PBIS Processes Guide
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What Is PBIS?

Milwaukee Public Schools has had a Positive Behavioral Interventions and Supports (PBIS) framework in place for several years.

Research supports that a PBIS system, implemented with fidelity, effectively reduces classroom disruptions and student suspensions through a schoolwide, systematic, tiered-intervention approach that leads to increased student achievement. Schoolwide PBIS provides an operational framework for achieving these outcomes.

More importantly, PBIS is not a curriculum, program, intervention, or practice but is a decision-making framework that guides selection, integration, and implementation of the best research-based academic and behavioral practices and interventions for improving student academic and behavior outcomes for all students.

Research on PBIS


PBIS: What It Isn’t/What It Is

PBIS is not

- only a means to identify students for special education,
- only for special education students,
- a replacement for consequences within the school,
- an award system for students,
- a classroom management system.

PBIS is

- a systematic way of identifying student strengths and weaknesses;
- Tier 1, Tier 2, and Tier 3 supports and interventions;
- shared roles and responsibilities of all staff members;
- for all students;
- the use of research-based practices in classroom management and tiered intervention services;
- a continuum of support, using data to make decisions.

The PBIS framework provides systems and processes that serve two primary goals:

1. Supporting all students’ behavioral and social-emotional needs through effective classroom and schoolwide supports and interventions that increase in intensity

2. Structured collection of data that can contribute to decision making about student needs

Wisconsin Department of Public Instruction (DPI) Vision for RtI/PBIS

https://dpi.wi.gov/rti

Every Student Succeeds Act (ESSA)

https://www.ed.gov/essa

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, providing equal opportunity for all students and requiring that all students identified for more support must receive evidence-based interventions. PBIS provides the framework for individual teachers, schools, and school districts to meet the federal guidelines within ESSA in terms of identifying students performing below benchmark, providing students with evidence-based interventions, and collecting data on student performance and growth.
Framework for Other Approaches

PBIS nationally serves as the framework to help guide teaming, data, and action planning to support various other approaches or initiatives in school climate and student behavior. Other approaches, such as mindfulness, restorative practices, etc., work with the overarching framework of PBIS. PBIS does not dictate which supports students are in need of; PBIS provides the systems and processes/protocols that help guide schools to use data and input from families, students, and the community to decide which supports are needed. PBIS allows for schools to provide tiered supports and interventions based on student and school need.
Tiers Overview

Tier 1

PBIS starts at Tier 1 with universal supports throughout the school for all students using various best practices. These universal supports start with relationship building and positive community building with all students. These are the five universal supports for all students in all settings:

- Build relationships
- Set expectations, rules, and procedures
- Teach expectations, rules, and procedures
- Redirect and set consequences
- Acknowledge

School teams use data-based decision making to ensure that the needs of all students are met at Tier 1. Screening occurs on a regular basis to identify students who are in need of greater support within the PBIS framework.
Tier 2

Tier 2 is for those students who are identified for additional support/intervention as a result of the screening process and the use of multiple data points. Students identified for a Tier 2 behavior intervention receive additional support in addition to Tier 1 on specific behavioral/social-emotional skills based on their individual needs. Tier 2 usually occurs in small groups and adjusts in intensity based on student need. Students receiving a Tier 2 intervention are progress monitored regularly using a daily progress report (DPR).

These are the primary Tier 2 behavior interventions in Milwaukee Public Schools:

- Check-In/Check-Out (CICO)
- Individualized Check-In/Check-Out
- Social Academic Instructional Group (SAIG)
- Behavior Assessment/Intervention Plan (BAIP)
Tier 3

Students who have received a Tier 2 intervention at fidelity and are not responding to the intervention should be transitioned to a Tier 3 intervention through the BIT. Tier 3 interventions have a student-specific action group created to support the individual needs and goals of the student with a student-created and strengths-based action plan. Only staff members officially trained in a Tier 3 behavior intervention should serve as the facilitator of a Tier 3 intervention. Any staff member identified can serve as a member of the student-specific action group.

Fidelity Check:
- Do staff members use data to make decisions at all three tiers of PBIS?
- Do staff members understand their role in providing universal supports to all students?
- Is Tier 1 conducted at fidelity prior to Tier 2?
- Are student-specific skills addressed at Tier 2 and Tier 3?
- Is Tier 2 conducted at fidelity prior to Tier 3?
Tier 1: Schoolwide Systems

PBIS Tier 1 is supported through a Tier 1 or universal supports team that meets regularly. This team uses data to create systems and processes to ensure that Tier 1 supports are in place for all students. These supports serve as a framework for other approaches as well, including mindfulness, restorative practices, social-emotional learning, mental health, trauma-sensitive practices, culturally responsive practices, and others. The PBIS framework serves as the overarching framework with systems, processes, and practices that support those other approaches to help meet the behavioral and social-emotional needs of all students.

The Nine Key Components of Tier 1 at a School Level

1. School-based team
2. Data-based decision making
3. Positively stated schoolwide expectations and rules
4. Teaching of behaviors
5. Relationship and community building
6. Support around negative behaviors
7. Two-way communication with families and community members
8. Ensuring that all students receive feedback when making positive decisions
9. Braided with other approaches
1. School-based Team

The school must have a school-based team that meets monthly, takes minutes, and uses data to make schoolwide decisions to meet the behavioral and social-emotional needs of students. The team should comprise staff members throughout the school, including teachers from various grade bands, special education teachers, support staff, and other staff members, including safety aides or paraprofessionals when appropriate. There should be an identified team coordinator who ensures that Tier 1 is being conducted at fidelity and action plans are made in areas of improvement. This team coordinator must have classroom management experience and can be an administrator or a teacher. An administrator must be engaged with this team to help make decisions and ensure that schoolwide systems and processes are adjusted based on data. Engagement may vary and can include actively attending the meeting, coming at a specific time to a meeting, meeting with the coordinator outside of the meeting, or another means of engagement.

Fidelity Check:
- Do you have an identified Tier 1 team?
- Is the team made up of individuals from across the school, including various grade bands?
- Do you have an identified team coordinator with classroom management experience?
- Are minutes taken online and updated monthly?
- Is an administrator engaged with the team, and are decisions being made?
2. Data-based Decision Making

Within the PBIS framework, the school-based team should use data to make decisions. A variety of data points should be used, including referral data (referrals by time, location, problem behavior, etc.); suspensions; attendance; staff observation; feedback from students, staff members, and families; and other data points of interest at the school. All data should be looked at through a culturally and linguistically responsive lens with the school looking at specific subgroups, including black students, students with an IEP, etc. The school-based team should create a system for sharing data with all staff members on a regular basis. This could be during a staff meeting, over email, posted in a secure location, or through another system. The team must ensure that data is used to help make decisions and improve school climate and not used just to reinforce previously held beliefs about students and school climate.

Best practice for review of data is to use data to come to a precise problem statement and go through the school-climate data discussion protocol.

Precise Problem Statement: ____________________________________________________________

<table>
<thead>
<tr>
<th><strong>Prevention</strong> (How can we avoid the problem context?)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong> (What behavioral lesson will you have, etc.?)</td>
<td></td>
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<tr>
<td><strong>Acknowledgment</strong> (How will you adjust your acknowledgment system?)</td>
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<tr>
<td><strong>Extinction</strong> (How can we avoid the problem context?)</td>
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<tr>
<td><strong>Corrective Consequence</strong> (What are efficient, consistent consequences for problem behavior?)</td>
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<tr>
<td><strong>Data Collection</strong> (Collect ODRs, survey staff, observations, etc.)</td>
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</table>

Fidelity Check:
- Does your Tier 1 team review data monthly?
- Is data used to make decisions and improve school climate, or is it just looked at and documented?
- Does your Tier 1 team collect observational data from students, staff members, and families on a regular basis?
- Is data shared with staff members monthly?
- Are minutes taken online and updated monthly?
3. Positively Stated Schoolwide Expectations and Rules

Schools select 3–5 schoolwide expectations that all rules in all settings fit within. Traditionally most schools have selected the expectations of “Be Safe, Be Respectful, and Be Responsible.” Schools do have the option to use other expectations – expectations do not have to contain the word “Be” in them – and schools can add to their expectations. Expectations should be positively stated and be universal, meaning that they apply to all students in all settings.

Within each setting of the school (the auditorium, cafeteria, recess, classroom, etc.), specific rules are created that fit within the schoolwide expectations. For example, within “Be Safe” in the cafeteria, the rule would be “walk at all times.” Rules are positively stated and list behaviors you want to see from the students, not listing the negative behaviors you do not want to see. The rules in each setting should be updated as needed and contain student voice. Schools should also ensure that the schoolwide expectations and individual setting rules are culturally responsive for the student body at your school.

Schools should create an “expectations matrix” (see below) that lists the schoolwide expectations and the corresponding rules in each setting.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Hallway</th>
<th>Lunchroom</th>
<th>Bathroom</th>
<th>Playground</th>
<th>Bus</th>
<th>Assembly</th>
<th>Office</th>
<th>Entrance/Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Follow directions</td>
<td>Listen to supervisors</td>
<td>Use toilet, sink, &amp; towels correctly</td>
<td>Return equipment to its proper place</td>
<td>Listen to the driver and follow directions</td>
<td>Sit/remain in assigned area</td>
<td>Show your pass</td>
<td>Line up immediately</td>
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<tr>
<td></td>
<td>Have a hall pass</td>
<td>Clean up your space</td>
<td>Keep it clean</td>
<td>Play fairly</td>
<td>Be On Time</td>
<td>Get permission to leave</td>
<td>Have a purpose</td>
<td>when signaled</td>
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<tr>
<td></td>
<td></td>
<td>Use a napkin</td>
<td></td>
<td>Line up immediately when signaled</td>
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<td><strong>Be Respectful</strong></td>
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</table>

Curtin Cougar Behavior Matrix

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</table>

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Individual teachers should create their classroom rules within the schoolwide expectations with student voice. The classroom rules should not be created by the universal team and given to classroom teachers; these should be created at the classroom level with the teacher collaborating with students for creation of the rules.

More information on classroom expectations, rules, and procedures can be found in this guide in the section “Tier 1: Five Universal Supports in All Settings – Setting Expectations, Rules, and Procedures.”

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td>Walk at all times on right side in straight line</td>
<td>Clean up after yourself</td>
<td>Participate in activity</td>
<td>Leave no trace</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Put away equipment</td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Keep hands and feet to self</td>
<td>Keep food on tray</td>
<td>Line up at bell</td>
<td>Quiet voices</td>
</tr>
<tr>
<td></td>
<td>Stay quiet</td>
<td>Hands and feet to self</td>
<td>Share equipment</td>
<td>Walk</td>
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<tr>
<td></td>
<td></td>
<td>Quiet voices</td>
<td>Take turns</td>
<td>Respect privacy</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Walk</td>
<td>Stay seated until dismissed</td>
<td>Hands and feet to self</td>
<td>Keep water in sink</td>
</tr>
<tr>
<td></td>
<td>Hands and feet to self</td>
<td>Walk</td>
<td></td>
<td>Wash hands with soap</td>
</tr>
<tr>
<td></td>
<td>Face forward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be There/Be Ready</td>
<td>Stay with class</td>
<td>Know lunch #</td>
<td>Have appropriate clothing</td>
<td>Get in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Get out</td>
</tr>
</tbody>
</table>

All expectations and rules should be posted throughout the school on student-friendly (or student-created) posters. These posters will not automatically ensure that students meet the expectations in the setting, but they should be used as a teaching tool to help students meet the expectations in all settings. Teachers should use these as a reference and reminder for students.

**Fidelity Check:**

- Are your schoolwide expectations reviewed/updated regularly?
- Has your Tier 1 team created a behavior matrix that is shared with all staff members annually?
- Is data used to make decisions and improve school climate, or is it just looked at and documented?
- Does your Tier 1 team collect observational data from students, staff members, and families on a regular basis?
- Is data shared with staff members monthly?
- Are minutes taken online and updated monthly?
4. Teaching of Behaviors

All expectations, rules, and procedures must be explicitly taught to students throughout the school year. The method in which these are taught may vary by grade level and specific needs of the students. Schools should create specific times in the beginning of the school year to teach the various expectations, rules, and procedures in all settings throughout the school. The school should hold “booster” sessions when data indicates that students are struggling with a specific behavior or in a specific setting.

For example, if the data shows that students are struggling with cafeteria expectations of being responsible and safe, the school should hold a booster session bringing students to the cafeteria to discuss and review the expectations and allow an opportunity for students to practice. Schools should also schedule boosters to review overall schoolwide expectations after natural breaks in the school calendar, such as winter and spring break. After students return to school from these breaks, schools are encouraged to hold boosters to review overall behavior expectations and increase excitement for positive behaviors throughout the school day in all settings.

All staff members should utilize the best practice of “pre-correction” in all settings. Pre-correction is when you review the specific rules or procedures before transitioning into a new setting or activity. For example, before leaving the classroom, the teacher would “pre-correct” and remind the students of the specific hallway rules of walking on the right, hands to yourself, and indoor voices only. Before going out to recess, a staff member pre-corrects students about the expectation of being respectful at recess and what procedures to follow when lining up to leave. This review of the expectations, rules, and procedures can be led by the staff member or by having the students think about the expectations, rules, and procedures and asking for volunteers to share out.

Teachers should take time to teach the specific expectations, rules, and procedures to all students on a regular basis in the classroom. More information on teaching expectations, rules, and procedures in the classroom setting can be found in this guide in the section “Tier 1: Five Universal Supports in All Settings – Teaching Expectations, Rules, and Procedures.”

Fidelity Check:

- Has the school scheduled time at the beginning of the year to teach students behavior expectations in all settings?
- Does the school hold boosters on specific behaviors or specific settings when the data indicates students are struggling with behaviors?
- Are all staff members seen using “pre-corrections” with students before transitioning throughout the school?
5. Relationship and Community Building

All staff members must work to ensure that they are building relationships with all students on a daily basis. Schools should identify a schoolwide relationship building strategy that is used by all staff members to build a connection to all students. Research shows that students learn best in an environment in which there is a strong, positive community of learners. The school should take time on a regular basis to engage in specific activities to build a community in the school and in all classrooms. School leaders must prioritize community building and allow the time for teachers to engage in community building during the instruction day. Teachers should take time to create a positive community in the classroom in which all students feel as if they are positive members of the community and have a relationship with the teacher. More information on building positive relationships in the classroom setting can be found in this guide in the section “Tier 1: Five Universal Supports in All Settings – Building Relationships.”

Fidelity Check:

- Has the school identified at least one schoolwide strategy all staff members use to build relationships with students?
- Has the school set aside time for building schoolwide and classroom communities?
- Does administration prioritize building a positive community throughout the school with all staff members and students?

6. Support around Negative Behaviors

All schools must have a T-chart displaying classroom-managed and office-managed behaviors that is updated regularly with input from all staff members. The T-chart serves as a resource so that all staff members are aware of which behaviors they need to have classroom management strategies to support and which behaviors they should refer to an administrator. The T-chart should be updated and reviewed at least annually, but it can be updated whenever there is a need to update specific behaviors throughout the year. All classroom-managed behaviors should be managed by staff members with a specific strategy and documented in Infinite Campus as a PLP Contact Log–Behavior. The PLP Contact Log–Behavior should list the behavior and a specific strategy used. All classroom-managed behaviors can become office-managed behaviors if the student has exhibited the behavior over time and the staff member has successfully attempted a variety of strategies without successfully changing the behavior. All office-managed behaviors must have a behavior referral completed in Infinite Campus. Not all office-managed behaviors must lead to a suspension. Administration will review the situation and any strategies used by staff members in determining the most appropriate administrator action as a result of the office-managed behaviors.
### Generic MPS School
#### T-Chart of Behaviors

<table>
<thead>
<tr>
<th>Classroom-Managed Behaviors</th>
<th>Office-Managed Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/tardiness</td>
<td>Chronic tardiness</td>
</tr>
<tr>
<td>Profanity</td>
<td>Vandalism and/or defacement of school property</td>
</tr>
<tr>
<td>Lack of homework</td>
<td>Substances</td>
</tr>
<tr>
<td>Lack of supplies</td>
<td>Chronic teacher-managed behavior (detrimental to the learning or safety of others)</td>
</tr>
<tr>
<td>Tattling</td>
<td>Weapons</td>
</tr>
<tr>
<td>Noncompliance</td>
<td>Assault</td>
</tr>
<tr>
<td>Refusing orders</td>
<td>Battery</td>
</tr>
<tr>
<td>Sleeping in class</td>
<td>Fighting</td>
</tr>
<tr>
<td>Wearing a hoodie</td>
<td>Verbal/physical intimidation</td>
</tr>
<tr>
<td>Persistent annoyance</td>
<td>Major stealing</td>
</tr>
<tr>
<td>Name calling</td>
<td>Gang-related activity</td>
</tr>
<tr>
<td>Teasing</td>
<td>Skipping school</td>
</tr>
<tr>
<td>Lying</td>
<td>Harassment and/or assault (including sexual)</td>
</tr>
<tr>
<td>Cheating</td>
<td>False alarms (fire/AED)</td>
</tr>
<tr>
<td>Dress code violations</td>
<td></td>
</tr>
<tr>
<td>Toys</td>
<td></td>
</tr>
<tr>
<td>Gum chewing</td>
<td></td>
</tr>
<tr>
<td>Electronics/cell phone</td>
<td></td>
</tr>
</tbody>
</table>

This T-chart is to serve as an example and starting point for schools in creating or updating their school T-chart. This should be created at the school level with input from all staff members. The school, working with the PBIS team, should ensure that all staff members are comfortable with strategies to manage all classroom-managed behaviors. Classroom-managed behaviors should be documented in PLP Notes–Behavior, and office-managed behaviors should be documented as a behavior referral in Infinite Campus. Not all office-managed behaviors must end with a suspension.
School PBIS teams should ensure that all staff members are aware of a variety of strategies to support all students with classroom-managed behaviors. Schools should take time to brainstorm and practice various strategies as a staff. Staff members should share best practices for specific situations, locations, or specific students. The PBIS team should take time monthly to ensure that all staff members have a variety of strategies to address behaviors that are showing up more in the data. Example strategies can be found on mConnect:

https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Initiatives/Interventions/Behavior-Interventions.htm

Fidelity Check:

- Has the T-chart been updated with input from all staff members this year? Has the T-chart been shared with all staff members?
- Do all staff members understand their role with classroom-managed behaviors?
- Do all staff members understand strategies that they can use with classroom-managed behaviors?
- Does the school take time on a regular basis to discuss negative behaviors and to discuss/practice various classroom-management strategies?
7. Two-Way Communication with Families and Community Members

A key component of a tiered system of support is being sure to engage all families in the overall climate of the school. This engagement must involve two-way communication, which entails not only communicating to the families with updates and concerns but also offering opportunities for families to provide feedback and concerns back to the school and individual teachers. Schools should create systems through which families have opportunities to actively participate in decisions being made on school climate and behavioral supports. This could be through surveys, a family night, phone calls home asking for feedback, etc.

Individual teachers should also work to ensure that they reach out to families not only when trouble behaviors occur but also early and often to build those positive relationships with all families. Schools can use resources such as REMIND App or ClassDojo to communicate with families.

The Wisconsin RtI Center has a variety of resources on family engagement as well: https://www.wisconsinrticenter.org/educators/rti-in-action/family-engagement.html as well as the national PBIS Technical Assistance Center: https://www.pbis.org/family/family-engagement

Fidelity Check:

- Is the school’s parent coordinator an active member of your school’s PBIS Tier 1 team?
- Does the school send communications home to all families in appropriate languages as needed?
- Do all staff members make connections with families and encourage families to actively engage in school activities?
8. Ensuring that All Students Receive Feedback When Making Positive Decisions

Schools must ensure that there are systems in place for all students to receive feedback when students make positive decisions about their behaviors. This feedback can occur in the form of verbal or tangible acknowledgment. Schools are very good at providing academic feedback when students make good academic decisions, such as verbal praise for answering questions correctly and getting good grades in a class. In the same way, the school must have a system for students to receive feedback about their behavioral decisions. The primary benefit of these systems of acknowledgment is to reinforce the teaching of new behaviors and encourage the behaviors we want to occur again in the future. The tangible acknowledgment (which is optional) merely serves as a prompt for the adult to remember to recognize the positive student behavior.

Research shows that all students should receive feedback in the ratio of 5:1 – five positive interactions/feedback from adults to one negative or corrective interaction/feedback from adults. The most effective verbal feedback uses the student’s name, is specific to the behavior exhibited, and is received by the student in a timely manner. Schools should have a continuum of acknowledgments, including frequent, intermittent, and long-term acknowledgments.
<table>
<thead>
<tr>
<th>Continuum</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent</td>
<td>Used when student is learning a new skill. Reinforcement (known as flooding) is used when the student displays the skill then faded back when students are able to demonstrate the skill. Everyone should have access to this.</td>
<td>Specific positive feedback, High-fives, Thumbs up, Ticket/card, Note home, Stickers</td>
</tr>
<tr>
<td>Intermittent</td>
<td>Used to maintain a skill that has been learned. Reinforcement is used intermittently when student displays the skill. Everyone should have access to this.</td>
<td>Positive phone call/email, Postcards, Student of the week, Class-wide challenge, Special privileges, Extended recess, Choice of activity</td>
</tr>
<tr>
<td>Long-term</td>
<td>Based on a goal that is achievable within 3–6 months. <em>All students</em> are a part, and all take part. If the school is holding a long-term acknowledgment, all students are involved.</td>
<td>Schoolwide assembly, Social activity</td>
</tr>
</tbody>
</table>

Individual teachers can also have their own acknowledgment systems within their classroom based on individual student behaviors or whole-class behaviors. More information on classroom acknowledgment in the classroom setting can be found in this guide in the section “Tier 1: Five Universal Supports in All Settings – Acknowledging.”

**Fidelity Check:**
- Do all staff members ensure that they verbally acknowledge all students?
- Does the school have frequent, intermittent, and long-term acknowledgment opportunities for students?
- Do ALL students have the opportunity to be acknowledged for behavior decisions?
9. Braided with Other Approaches

Schools, through the PBIS Tier 1 team, should ensure that all practices supporting school climate and student behaviors are viewed through a culturally responsive lens and a trauma-sensitive lens.

Trauma-sensitive schools (TSS) are schools that strive to create a school community that prevents trauma and re-traumatization. Specifically, trauma-sensitive schools

- realize the prevalence of trauma in students’ lives,
- recognize the impact of trauma on academic and behavioral functioning,
- respond by providing universal and multi-tiered supports that are sensitive to each student’s unique needs, and
- are mindful of creating policies, procedures, and practices that avoid re-traumatization.

Re-traumatization is when one is re-traumatized in the school environment due to lack of sensitivity to one’s traumatic experience(s) and lack of support in the school environment to overcome those traumatic experiences. More information can be found through the Violence Prevention Program on mConnect: https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/cao/Specialized-Services/Allied-Health/Violence-Prevention/Trauma-Sensitive-Schools.htm

There are a number of TSS modules that have been conducted district-wide over the years. All staff members have access to previous modules on mConnect: https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/cao/Specialized-Services/Allied-Health/Violence-Prevention/Trauma-Sensitive-Schools.htm New staff members are encouraged to go through the modules, as are any returning staff members who want to refresh their understanding.

Other approaches that support student behavioral and social-emotional needs that are braided within the schools’ PBIS framework include mindfulness, mental health, restorative practices, social-emotional learning (Second Step), and others. More information on any of these other approaches can be found on Violence Prevention Program’s page in mConnect: https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/cao/Specialized-Services/Allied-Health/Violence-Prevention.htm

All aspects of the PBIS framework must also be implemented through a culturally responsive lens. Work in culturally responsive practices falls within the framework to help guide systems and processes that need to be implemented for our becoming more culturally responsive in our schools and classrooms.
Milwaukee Public Schools is following Wisconsin RtI Center’s Model to Inform Culturally Responsive Practices.

More information on each of the aspects of the model can be found on the “Culturally Responsive Practices” mConnect page: [https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Innovation/Equity/Culturally-Responsive-Practices.htm](https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Innovation/Equity/Culturally-Responsive-Practices.htm)

**Fidelity Check:**
- Does your PBIS Tier 1 team discuss various approaches that can help support the PBIS framework based on student need?
- Has your school, and have all staff members, experienced the MPS trauma-sensitive schools modules?
- Is time spent as a school exploring culturally responsive practices?
Tier 1: Five Universal Supports in All Settings

**Building Relationships**

Universal supports start with all students having the opportunity to build relationships across the school with all adults and with their peers. In all settings, all staff members should take time to get to know the students and build in opportunities to build a community inclusive of all students.

In the classroom, teachers are encouraged to build in time and a structure for the regular use of community building and relationship-building activities for all students. Some examples of activities can be found in the MPS Relationship-building Strategies Guide (https://tinyurl.com/mpsrelationshipbuilding), Pinterest, or through an Internet search.

If there are specific students struggling with a relationship with you as an adult in the school, a popular research-based strategy is the “2x10 strategy.” The 2x10 strategy asks the educator to meet with an identified student who is having behavior struggles in class for 2 minutes for 10 consecutive school days to talk about whatever the student wants to talk about. During this time the educator does not discuss the student’s academic or behavior struggles and concerns. This time is to talk to the student about his or her life, interests, and positive things.
Example conversations:

- Ask about any pets the student may have.
- Discuss family members or holiday celebrations.
- Find out what sports teams the student is interested in.
- Student talks about a movie/TV show that he/she has seen recently.
- Student shares a hobby he/she enjoys.
- “I noticed you like ___. I really don’t know anything about that, but I’m curious about it because I know you enjoy it so much.”
- What kind of superpower do you wish you had?
- What kind of animal would you be if you could choose?
- What is your earliest memory?
- Describe what would be a perfect day.
- What part of the school day do you love the most?

*Setting Expectations, Rules, and Procedures*

Individual teachers should create their classroom rules within the schoolwide expectations with student voice. The classroom rules should not be created by the universal team and given to classroom teachers; these should be created at the classroom level with the teacher collaborating with students for creation of the rules.

- *Expectations* are 3–5 positively stated broad statements that apply to all people and all settings. They are a general statement of the behavior you expect in your school. Most schools use “Be Safe, Be Respectful, and Be Responsible,” but your school may have different expectations.

- *Rules* are more specific and positive statements that fit within the schoolwide expectations. These should be created with student voice.

- *Procedures* are specific reminders or sequential steps that can help to operationalize expectations and rules. They are numerous and are setting-specific and activity-specific.

- Expectations, rules, and procedures are similar in the following ways: they are stated positively, they state the criteria for successful performance, and they must be taught and rehearsed.
Routine procedures

- are used so students have a clear knowledge of what is expected in the classroom when they enter the classroom, when work has been finished early, when there are classroom interruptions, when help is needed, when they are in transition periods, etc.;
- are positively stated for students to know what exactly is expected of them;
- should appear in a large display to refer to, showing what respectful, responsible, and safe behavior looks like in the classroom throughout the year.

Here is the template for a classroom matrix of classroom rules within the schoolwide expectations.

In the example above, you have the schoolwide expectations down the column on the left. Across the top, the teacher thinks of routines or times within the class period for which there are specific behaviors you would like to see from your students. Within each column, the classroom should collaborate on what the positively stated routine procedures should be in order to reach the expectation. For example, under Whole Group in the row for Be Respectful, you could have “Raise your hand”; for Be Responsible, “Come prepared to learn”; and for Be Safe, “Remain in your seat.” As a class, you should discuss what it looks like to meet the schoolwide expectations in each of these settings.

After creating those procedures for each of the routines, you should look for trends across rows to create 4–5 positively stated classroom rules. For example, if for Be Respectful you have reminders such as “Use indoor voices” under Classroom Entry, “Raise your hand” under Whole Group, and “Indoor voices” under Small Group, you should have a Classroom Rule as “Use appropriate voice level.”
Here is an example of a completed matrix:

<table>
<thead>
<tr>
<th>Routines</th>
<th>Classroom Entry</th>
<th>Whole Group</th>
<th>Small Group</th>
<th>Classroom Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Enter/exit classroom prepared</td>
<td>Listen to directions</td>
<td>Listen to directions</td>
<td>Use appropriate voice level</td>
</tr>
<tr>
<td></td>
<td>Use indoor voices</td>
<td>Cooperate with others</td>
<td>Allow others to contribute</td>
<td>Listen to directions</td>
</tr>
<tr>
<td></td>
<td>Greet teacher with a smile</td>
<td>Raise hand</td>
<td>Indoor voices</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Place materials in correct bin</td>
<td>Take notes</td>
<td>Participate as a group</td>
<td>Follow directions</td>
</tr>
<tr>
<td></td>
<td>Begin warm-up promptly</td>
<td>Eyes focused on teacher</td>
<td>Use time wisely</td>
<td>Be prepared and willing to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td>Walk</td>
<td>Stay in seat</td>
<td>Remain in group areas</td>
<td>Use hands, feet, and materials appropriately</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, and body to yourself</td>
<td>Use all materials appropriately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reminders:

- Students should participate in a hands-on creation of these procedures and rules.
- All rules and procedures should be positively stated and practiced in the classroom throughout the year.
- Individual students may need extra practice if they demonstrate they are not following what is expected of them.

*Teaching Expectations, Rules, and Procedures*

Just as we teach $2 + 2 = 4$, we must be sure to teach students the expectations, rules, and procedures. Regardless of grade level, we must teach students the expectations, rules, and procedures, but grade level will affect the process of how we teach them.

One popular method of teaching procedures is the “I do, we do, you do” model (oftentimes also called gradual release of control). In this model, first the teacher does the procedure himself/herself talking through each step (“I do”). In the next step, the teacher does the procedure with the students, providing feedback along the way (“We do”). The final step is that the students go through the behavior themselves without the teacher. If the students struggle with the procedure, the teacher starts back over at the “I do” step of the process.

Pre-correction is when the teacher reviews the expectations prior to transitioning to a new activity or a new setting in the school; for example, before getting into small groups, passing out
a test, or lining up to go to recess. Pre-corrects are very short (2–3 minutes); must occur prior to the transition; are used to remind students of expectations, rules, and procedures previously learned; should be used in conjunction with a visual reminder such as an expectations poster; and can be teacher-led or student-led once students have fully learned the expectations, rules, and procedures.

Redirecting/Setting Consequences

Teachers should familiarize themselves with the school T-Chart of Behaviors and be sure to have strategies for all behaviors that are considered “classroom-managed.”

Some example strategies to use on an ongoing basis to support all behaviors include the following:

- Using direct “I” statements
- Changing proximity (being closer to student)
- Repeating requests
- Remaining calm/teacher tone
- Allowing time
- Asking reflective restorative questions
- Using more start requests rather than using all stop requests
- Making descriptive requests
- Reinforcing/acknowledging

Example strategies to use with specific students in specific situations:

- Seat change
- Secret signal
- Proximity control
- One-on-one conference
- Planned ignoring
- Praise 3
- Recovery area “time out”
More example strategies can be found on mConnect: https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Initiatives/Interventions/Behavior-Interventions.htm (or click http://tinyurl.com/mpsrtiinterventions and then click “Behavior Interventions”)

Any staff member can access a variety of self-facilitated modules on various aspects of PBIS in the classroom and redirection strategies located at https://tinyurl.com/mpsclassroomclimatepd.

After completion of a module (all are under fifteen minutes; most are under five), staff members are asked to complete a short action plan (link located with modules on site).

Acknowledging

All students need the opportunity to receive positive feedback when they are making positive behavior decisions and are meeting the expectations, rules, and procedures in various settings. Similar to how we provide students with feedback on their academic efforts, we need to provide feedback on their behavior efforts. Current research shows that all students should receive 5:1 positive-to-corrective/negative feedback from adults daily.

Teachers must make efforts to verbally acknowledge positive behaviors as they see them. The best feedback uses the student’s name and is specific and timely. For example, when asking students to line up quietly, select 3–4 students displaying appropriate behaviors and verbally acknowledge them by saying, “Thank you, Mark, for being safe and walking carefully to the line.” “Sara, I appreciate how you are being respectful and lining up silently.”

Classrooms can utilize the schoolwide acknowledgment system as another avenue for acknowledging students. Regardless of the status of a schoolwide acknowledgment system, individual teachers or grade levels/grade bands can create a unique acknowledgment system for students. This acknowledgment system can be for individual students meeting the behavior expectations (ticket system, behavior chart, etc.) or for whole-class acknowledgment (when all students meet the behavior expectations, X occurs). Within any acknowledgment system, the “stuff” is not what is important – it is taking the time to acknowledge the positive behavior choices of students. There are many free acknowledgment systems as well. You can find a variety of ideas on an Internet search or Pinterest (MPS PBIS Pinterest: https://www.pinterest.com/mpspbis/acknowledgements/)

All elements of an acknowledgment system should emphasize the positive choices a student is making. Negative behaviors should be addressed at the time they occur but shouldn’t affect the student’s ability to receive positive acknowledgments. If an acknowledgment is going to occur for all students who line up safely and respectfully, all students who meet that expectation should
get the acknowledgment. You would not exclude a student who lined up safely and respectfully because five minutes ago he or she refused to turn in their assignment. You would address the assignment behavior at that time, and then the student could be acknowledged for the positive behavior they displayed while lining up.

Also, if the teacher is tracking positive behaviors on a chart of some kind (see image at right), only positive behaviors would be tracked – a student would not move down for negative behaviors. Those negative behaviors would be addressed when they occur, but they do not take away from the student’s positive behavior. These public displays of tracking negative behavior just shame students or oftentimes give the students the function of the behavior they are looking for – attention from their peers. We want to publicly recognize positive behaviors and privately address negative behaviors.

Fidelity Check:

- Does every setting in the school have opportunities for students to build relationships with each other and adults?
- Does every setting in the school have expectations, rules, and procedures created and posted?
- Do all staff members take time to teach students the expectations, rules, and procedures while using pre-correction?
- Do all staff members have redirection and consequence strategies they are comfortable using with students displaying negative behaviors?
- Do all staff members take time to acknowledge positive student behaviors using both verbal and tangible acknowledgments?
PBIS Tier 1 Team

The PBIS Tier 1 team commits its time to the implementation of behavior multi-tiered system of support throughout the school. Teams must meet at least once a month, and their primary duties include analyzing behavior and attendance data, creating and distributing weekly behavior lessons, ensuring that expectations are established and posted throughout the school, making updates to their acknowledgment system as needed, communicating to staff members regularly, and other duties as needed to ensure that the school’s implementation is at fidelity. Schools may choose to call the team by another name, but the work remains the same.

The PBIS universal team should be composed of staff members who are representative of the entire school. The team must identify a coordinator who facilitates team meetings and serves as the primary contact with their PBIS coach. This person should be a regular education or special education teacher or someone with classroom management experience. This Tier 1 coordinator should not be a support staff member (school psychologist, school social worker, or school counselor) or someone without classroom management experience.

It is recommended to have team members take on specific roles, including facilitator, co-facilitator, timekeeper, data profiler, recorder, and communicator. See “PBIS Roles and Responsibilities” in the resources section for more information.

Teams may also decide to create subcommittees to work on more specific work. These subcommittees should always work through the PBIS Tier 1 team so that team remains the hub of this work. Possible subcommittees could include communications, teaching, acknowledgments, data, attendance, and behavior support strategies.

Teams must upload their monthly meetings through Qualtrics to be linked to their SIP: http://tinyurl.com/mps-pbis

Team meetings should focus on the use of data to support the behavioral and social-emotional needs of all students. All data must be looked at through a culturally responsive lens. Each month, specifically black or African American student data must be viewed and discussed, but other subgroups (ethnicity, special education, ELs, etc.) can also be viewed and discussed.
PBIS Tier 1 Team Meeting Checklist

- Take minutes of meeting online.
- Look at data (and staff/student observations/surveys) to determine areas of need.
- What specific behaviors, locations, times of the day, etc., need to be addressed?
- Do the filters show any demographic disproportionality receiving ODRs? How can this be addressed?
- What will be your focus or theme next month (or next two months if planning ahead)? For example: Focus on disrespectful language toward adults, problem behaviors in the lunchroom, or use of electronics around the school.
- What/when will behavior lessons will be taught next month? (taught weekly schoolwide)
- Do you need to create these lessons, or are they already available?
- What classroom-level systems need to be addressed? What best practices do teachers need help with? (pre-correction, attention signal, using a classroom matrix, etc.)
- What verbal/tangible acknowledgment will be distributed? (this does not need to rotate)
- What acknowledgment can students earn? For example, names posted on bulletin board, names put in raffle, movie party, etc.
- Are there any teacher-managed behaviors on the T-chart that staff are struggling with that you can discuss and provide best-practice ideas on how to manage these behaviors?
- Do any systems/procedures need to be addressed to help with behaviors?
- More staff in the lunchroom/announcements to warn of one minute left?
- Look at tier systems and action plan and address any elements not in place in the school.
- What PBIS communication is needed for students, staff members, around the school, or to parents? (newsletters, bulletin board, announcements, booster assembly, staff meeting, etc.)
- How is the school doing in working toward its trauma-sensitive schools task?
- Create an action plan for the month of what actions need to be taken, by who, by when.

More resources, best practices, and guides for PBIS teams can be found on the “RtI/PBIS Teams” mConnect page: https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Initiatives/RtI-and-PBIS/RtI-PBIS-Teams.htm
**Tier 1 Data Conversations**

Best practice for review of data is to use data to come to a precise problem statement and go through the school climate data to discuss protocol:

Precise Problem Statement: __________________________________________________________
______________________________________________________________________________

<table>
<thead>
<tr>
<th>Prevention (How can we avoid the problem context?)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong> (What behavioral lesson will you have, etc.?)</td>
<td></td>
</tr>
<tr>
<td><strong>Acknowledgment</strong> (How will you adjust your acknowledgment system?)</td>
<td></td>
</tr>
<tr>
<td><strong>Extinction</strong> (How can we avoid the problem context?)</td>
<td></td>
</tr>
<tr>
<td><strong>Corrective Consequence</strong> (What are efficient, consistent consequences for problem behavior?)</td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection</strong> (Collect ODRs, survey staff, observations, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Teams can also complete the table below using ODRs and suspensions from Data Dashboard.

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>% of Total Population</th>
<th>% of all ODRs</th>
<th>ODRs Difference</th>
<th>% of all Suspensions</th>
<th>Suspensions Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>42%</td>
<td>64%</td>
<td>22%</td>
<td>75%</td>
<td>33%</td>
</tr>
<tr>
<td>Black Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data can also be found under Reports – Culturally Responsive Lens report.

What is an actionable step (professional development, schoolwide discussion or activity, etc.) that can be taken schoolwide to address any disproportionality for black students or your overall office referral and suspension rate?

(More data guides can be found in the appendix of this PBIS Processes Guide.)
As part of the Wisconsin DPI vision for RtI, all schools are required to complete two fidelity-of-implementation surveys for PBIS on an annual basis. MPS has added a third survey looking at attendance systems.

**Self-Assessment Survey (SAS)**

- **Frequency:** Once per year
- **Timing:** Near end of first semester (December)
- **Minimum score for fidelity:** 80
- **Who:** All staff members
- **The SAS is completed by all staff members to gauge all staff members’ views on the school’s PBIS Tier 1 implementation. Survey is taken online by every staff member anonymously. The school’s PBIS coordinator creates a link on [http://pbisapps.org](http://pbisapps.org) for all staff members to complete the survey without the need of a username or password.**

**Brief Attendance Systems and Procedures (BASP)**

- **Frequency:** Once a year
- **Timing:** Beginning of the year (September/October)
- **Minimum score needed for fidelity:** 70
- **Who:** PBIS Tier 1 team
- **Survey is taken annually by staff members who work with attendance systems in the school. Teams submit one survey online.**
- **Survey is taken online, with a new link created annually.**

**Tiered Fidelity Inventory (TFI)**

- **Frequency:** Once per year
- **Timing:** Near end of year (April)
- **Minimum score needed for fidelity:** 70
- **Who:** All members of PBIS Tier 1 universal team complete Tier 1 section; all members of your building intervention team for behavior complete the Tier 2 and Tier 3 sections.
- **The TFI consists of all three tiers of a behavior multi-tiered system of support in one survey. Each tier is divided into subsections. Best practice recommends that each team completes its section of the TFI on paper and, once all sections are completed, designates one staff member to enter survey results online. When putting results online, all results must be available to be entered; there is no option to save or come back later to enter other results.**
- **The school’s PBIS coordinator logs into [http://pbisapps.org](http://pbisapps.org) to take the survey directly online as a school team.**
Attendance as a Responsible Behavior

Attendance is a responsible behavior within the Positive Behavioral Interventions and Supports (PBIS) framework. This schoolwide framework provides systematic supports and interventions to all students. PBIS is a framework that guides the selection and implementation of research-based attendance best practices and interventions.

Schoolwide PBIS essential elements for attendance include the following:

- Recognizing attendance as a responsible behavior as a part of your PBIS framework
- Schoolwide expectations of regular daily attendance and being on time and ready to learn with your PBIS expectations
- Acknowledgment of the positive behavior of improved or regular attendance as a part of your PBIS acknowledgment system
- Relationship building with all students to encourage continued school attendance
- Ongoing schoolwide behavior lessons focusing on attendance as a responsible behavior, parent outreach, and communication regarding the connection between regular attendance and academic/work/life success
- Dedicated teams that support the PBIS efforts in the building and use data to guide goal setting and support

Possible Strategies

- Attaching attendance to schoolwide expectations matrix
- Teaching the expectation of attendance
• Including attendance in Tier 1 schoolwide acknowledgment system (high interest and meaningful)
• Attendance bulletin boards and announcements
• Attendance competitions/challenges
• Messaging about good and improved attendance; for example, send postcards, make calls home, have direct contact with students, use IC messenger
• Classroom teacher contacting home for unknown absences
• Regular data chats with students
• Positive school climate/culture: relationship building, positive decorum with students, customer service to all visitors, opportunities for students to engage in school outside of the classroom (clubs), and high levels of engagement in class

Fidelity Check:
• Is attendance viewed as a responsible behavior?
• Do you have attendance lessons on a weekly basis?
• Is attendance embedded within your acknowledgment system?
• Do all staff members regularly talk about attendance with students?
• Does your PBIS team (or a subcommittee) regular monitor attendance Tier 1 supports?
Tier 2: Interventions

PBIS Tier 2 is supported through the building intervention team (BIT) that meets monthly. This team uses systems and individual student data to ensure that students who need additional support in their behavioral and social-emotional needs receive this additional support at fidelity and respond to the intervention.

The Five Key Components of Tier 2 at a School Level

1. School-based team
   - Monthly meetings with minutes posted online
   - Representative of entire staff/administrator engaged

2. Data-based decision making
   - Using data to expand our understanding and to reach root causes
   - Sharing data with staff and families
   - Reviewing multiple data sources

3. Progress monitoring
   - Collection of data to see how a student is responding to an intervention
   - Used to make decisions
   - Posted online regularly

4. Research-based interventions
   - Check-in/check-out (CICO)
   - Individualized CICO
   - Social Academic Instructional Groups (SAIG)
   - Behavior Assessment/Intervention Plan (BAIP)
   - Other research-based interventions
   - Transition to Tier 3 interventions

5. Monitoring of systems and individual student data
   - Ensuring that 70% of students are responding to interventions
   - Ensuring that individual students are responding to interventions 80% of the time as they are progress monitored regularly specific to intervention being provided
Six Phases of PBIS Tier 2 and Tier 3

**Screen** – All students should be screened regularly (does not have to be monthly but should be at least three times a year) using data and direct referral. Schools should review various data points, including suspensions, office referrals, PLP–Behavior contact logs, attendance, staff observation, and other available data to identify students who may benefit from a Tier 2 intervention.

**Diagnose** – Review data and talk to any staff member familiar with the student to determine specific concerns and supports needed for a student. Research shows that check-in/check-out (CICO) should be the first intervention identified, but through the diagnosis phase, a school may determine that a different intervention is more appropriate to be the first provided to a specific student.

**Match** – Research shows that check-in/check-out (CICO) should be the first intervention identified, but through the diagnosis phase, a school may determine that a different intervention is more appropriate to be the first provided to a specific student. During the match phase, the classroom teacher or building intervention team should also send home the intervention notification letter and then document in Infinite Campus under RtI contact logs that the letter was sent home. Letters and how-to guides can be found on the “Intervention and Retention Notification Forms” mConnect page: https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Academics/Forms/Promotion--Retention.htm
Intervention – The identified intervention is provided to the student on a regular basis, depending on the intervention. Teachers play a crucial role in all behavior interventions, making sure to take time daily to meet with the student and help them reach their behavior goals.

Progress Monitoring – All Tier 2 and Tier 3 interventions are progress monitored (usually with a daily progress report) as determined by the intervention and the needs of the student. The scores obtained through progress monitoring are entered regularly (at least every other week) on Infinite Campus in a “Response to Intervention” plan.

Evaluate – The building intervention team (BIT) monitors all students receiving a Tier 2 or Tier 3 intervention. MPS uses the 80% rule to determine success of interventions, meaning students should be receiving 80% of their points on progress monitoring for 80% of the time. Once a student is able to reach that threshold and maintain that over the course of multiple weeks, the BIT determines next steps for the student, including possibly transitioning away from a behavior intervention. The BIT also evaluates overall systems ensuring that 70% of students are responding to interventions. If fewer than 70% of students are responding to an intervention, the BIT would look at overall systems, not the individual students not responding. Once 70% of students are responding to interventions, the BIT would look at individual students not responding.

Fidelity Check:

- Are all students screened for interventions through the building intervention team (BIT)?
- Do teachers take an active role in providing interventions?
- Does the BIT regularly evaluate individual student and systems data?
- Is data from Tier 2 interventions updated on Infinite Campus regularly?
Check-In/Check-Out (CICO)

CICO is traditionally the first Tier 2 behavior intervention to provide to students who have been screened and identified in need of additional support with their behavior or social-emotional needs.

Seven crucial elements:

1. Check-in with an assigned adult upon arrival at school
2. Carry a daily progress report (DPR) to progress monitor
3. Meet with teacher regularly throughout day/each class period
4. Check-out at end of the day
5. Student acknowledged
6. Monitor student’s progress over time
7. Communication to families

1. Check-in with an assigned adult upon arrival at school: The student checks in briefly each morning with a designated adult (called a greeter) who is a member of the school staff. The check-in process lasts no more than two to three minutes, and the adult should check in with up to ten students each morning. This check-in serves to ensure that the student feels like there is a staff member who cares about them, is excited about their being in school today, and is willing to support them in their growth. The school should have set greeters who meet with students identified for CICO. This greeter should ask the student how they are doing today, what support do they need, what is a goal for them today, provide reminders of the behavior expectations, and show overall excitement for their student and their progress with their behavioral and social-emotional needs.

2. Carry a daily progress report (DPR) to progress monitor: Each student receives a daily progress report (DPR) that is used to track their behavior throughout the school day according to the expectations. There are examples of a DPR in the resources section or online. This DPR is used to monitor a student in the expectations throughout the day. The DPR should be completed with the student, having a discussion with them about how they are doing. The DPR should focus on the positives the student is experiencing and areas of growth. The teachers mark each section of the DPR with the student’s level of success at meeting the expectations for every class period. It is recommended that the teachers write only positive feedback while verbally providing corrective feedback. The DPR should not be used to track or monitor negative behaviors – those should be tracked and monitored using the same methods (Infinite Campus, etc.) through which negative behaviors are addressed for all students.
3. **Meet with teacher regularly throughout day/each class period:** At the times indicated on the DPR (or in each class period), the teacher should formally meet with the student for one minute. The purpose of this quick one-on-one conversation is to ensure that the student is remaining focused on their behavior goal and receives any support they need. It is recommended to discuss something positive a student has done, check in on their goal, ask if the student needs any support from you, and to ask the student to identify one thing they are going to continue to work on. During this time, the teacher should not discuss the negative behaviors the student has been displaying – those should be addressed at the time they occur.

4. **Check-out at end of the day:** At the end of the school day, the student goes to his or her designated adult (greeter) for check-out. The adult will provide feedback and encouragement to the student. With buses or after-school activities, if an after-school check-out is not possible, that is fine. Best practice in the research shows the benefits of a check-out, but if it is not possible, that is fine. If you cannot do an end-of-day check-out, students can return their DPR to their teacher, submit it in a box on their way out of school, or turn it into a staff member at the front door or by the buses.

5. **Student acknowledged:** Students who participate in CICO (or any Tier 2 intervention) should be acknowledged for their participation and their growth. This acknowledgment can be just an extension of your Tier 1 acknowledgment or it can be its own system. When students start CICO (or any Tier 2 intervention), the acknowledgment should start simply for participating and then transition to the student’s being acknowledged for growth and reaching their goal. For example, when a student starts CICO, at first they should be acknowledged every day they meet with their greeter or turn in their DPR. Then over time they are acknowledged just for earning their daily goal.

6. **Monitor student’s progress over time:** Students’ progress monitoring scores must be entered into Infinite Campus in a Response to Intervention plan for behavior Tier 2 (see “RtI in Infinite Campus Cheat Sheet” in resources section). Students should receive a daily or weekly score from the intervention. These scores must be entered into IC at least every other week. The scores will then create a graph in IC and on Data Dashboard. The school’s building intervention team (BIT) should regularly pull up these graphs to monitor student growth. The goal is for students to earn 80% of their points a day for 80% of the time (four out of five days). Typically, you would want to see that over the course of four weeks to ensure that the student can maintain the success, but schools and students can adjust the length of time.

7. **Communication to families:** There must be some communication to families on a regular basis of the student’s progress with CICO (or any Tier 2 intervention). This can come in many forms. Some schools send home a carbon copy of the DPR every day. Some schools have a section on the bottom of the DPR with student score, one positive from the day, and one area for improvement, and then just that section is cut off and sent home. Some schools have a weekly summary that is sent home. You can have various protocols for communicating home – you just want to ensure that some communication is sent to families on a regular basis specific to how a student is doing with the intervention.
Fidelity Check:

- Are there multiple morning greeters identified that meet with students participating in CICO daily to ensure that the student is set up for success daily?
- Do teachers take an active role in providing CICO within the classroom?
- Is CICO focused on positive decisions the student is making and opportunities for improvement?
- Is there regular communication home about a student’s growth within CICO?
- Is data from CICO updated on Infinite Campus regularly?
Individualized CICO

Individualized CICO involves adjusting one or more particular elements of the CICO framework for a specific student. Usually CICO should be the same for every student. You do not want to individualize for every student.

One could individualize the following aspects of CICO:

- Change location of morning greeting
- Change time of greeting
- Adjust who hold(s) the DPR (student, teacher, online, etc.)
- Personalized goal on DPR
- Add additional meetings with greeter (for example, a second check-in after lunch)
- Change who the morning greeter is

Fidelity Check:
- If students are not responding to CICO, is individualized CICO considered for the student?
- Are small adjustments made to CICO for individual students based on data and staff member observation?

Social Academic Instructional Group (SAIG)

If, after individualized CICO, the student is still not meeting his or her goals as identified by DPR data, the student should transition to SAIG. Success with CICO is determined as those students who receive an 80% on their DPR for 80% of the time over the course of four or more weeks. Those students who do not meet this criterion should be recommended for a SAIG.

SAIG meet weekly for usually 30 minutes (plus or minus) and focuses on developing new skills with students. A SAIG is designed to teach students appropriate behaviors that will lead to success. A SAIG can be created for a specific behavior or need. Students may also be directly referred to a SAIG if there is a distinct need addressed by a pre-existing SAIG, such as students who are new to the school. Students should be selected for a SAIG based on data and their behaviors as failing to meet the schoolwide expectations, not based on life circumstances (don’t have a SAIG for pregnant teens – that is a support group, not a SAIG).

A group of MPS school psychologists, school social workers, and school counselors created SAIG curriculum for K–grade 12 grade students (https://tinyurl.com/mpssaigcurriculum) that schools may use. Schools can choose to use this curriculum or develop their own. Once the target
behavior is identified, the SAIG facilitator creates lesson plans that teach skills to help students become more successful. For example, if the target behavior is fighting, the lesson plan will teach problem-solving skills or anger management. If leaving the room without permission has become a problem, the SAIG lesson plan will teach ways to cope inside the classroom rather than leaving (for example, safety zone techniques).

Any staff member can lead these groups because they occur during any time during the school day that is available. Students participating in a SAIG still receive progress monitoring for their behavior outside of the group. Students can carry a DPR as with CICO, or teachers can complete a daily survey of the student’s progress toward their specific behavior goal.

Fidelity Check:
- Are students not responding to CICO or individualized CICO considered for a SAIG?
- Do SAIGs meet weekly? At the same time or at altering times?
- Are teachers an active part of the student’s intervention, continuing to find time to meet with the student regularly throughout the day?
- Are students participating in SAIG progress monitored with data updated on Infinite Campus regularly?

Behavior Assessment/Intervention Plan (BAIP)

The BIT identifies any student who is not responding to CICO and SAIG before they enter into a Tier 3 intervention and recommends that the student participates in a BAIP. The most challenging behavior is targeted, and a plan on how to help support the student in that area is developed. Progress is typically monitored for 4–6 weeks before the team then revisits the plan to make adjustments as needed.

Teaming:
- School has a standing team that meets whenever any student is in need of a BAIP (otherwise, the team does not meet regularly). For most schools, this team is their BIT or a subset of their BIT.
- Membership is the same for each student needing a BAIP, with the addition of the student’s classroom teacher(s).

BAIP steps:
1. The BIT reviews data in IC (CICO, individualized CICO, SAIG) and teacher referrals.
2. The BIT identifies student(s) who may be in need of BAIP intervention.
3. The BIT contacts teacher and plans any optional data collection.
4. Teacher completes the “Functional Assessment Checklist for Teachers and Staff.”

5. Standing BAIP team and teacher meet to complete the “Competing Behavior Pathway and Intervention Plan.”

BAIP behavior pathway:

Sections of the behavior pathway:

**Student Strengths:** Identify strengths, interests, activities/items that are reinforcers for the student.

1. **Problem Behavior:** Definitions of behaviors need to be
   - observable – the behavior is an action that can be seen,
   - measurable – the behavior can be counted or timed,
   - defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts.

2. **Predictors in the Environment:** Where and when does the behavior occur? This information will come from Identified Routine(s) in Teacher Interview.

   Setting Events – indirectly “set up” the problem behavior by making the problem behavior more likely to occur. Examining when the problem behavior does not occur may give clues about setting events.

   Antecedents – occur immediately before and act as “triggers” for problem behavior. Antecedents will usually be absent when the problem behavior does not occur. Note: These can also be described in observable and measurable terms.
3. Function: Examine what happens right after the problem behavior. What is happening that is reinforcing the problem behavior? A reinforcer is an item, activity, or event that follows a behavior and results in an increase in that behavior.

Common functions can be any of the following.

Obtain/access:
- Peer attention
- Adult attention
- Desired activity
- Desired object/items

Avoid/escape:
- Difficult task
- Boring task
- Easy task
- Physical demands
- Non-preferred activity

4. Replacement Behavior

- Does replacement behavior serve same function as problem behavior?
- Is replacement behavior easier to do than problem behavior?
- Is the replacement behavior a step toward the desired behavior and obtainable for the student? The goal is to shape student behavior toward the desired behavior.

5. Changes to the Environment: Summarize, in order of priority, the specific changes in the school environment that will be used to support the student. Examples: change in schedule or routine, change in seating, a different way the teacher would approach a student, anything that would help prevent a trigger, or accommodations to allow the student to perform the replacement behavior.

The team then completes the Intervention Plan for the student using information from the behavior pathway.

<table>
<thead>
<tr>
<th>Setting Event/ Predictors Strategies</th>
<th>Environment Strategies</th>
<th>Teaching/Instructonal Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate the identified events/predictors OR build in a neutralizing routine to defuse the effects of the event</td>
<td>Eliminate/modify triggers in environment or prompt alternative behaviors</td>
<td>Teach functionally equivalent replacement behavior</td>
<td>Reinforce alternative and desired behaviors AND minimize reinforcement of problem behavior</td>
</tr>
</tbody>
</table>
These changes to the environment are then implemented, and the replacement behavior is monitored (using a modified DPR card). If a student does not respond to this intervention, Tier 3 interventions should be considered. The team can decide to continue to use a CICO DPR or develop an individualized DPR that includes the specific replacement behavior of the student. Team should create a BAIP intervention plan in Infinite Campus and update data weekly.

Fidelity Check:
- Is BAIP considered as a Tier 2 intervention prior to transitioning a student to a Tier 3 intervention?
- Does the school have the BIT, or part of the BIT, able to complete a BAIP (with the classroom teacher) if the need would arise?
- Is a replacement behavior created that is consistent with the school-wide expectations and agreed upon by with the teacher?
- Is the student progress monitored with data updated on Infinite Campus on a regular basis?

Considerations for Special Education

Students with disabilities can and should be included at all three tiers. However, interventions should be considered on an individual basis. If the student’s academic needs are related to goals and services addressed in the student’s IEP, staff should consider whether the areas of need are adequately addressed with the IEP. If the area of academic need is not addressed in the IEP, staff should begin implementing a Tier 2 intervention.

You do not need to have an IEP review/revise meeting before enrolling a student with disabilities in CICO or SAIG. However, an IEP meeting may be necessary for students with disabilities when addressing Behavior Assessment Intervention Plans (BAIP) at Tier 2. If behavior is not addressed in the child’s IEP, then the team may choose to proceed with a BAIP without holding an IEP meeting. However, if behavior is addressed in the child’s IEP, the team will proceed with a Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP) instead of a BAIP.

Teacher Role

All staff members play a large role in a student’s Tier 2 behavior intervention. The intervention is not the DPR or the identified staff member meeting with the student in the morning or facilitating the SAIG. All staff members play a role in the Tier 2 behavior intervention.

Staff members, and specifically the student’s classroom teacher(s), should ensure that they have a positive interaction/conversation with the student throughout the day. When a student fails to meet the behavior expectations, that should be addressed at that time but, in addition, the teacher
should have a specific conversation with the student about something positive and next steps or supports needed. This regular, positive interaction with the student is the intervention.

All staff members in a building should be aware of which students are participating in a Tier 2 intervention, not as a punishment or as a way to warn teachers of students struggling with behaviors, but to ensure that all staff members take extra time to make sure they connect with these students and see how they can further support them.

Examples of ways to point out positives with a student:

- I appreciate how you were on time today.
- You did a great job as a group leader during our activity.
- Thank you for waiting in the lunch line and talking to your friends using an indoor voice.
- Awesome job remembering all your materials and homework for class.
- During class I noticed another student was calling you names, but you showed great responsibility by not reacting to that and continued to work.
- Way to go, keep it up!/I am proud of you!

Ways to discuss areas the student struggled in:

- Tomorrow let’s sit in the front of class so we are able to focus more.
- Let’s get you a new partner so you don’t talk too much while working.
- Instead of shouting out your answers, I need you to raise your hand and I will call on you.
- You were late today, so tomorrow I want you to first come to class and then ask to go to the bathroom.
- I appreciate your enthusiasm during math, but can we see that your volume during small groups could be distracting to other students?

While working with a student, you want to be sure to provide corrective feedback, not just point out the negative behaviors. Phrases such as “You are always talking in the back of the classroom” are not corrective. One could say, “I noticed you are talking in the back of class – how about we move to the front of the room.” A phrase such as “You forgot your homework and supplies again” is not corrective. Instead one could say, “Let’s write ourselves a note to remember our supplies and put this note in your shoe and when you put on your shoe you will see it.”

Fidelity Check:

- Are teachers an active part of the student’s intervention, continuing to find time to meet with the student regularly throughout the day?
- Do teachers discuss positive behaviors the student is displaying and providing corrective feedback in areas of improvement?
- Are negative behaviors addressed at the time they occur following MPS protocols for all students?
- Is teacher input considered when determining if a student is responding to a behavior intervention?
Building Intervention Team (BIT) Meetings

The BIT must meet monthly with meeting minutes posted online through Qualtrics and the SIP http://tinyurl.com/bit-behavior. The BIT has four primary tasks. All four tasks do not have to occur every month; teams can focus their time on tasks depending on the time of the year and the data. For example, the first month of the school year, the entire time should be spent on systems, not students.

1. **Ensure that Tier 2 and 3 Systems Are in Place**
   - Ensure that intervention systems are in place at the school. This involves
     - setting up intervention systems that include timelines for identification of students, assigning personnel to coordinate interventions and enter data, and identifying the model for delivery of interventions
     - determining professional development needs for staff members on interventions, progress monitoring, and documentation
     - assessing the fidelity of implementation and creating action plans for continuous improvement based on the results of the tools
     - monitoring intervention plans and progress monitoring data throughout the year to ensure that proper documentation is occurring.

2. **Screen Students for Behavior Interventions (Check-In/Check-Out)**
   - The recommended (but schools may adjust) data-based cut score for behavior:
     - Students with 1+ ODRs in 20 school days (K–5)
     - Students with 1+ ODRs in 20 school days (6–12)
     - Students with 1+ suspensions in 90 school days
     - Can lower either of these criteria
   - Monitor PLP–Behavior notes with students who have high occurrences of classroom-managed behavior
   - Have teachers engage in “Student Behavior Risk Screening”
   - Have a teacher, parent, or student self-selected referral to participate

3. **Individual Student Data**
   - Look at Data Warehouse to look at individual student response
     - Individual students should be earning 80% on their DPR for 80% of the time for 4 weeks
     - For students who are successful – should they be transitioned off the intervention?
     - For students not successful – what additional supports might they benefit from?
   - Plan for communications going home to those students receiving a Tier 2 support
4. **System-Level Analysis**
   - What percentage of students has progress monitoring scores?
   - Are the last scores within two weeks of today?
   - Are there plans without scores?
   - What percentage of students is responding to interventions? (goal is 70%)
   - If fewer than 70% of students are responding to an intervention, what system issues need to be addressed for that intervention area?
     - Please consider the following: Are students being identified accurately, are interventions happening, are intervention resources being utilized, is progress monitoring occurring, are plans being adjusted based on progress monitoring data, etc.
     - Do you need different or additional greeters in CICO? Do you need different curriculum for SAIG? Do staff members need to be trained on their role? etc.

**Fidelity Check:**
- Does the BIT meet at least monthly with minutes updated online?
- Is the BIT membership representative of the entire staff with an administrator engaged?
- Does the BIT regularly (not monthly) address all four of their primary tasks?
- Are individual student and systems data regularly reviewed?
Attendance Interventions

When students miss school two days within a month, their classroom teacher makes a call home to build a positive relationship with the family. Teachers and teams regularly review data to determine whether strategies show improved attendance and layer additional supports for students (tiered supports). If a student continues to miss school after the contact home, he or she is identified by the school’s building intervention team (which serves as the school’s Tier 2 and Tier 3 team for academics and behavior) for participation in an intervention where he or she is partnered with a positive adult to check in daily and reflect on weekly attendance. Students who show improvement are acknowledged and encouraged daily to stay on track. However, if students don’t show improvement, they are identified as being a part of a skills group to assist them with developing the skills necessary to be successful in school and life. Teams regularly review data to catch students before their absences become chronic and they become disconnected from school and their education.

Screening for attendance:
- K–8th grade: Students who miss 2 school days in a 20-school-day period
- 9th grade: Students who miss 1.5 school days in a 10-school-day period

One Call, That’s All: The first tiered intervention for students struggling with attendance is a positive phone call home from the student’s teacher. The purpose of the phone call is to continue to build the positive relationship with the student and the family and to encourage the student to attend school on a regular basis. There is an example positive phone call script available on mConnect: https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/CAO/Resources/College--Career-Readiness/PBIS1/AttendanceInitiative-PositiveAttendancePhoneCallTemplateforTeachers.pdf

Attendance CICO: Structure is similar to traditional CICO for students with behavior concerns. Students still check in with a greeter every morning. It is recommended with attendance CICO that the Monday morning greeting is longer in length so as to discuss last week’s attendance and any challenges the student faces with their attendance. Another option is the student checks in with a greeter every morning and then selects a teacher they have that will be their attendance mentor who will take time once a week and discuss their attendance, etc. Elementary schools are encouraged to make an additional phone call weekly to the family to touch base on the student’s attendance and any issues the school should be aware of, whereas in middle and high school this discussion should take place with the student who tends to have more control over their attendance than an elementary-aged student. Progress monitoring for an attendance CICO intervention should focus on weekly attendance.

Attendance SAIG: Students who are identified for attendance CICO who are still struggling with their attendance should be considered to transition to an attendance SAIG. Attendance SAIGs work like a traditional SAIG but focus on skills for the student to increase their attendance in school. An attendance SAIG meets weekly, focuses on practicing specific skills, and is progress
monitored using weekly attendance. There is some MPS-created curriculum online at http://tinyurl.com/mpssaigcurriculum, or a school may choose to use its own curriculum with students.

More information on attendance interventions can be found on the PBIS mConnect page: https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Initiatives/RtI-and-PBIS/Attendance.htm

Fidelity Check:

- Are all students screened for attendance interventions through the building intervention team?
- Do teachers take an active role in providing attendance interventions?
- Are teachers making the first positive phone call home about attendance?
- Is data from attendance Tier 2 interventions updated on Infinite Campus regularly?
Tier 3: Interventions

Entrance Criteria

There are two types of Tier 3 behavioral interventions: a complex Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP) and either Educational Wraparound (Wraparound) for K–8 or Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW) for high schools. These interventions are intensive and individualized. The number of students receiving Tier 3 should represent no more than one to five percent of the total student population. If there is more than five percent of the total student population receiving Tier 3 interventions, then a review of the fidelity of implementation of Tier 1 and Tier 2 systems should take place.

Students should be identified by the BIT for Tier 3, either by the student’s poor response to any of the Tier 2 behavior interventions and Tier 1 supports, or the student may be referred to Tier 3. The BIT, with the school psychologist and school social worker, should make the final determination whether a Tier 3 intervention is appropriate or whether a student should participate in a Tier 2 intervention. It is important to note that referrals to Tier 3 do not constitute automatic initiation of a Tier 3 intervention. The decision process always is accomplished through the BIT, and with Wraparound and RENEW, the trained facilitator makes the final decision to proceed. Please see the Tier 3 entrance criteria in the appendix for more information.

Special Education Considerations

There is also an FAQ for Tier 3 that includes information about inclusion of special education students, which should be reviewed. Students with disabilities can and should be included at all three academic and behavior tiers. However, interventions should be considered on an individual basis. At Tier 3, teams should make the following considerations before proceeding.

If this is a regular education student, proceed with a PBIS FBA/BIP and either Wraparound or RENEW meeting.

If this is a student with a disability, is behavior addressed in the IEP?

- **YES:** The team will need to hold a review/revise of the IEP, update present levels of performance, evaluate the appropriateness of the behavior goal(s), and develop or revise the FBA/BIP.

- **NO:** (Example: Child is identified as having a speech and language impairment or specific learning disability and does *not* have behavior goals in his/her IEP.) Hold review/revise IEP meeting and create a Functional Behavior Assessment/Behavior Intervention Plan. The IEP team may consider a possible evaluation for an additional area of special education eligibility.
Individualized Teams

For each intervention, either FBA/BIP or Wraparound/RENEW, an individualized team specific to the student and the student’s needs is developed. This team may include the following individuals:

- School psychologist
- School social worker
- Teachers
- Administrator
- Counselor
- Additional staff who interact with student receiving the intervention, such as assistants
- Community members (therapist, mentor, parole officer, etc.)
- Parent(s)

The facilitator and BIT use a variety of data to monitor progress, such as office discipline referrals (ODRs), daily progress report (DPR), out-of-school suspensions (OSS), in-school suspensions (ISS), direct observation data, student attendance, and perceptual or quality-of-life data. Specific progress monitoring data, determined by the facilitator, will be entered into Infinite Campus at a minimum of weekly to ensure monitoring the effectiveness of the intervention.

The BIT also is responsible for checking the fidelity of implementation of the Tier 3 system. After the BIT is trained on the PBIS self-assessment tools, the overall fidelity of implementation of the Tier 3 system is monitored through the Benchmarks for Advanced Tiers (BAT). All fidelity-of-implementation tools are available through the PBIS assessment website and are used by schools and school districts across the nation.

More specific information on each of the Tier 3 interventions can be found on the MPS website (or mConnect) through searching or at the following links:

- FBA/BIP
- Educational Wraparound
- RENEW

Fidelity Check:

- Does the BIT ensure that multiple Tier 2 interventions are conducted at fidelity prior to considering a Tier 3 intervention?
- Are school support staff trained in Tier 3 interventions?
- Are teachers an active part of the student’s intervention, continuing to find time to meet with the student regularly throughout the day?
Appendix and Resources

- PBIS/Behavior Flowchart
- PBIS/Attendance Flowchart
- PBIS Roles and Responsibilities
- PBIS First 30 Days Checklists
  - PBIS Team
  - Building Intervention Team
- Classroom Management Plan
- Discipline Data Dive
- Suspension Data Dive
- Data Questions for Tier 1 Team
- Daily Progress Report: Early Childhood
- Daily Progress Report: Elementary
- RtI in Infinite Campus Cheat Sheet
- Tier 2 Reverse Request for Assistance – Behavior
- Check-In/Check-Out Decision-making Guide
- PBIS Tier 3 Entrance Criteria Decision-making Process

![Image of students in hallway]
**PBIS/Behavior Flowchart**

**A Tiered System of Support for Behavior**

**Step 1**
Are 80% of students responding to Tier 1?
(Are 20% or fewer hitting the district threshold for ODRs/suspensions?)

- Yes
  - Proceed to Tier 2. Screen all students using office discipline referrals, suspensions, teacher and family member referral, and internalizing behaviors.

- No
  - Address Tier 1 system issues, including behavior lessons, schoolwide procedures, T-chart, expectations, and acknowledgments. Continue with Tier 2 for identified students while you address your Tier 1 framework.
  - Continue to progress monitor. End plan after student has shown consistent results. Consider returning student to Tier 1 alone.

**Step 2**
Begin check-in/check-out. Create a plan on Infinite Campus. Progress monitor with a DPR. Success = student receives 80% or greater on DPR for 80% of the time for 4 consecutive weeks.

- Yes
  - Is student responding to CICO?
    - Yes
      - Consider returning student to Tier 1 alone.
    - No
      - Revisit your Tier 2 systems. Are interventions being implemented with fidelity? Consider system adjustments or further training and support of staff members.

- No
  - Continue to progress monitor. End plan after student has shown consistent results. Consider returning student to Tier 1 alone.

**Step 3**
Consider developing CICO with an individual feature such as goal setting, altering the greater, time of day, acknowledgment, or looking closer at the function of the behavior.

- Yes
  - Is student responding to individualized CICO?
    - Yes
      - Consider returning to lower-intensity intervention or Tier 1 alone.
    - No
      - Revisit your Tier 2 systems. Are interventions being implemented with fidelity? Consider system adjustments or further training and support of staff members.

- No
  - Are 70% of students who receive Tier 2 interventions responding?
    - Yes
      - Are student responding to SAIG?
        - Yes
          - Consider returning to lower-intensity intervention or Tier 1 alone.
        - No
          - Proceed to an SBIRT intervention (if trained) or Tier 3. Approximately 1–5% of students may require Tier 3 interventions. Please see Tier 3 flowchart.
    - No
      - Revisit your Tier 2 systems. Are interventions being implemented with fidelity? Consider system adjustments or further training and support of staff members.
PBIS/Attendance Flowchart
A Tiered System of Support for Attendance

**Step 1**
Are 80% of students responding to Tier 1?
(Are 20% or fewer students absent 1 day or less in a month?)

- Yes: Proceed to provide Tier 2 interventions to identified students.
- No: Address Tier 1 system issues, including attendance lessons, calling home, positive climate, acknowledgment systems. Continue to provide intervention to students while addressing Tier 1.

**Step 2**
Teacher team runs monthly absence report. Use diagnosis interview form to identify whether student is in need of an attendance intervention.

- Is an attendance intervention appropriate?
  - Yes: Is student responding to CICO?
    - Yes: Complete 9 weeks, continuing to enter data in Infinite Campus. After 9 weeks, end plan in Infinite Campus.
    - No: Revisit your Tier 2 systems. Are interventions being implemented with fidelity?
  - No: Consider removing student from Tier 2 intervention or continuing intervention.

**Step 3**

- Is student responding to CICO?
  - Yes: Are 70% of students who receive Tier 2 interventions responding?
    - Yes: Consider developing CICO with an individual feature such as goal setting.
    - No: Revisit your Tier 2 systems. Are interventions being implemented with fidelity?
  - No: Consider completing a Behavior Assessment/Intervention Plan (BAIP).

- Consider removing student from Tier 2 intervention or continuing intervention.
## PBIS Roles and Responsibilities

<table>
<thead>
<tr>
<th>Team Role</th>
<th>Team Member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td></td>
<td>• designs and prepares effective agenda, with input from participants, for all meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• maintains neutrality and focuses on group progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• balances the needs of participants and the requirements of tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• creates and maintains positive atmosphere</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• engages all participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• keeps conversation focused</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• maintains forward momentum toward desired outcomes</td>
</tr>
<tr>
<td>Co-facilitator</td>
<td></td>
<td>• supports facilitator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• conducts meeting when facilitator is absent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• follows responsibilities of facilitator</td>
</tr>
<tr>
<td>Timekeeper</td>
<td></td>
<td>• helps the facilitator keep the conversation focused and maintain momentum on the desired outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• keeps time and honors time commitments</td>
</tr>
<tr>
<td>Data Profiler</td>
<td></td>
<td>• collects data (Data Warehouse, in-house surveys)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• assists in data interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• analyzes data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• shares data through graphs, displays, and reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• distributes or displays data for team or school staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• constructs and updates data profiles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• keeps data current and relevant</td>
</tr>
<tr>
<td>Recorder 1</td>
<td></td>
<td>• writes down team’s key points, ideas, decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• develops summary report (minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• distributes report to team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• develops agendas (staff/banking) based on minutes taken and team’s discussion</td>
</tr>
<tr>
<td>Recorder 2</td>
<td></td>
<td>• records specific notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• completes data entry or matrixes as discussed in meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• distributes any necessary notes/matrixes to team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• serves as technology expert</td>
</tr>
<tr>
<td>Communicator</td>
<td></td>
<td>• sends for copies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• creates and distributes posters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sends memo/emails staff (email reminder for meeting)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• communicates needs to administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• makes PA announcements</td>
</tr>
<tr>
<td>Technology Expert(s)</td>
<td></td>
<td>• provides technological support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sets up, displays, coordinates all technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• has familiarity with/ability to use Word, Excel, PowerPoint, MPS portal</td>
</tr>
</tbody>
</table>
PBIS First 30 Days Checklist

PBIS Team

- Hold at least one team meeting within the first 30 days.
- Determine team roles (timekeeper, minute taker, data person, etc.) and norms.
- Review the 9 critical features. (https://drive.google.com/file/d/1mZUO8Kcy8WSupyH2Q2EmhgRpyA96QJ78/view)
- Document minutes. (https://mpsresearch.co1.qualtrics.com/jfe/form/SV_6tdnQ0zp1tI8Hq)
  See printable format and instructions at http://tinyurl.com/mpspbisnetworking.
- Establish a schedule of celebrations, acknowledgments, and reinforcement activities to acknowledge behaviors and attendance.
- Establish a behavior teaching schedule (attendance, Cool Tools, restorative practices, Second Step, etc.).
- Plan and conduct staff, student, and family kick-off and a new teacher training on PBIS.
- Update/review the school’s T-chart with input from all staff members.
- Provide strategies teachers can use for behaviors on the classroom-managed side. https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Initiatives/Interventions/Behavior-Interventions.htm
- Ensure that schoolwide PBIS posters are updated and posted.
- Support implementation of schoolwide relationship-building strategy.
- Support implementation of schoolwide trauma-sensitive activity.
- Ensure that school has identified its PBIS Tier 1 coordinator, discipline champion, restorative practices champion, and SEL champion (K–8).
- Contact your RtI/PBIS coach for additional support.
PBIS First 30 Days Checklist

Building Intervention Team (BIT) – Behavior-focused

- Hold at least one team meeting within the first 30 days.
- Determine team roles (timekeeper, minute taker, data person, etc.) and norms.
- Review the 9 critical features. (https://drive.google.com/file/d/1mZUO8Kcy8WSupyH2Q2EmhgRpyA96QJ78/view)
- Establish a schedule and method for communicating with the school staff for the year.
- Review teacher role and responsibilities in Tier 2 behavior interventions.
- Locate and print intervention passive notification letter to families of all students identified to receive an intervention. https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Departments/Academics/Forms/Promotion--Retention.htm
- Recruit and train greeters for check-in/check-out (CICO).
- Refer to “First 30 Days” documents for RENEW, Educational Wraparound, and FBA/BIP. https://mconnect.milwaukee.k12.wi.us/MPS-Intranet/Initiatives/RtI-and-PBIS/RtI-PBIS-Teams.htm > Team Resources > Building Intervention Team
- Ensure that school has identified its BIT behavior coordinator.
- Discuss schoolwide systems approach for attendance interventions.
Classroom Management Plan

Also reference “Integrating Universal Supports Handout”: http://tinyurl.com/universalsupports

Teacher ___________________________  Grade/Subject ______________________

School _________________________

---

Build Relationships

List relationship and community-building activities that are available to be used initially in the classroom and/or on a continual basis.

---

What structure is in place or what time is allotted to engage in relationship/community-building activities in the classroom? What supports do I need?
Set Expectations, Rules, and Procedures

*Expectations/rules* are prominently posted, taught, and referred to when discussing classroom behavior. Expectations/rules are stated in a positive manner about behaviors you want to see in the classroom. List classroom expectations/rules below:

Procedures are created for all transitions and times of the class (getting into groups, starting class, asking for help, late students, etc.). Procedures are specific and include individual steps to follow. Currently have procedures for:

Need to create procedures for:
Teach Expectations, Rules, and Procedures

Plan is in place to teach and re-teach classroom expectations, rules, and procedures throughout the school year, including after breaks in the school calendar. Rules are quoted when students need to be redirected:

Attention signal is identified: *(signal is audible, visual, and portable)*

Redirect/Set Consequences

Classroom-managed behaviors include:

Office-managed behaviors include:
Redirecting strategies to use:

Hierarchy of consequences for rule violations are identified and directly taught to students. Rule violations and other misbehaviors are corrected calmly, consistently, briefly, and immediately. Consequences will be given at the lowest level considered necessary to change the student’s behavior:

**Acknowledge**

Plans for class-wide acknowledgment systems are in place (including verbal acknowledgment at all times):
## Discipline Data Dive

### Data Dashboard

Complete table using ODRs and suspensions from Data Dashboard. Data Dashboard displays Learning Environment ODRs and suspensions as well as ODRs and suspensions where staff and student safety are at risk.

- % of Total Population is found on the Enrollment tab.
- % of all ODRs is found on the Behavior tab – select Current and Referrals on the left. Second pie chart on the right.
- % of All Suspensions found from Behavior Tab – select Current and Suspensions on the left. Find total suspensions and then turn on filter for various subgroups of students to find suspensions for subgroup.

Data can also be found under Reports – Culturally Responsive Lens report.

Overall suspension rate: __________________________

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>% of Total Population</th>
<th>% of All ODRs</th>
<th>ODRs Difference</th>
<th>% of All Suspensions</th>
<th>Suspensions Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>42%</td>
<td>64%</td>
<td>22%</td>
<td>75%</td>
<td>33%</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following data points can all be found on Data Dashboard – Behavior tab – Current – Referrals (on left side of screen). Sections in this guide go in order of graphs on Data Dashboard.

**Office Discipline Referrals Last 30 Days**
- Do you see any trend in the referrals over the last 30 days? ____________________________
- Is there any day(s) that has a higher than usual number of referrals? ______________________
- What occurred that day that may have contributed to this? ________________________________

**2-Year Office Discipline Referrals per Month**
- How many referrals have been written this month? ________________________________
- Is this more or less than last year for this month? _________________________________
- How are your ODRs trending this year month to month? ____________________________
- How many TOTAL ODRs this past month? (in the table below the graph) ______________

**Referrals by Ethnicity by Number of Referrals**
Looking at the percentage of students with 0, 1, 2–5, 6–10, and 11+ referrals, do you see any large disproportionalities? ________________________________________________________________

**Referrals by Time**
Complete table with top 4 times:

<table>
<thead>
<tr>
<th>Time</th>
<th># of Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- What is occurring in the school at this time? ________________________________
- Have these changed since last month? _________________________________________

*Using your filters on the top of the Data Warehouse:*
- Filter to each grade level; is there a trend that presents itself? ____________________________
- Filter to each gender; is there a trend that presents itself? ____________________________
- Filter to each ethnicity; is there a trend that presents itself? ____________________________
- Filter to special education; is there a trend that presents itself? ____________________________
Referrals by Problem Behavior
Complete table for top 5 behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th># of Referrals</th>
<th>% of Total</th>
</tr>
</thead>
</table>

- Have these changed since last month? ______________________________

Using your filters on the top of the Data Warehouse:
- Filter to each grade level; is there a trend that presents itself? ________________________
- Filter to each gender; is there a trend that presents itself? ________________________
- Filter to each ethnicity; is there a trend that presents itself? ________________________
- Filter to special education; is there a trend that presents itself? ________________________

Referrals by Location
Complete the table below for the top 4 locations:

<table>
<thead>
<tr>
<th>Area</th>
<th>Total #</th>
<th>% of Total</th>
</tr>
</thead>
</table>

- Have these changed since last month? ______________________________

Using your filters on the top of the Data Warehouse:
- Filter to each grade level; is there a trend that presents itself? ________________________
- Filter to each gender; is there a trend that presents itself? ________________________
- Filter to each ethnicity; is there a trend that presents itself? ________________________
- Filter to special education; is there a trend that presents itself? ________________________
Suspension Data Dive

On left side of screen (within the Behavior tab) select Suspensions.

Suspension Last 30 Days
- Do you see any trend in the suspensions over the last 30 days? _____________________________
- Is there any day(s) that has a higher than usual number of suspensions? _______________________
- What occurred that day that may have contributed to this? _________________________________

Suspensions by Problem Behavior
Complete table for top 5 behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th># of Suspensions</th>
<th>% of Total</th>
</tr>
</thead>
</table>

- Have these changed since last month? _________________________________

Using your filters on the top of the Data Warehouse:
- Filter to each grade level; is there a trend that presents itself? ________________________
- Filter to each gender; is there a trend that presents itself? ____________________________
- Filter to each ethnicity; is there a trend that presents itself? __________________________
- Filter to special education; is there a trend that presents itself? ______________________
Data Questions for Tier 1 Team

Are there systems issues that the school can adjust to reduce the referrals at these times?

_________________________________________________________________________________

Are there behavioral lessons we can implement next month based on this data?

_________________________________________________________________________________

What are our goals for the data when we run these reports next month? (What do we want to see?)

_________________________________________________________________________________

Complete table for next month’s focus behavior, location, time, etc.:

<table>
<thead>
<tr>
<th>Prevention (How can we avoid the problem context?)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (What behavioral lesson will you have, etc.)</td>
<td></td>
</tr>
<tr>
<td>Acknowledgment (How will you adjust your acknowledgment system?)</td>
<td></td>
</tr>
<tr>
<td>Extinction (How can we avoid the problem context?)</td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence (What are efficient, consistent consequences for problem behavior?)</td>
<td></td>
</tr>
<tr>
<td>Data Collection (Collect ODRs, survey staff, observations, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Additional Questions:
- Is there any disproportionality in any of the data?
- What behavior trends do we see from any report?
- What hypothesis can we make about any of the data?
- What solutions can we suggest?
- What is the problem, and how often is it happening?
- Where is it happening?
- Who is engaged in the behavior?
- When is the problem most likely?
- Why is the problem sustaining?
- Do we have one problem behavior location or more than one?
- Do we have many problem behaviors or just a few problem behaviors?
- What schoolwide expectations do we need to re-teach?
**Daily Progress Report: Early Childhood**

Name: ________________________________       Date: ______________

![Thumb up icon] = Way to Go! (2 points)  ![Thumb down icon] = Tough Time (0 points)

<table>
<thead>
<tr>
<th>Goals</th>
<th>7:45–Recess</th>
<th>Recess–Lunch</th>
<th>Lunch–Recess</th>
<th>Recess–2:35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
</tr>
<tr>
<td>Be a Positive Leader</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
<td>![Thumb up icon]</td>
</tr>
</tbody>
</table>

Total Points = ___________________  Points Possible = ___________________

Teacher Comments: Way to be: ______________________________________

Name: ________________________________       Date: ______________

_____ I met my goal today!  _____ I had a tough day.

One thing I did really well today was ________________________________.

Something I will work on tomorrow is ________________________________.

Parent/Guardian Signature: ________________________________

Comments:
**Daily Progress Report: Elementary**

Name: ______________                              Date: ______________

3 = WOW!  
2 = OK  
1 = Tough Time

<table>
<thead>
<tr>
<th>Goals</th>
<th>7:45–Recess</th>
<th>Recess–Lunch</th>
<th>Lunch–Recess</th>
<th>Recess–2:35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Total Points

Teacher Initials

Total Points = ______________ Points Possible = ______________

Teacher Comments: Way to be: ______________________________________

Name: ________________________ Date: ______________

_____ I met my goal today!        _____ I had a tough day.

One thing I did really well today was ________________________________.

Something I will work on tomorrow is ________________________________.

Parent/Guardian Signature: ______________________________________

Comments:
RtI in Infinite Campus Cheat Sheet

1) Search for Student
   a. Go to Campus Tools
   b. Search tab (upper left)

2) Go to RtI Section
   a. Campus Tools
   b. Index tab (upper left): Student Information, Response to Intervention, click General

3) Start a Plan
   a. Select Documents (tab on right side of screen)

4) Create a Plan
   a. Click New Plan
   b. Select Plan Type from list – click Create Document
   c. Use template guide (available on mConnect “RtI in Infinite Campus Guide”)
      i. Start Date, End Date, Base Score, Goal Score, Intervention, Length, and Frequency
   d. Click Save

5) Add Team Members
   a. Click Team Members
   b. Click Find & Link New Team Members (role is Intervention Provider)
   c. Ensure that Team Member End Date is June 30 of current school year
   d. Add all teachers, support staff, etc., who will need access to enter data

6) Locking a Plan
   a. All plans MUST BE LOCKED before you are allowed to enter data
   b. Click on Documents
   c. Click on Plan you want to lock
   d. Click on Lock/Unlock
   e. Plan will now have a yellow lock on it

7) Entering Scores
   a. Go to Campus Tools
   b. Go to Index Tab – Student Information–Response to Intervention–Caseload
   c. Find student and click on Show Actions on far right
   d. Pop-up appears – select Intervention Delivery
   e. Pop-up window appears. Complete the following:
      i. Date of score
      ii. Start time of intervention
      iii. End time of intervention
      iv. Score for date
      v. Double check information and click Save
      vi. Repeat for all scores by clicking Add Another Record

8) Viewing Scores/Graphs
   a. Select Graph/Historical Detail from Intervention Delivery screen (displays a graph)
   b. Student Information: Response to Intervention: General
   c. Highlight Plan and click Print (you will get a PDF with plan and data details)
   d. Graphs also available on Data Dashboard – Interventions
Tier 2 Reverse Request for Assistance – Behavior

The top portion is completed by the building intervention team (BIT) and is then sent to the classroom teacher who is to complete the remainder of the form. The form can also be completed together at a BIT meeting if a school chooses.

Student:  ID#:  Grade:  Date:

Check the following PBIS behavior interventions that the student has participated in:
Check-In/Check-Out  SAIG  BAIP  Other Behavior Intervention:
☐  ☐  ☐

List specific information/data collected that best reflects your concern (referrals, DPR scores, attendance, etc.).

Does the student have any of the following in their IEP?
Reading ☐  Math ☐  Behavior ☐  None ☐

The rest of the form must be completed by the classroom teacher and returned to the BIT for review.

Teacher Name:

Define the concern in specific behavioral and/or academic terms:

List the student’s strengths:

Using data and your knowledge of the student, identify one positive goal for this student.

What are the recommendations of the BIT, working in collaboration with the teacher/teacher team, for next steps for this student?
Check-In/Check-Out Decision-making Guide

Has student been on CICO 4 or more weeks?

- YES.
  - Continue CICO.

- NO.
  - Has plan been implemented with fidelity?
    - YES.
      - Continue CICO.
    - NO.
      - Continue CICO with prescribed changes.

Consider:
Teacher ratings, goal setting, check-in/check-out, rewards

Possible Changes:
New mentor, additional check-in times, focus on specific skills, more frequent rewards

Has CICO plan been individually modified?

- NO.
  - Has CICO plan been individually modified?
    - YES.
      - Consider whether a SAIG might be appropriate.
      - If appropriate, determine specific skill deficit:
        - Emotion management
        - Academic survival skills
        - Other

- YES.
  - Consider:
    - Does student have a skill deficit?
    - Does student need to be explicitly taught skills necessary for success?
    - Does student need more support/practice using skills?
PBIS Tier 3 – Entrance Criteria Decision-making Process

**BIT process:**
Student is currently receiving PBIS Tier 2 support and is not receiving scores of 80% or above for 80% of the time for 4 weeks.

**Direct referral:**
Student is referred for a Tier 3 behavior intervention by a member of the school staff or a parent.

If the student is not currently supported by a Tier 2 intervention, the team considers the need and implements as appropriate.

**Direct triage:**
- Student enters with an active PBIS Tier 3 plan from another school.
- Student has serious concerns in multiple domains.
- Student is at risk for loss of home or school placement.
- The adults in the student’s life are not effectively collaborating in planning with student.

**Building intervention team considers the following:**
- Evaluate prior Tier 2 interventions for fidelity and appropriateness and modify/implement if needed.
- Review special education evaluation history.
- For RENEW, consider use of RENEW Youth Needs and Strengths Checklist.
- For Educational Wraparound, consider use of Strengths and Difficulties Questionnaire.
- Review discipline data for student.
- Trained Tier 3 facilitator should make the final decision regarding appropriateness of intervention for student/family.
- Consider completing FBA-BIP prior to implementing RENEW or Educational Wraparound.

**Indicators for Educational Wraparound:**
- Family is open to collaborating closely with the school.
- Family is seeking help from the school.
- There are no imminent family plans to move away or change student’s school placement.

**Indicators for FBA-BIP:**
- Student has multiple problem behaviors in multiple settings.
- Student behavior has setting event that is not in school’s control, or behavior has not responded to attempted strategies.
- There are safety concerns for student that require a crisis plan, and BAIP has not been successful.

**Indicators for RENEW:**
- There is no imminent plan for student moving or changing school placement.
- Student is comfortable with intensive one-to-one verbal interaction.
- Functional assessments indicate student welcomes adult attention.
- Student is able to collaborate with adults.
FIVE PRIORITIES FOR SUCCESS

1. Improve District and School Culture
2. Ensure Fiscal Responsibility and Transparency
3. Increase Academic Achievement and Accountability
4. Develop Our Staff
5. Strengthen Communication and Collaboration