

Missouri Schoolwide Positive Behavior Support (SW-PBS) Tiers, Levels and Phases

Tier 1 Level (Universal)

Tier 1 SW-PBS emphasizes prevention through the development of schoolwide systems of actively teaching and recognizing appropriate social skills and behavior, using consistent systems to discourage inappropriate behavior, and educating all staff in how to implement and participate in the process. Staff members learn how to collect and utilize data for effective decision-making related to the overall culture and climate of their school and the effectiveness of their Tier 1 systems and practices.

Within the Tier 1 level there are three distinct Phases of Implementation – Preparation Phase, Emerging Phase Level 1, and Emerging Phase Level 2.

Preparation Phase

This phase is for schools new to SW-PBS. During the Preparation Phases, teams will plan the systems, data, and practices for implementation the following year.

Overall Focus: Seven Essential Components that are individually and collectively research based provide the basis for Tier 1 Preparation Phase training. The Seven Essential Components are applicable to classroom as well as non-classroom settings throughout all school buildings. Embedded within the Seven Essential Components are culturally responsive practices and family and community involvement.

During the Preparation Phase, teams acquire initial knowledge of all Seven Essential Components of SW-PBS and develop materials prior to implementation with students. The Seven Essential Components are:

1. Administrative Support, Participation and Leadership
2. Common Purpose and Approach to Discipline
3. Clear Set of Positive Expectations and Behaviors
4. Procedures for Teaching Expected Behaviors
5. Continuum of Procedures for Encouraging Expected Behaviors
6. Continuum of Procedures for Discouraging Inappropriate Behaviors
7. Procedures for Ongoing Monitoring

Emerging Phase - Level 1 (E1)

This phase is for schools that are beginning SW-PBS implementation with all students.

Overall Focus: During this training the entire staff begins initial implementation for all students, with the guidance and modeling of the SW-PBS Leadership team. This phase

emphasizes working toward implementation of all Seven Essential Components with fidelity as well as data collection to assess implementation fidelity.

Classroom Level PBS is introduced during Emerging Phase Level 1 training. Eight research-based Essential Classroom Practices are taught to teams who, in turn, provide professional development to their staffs. The Eight Essential Classroom Practices are:

1. Classroom Expectations and Rules
2. Classroom Procedures and Routines
3. Classroom Acknowledgement
4. Classroom Response Strategies and Error Correction
5. Classroom Active Supervision
6. Classroom Opportunities to Respond
7. Classroom Activity Sequence and Offering Choice
8. Classroom Academic Success and Task Difficulty

Emerging Phase - Level 2 (E2)

This phase is for schools that are continuing SW-PBS implementation with all students, moving to a deeper understanding of the 7 Essential Components. As a result, E2 schools implement schoolwide systems with greater fidelity and consistency across all staff and settings such that it becomes ingrained in the school culture.

Overall Focus: During this phase, the entire staff, with the guidance and modeling of the SW-PBS Leadership team, works to sustain and maintain consistent implementation of all Seven Essential Components. All staff work to implement the Eight Essential Classroom Practices within their assigned instructional settings. Deeper data analysis supports decisions made at this level.

Tier 2 (Secondary)

Tier 2 SW-PBS is designed for approximately 10-15% of students who demonstrate the need for more intensive supports. Tier 2 interventions are built on the foundation of Tier 1 school-wide and classroom systems, which must be in place and used consistently and with fidelity by all staff in order to accurately identify students in need of targeted interventions. Students are identified based upon established data-decision rules, universal screening, and/or teacher nomination. Sometimes the response may be environmental changes that do not require direct student intervention. The goal is to provide rapid access to a standard treatment of interventions that are continuously available.

Tier 2 small group interventions are strategies and procedures to support a group of students who display similar needs. Interventions are consistent with the school-wide expectations and are designed to require targeted effort on the part of teachers. Data is regularly reviewed to determine students who need to continue the intervention, those

who are ready to fade/self-monitor, those who need increased intensity, and those who need to be considered for a different intervention. Fidelity of implementation is monitored to ensure that all interventions are implemented as intended.

Within the Tier 2 Phase there are two distinct Levels of Implementation.

Tier 2 Level 1 (T2L1)

Overall Focus: During Tier 2 Level 1 training, teams receive an overview of Tier 2 purposes, research, and intervention examples. They assess fidelity of Tier 1 implementation and determine their school's readiness for developing a Tier 2 system. As an initial outcome, the Tier 2 team develops a systematic process for identifying at-risk students, which includes use of data decision rules and a teacher nomination process. To learn the Tier 2 process, teams work toward implementation of The Behavior Education Program: Check-in/Check-out (CICO), a research-based intervention. Clear entry and exit criteria are established for the CICO intervention, and data to be collected for progress monitoring is identified. Teams provide professional development to ensure all school staff understand CICO and their role in implementing the intervention including promoting generalization of skills across multiple settings. Families receive information about the purpose of the intervention and their role in supporting their child's participation. By the end of Tier 2 Level 1 training, teams create data rules for making decisions about individual student progress monitoring data and develop plans to fully implement the intervention the following year.

Tier 2 Level 2 (T2L2)

Overall Focus: During Tier 2 Level 2 training, the Tier 2 team reviews the system for implementing CICO and explores use of a second research-based small group intervention. Teams establish procedures to determine the function of behavior in order to match student difficulties with appropriate interventions. The use of universal screening instruments are considered and evaluated as an additional mechanism for proactively identifying all students who may be at-risk but do not exclusively exhibit externalizing types of behavior. Teams provide professional development to ensure all school staff understand the second intervention, their role in implementation, and effective techniques for promoting generalization of skills across multiple settings. Families receive training on the purpose of the intervention and their role in supporting their child's participation. By the end of Tier 2 Level 2 training, teams pilot a second intervention and develop plans for full implementation the following year.

Tier 3 (Tertiary)

Tier 3 SW-PBS individualized support is provided for approximately 1-5% of a school's student population. These students receive ongoing Tier 1 support, may also have been included in a Tier 2 intervention, but are still identified as requiring more intensive, individualized support. Schools expand the established schoolwide system to accurately identify students who require Tier 3 intervention.

The school's Tier 3 system must include: (a) personnel who are trained in the basic principles of behavior, functional assessment, and behavior support planning, (b) a system for early identification and referral, and (c) an organizational structure that allows for flexible teaming and planning. The process for Tier 3 support is initiated through a teacher's request for assistance, systematic tracking of progress monitoring data, universal screening instrument scores, and/or other means defined by the school/district.

An established group within the school is designated to design, implement, communicate and monitor individual student plans. This group typically includes those adults who are involved with the student on a daily basis along with other staff who have more specialized skills (e.g., school counselors, social workers, special education staff, school psychologists, administrators, and school nurses). In addition, families are a vital part of each child's team and should regularly be included as part of the development and implementation process.

Teams are trained to conduct functional behavioral assessments (FBA) and to use those results to develop and implement function-based, individual behavior intervention plans (BIP). The BIP includes strategies for preventing problem behavior, teaching expected skills, systematically acknowledging appropriate behavior at high rates, and promoting generalization of skills across multiple settings. Follow-up observations by team members are used to collect progress monitoring data. Regular evaluation of student progress is conducted. Data-based decisions are made to determine whether the individualized supports will be continued, revised, or faded.

Tier 3 Level 1 (T3L1)

Overall Focus: During Tier 3 Level 1 training, the Tier 3 team develops a systematic process for identifying high-risk students. The team determines what types of indirect information will be collected as part of the FBA process, develops a system for gathering, organizing, and documenting these results, uses information from the FBA to develop a working hypothesis about setting events, antecedent conditions, function of the problem behavior, and consequence conditions. To conduct effective behavioral observations, teams identify feasible methods of behavior recording and develop graphs that will allow for efficient progress monitoring. FBA results are used to write a clear

and measurable description of behaviors and develop a summary statement of conditions under which problems are and are not most likely to occur. The teams use information from the FBA to develop and implement a BIP. Data decision rules are also established for determining when to continue, modify, intensify, or fade the BIP. The team provides professional development to ensure all school staff understand the Tier 3 system, their role in providing data for the FBA, implementation of the BIP, and use appropriate techniques to promote generalization of skills across multiple settings. A system for communicating with and involving families is also developed.