

Positive Behavior Interventions and Supports

Hughson High School



Handbook
2020-21

Positive Behavior Interventions and Supports Handbook Table of Contents

Introduction to Positive Behavior Interventions and Supports	2
School-Wide Rules – Description	3
School Rules Poster	4
Teaching School-Wide Rules, Expectations, & Routines – Description	5
Lesson Plans across Settings	6
Blank Lesson Plans	7
Acknowledgement System – Overview	8
Acknowledgement Coupon	9
Acknowledgement System	10
Consequence System – Overview	11
Office Referral Form	12-14
Discipline Procedural Flowchart	15
Tier II-III Intervention Team & Process	16

Positive Behavior Interventions and Supports

What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-wide PBIS Team?

The PBIS team is representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a family member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

Natalie Moring - Team Leader

Julian Padilla - Data Analyst

Tammie Moore -Note taker

Kattie Schmidig- Teacher

Marnie Smith- Learning Director

Kristen Lovejoy- Parent

Amy McAndrews- Teacher

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBS programs.
- Attending district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

School-Wide Rules

Be Safe

Be Responsible

Be Respectful

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules, it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- You were **Being Very Responsible** when you asked your classmate to walk in the hallway.
- Thank you class for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

Hughson High School School Rules and Expectations Matrix

Lunch Areas	<ul style="list-style-type: none"> ---Walk ---Keep hands and feet to yourself 	<ul style="list-style-type: none"> ---Clean up your area ---Be prepared ---Take all necessary food items 	<ul style="list-style-type: none"> ---Wait your turn ---Share the space ---Use the appropriate language
Locker Rooms	<ul style="list-style-type: none"> ---Keep hands and feet to yourself ---Walk 	<ul style="list-style-type: none"> ---Secure all items ---Clean up your area 	<ul style="list-style-type: none"> ---Use appropriate language ---Respect others' privacy ---Respect property-- yours and others
Restrooms	<ul style="list-style-type: none"> ---Keep water in sink ---Wash hands ---Keep hands and feet to yourself 	<ul style="list-style-type: none"> ---Dispose of all waste ---Flush toilet ---Report problems to the office 	<ul style="list-style-type: none"> ---Use kind words and actions ---Use appropriate language ---Give people privacy ---Respect property-- yours and others
Gym (Spectators)	<ul style="list-style-type: none"> ---Walk at all times ---Keep hands and feet to self ---Stay in authorized areas 	<ul style="list-style-type: none"> ---Clean up your area ---Follow gym rules ---Young children should be attended by an adult 	<ul style="list-style-type: none"> ---Consume food and beverages in the lobby ---Use appropriate language ---Use kind words and actions ---Support your team in positive ways ---Respect officials, coaches, players, and opponents
Campus Grounds	<ul style="list-style-type: none"> ---Keep hands and feet to yourself ---Play sports in designated areas only ---Walk bikes, scooters, and skateboards ---Use elevated areas for sitting only 	<ul style="list-style-type: none"> ---Use trash cans ---Use recycle and compost bins appropriately ---Secure your belongs ---Clean up your area 	<ul style="list-style-type: none"> ---Use appropriate language ---Use kind words and actions ---Respect others property and personal space
Parking Lot	<ul style="list-style-type: none"> ---Walk at all times ---Walk bikes, scooters, and skateboards ---Watch for cars ---Use safe driving practices 	<ul style="list-style-type: none"> ---Be aware of cars, traffic, & pedestrians ---Observe speed limits in & around the school 	<ul style="list-style-type: none"> ---Use appropriate language ---Use kind words and actions
Athletic Areas	<ul style="list-style-type: none"> ---Follow teacher's/coach's directions ---Use equipment as intended ---Be alert to your surroundings ---Stay in authorized areas 	<ul style="list-style-type: none"> ---Pick up trash ---Come prepared ---Follow league/CIF rules ---Be a good team player ---Young children should be attended by an adult 	<ul style="list-style-type: none"> ---Use appropriate language ---Use kind words and actions ---Support your team in positive ways ---Respect officials, coaches, players, & opponents

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right, we will need participation and support from the entire staff.

Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is that so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings, which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including:

- Sample Lesson Plan
- Blank Lesson Plan

Sample Lesson Plan

Teaching School-Wide Expectations	
Lesson Plan: Lunch Areas	
<i>Step 1: Identify the expected behavior.</i>	
Students will keep their areas clean. They will walk and keep hands and feet to themselves. In the cafeteria, students will take all necessary food items and be prepared. Students will wait their turn, share the space, and use appropriate language.	
<i>Step 2: Rationale for Teaching the Rule</i>	
This behavior will be taught so that students are aware of the behavioral expectations in the lunch areas.	
<i>Step 3: Identify a Range of Examples</i>	
<i>Positive Teaching Examples</i>	<i>Negative Teaching Examples</i>
In the video, students will observe their peers engaging in appropriate lunchtime activities. They will observe students cleaning up after themselves, standing in line, disposing of their trash appropriately, and sharing the space.	Students will observe staff members throwing food, crowding in front of their peers, and engaging in physical contact with others.
<i>Step 4: Practice/Role Playing Activities</i>	
Students will watch the video to observe the appropriate behavior in the lunch areas. The administration, campus supervisors, and cafeteria staff will reinforce the behavior expectations for this area.	
<i>Step 5: Prompt/Remind Expected Behavior</i>	
Staff members will prompt students by stating the expectation as listed on the behavioral matrix. Students who display positive behaviors will receive a PAWSitive to promote the desired behavior.	

Teaching School-Wide Expectations Lesson Plan	
<i>Step 1: Identify the expected behavior.</i>	
<i>Step 2: Rationale for Teaching the Rule</i>	
<i>Step 3: Identify a Range of Examples</i>	
<i>Positive Teaching Examples</i>	<i>Negative Teaching Examples</i>
<i>Step 4: Practice/Role Playing Activities</i>	
<i>Step 5: Prompt/Remind Expected Behavior</i>	

Acknowledgment System

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At **Hughson High School** we use the **Renaissance** program to acknowledge students for appropriate behavior. Through this program, we hand out **PAWSitivies** to students for following the school rules.

When recognizing students with a **PAWSitive**, it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example: Maria, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and it really helped me out. Here is a **PAWSitive**.

Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior, it is important that students know when and why they are being acknowledged.

Who should be handing out acknowledgment tokens?

All staff in the school should be provided with the acknowledgment tokens, including General and Special Education teachers, Classified staff, supervisors, and even substitute teachers.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

How often should assemblies/ announcements be held to recognize students for positive behavior?

Every two weeks is recommended. Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide rules.



PAWSitives

Help us recognize students leading by example

Your email address (nmoring@hughsonschools.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Staff Member *

Your answer _____

Student *

Your answer _____

PBIS Initiative *

Choose ▼

What did this student do? *

Give a few details about how this student exhibited positive behaviors.....

Your answer _____

Send me a copy of my responses.

Submit

Never submit passwords through Google Forms.

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Hughson High's School's Recognition System

	PAWSitives	Renaissance Lunch & Finals Passes	"Teacher of the Month"	"Student of the Week"	Staffulty Faculty Award
What?	Each staff member is given PAWSitives to give to students following the expectations.	Students on the honor roll receive a special lunch and shirts twice a year for academic excellence. Renaissance students receive finals passes based on GPA.	A staff member is randomly selected and receives an apple award. Initially, the principal nominates the first teacher. After that, the monthly nominated teacher selects the next teacher of the month at a faculty meeting.	Every week, the HHS administration and teachers nominate students for "Student of the Week." The student receives a certificate and takes a picture with the principal. The picture is displayed on social media with a description of why the student was nominated.	The faculty votes for a staff member to win the Staffulty Award. The award goes to a staff member who goes above and beyond.
Who gives it?	Staff	Renaissance Class	Administration & Teacher Nominations	Staff	Staff
Who receives it?	All students are eligible to receive the tickets that are caught following the school-wide expectations.	Students who are on the honor roll.	All teachers are eligible to receive the "Teacher of the Month" award.	Students who exhibit academic, extracurricular, or behavioral excellence.	Faculty members who go above and beyond.
How Often?	Daily in the classroom; weekly for the office	Twice a year for both	Monthly	Weekly	Yearly
Cost	TBD	\$5,000	\$0	Cost of certificate	Cost of ring

Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences, we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:

- Office Discipline Referral form
- Office versus Staff Managed Behavior
- Discipline Procedures Flowchart

AERIES Analytics

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.

HHS Referral Form

Your email address (nmoring@hughsonschools.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Student Name (First, Last) *

Your answer

Date of Incident *

Date

mm/dd/yyyy

Class Period *

Choose

Referring Staff Member *

Your answer

Referring Staff Member *

Your answer

Time of Incident *

Time

__ : __ AM ▾

Special Programs

Choose ▾

Location (Check all that apply) *

Choose ▾

Problem Behavior *

- Bullying
- Defiance/Insubordination
- Disruption
- Fighting
- Forgery/Theft/Plagiarism
- Inappropriate Language/Profanity
- Off Campus Violation
- Property Damage/Vandalism
- Skip Class/Truancy
- Technology Violation
- Use/Possession of Drugs
- Other: _____

Teacher Actions (Check all that apply) *

- Time Out of Class
- Conference with Student (Problem-Solving, Class Meeting, Mediated Student Conversation)
- Instruction (Teach Correct Behavior, Reteach, Behavior Plan)
- Parent Contact (Conference)
- Other: _____

Description of the Incident *

Your answer

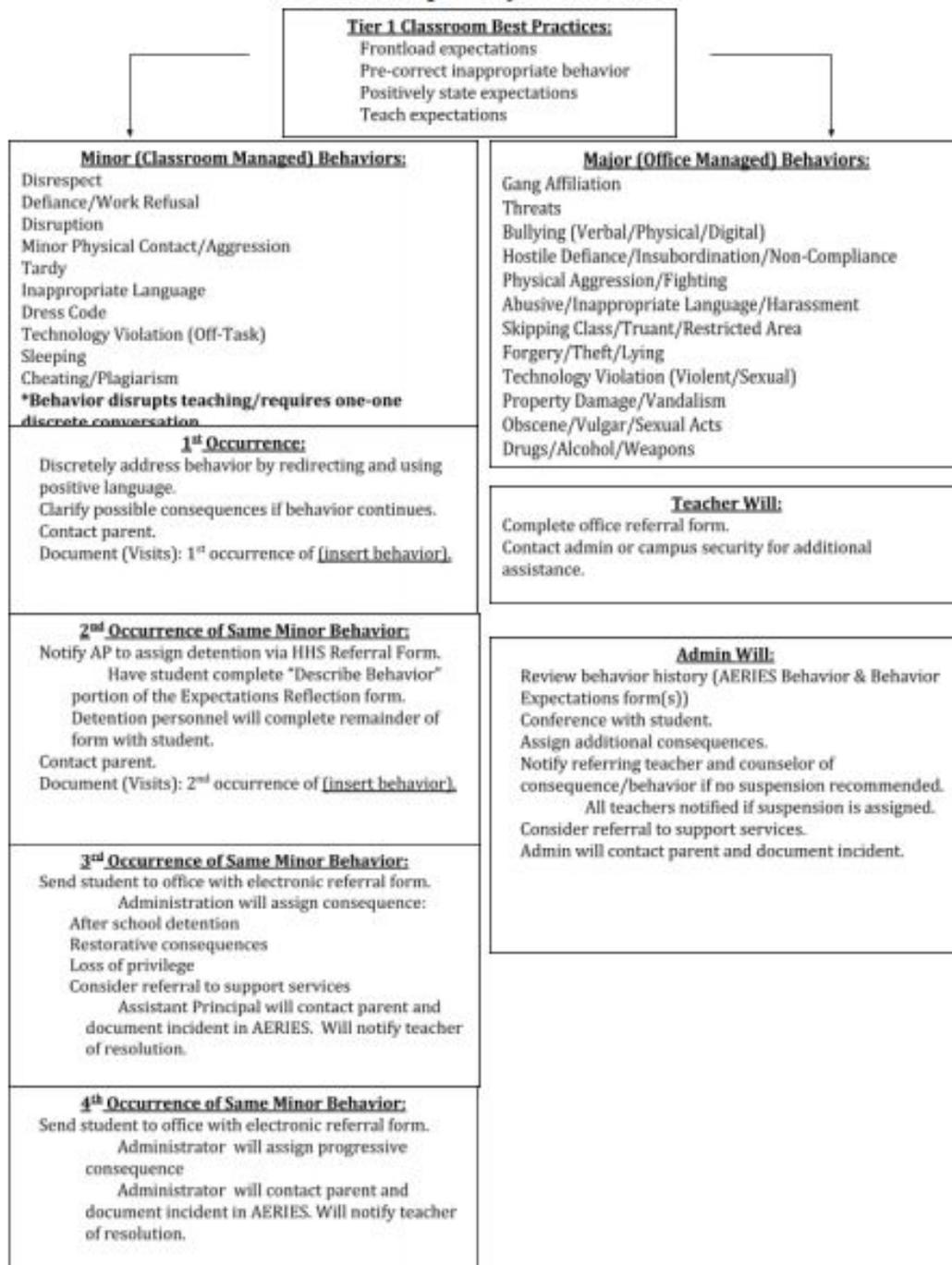
Send me a copy of my responses.

Submit

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HHS Disciplinary Flowchart



Intervention Teaming For Students

There is a Tier II-III Intervention Team at our school led by a trained Behavior Intervention Case Manager (BICM). The BICM(s) at our site is **Ruth Ballard** (psychologist).

What is the Tier II-III Intervention Team?

The Tier II-III Intervention Team is comprised of an administrator, special education staff, counselor, behavior specialist and teachers. The team uses data to identify students, provide appropriate interventions and monitor the interventions for students needing more support than Tier I interventions provide.

Who should be referred to the Tier II-III Intervention Team?

Students who are not progressing with Tier I supports and need additional interventions. Students can be referred through a request for assistance by school staff and families. Students will also be referred from data (attendance, office discipline referrals, etc.).

How do I make a Referral to the Tier II-III Intervention Team?

Staff will complete a Request for Assistance form and email it or send it to the Intervention Team leader.

REQUEST FOR ASSISTANCE FORM: TEACHER/STAFF

1

Student Name:	Teacher Name:		
Grade:	IEP:	YES	NO
	504:	YES	NO
	EL Student:	YES	NO

Academic progress in your class (classwork %): _____

Behavior concerns (Circle all that apply):

Tardy Unresponsive Withdrawn Inappropriate Language Verbal Harassment
 Disruptive Defiance Incomplete/No Work Self-Injury Vandalism Lack of Social Skills

Other: _____

Student's Strengths (Circle all that apply):

Problem solver Articulates feelings/needs Asks for help Attentive in class
 Cooperates with others Sense of humor Enjoys math Enjoys reading
 Follows instructions Helpful to others Listens well Makes/maintains friendships
 Negotiates/compromises Participates in class Regular attendance

Other: _____

Your Concerns About Student – Academic :

Your Concerns About Student – Emotional/Behavioral:

Your Concerns About Student – Physical Health/Medical:

REQUEST FOR ASSISTANCE FORM: TEACHER/STAFF

2

Your Concerns About Student – Other:

Prior Interventions Used (circle all that apply):

- Visual reminders Agenda check Small group instruction Preferential seating
Positive reinforcement Graphic organizer Push-in academic support Extended time for assignments
Daily tracking sheet/reflection form Classroom contract Student/teacher meeting
Family/caregiver conversation Tutoring Quiet space Breaks from work Modify assignments
Behavior reminders Clarify rules Practice expected behaviors Counseling referral
Loss of privileges English/math lab Parent teacher conference SST

Other: _____

Please Describe Your Interventions and Strategies, Including Length of Time Tried and Response by Student:

Office Use

Date Discussed in Intervention Team Meeting: _____

Action Plan:

As a parent, how do I request Tier II-III interventions for my child?

Parents will complete a Request for Assistance form and email it or turn in to the Hughson High School office.

Hughson High School
Form 2

R#

Parent Request for Assistance to the Student Intervention Team: Stage 1 (This request is not for special education testing.)

Date: _____ School: _____
 Student Name: _____ Student ID#: _____
 Date of Birth: _____ Grade: _____

Name of Parent Making Request: _____

I request that my child be reviewed by the intervention team to assist in providing interventions (support) in an effort to improve his/her overall performance. I have been in regular contact with the teacher(s) and have collaborated to provide interventions at home.

I have observed areas of concern that interfere with my child's educational progress.
(Check all areas that apply.)

- Academic Performance** *(Indicate subjects having low or failing grades.)*
 - English/LA Science Reading
 - Math Social Studies
- Behavior and/or Discipline**
- Other** *(Please describe.)*

My child participates in before- and/or after-school programs such as tutoring, Saturday school, etc.
(List below.)

List interventions already tried at home.

FOR OFFICE USE ONLY

- Counselor: _____ Date received: _____
- Data Collection for Staffing – Form 3A** *(Given to Academic Achievement Specialist)*
- Classroom Observation Form – Form 5** *(Given to Academic Achievement Specialist)*
- AAS: _____ Date: _____
- Social Case History - Parent Information Form – Form 4** *(Given to parent)*
- Parent Name: _____ Date: _____
- Data Collection for Staffing – Form 3B:**

Teachers	Form Sent	Form Returned	Attended Staffing
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consultation/staffing scheduled no later than 5 school days after Request for Assistance received.

Date of Staffing: _____ Counselor: _____

As a student, how do I request Tier II-III interventions for myself or classmates?

Students can complete a Request for Assistance form in Google Forms. This form will go directly to the Tier II/III team.

<https://forms.gle/ozUsneyNvWU3wF2X6>

Tier II Interventions

Check In Check Out

CICO is designed to help students, with additional support, meet our school-wide behavior expectations in a positive manner. Students on CICO will be assigned a coordinator and will be responsible for checking-in with that person each morning to receive their check-in / check-out behavior report (please see attached). The report will be filled out daily by the teacher(s), and the coordinator will review the report with the student at the end of the day during check-out time.

- 1. Purpose of Targeted Intervention and expected student outcomes**
 - a. To provide a daily check in and check out with an adult
 - b. To establish goals and support needs for the day
 - c. To provide organizational, academic, social prompts
 - d. To encourage student self assessment of behavior throughout the day
 - e. To establish regular communication with families of students participating in CICO
 - f. To provide a supportive structure for students enrolling in school three weeks after the start up of the school year (CICO for 1-2 weeks)
- 2. Student screening and selection to program decision rules and procedures**
 - a. Teacher/ family request
 - b. 3 Office Discipline Referrals
 - c. Student who likes adult attention
- 3. Procedures for participating in the targeted intervention**
 - a. What the staff do:
 - i. provide student with a brief positive welcome, provide rated feedback to student at end of the day
 - b. What the students do:
 - i. Students pick up CICO card daily, establish goals, and use card throughout the day as prompts and reminders, as a self assessment tool, and to get rated teacher feedback at the end of the class period.

Hughson High School / Check-In Check-Out Point Sheet

Student Name: _____
Date: _____Today's Goal: _____
Total Points: _____

Class	Safe	Respectful	Responsible	Total Points
1st period	0 1 2	0 1 2	0 1 2	
2nd period	0 1 2	0 1 2	0 1 2	
3rd period	0 1 2	0 1 2	0 1 2	
4th period	0 1 2	0 1 2	0 1 2	
5th period	0 1 2	0 1 2	0 1 2	
6th period	0 1 2	0 1 2	0 1 2	
7th period	0 1 2	0 1 2	0 1 2	

Celebrations: _____

Mentor Name

Goal Met: YES NO

Strong Teens

Strong Teens is a program designed to build resiliency skills by teaching students how to handle typical life stressors and difficult, but common, social situations in a positive manner. The curriculum will entail small group discussions, activities, and assignments as well as occasional homework tasks.

Resiliency skills are the skills that students use every day to overcome minor problems in their environment. Some of the skills covered in the resiliency program will be:

- Problem-solving
- Positive-thinking
- Goal-setting
- Empathy
- Anger-management
- Identifying and understanding emotions
- Perspective taking

Tier III Interventions

PTR (Prevent Teach Reinforce)

What is it?

PTR is a team-based, systematic, structured process for supporting students who are displaying challenging behavior. The process includes steps for team building, developing easy data collection systems, assessment, intervention development, and evaluation of the plan.

What makes it unique?

Teacher voice and involvement in plan development; high rates of social validity; intervention tools that clearly outline when to use each intervention.

Target student characteristics/needs:

PTR applies to students in either general or special education, as well as students with learning or intellectual disabilities, or emotional or behavioral disorders. If student's behaviors are influenced by medical or physiological factors, or if there are severe disruptions in their home life, it is recommended that the appropriate professionals address these issues before initiating the PTR process.

Who is involved?

Typically includes 3-7 team members, including teacher, other staff who work closely with the student, administrator, a staff who is trained and experienced with behavioral interventions, and a family member when possible.

Intervention commitment:

Teachers will be responsible for implementing selected interventions daily, or as specified in the plan. The team will need to commit to reviewing the data regularly in intervention meetings.

Intervention duration:

The duration of the intervention depends on the success (or lack thereof) of each individual student's plan. However, there should be a plan in place to fade out the interventions over time.

Outcome measures:

Student outcomes are measured via an Individualized Behavior Rating Scales. Office discipline referrals may also be analyzed.

Other things you might include in the Handbook: (TBD after Tier I Implementation)

Description of Tier II Interventions you may have at your school:

- Check In Check Out Description and Point Card
- Social Skills Group Information
- Other Tier II Interventions

Description of Tier III Interventions you may have at your school:

- Behavior Support Plans
- Prevent Teach Reinforce (PTR)
- Functional Behavior Analysis/ Behavior Support Plan