

Multi-Tiered Systems of Support for Behavior

DE-PBS Implementation Benchmarks

Tier 2 – Targeted/Problem-Solving PBS System

- T2 Team established & trained
- T2 Team members with leader meet at least monthly
 - Holds Systems Conversations (Includes monitoring group intervention data to determine overall intervention effectiveness)
 - Holds Problem-solving Conversations (includes matching individual students needs to interventions and progress monitoring)
- Data-based decision rule(s) established to identify students in need
- Request for assistance forms developed for staff & families
- At least 2 Tier 2 research-based & function-based interventions established and ready to access
- Tier 2 interventions have established facilitator,

Tier 3 – Individual PBS System

- Lead staff members from school identified & trained in development of FBAs/BSPs; including developing IEP behavior goals based on BSPs.
- T3 – FBAs clearly define problem behavior, include data collection, and analysis of antecedents and consequences to form valid hypothesis
- T3 BSPs include defined replacement behaviors with measurable prevent, teach, and reinforce strategies.
- T3 system support ongoing fidelity monitoring of BSPs.
- T3 system for individual supports is coordinated with T2 system for group-based supports.
 - System for communication among Tier 2&3 efforts
 - Data indicators identified to trigger support

Tier 1 – School-wide PBS System

- Leadership team with active administration established & trained to support implementation of School-wide PBS for all students
- The team is representative of school community, includes administrator, and meets at least monthly to develop & evaluate SWPBS system
 - Current discipline data, at minimum Office Discipline Referrals (ODR), reviewed monthly and shared with staff; ODR & additional data sources used to plan and monitor program change
 - Team provides annual staff overview of DE-PBS system including school specifics & data, and implementation fidelity is monitored
- SWPBS System focuses on prevention through implementation of school-wide and classroom PBS strategies
 - Focus on relationship development
 - SWPBS expectations established, actively taught, and acknowledged to ensure working knowledge by all staff and students
- SWPBS System has established procedures to support correcting problem behavior with emphasis on developing problem-solving skills
 - Behavior response system includes: defined behaviors delineated as major vs. minor with school-wide response procedures determined
 - Response to major and minor behavior includes systematic incorporation of problem-solving and skill building
- SWPBS System focuses on developing self-discipline through social-emotional learning
 - School-wide integration of social-emotional learning curriculum
 - Self-discipline emphasized through school-wide activities intended to enhance SEL curriculum, promote relationship building, and student leadership
 - Recognition emphasizes SEL concepts of self-management, social awareness, empathy, relationship skills, responsible decision making, and positive sense of self