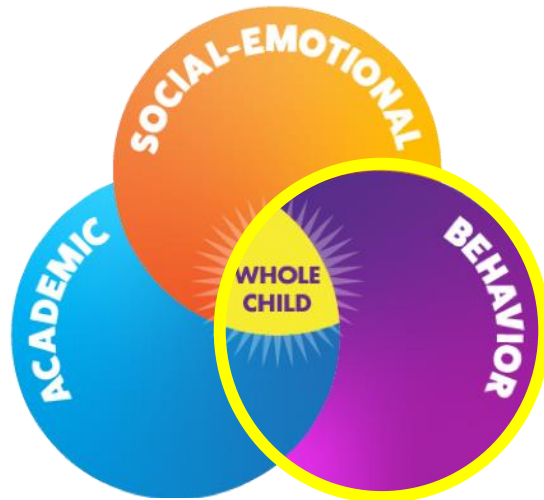


Multi-Tiered System of Supports (MTSS)

Positive Behavior Interventions & Supports (PBIS) Guidebook



Sunnyside Elementary School
Chula Vista Elementary School District
2021-2022



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Mission

Students in the Chula Vista Elementary School District experience a rigorous 21st Century learning environment that is rooted in effective teaching practices and high-quality instruction. Our mission is to nurture every child's imagination, intellect, and sense of inquiry. Working collaboratively with stakeholders, we tap a collective intelligence rich with the spirit and creativity necessary for students to become difference makers in our community.

Vision

Our motto, "Bright Futures Begin at Sunnyside," supports our vision that each of our students does indeed have a bright future and that when staff and parents and community work together on behalf of the children, we form a powerful alliance that will enable each child to reach his or her potential. To achieve our vision, we are committed to ensuring that all students are provided a dynamic, well-balanced education in a nurturing, accepting, child-centered, environment where learning is viewed as a worthwhile, life-long adventure.

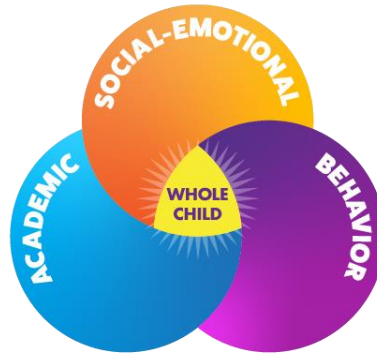
Purpose of the PBIS Guidebook

The purpose of this *PBIS Guidebook* is to assist site personnel in effectively implementing PBIS for optimal results. This includes aligning to district-wide implementation of PBIS grounded in evidence-based behavior practices and interventions.

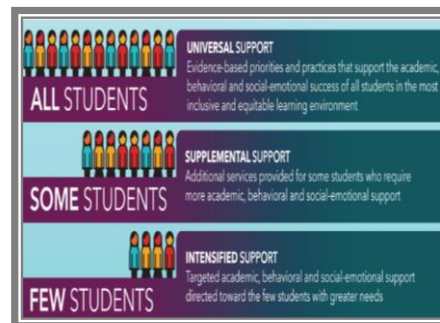


WHAT IS MTSS?

Multi-Tiered System of Supports (MTSS) is a comprehensive framework that supports the whole child by aligning academic, behavioral, and social-emotional learning in a fully integrated system for the benefit of all students. MTSS is a proactive and data-driven approach to ensure that all students receive supports when they need them. MTSS is a collaborative, team-based approach used to define, teach, and support appropriate student behavior resulting in a positive school environment.



MTSS uses a three-tiered framework for academics (RTI), behavior (PBIS), and social emotional learning.



Tier I: Universal Support

- All students receive research-based instruction in academics, behavior, and social-emotional learning.
- Instruction at Tier I should be explicit, differentiated and include flexible grouping and active student engagement.
- Tier I should support 80% of students in meeting or exceeding grade level expectations.
- All students should also receive universal screening to identify individuals who are at risk or in need of additional supports.



- Universal screening data are also used to determine if core instruction is sufficient for at least 80% of students.
- Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) is our universal screener which is administered three times a year.

Tier II: Supplemental Support

- At Tier II, students identified as being at-risk academically, behaviorally, or social-emotionally through universal screeners are provided scientific, research-based interventions in addition to Tier I.
- Approximately 15% of students will need supplemental instruction and/or interventions.
- Tier II interventions are often implemented in small groups but may also include more targeted or supplemental supports and interventions such as a token economy, check-in/check-out system, and/or behavior contract.
- Students receiving Tier II interventions are progress monitored to see if they are making adequate progress with Tier II supports.

Tier III: Intensified Support

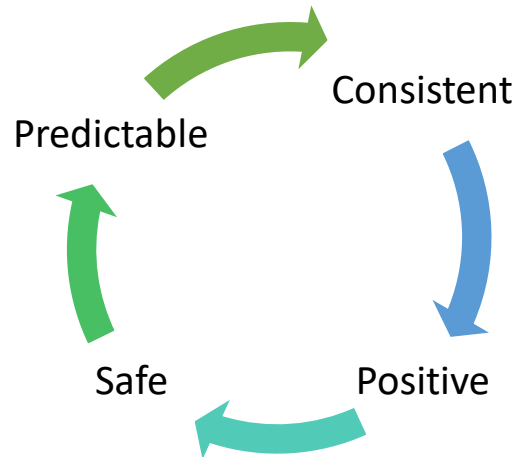
- Students who have not demonstrated progress with Tier II interventions are identified for requiring Tier III interventions.
- Tier III interventions are distinguished from Tier II interventions because they are individualized based on data collected in individual problem solving (i.e., MTSS Intervention Form, SST process), often occur with smaller student-teacher ratios, and are often more intensive (i.e., more minutes, days per week, or more specialized/highly trained staff member).
- Approximately 5% of students will require this level of intensive support in addition to Tier I and II.
- Students receiving Tier III interventions are also progress monitored to track progress within an intervention.

WHAT IS PBIS?

MTSS: Behavior or Positive Behavior Interventions and Supports (PBIS), is an evidenced-based, preventative, and positive decision-making framework embraced by the Chula Vista Elementary School District to foster a healthy and positive learning environment in order to support academic success. A basic assumption of PBIS is that students may misbehave because they are unsure



of what is expected or do not feel that it matters. Thus, the focus of PBIS is on teaching, noticing, and reinforcing expected and desired student behaviors rather than waiting for an unexpected behavior to occur and then providing attention to it through acknowledgment.



Main Features of PBIS

Main features of PBIS include developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations, and using data-based decision making. Together, these features work to establish an environment in which appropriate and expected behavior is the norm.

Developing and Teaching Behavioral Expectations

At Sunnyside Elementary School, the four basic behavioral expectations include being safe, respectful, responsible, and kind. These expectations are taught and modeled weekly during in class lessons that apply behavioral expectations to a variety of situations and environments across the school day. While the PBIS lessons are presented to students during a designated time of the school day, the concepts are also reviewed as needed and incorporated into the culture of Sunnyside School.

Each year, the general sequence of lessons begins with teaching students about PBIS and then about what each expectation means (i.e., safety, respect, responsibility, and kindness). Once this is complete, the PBIS Committee uses behavioral referral data to determine what lessons are most appropriate. For instance, if the data reveals that student incidents are occurring on the playground, then playground expectations would be an appropriate focus. Lessons and expectations should be reviewed regularly with the mindset that student behaviors develop and change over time.



Recommended PBIS Lesson Sequence

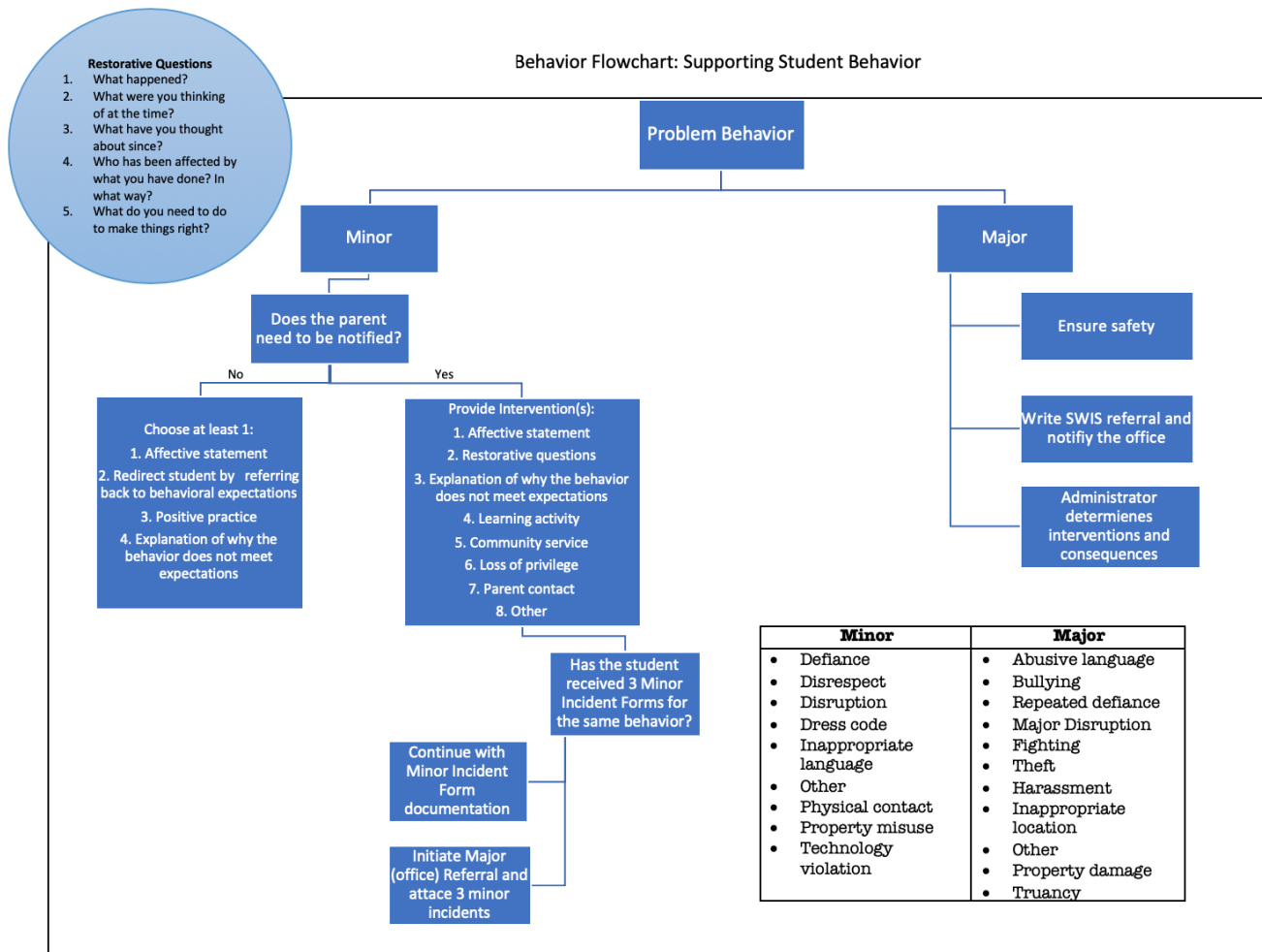
Week	Lesson
1	PBIS Introduction
2	Be Safe
3	Be Respectful
4	Be Responsible
5	Be Kind
6 (7, 8 . . .)	Specific expectation based on data (i.e., Hallway, playground, anti-bullying)

Reinforcing Students for Following Expectations

Once expectations and skills have been taught, acknowledgement and praise should continue throughout the remainder of the day, week, and year by all staff. Depending on the setting (i.e., common area, classroom, office, etc.) and level of need, acknowledgement will sound somewhat different. As a rule of thumb, the more at-risk a group or an individual student is for demonstrating behaviors, the more explicit the level of acknowledgement/correction must become (i.e., great job, great job being safe, great job being safe by walking in the hallway).

At Sunnyside School, students are positively reinforced for following the behavioral expectations in a variety of ways. Teachers and staff members reward students with Bulldog Bucks when students demonstrate: Be Safe, Be Respectful, Be Responsible, and Be Kind. Students collect the Bulldog Bucks. When students collect 20 Bulldog Bucks they will be recognized school wide on a monthly basis. Furthermore, teachers use a variety of additional positive reinforcement methods to shape expected behavior including acknowledgment, praise, and classroom rewards.





Providing Clear and Consistent Interventions

Students who do not follow school-wide expectations receive interventions and consequences to improve their behavior so that all students can enjoy a safe and positive learning environment. Teachers first correct minor student behaviors by either verbally or visually referring to expectations (be safe, respectful, responsible, and kind). For instance, if a student was running in the hallway, the teacher could respond by saying, "Please be safe by walking in the hallway." After redirecting the student by reminding him/her of the expectation, the teacher would then have the student demonstrate the desired behavior and provide positive feedback.

For students who do not respond to these techniques or require additional support, low level interventions are provided. Low level interventions generally include positive practice, modeling, reflection forms, restorative practice questions, and/or parent communication.

Staff members are encouraged to use restorative questions when a student's behavior affects others to help restore harm. These questions include the following:



1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

The student or person who is harmed is asked the following:

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

For students who exhibit minor behaviors that require additional intervention, are persistent, and require parent communication a Minor Referral is issued. If a student exhibits a more serious or dangerous behavior, a Major Referral is issued. This includes an office discipline referral to an administrator and typically includes further consequences and interventions such as a referral to community-based organizations or counseling, removal of privileges, more involved learning opportunities, a restorative conference, or suspension coupled with parent communication from an administrator and consultation with support staff. This may also warrant a referral for Tier II level of supports. For students who do not respond to Tier II referrals and supports, a referral to Tier III supports are most often warranted. These supports often involve support staff and may include referrals for additional support, function-based consequences, a behavior plan, and/or a functional behavioral assessment.

Data-Based Decision Making.

Data-based decision making is utilized within PBIS to make informed decisions about interventions and supports, evaluate the current status of implementation and revise action plans, and evaluate student outcomes.

Discipline referral data (minor and major referrals) should ideally be reviewed monthly at PBIS Committee Meetings. This data can be used to identify problem areas or behavioral trends in the school, determine if interventions are working, and identify students needing extra supports. It is recommended the PBIS team have a facilitator who leads the team through the review, a recorder to document the issues/problem and solution, as well as a data analysis. The data can be analyzed by using the questions found in the chart below and running reports on School Wide



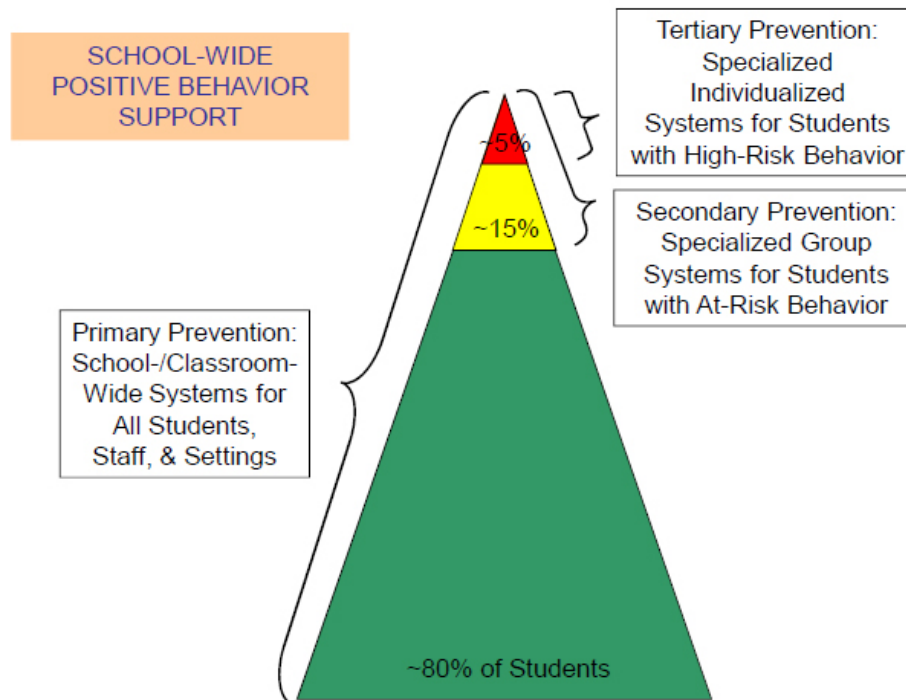
Intervention Systems (SWIS). The PBIS Committee should also share the data with the staff at least three times a year to identify concerns, but more importantly to celebrate areas of success.

Question to analyze	Data to Review
What problem behavior is most common?	Tier I & Tier II referrals per behavior
Where are the problem behaviors most likely?	Tier I & II referrals by location
Who is engaged in the problem behavior?	Tier II referrals per student, classroom, and/or grade
When are the problem behaviors most likely?	Tier I & II referrals by time of day
Why are the problem behaviors sustaining?	Further analysis



THREE-TIERED SYSTEM

Positive Behavior Interventions and Supports (PBIS) is a multi-tiered system of support.



Tier I

Tier I includes universal supports and interventions that are provided to all students. These can include school-wide expectations and the reinforcement of these expectations, PBIS lessons, social-emotional learning, restorative circles, affective statements, active supervision, structured recess, classroom management systems, a school referral system, and an organized and safe learning environment. Approximately 80% of students should respond to Tier I.

Tier II

Tier II interventions and supports are targeted, or smaller group supports that are provided to students who do not respond to Tier I. These can be initiated after identification from universal screening or due to a referral based on patterns of behavior. The Student Risk Screening Scale-Internalizing & Externalizing (SRSS-IE) is a screening tool that helps identify students who are at risk for behavioral problems and may require Tier II supports. The SRSS-IE asks teachers to rate students on 13 characteristics (i.e., negative attitude, shy) and takes approximately 15-20



minutes to administer per class. The results are then aggregated and students at-risk are flagged.

For students who are flagged on the SRSS-IE, an additional rating scale is completed to determine the most appropriate intervention. This rating scale is the Student-to-Intervention Matching System (SIMS). It helps teams determine if the behavior is an acquisition deficit (can't do) or a performance deficit (won't do), and then recommends research-based interventions.

Acquisition-Based Interventions

1. Anger-Aggression Management Training
2. Anxiety/Depression Based Curriculum
3. Trauma-Focused Curriculum
4. Executive Functioning Curriculum
 - a. Teaches impulse control, organizational skills, attention regulation skills, time management
5. Social Skills Training
 - a. Focuses on teaching student interpersonal skills that enable more successful interactions with others

Performance-Based Interventions

1. School-Home Note System
 - a. Involves two-way communication regarding student performance– Teacher to parent and parent back to teacher
 - b. Encourages parents to deliver consequences at home based on the student's behavior at school
 - i. Celebrating the child's success (aim is to create positive contrast by making the child's life more exciting, pleasurable, and/or fun)
 - ii. Encouraging a better day tomorrow (aim is to create a negative contrast by making the child's life boring, unpleasant, or introducing nothing)
2. Behavior Contract
 - a. Contingency contract that represents a negotiated agreement between a student and authority figures
 - b. Includes a description of expected behaviors, goal statement, list of rewards to earn for meeting goals, discipline for continuing to engage in problem behavior, & signatures.



3. Self-Monitoring Protocol

- a. Increases self-management through structured self-reflection time points and self-recording of behavior according to pre-established goals
- b. Includes self-observation (reflection of behavior over a certain amount of time) and self-recording (marking down on the chart whether behavior met or did not meet expectations)
- c. Combine self-monitoring with reward for reaching goal

4. Check-In/Check-Out Mentoring-Coaching

- a. Assignment of adult mentor who provides unconditional positive regard & feedback
- b. Includes check in, teacher feedback by subject, check out, and parent feedback

5. Positive Peer Reporting

- a. Designed to enhance the social status and interaction skills of isolated youth
- b. Can also be used to alter a negative peer ecology that is characterized by put downs, tattling, or aggressive behavior
- c. The intervention rewards youth for providing genuine and specific positive peer reports about a target student (MVP)

6. Class Pass Intervention

- a. Class Pass is for students who engage in disruptive classroom behavior and need a break
- b. Allows students to escape/avoid academic tasks for a pre-determined amount of time by issuing class pass.
- c. Incentivize students to not use class passes by holding onto them and exchanging them for something even more desirable than escape/break .

Approximately 15% of students require and respond to these Tier II interventions. For more information and examples of curriculum, please see Tier II Intervention Supplement in the shared PBIS drive.

Tier III

For the 5% of students who do not respond to Tier I and II supports, Tier III interventions are implemented. These intensified supports are usually initiated through the SST process and often include an individual, Tier III behavior plan.



Date:

PBIS Tier III Positive Behavior Plan

PBIS Behavior Plan for:
People Involved in Creating, Implementing, and Monitoring the Plan:
Targeted Challenging Behavior:
Function of Behavior: task avoidance and attention seeking Task avoidance Access to Tangibles Attention Seeking Automatic Reinforcement
Prevention Strategies: <ul style="list-style-type: none"> •
Functionally Equivalent Replacement Behavior:
Teaching Methods for Replacement Behavior:
<ul style="list-style-type: none"> •
Plan for Re-occurrence of Behavior (What to do if the behavior happens again):
<ul style="list-style-type: none"> •
Reinforcement:
<ul style="list-style-type: none"> •
Monitoring:



MINOR REFERRAL FORMS

Minor Referral Forms are used to document behavioral interventions and communicate with parents. They should be used to document behaviors that have not responded to previous attempts of correction including redirection and supports. Behaviors requiring a Minor Referral Form are those that necessitate additional interventions, are more serious, and persistent.

These forms can be completed by any staff member. Teachers complete forms directly on SWIS and noon duties can complete forms on paper for later entry on SWIS by teachers if deemed appropriate. Copies are not kept in student files.

Problem Behaviors Defined

Problem Behavior	What it Looks Like
Disruption	Low-intensity, but inappropriate disruption such as talking repeatedly, interrupting instruction, or other disruptive behavior
Disrespect	Low-intensity, socially rude or dismissive messages to adults (such as ignoring or talking back)
Non-compliance	Refusal to follow rules/directions or failure to follow a direction after multiple prompts when the skill is within the student's ability
Physical Contact	Rough play, pushing, and striking but without force to cause or potentially cause serious injury
Inappropriate Language	Inappropriate language (ex. Profanity)
Cheating/Plagiarism	Copying answers or text
Vandalism	Student participates in an activity that results in minor destruction or disfigurement of property
Verbal Harassment	Name calling (not routinely targeted at one student to be considered bullying)
Dress Code	Consistently not following CVESD dress code
Other	Student engages in any other minor problem behaviors that do not fall within the above categories



MAJOR REFERRAL FORMS

Major Referrals are office referrals that are used to document behavioral interventions for chronic and/or severe behaviors. Major Referrals require further analysis of the behavior to determine the possible function as well as more intensive interventions and supports.

When completing the Major Referral, complete the top section only (paper referral) and provide it to administrators. Five Minor Referrals of repeated behaviors regarding the same issue equals one Major Referral Form.

Problem Behavior	What it Looks Like
Fighting	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Destruction of Property	Student participates in an activity that results in major destruction or disfigurement of property
Theft	Student takes something or removes someone else's property without permission
Threat	Student making verbal, written, or gestural threat, towards another person
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, socioeconomic status, etc.
Committed Obscene Act	Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult
Weapon	Possession of knives or other objects readily capable of causing bodily harm
Other	Student engages in any other major problem behaviors that do not fall within the above categories



Admin versus Staff Managed Behavior

In general, behaviors that would result in a Minor Referral are handled by staff and Major Referrals are referred to the office for an administrator.

Teacher/Staff Managed Behavior	Administration Referral
Disruption	Fighting
Disrespect	Destruction of property
Non-compliance	Theft
Property misuse	Harassment
Physical Contact	Committed obscene act
Inappropriate Language	Weapon
Cheating/Plagiarism	Threat
Vandalism	Other
Uniform	
Verbal Harassment	
Other	

