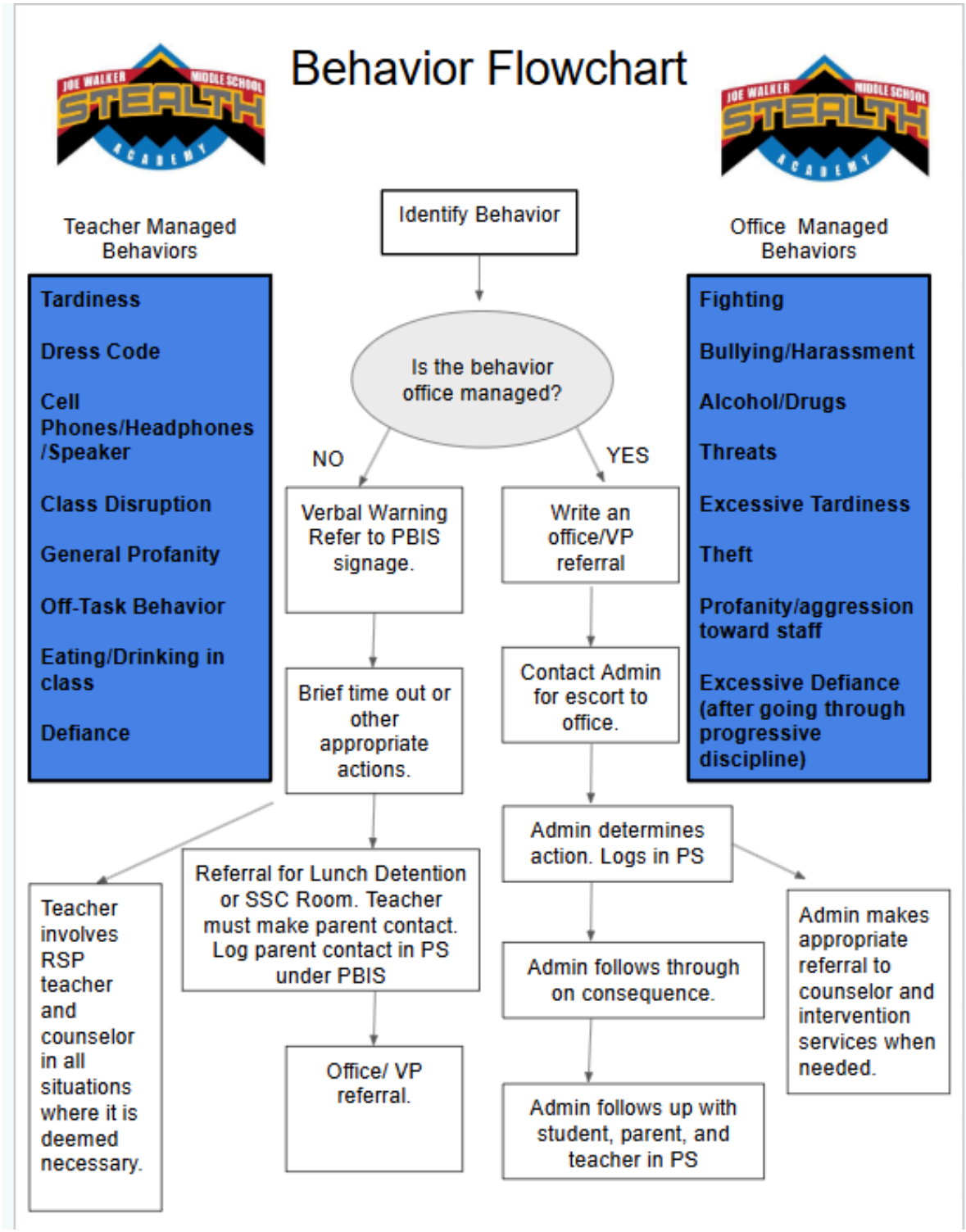
JWMS PBIS Student Incentive Matrix

Type	Earned By	Reward	Given By	When	Resources
SOAR Cards	Supportive Organized Accountable Respectful	Entered in weekly raffles End of Month Activity-	All Staff	Given Daily/ Announced Quarterly	Prizes
Positive Referral	Supportive Organized Accountable Respectful	See referral Form Positive Phone call home-Teacher /Admin	Teachers	Daily	Verbal Recognition
RISE Student of the Month	Excellence and Most Improved -SOAR card amount	Picture in Office Announced Over the Loud Speaker Lunch with PBIS team Monthly Newsletter/website	Teachers	Monthly	Certificate Lunch Certificate

JWMS PBIS Staff Incentive Matrix

Type	Earned By	Reward	Given By	When	Resources
Staff excellence	Supportive Organized Accountable Respectful	Certificate Monthly Newsletter/website Picture in Office	Administration	Monthly	Gift Card Trophy
REAL Motivator Staff Shout Out	Supportive Organized Accountable Respectful	Announced at staff meetings or emails	All staff	Weekly	Verbal Recognition
PBIS Positive Parking	Most Positive Referrals	Preferred parking spot	Admin	Monthly	Parking Space
Certificated and Classified Staff of the Year	Supportive Organized Accountable Respectful	Name on Plaque Individual Plaque Monthly Newsletter/website	Staff/Admin	Annual	Name on Plaque Individual Plaque

Procedure for Dealing with Problem/Challenging Behaviors



Note: more examples of Minor and Major Offenses are listed on page 11-12.

Minor Offenses: Classroom Managed

- Language
- Tardy
- Calling Out
- Put Down
- Throwing objects - Refusing to work
- Minor dishonesty
- Tone/Attitude
- Inappropriate comments
- Electronic devices
- Food or drink
- PDA
- Horseplay
- Not coming to class prepared
- Missing homework
- Defiance/disrespect/insubordination

Notes:

*Minor offenses are handled by the classroom teacher.
*The SSC room does NOT handle minors.
*Minors are dealt with quickly and efficiently.
*Minors are documented using through PowerSchool.
*A specific number of minors will lead to a Major
*Minors should be followed up with parent contact

Minor Incident Report:

-Record incident on **PS tracking** when student does not respond to pre-correction, re-direction, or verbal warning.
-Once written, notify parent with phone call, email or letter.
-Take concrete action to correct behavior (i.e. complete behavior reflections writing, clean desks, time out, pod squad/triad).
-Whenever possible, have the corrective action(s) correspond to the behavior being corrected

Major Offenses: Office/Administrator Managed

- Weapons
- Fighting or aggressive physical contact
- Chronic minor infractions
- Aggressive language
- Threats
- Harassment of student/teacher
- Truancy
- Smoking inside the building
- Vandalism (significant)
- Alcohol
- Controlled substances / Drugs
- Gambling
- Theft
- Lewd notes
- 3 minors for same offense, from same teacher

Notes:

Administrator determines consequences

Possible administrator consequences

- Detention
- Suspension (in or out of school)
- Loss of privilege

Tier II

Identifying Students for Tier II Interventions

Multiple methods are used to identify students for Tier II interventions. No single method is likely to identify all students who may need Tier II supports. Tier II students may be identified for externalized or internalized problem behaviors. Students may be identified through various methods including: (a) Office Discipline Referrals; (b) a universal screener; and (c) requests.

Considerations

It is important to note that students should not receive Tier II services unless Tier I systems are established with fidelity within the environment in which a student is exhibiting behavior. If Tier I is not in place, the focus of intervention should be at the Tier I level.

Office Discipline Referrals (ODRs)

ODRs are a general indicator of externalized behavior. Receiving two or more ODRs will trigger consideration for support at Joe Walker Middle School. Additionally, the students will be reviewed on the context of the ODRs and severity of their actions to be considered for Tier II services with more or less ODRs.

Student Risk Screening Scale (SRSS)

The SRSS is a universal screener designed to identify students with externalized behaviors. The screener is research based and has validated technical adequacy for use in K – 12 grade settings. Teachers are provided the screening tool twice a year. Teachers then rate students in their class on seven items with a 4-point scale. The screening takes roughly 10 – 15 minutes. As such, it efficiently allows for identification of students at risk. The screening tool is then collected by the PBIS team to identify potential candidates for Tier II support.

SRSS documents contain information about a student and are considered student records. As such, a parent(s)/guardian(s) may request to see the SRSS information in relation to their student.

Requests

At risk students may also be identified through requests for support. Parents, staff, and students may directly request service. Requests for service are often the best way to identify student with internalized behaviors. Staff should be encouraged to utilize requests for service for students displaying internalized behaviors. Students displaying externalized behaviors should be identified through the SRSS and ODRs. The Tier II referral form can be found in the Appendix section.

Types of Tier II Interventions

Check-In/Check-Out (CICO)

Students check-in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide youth positive behavioral feedback, based on the school-wide expectations, on a CICO Form.

CICO includes the following practices:

- Increased positive adult contact
- Embedded social skills training
- Direct link to school-wide behavioral goals and expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement contingent on meeting behavioral goals

Who can benefit?

- Students with low level, disruptive problem behavior across settings
- Students with a pattern of office referrals
- Students who receive a number of office referrals above data decision mark
- Students who find adult attention reinforcing

For whom is the intervention not appropriate?

- Students with serious or violent behavior
- Students for whom referrals are context driven (e.g., unsupervised areas)
- When referrals come from one location

Basic approach:

- Define & teach behavioral expectations
- Build a regular cycle of checking in and checking out with adults
- Collect information for ongoing evaluation and adaptation

Students participating in a CICO intervention check in each morning with an adult staff member who, in a quick and efficient manner, greets the student, provides positive prompts for the day, and provides the student with a CICO Form. The student then carries the DPR with them throughout the day for their teacher(s) to give feedback regarding meeting behavioral expectations.

Students then return the completed form to a staff member and checks out; again, receiving prompts from the staff member and positive interaction with an adult. The form is then taken home so that the parent/guardian may see their student's progress. The data from the form is compiled in a spreadsheet (see appendix) for progress monitoring purposes.

Social/Academic/Restorative Justice Groups

Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Additionally, the restorative justice aspect allows for students to understand how their behavior has an impact on others. Intervention leads to generalization most effectively when youth are also supported by CICO, where classroom teachers provide youth positive behavioral feedback on a CICO Form related to their transference of newly learned skills taught during group.

Groups includes the following practices:

- Explicit teaching of social and/or organizational skills
- Opportunities for role playing and problem solving using learned social and/or organizational skills
- Increased positive adult contact
- Direct link to school-wide behavioral goals and expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement contingent on meeting behavioral goals

Who can benefit?

Students who demonstrate skill deficits in specific areas (e.g., how to perform skills, when to perform a skill, etc.) can benefit from groups. Some of the most common skills students demonstrate difficulties with include the following:

- Active listening
- Following directions
- Staying calm when receiving feedback
- Problem solving
- Appropriate social interactions (e.g., greeting others, sharing, etc.)
- Asking for help
- Respectfully disagreeing

Who will not benefit?

- Students who have requisite social or organizational skills
- Students with performance deficits or lack motivation
- Students disengaged from school

Basic approach:

- Define & teach skills based on identified deficits
- Build regular opportunities for role playing and feedback by all staff
- Collect information for ongoing evaluation and adaptation

Mentoring

Individualized CICO has most of the same features as the generic CICO but includes some fairly simple individualizations (i.e. change in location of CICO, addition of more Check-ins, etc.) without creating individual student goals or goal lines (which would only come after an BIP. Mentoring involves one adult meeting with one or more students at a time, one or more times per week, to provide pre-corrects and a positive connection with the school through a supportive relationship.

Who can benefit?

The following are indicators of students that may benefit from a structured mentoring program:

- Behavioral: Late to school, skipping class, absenteeism including excessive excused absences, late to class frequently, history of educational neglect, behavior ODRs, suspensions, frequent school moves
- Academic: Not completing assignments, failing classes, reading below grade level, low test scores, in danger of not graduating, incomplete assignments
- Cognitive: Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence
- Affective: Social isolation, feelings of not belonging to school, low expectation to graduate

For whom is the intervention not appropriate?

- Students experiencing success in school
- Students with positive social networks in place
- Students with positive adult role models already in their lives
- Students displaying serious or violent behavior
- Students with referrals coming from one location

Basic Approach:

- Meet regularly (e.g. weekly) to check-in with the student and review risk factors
- Record progress on monitoring form
- Record focus of contact with student in the monitoring form

RISE Grace Contract

A contract between the teacher/school and the student in which the student must meet identified goals before obtaining a reward. Works well with students whose function of behavior is to obtain something.

Basic Approach:

- Identify goals on contract form.
- Set a time limit for goals to be achieved.
- Review, modify, and record progress at the end of the timeline.

Procedure for Selecting & Implementing Tier II Interventions

Once a student has been identified as potentially in need of Tier II supports, the PBIS Team will conduct a review of existing data on the student in order to hypothesize a function of behavior and sort the student into an intervention that is likely to meet the needs of the student.

o ODRs
o SRSS screen results
o Environment where behavior is occurring
o Interview teacher(s) of student
o Other existing records

Once records have been reviewed, the team will hypothesize the function of the student's behavior and apply a function quicksort to find an intervention match. Each school should create a function quicksort table for the Tier II interventions available. The purpose of the function quick sort table is to assist the Tier II Team in selecting the intervention most likely to assist the student. An example function quick sort table is presented below:

	Check In – Check Out	Social/Academic/ Restorative Groups	VIDA Intervention	Mentoring	Other
Increase opportunity for positive adult attention	x	x	x	x	?
Increase opportunity for positive peer attention		x			?
Promotes a positive, encouraging adult relationship	x			x	?
Teaches replacement behaviors and/or skills	x	x			?
Teaches problem solving		x		x	?
Increases pre correction, prompts and structure	x	x			?
Monitors risk factors				x	?
Provides access to choice of alternatives/ activities		x	x		?
Facilitates self-monitoring	x	x	x		?
Increases opportunity for stronger incentives/positive reinforcement			x		?
Adapted from Lori and Newcomer, Ph.D. – University of Missouri					

Following the quicksort, the team should select an intervention. It is possible that students who have been identified as being at risk may not benefit from Tier II supports. Students may exhibit behavior that is extreme enough to warrant assessment for Tier III or the data collection may find that simple environmental adjustments within the location that the behavior is occurring will mitigate future occurrences. Also, it may be more appropriate to adjust teacher behavior as it may serve as an environmental antecedent that brings about, or exacerbates, the problem behavior.

Once selected for a Tier II support, the intervention should begin within a week of selection. Prior to the start of an intervention, the team should contact the parent(s)/guardian(s) to inform them of the reasons for selecting the intervention, obtain permission to begin the intervention, and explain their role in supporting the intervention. The Tier II team will monitor the progress of the intervention after implementation.

Procedure for Monitoring & Exiting students from Tier II Interventions

After 4-6 weeks the Tier II team will review the student progress. The progress will be identified within three categories: (1) Positive, (2) Questionable, or (3) Poor.

Positive

If the review is positive, then the student data will evaluate whether to continue the Tier II supports, gradually fade out Tier II supports, or move back to Tier I supports only .

Questionable

If the review is questionable, the data will evaluate whether the student was receiving supports with fidelity or if the Tier II support needs to be modified or changed.

Poor

If the review is poor, the data will evaluate whether the student was receiving supports with fidelity, modify or change the current Tier II support, or recommend consideration for Tier III support.

Tier III

Identifying Students for Tier III Interventions

Multiple methods are used to identify students for Tier III interventions. No single method is likely to identify all students who may need Tier III supports. The most common reason to identify Tier III students is after Tier I and Tier II supports were found non-responsive. However, students can be identified for the need of Tier III supports through the same methods listed to identify students for Tier II interventions.

Tier III Intervention

Behavior Plan

An individualized team is created specifically for one student at a time (includes family, community, and relevant school-based adults) to assess students strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and/or behaviors.

Procedure for Implementing the Tier III Intervention

Once a student has been identified as potentially in need of Tier III supports, the PBIS Team will select members to be part of the behavior plan team. The team will need to include, administrator, teachers, parent/guardian, school psychologist, and a member of the Tier III team. The behavior plan team will conduct a review of existing data on the student and develop the behavior plan. The following data can be used for review:

o ODRs
o SRSS screen results
o Environment where behavior is occurring
o Interview teacher(s) of student
o IEP/504
o Tier II Intervention Data
o Other existing records

Once the plan is developed a time period for progress monitoring will be established, the plan will be implemented, and distributed to key stakeholders (i.e. teacher; staff). The Tier III team will monitor the progress of the intervention after implementation.

Procedure for exiting students from Tier III Intervention

After the designated time the Tier III team will review the student progress. If progress is shown the behavior team will develop a plan to continue or fade out Tier III interventions. If progress is not shown, the team will modify the plan and consider consulting Special Education services.

APPENDIX

SSC Referral Form: Referral Form

Reflect/Reconnect Form: Reflect & Reconnect Form

Student Risk Screen Scale (SRSS)

Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achieve-ment	Negative Attitude	Aggressive Behavior	Total (0-21)	Risk (circle)
11.									L M H
12.									L M H
13.									L M H
14.									L M H
15.									L M H
16.									L M H
17.									L M H
18.									L M H
19.									L M H
20.									L M H
21.									L M H
22.									L M H
23.									L M H

SRSS Summary (for the classroom)

	Low Risk	Moderate Risk	High Risk
Number of Students			
Percent of Students			

Student's name _____ **Referred by:** _____**Date:** _____

Student ID # _____ **DOB:** _____ **Grade**: _____ **IEP**: Y N **Tier**: II III

Situations of Concern	Problem Behavior(s)	Expected Behaviors

1. Check the areas of concern(s):

Academic	Problem Behaviors	Communication	Personal Care	Health	Contributing factors
☐ reading ☐ math ☐ spelling ☐ writing ☐ study skills ☐ other _____	☐ aggressive ☐ non-compliant ☐ poor attention ☐ work completion ☐ withdrawn ☐ disruptive ☐ poor attendance ☐ other	☐ language ☐ fluency ☐ articulation ☐ voice ☐ ELL ☐ other	☐ dressing ☐ hygiene ☐ organization ☐ glasses ☐ other	☐ visual acuity ☐ visual tracking ☐ hearing ☐ physical ☐ seizures ☐ medication ☐ gross/ fine ☐ motor other ☐	☐ curriculum ☐ trauma ☐ personal ☐ loss ☐ anxiety ☐ peers ☐ family other

2. Check the strategies tried so far & circle those that were effective:

General review	Modify Environment	Modify Presentation	Modify Curriculum/ Homework	Modify Expectations
☐ review cum file ☐ talk with parents ☐ talk with previous teacher ☐ seek peer help ☐ classroom assessment ☐ other	☐ change seating arrangement ☐ provide quiet space ☐ provide a larger space encourage work ☐ breaks other	☐ pre-teach give ☐ extra practice ☐ guided practice ☐ change pacing ☐ give extra ☐ feedback ☐ provide patterns ☐ vary materials increase instructional time ☐ planned positive reinforcer ☐ other	☐ change task size ☐ change color ☐ provide computer ☐ provide calculator ☐ use visuals/ manipulatives ☐ change instruction ☐ provide a model ☐ other	☐ group product ☐ individual product ☐ make it easier ☐ give more time ☐ tutor/mentor ☐ alternative response ☐ emphasize quality over quantity ☐ other

Once completed, submit this form to the PBIS coach.

PBIS Tier II/III Tracking Tool

Tier 2/Tier 3 Intervention Tracking Tool

Year:_____ **Average School Population as of May 1:**_____

Interventions	Tier 2								Tier 3			
	Check-in Check-out (CICO) # and %		Social/Academic Restorative Groups # / %		Goodwill Grace Intervention # / %		Individualized/Peer Mentoring (Assigned Staff or PBIS Ambassador) # / %		BIP # / %		Wraparound Support # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/

Tier 2/Tier 3 Tracking Tool - Version 3.0

Adapted from the Midwest PBIS Network December 2015

PBIS RESOURCES

www.pbis.org – Great overview of PBIS for all three tiers. Go to the "Training" tab at the top of the page for links to power points, worksheets, lesson plans, and more!

www.pbisworld.com – Great source of intervention strategies for specific behaviors in your classroom.

http://www5.milwaukee.k12.wi.us/dept/rti/resources/behavior/#mat rix- Great website full of PBIS and Intervention resources for all levels and stakeholders.

www.sanjuan.edu- Go to "Departments" then to "Pupil Personnel Services" and then "PBIS." This district PBIS page with lots of resources. Be sure to look at the Related Files and Related Links areas at the bottom of the web page.05.

http://www.cccoe.net/social/skillslist.htm- Great social skills lessons for topics such as "Listening to Others," and "Ignoring Distractions."

www.pbismaryland.com www.pbisillinois.com and http://flpbs.fmhi.usf.edu/ – These states have been doing PBIS at the statewide level for several years. Lots of resources, articles, research, and information you can use in the classroom; also several examples of PBIS "in action" and really working!

http://uappbs.apbs.org/ - Online Academy for University of Kansas. A huge collection of online learning modules related to PBIS.

www.irised.com – Iris Educational Media. Has evidenced-based training and professional development, video-based curriculums that support PBIS and classroom behavior. Including FREE printable to support classroom management, social skills, working with parents, and more.