**Tier 1**: School-Wide PBIS. PBIS committee to establish school-wide expectations for all students with reinforcers and consequences. The PBIS committee reviews the school-wide discipline report to determine effectiveness of the Tier 1 level supports.

Did at least 80% of students succeed on the school’s PBIS plan?

- **Yes**
  - 20% of students need more support. If a student has 5 behavior write ups on the Classroom Minor Behavior Tracking Form (= 1 ODR), complete the Data Profile Sheets, meet with guardian, and document on the Parent Conference Form. Begin an orange RTI folder containing all student documentation and screening results. Keep the orange RTI folder in the cumulative folder/yellow ESS folder if available.

- **No**
  - Re-teach or re-examine the PBIS expectations to the class/school and rescreen.

Did meeting with the parent alleviate the problem?

- **Yes**
  - Continue communication with home to alert of student’s progress.

- **No**
  - If the student continues to have difficulty or reaches 2-6 ODRs (documented on the Classroom Minor Behavior Tracking Forms), complete the necessary forms to request an SBLC meeting. Parent contact with 10 days. Bring the student’s cumulative folder and RTI folder to the SBLC committee for consideration of referral to Tier 2.

**Tier 2**: 20% of students may need more specific behavior supports. Your school’s PBIS committee should outline Tier 2 interventions available at your school. Also, continue Tier 1 support.

The Universal Behavior Screener can be used as a baseline. Other measures to obtain baselines such as other rating scales, and observational data are welcome.

Complete a Tier 2 FBA/BSP within 10 days. Select a Tier 2 intervention that targets your hypothesis (i.e., what is the function of the behavior?). Implement the Behavior Support Plan (BSP). Examples: small-group/school-based counseling, parent training, classroom management (specific classroom expectations), check-in/checkout, mentoring, self-monitoring, community resources, etc.

Progress monitor every two weeks for 4 to 6 data points (= 8 to 12 weeks of intervention) via the Universal Behavior Screener and the other selected measure (used to obtain other baselines) if available. Continue using the Classroom Minor Behavior Tracking Form.

Did this alleviate the problem? Refer to progress monitoring data.

- **Yes**
  - Continue to provide support at the Tier 2 level or fade the behavior plan and return the student to Tiers 2 and/or 1. Progress monitor. Teacher alerts SBLC to change.

- **No**

**Tier 3**: 5% of students may need intensive and systematic behavior support. Continue Tier 1.

Complete a Comprehensive FBA/BSP with the SBLC (make sure to invite your Pupil Appraisal Staff and/or Behavior Interventionist, and parent). Define the behavior and make sure you have a baseline. Implement the BSP (i.e., individual counseling, social-skills training, teach the behavior, teaming, etc.). PAS may conduct observations of student.

Progress monitoring should be based on the frequency of the behavior (daily vs. weekly). The Universal Behavior Scale may be used to progress monitor weekly. SBLC should meet at least 3 times to track data. Continue to use the Classroom Minor Behavior Tracking Form. At least 6 to 12 data points should be obtained through the 6 (minimum) to 12 (maximum) weeks of implementation. No more than 12 weeks should pass without a decision about the BSP’s effectiveness.

Did this alleviate the problem? Refer to progress monitoring data.

- **Yes**
  - Student is considered by the SBLC team for a multidisciplinary evaluation. Pupil Appraisal must be involved at this level to review data. Continue Tier support during PAS evaluation.

- **No**
  - Continue to provide support at the Tier 3 level or fade the behavior plan and return the student to Tiers 2 and/or 1. Progress monitor. Teacher alerts SBLC to change.