



Principals Guide



Buffalo Public Schools Positive Behavior Systems

Introduction

Positive Behavior Systems is an approach to proactive school-wide discipline that is designed to enhance the capacity of schools to implement and sustain evidence based practices. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), Buffalo Public Schools (BPS) is integrating effective behavior support structures that include interventions for students with more complex need, in an effort to enhance successful learning and ensure all students achieve success.

Buffalo Public Schools promotes positive student behavior through data-based decision making, while providing a framework that includes mental health promotion and interventions. The framework that BPS has adopted includes schools, families and mental health systems working together to build a continuum of multi-tiered interventions and services for students and their families. This three tiered model addresses the social and behavioral needs of all student and will improve program competence, enhance data-based decision making, the use of evidence-based academic and behavioral practices and improve academic and behavioral outcomes for all students.

The three tiered system includes universal, secondary and tertiary systems, including progress monitoring features, and are designed to address the behavioral need of all students in special education and general education

Secondary and Tertiary Interventions are anchored in Universal interventions and are a natural progression in the behavioral continuum of support. In other words, students who do not respond to universal interventions will receive Secondary Interventions, and students whose problem behavior is not extinguished despite Universal and Secondary interventions, will be referred for Tertiary Interventions. These three tiers of intervention accentuate data-based decision making along with tracking and monitoring student progress.

Student Support Teams play a significant role in implementing Behavioral Support Systems and serve as student and systems advocates. They apply their professional training in schools in order to support student academic and behavioral success. As leaders and advocates, Student Support Teams promote, assess and implement Secondary and Tertiary Behavioral Support Systems.

Student Support Teams use disaggregated data to drive activity development, which will enable them to meet the needs of all students. The decisions of the Student Support Teams will be data driven and will be modified based on results to ensure that every child achieves success.

The Buffalo Public Schools Department of Special Education is proud to present our Student Support Team Behavioral Support Systems Manual.

The Buffalo Public Schools would like to recognize and extend our appreciation to Erie 1 BOCES, Division of School Support Services for developing this manual.



Buffalo Public Schools
Positive Behavior Systems

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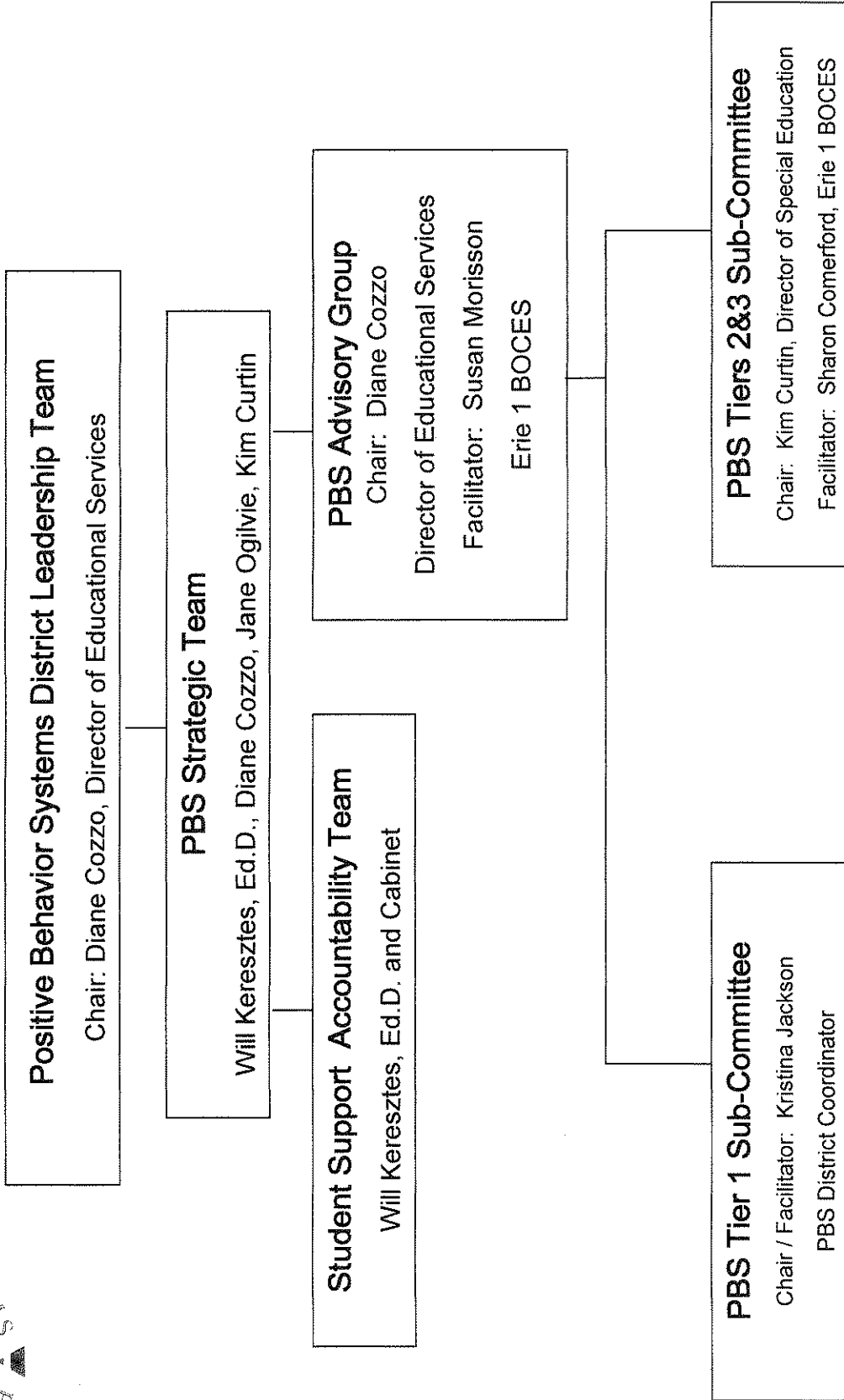
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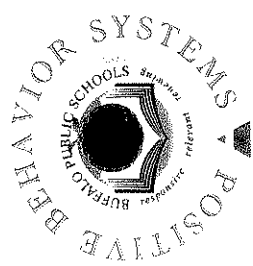
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Organizational Team Structure*



•Work groups as needed
PBS Organizational Team Structure





**Buffalo Public Schools
Tier 2 & 3 Sub-Committee**

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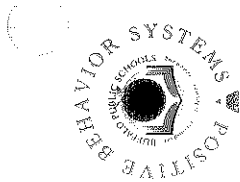
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School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

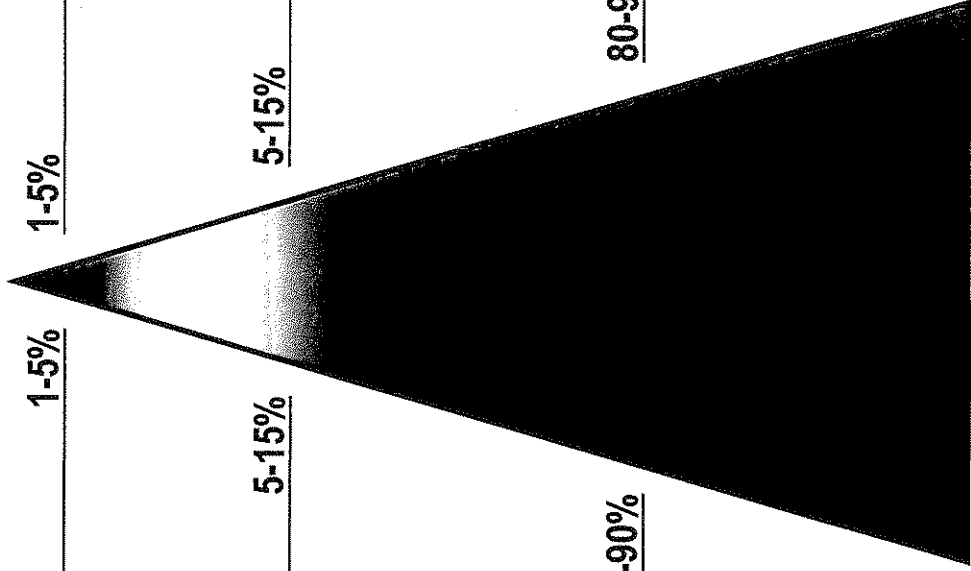
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All settings, all students
- Preventive, proactive



Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>



BUFFALO PUBLIC SCHOOL DISTRICT ACADEMIC & BEHAVIOR SUPPORT CONTINUUM

Academic Supports

Tier 3: Intensive for a few students

- Houghton-Mifflin (Pre-K)
- Estrellita (Bilingual, PreK-3)
- SRA, *Language for Learning* (K)
- Harcourt *Trophies / Trofeos* Intervention Kit (K)
- SRA, *Reading Mastery I & II* (1-2)
- Voyager, *Ticket to Read* (1-3)
- SRA, *Corrective Reading* (3-6)
- Sopris West, *LANGUAGE!* (4-6; #18, #30, #45, #76)
- Ongoing Benchmark Instruction

Tier 2: Strategic for some students

- Houghton Mifflin Enhancements (Pre-K)
- SRA, *Language for Learning* (K)
- Wilson, *Foundations* (Reading First, K-3)
- Voyager, *Passport Intervention* (non-SSID, 1-3)
- Voyager, *Second Generation Passport* (SSID, 1-3)
- Voyager, *Ticket to Read* (1-3)
- Harcourt *Trophies / Trofeos* Intervention Kit (K-6)
- Harcourt Books for all Learners, ELL practice pages, Extra support pages
- Ongoing Benchmark Instruction

Tier 1: Benchmark for all students

- Houghton Mifflin (Pre-K)
- SRA, *Language for Learning* (K)
- Voyager, *Ticket To Read* (1-3)
- Harcourt *Trophies / Trofeos* (K-6)
- Harcourt Books for all Learners, Practice Book
- Challenge Masters, ELL practice pages
- ESL programs used at all levels –
- Moving Into English* (K-5) and *High Point* (6-8)
- Harcourt *Trofeos* is the program for Bilingual students (K-6))

Behavior Supports

Tier 3: Intensive for a few students

- Wraparound Support (PreK-12)
- Comprehensive Function Based Assessment & Behavior Intervention Plan (K-12)
- Individual Counseling (PreK-12)
- Crisis Counseling (PreK-12)

Tier 2: Strategic for some students

- Brief Function Based Assessment & Behavior Intervention Plan (K-12)
- Check and Connect* (4-12)
- Check In Check Out* with Individual Features (K-12)
- Social / Academic Instructional Groups (K-12)
- Check In Check Out* (K-12)
- START On Time! Safe Transitions & Reduced Tardies* (9-12)
- CHAMPS Classroom Management (PreK-8)
- Discipline in the Secondary Classroom* (9-12)

Tier 1: Benchmark for all students

- School-wide Behavior Expectations (PreK-12)
- Clear Violation Procedures (PreK-12)
- Direct Instruction of Behavior In All Settings With Acknowledgement Systems (PreK-12)
- Safe & Civil Schools *START On Time!*
- Safe Transitions & Reduced Tardies* (9-12)
- Safe & Civil Schools, *Discipline in the Secondary Classroom* (9-12)
- CHAMPS Classroom Management (PreK-8)

Tiered Hierarchy for Academic Intervention / Curriculum Components (Foorman, 2001; Tongesen, 2007; Brown-Chidsey, 2007)



Buffalo Public Schools Positive Behavior Systems

Tier 1: Universal Systems

Introduction

Universal Systems include school-wide programs that foster proactive safe, healthy supportive learning environments and promote social and emotional learning along with developing a connection among school, home and community.

Through Positive Behavior Supports, schools intervene before problematic behaviors escalate. Schools use research-based, scientifically validated interventions to achieve high rates of student success.

Universal interventions target the entire population of a school through the development and demonstration of pro-social behaviors, skill development and behavioral health well-being. The content of Universal supports reflect the specific needs of the school population, therefore, implementation may look different at each building. Systematically teaching behavioral expectations and acknowledging students for following them is a more positive approach than waiting for misbehavior to occur before responding. Data guides the design of Universal strategies with the expectation that 80 - 90% of the student population in a building will experience success. For a variety of reasons, some students do not respond to Universal behavioral strategies just as some do not respond to initial teaching of academic subjects. Students who require additional interventions beyond the Universal Support will be referred for Secondary supports.



BUFFALO PUBLIC SCHOOLS

TIER 1: Universal Team

Purpose:

The Universal Team drives the implementation of PBS for the school building. Each school building has its own universal team. The Universal Team utilizes progress data from the *Team Implementation Checklist (TIC)* to progress monitor.

Membership:

Average membership totals 8 (minimum of 6 and maximum of 10). The *Universal Team Roster* minimally should include individuals in the following district employed roles: administrator, behavioral specialist (counselor, social worker, psychologist), special education teacher, general education teachers that represent grade levels and specials, auxiliary staff / aides (i.e.: nurse, bus driver, cafeteria worker, etc.); and, the following non-district employed roles: family members (child attends school within the district) and community representative (provide community support to building). In the upper grades, a student may be selected for inclusion on the team.

Coaches:

The *Internal Coach* provides leadership for the building level team and the *External Coach* provides support to the internal coach and facilitates connections to community services. The role of the *Team Member* is varied and is responsive to the needs of the team's action plan.

Team Member Expectations:

- Attend PBS meetings and PBS trainings
- Spread the message of PBS to other staff / faculty, have a quick answer for "What is PBS?", invite other staff faculty to meetings, be a PBS cheerleader in your building and in your community
- Take a PBS role at the UNIVERSAL Team Level. For example: Data: create charts; present data at staff meetings, recorder, time keeper or copy maker, family / PTA liaison, information distributor / collector to and from staff, PBS Presenter to Staff Families / School Board /Community/District, Funds / Reinforcement solicitor, activities day coordinator, coordinator of committee to: create teaching tools, School-wide expectations, reinforce plans, etc.
- Assist other PBS teams in district that may need your help
- Offer suggestions and ideas to the team
- Play an active role on the team; for example:

Where:

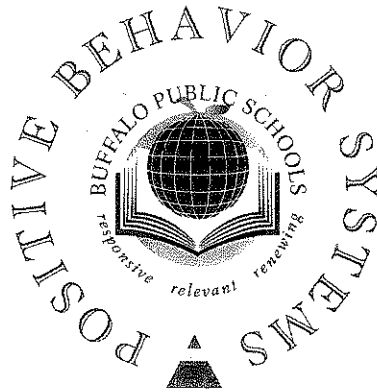
Meetings take place within the school building.

Why:

Progress data and outcome data are collected and reviewed to determine the success of implementation and to determine the areas of need. The team is responsible for the development of an action plan.

When:

Minimally, meetings take place for 1 - 2 hours per month. This may be in the form of one meeting or several meetings. The norm is for meetings to take place during the school day. Occasionally, some meetings may take place outside of school hours.



Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions & Supports

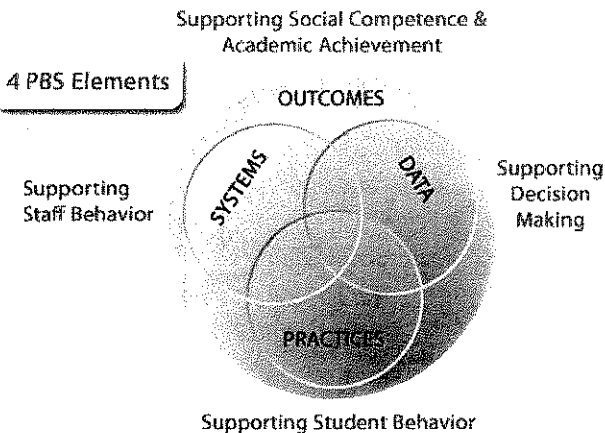
1. "What is School-Wide PBIS?"

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

2. "What Does School-Wide PBIS Emphasize?"

In general, SWPBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

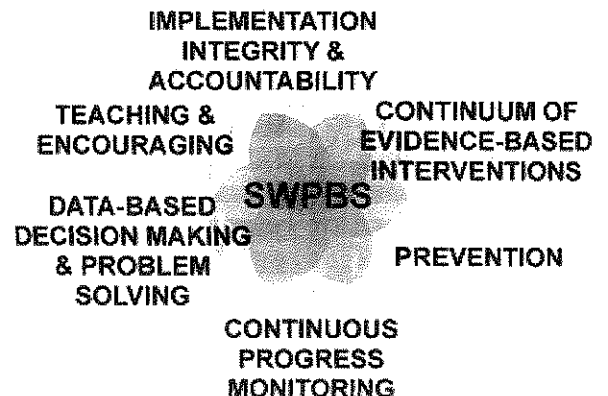


- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

3. What Outcomes are Associated with Implementation of PBIS?

Schools that establish systems with the capacity to implement SWPBS with integrity and durability have teaching and learning environments that are

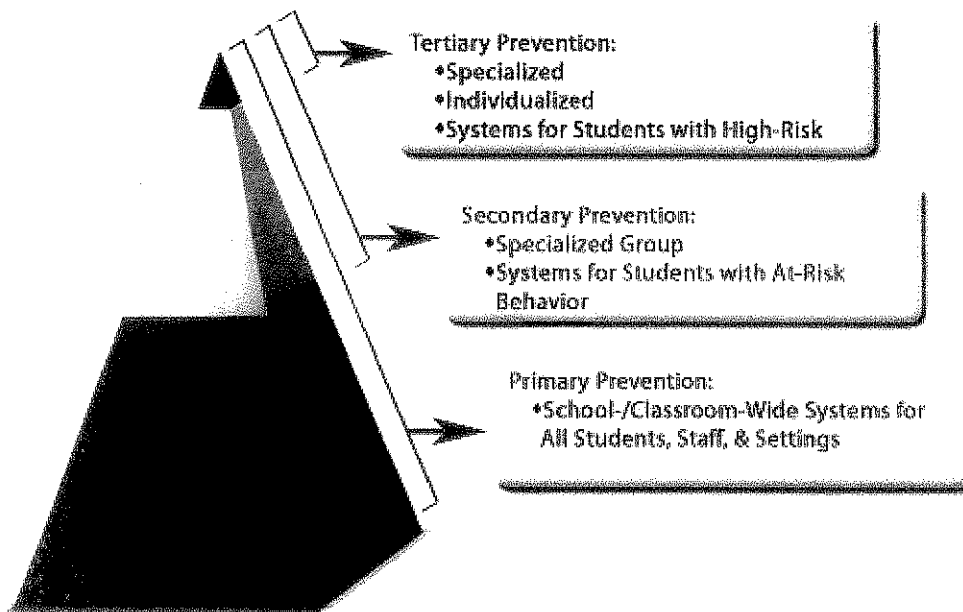
- Less reactive, aversive, dangerous, and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- Most importantly, maximize academic engagement and achievement for all students.



4. What is a Continuum of PBIS?

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A Three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

Continuum of School-Wide Instructional & Positive Behavior Support



Adapted from: http://www.pbis.org/school/what_is_swpbs.aspx



Safe and Civil Schools

Safe and Civil School

Randy Sprick, Ph.D.

An Overview

“*Safe and Civil Schools* provides schools with the knowledge needed to create and foster positive and productive school climate and culture. Through training, adults will have the capability to create environments for students that are emotionally and physically safe and that foster independence, integrity, confidence, self-control, kindness, literacy and responsibility.”

Safe and Civil Schools is an initiative that guides schools through a process of designing a proactive and positive school-wide discipline plan. Staff will develop and implement effective behavior management and motivation practices – as well as behavior support for all students.

Schools will study their current disciplinary practices and learn how to revise them to structure for student success. *Safe and Civil Schools* will help schools as they attempt to meet students’ behavioral needs.

Safe and Civil Schools outcomes include:

- Development of improved behavior management strategies in schools.
- Implementation of school-wide Positive Behavior Support including designing school-wide procedures to meet the basic needs of students and staff.
- Development and implementation of a school improvement plan.
- Reduction of office discipline referrals
- Increased staff coordination and consistency when dealing with severe behavior problems
- Improved school climate
- Enhanced school safety
- Improve academic engagement
- Increase average daily attendance
- Actively involve staff in decision making
- Improved staff communication and coordination when managing student behavior
- Increased positive interactions among staff and students
- Improved staff skills in effective supervision and positive behavior support
- Use of data-based decision-making with regard to behavior and discipline practices
- Foster respect and responsibility in students
- Strengthen student connectedness and school pride
- Transform staff into active problem solvers
- Promote job satisfaction and collegiality among staff

Safe and Civil Schools strategies and interventions are:

- Proactive – schools will structure their settings and procedures to prevent misbehaviors
- Positive – schools will rely on positive interactions with students
- Instructional – teachers will use corrections as teachable moments
- Research-based – schools will implement current research on managing student behavior through positive behavior support
- Data-driven – schools will make decisions based on data that is collected over time

The Process

The process establishes the vision of a “safe and civil school”, and provides guidance on setting up a school team, involves the entire faculty in the process, collecting and analyzing data, articulating staff beliefs, and developing “guidelines for Success” (school-wide behavioral expectations).

Improving Common Areas

Safe and Civil Schools explores the reason for misbehavior in common areas, provides information on analyzing and restructuring common area settings, and addresses the design and implementation of lessons to teach expected behaviors. It also focuses on training staff to effectively supervise common areas.

Improving Safety, Discipline and Behavior Support

Safe and Civil Schools addresses the integration of safety concerns with improvements in behavior management and discipline procedures, including effective discipline referrals, correcting minor misbehaviors without resorting to disciplinary referrals, and building positive behavior supports to reduce the probability that students will misbehave.

Adapted from Safe and Civil Schools

Safe and Civil Schools **START ON TIME!**

Randy Sprick, Ph.D.

START on Time! Is a comprehensive program which guides schools through a process of designing a proactive and positive plan for improving transitions and reducing tardiness. It helps staff develop and implement effective behavior management and proactive motivational practices for halls and passing times.

Anticipated outcomes from implementing *START on TIME!* Include:

- ▲ **Reduction** of tardiness to class and disciplinary referrals from halls and passing periods (Reduce frequency of tardiness by up to 90%)
- ▲ **Increased Staff Coordination** and consistency when dealing with student behavior
- ▲ **Improved** student behavior in hallways
- ▲ **Enhanced** school/hallway safety
- ▲ **Increase instructional time** lost to tardiness
- ▲ **Increased Positive Interactions** between staff and students
- ▲ **Improved Staff Skill** in effective supervision and positive behavior support
- ▲ **Increased level of coordinated hallway supervision**
- ▲ **Data-Based Decision-Making** regarding behavior and discipline
- ▲ **Improved** school climate

START on TIME! guides a school staff through a systemic process of reviewing and revising the school's policies and procedures related to hallways, passing periods, tardiness, staff supervision and more. *START on TIME!* is structured to help each school tailor the process to fit its unique needs.

Adapted from Safe and Civil Schools



Universal Team Roles and Responsibilities



**Building Level
Universal Team Roles**

Coach:

- Provides leadership to PBS team
- Schedules and facilitates team meetings
- Attends trainings
- Liaison to district PBS Coordinator

Communications Coordinator:

- Responsible for working with the building administrator and internal coach to ensure that all correspondence, material, etc. is distributed to staff in a timely manner
- Maintains a PBS bulletin board, posters, newsletters and related communications issues
- Responsible for sending notification to appropriate staff, on up to date information with regard to the PBIS or Safe and Civil Schools activities in the school

Data Manager:

- Summarizes/organizes monthly data (including SWIS data, attendance, suspensions, Tardy(*), START ON TIME data (*), Common area data (*). (* - high schools)
- Prepares data reports and graphs
- Responsible for monitoring SWIS data entry, prepares and maintains monthly SWIS Data Reports and shares reports with the Team and staff
- Presents reports/graphs during Universal Team meetings and staff meetings
- Maintains data in the school's Comprehensive Plan binder for future use

Materials Manager:

- Responsible for maintaining and distributing training material and storing the material in a secure location at the end of each school year.

Meeting Time Keeper:

- Each agenda item should have a time limit, agreed upon by the group. The time keeper is responsible for keeping track of the time during meetings to ensure that the Team adheres to the agenda schedule and keeps the group focused and on topic.
- Monitors start/end times

Note Taker:

- Responsible for keeping an accurate record of attendance and what happened at Team meetings (records what decisions were made, how they are to be accomplished, and who is responsible)
- Distributes the minutes prior to the next scheduled meeting
- Maintains attendance and minutes in the school's Comprehensive Plan binder

Parent Liaison:

- Responsible for sustaining a relationship with the parent representative on the Team including informing the parent of meetings and providing support during the meeting

Staff Liaison:

- Responsible for working with the building administrator, coach and communications person to ensure that staff is aware of any new development with regard to PBIS or Safe and Civil Schools

Student Asset Ambassador Advisor: (High School)

- Responsible for recruiting students and engaging them as partners in creating and sustaining a safe, supportive learning environment in their school
- Attends advisory training sessions, student training sessions and meets with students to facilitate the development of service learning projects
- Facilitate after school student meetings (1 to 2 meetings per month) and maintains and submits meeting minutes and progress reports
- Facilitates an end of the year planning meeting in preparation for the following school year
- Progress/end of year reports are maintained the school's Comprehensive Plan binder

Student Representative:

- Student leader who has the ability to work in partnership with adults, to address issues that have a direct impact on student success
- Provides advice on improvement strategies to increase school connectedness, safety, support and civility
- Liaison between student body and administration/teachers



Buffalo Public Schools

INTERNAL COACH JOB DESCRIPTION

JOB TITLE: Internal Coach

JOB GOALS:

- 1.) Attend and monitor PBS trainings with team
- 2.) Ensure that PBS is implemented with integrity in their building
- 3.) Communication with the SIP team or member of SIP team
- 4.) Knows the research and practices related to school-wide behavioral support, including applied behavior analysis, and ability to use a variety of observational and interviewing skills

QUALIFICATIONS:

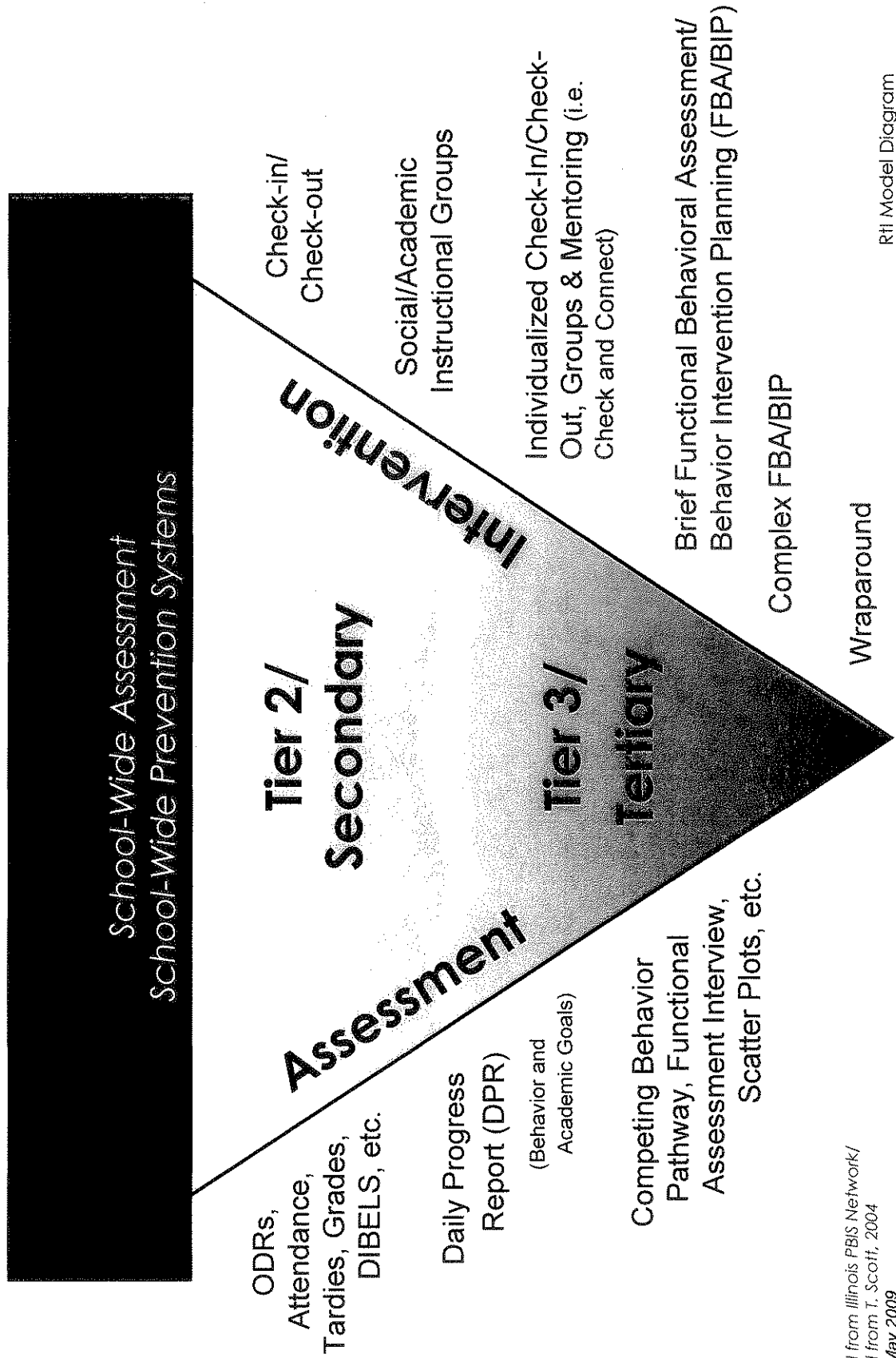
- 1.) Works in the building
- 2.) Completion of Tier 1/Universal Training
- 3.) Promotes shared decision-making but has the authority to initiate change (i.e., works closely with administrator/decision maker)
- 4.) Flexibility to attend coaching workshops

COORDINATE WITH TEAM MEMBERS THE FOLLOWING:

- 1.) Data collection in building (i.e., big five and academic data)
- 2.) Ensure expectations are taught, reinforced, and monitored at the school-wide level
- 3.) Celebrations/boosters
- 4.) Facilitation of monthly Tier 1/Universal Team meetings, including creating an agenda
- 5.) Communication of PBS activities at faculty meetings
- 6.) Collect and analyze PBS specific data
- 7.) Communicate with parent/parent liaison/PTA/PTO
- 9.) Network with other coaches



Positive Behavior Interventions & Supports: A Response to Intervention (RTI) Model



Adapted from Illinois PBIS Network/
Adapted from T. Scott, 2004
Revised May 2009

RTI Model Diagram



Buffalo Public Schools Positive Behavior Systems

Tier 2: Secondary Systems

Introduction

Secondary Systems are designed to provide targeted interventions to support students who are not responding to Universal strategies. Interventions within the Secondary System are more specific to the needs of some children and designed for a smaller number of students who are at risk of engaging in more serious problem behavior. Secondary Systems meet the needs of approximately 10-15% of students who require more focused behavioral support than is available at the Universal level but do not require intensive individualized plans provided at the Tertiary level. This would include interventions that occur after the onset of an identified concern as well as students who are at risk of developing behavioral problems.

Interventions are implemented through the use of a comprehensive developmental approach that focuses on skill development, increasing protective factors for students and families and preventing risk factors or early on-set problems from progressing.

Decisions to implement Secondary support are determined by behavioral support teams based on records of student behavior/student data compiled by classroom teachers, other professionals and may include input from the child and family. Effective Secondary interventions are meant to produce measurable changes in behavior and improvements in a student's success. Progress monitoring is used for evaluating student outcomes and/or determining if adjustments should be made to an intervention, or if a student needs more intensive interventions provided through Tertiary supports.



BUFFALO PUBLIC SCHOOLS

TIER 2: Secondary Systems Team

Purpose:

The Secondary Systems Team focuses on students that are not responding to universal supports.

Membership:

SST Chair, psychologist, social worker, school counselor

Plus, it is preferred that the following persons attend:

building administrator, 1 or 2 general education teachers, 1 special education teacher, CICO Coordinator, SAIG Coordinator

Roles on Team:

- **Meeting Facilitator:** Makes sure team follows agenda, guides the group to use time wisely and helps to facilitate conversation; especially making sure all stakeholders have a voice.
- **Recorder:** Takes notes on team-related next steps (does not record BIP for individual students).
- **Time Keeper:** Assists Meeting Facilitator in guiding the team to use time wisely and reminding team of time limits.
- **CICO Coordinator:** Reports data on CICO (number of youth on CICO, number responding, number of youth potentially in need of CICO, number of adult CICO facilitators and what support is needed for the CICO System)
- **SAIG Coordinator:** Reports data on SAIG (number of youth in SAIG, number responding, number of new youth potentially in need of SAIG and what support is needed for SAIG interventions)
- **FBA/BIP Facilitator:**
 - a) Illustrates FBA to the rest of the team through the Competing Behavior Pathway; including hypothesized function; and shares data sources and process used; including interviews that were done.
 - b) Leads team in creating a BIP; making sure all stakeholders provide input and agree with aspects of the plan that require their action.
- **Other team members/Stakeholders:**
 - a) Ask questions for clarification on FBA and come to consensus on hypothesized function or briefly brainstorm alternative function together with FBA/BIP Facilitator.

- b) Work with FBA/BIP Facilitator in creating the BIP; contributing as an 'implementer' for parts of BIP where needed (i.e. Social Worker may add student to group counseling, Special Education teacher may see youth for after-school tutoring, Counselor may add youth to CICO).

Where:

The meetings usually take place within the school building.

Why:

Data, etc.

The Secondary Systems Team focuses on students that are not responding to universal supports.

A completed Request for Assistance is submitted to the CICO Coordinator of the Secondary Systems Team. (Each building will identify the specific individual who will be the CICO Coordinator.) Submitting the Request for Assistance Form will result in the commencement of a Tier 2 behavior support strategy called: Check In Check Out.

When

The Team meets minimally, 1 time per month

Adapted from Illinois PBIS Network, August 2008



BUFFALO PUBLIC SCHOOLS

TIER 2: Problem Solving Team

Purpose:

The Problem Solving Team assesses individual youth by utilizing a brief Behavior Support Plan process that is based upon a hypothesized function of behavior.

Membership:

SST Chair, psychologist, social worker

Plus, it is preferred that the following persons attend:

building administrator, 1 general education teachers, school nurse, the referring adult, 1 parent/guardian, other stakeholders and Problem Solving Coordinator

Roles on Team:

- **Meeting Facilitator:** Makes sure team follows agenda, guides the group to use time wisely and helps to facilitate conversation; especially making sure all stakeholders have a voice.
- **Recorder:** Takes notes on team-related next steps (does not record BIP for individual students).
- **Time Keeper:** Assists Meeting Facilitator in guiding the team to use time wisely and reminding team of time limits.
- **SAIG Coordinator:** Reports data on SAIG (number and names of SAIG groups, number of youth on SAIG, number responding, number of youth potentially in need of SAIG, and what support is needed for the SAIG System)
- **FBA/BIP Facilitator:**
 - a) Illustrates FBA to the rest of the team through the Competing Behavior Pathway; including hypothesized function; and shares data sources and process used; including interviews that were done.
 - b) Leads team in creating a BIP; making sure all stakeholders provide input and agree with aspects of the plan that require their action.
- **Other team members/Stakeholders:**
 - a) Ask questions for clarification on FBA and come to consensus on hypothesized function or briefly brainstorm alternative function together with FBA/BIP Facilitator.
 - b) Work with FBA/BIP Facilitator in creating the BIP; contributing as an 'implementer' for parts of BIP where needed (i.e. Social Worker may add student to group counseling, Special Education teacher may see youth for after-school tutoring, Counselor may add youth to CICO).

Where:

Meetings usually take place within the school building.

Why:

Discuss individual youth:

- a) Before date of meeting: Meeting Facilitator will list names of students to be reviewed at next meeting, place in order of priority (based on date of request for help), send notices to all stakeholders of date/time of meeting
- b) New FBAs (First time these youth are being discussed by this team):
 - Team reviews FBA (see above "FBA/BIP Facilitator" role for details)
 - Team creates BIP
 - Schedules BIP review meeting date in 4-6 weeks
- c) BIP reviews (Follow-up discussion for youth already discussed by this team):
 - Team reviews BIP, related outcomes/data & stakeholder observations
 - Determines "progress/successful BIP" or "youth is not responding"
 - ◁ If **NOT** responding, refer to Tertiary Systems Planning Team
 - ◁ If responding, stakeholders decide on next steps; including whether to keep interventions in place or plan to fade intervention

When:

Meetings take place minimally, 1 time per month

Adapted from Illinois – PBIS Network 2009



Buffalo Public Schools Positive Behavior Systems

Tier 3: Tertiary Systems

Introduction

Tertiary supports are designed for individual students who are identified as having the most severe, chronic or pervasive concerns that may not meet diagnostic criteria. Tertiary supports are identified for approximately 1-5% of students who require more focused behavioral support than is available through Universal and Secondary supports. The goal of Tertiary support is to diminish problem behavior and increase a student's skills and opportunities for an enhanced quality of life.

A collaborative teaming process is followed when developing and implementing tertiary supports. An individualized, comprehensive and developmental approach is utilized in the implementation of Tertiary interventions that are designed to reduce risk factors and increase protective factors of students. The process includes the student with the behavior challenge and people who know her/him best working together to promote positive change.

The focus of Tertiary interventions differs from Universal and Secondary interventions in that it addresses the needs of individual students. The support is tailored to meet a student's specific needs and the characteristics and specific circumstances related to the student. In other words, Tertiary supports allow teams to vary the features of the process to provide the most individualized behavior support possible.



BUFFALO PUBLIC SCHOOLS

TIER 3: Tertiary Systems Team

Purpose:

The Tertiary Systems Team assesses individual youth by utilizing a Support Plan process that is based upon a hypothesized function of behavior.

Membership:

Psychologist, social worker

Plus, it is preferred that the following persons attend:

building administrator, student's teachers, school nurse, the referring adult, 1 parent/guardian, other stakeholders who are involved in the student's life

Roles on Team:

- **Meeting Facilitator:** Makes sure team follows agenda, guides the group to use time wisely and helps to facilitate conversation; especially making sure all stakeholders have a voice.
- **Recorder:** Takes notes on team-related next steps (does not record BIP for individual students).
- **Time Keeper:** Assists Meeting Facilitator in guiding the team to use time wisely and reminding team of time limits.
- **FBA/BIP Facilitator:**
 - a) Illustrates FBA to the rest of the team through the Competing Behavior Pathway; including hypothesized function; and shares data sources and process used; including interviews that were done.
 - b) Leads team in creating a BIP; making sure all stakeholders provide input and agree with aspects of the plan that require their action.
- **Other team members/Stakeholders:**
 - a) Ask questions for clarification on FBA and come to consensus on hypothesized function or briefly brainstorm alternative function together with FBA/BIP Facilitator.
 - b) Work with FBA/BIP Facilitator in creating the BIP; contributing as an 'implementer' for parts of BIP where needed (i.e. Social Worker may add student to group counseling, Special Education teacher may see youth for after-school tutoring, Counselor may add youth to CICO).
 - c) Students could have an individual FBA/BIP Team and/or Wrap Team and/or IEP Team

Where:

Meetings usually take place within the school building.

Why:

Discuss individual youth:

- a) Before date of meeting: Meeting Facilitator will list names of students to be reviewed at next meeting, place in order of priority (based on date of request for help), send notices to all stakeholders of date/time of meeting
- b) New FBAs (First time these youth are being discussed by this team):
 - Team reviews FBA (see above "FBA/BIP Facilitator" role for details)
 - Team creates BIP
 - Schedules BIP review meeting date in 4-6 weeks
- c) BIP reviews (Follow-up discussion for youth already discussed by this team):
 - Team reviews BIP, related outcomes/data & stakeholder observations
 - Determines "progress/successful BIP" or "youth is not responding"
 - ◁ If **NOT** responding, refer to Tertiary Systems Planning Team
 - ◁ If responding, stakeholders decide on next steps; including whether to keep interventions in place or plan to fade intervention

When:

Meetings take place minimally, 1 time per month



Student Support Team Team Roles and Responsibilities



Secondary & Tertiary Systems Planning Team Roles

Secondary & Tertiary Systems Planning Teams should each meet twice a month (once every month at a minimum). Four times a year teams should come together for a combined Secondary/Tertiary Systems Team mtg. to specifically focus on the Systems-Response Tool.

Flexible Roles for each team include: Action Plan Recorder & Time Keeper

Note: Members may have multiple standing and/or flexible roles

A) Secondary Systems Planning Team Standing Roles & Responsibilities:

1) Secondary Systems Team Leader: Oversee meeting logistics, facilitate meeting (guide agenda & ensure data is present & shared), ensure Tier 2/Tier 3 Tracking Tool is updated/saved.

2) Check-In/Check-Out Lead Coordinator: Report data on CICO (Number of youth on CICO, number responding, number of new youth potentially in need of CICO, number of adult CICO facilitators and what support is needed for CICO system?)

3) Social/Academic Instructional Groups Coordinator: Report data on SAIG (Number of youth in SAIG, number responding, number of new youth potentially in need of SAIG and what support is needed for SAIG interventions?)

4) Individualized CICO/Mentoring (Check and Connect - C&C) Coordinator: Report data on interventions (Number of youth on Mentoring etc., number responding, number of new youth potentially in need of C&C, etc., number of adult C&C mentors, etc. and what support is needed for the system?)

5) FBA/BIP Facilitator/s: Report data on Brief FBA/BIPs (Number of FBA/BIPs, number of new youth potentially in need of FBA/BIPs, progress update on BIPs and what support is needed for FBA/BIP facilitators?)

6) Tertiary Systems Planning Team Liaison: Give update on Tertiary systems, data and practices (including information from Secondary/Tertiary Tracking Tool) and brings information back from Secondary team to Tertiary Systems Planning Team.

B) Tertiary Systems Planning Team Standing Roles & Responsibilities

1) Tertiary Systems Leader: Oversee meeting logistics, facilitate meeting (guide agenda and ensure data is present and shared), ensure Tier 2/Tier 3 (Sec/Tertiary) Tracking Tool is updated & saved.

2) Wraparound Facilitator/s: Report data on Wraparounds (Number of wraps, number of new youth potentially in need of wraps, and what support is needed for wrap facilitators?)

3) FBA/BIP Facilitator/s: Report data on Complex FBA/BIPs (Number of FBA/BIPs, number of new youth potentially in need of FBA/BIPs and what support is needed for FBA/BIP Facilitators?)

4) Secondary Systems Planning Team Liaison: Give update on Secondary systems, data and practices (including information from Secondary/Tertiary Tracking Tool) and brings information back from Tertiary Team to Secondary Systems Planning Team.

Adapted from Illinois-PBIS Network 2009



**Buffalo Public Schools
District-wide Tertiary Implementation Process**

District Tertiary Coach Role Description

1) Direct support to selected buildings

- a) Co-facilitate and support Secondary and Tertiary Systems Planning Team meetings in each building
- b) Provide technical assistance and support to Secondary and Tertiary Systems Planning Team members (esp. Team Leaders/Facilitators)
- c) Provide technical assistance and support to Wraparound Facilitators
- d) Assist with data collection and data-based decision-making process
- e) Provide technical assistance and support to Secondary 'Problem-Solving' Team members (co-facilitating meetings to model where helpful)

2) District Level Support

- a) Guide/lead data collection, analysis and use at district and building levels (including data sharing and processing with PBIS Network)
- b) Co-Facilitate District Tertiary Team meetings
- c) Facilitate sustainability and generalization (expansion) of practices District-wide

3) Trainings

- a) Active participation in all Secondary and Tertiary trainings/forums recommended by the District
- b) Assist building and District staff in participating in trainings/forums
 - Assist all Teams in bringing necessary items to training

4) Technical Assistance Re:

- a) Effective team meetings
- b) Support to students and families
- c) Functional Behavior Assessment/Behavior Intervention Planning
- d) Wraparound facilitation
- e) Data-based decision-making

5) Liaison

- a) To/from PBIS Technical Assistance Coordinators
- b) To/from Building-based Secondary and Tertiary Systems Planning Teams
- c) To/from Building -based Secondary 'Problem Solving' Teams
- d) To/from District Tertiary Team
- e) To/from other District staff (psychologist, social worker, school counselor)
- f) To/from non-demo building in District for purpose of expansion

Adapted from Illinois-PBIS Network 2009



Buffalo Public Schools Tertiary Implementation Process

Wraparound Facilitators Qualities, Attributes & Role

1) Position in school/district allows:

- a. Time to facilitate wraparound meetings and do all preparation
- b. Flexibility to meet at unusual times (when needed) and to meet outside of school (when needed)
- c. Collaboration and meetings with community agencies/resources

2) Professional beliefs:

- a. Families need to be supported
- b. Family and child outcomes can improve with the right support
- c. Families need voice, choice and access to make improvements in quality of life
- d. When families' lives improve, their children do better in school

3) Professional is skilled at:

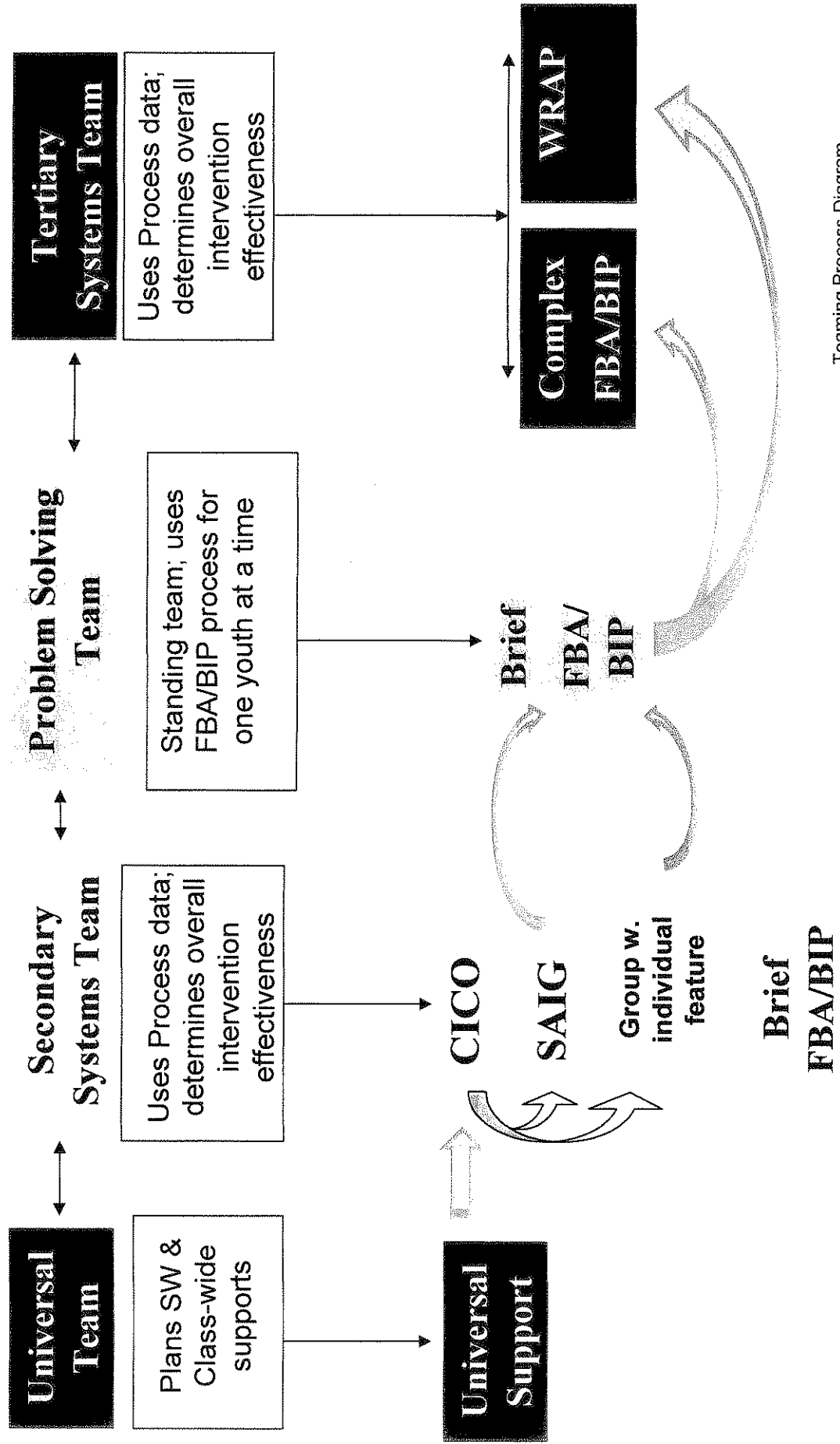
- a. Interacting positively with school staff, community service providers, students and families
- b. Effective team facilitation
- c. Time management
- d. Staying solution-focused
- e. Supporting all members to give input
- f. Maintaining a "safe" environment (no blaming, no shaming)
- g. Self-initiating activities (and is highly motivated)
- h. Knowing community agencies/resources

4) Role description:

- a. Assist Tertiary Systems Planning Team in identifying youth in need of support
- b. Begin conversations with families
- c. Assist in building wrap teams and have conversations with team members about the wraparound process
- d. Begin gathering baseline data
- e. Schedule first team meetings
- f. Keep all team meetings focused on strengths, needs and action planning
- g. Input individual youth and family data regularly (before/after each wrap meeting)
- h. Gather and organize data on individual youth and family and review weekly
- i. Assure that team meetings continue to happen at least every 2 weeks in the beginning, phasing to monthly as improvements are noted
- j. Use data to progress-monitor students weekly, to assess response to intervention/support

3-Tiered System of Support

Necessary Conversations (Teams)



Teaming Process Diagram



Descriptions of Tier2/Tier 3 (Secondary & Tertiary) Interventions

1) **Simple Tier 2/Secondary Interventions:** (i.e.) Check-In, Check-Out (CICO)

- Designed for youth not responding to Tier 1/Universal supports
- Should be relatively easy and quick to implement
- *Example:* Check-In, Check-Out (CICO)
 - One adult checks in and out with multiple youth (up to 10 students)
 - All youth get same intervention (i.e. Behavior Education Program/BEP)
 - Same check in and out time
 - Same school-wide behavioral expectations as goals
 - Same number of opportunities for behavioral feedback (ratings)
 - Same Daily Progress Report (DPR)
- Response to Intervention
 - Should include quantifiable variables such as: percentage of reduction in ODR's, improvement from baseline to follow-up data points (i.e. Time 1, Time 2), percentage of Daily Progress Report (DPR) points earned, grades, attendance, etc.
 - *Example:*
 - After 4-6 weeks of the Simple Tier 2/Secondary Intervention, student has earned 80% of Daily Progress Report (DPR) points and there has been a 50% reduction in ODR's.
- Data to Assess Impact of Intervention: Reduction in ODRs, points earned on Daily Progress Report (DPR), grades, attendance, etc.

2) **Social/Academic Instructional Groups (SAIG):**

- Designed for youth not responding to Tier 1/Universal support and/or Simple Tier 2/Secondary intervention like CICO
- Youth are supported in a small group for direct instruction of replacement behaviors, structured practice and feedback
- Three basic types of groups to consider:
 - Problem-Solving: To learn replacement behaviors for fighting, arguing, etc.
 - Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal, etc.
 - Academic Behaviors: To learn replacement behaviors for calling Out during instruction, getting out of seat, behaviors related to homework, Poor study habits, etc.

Adapted from Illinois PBIS Network, August 2008



Descriptions of Tier 2/Tier 3 (Secondary & Tertiary) Interventions

- Response to Intervention
 - Should include quantifiable variables such as:
Student/teacher/family survey of change in behavior, percentage of Reduction in ODRs, improvement from baseline to follow-up data Points (i.e. Time 1, Time 2), percentage of Daily Progress Report (DPR) points earned, grades, attendance, etc.
 - Example:
 - After 4-6 weeks of the Simple Tier 2/Secondary Intervention, student has earned 80% of Daily Progress Report (DPR) points and there has been a 50% reduction in ODRs.
- Data to Assess Impact of Intervention: Reduction in ODRs, percentage of points on Daily Progress Reports (DPR), grades, attendance, behavior surveys, etc.

3) Simple Tier 2/Secondary Interventions with Individualized Feature/s:

(i.e.) Check-In, Check-Out (CICO) with an Individualized Feature and Check-and-Connect (C&C)

- Designed for youth not responding to Tier 1/Universal supports, CICO or Social/Academic Instructional Groups
- Individualizations should be fairly generic (see below), without lengthy discussion of individual students
- Two great examples: CICO with individualized feature and Check-and-Connect
- *Check-In, Check-Out with Individualized Feature/s* (same CICO as above with one or more of the following changes):
 - Change location of Check-In and/or Check-Out
 - Change Check-In, Check-Out person (change adult or use peer instead)
 - Change Check-In and/or Check-Out time
 - Individualize student expectations/goals beyond regular school-wide expectations
- *Check-and-Connect (C&C)*
 - One adult supports one youth
 - Focus is on the connection or relationship between the adult and youth
 - Although Daily Progress Reports can be used, the focus is not on a point goal, but rather on establishing a positive connection between mentor and student
 - Intervention is designed/individualized based on needs and availability of both youth and mentor



Descriptions of Tier 2/Tier 3 (Secondary & Tertiary) Interventions

- Response to Intervention
 - Should include quantifiable variables such as: student/teacher/family survey of change in behavior, percentage of reduction in ODRs, improvement from baseline to follow-up data points (i.e. Time 1, Time 2), grades, attendance, percentage of Daily Progress Report (DPR) points earned, etc.
 - *Example:*
 - After 2-3 weeks of the C&C, student has earned 80% of Daily Progress Report (DPR) points and there has been a 50% reduction in ODRs
- Data to Assess Impact of Intervention: Reduction in ODRs, grades, attendance, percentage of Daily Progress Report (DPR) points earned, etc.

4) Brief Function-based Behavioral Intervention Planning

- Designed for youth not responding to more simple tier 2/secondary Interventions
- Interventions are chosen or designed based on assessed 'function' of the youths' behavior or skills-deficit (i.e. youth needs to know how to appropriately ask for attention)
- Interventions do not need to be complex, but instead can be rather simple

Tools

- Student SWIS data report (majors & minors)
- Teacher questionnaires/interviews
- Scatter plot data

Data used for progress monitoring

- Student SWIS data report (track majors & minors)
- Tier 2/Secondary level data sources if applicable (DPR Points, C&C questionnaire, etc.)
- Teacher questionnaire
- Simple scatter plot data

Teaming

- Generic problem solving team (representative team from School) meets with youths' teacher(s). Family is invited.

Function-based Supports may include:

- Increased adult support & monitoring (instructional prompts in the natural environment)
- Individualized school-based supports for student success (alter routines & physical arrangements)
- Function-based social skills training and practice (teach key rules & skills)
- Alternate discipline and stronger reward system (more immediate reinforcements, more obvious connections to natural reinforcement)



Descriptions of Tier2/Tier 3 (Secondary & Tertiary) Interventions

- Response to Intervention
 - Should include quantifiable variables such as: percentage of reduction in ODRs, improvement from baseline to follow-up data points (i.e. Time 1, Time 2), percentage of Daily Progress Report (DPR) points earned, etc.
 - *Example:*
 - 50% reduction in minors & ODRs, has earned 80% of DPR points, grades, attendance, post-scatter plot data indicates a 50% decrease in frequency of problem behavior
- Data to Assess Impact of Intervention: Reduction in ODRs, percentage of Daily Progress Report (DPR) points earned, direct observation data recorded on simple scatter plots, etc.

5) Complex /Multiple-life-domain FBA/BIP

- Designed for youth not responding to Tier 2/Secondary supports and/or
 - a) behavior is significantly impeding academic participation
 - b) behavior seems to be serving a purpose/function but adults do not understand function
- Individualized team created specifically for one individual youth including the family and relevant school-based adults who interact with the student and who will be implementing the plan.
- Interventions are chosen or designed based on assessed 'function' of the youths' behavior or skills-deficit (ex. youth needs to know how to appropriately ask for attention)
- Interventions will be highly individualized and/or delivered in multiple settings/domains

Tools

- Motivational/Forced Choice Reinforcement tools
- Scatter plot data or similar frequency data collection tool
- Student SWIS data report (track majors & minors)
- Teacher questionnaires/interviews
- One or more observations of youth
 - Tier 3/Tertiary team member (trained in FBA/BIP) observes student in setting/s where student displays problem behavior & in setting/s where student does NOT display problem behavior

Data Used for Progress Monitoring:

- Simple scatter plot or similar frequency data collection tool
- Student SWIS data report (track majors & minors)
- Tier 2/Secondary level data sources if applicable (BEP points, C&C questionnaire, etc.)



Descriptions of Tier2/Tier 3 (Secondary & Tertiary) Interventions

Teaming

- Individualized team created specifically for one individual youth. Includes: relevant school-based adults who interact with student And who will be implementing plan and family. Community members/services may also be invited.

Complex Function-based Behavior Supports may include:

- Increased adult support & monitoring (instructional prompts in the natural environment)
- Individualized school-based supports for student success (alter routines and physical arrangements)
- Intensive function-based social skills training and practice (teach key rules & skills)
- Alternate discipline and stronger reward system (more immediate reinforcements, more obvious connections to natural reinforcement)
- Individualized disciplinary consequences

• Responses to Intervention

- Should include quantifiable variables such as: percentage of reduction in ODRs, improvement from baseline to follow-up data points (i.e. Time1, Time 2), percentage of Daily Progress Report (DPR) points earned, etc.
- *Example:*
 - 50% reduction in minors & ODRs, has earned 80% of DPR points, grades, attendance, post-scatter plot data indicates a 50% decrease in frequency of problem behavior.

- Data to Assess Impact of Intervention: SWIS Data, Daily Progress Report (DPR), direct observation data via scatter plots, etc.

6) Wraparound support:

- Designed for youth not responding to Tier 2/Secondary or FBA/BIP supports and/or:
 - a) are at-risk for change of placement
 - b) family & school are not collaborating around solutions
 - c) has needs in multiple life domains
- Supports are chosen or designed based on strengths & needs of youth and family
- Supports will be highly individualized and delivered in multiple life domains



Descriptions of Tier2/Tier 3 (Secondary & Tertiary) Interventions

Data Used for Progress Monitoring

- Other data sources to be monitored more frequently outside or wrap team meetings may include:
 - SWIS data (Minors & Majors)
 - Weekly academic progress
 - BEP points

Teaming

- Team includes the family and a balance of school professions, community representation & natural supports.
- Wrap team meetings held more frequently in the beginning until sufficient progress is made.

• Wraparound Supports may include:

- Individualized supports across home, community, & school domains for student and family based on needs & strengths
- Collaboration and academic/behavioral support in regular education settings

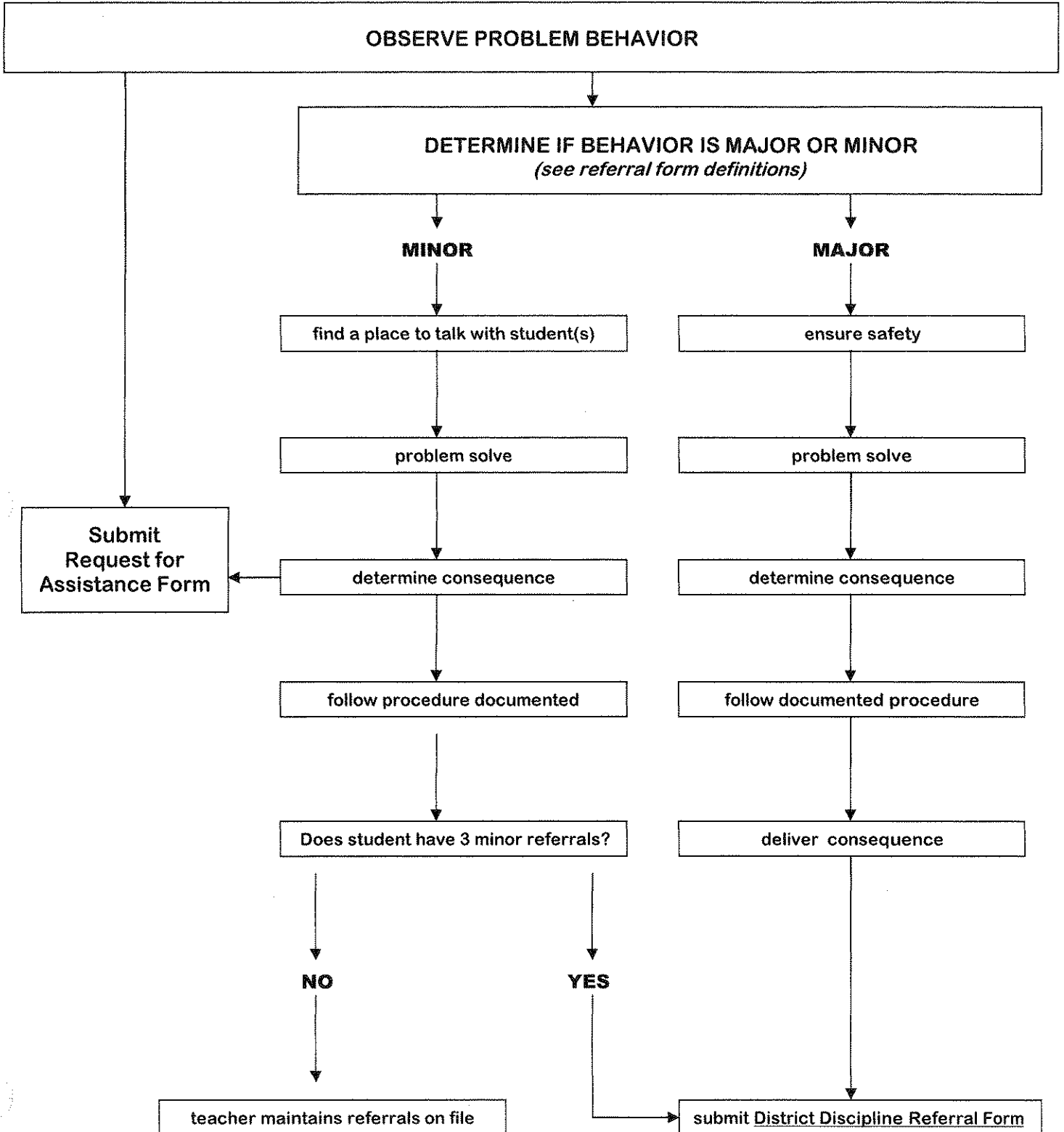
• Response to Intervention

- Should include quantifiable variables such as: percentage of reduction in ODRs, improvement from baseline to follow-up Data points (i.e. Time 1, Time 2), percentage of Daily Progress Report (DPR) points earned, grades, attendance, etc.

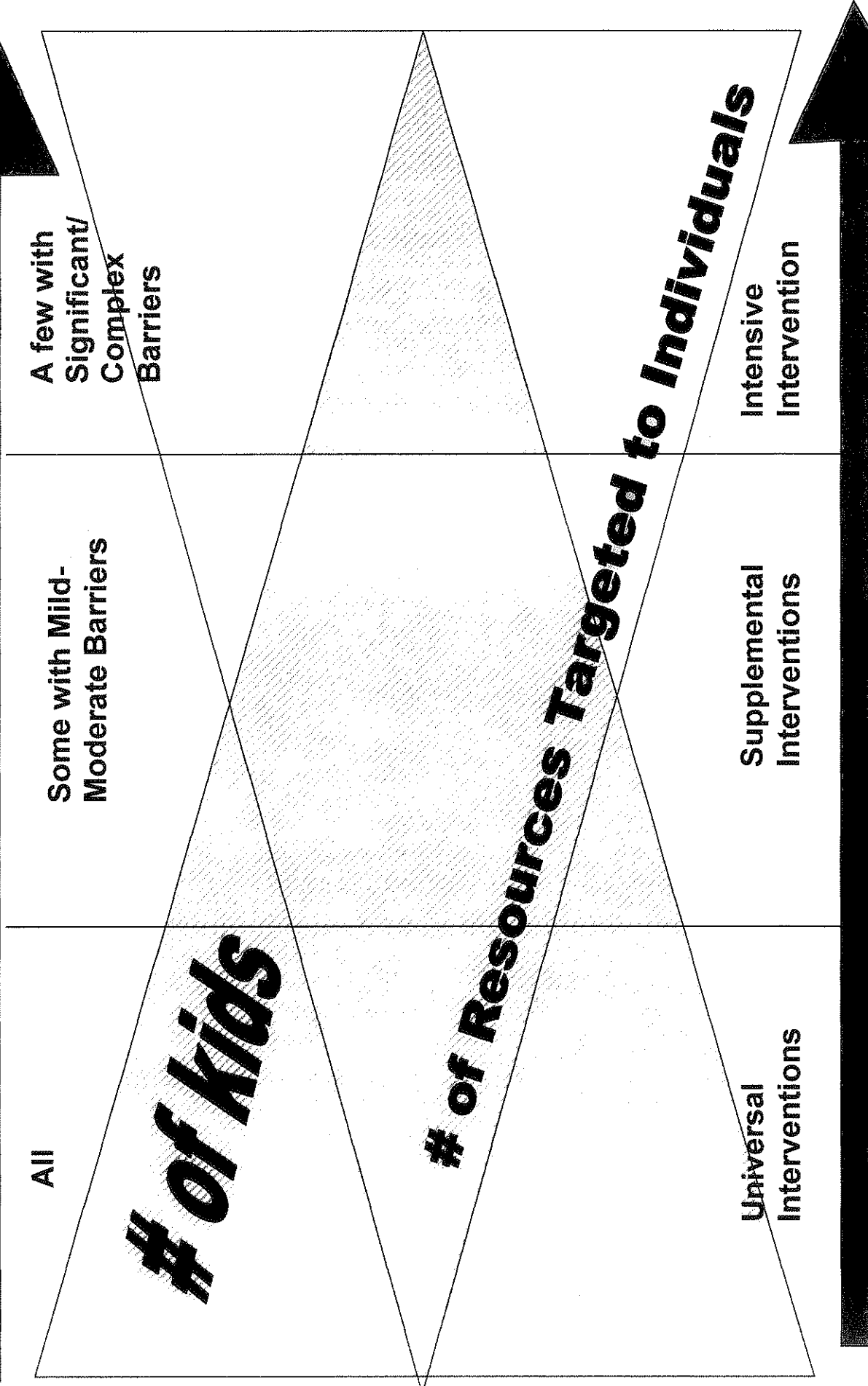
- Data to Assess Impact of Intervention: SWIS Data, grades, attendance, Daily Progress Report, etc.



GENERAL PROCEDURE FOR DEALING WITH PROBLEM BEHAVIORS



Problem Intensity/Complexity



Continuum of Programs and Services
Problem Intensity-Complexity Diagram



6.24.11