

## SBCSC Tiered Behavioral Intervention

### Tier I: Behavioral Accommodations

### Tier II: Positive Interventions

### Tier III: Functional Behavioral Support

Student needs consistent supports to develop skills needed to be successful in school	Student needs additional interventions to develop skills needed to be successful in school	Intensive behavioral support to develop skills needed to be successful in school
<b>Needed When:</b>		
<ul style="list-style-type: none"> <li>Behaviors are low level of intensity and frequency and do not impede the learning of the student or others.</li> <li>Universal Interventions alone are not sufficient to meet the needs of the student</li> </ul>	<ul style="list-style-type: none"> <li>Behaviors tend to escalate</li> <li>Classroom learning is disrupted</li> <li>Academic progress is limited</li> <li>Behavioral accommodations are not sufficient to meet the needs of the student.</li> </ul>	<ul style="list-style-type: none"> <li>Continued disciplinary actions; ISS / OSS days approaching change of placement (10 days)</li> <li>Behaviors pose risk to self or others</li> <li>Student has disability of ED or being considered for a <b>more restrictive placement (e.g. partial day, self-contained, homebound)</b></li> </ul>
<b>Typical Behaviors Include:</b>		
<ul style="list-style-type: none"> <li>Off-task behaviors (making noises, playing with materials)</li> <li>Not following instructions first time</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to follow directions</li> <li>Inappropriate peer interactions</li> <li>Mild verbal or physical acting out behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Verbally and / or physically threatening behavior</li> <li><u>Code of Conduct</u> violations resulting in request for expulsion</li> </ul>
<b>Strategies to consider include:</b>		
<ul style="list-style-type: none"> <li>Academic accommodations</li> <li><u>Environmental supports</u> ( agendas, visual schedules, posted rules, breaks, etc.)</li> <li><u>Redirection techniques</u> that encourage cooperation and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Continue Tier I accommodations</li> <li><u>Identify lagging skills</u> that are interfering with student's success in school</li> <li>Set realistic expectations for improved behavior with student (<u>goal setting</u>)</li> <li>Small group academic support</li> </ul>	<ul style="list-style-type: none"> <li>Complete SBCSC <u>Functional Behavioral Assessment</u> and <u>Behavior Intervention Plan</u></li> <li>Utilize building resources available to implement interventions</li> <li>Set goals to address behavioral needs</li> </ul>
<b>Teaching appropriate skills to:</b>		
<p>Whole group:</p> <ul style="list-style-type: none"> <li>Rehearsing school / classroom rules and routines with feedback</li> <li>Practicing executive functioning skills, i.e. organization, social, and self-regulation</li> </ul>	<p>Certain students:</p> <ul style="list-style-type: none"> <li>Supporting specific skills of need (self monitoring, coping, interpersonal, conflict resolution) addressed</li> <li>Focused research based interventions</li> </ul>	<p>This student:</p> <ul style="list-style-type: none"> <li><u>Functionally equivalent replacement behaviors</u></li> <li><u>De-escalation strategies</u></li> <li>Crisis management and/or safety plans</li> </ul>
<b>Documentation</b>		
<ul style="list-style-type: none"> <li>Progress reports</li> <li><u>Performance data</u></li> <li>Log entries</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li><u>Systematic behavioral data</u></li> <li>Loss of instructional time noted</li> <li>Log entries</li> </ul>	<ul style="list-style-type: none"> <li><u>Systematic behavioral data</u></li> <li>Log entries</li> <li>At least quarterly review of effectiveness</li> <li>.</li> </ul>
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