

# PBIS at Timber Ridge Elementary

Positive Behavior Interventions and Supports (PBIS) is a tiered approach to student behavior support. Tier I represents a proactive, preventative foundation of expectations and procedures applicable to all students, staff, and settings. Tier II and Tier III include specific, progressive supports for students who need something extra in addition to the lower levels.

## Tier I: Universal Interventions

In Tier I of the PBIS model, universal or primary supports that are preventative in nature are put into place. These supports are for all students, staff, and settings and include the development of school-wide expectations, a behavior matrix, and reinforcement system to recognize expected behaviors.

Throughout, outcomes, systems, data, and practices are continually evaluated. When effectively implemented and maintained, it is estimated that approximately 80-90% of students respond to Tier I supports. Below are Tier I Universal supports used at Timber Ridge Elementary School.

- **School-Wide Expectations:** Timber Ridge Wolves are taught the value of being *Respectful, Responsible, and Safe*.
- **Common Voice Levels:** Voice levels for common areas are posted throughout campus.
- **Positive Recognition and Reinforcement:** Positive student behaviors are reinforced and recognized verbally and through the use of Timber Tickets. Classes work together to reach a monthly Timber Ticket goals and participate in school-wide positive behavior events such as pajama day, flashlight read-ins, popcorn parties, ice cream parties, movies, extra recess and game days.
- **Tracking Data:** Student recognition data and referral data is tracked and reviewed. Referral data is tracked through two confidential web based reporting systems: School Wide Information System (SWIS) and Skyward. This data is used to identify building trends that may require additional student support.

## • Tier II: Targeted Interventions

Along with strengthening preventative aspects of our behavior management system, PBIS provides us with structures for students who may need additional support for behavior expectations beyond Tier I. The primary prerequisite for an effective Tier II Intervention system is a firmly established and internalized system of expectations and reinforcements (Tier I). Approximately 8-10% of students benefit from Tier II interventions.

When a student is identified to benefit from Tier II interventions, a team problem-solving approach is used to create a plan which is supported and monitored by the Tier II team. Tier II interventions are matched to the function of behavior. The process to identify and match students to interventions may include:

- A social-emotional teacher survey, completed each fall and spring
- Referral data
- Staff observations
- Attendance concerns

Below is a list of some interventions we provide students:

- Alternative Recess
- Break Spot
- Sensory Tools
- Lunch Groups
- Attendance Contract
- Behavior Contract
- Check In Check Out (CICO)
- Small Group Social-Emotional or Counseling Groups

## Tier III: Individualized Intensive Interventions

In Tier III, individualized interventions are provided for students who need supports beyond Tier I supports and Tier II interventions. Generally, 1-5% of the school population require these individualized intensive services.

Below are a few of the interventions that can be provided for our Tier III students:

- Check, Connect, and Expect
- Integrated Interventions (more than two Tier II interventions in place)
- Behavior Intervention Plan