

PBIS at Monee Elementary: Multi-Tiered System of Support (MTSS)

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3 Interventions

- Individual students

Tier 2 Interventions

- Some students (at-risk)
- Small group interventions
- Some individualizing

Tier 1 Interventions

- All students, core curriculum
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

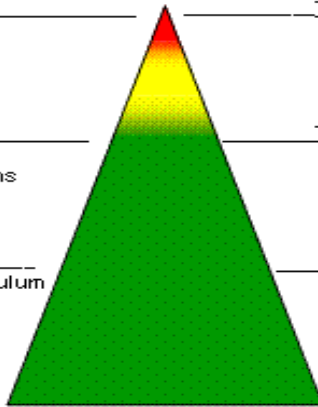
- Individual students
- Families and community provide additional support
- 1-5%

Tier 2/Secondary Interventions

- Some students (at-risk)
- Small group interventions
- Some individualizing
- 5-15%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive
- 80-90%



Tier 1—Universal/All Students

Positive Behavior Interventions and Supports (PBIS) is a proactive system for all Monee students to achieve social, emotional, and academic success. This starts with establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. More than 80-90% of Monee students are successful with this universal, or Tier 1 system of support.

Tier 2—Secondary/Some Students

Approximately 10-15% of students may need additional interventions or supports to meet these school wide goals and expectations. We strive to identify and support these students early, before any major difficulties develop. At Monee, students are recommended for interventions based on the following:

- *Classroom Behavior Data: 3 Minor Incident Reports within 4 weeks*
- *Office Discipline Data: A combination of Minor Incident Reports AND Office Discipline Referrals*
- *Universal Screening/Questionnaires: Teachers complete annually after first 6 weeks of school*
- *Teacher/Parent Referral*

Based on a review of the data, interventions are matched to the students' needs. Some students may benefit from a simple, daily check-in/check-out intervention, also known at Monee as P.R.I.D.E. Other students may benefit from additional small group instruction of social skills, problem solving/coping skills, or impulse control/academic behavior skills. During the 6-8 weeks of intervention, student progress is monitored often. Based on the student's response to the intervention, supports will either be phased out or intensified to ensure student success.

Tier 3—Tertiary/Few Students

If multiple interventions are implemented without satisfactory progress, or the behaviors of the student are severe, more individualized and intensive planning may be necessary. A team of support, including parents, school staff, and possibly community connections, works together to develop an individualized behavior plan or wraparound plan to help the student achieve school success.