Resource Map: Tier 1 Behavior SAMPLE
Tier 1 Success in Behavior is defined as: Missing less than 2 days per 9 weeks and/or 0-2 ODRs and/or 0-1 days of ISS OR OSS and/or 0-3 classroom (minor) referrals

School:		Academic Year: 2017-2018	Decision Making Team Members:

Instructional (Practices) Design										Systems Design		
Universal Screeners: What universal screeners are in place to proactively plan for students who may struggle?	Meaningful and Relevant Curriculum: The link between WHAT you are teaching and WHY	What instructional strategies are implemented with this curricum?[1] The HOW	Evidence-based?		What materials are needed to implement this curriculum?	How long and with what frequency should this curriculum be implemented?	What are the staffing requirements and material needed for this curriculum?[2]	How is progress monitored for this curriculum? How often?	How is this curriculum universally designed for all learners?	How is acceptable performance or growth defined?	Communication Loops[3]	How long has this curriculum been in place?	What training is needed to implement with fidelity?
ODRs Classroom referrals Teacher nomination Attendance data (including tardies and early dismissals)	The behavior/social skills matrix - working together as a community of learners allows us access to the knowledge, skills and abilities needed to be successful in the community	Explicit instruction for specific routines	(Y)	N	ppt for visual cues/prompts	Instructional strategies implemented daily for first two weeks and in rotation by skill weekly thereafter determined by data (referrals) – see instructional plan developed by PBIS team attached	All staff	ODRs and Classroom referrals monitored monthly	Visual prompts and cues Lessons video and audio taped Multiple models including video modeling Social stories/books to reinforce learning	0-2 ODRs 0-3 classroom referrals	Grade level teams report data monthly to leadership/PBIS team	1 year	TTAC Coaches to provide professional learning and coaching on integrating social skills in the standard curriculum Guidance counselors to provide professional learning to staff on integrating bully prevention terms and skills into lessons
		Modeling	(Y)	N	Location specific props								
		Practice with feedback	(Y)	N	None								
		Reinforcement for demonstrated skills	(Y)	N	Menu of reinforcers per class								
		Skills embedded/taught in literature	(Y)	N	Books per social/behavioral skill per grade level								
		Skills embedded in Social Sciences and English curriculum	(Y)	N	Graphic organizers Foldable								
	Attendance-understanding the importance of attendance in fully participating in the community and community relationships		Y	N									

			Y	N									

1. Define the instructional strategies needed to match a student's skill level with the taught skills. For example, for a conceptual understanding of multiplication as repeated addition, one instructional strategy might be direct instruction using manipulatives. Another example could include the "Hands on Equations" curriculum for teaching basic algebraic skills. A sound instructional strategy would be cooperative problem solving groups.
2. Staffing requirements should include: how many staff members per intervention implementation group, whether or not a specialist is required, and student to staff ratio for implementation with fidelity.
3. Communication loops should include a description of how and when the interventionist should be communicating with the primary teacher and how progress is communicated.