



## **Behavioral/Social -Emotional Support Systems**

As part of a PBIS model, Renaissance Academy uses a 3–tier model to create safe and supportive learning environments in which students may grow and thrive academically, personally, and socially. This includes providing the right amount of services and supports at the right time when a student absolutely needs them.

These models are based on the logic that the majority of students can and will respond positively to evidence-based instruction and preventative measures. Appropriate interventions and the use of data to assess progress help ensure that those students who benefit from progressively more intensive services will not need them over the long-term.

**Student services at Renaissance Academy are arranged in “tiers”:**

### **“Tier 1 Services” or “Universal Interventions”:**

- Preventative and proactive in nature (**classroom routines/behavior management**)
- Delivered to all students across all educational settings. (**supportive school culture**)
- May include school wide initiatives such as reward or token systems to encourage positive behavior, school mottos and cheers, partnerships with families and community partners, and/or or social skills lessons. (**our Positivity Project and WBT**)
- It is expected that around 80% of students (if not more) will respond to these services.

### **“Tier 2 Services” or “Targeted Group Interventions”:**

- For groups of students who do not respond to the first tier of services.
- Designed to meet the needs of these particular groups, with the expectation that the services will be short-term.
- May include social skills groups, anxiety groups, anger management groups, boy/girl issues groups, attention/organization skills groups. (**short term- check in support counseling time, receive support from Center for Youth, RTI support plan**)
- About 5–10% of the student population needs these services.

### **“Tier 3 Services” or “Intensive/Individual Interventions”:**

- For individual students that have not responded to both Tier 1 and Tier 2 services.

- Based on individual assessment of the student, and tailored to the individual student's unique needs and strengths. (**more intensive behavioral emotional support stated in the BIP RTI 4- week behavior meetings**)
- May include individual lessons, interventions, or treatment relative to anger, depression, anxiety, etc.
- Only 1–5% of students are expected to require this level of assistance.

*\*This model of service delivery is meant to be fluid. As a student that receives Tier 2 or Tier 3 services shows that s/he no longer needs them, these progressive services are discontinued.*