

Classroom Clinician: Targeted PBIS That You Can Do Today!

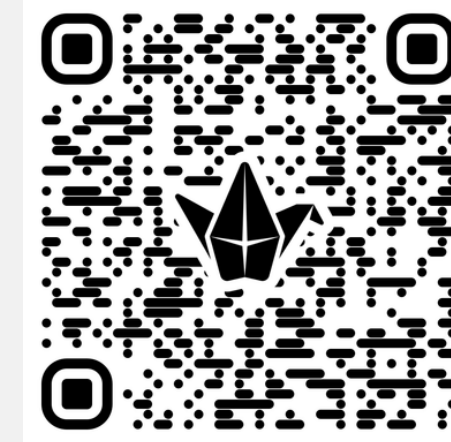
MO SW-PBS

Summer Institute

June 2026

GOALS:

PADLET



- **IMPLEMENT CLASSROOM-READY TIER 2 & TIER 3 INTERVENTIONS.**
- **USE SIMPLE SCREENING AND PROGRESS MONITORING FOR DECISIONS.**
- **CREATE A ONE-PAGE ACTION PLAN TO IMPLEMENT IMMEDIATELY.**

NORMS:

- **Be practical – favor “good enough” over perfect.**
- **Quick activities and quick shares.**
- **Try one thing tomorrow. Be curious & kind.**



INTRODUCTIONS

JUSTIN ORSCHELN

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- **Experience: 15 years in education, 14 years in Smithville School District**
 - 11 years as a K-6 Music Educator
 - 4 years as Assistant Principal at Eagle Heights Elementary
 - Starting a new journey in the Park Hill School District at Renner Elementary!
- **Family: Proud husband (Ben) and dad to two boys, Landyn (13) and Talon (12)**
- **Fun Facts:**
 - Host of the podcast “Think, Pair, Swear”, where we dissect education-themed media.
- **Passion: Creating a positive and engaging school culture while building strong relationships with students, staff, and families.**



ERIKA OPPERMAN

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EXPERIENCE: 7 YEARS IN EDUCATION, 5 YEARS IN THE SMITHVILLE SCHOOL DISTRICT

- **BEHAVIOR INTERVENTIONIST**
- **REGISTERED BEHAVIOR TECHNICIAN**

PERSONAL MISSION STATEMENT: I ADVOCATE FOR EVERY STUDENT WHO WALKS THROUGH OUR DOORS BY SERVING AS AN ENCOURAGER, CHAMPION OF PEOPLE, AND LEADER WHO CREATES SUPPORTIVE SPACES WHERE ALL CAN GROW AND SUCCEED.

FAMILY: MARRIED TO BRIAN (BEST HUMAN I KNOW) FOR 20 YEARS AND THE MOM OF TWO BOYS, AXEL (14) AND MAX (10).

I'VE BEEN KNOWN TO LAUGH TOO LOUD, PERHAPS TALK TOO MUCH, AND DRINK COPIOUS AMOUNTS OF COFFEE. I LIVE LIFE OUTLOUD!



MORGAN NOLAND

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BEHAVIOR INTERVENTIONIST

EAGLE HEIGHTS ELEMENTARY

EXPERIENCE

10 YEARS IN INPATIENT ADOLESCENT BEHAVIORAL HEALTH

5 YEARS AT EAGLE HEIGHTS ELEMENTARY

GRADUATE OF THE UNIVERSITY OF MISSOURI

WHAT DRIVES ME

A DEEP PASSION FOR MENTAL HEALTH AND BEHAVIORAL SCIENCE

BUILDING PROACTIVE, RELATIONSHIP CENTERED SYSTEMS THAT TURN HARD DAYS INTO SUCCESSFUL ONES

FAMILY & FUN

MARRIED FOR 19 YEARS TO LINDSAY

DAD TO MICHAEL (15), BENNETT (12), AND CLAIRE (10)

PROUD CHIEFS AND MIZZOU FAN

LOVES BBQ AND STRONG COFFEE



ICEBREAKER



QUICK ENTRY SCREENING

SCORE EACH 1-3; ADD TOTAL → DECISION BAND

FREQUENCY: HOW OFTEN PER DAY? (1 = 0-1; 2 = 2-4; 3 = ≥ 5)

IMPACT: INTERFERES WITH LEARNING/SAFETY? (1 = MINIMAL; 2 = MODERATE; 3 = SEVERE/SAFETY RISK)

RESPONSE: DO TYPICAL CLASSROOM STRATEGIES REDUCE BEHAVIOR? (1 = RESPONDS; 2 = SOMETIMES; 3 = NOT RESPONSIVE)

DECISION RULE: TOTAL 3-4 = MONITOR | 5-7 = TIER 2 | 8-9 = TIER 3*

TIER 2 VS. TIER 3 – CLASSROOM LENS

TIER 2 (TARGETED)

- TEACHER- OR SMALL-GROUP LED; 2-6 WEEKS.
- EXAMPLES: CICO, SOCIAL SKILLS GROUPS, PRECORRECTION, BEHAVIOR CONTRACTS.
- TEACHER IMPLEMENTS MOST STEPS.

TIER 3 (INTENSIVE)

- TEAM-DRIVEN, FUNCTION-BASED PLAN (FBA/BSP).
- FAMILY + TEAM INVOLVEMENT, FREQUENT MONITORING.
- SAFETY, COMPLEX PATTERNS, OR NO RESPONSE TO TIER 2.

SCRIPTS > SYSTEMS (FOR NOW)

WHY SCRIPTS AND ROUTINES?

- LOWER ADULT COGNITIVE LOAD
- PREDICTABLE ADULT RESPONSES
- EASIER FIDELITY, FASTER START

POCKET SCRIPTS (KEEP IN YOUR POCKET):

- 60-SEC CICO ENROLLMENT
- 30S PRECORRECTION (BEFORE TRANSITIONS)
- 30-45S DE-ESCALATION + RESTORATIVE REPAIR

FAST WINS FOR BEHAVIOR: CICO, PRECORRECTION, RESTORATION

CICO

A DAILY, BRIEF TEACHER-LED FEEDBACK SYSTEM WHERE A STUDENT CHECKS IN EACH MORNING, EARNS POINTS DURING THE DAY ON 1-2 TARGET BEHAVIORS, AND CHECKS OUT WITH AN ADULT TO REVIEW PROGRESS AND EARN SMALL REWARDS.

PRE-CORRECTION

A BRIEF, PREDICTABLE REMINDER OF EXPECTED BEHAVIOR DELIVERED RIGHT BEFORE A KNOWN HIGH-RISK MOMENT (E.G., TRANSITIONS), OFTEN PAIRED WITH A SMALL, IMMEDIATE CLASS REWARD.

DE-ESCALATION/RESTORATIVE REPAIR

A TWO-PART RESPONSE: FIRST, BRIEF DE-ESCALATION TO REDUCE AROUSAL AND KEEP EVERYONE SAFE; SECOND, A SHORT RESTORATIVE CONVERSATION THAT FOCUSES ON REPAIR, RESPONSIBILITY, AND A CONCRETE NEXT STEP.



RAPID SCREENING & TRIAGE

- 1. PAIR/TRIAD: READ VIGNETTE**
- 2. COMPLETE 3-QUESTION SCREEN**
- 3. DECIDE: MONITOR / TIER 2 / TIER 3**
- 4. PICK ONE IMMEDIATE INTERVENTION + ONE DATA POINT TO TRACK 2 WEEKS**
- 5. PREPARE A 30-SEC SHARE**

SMALL GROUPS

THIS SHORT STRUCTURE IS EFFECTIVE FOR MORNING MEETINGS OR SPECIALIZED, SHORT-DURATION SEL INTERVENTIONS.

- **0-3 MIN: WELCOME AND WARM -UP (CHECK-IN)**
- **3-5 MIN: SKILL INTRODUCTION (DIRECT INSTRUCTION)**
- **5-12 MIN: ACTIVE PRACTICE (ACTIVITY/ROLE-PLAY)**
- **12-15 MIN: REFLECTION AND CLOSURE**

SUGGESTED ACTIVITIES:

- **ROLE-PLAY SCENARIOS**
- **TEAM-BUILDING CHALLENGES: BUILDING THE TALLEST TOWER WITH CUPS**
- **POSITIVE AFFIRMATIONS-PRACTICE GIVING AND RECEIVING COMPLIMENTS TO PEERS**

CICO

WHY SHOULD YOU IMMEDIATELY BEGIN TO IMPLEMENT THIS IN YOUR SCHOOL AND/OR CLASSROOM?

- VERY LOW EFFORT BY TEACHERS
- CONSISTENT WITH SCHOOL-WIDE EXPECTATIONS
- CAN BE IMPLEMENTED BY ANY STAFF/FACULTY AT YOUR SCHOOL
- LINKS SCHOOL AND HOME SUPPORT
- PROGRAM IS ORGANIZED TO MORPH INTO A SELF-MANAGEMENT SYSTEM
 - INDEPENDENCE IS THE GOAL
 - INCREASED OPTIONS FOR MAKING CHOICES
 - INCREASED ABILITY TO SELF-MONITOR PERFORMANCE/PROGRESS

TYPICALLY WORKS WITH 67% OF STUDENTS!

LET'S PRACTICE!

PBIS PRESENTS: CICO ROLE PLAY THEATRE

- **ASSIGN ONE PERSON TO PLAY THE EDUCATOR AND ONE TO PLAY THE STUDENT.**
 - **SHOULDER PARTNERS**
- **READ THE SCENARIO BACKGROUND BEFORE ROLE PLAY.**
- **PRACTICE A BRIEF CHECK-IN OR CHECK-OUT CONVERSATION**
- **USE THE POCKET SCRIPTS AND QUESTIONS AT THE END TO HELP GUIDE YOUR CONVERSATIONS.**
- **SWITCH ROLES!**

GROUP DEBRIEF



WHAT LINE OR SPECIFIC LANGUAGE FELT MOST EFFECTIVE AND SUPPORTIVE TO STUDENTS?

DE-ESCALATION

WHILE PREVENTION IS ESSENTIAL, PROACTIVE APPROACHES AND STRATEGIES ARE NOT ALWAYS SUCCESSFUL IN PREVENTING ESCALATION.

CORE STEPS:

1. SEPARATE
2. LISTEN
3. PROBLEM-SOLVE
4. REPAIR

WE ARE OBSERVERS, NOT ABSORBERS!

LET'S PRACTICE!

PBIS PRESENTS: DE-ESCALATION ROLE PLAY THEATRE (ACT II)

- **ASSIGN ONE PERSON TO PLAY THE EDUCATOR AND ONE TO PLAY THE STUDENT**
 - **DIFFERENT TABLE**
- **READ STUDENT BEFORE ROLE PLAY.**
- **FOLLOW THE CORE DE-ESCALATION STEPS**
 - **TAKE NOTES (WHAT WAS HELPFUL, SPECIFIC LANGUAGE, ETC)**
- **SWITCH ROLES!**

RESTORATIVE CONVERSATION

A SHORT RESTORATIVE CONVERSATION THAT FOCUSES ON REPAIR, RESPONSIBILITY, AND A CONCRETE NEXT STEP.

- WHAT HAPPENED?
- WHAT WERE YOU THINKING AT THE TIME?
- WHO HAS BEEN AFFECTED BY WHAT YOU'VE DONE?
- WHAT DO YOU THINK YOU NEED TO DO TO MAKE IT RIGHT?
- WHAT HAVE YOU THOUGHT ABOUT SINCE?

LET'S PRACTICE!

PBIS PRESENTS: RESTORATIVE CONVERSATIONS ROLE PLAY THEATRE (THE FINAL ACT)

- **YOU WILL HAVE THE SAME PARTNER AND SCENARIO AS YOU DID FOR THE DE-ESCALATION ROLE PLAY.**
- **USE THE QUESTIONS TO GUIDE YOUR CONVERSATION AFTER THE INCIDENT.**
- **SWITCH ROLES!**

GROUP DEBRIEF



WHAT LINE OR SPECIFIC LANGUAGE FELT MOST EFFECTIVE AND SUPPORTIVE TO STUDENTS?

WHAT WAS THE MOST CHALLENGING PIECE OF THE TWO-PART RESPONSE?



QTIP

**QUIT
TAKING
IT
PERSONALLY**

MEET KAIDEN

KAIDEN IS A CAPABLE 4TH GRADE STUDENT WHO DEMONSTRATES UNDERSTANDING DURING GROUP INSTRUCTION WHEN DIRECTLY ENGAGED BY HIS TEACHER. DURING INDEPENDENT WORK, HE FREQUENTLY CALLS OUT, MAKES NOISES, OR LEAVES HIS SEAT, PARTICULARLY WHEN HIS TEACHER IS WORKING WITH OTHER STUDENTS. THESE BEHAVIORS TEND TO OCCUR DURING LESS STRUCTURED TIMES OR WHEN KAIDEN IS EXPECTED TO SUSTAIN WORK ON HIS OWN. HE RESPONDS QUICKLY TO REDIRECTION AND OFTEN RE-ENGAGES BRIEFLY, BUT THE BEHAVIORS TEND TO RETURN SHORTLY AFTER. IN THE PAST 5 DAYS, KAIDEN HAS COMPLETED 50% OF ASSIGNED WORK AND ENGAGED IN 5-7 DISRUPTIONS PER WORK PERIOD.


LET'S MAKE AN ACTION PLAN FOR KAIDEN!

IDENTIFY THE FUNCTION OF KAIDEN'S BEHAVIOR AND CREATE ONE PAGE ACTION PLAN. KEEP YOUR PLAN SIMPLE, REALISTIC, AND MEASURABLE, FOCUSING ON ONE STRONG INTERVENTION YOU COULD IMPLEMENT TOMORROW.

ACTION PLAN COMPONENTS

- TARGET BEHAVIOR & BASELINE
- TIER 2 OR TIER 3 INTERVENTION
- PROGRESS METRIC & REVIEW DATE
- FIDELITY CHECK
- FAMILY COMMUNICATION PLAN
- ESCALATION TRIGGER

FUNCTION & BEHAVIOR




FUNCTION OF KAIDEN'S BEHAVIOR

ACCESS TO ADULT ATTENTION DURING INDEPENDENT WORK

TARGET BEHAVIOR & BASELINE

KAIDEN WILL REMAIN ON TASK AND COMPLETE INDEPENDENT WORK WITHOUT DISRUPTIONS (CALLING OUT, LEAVING SEAT, INTERRUPTING INSTRUCTION).

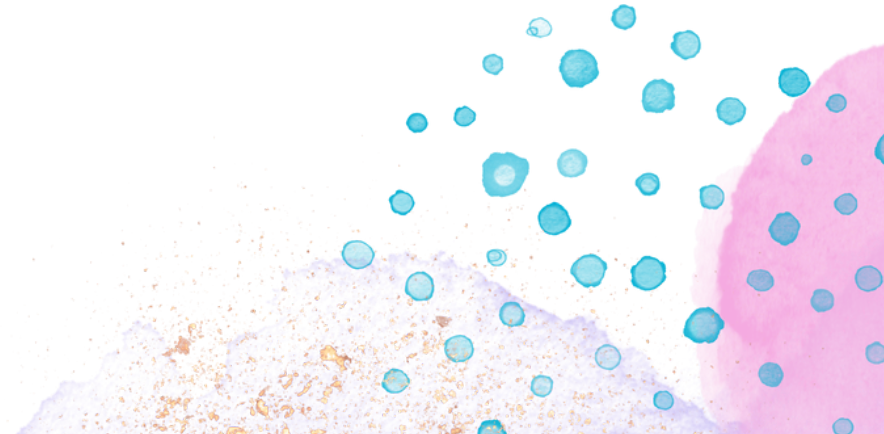
BASELINE: 50% WORK COMPLETION, 5-7 DISRUPTIONS PER WORK PERIOD.





CHOOSE EASILY REPEATABLE INTERVENTIONS

TIER 2 INTERVENTION

- **SCHEDULED TEACHER CHECK-INS (START OF WORK + EVERY 5 MINUTES)**
 - **TASK CHUNKING WITH CLEAR "FIRST-THEN" EXPECTATIONS**
 - **PRE-CORRECTION BEFORE INDEPENDENT WORK ("KAIDEN, TRY TO GET THIS MANY DONE, AND I'LL CHECK ON YOU IN 5 MINUTES.")**
 - **EARNED POSITIVE FEEDBACK AFTER COMPLETING TASK CHUNKS. (KAIDEN WANTS YOUR ATTENTION, USE IT TO INCENTIVISE DESIRED BEHAVIOR!)**
- 

DATA TRACKING AND FIDELITY

PROGRESS METRIC & REVIEW DATE

- GOAL: 80% WORK COMPLETION, ≤ 2 DISRUPTIONS
- TRACK: WORK COMPLETION % + NUMBER OF DISRUPTIONS PER PERIOD
USING A SIMPLE TALLY CHART
- REVIEW: 2 WEEKS

FIDELITY CHECK

- TEACHER PROVIDES CHECK-INS AT PLANNED INTERVALS
- TASKS ARE CONSISTENTLY CHUNKED BEFORE INDEPENDENT WORK
- PRE-CORRECTIONS DELIVERED PRIOR TO WORK TIME
- SCHEDULE TIME FOR DATA

FAMILY COMMUNICATION PLAN

BRIEF WEEKLY UPDATE (EMAIL OR NOTE HOME)
POSITIVE COMMUNICATION WHEN GOALS ARE MET
SHARE PROGRESS AT 2-WEEK REVIEW

ESCALATION TRIGGER

- **IF PROGRESS IS BELOW 60% OF GOAL AFTER 2 WEEKS:**
 - **→ INCREASE FREQUENCY OF CHECK-INS OR ADD STRUCTURED INCENTIVE**
- **IF LIMITED PROGRESS AFTER 4 WEEKS:**
 - **→ MOVE TO A MORE INTENSIVE CLASSROOM PLAN:**
 - **INCREASE STRUCTURE (SMALLER TASK CHUNKS, MORE FREQUENT ADULT FEEDBACK)**
 - **ADD A DAILY BEHAVIOR CHART WITH SPECIFIC GOALS TIED TO EACH WORK PERIOD**
 - **IMPLEMENT A STRUCTURED EARNED INCENTIVE MENU (STUDENT CHOOSES REWARDS TIED TO MEETING GOALS)**
 - **CONSIDER ALTERNATIVE WORK SETTING FOR INDEPENDENT TASKS WHEN NEEDED**

REFERRAL TIMELINE & TROUBLESHOOTING

WEEKS 0-2

SCREEN + IMPLEMENT TIER 2 SUPPORT

DEFINE TARGET BEHAVIOR + BEGIN SIMPLE DATA TRACKING

PARENT CONTACT AND COMMUNICATION

WEEKS 2-4

IF STUDENT IS BELOW 50% OF GOAL:

INTENSIFY SUPPORTS (MORE STRUCTURE, MORE FREQUENT CHECK-INS)

TIGHTEN EXPECTATIONS AND ENSURE CONSISTENT IMPLEMENTATION

WEEK 4+

REFERRAL PACKET (ACTION PLAN + DATA)

CONSIDER FBA AND TARGETED TIER 3 PLAN

INCREASE INTENSITY (BEHAVIOR CHART, INCENTIVE MENU, SMALLER TASK CHUNKS)

TROUBLESHOOTING COMMON BARRIERS

TIME → KEEP PLANS SIMPLE AND BUILT INTO ROUTINES

BUY-IN → START SMALL AND SHOW QUICK WINS

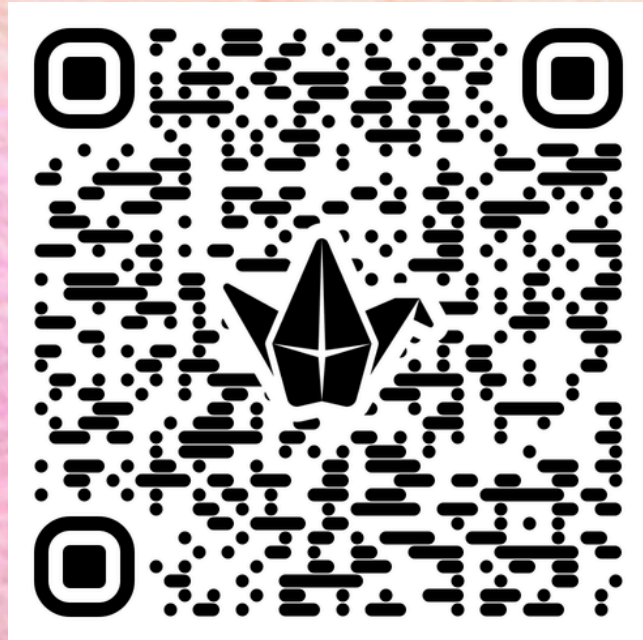
CONSISTENCY → FOCUS ON 1-2 STRATEGIES DONE WELL

DOCUMENTATION → TRACK ONLY WHAT MATTERS



QUESTIONS?





THANK YOU



**When we focus on teaching and reinforcing positive behaviors,
we create a school culture where students feel supported,
valued, and empowered to succeed."**

Justin, Erika, and Morgan

Don't forget to complete the session feedback in the Guidebook app.