Behavioral Response to Intervention
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Tier 1: Positive Behavior Supports and Intervention

“PBIS” is short for Positive Behavioral Intervention and Supports. This language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support.

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy.

PBIS IS a prevention-oriented way for school personnel to (a) organize evidence based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students.

PBIS supports the success of ALL students.

Frequently Asked Questions about PBIS:

What does PBIS have to do with school discipline and classroom management?
Effective classroom management and preventive school discipline are essential for supporting teaching and learning. PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.

How is PBIS related to RTI?
The logic, tenets, and principles of PBIS are the same as those represented in RTI (e.g., universal screening, continuous progress monitoring, data-based decision making, implementation fidelity, evidence based interventions).

Literacy and numeracy implementation frameworks are examples of the application of RTI for academic behavior, and PBIS is an example of the application of RTI for social behavior.

How does PBIS respond to the use of punishment (e.g., detention, timeout, verbal reprimands), especially for students with serious problem behavior?
Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, teaching-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors.

Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.

When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student’s behavior is used to (a) understand why the problem behavior is occurring (function); (b) strengthen more acceptable alternative behaviors (social skills); (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.

In Tyler ISD, PBIS serves as the Tier 1 foundation for teaching successful behavior.

Adapted from PBIS Frequently Asked Questions
Tyler ISD School-Wide PBIS and Behavioral RTI Expectations

Component 1: PBIS Team and School-Wide Process
The PBIS team meets at least once per six weeks. The team consists of representatives from all school staff (teachers, paraprofessionals, administrators, counselors, grade levels, content areas), and there is active participation from the school administrator. The team maintains an agenda and notes of team meetings. All staff is trained in PBIS and Behavioral RTI.

Component 2: Defining Behavioral Expectations
3-5 positively stated school-wide expectations are clearly posted in most common areas. All students and staff can state and explain the expectations with examples. Expectations have been communicated to families.

Component 3: Teaching Behavioral Expectations
School-wide activities for teaching, re-teaching, and reinforcing behavioral expectations take place throughout the school year. Tier 2 and Tier 3 interventions are defined, implemented, documented, and regularly monitored for at-risk students. The school engages families in teaching expectations.

Component 4: Positive Reinforcement
The reinforcement system for appropriate behavior is implemented school-wide by almost all staff. Tier 2 and Tier 3 behavior plans include specific reinforcers.

Component 5: Data-Based Decision-Making
The PBIS team uses multiple sources of routinely collected data to monitor and adjust school-wide efforts at least once per six weeks. Tier 2 and Tier 3 behavior plans are monitored and adjusted according to data.

Component 6: Defining and Correcting Problem Behaviors
Problem behaviors, consequences, and procedures for responding are clearly defined, explicitly taught, and consistently applied in classrooms and common areas. Tier 2 and Tier 3 behavior intervention plans are in place for struggling students. Families are engaged in learning about problem behaviors.

Adapted from the Positive Behavior Supports (PBS) Implementation Rubric developed by C. Walter and A. Wood for CalSTAT (www.calstat.org) and the PBS Levels of Implementation Rubric developed by Austin ISD Department of Program Evaluation and Office of Educational Support Services (www.austinisd.org).
### Tyler ISD Behavioral RTI Implementation Rubric

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
<th>Tier 5</th>
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<tbody>
<tr>
<td><strong>PBIS Team and School-wide Process</strong></td>
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<tr>
<td>A PBIS team for behavior support planning and problem-solving has not been established.</td>
<td>A PBIS team has been established and meets at least twice per year. Some faculty and staff are trained in PBIS.</td>
<td>The PBIS team meets at least once per six weeks. The team consists of representatives from most school staff, and there is active participation from the school administrator. The team maintains agenda and notes of team meetings. Most staff is trained in PBIS and Behavioral RTI.</td>
<td>The PBIS team meets at least once per six weeks. The team consists of representatives from all school staff, and there is active participation from the school administrator. The team maintains agenda and notes of all team meetings. Almost all staff is trained in PBIS and Behavioral RTI.</td>
<td>The PBIS team meets at least monthly. The team consists of representatives from all school staff and active participation from the school administrator. Almost all staff is trained in PBIS and Behavioral RTI. Staff and parents are informed and active in giving input and feedback to the PBIS team.</td>
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<tr>
<td><strong>Defining Behavior Expectations</strong></td>
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<td>1-2 positively stated student expectations have been defined and are posted in some areas.</td>
<td>3-5 positively stated school-wide expectations are clearly posted in most common areas. When asked, students and staff can state them.</td>
<td>3-5 positively stated school-wide expectations are clearly posted in most common areas. Most students and staff can state and explain the behavioral expectations with examples.</td>
<td>3-5 positively stated school-wide expectations are clearly posted in most common areas. Almost all students and staff can state and explain the expectations with examples. Expectations have been communicated to families.</td>
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<tr>
<td><strong>Teaching Behavioral Expectations to All Students</strong></td>
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<tr>
<td>There is no system for teaching the school-wide behavioral expectations to all students.</td>
<td>A system for annually teaching the behavioral expectations to students has been developed and can be implemented.</td>
<td>School-wide activities for teaching and reinforcing behavioral expectations take place at least twice per year. Tier 2 and Tier 3 interventions are defined, implemented, documented, and regularly monitored.</td>
<td>School-wide activities for teaching, re-teaching, and reinforcing behavioral expectations take place throughout the school year. Tier 2 and Tier 3 interventions are defined, implemented, documented, and monitored.</td>
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<td><strong>Positive Reinforcement System for Behavior</strong></td>
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<tr>
<td>A reinforcement system for appropriate behavior has not been established.</td>
<td>A reinforcement system for appropriate behavior has been developed, but it is not consistently implemented.</td>
<td>The reinforcement system for appropriate behavior is being implemented school-wide, with the participation of almost all staff. Tier 2 and Tier 3 behavior plans include specific reinforcers.</td>
<td>The reinforcement system for appropriate behavior is implemented school-wide by almost all staff. A ratio of 4(+):1(-) is used school-wide in communications with students. Tier 2 and Tier 3 behavior plans include specific reinforcers. Families are engaged in the reinforcement system.</td>
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<tr>
<td><strong>Data-Driven Decision Making</strong></td>
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<td>Behavior-related data is not collected to make decisions.</td>
<td>Discipline data is collected, but it is not used actively by the PBIS team to make decisions.</td>
<td>The PBIS team uses routinely collected data to monitor and adjust school-wide efforts at least once per six weeks. Tier 2 and Tier 3 behavior plans are monitored and adjusted according to data.</td>
<td>The PBIS team uses multiple sources of routinely collected data to monitor and adjust school-wide efforts at least once per six weeks. Tier 2 and Tier 3 behavior plans are monitored and adjusted according to data.</td>
<td>The PBIS team uses multiple sources of routinely collected data to make decisions in designing, implementing, and revising school-wide efforts on a monthly basis. Tier 2 and Tier 3 behavior plans are in place for struggling students. Students are clear on what behaviors are not appropriate and families are engaged in learning about problem behaviors.</td>
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</table>

Adapted from the Positive Behavior Supports (PBS) Implementation Rubric developed by C. Walter and A. Wood for CalSTAT (www.calstat.org) and the PBS Levels of Implementation Rubric developed by Austin ISD Department of Program Evaluation and Office of Educational Support services (www.austinisd.org).
Behavioral Interventions and Supports

**Tier 1 Behavioral Supports: Positive Behavior Intervention and Supports (PBIS)**

- Environments structured for success.
- All expectations explicitly taught
- Adults actively observe
- Positive interactions 3 times more abundant than negative interactions
- Misbehavior corrected fluently and consistently
- All teachers implement effective classroom management strategies, such as C.H.A.M.P.S.

**Tier 2 Behavioral Supports**

- Mentoring
- Informal Check-In/Check-Out
- Meaningful Work
- Behavior Contracts
- Social Skills Instruction

**Tier 3 Behavioral Supports**

- Check-In/Check-Out Behavior Education Plan
- School-Community Wrap-Around Services
- Individual Behavior Action Plan

These additional resources have been provided to every Tyler ISD campus:

*CHAMPS, 2nd Edition* (with accompanying CD)

*Interventions: Evidence-based behavioral strategies for individual students* (with accompanying CD)

*Teacher’s Encyclopedia of Behavior Management: 100+ problems | 500+ plans* (with accompanying CD)

*The Tough Kid Tool Box* (with accompanying CD)
Response to Intervention Positive Behavior Support Procedures

TIER 1
1. Ensure that school-wide PBIS practices are in place and that the classroom teacher is effectively implementing classroom management strategies.
2. Identify students at risk of behavioral difficulties through the Student Risk Screening Scale (to be administered late September/early October).
3. Utilize and document Tier I strategies for student identified as needing behavior intervention on Universal Screener. Consult with campus PBIS internal coach or campus PBIS specialist in selecting most appropriate strategies.
4. Gather data to evaluate the effectiveness of strategies. This may consist of simple tallying, daily/weekly behavior reports, or attendance records.
5. The teacher may wish to administer the student interview and the Forced-Choice Reinforcement menu to gain more insight about the cause of the misbehavior.
6. If Tier 1 strategies and accommodations are unsuccessful, the classroom teacher will conduct a Teacher-Led Behavior Assessment to develop a hypothesis of the function of the behavior. This assessment will be documented in the student form in Aware before considering Tier 2 behavioral intervention.
7. Consult with the Student Success Team (SST) to determine how best to adjust or increase intervention (Tier 2).

TIER 2
1. Before developing a Tier 2 Positive Behavior Plan, an adult with a good rapport with the student should conduct the Student Information Interview and administer the Forced-Choice Reinforcement Menu, if these items were not completed already.
2. The SST will review all data to identify the behavior function:
   a. Teacher-Led Behavior Assessment
   b. Student Information Interview
   c. Forced-Choice Reinforcement Menu
   d. Academic data
   e. Attendance data
   f. Other relevant information
3. Based on the above data, the SST will develop a Tier 2 Behavior Action Plan that is meant to effectively teach the student appropriate behavior. This plan will be documented in the appropriate student form in Aware.
4. The plan may include such strategies as mentoring, behavioral contracting, meaningful work, informal check-in/check-out, and/or targeted social skills instruction, in addition to continued preventative and instructional strategies.
5. Responsible staff members will gather qualitative progress monitoring data to evaluate the student’s response to intervention.
6. The SST will reconvene in the specified timeframe to review the student’s progress. Before proceeding to Tier 3, it is recommended to adjust the student’s intervention plan to better target his/her needs and behavioral function(s). However, school staff should always use common sense when addressing the needs of students who exhibit extremely disruptive or dangerous behavior. If this is the case, then more intensive measures may be immediately necessary.

***For a student who is likely to exhibit extremely disruptive or dangerous behavior, a Behavioral Crisis Plan must be established and communicated with all staff members who work with the student.
Response to Intervention Positive Behavior Support Procedures, continued

TIER 3
1. The r should complete the Request for Assistance form in Formspace to alert the district RTI office.
2. The District PBIS Coach will conduct an observation and behavioral assessment of the student.
3. A staff member with a positive rapport with the student and family will conduct the parent interview, either in person or by telephone. **Do not send the parent information questionnaire home for parents to complete on their own.**
4. The SST will evaluate all available data to determine the most appropriate plan for the student. This plan may include such strategies as an individualized behavior plan, a Behavioral Education Plan (Check-in/Check-out), or wrap-around services.
5. Responsible staff members will gather qualitative progress monitoring data to evaluate the student’s response to intervention.
6. The SST will reconvene within the specified timeframe to review the student’s progress. Adjustments to the Tier 3 Behavior Action Plan may be necessary to more accurately target the student’s specific needs.

During any portion of the Behavioral RTI process, the SST is encouraged to request consultative assistance from the Positive Behavior Specialist.
## Behavior RTI Instructional Design

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>All students</td>
<td>Students with difficulties who have not responded to Tier 1 efforts (10%-15% of students)</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Daily</td>
<td>15-20 minutes per day, 3-5 days per week in addition to School-Wide and Classroom Tier 1 strategies.</td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>Whole Class</td>
<td>1-10 students, depending on setting</td>
</tr>
<tr>
<td><strong>Intervention Provider</strong></td>
<td>Classroom teacher(s)</td>
<td>Counselor, Administrator, Teacher, Coach, SRO, Paraprofessional, Behavior Specialist, PBIS Internal Coach, PBIS District Coach</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>School-Wide PBIS, Effective Campus and Classroom Behavior Management Strategies, Differentiated Strategies and Accommodations</td>
<td>Tier 2 intervention plan based on behavioral assessment data, including one or more of the following strategies:  - Mentoring  - Social Skills Instruction  - Check-in/Check-out  - Behavior Contract/Goal-Setting</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Universal Screening, Student Risk Screening Scale, Nomination Forms, ODRs, Attendance</td>
<td>Behavior data collection</td>
</tr>
<tr>
<td><strong>Monitoring and Documentation</strong></td>
<td>Tier 1 strategies on Aware form, Classroom visits and walk-throughs, Progress monitored through Aware, progress reports</td>
<td>Tier 2 and Tier 3 Intervention plans documented in Aware, Progress monitoring documented and graphed on appropriate form. Classroom visits and walk-throughs</td>
</tr>
</tbody>
</table>
Behavioral Response to Intervention

School-Wide PBIS Campus Information

Campus:

<table>
<thead>
<tr>
<th>Contact Information</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Campus Contact Person</td>
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</table>

Campus Address:

Campus Phone:

School-Wide PBIS Expectations

School-Wide Reinforcer System (add attachments if necessary)

PBIS Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
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<tbody>
<tr>
<td>1.</td>
<td>Administrator</td>
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<tr>
<td>2.</td>
<td>Internal Coach</td>
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<tr>
<td>3.</td>
<td>Internal Coach</td>
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<td>6.</td>
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<td>7.</td>
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2013-2014 Meeting Days and Times (AT LEAST one per six weeks)

| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10.|

PBIS Yearly Goals

Return this form to Jana Ezernack by August 23, 2013
## PBIS Team Meeting Agenda and Notes

### Campus:

<table>
<thead>
<tr>
<th>Date</th>
<th>Internal Coach(es)</th>
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<tbody>
<tr>
<td>Time</td>
<td>Resource Manager</td>
</tr>
<tr>
<td>Location</td>
<td>Data Guru</td>
</tr>
<tr>
<td>Absent</td>
<td>Recorder</td>
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<tr>
<td>Norm Prompter</td>
<td>Time Keeper</td>
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</table>

### Applaud and Assess

#### Celebrations

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<tr>
<th>Time</th>
<th>Topic</th>
<th>Discussion Leader</th>
<th>Desired Outcome</th>
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</table>

#### Critical Issues

<table>
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<tr>
<th>Time</th>
<th>Topic</th>
<th>Discussion Leader</th>
<th>Desired Outcome</th>
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</thead>
</table>

### Action Items

<table>
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<tr>
<th>Action Items</th>
<th>Person Responsible</th>
<th>Date Due</th>
</tr>
</thead>
</table>

Return this form to Jana Ezernack no more than 5 school days following each PBIS team meeting. Retain a copy for your records.
**STUDENT INTERVIEW**

<table>
<thead>
<tr>
<th>Student’s Name: ___________________</th>
<th>Interview Date: ______________</th>
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<tbody>
<tr>
<td><strong>Interviewer:</strong> __________________</td>
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</table>

“I appreciate your willingness to meet with me today. I wanted to meet with you because you have been referred to our Student Success Team due to problems you have been having in school. Our team is meeting on __________. I wanted to visit with you first to learn a little more about you and also to get your perception of what is going on at school.”

What do you like to do when you are not at school? ____________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What are your favorite foods and drinks? ____________________________________________________________________________
__________________________________________________________________________________________

If you could go to lunch anywhere, where would you choose? _______________________________________________________________________
__________________________________________________________________________________________

What are your favorite classes/activities at school? ____________________________________________________________________________
__________________________________________________________________________________________

What are your least favorite classes/activities at school? _________________________________________________________________________
__________________________________________________________________________________________

Name some staff at school whom you like: ____________________________________________________________________________
__________________________________________________________________________________________

What do you think is going well for you at school recently? _______________________________________________________________________
__________________________________________________________________________________________

What do you think are some problems you have been having at school lately, and why do you think you have been having these problems? _______________________________________________________________________
__________________________________________________________________________________________

What can school staff do to support you in solving these problems? ______________________________________________________________________
__________________________________________________________________________________________

Is there any other information you would like the Student Success Team to know?
__________________________________________________________________________________________
Teacher-Led Behavior Assessment

Student: ___________________________ Age: ___________________________
Teacher: ___________________________ Grade: ___________________________

Describe the primary problem behavior. What exactly does the student do or say?

What is your goal for the student? State the goal in measurable terms.

Strengths, talents, interests: Please describe 2 or 3 strengths or talents the student has. Include special interests that the student has expressed.

**Antecedent/Trigger:** What seems to set off the behavior? During what activity does the behavior occur?

**Where** do the problems tend to occur?
- Classroom
- Hallway
- Gym
- Playground
- Technology Lab
- Intervention Classroom
- Electives/Specials (art, music, etc.)
- Pick-up/Drop-off Area
- Bus
- Cafeteria
- Other: ___________________________

**When** do the problems tend to occur?
- During whole-group instruction
- During small group instruction
- Tutorials
- During cooperative group work
- During independent practice
- Transitions/Changing Classes
- During recess
- Early AM, before breakfast
- Late afternoon
- Right before lunch
- Right after lunch
- Other: ___________________________

Consequence/Pay-off: What is the student getting out of his/her behavior?

Does the student have any health or medical concerns that you are aware of?
- No  [ ] Yes  [ ] If yes, explain:

What interventions have you or others attempted with the student?

What were the results of those interventions?

What is your best hypothesis about the function (purpose) of the behavior?

When ___________________________, student ___________________________ in order to (gain/avoid) ___________________________.

(antecedent) (behavior) (consequence)
General Education Classroom Behavior Crisis Plan

Proactive preparation for severe behavior is beneficial to the student, his/her peers, and campus staff. This plan should be developed as soon as the potential for severe behavior becomes evident.

**First Step:** Ensure that behavior Intervention Plan / PBIS supports are in place. Teachers have plan for removal of a student or class if necessary, and they have a rotation plan for staff members to stay with student or class when student is exhibiting severe behaviors.

**If Teacher Needs Assistance:** First contact campus administration. The order of which administrators to call should be listed on the crisis form. This list should be approved by campus administration.

**Campus Support:** Each campus has a crisis team that includes members that are CPI and TBSI trained. These team members should be called upon for assistance when a student is a threat to self, others and property. Kim Paetzel has a list of who is trained per campus.

**RTI Support:** To request assistance for developing or adjusting a Tier 3 Behavior Action Plan, submit a request via Formspace.
General Education Classroom Behavior Crisis Plan

This plan should be easily accessible to every staff member that works with the student.
This plan MUST be communicated to substitute teachers.

Student: ____________________________________________________________

Behaviors that may occur to initiate the plan: ____________________________________________________________

Remove class or remove student? ____________________________________________________________
Location to which class or student will be moved: ____________________________________________________________
Staff member who will stay with student: ____________________________________________________________
Staff member who will stay with class: ____________________________________________________________

When will campus administrator be notified?
(Ex: “After ___ minutes of escalated behavior;” “When restraint is applied;” etc.)
__________________________________________________________

Additional Details: ____________________________________________________________

__________________________________________________________

Campus Administrator Contact List

This list MUST be pre-approved by the campus principal.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

Campus Crisis Team—List of staff members who are CPI-trained
This list MUST be pre-approved by the campus principal.

<table>
<thead>
<tr>
<th>Room #</th>
<th>Staff Member:</th>
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Person responsible for distributing and explaining this plan to all appropriate staff members: ____________________________________________________________

Person responsible for explaining plan to substitute(s): ____________________________________________________________

Principal’s Signature: ____________________________________________________________

Name: ____________________________________________________________
Signature: ____________________________________________________________