**SWIS Demo School: Intensive Positive Behavior Supports  
Tier III Intervention Guidelines**

**Tier I: School-wide PBIS and Classroom Systems**

**Who:**

* All students
* School-wide PBIS team & all staff
* Classroom teachers (for individual classroom systems)

**What:**

* Students are held accountable and rewarded for following school-wide rules
* Staff consistently teach and reward expected behaviors
* All staff report and document Minor/ Major behavior problems

**How:**

* Routines & expected behaviors are taught early and practiced daily
* School-wide rewards (e.g., Paw Pats, Spot-on awards, whole-school boosters)
* Consequences (Office Discipline Referrals for Minor/ Major behaviors)
* Individual classroom systems (e.g., Red/Yellow/Green charts, Paw Pat drawings, group incentives, color-spots, individual points, classroom time-out procedures)

**Tier II: Strategic Interventions**

**Who:**

* “Yellow Zone”: Students who display ongoing behavior that is disruptive to their own learning or the classroom atmosphere AND that is resistant to school-wide supports
* IPBS team
* Support/ Instructional staff provide interventions daily or weekly

**What:**

* Group interventions: Strategic interventions are already in place and available for students to join. These may include:
* Check-in/ Check-out (with standard point card)
* Check and Connect (adult contact without point card)
* Social skills groups

**How:**

* IPBS team may refer for a group/ strategic intervention based on:
* Office referral data
* Teacher Request (IPBS request form) after classroom interventions are documented
* Previous years’ information/ data review
* Data is collected daily or weekly and reviewed monthly at IPBS meetings

**Tier III: Intensive/ Individualized Interventions**

**Who:**

* “Red Zone”: Students with problem behavior that is persistent, escalating rapidly or dangerous AND resistant to strategic supports and classroom systems.
* Student-based team: The student’s teacher, family, and a “lead” from the FBA team develop the individualized Behavior Support Plan (BSP)
* School-based FBA team: Staff members who are trained in conducting functional behavior assessment and helping to design individualized interventions (BSP). One member of the team leads each student-based team.
* *If the student has an IEP, the case manager is usually the FBA team and the IEP team members are usually the student-based team*
* District-based expert/ specialists: On occasion, may support the school-based FBA team in refining or re-developing a BSP; Based on availability and district approval

**What:**

* Functional Behavioral Assessment (FBA): Evaluation of the student’s behavior, including antecedents (When and Where the behaviors occur), and maintaining consequences (Why the behavior keeps happening).
* Behavior Support Plan (BSP): A written plan developed by a team; Guides teacher actions, with an emphasis on preventing problem behaviors, teaching replacement behaviors, and rewarding replacement behavior. BSPs are based on the FBA.

**How:**

* Referral to FBA/ BSP development made by IPBS team or IEP team
* FBA: May include:
* Teacher interview
* Parent interview
* Records/ data review
* Direct observation of the student
* BSP: Should include:
* Clear descriptions of the problem behavior, antecedents and the function of the behavior
* Goals and teaching strategies for replacement behavior
* An emphasis on prevention
* A reward system that is linked to the function of the problem behavior
* Clear steps for responding to problem behavior
* Data Collection and Review
* Data is collected daily (e.g., point cards, tallying incidents)
* After 2-3 weeks, plans are reviewed. If student is making progress, continue
* If the student is not making progress, the team may consider:
* Changing the intervention (may do more than once)
* Requesting FBA district-support (after prolonged period or in urgent situation)
* Evaluation for special education services (if/ when data supports referral)
* Training and Communication:
* All stakeholders receive training about Tiers I, II, and III annually. PBIS information in Staff Handbook, Parent Handbook. Specific training for staff and parents of students on Tiers II & III (materials in ISS Team Handbook). All case managers/BSP coordinators receive training through OIS, district-level BSP, and as-needed coaching by other team members.
* All BSPs are sent home, given to team members, and kept in a file in the student’s room as well as in the Safe Room log (if the child has or might be in office as part of his/her plan).

**Flowchart for Intensive Behavior Support**

**Tier I:**

**All Students**

**School-Wide PBIS Team**

**Teach school-wide expectations**

Reward with **classroom & school-wide systems**

Document problems with Minor/Major ODR

Does behavior interfere despite consistent rewards & consequences?

**No**

**Yes**

**Tier II:**

“Yellow” Zone   
*(Ongoing/disruptive behavior)*

IPBS Team

**IPBS Referral:**

\*Teacher referral (Request for Assistance)

\*Referral through ODR data

\*Previously needed Tier II program

Does  
student like/need frequent adult attention?

Does student lack needed skills?

**No**

**Yes**

**Yes**

IPBS team: Consider **CICO** or other **strategic intervention**

IPBS team: Consider **social skills** group if available

Get **parent permission**; Begin intervention

Continue class and school-wide systems

Monitor progress: Point-card, ODR, or other data

REVIEW progress monthly

Is behavior still interfering, escalating, or dangerous?

**No**

**Yes**

**AT ANY TIME:**

If student behavior is a danger to self or others OR results in 2+ room clears, or escorts/restraints/seclusion

Notify IPBS team immediately

**Tier III:**

“Red” Zone   
*(Dangerous, ongoing/resistant behavior)*

FBA & IPBS Team

IPBS Team: Review data and refer to FBA team

Assign “lead” (from school-based team)

Obtain parent permission for FBA

Notify teacher of process

Is the student’s behavior escalating or resistant to the plan?

**Yes**

Begin observations, file review, & interviews

Convene student-based team; develop BSP

Implement plan & maintain daily data

**AFTER 2 WEEKS**

**Revise the FBA** with the team

Implement revised plan & maintain data

Is the intensity of  
the student’s behavior significantly increasing?

**AT ANY POINT**

**FBA/IPBS Team:** Make request for district-level BSP support

**AFTER 2-3 REVISIONS**

Evaluation for Special Education may be made if the student has a disability that is impacting his/her educational progress via the IPBS or IIPM teams.