

RtI Behavior Decision Points Summary

Tier 1 School-wide or Universal/Core

- **If** score on Benchmarks of Quality (BOQ) is less than 70, **then** revisit SWPBS or look at Classroom
- **If** our discipline data indicate an increase in ODR/ISS/OSS, **then** revisit SWPBS
- **If** score on Benchmarks of Quality (BOQ) is greater than 70, and data show a increasing trend in ODR/ISS/OSS, **then** revisit SWPBS or look at Classroom
- **If** score on Benchmarks of Quality (BOQ) is greater than 70 and data show a decreasing trend in ODR/ISS/OSS, **then** look at data to determine if need training at Targeted Group and/or Individual level PBS

Tier 1/2 Classroom Support

- **If** most of ODRs (over 50%) are coming from many classrooms, **then** revisit SWPBS application in all classrooms
- **If** a few classrooms are responsible for the majority of ODRs, **then** look at Classroom PBS using the *Classroom Consultation Guide*
- **If** score on Benchmarks of Quality (BOQ) is less than 70, **then** revisit SWPBS or look at Classroom PBS using the *Classroom Consultation Guide*
- **If** our discipline data indicate an increase in ODR/ISS/OSS and most of the referrals are coming from many classrooms, **then** revisit SWPBS application in all classrooms
- **If** a classroom has received support, the interventions were done with fidelity and the behavior of the student has not improved, **then** consider Tier 2 supports for the student

Tier 2 Targeted Group Support/Supplemental

- **If** a student is identified as needing Tier 2 supports but has not had contact with SWPBS (i.e. teaching, rewarding), **then** either revisit SWPBS and/or receive Classroom PBS
- **If** a student is identified as needing Tier 2 supports and has had contact with SWPBS (i.e. teaching, rewarding), **then** identify appropriate Tier 2 supports
- **If** a student receiving Tier 2 supports is consistently reaching his/her goals, **then** decide to either maintain/begin to fade Tier 2 or move back to Tier 1 supports
- **If** a student in Tier 2 supports is consistently **not** reaching their goals, **then** need to first make sure the student was receiving the support with fidelity or adapt the Tier 2 supports to be more effective
- **If** a student in Tier 2 supports is consistently **not** reaching their goals and Tier 2 support was delivered with fidelity, **then** need to either decide to try another Tier 2 support, have a teacher consultation or move to Tier 3. You may also want to initiate the FBA/BIP process.

Tier 3 Individual Student Support/Intensive

- **If** a student is identified as needing Tier 3 supports but has not had contact with Tier 2, **then** revisit Tier 2 supports
- **If** a student is identified as needing Tier 3 supports and has had contact with Tier 2, **then** identify Tier 3 supports and decide if need to maintain Tier 2 supports
- **If** a student receiving Tier 3 supports is consistently reaching their goals, **then** decide to either maintain/begin to fade Tier 3 or move back to Tier 2 supports
- **If** a student in Tier 3 supports is consistently **not** reaching their goals, **then** first make sure the student was receiving the support with fidelity
- **If** a student receiving Tier 3 supports is consistently **not** reaching his/her goals and had access to it with fidelity, **then** need to evaluate the functional assessment and behavior intervention plan for appropriateness and accuracy