

## ***HVED System of Behavioral Supports***

### **Tier 1 (Universal Instruction): For ALL students**

**SAEBRS screening:** The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) is a 19-item rating scale that teachers complete about their students' social, academic, and emotional behaviors. SAEBRS is designed for use across grades K-12. It is grounded in a conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS evaluates student functioning in terms of overall general behavior (Total Behavior; 19 items), as well as Social Behavior (6 items), Academic Behavior (6 items), and Emotional Behavior (7 items). SAEBRS is designed for screening all students in grades K-12 three times a year.

Additional information: <https://auth.fastbridge.org/login.do>, <https://education.missouri.edu/wp-content/uploads/sites/21/2014/03/EBA-Brief-SAEBRS.pdf>

**Leadership Team:** The Tier 1 team establishes the systems and practices for Tier 1 support. This team is responsible for monitoring school-wide data, ensuring students receive equitable access to these supports, and evaluating the program's overall effectiveness.

The Tier 1 team meets at least monthly. Team members should have availability to attend at least 80% of all scheduled meetings to provide consistency around action planning and tracking progress. Meetings should include an agenda, minutes, defined roles, and a current action plan.

A school's PBIS Leadership Team must identify implementing PBIS school-wide as a critical priority. If it is not identified as one of the school's top three needs, it is unlikely anyone will allocate the time and effort needed to accomplish implementation. Although not a requirement, it is beneficial when a majority of school personnel also agree PBIS implementation is critical to addressing issues related to the social, emotional and behavioral growth of all students.

Tier 1 teams review and use discipline and academic outcome data at least monthly to guide decisions. Reviewing fidelity data measure how closely the school implements the critical components of PBIS at Tier 1. Annually, teams evaluate the overall effectiveness of Tier 1 supports and share their findings with stakeholders. School personnel should see school-wide data regularly and have opportunity to provide input on Tier 1 foundations.

Additional information: <https://www.pbis.org/>, <https://www.pbisworld.com/>, [https://www.michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72833-361319--,00.html](https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72833-361319--,00.html), <https://pbissmissouri.org/>, <https://pbisnetwork.org/>, <https://education.mn.gov/MDE/dse/sped/pbis/>

**Behavioral expectations:** Creating clear expectations is the first step in developing a school-wide PBIS program. The Universal System consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent problem behavior. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the individual school are best. A visitor should be able to walk into the school and ask ten random students to name

their school's behavioral expectations and at least 80% of the students should be able to state what they are and give examples of what they look like in action.

A school-wide matrix lists the general behavioral expectations and specific expectations for various settings within the school. The settings chosen for the matrix are areas where the behaviors can be taught, modeled, practiced, and observed. The matrix provides a clear visual of all school-wide behavioral rules/expectations.

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[https://www.michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72833-361319--,00.html](https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72833-361319--,00.html),  
<https://pbissmissouri.org/>, <https://pbisnetwork.org/>, <https://education.mn.gov/MDE/dse/sped/pbis/>

**The Role of Re-Teaching:** Re-teaching students the appropriate behaviors is an efficient and effective way of encouraging positive behaviors. Immediate re-teaching requires a staff member to interrupt the undesirable behavior, define and model the replacement behavior, and have the student practice it. After a student models the appropriate behavior, positive reinforcement increases the chance of the appropriate behavior continuing.

Additional information: <https://www.pbis.org/>, <https://www.pbisworld.com/>,  
[https://www.michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72833-361319--,00.html](https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72833-361319--,00.html),  
<https://pbissmissouri.org/>, <https://pbisnetwork.org/>, <https://education.mn.gov/MDE/dse/sped/pbis/>

**Office Discipline Referral (ODR) Process:** Office Discipline Referrals (ODR) monitor problem behaviors. Minor behaviors are teacher-managed behaviors. This means that the teacher intervenes by following the process that buildings have determined. Major problem behaviors are office-managed behaviors. This means that the administrator intervenes by following the process that the building has determined.

Responding to behavioral errors includes re-teaching, redirecting and consistency. SWPBIS teams work within their schools to differentiate between minor (teacher managed) behaviors and major (office managed) behaviors so students receive similar messaging throughout the entire school building. Systems are designed for staff to successfully implement a continuum of respectful and logical consequences in response to undesirable behavior with teaching desired behavior as the top priority. Behavioral errors are documented through a School-wide Information System (SWIS) so school teams can address problems with precision, intervene appropriately and progress monitor effectiveness.

Additional information: <https://www.pbis.org/>, <https://www.pbisworld.com/>,  
[https://www.michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72833-361319--,00.html](https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72833-361319--,00.html),  
<https://pbissmissouri.org/>, <https://pbisnetwork.org/>, <https://education.mn.gov/MDE/dse/sped/pbis/>

**Reinforcement and Acknowledgment:** School-wide expectations are continuously reinforced and acknowledged by school staff in a variety of ways to encourage students to participate in prosocial and desired behavior. Students are recognized when they exhibit appropriate behavior. Each school designs acknowledgement systems to match their values, priorities and expectations. Student success is celebrated!

Additional Tier 1 information: <http://pbismn.org/statewide/tier-1.php>, <https://www.pbis.org/pbis/tier-1>, <https://www.wisconsinrticenter.org/school-implementation/behavior/>, <https://www.pbisworld.com/tier-1/>.

**Social-Emotional Learning (SEL): Positive Action** is based on the intuitive philosophy that we feel good about ourselves when we do positive actions.

The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts.

When this cycle is negative, students do not want to learn. When this cycle is positive, students want to learn. The essence of the program is to emphasize those actions that promote a healthy and positive cycle. The Positive Action program works through these concepts in a systematic way.

Other possible SEL programs: [Harmony](#), [Incredible Years](#), [Second Step](#), [CASEL](#)

## **Tier 2: Targeted intervention (for SOME students)**

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Tier 2 supports help students develop the skills they need to benefit core programs at the school. Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 can be given to students using “standard-treatment protocol” meaning we don’t need to know the details about the behavioral difficulties at this point and can move directly to providing appropriate interventions that research and experience have proven to work for most students who participate in these interventions to fidelity. Common tier 2 interventions include brief FBA/BIP’s, Check-in/Check-out, Check & Connect, Mentoring, and Social, Academic Instructional (SAIG) groups. Common tier 3 interventions include Therapy, Wrap-a-round services, and full FBA/BIP’s. Brief information regarding each of these tier 2 and tier 3 interventions is below.

### **Brief Functional Behavior Analysis (FBA)/Behavior Intervention Plan (BIP): A**

positive reinforcement system is utilized to systematically and positively reinforce the student’s behavior on a regular basis (at least twice daily).

Additional information: <https://www.pbisworld.com/tier-2/daily-behavior-form/>, <https://selfandmatch.com/>, <https://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker>

**Check-in/check-out (CICO):** Students assigned to a CICO intervention check in with a coach/mentor at the beginning of the day to set goals for the day. This adult can be a counselor or other

staff member who is not an instructor for that student. Typically, the student uses a “points card” that spells out the goals for each part of the day. As the student progresses through the day, their teachers evaluate behavior and assign points for meeting their daily goals. At the end of the day, the student checks out with the same staff member they began the day with, assessing their points total for the day. The final component of this process involves the student taking their points card to a parent at home, returning it signed at the next morning check-in.

At its most basic, the check-in/check-out meeting is an opportunity for student and mentor to work together to improve behavior. This intervention works well for students who respond well to adult attention. The mentor encourages the student to reflect on what they did well, how they feel, and what they need to work on. Students who receive such encouragement learn to self-monitor, internalize successes, and develop self-esteem. Successful CICO doesn't focus on the student's struggles in behavior. Instead, it centers on the positive behavioral goals met and the efforts made by the student to attain those goals.

Additional CICO information at: <https://www.interventioncentral.org/node/970770>

**Check & Connect:** *Check & Connect* is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of *Check & Connect* is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to *Check & Connect* when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

In *Check & Connect*, the "**Check**" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "**Connect**" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships. See more about the [Components and Elements of Check & Connect](#).

Additional information at: <https://checkandconnect.umn.edu/model/default.html>

**Mentoring:** An adult or student in the school builds a positive relationship with a student currently experiencing social, emotional, or behavioral difficulties and provides the student with a personal connection. Mentoring is used with students who are feeling unsuccessful academically or behaviorally and when other interventions seem to fail.

Additional information at: <https://www.pbisworld.com/tier-2/mentoring/>

**Social Academic Instructional Groups (SAIG):** SAIG groups *assist students in acquiring and building*

*fluency in appropriate behaviors. SAIG is most appropriate for students who need additional instruction to acquire social academic skills and build them to fluency. SAIG teaches skills that are connected with and supplemental to the universal curriculum*

1. Introduce the skill to be learned, why it is important, and where it can be used
2. Adult models examples and non-example from natural context while emphasizing positive examples
3. Students role-play and “think out loud” as they practice the appropriate skill
4. Adult provides feedback throughout the lesson
5. Students self-evaluate and practice again while adults continue to provide feedback

Additional information at: <https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>, <https://www.wisconsinrticenter.org/tier-2-day-3-2/>, <https://pbissmissouri.org/tier-2-workbook-resources>

**Restorative Practices:** Restorative practices (RP) are drawn from the traditions of Indigenous people and communities of color around the world. They are grounded in a belief that people are profoundly relational, interconnected and inherently good. Restorative practices include ways of creating community that honors the importance of relationships amongst all members in the community; as well as practices to repair relationships when harm has been caused. RP address the needs all people impacted by the harm.

By using restorative practices in the school, people get to know one another and build relationships with each other, which is key element to learning, bullying prevention, and creating a positive school climate for students and adults. Key principles guide the practices.

Additional information at: <https://education.mn.gov/MDE/dse/safe/prac/>

**Zones of Regulation:** The Zones of Regulation® is a framework and easy-to-use curriculum for teaching students strategies for emotional and sensory self-management. Rooted in cognitive behavioral therapy, The Zones approach uses four colors to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body’s signals, detect triggers, read social context and consider how their behavior impact those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

Additional information at: <https://zonesofregulation.com/index.html>

**Social Thinking (Thinking about you Thinking about me, Superflex, You are a Social Detective, etc.):** Social thinking is a variety of curriculum from the company named “Social Thinking,” that teach students the developmental language to think and talk about their thinking in order to improve the student’s self-regulation skills.

Additional information at: <https://www.socialthinking.com/>

### **Tier 3: Intensive Individualized Intervention (for ONLY A FEW students)**

**Therapy:** The student participates in regular and meaningful therapy sessions to specifically address mental health issues. This can take place outside of school as well as in school. In school this can be completed by Comprehensive Therapeutic Support Services (CTSS) workers as well as some qualified school counselors, school social workers, or school psychologists.

Additional information at: <https://mn.gov/dhs/partners-and-providers/policies-procedures/childrens-mental-health/ctss/>, <https://www.hvmhc.org/>

**Wraparound supports:** Wraparound supports involve working with students and the adults invested in their success to identify how a student's natural support systems, strengths, and needs can work together to improve their outcomes. The Wraparound plan typically includes both formal, research-based services and informal supports provided by friends, family, and other people drawn from the student's social networks.

Additional information at: <https://nwi.pdx.edu/wraparound-basics/>

### **Full Functional Behavioral Assessment (FBA) and Behavior Intervention Plan**

**(BIP):** A full FBA is the formal process for ensuring a student's plan centers on why a student behaves the way they do. The FBA allows teams to identify which interventions are most likely to be useful for an individual student. An FBA has legal meaning and needs to be in place any time seclusion or physical restraint are been used. HVED behavior specialists specialize in completing full comprehensive FBA's and BIP's.

Additional Information: <https://www.pbis.org/resource/efficient-functional-behavior-assessment-the-functional-assessment-checklist-for-teachers-and-staff-facts>, <https://www.pbis.org/resource/basic-fba-to-bsp-trainers-manual>, <https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/FBABIP.htm>

### **Additional PBIS resources:**

[Positive Behavioral Interventions and Supports \(PBIS\) Cohort Training - 12/9/21](#)

Minnesota school teams can now apply to be a part of the two-year PBIS Cohort Training. Applications for 2-year SW-PBIS Cohort 18 School Team (Summer 2022-Spring 2024) are due **February 28, 2022** and can be found here: <http://www.pbismn.org/getting-started/application-for-school-training.php>.

<https://www.pbis.org/>

<https://www.midwestpbis2.org/>

<http://www.pbismn.org/index.php>

<https://www.pbisworld.com/>

<https://www.interventioncentral.org/>