BIXBY
Tiered Student Supports

A District's Journey to Implement a
Tiered Behavior Support System
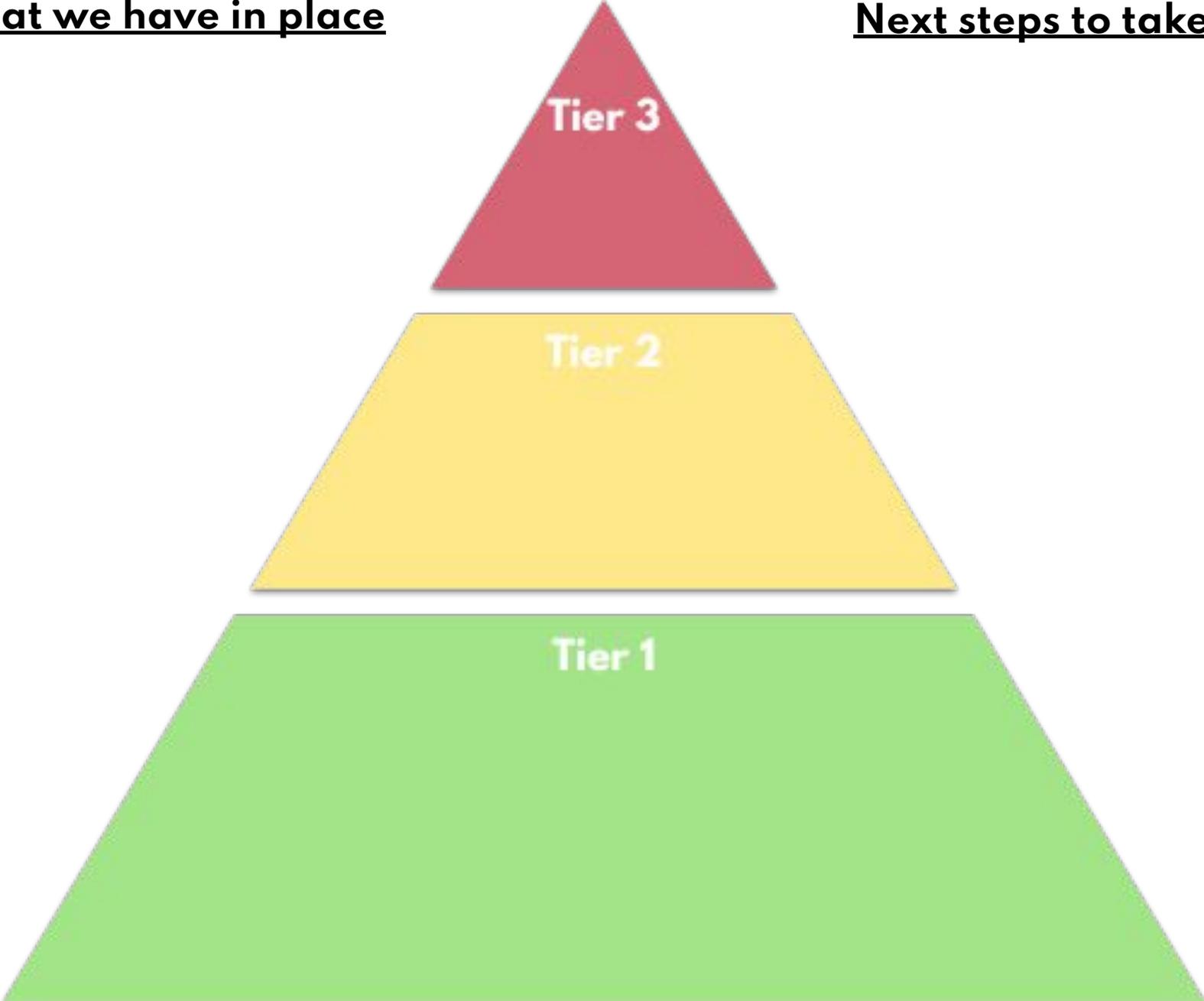
Introductions

Stephanie Beasley
MTSS District Coach
& Nationally Certified
School Psychologist

BIXBY
Tiered Student Supports

BTSS- NOTES

What we have in place

Next steps to take/ideas

Tier 3

Tier 2

Tier 1

A Quick Look At Bixby Public Schools

Our Community

Location
Located just south of the Tulsa metro, Bixby has a current population of approximately 31,000

Growing Community
Bixby is one of Oklahoma's fastest-growing cities, with over 30% growth since 2010!

Demographics
High-performing, family-centered community with a median household income near $100,000.

Our District

Student Population
8,000, 12 schools, PK-12
60% White, 14% Hispanic, 17% Multiracial, 22% economically disadvantaged.

Growing District
Enrollment has grown 6.6% in the past year alone, requiring expanded facilities and evolving instructional supports.

Performance
Graduation rate: 98%
Average ACT: 21
Recognized as a top-performing district statewide

Our Heart

Motto: Learn Well. Live with Honor.

Mission: Ignite the Potential of Every Student.

Vision: To be a place where every student believes in their ability to learn, excel, and own their future.

BPS Strategic Plan One-Pager

BIXBY
Public Schools
Strategic Focus
2020-2025

OUR VISION:
captures the future we hope to create for our students.

Bixby Schools:
A place where all learners believe in their power to LEARN, EXCEL, & OWN their future.

OUR MOTTO:
encapsulates the beliefs or ideals which guide our district.

The Spartan Way:
Learn Well.
Live with Honor.

OUR MISSION:
explains our fundamental purpose as a school district.

"Ignite the Potential of Every Student."

PORTRAIT OF A GRADUATE

insatiably curious

creative

critical thinker

owns their learning

problem solver

global citizen

These six learner attributes serve as the foundation for teaching & learning.

One Vision, Many Supports
All Aligned Under Our Strategic Plan

DISTRICT STRATEGIC PLAN

MTSS FRAMEWORK · MTTSS · COUNSELING · ACADEMICS · MENTAL HEALTH · CRISIS · CRISIS MANAGEMENT · SCHOOL SAFETY
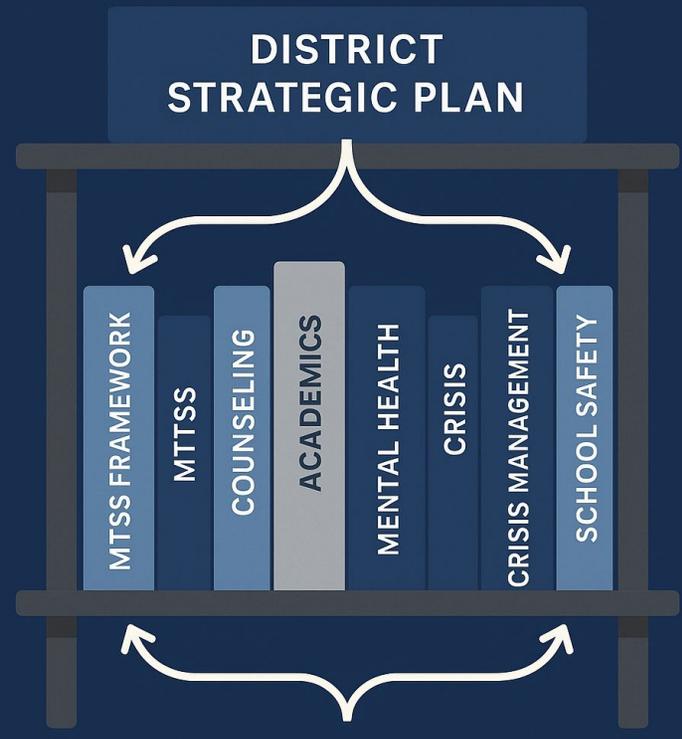
Vision Statement

Through Bixby Tiered Student Support every student will receive the academic and behavioral support necessary to **LEARN**, **EXCEL**, and **OWN** their future.

Mission Statement

The mission of Bixby Tiered Student Support (BTSS) is to enhance academic and behavioral instruction through targeted interventions, beginning with a strong foundation at Tier 1. Grounded in three core principles—data-driven decisions, sustainable teaming, and evidence-based practices—BTSS focuses on teaching, prevention, reinforcement, and responsive support. This proactive, data-informed framework ensures that all learners at Bixby Public Schools receive the support they need to grow and succeed.

OKMTSS Framework

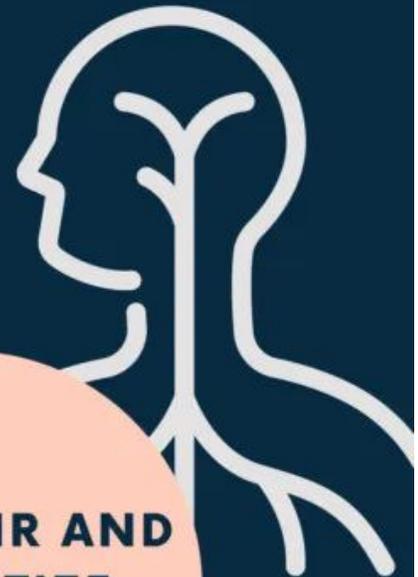| Data-Driven Decisions	Sustainable Teaming	Evidence-Based Practices
Measurement for Team-based Decisions	Leadership Support	Tier 1- Universal School-wide Supports
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1- Universal Class-wide Supports
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Tier 2 Interventions
Evaluate Fidelity of Implementation	MTSS Coaching Support	Tier 3 Interventions
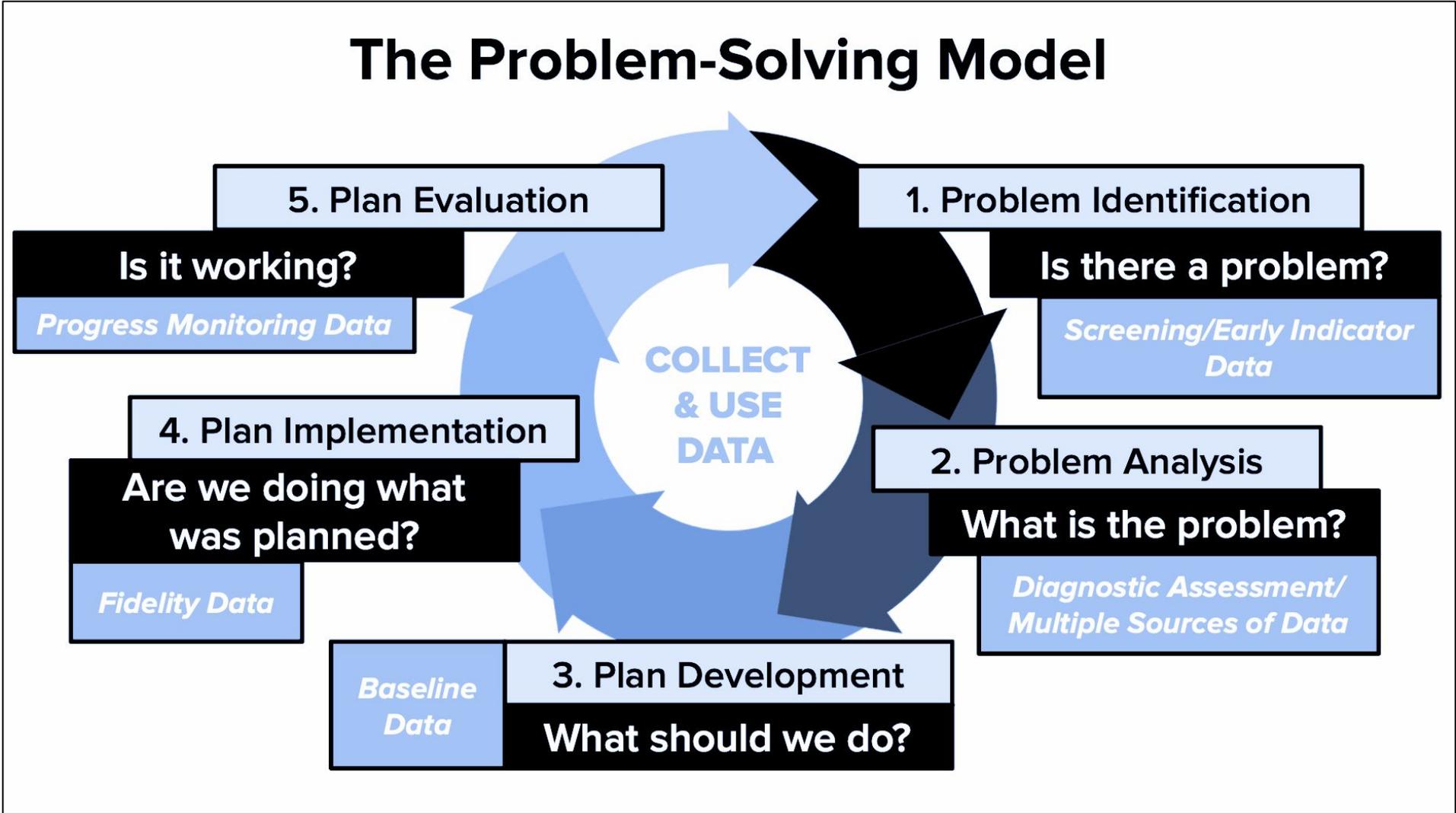
WE ARE THE EDUCATORS.
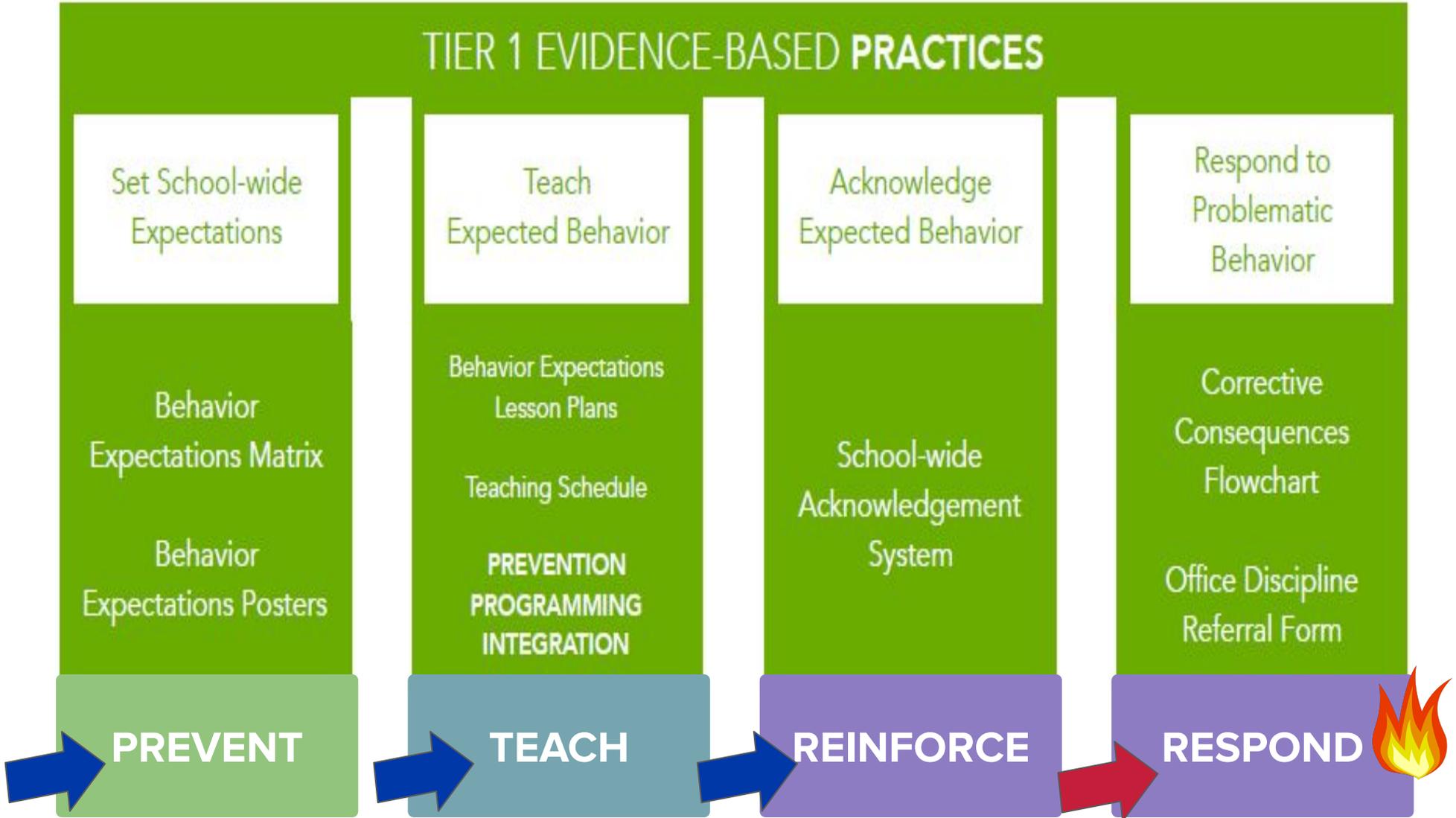# WE GO FIRST.

WE REGULATE OUR NERVOUS SYSTEMS.

WE BECOME AWARE OF OUR TRIGGERS.

WE SAY, "I AM SORRY."

WE FOCUS ON THE PROCESS.

WE REPAIR AND PRIORITIZE RELATIONSHIPS.

BIXBY
Tiered Student Supports

TIER 1 EVIDENCE-BASED PRACTICES

Set School-wide Expectations

Behavior Expectations Matrix

Behavior Expectations Posters

PREVENT

Teach Expected Behavior

Behavior Expectations Lesson Plans

Teaching Schedule

PREVENTION PROGRAMMING INTEGRATION

TEACH

Acknowledge Expected Behavior

School-wide Acknowledgement System

REINFORCE

Respond to Problematic Behavior

Corrective Consequences Flowchart

Office Discipline Referral Form

RESPOND

BTSS
Bixby Public Schools
TIERED STUDENT SUPPORT

Decision Rules

Tier 3

Tier 3: Step 4

Intensive & Individual

Who: SIT Team

Click here for Strategies & Details

Targeted Interventions For SOME students; Begin with less intense intervention; move to more intense intervention if needed

Tier 2

Tier 2: Step 2

Targeted Intervention
Who: Classroom Teacher

Behavior Support Plan:
ELEM/INT   SECONDARY

Tier 2: Step 3

More Intense Intervention

Who: Teacher + Specialists

Click here for Strategies & Details

Universal Strategies For ALL Students: Comprehensive Proactive Preventative

Tier 1

Tier 1: Step 1

ALWAYS re-teach expectations/procedures and practice self-regulation!

Who: Classroom Teacher + All Staff

Click here for Strategies & Details

In 2 Months:

CRITERIA:

4+ majors OR

7+ minors OR

Teacher referral Team consult

RESPONSE:

Implement individualized behavior plan

Collect Progress Monitoring Data

If no progress in 2-4 weeks, consider a formal FBA

CRITERIA:

2+ majors OR
6+ minors

OR Teacher Referral Team Consult

RESPONSE:

Intervention is run for 4 weeks with fidelity

Collect Progress Monitoring Data

FOUNDATION FOR ALL STUDENTS & CLASSROOMS

BPS Expectations & Procedures: Grades PK-6 - Grades 7-12   Classroom Culture   Great Expectations

Tier 3

Tier 2

Elementary/Intermediate Expectations & Procedures

Secondary Expectations & Procedures

FOUNDATION FOR ALL STUDENTS & CLASSROOMS
Conscious Discipline - Elem
BPS Expectations & Procedures   Classroom Culture   Great Expectations

BIXBY
Tiered Student Supports

Foundation

BIXBY
Tiered Student Supports

Majors
- *Office referrals for major problem behaviors*

Minors
- *Addressed by the teacher*
- *Parent contacts*

Bixby Office Referral Form Definitions

Minor Problem Behaviors

Minor Problem Behavior	Definition
Defiance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language including a minor threat.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behaviors

Major Problem Behavior	Definition
Abusive Language/Inappropriate	Student delivers verbal messages that include

When behaviors occur frequently, they activate decision rules that guide the implementation of additional behavior interventions

BTSS
Bixby Public Schools
TIERED STUDENT SUPPORT

Educator's Handbook is our incident & merit reporting system

Tier 1

Tier 2

Tier 3

Tier 3: Step 4

Intensive & Individual

Who: SIT Team

Click here for Strategies & Details

Targeted Interventions For SOME students; Begin with less intense intervention; move to more intense intervention if needed

Tier 2: Step 2

Targeted Intervention
Who: Classroom Teacher

Behavior Support Plan:
ELEM/INT   SECONDARY

Tier 2: Step 3

More Intense Intervention

Who: Teacher + Specialists

Click here for Strategies & Details

Universal Strategies For ALL Students: Comprehensive Proactive Preventative

Tier 1: Step 1

ALWAYS re-teach expectations/procedures and practice self-regulation!

Who: Classroom Teacher + All Staff

Click here for Strategies & Details

FOUNDATION FOR ALL STUDENTS & CLASSROOMS

BPS Expectations & Procedures: Grades PK-6 - Grades 7-12   Classroom Culture   Great Expectations

Decision Rules

In 2 Months:

CRITERIA:	RESPONSE:
4+ majors OR	Implement individualized behavior plan
7+ minors OR	Collect Progress Monitoring Data
Teacher referral Team consult	If no progress in 2-4 weeks, consider a formal FBA

CRITERIA:	RESPONSE:
2+ majors OR	Intervention is run for 4 weeks with fidelity
6+ minors	
OR Teacher Referral Team Consult	Collect Progress Monitoring Data

|	Bathroom	Hallways	Outside/Inside Recess	Assembly	Dismissal	Cafeteria	Safety Drills
Ready to Learn	Be quick	Go Directly to your directly your location Be quiet in the hall	Go quietly to the designated area. Line up quickly when the whistle is blown and follow line procedures.	Walk quietly in and out of the assembly Listen attentively	Walk silently to your assigned area and be seated.	Follow line procedures.	Stop immediately and listen for directions.
Everyone is Safe	Go Flush Wash Leave	Walk in a single file line on the right side of the hallway Eyes are forward Keep hands and feet to yourself	Follow directions. Report any problems. Use equipment appropriately Stay in the fenced or assigned area.	Use self-control. When the assembly is over, look at your teacher for instructions.	Follow directions. Observe safety rules near cars, buses, and crosswalks.	Students eating are expected to be at a 0 to 1 voice level. Be seated on your pockets. Always walk. Clean up after yourself. Respect others' personal space.	Quickly, calmly, and quietly follow drill procedures.
Own Your Choices	Be Quiet Respect Privacy of Others	Allow others to go first Enjoy the artwork and displays with your eyes only.	Respect everyone's space Use Magic Triad Use good self control.	Respond appropriately (example: applause, cheering, etc.) Self-Monitor your own behavior	Follow each dismissal area's expectations. Keep backpacks closed and on your back.	Sit in your assigned area.	Follow drill procedures.

| I am	All Settings	Classroom	Hallways	Cafeteria	Bus	Parking Lot
Safe	- Maintain personal space - Report inappropriate behavior - Follow directions the first time given - Report any concerns to Tipline - Follow expectations during safety drills	- Keep "all four on the floor" - Keep belongings out of the walkways - Use supplies, equipment and materials appropriately	- Walk at all times - Stay to the right when walking - Keep personal belongings in locker - Use non-spillable drink containers	- Go directly to the cafeteria for lunch - Remain patiently in your place in the lunch line - Find a seat quickly and stay in it - Students must stay in the cafeteria/commons area	- Walk at all times - Choose one seat and remain seated - Keep personal belongings in your seat - Keep everything inside the bus at all times - Wait for the bus to stop before approaching - Do not walk between busses - Watch for your bus to arrive	- Students cannot drive from class to class - Students should not be in the parking lot during lunch or between classes - Allow pedestrians the right of way - Obey traffic signage - Do not approach moving vehicles
Respectful	- Use appropriate ways to show affection - Put trash in trash cans - Follow the BHS dress code - Use positive language and appropriate volume when talking - Include others in activities - Take care of our school - Use electronic devices only at approved times - Help others when needed - Respect different experiences and perspectives - Be respectful of other people's belongings	- Follow all teacher's classroom expectations - Actively listen(no headphones during active teaching) - Have cell phones silenced and in the designated area during instructional time - Relate discussion to the topic - Ask before borrowing supplies - Take care of classroom materials - Be honest - Pick up after yourself	- Take care of hallways (posters, decorations, walls, lockers, and materials) - Avoid standing or walking in large groups	- Clean up your spills - Be polite to peers, staff, and cafeteria personnel - Use manners - Pick up all trash - Take only the food you can eat for one meal	- Enter and exit the bus calmly - Maintain pride for bus property - Dispose of trash in the proper receptacle - Use appropriate language with students and adults - Talk quietly only those close by you	- Trash needs to be put in trash cans - Respect the speed limit - Obey parking zones including faculty, no parking, visitor parking, and handicap parking
A Responsible Learner	- Know and follow school expectations - Have Chromebook charged and ready to use every day - Have all materials with you - Arrive on time and ready to learn	- Be in assigned seat when the bell rings - Work the entire class period - Stay on task - Complete all assignments on time and to the best of your ability - Pay attention to your grades - Make preparations and follow up on absences - Ask for help when needed - Fulfill your responsibility when working in groups	- Keep locker organized and clean - Have materials prepared for the next class - Go directly to destination with a pass and return to class quickly - Use assigned locker only - Always have a hall pass when in the hallway	- Know your order ahead of time - Be aware of lunch account balance - Finish all food and drink in the cafeteria	- Follow all directions given by the bus driver - Set a good example for younger students - Assist the bus driver and other students, if necessary	
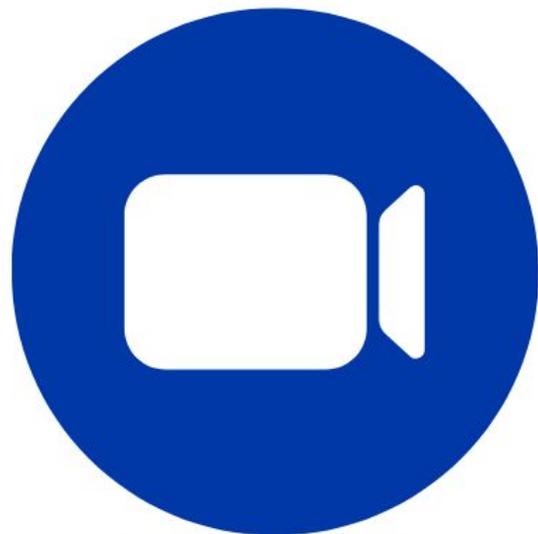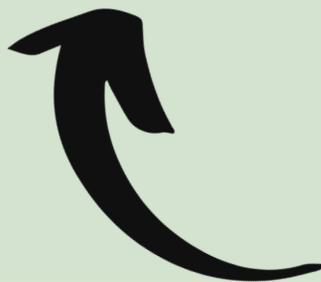
- How to create positive **Classroom Culture** (full video link)
- Strategy 1 clip
- Strategy 2 clip
- Strategy 3 clip
- Strategy 4 clip

Tier 3

CULTURE VIDEO

FOUNDATION FOR ALL STUDENTS & CLASSROOMS
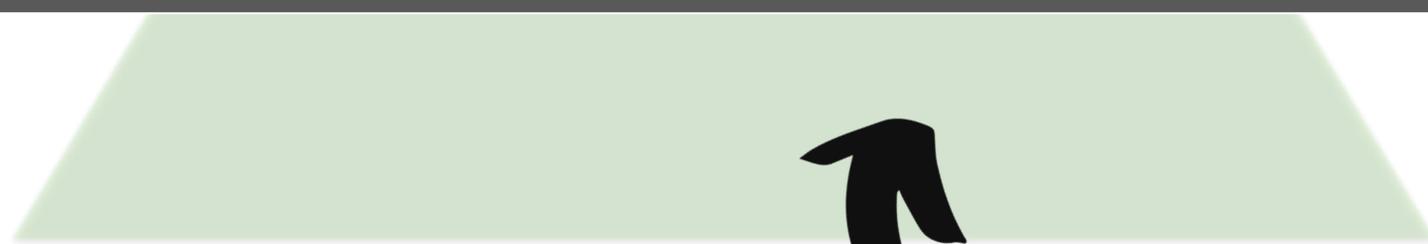
BPS Expectations & Procedures   Classroom Culture   Great Expectations

BIXBY
Tiered Student Supports

Foundation

Tier 3

Tier 2
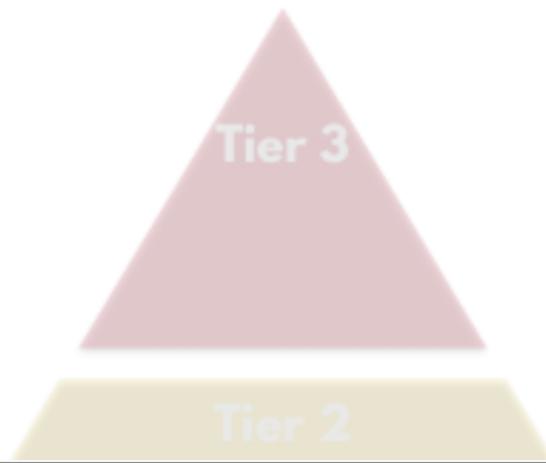
Great Expectations is our umbrella for creating an environment to build on student & academic success. **GE** is a **professional development model** that emphasizes:

- Building respectful, student-centered classrooms
- Establishing consistent expectations and procedures
- Using inspirational teaching and mentoring
- Fostering a growth mindset and life skills
- Bixby's trait and focus of the month plan is followed district-wide

FOUNDATION FOR ALL STUDENTS & CLASSROOMS

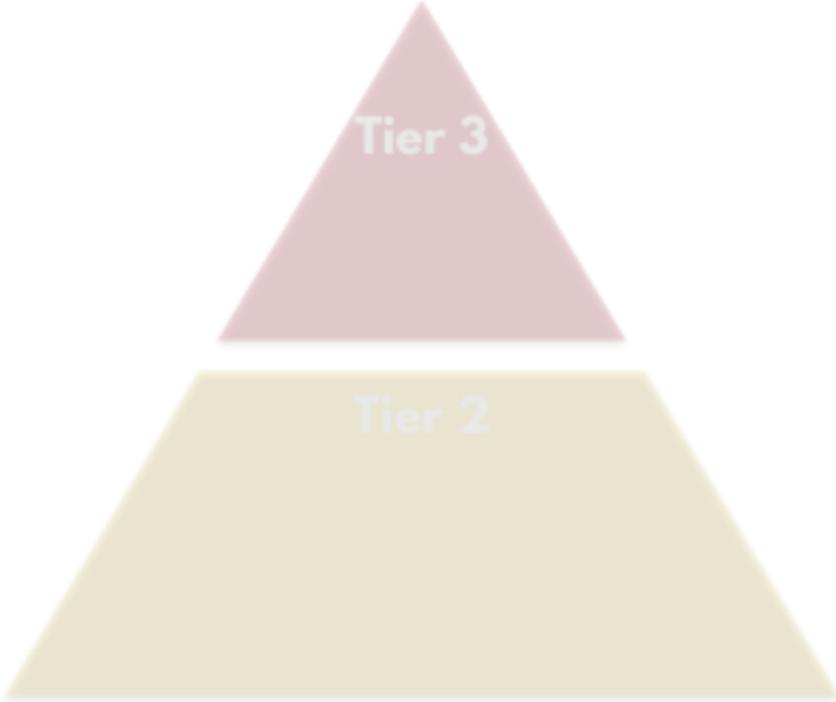BPS Expectations & Procedures   Classroom Culture   Great Expectations

BIXBY
Tiered Student Supports

Foundation

BTSS
Bixby Public Schools
TIERED STUDENT SUPPORT

Tier 3

Tier 2

Universal Strategies For ALL Students: Comprehensive Proactive Preventative

Tier 1: Step 1

ALWAYS re-teach expectations/procedures and practice self-regulation!

Who: Classroom Teacher + All Staff

Click here for Strategies & Details

Tier 1

FOUNDATION FOR ALL STUDENTS & CLASSROOMS

BPS Expectations & Procedures: Grades PK-6 - Grades 7-12   Classroom Culture   Great Expectations

Tier One Details

Step 1 - ALWAYS re-teach expectations/procedures and practice self- regulation!

Who: Classroom Teacher + All Staff

What to Teach:	How to Teach:	Restorative Practices:
• BPS Expectations & Procedures Pre-K-6 • BPS Expectations & Procedures Secondary	• Life Skills Book Library • In Class Breaks • Gradual Release • Elem Conscious Discipline	• Restorative Flow Chart Pre-K-6 • Restorative Flow Chart Secondary Copy of Flow Chart

BTSS - Tier 1 Restorative Practice Flowchart

Office Discipline Referrals (ODR) data will be at site and district level to support teachers and students with interventions.
This is a guide for teachers and administrators. It is not prescriptive and can vary based on the situation.

Minor Behaviors	Major Behaviors
Classroom Guiding Steps	Administration Guiding Steps

Minor Behaviors — Classroom Guiding Steps

When correcting remember to provide student with:

1. **Support** - use words that connect to student or identify a strength
2. **Expectation** - share expectation
3. **Breakdown** - communicate where you see the expectation breaking down
4. **Benefit** - tell how meeting expectation will benefit student
5. **Closure** - determine if situation is resolved

Remember - It's not about you.

Step 1: Investigate possible reasons for behavior or dysregulation.

Step 2: Utilize one or more Strategies
- **Prompt** - Provide verbal and/or visual cue.
- **Redirect** - Restate the positive expectation.
- **Reteach** - State and demonstrate the expected behavior. Ensure the student understands.
- **Regulation Strategies** - Offer student the opportunity to use regulation CD strategies. Practice co-regulation if needed.
- **Provide Choice** - Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional goal.
- Utilize Behavior Pyramid for classroom interventions

If behavior continues, proceed to Step 3. If student demonstrates expected behavior, acknowledge with behavior-specific praise.

Step 3. Private Conference - Allow for student voice. Describe the problem. Describe the alternative (more appropriate way) to behave. Talk about why the alternative is better. Practice. Provide feedback.

If behavior continues, proceed to Step 4. If student demonstrates expected behavior, acknowledge with behavior-specific praise.

Step 4: Staff Delivers Restorative Discipline (examples include:)
- Change of seat location (Not isolation)
- Parent Contact with Documentation
- Detention with Reflection Sheet
- Lunch with Teacher
- Reflective Practice in Safe Location
- Tap In/Tap Out - Take a Break

Always ensure safety and remove the audience if needed. If needed call the office or radio for assistance.

Step 5: Complete ODR Form
Referring staff member should fill out **all** sections on ODR form in Educator's Handbook. If same behavior occurs 3 times in one week, proceed to Step 6.

Step 6: Next Steps
Team will determine the next steps once a student receives a certain number of minors. Ex. Referring staff member should fill out **all** sections on ODR form.

Major Behaviors — Administration Guiding Steps

Step 1: Ensure Safety
Ensure all students and staff are safe. Evacuate the area if needed.

Step 2: Utilize De-escalation Techniques to Approach Student

Move slowly	Speak privately and calmly
Minimize body language	Keep open stance
Keep reasonable distance	Speak respectfully
Use brief language	Establish eye-level position
Acknowledge cooperation	Remove audience if needed

Give direction as needed to other staff
Utilize GE practices

Step 3: Complete ODR Form
Referring staff member should fill out **all** sections on ODR form except "Administrative Response."

Step 4: Submit ODR Form and Escort Student to Office
- Submit completed ODR form to office.
- Avoid power struggle with student- use short, direct statements to instruct the student (e.g., "Please walk with me to the office.")

Step 5: After Student Regains Regulation, Administrator Delivers Natural Consequence
Potential consequences include:
- Conference with Student, Brainstorm Replacement Behavior
- Contact Home/Parent Meeting (required if student removed from classroom)
- Counselor
- Time in Office
- In School Suspension (only if behavior warrants this by policy or law)
- Out of School Suspension (only if behavior warrants this by policy or law)
- Behavior Support Plan
- Behavior Pyramid Intervention

Step 6: Administrator Follow Up
Administrator will follow up with teacher as needed to discuss incident, response, and plan for preventing future dysregulated behaviors.

BIXBY
Public Schools

Restorative Practice Flowchart

- This guide includes **steps for correcting students**:
  - Support
  - Expectation
  - Breakdown
  - Benefit
  - Closure

Tier 1 Behavior Support

Universal/ALL
Community Circles, Relationship, Social & Emotional Skill Building

- Books/Mini lessons on life principles

- Conscious Discipline implementation (PK-3)

- Morning meeting/community circle

- Music, Mindfulness, Movement

- Safe place/Calm Corner

- Restorative Discipline:

  Focused on relationship, respect, reintegration

- Visual Schedule

- **Example from Mrs. Hosier's Kinder Class**

- **Video of Morning Meeting**
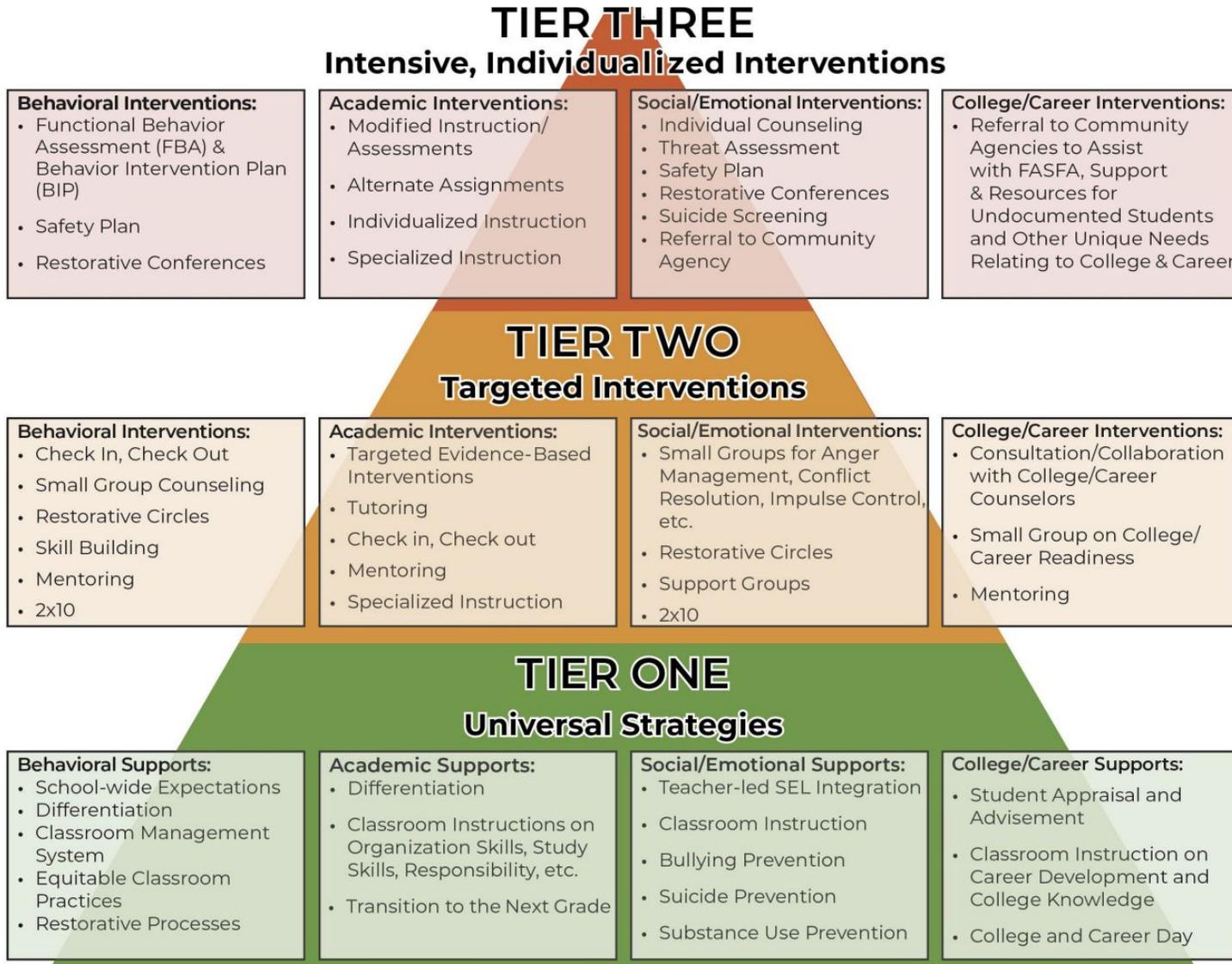
BIXBY
Tiered Student Supports

Tier 1 Behavior

Example of **Tier 1 Intervention**:

- Photo of <u>Classroom Expectations</u>
  - displaying a photo to show required materials can teach students how to be prepared for class in an efficient and effective way

- <u>"Be Well Club"</u>
  - high school club during intervention focused on mindfulness activities and social connections
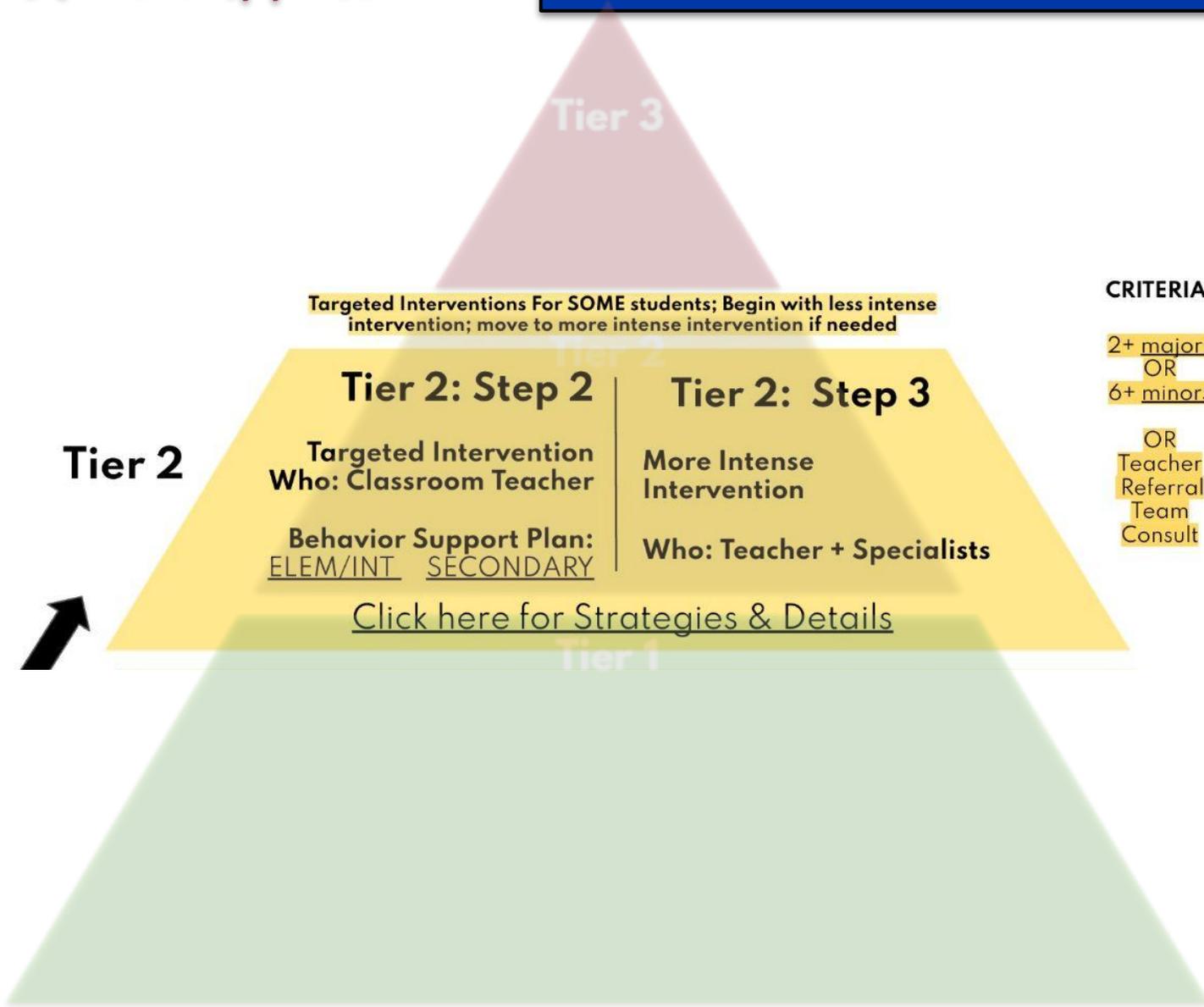
Counselors Pyramid

TIER THREE
Intensive, Individualized Interventions

Behavioral Interventions:
- Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)
- Safety Plan
- Restorative Conferences

Academic Interventions:
- Modified Instruction/ Assessments
- Alternate Assignments
- Individualized Instruction
- Specialized Instruction

Social/Emotional Interventions:
- Individual Counseling
- Threat Assessment
- Safety Plan
- Restorative Conferences
- Suicide Screening
- Referral to Community Agency

College/Career Interventions:
- Referral to Community Agencies to Assist with FASFA, Support & Resources for Undocumented Students and Other Unique Needs Relating to College & Career

TIER TWO
Targeted Interventions

Behavioral Interventions:
- Check In, Check Out
- Small Group Counseling
- Restorative Circles
- Skill Building
- Mentoring
- 2x10

Academic Interventions:
- Targeted Evidence-Based Interventions
- Tutoring
- Check in, Check out
- Mentoring
- Specialized Instruction

Social/Emotional Interventions:
- Small Groups for Anger Management, Conflict Resolution, Impulse Control, etc.
- Restorative Circles
- Support Groups
- 2x10

College/Career Interventions:
- Consultation/Collaboration with College/Career Counselors
- Small Group on College/ Career Readiness
- Mentoring

TIER ONE
Universal Strategies

Behavioral Supports:
- School-wide Expectations
- Differentiation
- Classroom Management System
- Equitable Classroom Practices
- Restorative Processes

Academic Supports:
- Differentiation
- Classroom Instructions on Organization Skills, Study Skills, Responsibility, etc.
- Transition to the Next Grade

Social/Emotional Supports:
- Teacher-led SEL Integration
- Classroom Instruction
- Bullying Prevention
- Suicide Prevention
- Substance Use Prevention

College/Career Supports:
- Student Appraisal and Advisement
- Classroom Instruction on Career Development and College Knowledge
- College and Career Day

B I X B Y
Tiered Student Supports

Tier 3

Tier 2

Targeted Interventions For SOME students; Begin with less intense intervention; move to more intense intervention **if needed**

Tier 2

Tier 2: Step 2

**Targeted Intervention
Who: Classroom Teacher**

Behavior Support Plan:
ELEM/INT   SECONDARY

Tier 2: Step 3

**More Intense
Intervention**

Who: Teacher + Specialists

Click here for Strategies & Details

Tier 1

CRITERIA:

2+ majors
OR
6+ minors

OR
Teacher
Referral
Team
Consult

RESPONSE:

Intervention is
run for 4 weeks
with fidelity

Collect Progress
Monitoring
Data

Tier Two Details

BIXBY
Tiered Student Supports

Tier 2: Step 2		Tier 2: Step 3
Targeted Intervention for 4 weeks **Who: Classroom Teacher**		**More Intense Intervention** **Who: Teacher + Specialists**
What: • Interventions based on behavior	**How:** **Behavior Support Plan:** • ELEM/INT • SECONDARY • Counselors assist in developing BSP with teacher	**What:** • Structured Break • First/Then • Behavior Chart • Token Economy • Check In/Check Out • Or any research-based intervention

Tier 2 Behavior

Example of **Tier 2 Intervention:**

- Structured Breaks

- Check In, Check Out (CICO)

- Counseling small groups

- Behavior chart

- Restorative practices

- Interventions are a collaboration between the classroom teacher + school counselor/behavior tech/other designated staff member. Embedded mental health provider

Tier 2 Behavior

Example of a **Tier 2 Intervention**

- <u>2 x 10 Relationship Building</u> - spend 2 minutes a day for 10 consecutive school days talking with a student about their personal interests

  *This intervention is effective for <u>disruptive students</u> or those <u>struggling to connect</u>.

BIXBY
Tiered Student Supports

Tier 2 Process

Behavior Support Plan process with the School Counselor begins:

1) During monthly data team meetings, Educator's Handbook (our major/minor reporting system) is reviewed & we follow the behavior pyramid decision rules, OR

2) Teacher refers for behavior support. The teacher reports interventions attempted in the Tier 1 process.

Step 1: Initial Referral

1. Review major & minor office referrals in Educator's Handbook

2. Teacher requests behavior support via Data Team or Individual SIT meeting

Step 2: Review BTSS Behavior Pyramid

Interventions based on behavior
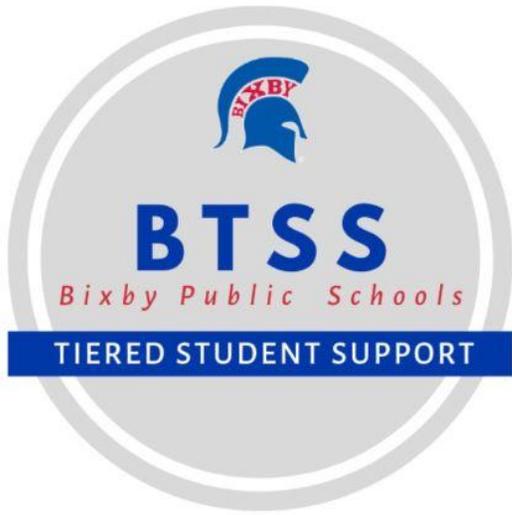
Step 3: Define areas of concern

1. Select intervention and Create Behavior Support Plan Reinforcement survey (Elem/Int) Reinforcement Survey (Secondary)

2. Focus on no more than 2 primary behavior concerns

Step 4: Parent Contact

Classroom teacher contact parent

Step 5: Collect Data

1. Add to data board
2. Collect and track weekly Progress. Review every 4 weeks Example fall & spring

Decision Rules

Tier 3

Tier 3: Step 4

Intensive & Individual

Who: SIT Team

<u>Click here for Strategies & Details</u>

Tier 2

Tier 1

In 2 Months:

CRITERIA:	RESPONSE:
4+ majors OR	Implement individualized behavior plan
7+ minors OR	Collect Progress Monitoring Data
Teacher referral Team consult	If no progress in 2-4 weeks, consider a formal FBA

CRITERIA:	RESPONSE:

BIXBY
Tiered Student Supports

Step 4

Who: SIT Team

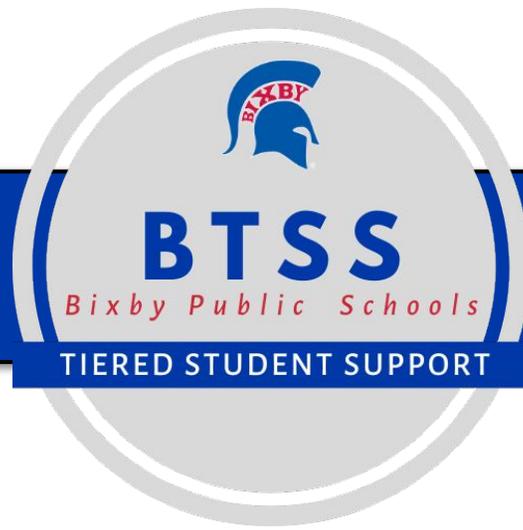| What:	How:
• Visual Schedule: <u>Elementary</u> • Social Stories: <u>Anger/Hitting;</u> <u>Picture Procedure Book</u> • FBA/BIP • Safety plan • Individual counseling	• SIT Team Process

Tier 3 Behavior Support

MOST Intensive and restorative in nature
Individualized to the student's need

- Calm Room/Behavior Tech support at Secondary

- Visual Schedule/Picture Procedure book

- Classroom Consultation with Kristen Hale (Elem & Intermediate)

- Crisis Response & Intervention

- Tier 3 "Huddle" groups for students with trauma

- Special Education Services

Lessons Learned + Tips

Reflection & Closing

Behavior is on our data board.
Area of need is our target behavior identified on the behavior support plan.

A1:E3

Date	Points Earned	Total Points Available	% Points Earned	% Points Goal
4/23/2025	0	15	0%	75%
4/21/2025	15	15	100%	75%
4/22/2025	12	15	80%	75%
4/24/2025	15	15	100%	75%
4/25/2025	14	15	93%	75%
4/28/2025	14	15	93%	75%
4/296/25	14	15	93%	75%
4/30/2025	11	15	73%	75%
5/1/2025	11	15	73%	75%
5/2/2025	8	9	89%	75%
5/5/2025	9	12	75%	75%
5/6/2025	14	15	93%	75%
5/7/2025	9	12	75%	75%
5/9/2025	10	12	83%	75%
5/12/2025	12	15	80%	75%
5/13/2025	11	15	73%	75%
5/15/2025	9	15	60%	75%
5/16/2025	7	12	58%	75%
5/19/2025	9	9	100%	75%
5/20/2025	7	12	58%	75%
5/21/2025	14	15	93%	75%
5/8/2025	13	15	87%	75%
		15	0%	75%
		15	0%	75%
		15	0%	75%
		12	0%	75%
		15	0%	75%
		15	0%	75%
		15	0%	75%
		3	0%	75%

Check-In Check-Out Graphing Sheet
West Elementary

Student Name's Check-In / Check-Out Daily Progress

● Earned — — Goal
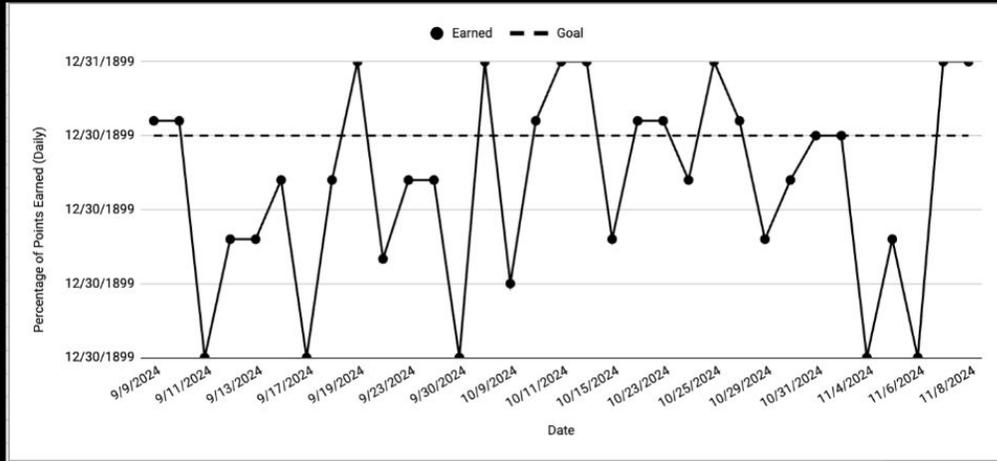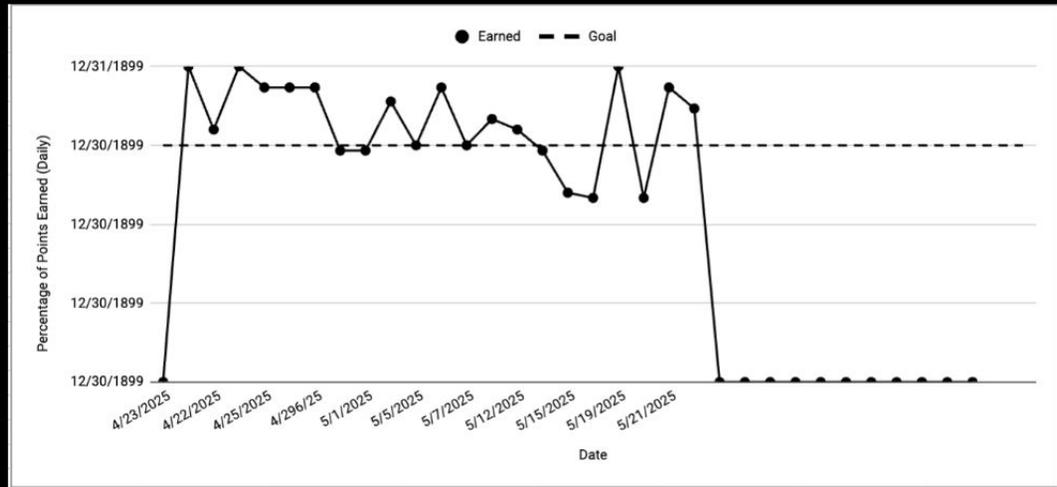
AM 1 ▾ PM 1 ▾ AM 2 ▾ PM 2 ▾ AM 3 ▾ PM 3 ▾ AM 4 ▾ **PM 4** ▾

Click on the **behavior** to review characteristics and ensure the right behavior challenge is being addressed. Then click underneath the behavior to access appropriate intervention.

What does the student NEED from us: a solution to an unmet need, missing skills, or factors beyond their control.

Verbal/Physical Aggression	Emotional Regulation	Task Initiation/Work Avoidance	Impulsivity/Self-Control
Student is telling you "Something is bothering me and I can't solve it."	*Student is telling you "I need help handling my big feelings."*	*Student is telling you "I don't understand , I don't care, or I don't think I can do it. Something is standing in my way."*	*Student is telling you "I need help learning how to control myself."*
Click on a behavior below to review the characteristics	Click on a behavior below to review the characteristics	Click on a behavior below to review the characteristics	Click on a behavior below to review the characteristics
Aggressive/Bullying	Anxiety	Unfocused/Inattentive	Frustration
Confrontational/Defensive	Somatic Complaints	Off-Task Non-Disruptive	Upset/Crying
Inappropriate Language	Poor Coping Skills	Out of Seat	Tantrums/Out of Control
Name Calling	Poor Self Esteem	Low/No Work Completion	Disruptive
Defiant	Negative Attitude	Lack of Responsibility	Impulsive
Disrespectful	Sadness/Depression	Lack of Participation	Hyperactivity
Lack of Social Skills		Rushing Through Work	
Poor Peer Relationships		Unable to Work Independently	
		Disorganized	

Tier 2 Interventions: Try these first!

Try these strategies first:	*Try these strategies first:*	*Try these strategies first:*	*Try these strategies first!*
• **2 X 10** - spend 2 minutes a day for 10 days talking with student to develop relationship • **Guided Choices** - "Would you like to do the assignment in your seat or at the table?" • **De-Escalation Techniques**	• **Social Emotional Activities** for individuals and whole groups (upper elem, intermediate) • **Calm Corner/Safe Place** structure in classroom to teach regulation (Examples: High School, Elementary/Intermediate)	• **Chunking assignment** into smaller parts with feedback • **First, Then** • Give student a **special job in classroom** • **Class Pass/Breaks** to provide short work breaks in the classroom	• **Calm for the Classroom**; **Guided breathing** for students; **Headspace for Educators** • **Mindfulness activities** & **Mindful hands-on activities** • **Frequent movement break**: Errand, GoNoodle, take a sip of water, walk the hall, cross the midline activities

The School Counselor's Role in the Foundation + Tier 1

- **Promote Safety, Belonging, & Connection**

- **Teach & Reinforce Expectations**
  - Support staff with visuals, routines, and SEL tools that bring expectations to life.

  - Provide reinforcement systems that promote positive behavior (e.g., check-in/check-out, leadership roles).

- **Embed life skills instruction through consistent whole group lessons**

- **Collaborate with teachers on strategies for classroom management, connection, and community-building**

Tier 3

FOUNDATION FOR ALL STUDENTS & CLASSROOMS

BPS Expectations & Procedures   Classroom Culture   Great Expectations

BIXBY
Tiered Student Supports

Foundation + School Counselor