### Elementary Framework
**SEL/Behavior**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Overview &amp; Purpose</th>
<th>Programs &amp; Strategies</th>
<th>Data</th>
</tr>
</thead>
</table>
| **Tier 1** | **Universal Core** | **Schoolwide:**  
• Foundations team, Guidelines for Success & school-wide expectations in place  
• Clearly Identified procedures for misbehavior and correction procedures  
• All adults work to establish positive learning environment by building positive relationships with students  
**Classroom:**  
• Social emotional learning (SEL) skills/standards are taught to all students in middle school  
• CHAMPS/STOIC structures for positive classroom management implemented in all classrooms  
• Integrate SEL standards and strategies across content areas | **Programs & Strategies:**  
- **Foundations** (Safe & Civil Schools) – Framework for school-wide positive behavior  
- **CHAMPS** (Safe & Civil Schools) – Positive classroom management including STOIC  
- **Connected & Respected Or Second Step** – Social emotional learning (SEL) skills instruction  
- **Great Body Shop** – Integrated SEL skills instruction in Health class | **Data:**  
- Office Discipline Referrals  
- Suspensions  
- Observations  
- Kindergarten Report Card (SEL standards)  
- School Climate & Connectedness Survey (annually) |
| **Tier 2** | **Targeted Intervention** | **School provides short-term targeted support for students who have difficulty demonstrating appropriate SEL skills. Interventions are typically developed through the Foundations team or Student Support Team (SST).** | **Programs & Strategies:**  
- **Targeted Small Group SEL Instruction**  
  - **Sunburst** – Bully prevention (available through support from health teachers)  
  - **Intervention Central** – Web-based resource for common behavior problems  
  - **Non-Violent Crisis Intervention** – strategies for defusing & responding to anxious, hostile, or violent behavior.  
  - **Creating Successful Futures (CSF)** – Highly structured, short-term program from K-3 students to change anti-social behaviors to pro-social behaviors | **Data:**  
- Office Discipline Referrals  
- Suspensions  
- Observations  
- Brief Functional Behavioral Assessment  
- Progress monitoring daily or weekly |
| **Tier 3** | **Intensive** | **Students with the highest level of need receive highly structured individualized interventions and wrap around supports. Supports are implemented with consultation from specialists (e.g., counselors, behavior specialists, school psychologists, etc.).** | **Programs & Strategies:**  
- **Behavior Intervention Plans** – Individualized plan of support  
  - Individualized Social-Behavioral Interventions – Counseling and social skills from a counselor, school psychologist or other trained school professional  
  - Referral to and/or collaboration with community agencies – Wrap around support to provide a network of interventions | **Data:**  
- Functional Behavioral Assessment  
- Functional Analysis from BCBA  
- Progress monitoring daily  
- Behavior rating scales |