

# **Multi-Tiered Positive Behavior Support Resources**

**Arkansas Behavior Support Specialists**

# Vision

The Division of Elementary and Secondary Education (DESE) is transforming Arkansas to lead the nation in **student-focused, INCLUSIVE** education.

# Mission

The Division of Elementary and Secondary Education (DESE) provides leadership, support, and service to schools, districts, and communities so **EVERY** student graduates prepared for college, career, and community engagement.



DIVISION OF ELEMENTARY  
& SECONDARY EDUCATION

# Desired Outcomes for Arkansas

- *All* students will be considered general education students.
- General education and special education will not operate in two separate systems. Instead, schools will operate as *one system* that works collaboratively to provide the supports needed to produce students who are ready for college, careers, and community engagement!



# Arkansas Behavior Support Specialists

- 17 Arkansas BSS
- Federally grant funded
- Serve each Education Service Cooperative



## K-12 Behavior Support Specialists



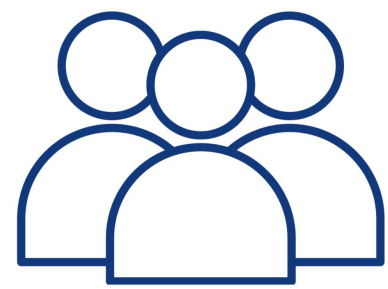
# Learning Objectives

1.

Overview of Multi-Tiered Systems of Support

2.

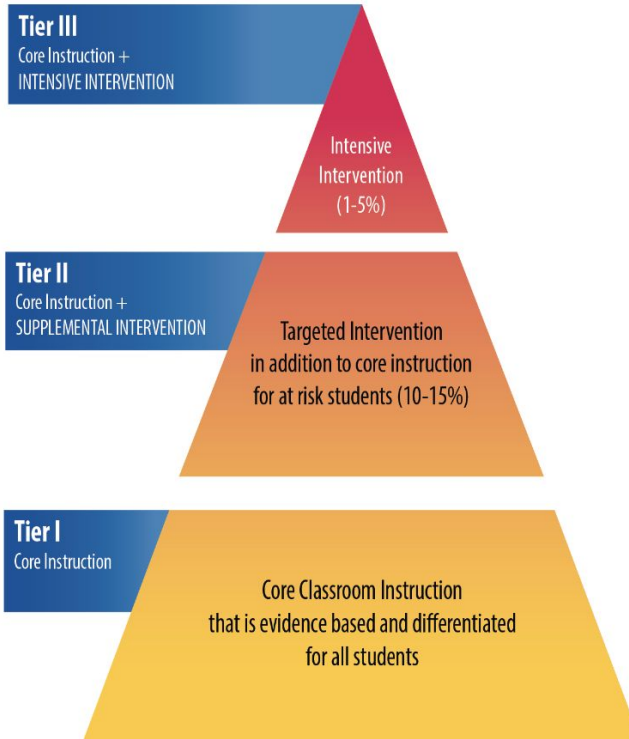
Resources related to behavior in Arkansas



**What are the top biggest concerns  
with behavior?**

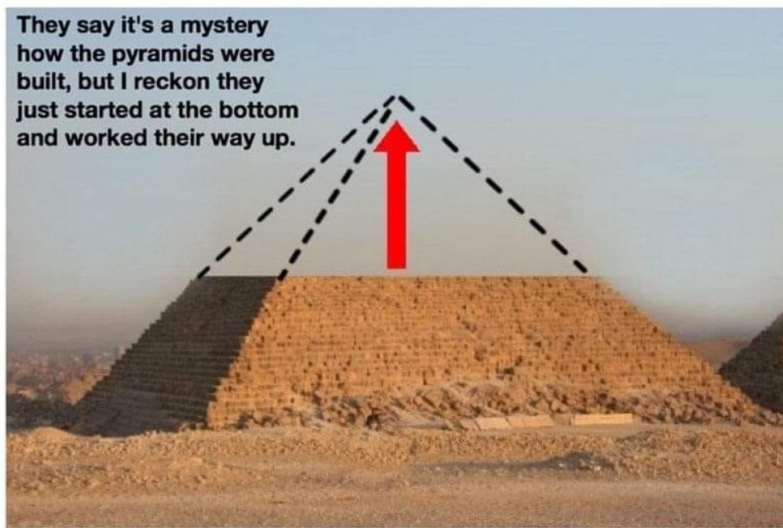


# Multi-Tiered Systems of Support

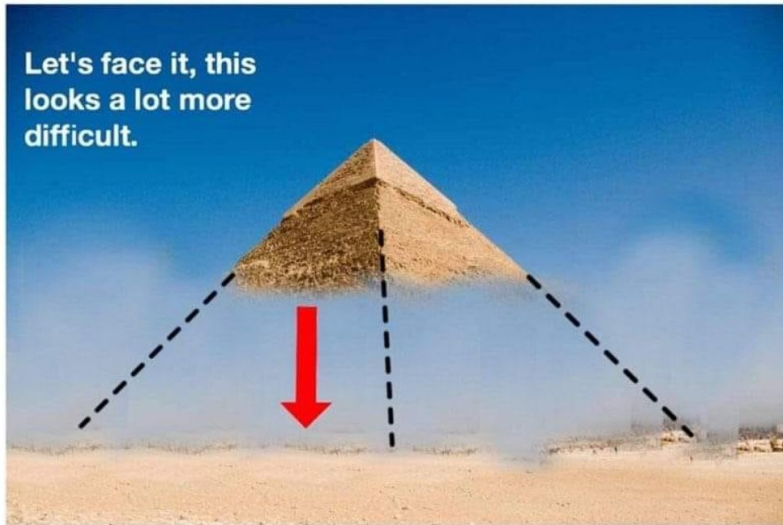




They say it's a mystery  
how the pyramids were  
built, but I reckon they  
just started at the bottom  
and worked their way up.

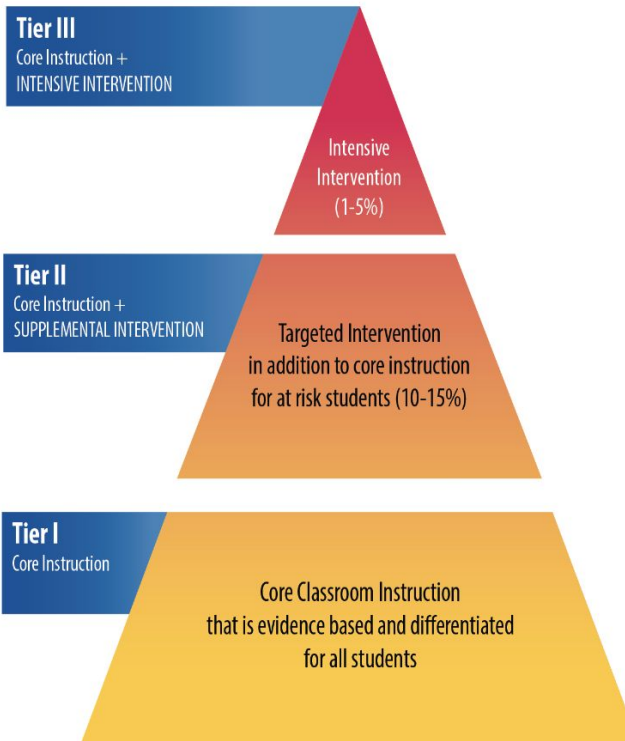
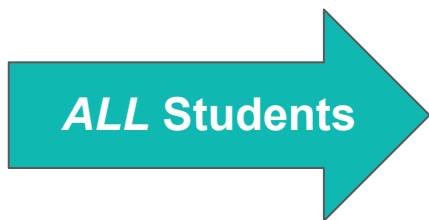


Let's face it, this  
looks a lot more  
difficult.





# Tier 1 Resources



Enrolled



## Response to Intervention for Behavior

This module provides an introduction into the components of response to intervention for behavior. RTI is a multi-tiered approach that is used to identify student needs and intervene with supports through high quality instruction and evidence based practices for both academics and behavior.

[See more...](#)

# Behavior Breaks

**Behavior Breaks are short instructional videos that should equip you with strategies which can be implemented quickly to improve student engagement and success.**



**The "Yes, But..." Strategy**

[Watch here](#)



**3 Tips for Smooth Transitions**

[Watch here](#)



**Read the Room**

[Watch here](#)

# Essential Classroom Behavior Management

1

Define behavior expectations, rules, routines for the classroom

2

Identify classwide reinforcement systems

3

Identify strategies for responding to inappropriate behaviors in the classroom

4

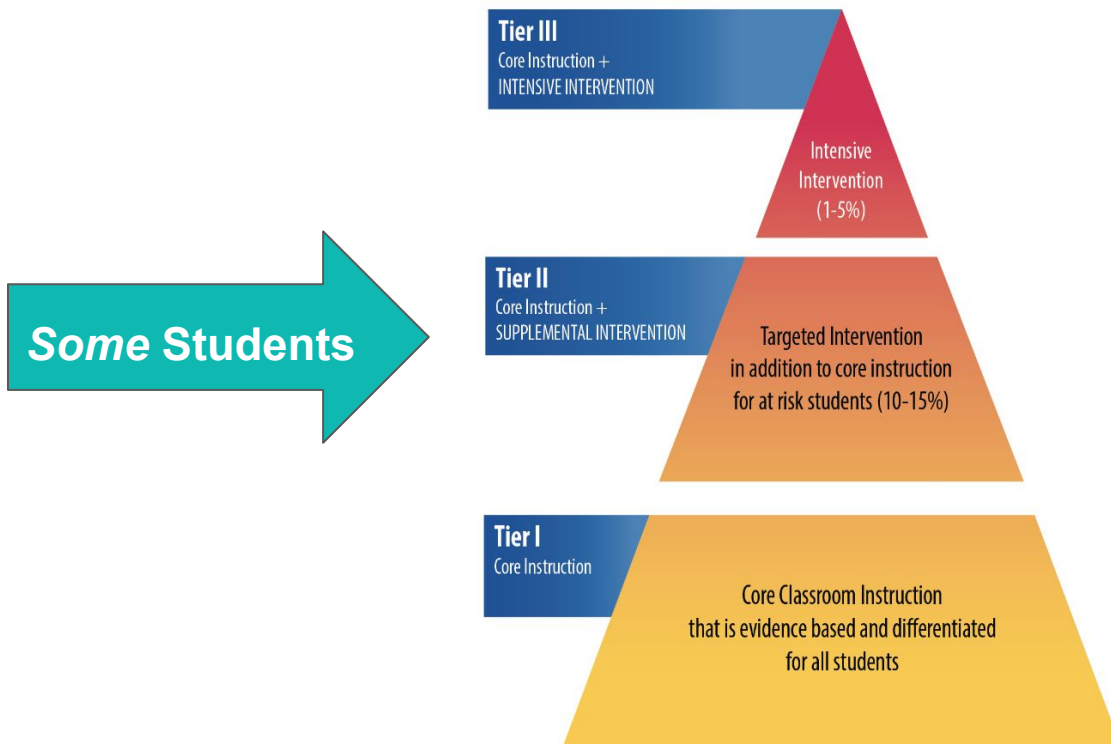
Create a classroom management plan

# 5 Components of School-Wide Positive Behavior Supports





# Tier 2 Resources





# TIER 2 PBS

## Who

10 - 15% of students

## Why

Teach skills and prevent challenging behaviors

## What

Evidence-Based Practices (interventions)

## How

Systems (teaming, data, screening, etc.)



# Tier 2 Resources



## Targeted Behavior Interventions (6 PD hours)

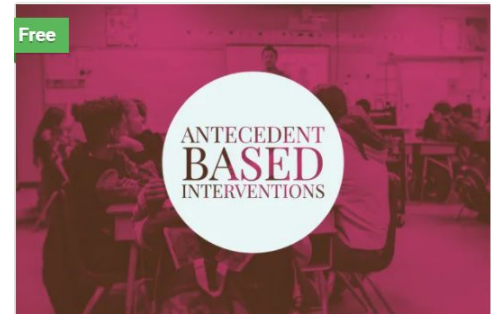
In this course, you will be introduced to the Student Intervention Matching (SIM) Form, which helps match the behaviors exhibited by the student to possible Tier II interventions.

[See more...](#)



## Student Intervention Matching (SIM) Form

[Watch here](#)



## Antecedent Based Interventions (6 PD hours)

This course is an introduction to Antecedent Based Interventions (ABIs). ABIs focus on changing events that occur before problem behaviors in order to improve behavior.

[Antecedent Based Interventions](#)

## STUDENT INTERVENTION MATCHING FORM (SIM-Form)

**Instructions:** The SIM-Form is designed to match Tier 2 interventions to students identified as emotionally or behaviorally at-risk by the universal screening process. A teacher, other staff person, or team who is familiar with the student should complete the SIM. This form includes statements assessing a variety of characteristics associated with students that align well with the active ingredients of evidence-based Tier 2 interventions. Your job is to answer whether each statement is very true, true, untrue, or very untrue about the target student. For statements that you don't know, simply check the box that indicates so. Your answers will then be scored to determine which evidence-based Tier 2 intervention, or interventions, should be considered for implementation to address the student's emotional and behavioral needs.

**Student name:** \_\_\_\_\_

**Person(s) completing this form:** \_\_\_\_\_

**Screened as at-risk** (circle the one that applies): Externalizing, Internalizing, or Both **Date:** \_\_\_\_\_

| Item  | Very true<br>(3)      | True (2)              | Untrue<br>(1)         | Very<br>Untrue (0)    | Don't<br>know         |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. School has good relationship with the student's parents (SHN)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Student seeks and likes attention from adults (CICO)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Student is rejected or isolated by peers (PPR)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Student is eager to earn rewards or access to privileges (BC)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Student's main problem is disruptive classroom behavior to get out of doing the work (CP)                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Parents are open and willing to collaborate with the school (SHN)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Student tries to do better socially and emotionally but does not have the skills (i.e., can't do) (SG-SET) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Student can only work so long before escaping and being off-task (CP)                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Student could benefit from having a positive, adult role model outside of the home (CICO)                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Student lacks self-management and needs constant reminders to stay on-task (SM)                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

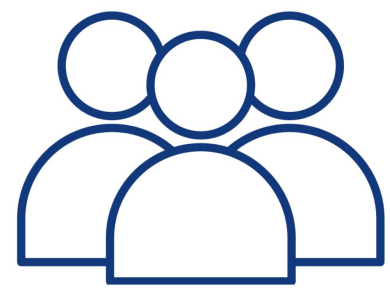
Developed by Dr. Clayton R Cook  
Version 2 – September 23, 2012

Student name: \_\_\_\_\_

Person(s) completing this form: \_\_\_\_\_

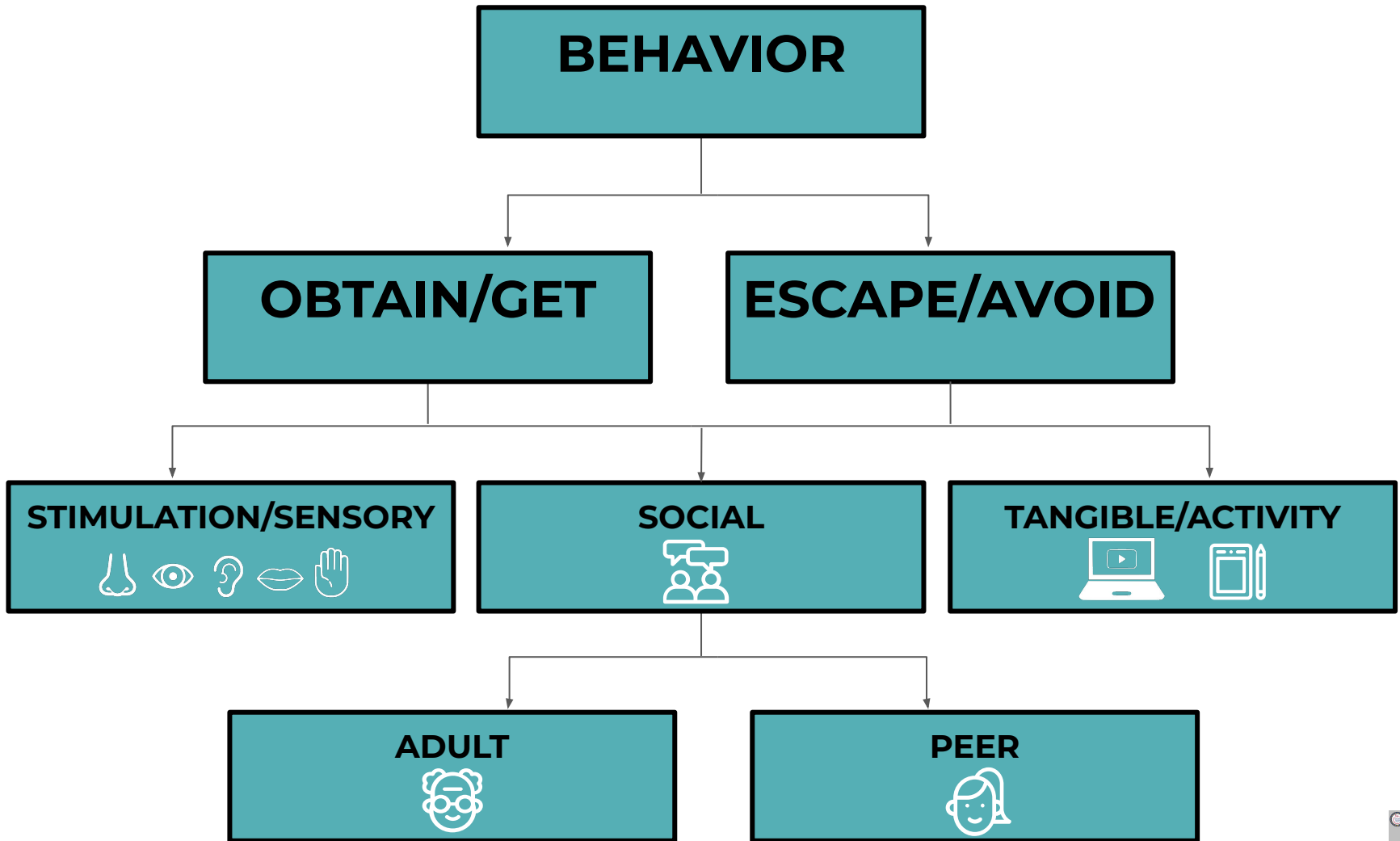
**SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered reasonable for implementation)**

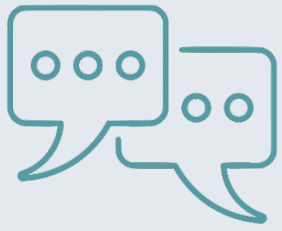
| <b>Intervention</b>                            | <b>Items</b> | <b>Score (sum the items)</b> |
|--|--------------|------------------------------|
| School-home note system (SHN)                  | 1, 6, 13     | 0                            |
| Behavior contract (BC)                         | 4, 16, 21    | 0                            |
| Self-monitoring protocol (SM)                  | 10, 12, 18   | 0                            |
| Check in/Check out mentoring (CICO)            | 2, 9, 17     | 0                            |
| Positive peer reporting (PPR)                  | 3, 11, 20    | 0                            |
| Class pass intervention (CP)                   | 5, 8, 15     | 0                            |
| Small group social-emotional training (SG-SET) | 7, 14, 19    | 0                            |



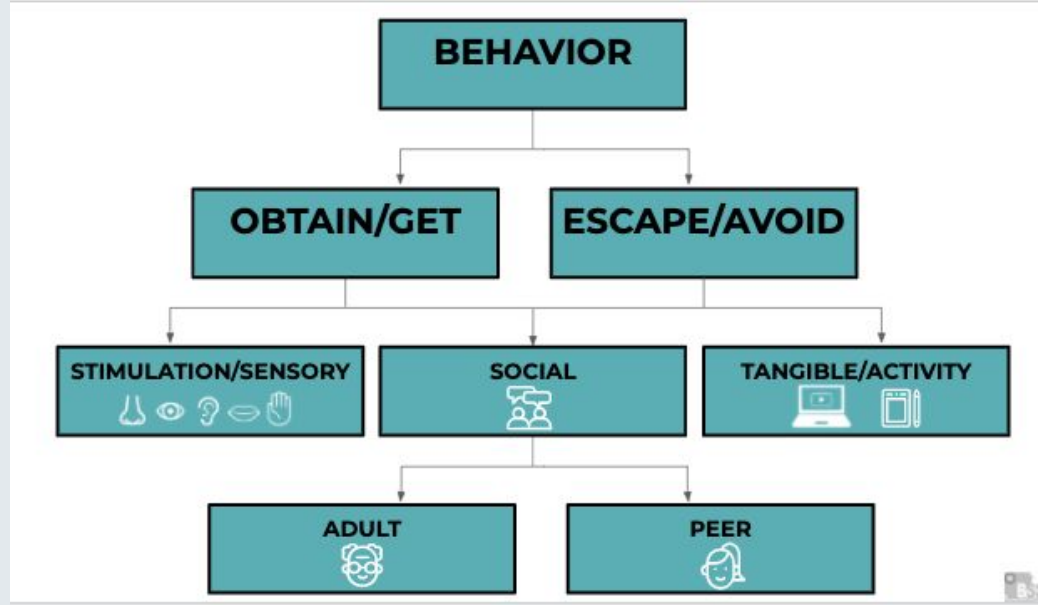
# SIM FORM ACTIVITY

[SIM Form](#)





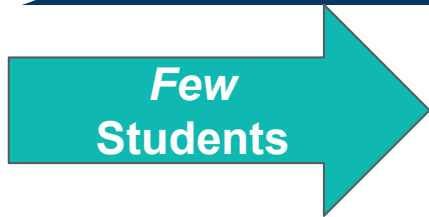
#5 Student's main problem is disruptive classroom behavior to get out of doing the work.



#16 With the right incentive, the student's behavior likely will improve.



# Tier 3 Resources



**Tier III**  
Core Instruction +  
INTENSIVE INTERVENTION

Intensive  
Intervention  
(1-5%)

**Tier II**  
Core Instruction +  
SUPPLEMENTAL INTERVENTION

Targeted Intervention  
in addition to core instruction  
for at risk students (10-15%)

**Tier I**  
Core Instruction

Core Classroom Instruction  
that is evidence based and differentiated  
for all students



# TIER 3 PBS

## Who

Up to 5% of students

## Why

Individualized support for serious challenging behaviors

## What

Evidence-Based Practices (interventions)

## How

Systems (teaming, data, screening, etc.)



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DIVISION OF ELEMENTARY  
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# Behavioral Threat Assessment Training and Resources

The Arkansas Center for School Safety (the Center) has been awarded a Bureau of Justice Assistance grant to assist Arkansas school districts, both public and private, to develop effective behavioral threat assessment teams and processes. Threat assessment is a critical component of preventing school shootings and other targeted violence on campus.

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## THE FOLLOWING RESOURCES ARE AVAILABLE TO ARKANSAS SCHOOL DISTRICTS:

### Threat Assessment Toolkit

The **toolkit** includes guidance and resources for implementing a behavioral threat assessment team and introduces the concept of threat assessment in schools.

### Introduction to Behavioral Threat Assessment ONLINE

This **one-hour course** will highlight research findings regarding the thoughts and behaviors of individuals who perpetuate acts of targeted violence, processes to develop a school threat assessment team and guidance on community engagement and overcoming the Bystander Effect.

### Basic Behavior Threat Assessment

This seven-hour course explores the basic procedures and guidelines for threat assessment teams. Topics include strategies for diverting students on a violent trajectory, components of threat assessment policies and procedures, defining and identifying behaviors for assessment screenings and levels of interventions needed to deter acts of violence.

**PLEASE NOTE:** This course includes interactive scenarios designed for actual teams. It is recommended that all members or potential members of a school threat assessment team should attend the same course delivery.

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## THERE IS NO CHARGE FOR ANY OF THESE RESOURCES.

For more information, contact: Vicki French, ACSS Coordinator • 501-570-8098 • vefrench@cji.edu



- Individual student referral
- Severe behaviors including: eloping from campus, serious self-injury, or serious injury to peer or staff that requires medical attention
- 1-2 weeks of Scatterplot or ABC data required
- Classroom Observation Checklist required

<https://arbss.org/circuit/>

## **ACTION PLAN NEEDED FOR TIMES WHEN A STUDENT MAY BE AT RISK OF HARM TO SELF OR OTHERS**

1.

Does the student's behavior pose a significant risk to self or others? If so, a plan to ensure safety and rapid de-escalation needs to be developed.

2.

Crisis plans are reactions to behavior and adults are to focus on de-escalating emotions. This is not a time for lectures, reprimands, or threats.



Behavior  Breaks

Functional Behavioral Assessment Process Guide



FBA Module 01:  
Introduction to Functional Behavioral Assessment (FBA)

Enroll Now

|         |  |                   |  |
|---------|--|-------------------|--|
| Student |  | District/Building |  |
|---------|--|-------------------|--|

| Task  | Task Timeline | Directions   |
|---|---------------|--|
| Consent on "Notice of Action" obtained  |               | This starts the 60-day timeline.   |
| Define the Target (Problem) Behavior  |               | Define behavior in observable and measurable terms.  |
| <b>Data Collection/Gathering Information</b>  |               |  |
| Complete a record review  |               | Use the <a href="#">History and Cumulative Review</a> form provided to compile information.                        |
| Collect at least 5 consecutive days of initial (baseline) data  |               | Completed within 2 weeks from the date the consent was signed<br>Scatterplot suggested for initial data collection |
| <b>Possible Baseline Data Collection Forms:</b> <ul style="list-style-type: none"> <li>• <a href="#">Frequency/Rate</a></li> <li>• <a href="#">Duration</a></li> <li>• <a href="#">Latency</a></li> <li>• <a href="#">Opportunity</a></li> <li>• <a href="#">Scatterplot (Interval 1)</a></li> <li>• <a href="#">Scatterplot (Interval 2)</a></li> <li>• <a href="#">Scatterplot (Frequency)</a></li> </ul> |               |  |
| Conduct Indirect Assessments/Interviews<br>Suggested forms below; use at least two of these   |               | Complete within the first four weeks   |

Free



## BEHAVIOR INTERVENTION PLANS

# Behavior Intervention Plans

In this 4 hour course, you will learn about Behavior Intervention Plans. You will learn to determine the need for a BIP, contextual fit, and writing behavior goals.

Enroll Now

BIP Module 1 Materials:

[Targeted Behavior Intervention Documentation](#)

[Determining Need for Behavior Intervention Plan](#)

[TBI vs BIP](#)

BIP Module 2 Materials:

[Competing Behavior Pathway](#)

[BIP Template](#)

[Behavior Intervention Plan Process](#)

BIP Module 5 Materials:

[Goal Writing Sheet](#)

BIP Module 7 Materials:

[Contextual Fit in Schools](#)

[Behavior Intervention Plan Process Fidelity Checklist](#)

[BIP Fidelity Checklist](#)

# BX3 PROJECT

**44%** OF TEACHERS

reported that student behavior issues are a very serious problem in the classroom.



Receiving **one or more** Office Discipline Referrals has been associated with decreased performance in reading and math.

## IMPLEMENTATION OF POSITIVE BEHAVIOR SUPPORTS CAN INCREASE:



BX3 is a capacity building project that provides coaching to school behavior teams working to develop tiered systems of positive behavior supports for all students

If this sounds like a good fit for your building, Scan QR Code for more information!



or visit [ARBSS.ORG](http://ARBSS.ORG) to apply



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