## SBCSC Tiered Behavioral Intervention

### Tier I: Behavioral Accommodations
Student needs consistent supports to develop skills needed to be successful in school

- Behaviors are low level of intensity and frequency and do not impede the learning of the student or others.
- Universal Interventions alone are not sufficient to meet the needs of the student

### Tier II: Positive Interventions
Student needs additional interventions to develop skills needed to be successful in school

- Behaviors tend to escalate
- Classroom learning is disrupted
- Academic progress is limited
- Behavioral accommodations are not sufficient to meet the needs of the student.

### Tier III: Functional Behavioral Support
Intensive behavioral support to develop skills needed to be successful in school

- Continued disciplinary actions; ISS / OSS days approaching change of placement (10 days)
- Behaviors pose risk to self or others
- Student has disability of ED or being considered for a more restrictive placement (e.g. partial day, self-contained, homebound)

### Needed When:

- Behaviors are low level of intensity and frequency and do not impede the learning of the student or others.
- Universal Interventions alone are not sufficient to meet the needs of the student

### Typical Behaviors Include:

- Off-task behaviors (making noises, playing with materials)
- Not following instructions first time
- Refusal to follow directions
- Inappropriate peer interactions
- Mild verbal or physical acting out behaviors
- Verbally and/or physically threatening behavior
- Code of Conduct violations resulting in request for expulsion

### Strategies to consider include:

- Continue Tier I accommodations
- Identify lagging skills that are interfering with student’s success in school
- Set realistic expectations for improved behavior with student (goal setting)
- Small group academic support
- Complete SBCSC Functional Behavioral Assessment and Behavior Intervention Plan
- Utilize building resources available to implement interventions
- Set goals to address behavioral needs

### Teaching appropriate skills to:

#### Whole group:
- Rehearsing school/classroom rules and routines with feedback
- Practicing executive functioning skills, i.e. organization, social, and self-regulation

#### Certain students:
- Supporting specific skills of need (self-monitoring, coping, interpersonal, conflict resolution) addressed
- Focused research based interventions

#### This student:
- Functionally equivalent replacement behaviors
- De-escalation strategies
- Crisis management and/or safety plans

### Documentation

- Progress reports
- Performance data
- Log entries

#### Whole group:
- Systematic behavioral data
- Loss of instructional time noted
- Log entries

#### Certain students:
- Systematic behavioral data
- Log entries
- At least quarterly review of effectiveness

If accommodations paired with Universal Interventions demonstrate these interventions to be ineffective after 4-6 weeks, conduct a staffing and consider a move to Tier II.

If behavioral data demonstrates these interventions to be ineffective after 4-6 weeks, conduct a staffing and consider a move to Tier III.

If behavioral data documents the plan to be ineffective, conduct a staffing to review student’s needs and plan.