Tier 1 School-wide or Universal/Core

- If score on Benchmarks of Quality (BOQ) is <70, then revisit SWPBS or look at Classroom PBS.
- If discipline date indicate an increase in ODR/ISS/OSS, then revisit SWPBS.
- If score on Benchmarks of Quality (BOQ) is >70, and data also show a increasing trend in ODR/ISS/OSS, then revisit SWPBS or look at Classroom PBS.
- If score on Benchmarks of Quality (BOQ) is >70 and data also show a decreasing trend in ODR/ISS/OSS, then look at data to determine if need training at Targeted Group and/or Individual level PBS.

Tier 1/2 Classroom Support

- If most of ODRs (over 50%) are coming from many classrooms, then revisit SWPBS application in all classrooms.
- If a few classrooms are responsible for the majority of ODRs, then look at Classroom PBS using the Classroom Consultation Guide.
- If score on Benchmarks of Quality (BOQ) is less than 70, then revisit SWPBS or look at Classroom PBS using the Classroom Consultation Guide.
- If our discipline data indicate an increase in ODR/ISS/OSS and most of the referrals are coming from many classrooms, then revisit SWPBS application in all classrooms.
- If a classroom has received support, the interventions were done with fidelity and the behavior of the student has not improved, then consider Tier 2 supports for the student.

Tier 2 Targeted Group Support/Supplemental

- If a student is identified as needing Tier 2 supports but has not had contact with SWPBS (i.e. teaching, rewarding), then either revisit SWPBS and/or receive Classroom PBS.
- If a student is identified as needing Tier 2 supports and has had contact with SWPBS (i.e. teaching, rewarding), then identify appropriate Tier 2 supports.
- If a student receiving Tier 2 supports is consistently reaching his/her goals, then decide to either maintain/begin to fade Tier 2 or move back to Tier 1 supports.
- If a student in Tier 2 supports is consistently not reaching their goals, then need to first make sure the student was receiving the support with fidelity or adapt the Tier 2 supports to be more effective.
- If a student in Tier 2 supports is consistently not reaching their goals and Tier 2 support was delivered with fidelity, then need to either decide to try another Tier 2 support, have a teacher consultation or move to Tier 3. You may also want to initiate the FBA/BIP process.

Tier 3 Individual Student Support/Intensive

- If a student is identified as needing Tier 3 supports but has not had contact with Tier 2 or Tier 1, then revisit Tier 2 supports.
- If a student is identified as needing Tier 3 supports and has had contact with Tier 2 or Tier 1, then identify Tier 3 supports and decide if need to maintain Tier 2 supports.
- If a student receiving Tier 3 supports is consistently reaching their goals, then decide to either maintain/begin to fade Tier 3 or move back to Tier 2 supports.
- If a student in Tier 3 supports is consistently not reaching their goals, then first make sure the student was receiving the support with fidelity.
- If a student receiving Tier 3 supports is consistently not reaching his/her goals and had access to it with fidelity, then need to evaluate the functional assessment and behavior intervention plan for appropriateness and accuracy.

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