TBSI & PBIS
2020-2021
The Texas Behavior Support Initiative (TBSI) is a state-level training mandated by Senate Bill 1196 and the Texas Administrative Code §89.1053. The TBSI training is designed to provide foundational knowledge for the use of positive behavior interventions and supports for all students, including those with disabilities. While the TBSI training meets legislative requirements related to procedures for the use of restraint and time-out, it also provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school-wide, classroom, and individual interventions.

https://www.txbehaviorsupport.org/tbsi
Positive behavior support is a behavior-based systems approach to enhancing the capacity of schools, families, and communities in designing effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur. The Technical Assistance Center on Positive Behavioral Interventions and Supports (www.pbis.org) has been established by the US Department of Education's Office of Special Education Programs to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

https://www.txbehaviorsupport.org/pbis
What is Tier I Support?

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 PBIS include the understanding that we can and should:

• Effectively teach appropriate behavior to all children
• Intervene early before unwanted behaviors escalate
• Use research-based, scientifically validated interventions whenever possible
• Monitor student progress
• Use data to make decisions

https://www.pbis.org/pbis/tier-1
PBIS Tier I

The Tier 1 Team

- In addition to monitoring Tier 1 systems, the Tier 1 team meets regularly to refine school-wide practices and evaluate their effectiveness. The team reviews discipline data, curriculum-based measures, state tests, and other data sources related to improving school-wide outcomes. Individuals with the following positions are often included on Tier 1 teams:
  - Someone to coordinate the team
  - School administrator
  - Family representation
  - Classroom teachers
  - **Student representation (more likely at the high school level)**

In addition to these suggested roles, the team should have the following skillsets represented:
- Behavioral expertise
- Coaching expertise
- Knowledge of student academic and behavior patterns
- Knowledge about how the school operates across grade levels and programs

https://www.pbis.org/pbis/tier-1
PBIS Tier II

What is Tier 2 Support?

• Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

• Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.[1] Tier 2 interventions are:

  • Continuously available
  • Accessible within 72 hours of referral
  • Very low effort by teachers
  • Aligned with school-wide expectations.
  • Implemented by all staff/faculty in a school.
  • Flexible and based on assessment.
  • Function-based
  • Allocated adequate resources
  • Student chooses to participate.
  • Continuously monitored
PBIS Tier II

The Tier 2 Team

• In addition to monitoring Tier 2 systems, the Tier 2 team meets regularly to design and refine Tier 2 interventions in the building. The team is responsible for reviewing students referred for additional supports and providing training to families, school personnel, and students regarding interventions. Individuals in the following positions are often included on the Tier 2 Team:

• Someone to coordinate each Tier 2 intervention
• School Administrator
• Behavior Specialist
• Classroom Teacher

• In addition to these suggested roles, committee members also may serve a coaching role to support implementation of Tier 2 practices among staff. Coaching practices include:

• Understanding and reviewing data
• Encouraging, teaching, prompting, providing practice, and modeling for school personnel
• Communicating with stakeholders
• Distributing information and gathering input
• Organizing and promoting professional learning

https://www.pbis.org/pbis/tier-2
What is Tier 3 Support?

• PBIS’ framework doesn’t just work with school-wide and targeted supports. It’s also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

• At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.
PBIS Tier III

Tier 3 Student Support Team

• In addition to a team committed to monitoring Tier 3 systems, there must be a problem-solving team for each student receiving Tier 3 supports. These teams meet regularly to design and refine strategies specific to one student. The team’s goal is always to transition a student to fewer intensive supports.

• Tier 3 student support teams typically include people from the student’s school, home, and community. Students and their families input and approval on who is on the team. The school’s administrator must have enough involvement to allocate resources as needed for a student’s plan.

https://www.pbis.org/pbis/tier-3
• Campus administrators are responsible for having a trained **crisis team** on campus. This team must be trained annually on **CPI** (district provided) but also TBSI training. **TBSI** training can be taken online by following this link: https://www.escweb.net/tx_esc_04/search.aspx. CPI training is offered through the ECISD Special Education Department.

• **PBIS** is a recommended training for campus core teams. This course is available online at https://www.escweb.net/tx_esc_04/catalog/session.aspx?session_id=1344012
Helpful Links:

https://www.pbisworld.com/
https://behaviordoctor.org/
Questions?