Kansas Multi-Tier System of Supports

- Building Leadership Team Implementation Guide Behavior

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Introduction to Document

The *Kansas Multi-Tier System of Supports: Structuring Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document serves as a guide for schools working with MTSS Trainers (a current list can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system. Content area specific documents for reading, mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of a MTSS and what each looks like when fully implemented, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for a MTSS.

Acknowledgements

A significant commitment of time and energy from numerous Kansas educators, their districts, organizations and partners made this document possible. Their efforts to learn and help others understand what it takes to make a MTSS a reality within schools is reflected in this document. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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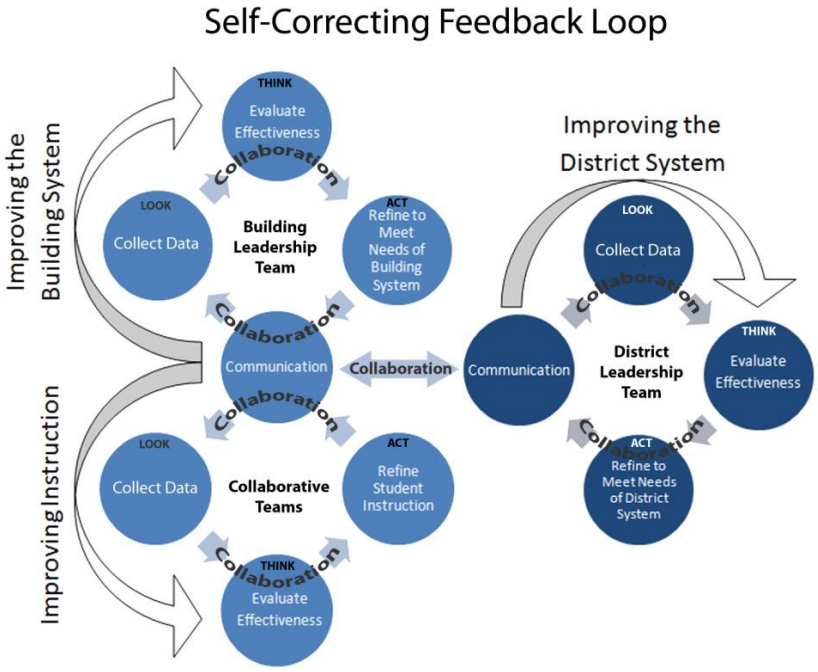
Introduction

The Behavior Implementation Guide is designed to direct Building Leadership Teams through an evaluative process to reflect on the effectiveness of the multi-tier system of supports created during structuring. Building Leadership Teams are provided with step-by-step instructions to analyze data, determine system refinements, and communicate any changes to be implemented to all stakeholders. Because an MTSS Trainer guides the Building Leadership Team through the steps of implementing MTSS for behavior, it is the responsibility of the leadership team to share that knowledge with staff and to train all staff to carry out many of the implementation steps.

One of the defining elements of an effective MTSS system is a self-correcting feedback loop that is based on a problem-solving process. To be self-correcting, a feedback loop continually collects data, analyzes results, and makes adjustments aimed at positively influencing student learning and achievement. The Self-Correcting Feedback Loop, illustrated in the graphic on the next page, has three distinctive cycles: collaborative teams (improving instruction), Building Leadership Team (improving the building system), and district leadership team (improving the district system).

The upper loop, *Improving the Building System*, represents the work of the Building Leadership Team. The questions in this guide direct the leadership team step by step to analyze and evaluate system data, to determine needed changes in system components, and to communicate changes to be implemented to all staff. The responsibilities of the Building Leadership Team include analyzing building-level data to determine whether adequate progress toward building goals is being made; evaluating the effectiveness of the various components of the system to determine whether adjustments are needed; and, when adjustments are needed, determining what actions will refine the system and leading implementation of those actions.



Within MTSS for behavior, the Tier 2/3 team (see Step 11) serves as the primary collaborative team for the lower loop, *Improving Instruction*. The responsibilities of this team involve collecting and analyzing data regarding students whose data indicate that supports beyond Tier 1 are necessary for their success at school, ensuring the availability of targeted interventions, matching interventions to student needs, initiating functional behavioral assessment when indicated, and monitoring student progress in interventions. Based on data, examples of hypothesized changes that Tier 2/3 may present to the Building Leadership Team include (but are not limited to) the following actions:

- Revise the schedule to provide more time for core or intervention.
- Select an intervention more appropriate to meet the needs of students when data indicate the current intervention is ineffective.
- Change interventionists who provide the interventions.
- Increase professional development and support for interventionists.
- Strengthen core curriculum.

The exchange of information among all parts of the Self-Correcting Feedback Loop allows for a more efficient and effective system.

The Building Leadership Team is responsible for ensuring that the loops for the Building Leadership Team and the collaborative teams

operate smoothly. This means the Building Leadership Team must provide leadership for improving the building system and for improving instruction. To accomplish this, the Building Leadership Team will invest time analyzing data, making systems-level decisions, and training and leading collaborative teams and the building staff through each task they are asked to complete.

Moving From Structuring to Implementation

As buildings move from structuring to implementation, it is important for the Building Leadership Team to encourage staff members to continue to work on building school connectedness. Why is school connectedness important? Research shows that when students experience connectedness to school, educational motivation, classroom engagement, and attendance all improve (Croninger & Lee, 2001). The following practices can help foster school connectedness:

- Implement high standards and expectations, and provide academic support to all students.
- Apply fair and consistent disciplinary policies that are collectively agreed upon and fairly enforced.
- Create trusting relationships among students, teachers, staff, administrators, and families.
- Hire and support capable teachers who are skilled at content teaching techniques and classroom management to meet each learner's needs.
- Foster high parent/family expectations for school performance and school completion.
- Ensure that every student feels close to at least one supportive adult at school.

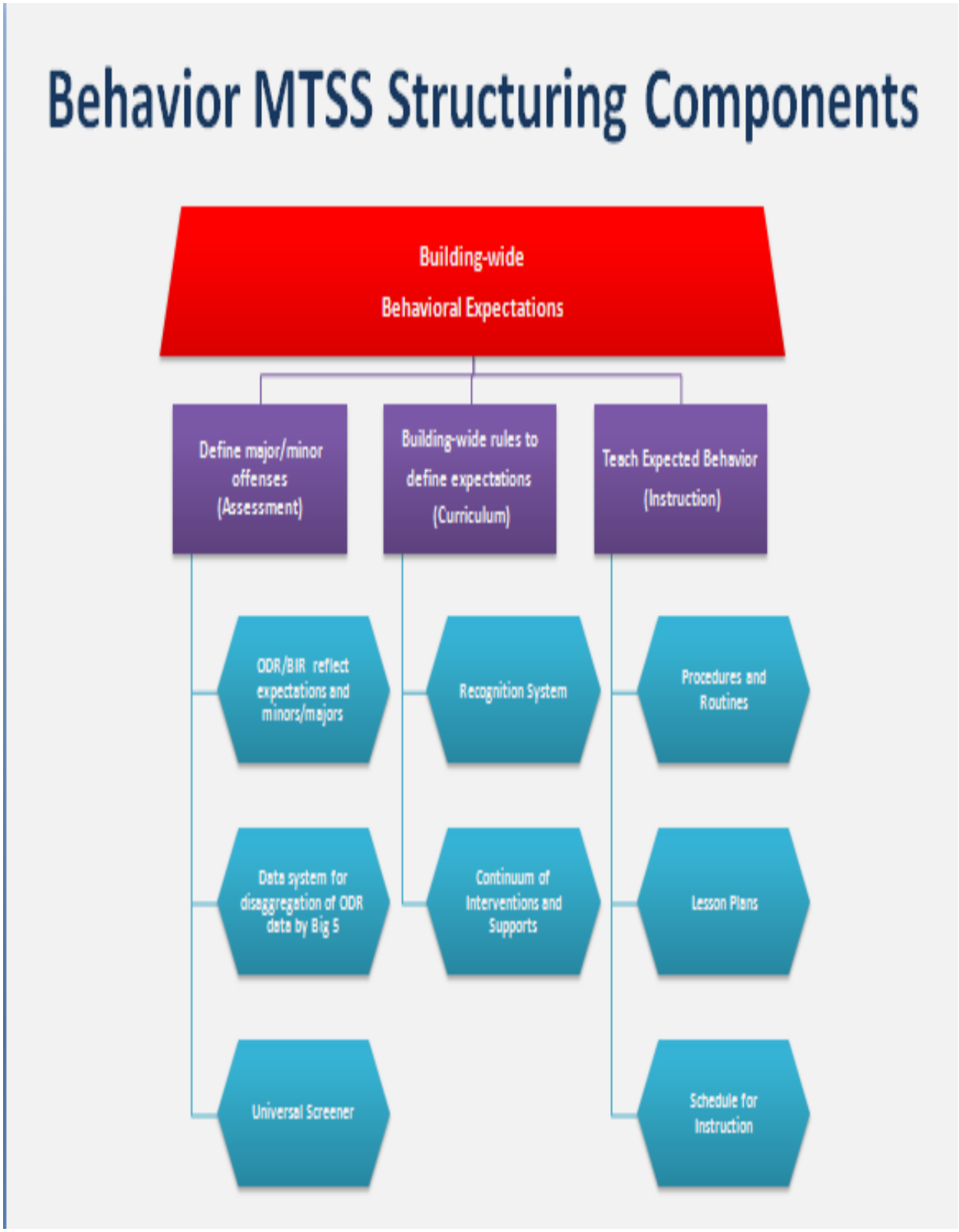
These and other evidence-based practices can be found in *The Wingspread Declaration on School Connections* (Blum, 2005).

Building relationships between adults and students is one of the simplest ways to increase students' connectedness to school. This can be encouraged by increasing the ratio of positive interactions and by increasing noncontingent positive attention.

- **Increase ratio of positive interactions:** Teachers can modify their own behavior on this by simply tallying the number of positive statements and corrections that they deliver. The goal is to deliver four positive statements for every correction. This can be as simple as beginning the day with greeting students at the door and thanking them for beginning work when they enter the classroom.
- **Non-contingent, positive attention:** Examples are greeting students, commenting on their presence at an afterschool event, and asking how their little brother/sister is. Noncontingent means that the attention is not directly related to a behavior that has

just occurred. It is positive attention provided just for the sake of noticing students and validating their humanity.

In addition to work on school connectedness, the Building Leadership Team will need to continue to work on completing the behavior structuring components. These components are displayed graphically on the following page. The building-wide expectations should be completed and a behavior expectations matrix needs to be developed. The major (office-managed) and minor (classroom-managed) behavior offenses need to be delineated and the office discipline referral (ODR) and behavior incident report (BIR) forms revised to align with those definitions. A system for managing ODR data needs to be identified, and the recognition system and continuum of consequences/supports need to be developed. The lesson plans and schedule of instruction do not need to be completed at this time, but teams need to have an action plan for achieving their completion. The team needs to regularly review the Paper Implementation Fidelity Tool until all of the tasks are completed. The team might also want to review the Required Practices Brief for behavior to make sure that all expected practices are either in place or included in an action plan for completion.


Behavior MTSS Structuring Components
Building-wide
Behavioral Expectations
Define major/minor offenses (Assessment)
Building-wide rules to define expectations (Curriculum)
Teach Expected Behavior (Instruction)
ODR/BIR reflect expectations and minors/majors
Recognition System
Procedures and Routines
Data system for disaggregation of ODR data by Big 5
Continuum of Interventions and Supports
Lesson Plans
Universal Screener
Schedule for Instruction

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Part I: Tier 1—Building and Monitoring the Core

Step 1: Consider the Validity of Screening Data

The first step in implementation is to collect student data, using the universal screening tool selected during Structuring. The Comprehensive Assessment Plan located in the Decision Notebook should have outlined the logistics for data collection. At the time of the first data collection, it is easy to become overwhelmed by the act of administering the assessments. It is important, however, to do all that can be done to ensure that the data are collected with fidelity, so that decisions using the data can be made with confidence.

Discuss

- Have staff members been explicitly trained on minor/major definitions?
- Are staff members following definitions for majors/minors?
- What is the evidence for your response?
- Have staff members been trained on revised ODR procedures?
- Is there a process in place to periodically review definitions and procedures for ODRs with all staff members?
- Do you have confidence in your data?

Team Tasks

1. Consider whether there is any professional development (PD) or review that is needed by staff regarding definitions and procedures. Record any needed PD on the Planning Professional Development tool (from Structuring).
2. Decide how definitions and procedures will be reviewed with staff on a regular basis and what the schedule for review will be. Record decisions in the Decision Notebook. Consider whether an action plan is needed to carry out the decisions.

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Step 2: Organize and Chart Data

Next, the data must be entered and organized so that the information may be used to support decision making. Each school must determine which data management system will be used and identify the person responsible for entering the data.

Discuss

- Do you have a data system in place?
- Is there still tweaking to be done?

Once you have your data management system in place, then:

1. Organize ODRs according to the Big 5 (Lewis, Making Data-Based Decisions)
   a. Which **students**?
   b. What **behavior**?
   c. **When** (time of day, day of week)?
   d. **Where** did behavior occur?
   e. **Who** made referral?

2. Organize BIRs (Hemmeter & Fox, 2009) for preschool according to the following categories:
   a. Problem behavior.
   b. Activity where problem behavior occurred (e.g., large group/circle time, small group, centers, transitions).
   c. Others involved.
   d. Possible motivation.
   e. Strategy/response.
   f. When (time of day, day of week)?
   g. Where did behavior occur?
   h. Who made referral?

3. Chart each for visual representation, using a data system such as:
   a. Big 5 Generator
   b. SWIS

For ODRs, behavior data need to be disaggregated minimally by the Big 5 categories, so that staff members can look at what is going on contextually, as well as with individual students. Using these data as a starting point will help identify where *structures* need revision, prior to working with *individuals*.

Here are some options for considering data about the person making the referral:

- Group data for five teachers making the most referrals and for five teachers making the fewest referrals, and compare to building average.

- Have only the administrator look at these data and discuss individually with each teacher.
- The leadership team looks at numbers of ODRs for all the teachers, compares each to the building average, and thinks about possible reasons for very high or very low rates of ODRs.

How These Data Will Be Used Must Be Determined by the Team

Looking at data about staff members who have made referrals can be touchy for some teachers. Teams need to be sensitive to this issue and should discuss which option for examining the data is likely to work best in their building. When looking at the data of those who refer most frequently and for those who refer least frequently, consider possible underlying factors. For example, for those with the most referrals:

- Observe the classroom to see if they need support/coaching on classroom management/procedures/routines.
- Is it a tolerance issue? (This teacher sends kids for forgetting pencils, minor misbehavior, etc.)
- What else might be going on?

For those who refer least:

- Do they lack classroom management skills, but have a high tolerance for chaos? (Check corresponding academic data to examine the impact of this teaching style on student achievement.)
- Are they masterful classroom managers?
- What else might be going on?

Team Tasks

1. Decide what still needs to be done with the data management system. Develop an action plan to achieve a well-functioning data system.
2. Decide how the data on staff members making referrals will be handled. Record this in the Decision Notebook.

Step 3: Look for Patterns in the Data

When looking for patterns in the data, first identify high-frequency data. Then think about the patterns in the data. Are there clusters in the data?

- Which students?
- What behavior?
- When (time of day/day of week)?
- Where (e.g., classroom, hallway)?

Questions to Consider When Reviewing Building Data

(Lewis, Making Data-Based Decisions)

- By behavior:
  - What is the first thing you notice in looking at the data?
  - What conclusions might be drawn from the data on first glance?
  - Are there underlying issues cutting across multiple behaviors?
  - What is the function of the behavior (for preschool)?
    Get something (item, activity, attention, comfort, sensory stimulation).
    Escape something (peers, adults, sensory stimulation).
    Communicate something (for children with limited language).
    Change of state (bored/tired).
- By location (and for activity/grouping for preschool):
  - What is the first thing you notice?
  - What conclusions might be drawn from the data on first glance?
  - What data in the graph might warrant serious consideration?
- By student:
  - What jumps out at you in these data?
  - Which students' data are cause for concern?
  - Are many students falling in the mid-range (2-5 ODRs)?
- By time of day:
  - What do you notice first about the relationship between ODRs and time of day?
  - What is going on in the building at the time of day when referrals are most frequent?
- By number of referrals:
  - How might data summarizing how many students had 1, 2, 3, etc., referrals be helpful to the building staff?
  - If the data indicate many students with 1-5 referrals from the outset, where might efforts be focused prior to moving students to targeted interventions?
  - Are changes to the environment needed?
- By possible motivation (preschool):
  - What is the first thing you notice in looking at the data?

    - What conclusions might be drawn from the data on first glance?
    - Are there motivational factors that appear to be occurring more frequently that could be mitigated environmentally (e.g., obtain desired item/purchase several of the same item and make available)?
    - Was administrative follow-up required (preschool)?
- By strategy/response (preschool):
    - What is the first thing you notice in looking at the data?
    - On first glance, what conclusions might be drawn from the data?
    - Does there appear to be over-reliance on certain strategies/responses to challenging behavior?

Elementary Building Leadership Teams may wish to consider how including preschool classroom information may contribute to positive transitions to elementary school. Including preschool information within the school's data considerations enables buildings to use that information to identify specific skills that could be taught before children enter kindergarten (e.g., classroom routines and procedures, hallway procedures).

Preschool programs sometimes decide to use a smaller number of building-wide expectations for that setting. If the preschool is focusing on only a portion of the building expectations, do you see patterns in the data for preschool that are different from the rest of the elementary? Do you see patterns in the data as students move from preschool to kindergarten? A decision regarding adding an expectation to the current preschool expectations list may be necessary to proactively address concerns noted in the kindergarten data.

Team Tasks

1. Using the questions above as guidance, consider the ODR and/or BIR data from your building.
2. Identify and document any patterns that emerge while reviewing the data.

Step 4a: Organizing BIR Data for Analysis (for Preschool Only)

Building leadership teams must engage in a less formal decision-making process when applying school-wide MTSS to the preschool program. At this time, there is no formal guidance as to what constitutes a significant number of BIRs, as has been identified for ODRs at the elementary and secondary level. For this reason, the Building Leadership Team will determine the number of BIRs to be considered significant enough to warrant specific system changes. In addition to BIR data, the Building Leadership Team may determine additional information that should be included in the data analysis process, as well as instruction on how to use this information in an objective and systematic manner to address the needs of the system, adults, and children accordingly.

Depending on the number of preschool classrooms, and possibly the different types of preschool programs that may be located within the same elementary building (e.g., 50/50 Reversed Mainstream Special Education, Four-Year-Old At-Risk, Head Start), the Building Leadership Team may wish to analyze preschool data on a class-by-class basis, rather than blending the numbers together as is done with the elementary data. However, this decision is at the discretion of the Building Leadership Team. In either case, to review the BIR data appropriately, it should be organized as follows:

Team Tasks – Preschool

1. Organize preschool classroom BIR information by:
   a. Behavior.
   b. Activity.
   c. Time of day.
   d. Day of week.
   e. Number of referrals per student.
   f. Others involved.
   g. Possible motivation.
2. Make sure that these data are graphed for easy visual review. Looking at the data in spreadsheet format is not an effective means for data review.
3. Determine if the data patterns seem predictable. For example, can the team predict where and when problems are likely to occur and who might be involved (same children/same adults)?
4. If there appears to be a pattern regarding the function of the problem behavior, consider potential environmental changes or supports that can be implemented in the short term/long term to improve the situation.
5. Continue to refine the curriculum (e.g., lesson plans) and building systems based on the data. The data will be influenced by the

system structures created during structuring, and the data will guide the team in planning refinement for the system.

General Preschool Data Decision Rules

If…	Focus on…
In preschool classrooms where more than 40% of students received one or more Behavior Incident Reports (BIR). -There are more than 2.5 Behavior Incident Report referrals per student.	Classroom-Wide System (e.g., targeted teaching of expectations, establishing responsive/nurturing relationships, environmental supports – visual reminders at eye level, etc.)
-More than 60% of referrals indicate the same response/strategy used to address challenging behavior. -More than 50% of referrals come from the same 10% of adults in the classroom.	Classroom System – identify/match appropriate response/strategy, are reflective of establishing responsive/nurturing relationships. Once identified, provide professional development/ coaching to support targeted staff and/or all staff.
-More than 35% of referrals come from specific activities (circle/large group, centers/indoor play, transition, outdoor play, other). -More than 20% of referrals are motivated by avoiding task. - More than 20% of referrals are motivated by obtaining desired item or attention.	Classroom System – review problematic activity (resulting in task avoidance) and determine possible variables that make this activity a) too challenging, b) too boring, or c) over stimulating, etc. and make adaptations/modifications accordingly. For activities resulting in behavior relating to "obtaining" desired items, determine if additional items can be purchased or made available to decrease incidents of challenging behavior. For activities resulting in behavior relating to obtaining "attention" identify strategies for increasing positive attention/acknowledgement to pro-social/positive behaviors that are incompatible with the identified challenging behavior.
-More than 10-15% of students receive more than 5 BIRs.	Targeted Group Interventions (e.g., scripted stories such as I Can Be a Super Friend, Tucker Tuttle, or other such activity that can be taught to the small group and/or entire class with special attention given to children needing more targeted intervention).
-Less than 10 students receive more than 10 % of all BIRs. -Less than 10% of students receiving targeted support continue the same rate of BIR referrals even after receiving targeted intervention. -A small number of students are destabilizing the overall functioning of the classroom.	Individual Systems with Action Team Structure (e.g., mentoring, IEP planning)

Adapted from (Boland, et al., 2003)

Data-Based Decision-Making Worksheet: Preschool

Data Review:

Problem behavior: What was the top problem behavior this month?

Activity: What activity seems to have the highest rate of problem behavior?

Strategy/Response: What strategy or response to the problem behavior is most frequently employed by the staff?

Take a look at what's happening in the classroom.

Possible Motivation: How many problem behaviors were related to (a) obtaining something, (b) escaping something, or (c) changing the "state" (bored/tired)?

Others Invovled: Which adults are reporting/not reporting BIRs?

Look	Think	Act
Take a look at the total number of BIRs.	What do the data tell us?	What should the focus of attention/action be?
	_____ +_____+_____+_____ = _____ Number of BIRS in each activity | Total number of BIRs	
	40% or more of BIRs in any single activity, or 20% or more of BIRs indicate possible motivation was "avoid task"	Activity Adaptation/Modification
	20% or more of BIRs indicate possible motivation was "obtain item or attention"	Purchase additional items, increase positive attention/recognition for positive behavior incompatible with challenging behavior noted
	60% or more of BIRs addressed with one specific strategy	Identify and provide professional development/coaching on a variety of effective strategies

Look	Think	Act
Take a look at student BIR data.	What do the data tell us?	What should the focus of attention/action be?
Take a look at the number of BIRs per student.	If more than 40% of students receive one or more BIRs	Reteach expectations, establish responsive/nurturing relationships/environmental supports, etc.
Next, take a look at what's happening with individual	If more than 15-20% of students received more than 5 BIRs	Targeted Group Interventions (e.g., check-in/check-out, social skills groups)
	If less than 15% of students receive more than 5 BIRs OR	
Take a look at individual student data.	Less than 15% of students continue the same rate of referral after receiving targeted group support OR	Focus on Individual Systems with Action Team Structure (e.g., mentoring, IEP planning)
	A small number of students is destabilizing the overall functioning of the school.	

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Step 4b: Compare Data to Norms and Decision Rules (for K-12)

The purpose of decision rules is to help decide what level (e.g., school-wide system or classroom level) requires improvement. These decision rules can help identify efforts for improvement, for example, re-teaching behavior lessons in the classroom or in nonclassroom settings (Horner).

Use the handout on the following page as a reference for national norms and decision rules for using ODR data. Notice that interpreting ODRs by comparison to national norms depends on both the grade level and school size. Sometimes, buildings feel that they have a large number of ODRs, but find that their rate of ODRs is not larger than the national average for a school of their size. Even though a building's rate of ODRs may not be high compared to the national average, it may still be higher than the level where the leadership team and building want it to be (their preferred rate of ODRs). In any case, comparing the ODR data to the national norms can be helpful in evaluating the severity of discipline issues in the building.

Team Tasks

1. Organize the building's ODR information by:
   a. Behavior.
   b. Location.
   c. Time of day.
   d. Day of week.
   e. Number of referrals per student.
2. Make sure that these data are graphed for easy visual review. Looking at the data in spreadsheet format is not an effective means for data review.
3. Compare the building's ODR data to national norms. Does the building have a problem in comparison to the national norm?
4. If data will be collected on minors, consider the following:
   a. Will a certain number of minors constitute a major?
   b. How will they be recorded?
   c. Who will enter those data?
   d. When will those data be reviewed?
5. Consider whether there is a possible problem: *a difference between the data you want and the data you have* (Horner, Todd, Newton, Algozzine, & Algozzine). How might this problem be resolved?
6. Continue to refine the curriculum (e.g., lesson plans) and building systems based on the data. The data will be impacted and influenced by the system structures created during Structuring, and the data will guide the team in planning refinement for the system.

General Data Decision Rules

If…	Focus on…
- More than 40% of students received one or more ODRs. -There are more than 2.5 ODRs per student.	School-wide System (e.g., targeted teaching of expectations, tickets)
-More than 60% of referrals come from the classroom. -More than 50% of referrals come from less than 10% of classrooms.	Classroom System
-More than 35% of ODRs come from nonclassroom settings (e.g., cafeteria, hallway). -More than 15% of students received ODRs from nonclassroom settings.	Non-Classroom System
-Less than 20% of students received between 2 and 5 ODRs.	Targeted Group Interventions (e.g., check-in/check-out, social skills group)
-Less than 10% of students receive more than 6 ODRs. -Less than 10% of students continue the same rate of referral after receiving targeted group support. -A small number of students are destabilizing the overall functioning of the school.	Individual Systems with Action Team Structure (e.g., mentoring, IEP planning)

Adapted from (Boland, et al., 2003)

Suggested ODR Cut-Points

0-1 ODR per year – successful with Tier 1 supports
2-5 ODRs per year – consider Tier 2 supports
6+ ODRs per year – probably need Tier 3 supports

SWIS NORMS

Elementary School – should be less than 1 ODR/day per 300 students
Middle/High School – should be less than 1 ODR/day per 150 students

Data-Based Decision-Making Worksheet

Data Review:

Problem behavior: What was the top problem behavior in the previous quarter?

Location: What locations are the top problem behaviors coming from?

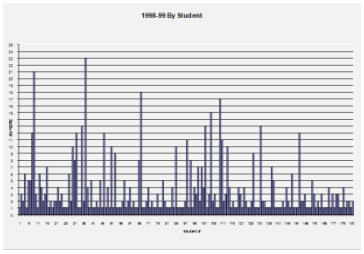
Time of day: What specific times of the day are the top problem behaviors occuring?

Start by examining the school-wide

Student Referrals: How many students were referred in the previous quarter? How many students were referred year to date?

Grade level: At what grade level are the top problem behaviors occuring most frequently?

Look	Think	Act
Take a look at the number of ODRs received per individual student.	What do the data tell us?	What should the focus of attention/action be?



Look at the # of students with one or more ODRs

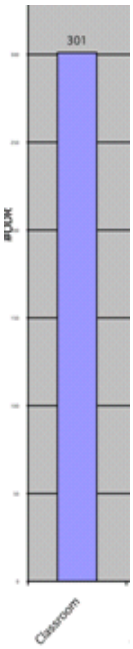
_____ /_____ = _____%

# of students who received one or more ODRs	Total # of students in the building

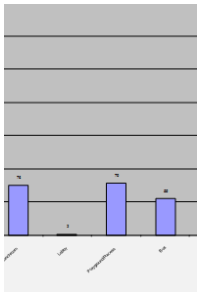
40% or more → School-wide System

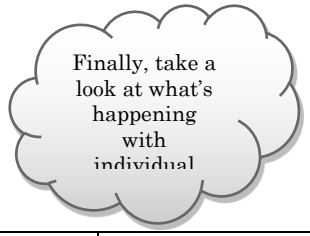
If less than 40% → Further review of the data is needed at this point

Next, take a look at what's happening in

Look	Think	Act
Take a look at the total number of ODRs coming from the classroom.	What do the data tell us?	What should the focus of attention/action be?
 _____ ODRs came from the Now drill down and look at individual classroom data.	_____ /_____ = _____% # of ODRs from classroom setting | Total # of ODRs from all settings If 60% or more → Focus Attention on Classroom System How many classrooms equal 10% of the classrooms in the building (e.g., 10% of 15 classrooms = 1.5; round up to 2 classrooms)? _____X 10% = _____ Rounded up = _____ # of classrooms • Identify the classrooms that are in the top 10% of ODRs. _____ / _____= _____ % # of ODRs from classroom | Total # of ODRs in the building If 50% or more → Focus attention on targeted classrooms	

Next, take a look at what's happening in nonclassroom settings

Look	Think	Act
Take a look at the number of ODRs coming from nonclassroom settings.	What do the data tell us?	What should the focus of attention/action be?
	_____ /_____ = _____ % # of ODRs from nonclassroom settings / Total # of ODRs from all settings If 35% or more → Nonclassroom System	
Lunchroom? Lobby? Hallway? Bus?		
Take a look at the total number of STUDENTS receiving ODRs in nonclassroom settings	_____ /_____ = _____ % # of Students receiving ODRs in nonclassroom settings / Total # of Students receiving ODRS across all settings If more than 15% → Nonclassroom System	



Look	Think	Act
Take a look at student ODR data.	What do the data tell us?	What should the focus of attention/action be?
Take a look at the number of ODRs per student.	If less than 20% of students receive between 2 and 5 ODRs	Targeted Group Interventions (e.g., check-in/check-out, social skills group)
Take a look at individual student data.	If less than 10% of students receive more than 6 ODRs OR Less than 10% of students continue the same rate of referral after receiving targeted group support OR A small number of students are destabilizing the overall functioning of the school.	Focus on Individual Systems with Action Team Structure (e.g., mentoring, IEP planning)

Step 5: Consider Results From Universal Screener and Other Data Sources

It is important to consider both ODR/BIR data and the results of the ratings gathered from the administration of a formal universal screener. Information collected from a formal screening tool is helpful in identifying students in need of more intensive support who may not show up in ODR/BIR data. Formal screening tools can help measure internalizing and other behaviors that fly under the radar and may not be captured in the ODR/BIR data. Using a rating scale as a universal screener in conjunction with the ODR/BIR data provides the opportunity to catch students who might be at risk before they fail (as measured by the discipline data).

One example of a quick and free universal screener is the Student Risk Screening Scale (SRSS). The SRSS is a quick screener that can be used to reliably identify students with both externalizing and internalizing behavior for grades K-12. Teachers fill out this screener three times a year:

- 6 weeks after school begins.
- Before winter break.
- 6 weeks prior to the end of the school year.

For preschool children, behavioral screening tools are used to identify children who exhibit behaviors that are predictive of future problem behavior. These assessments may also identify children who are need of additional support that BIR data might not capture. The Early Screening Project (Walker, Severson, & Feil, 1995) is a measure that combines teacher rating and direct observation to screen for emotional problems, speech and language difficulties, impaired cognitive ability, attention deficits, and hyperactivity; it is appropriate for assessing children ages 3 to 5. For a more comprehensive review of the purpose of behavioral screening and the properties of specific preschool behavioral screening tools, the team may wish to review *Screening for Social Emotional Concerns: Considerations in the Selection of Instruments* (*Roadmap to Effective Intervention Practices) by Jasolyn Henderson and Phillip Strain (2009),* available for download at www.challengingbehavior.org/do/resources/.../roadmap_1.pdf

**For additional information regarding formal screening measures (preschool through grade 12), refer to *Screening Instruments at a Glance* in the Behavior Resources folder from Structuring – Module 2 Behavior.

Use of these screening results to determine individual student supports will not begin until Tier 1 is firmly established and teams are beginning to plan for Tier 2 supports. However, if screening data have

been collected at this time, review those data to see if any patterns in the data may be relevant at the system level. Do these data have any implications for core instruction?

In addition to considering the information obtained from the universal screener, teams may wish to examine other data as well. Data that are typically collected by schools regarding attendance, tardies, detention, out-of-school suspension/in-school suspension (OSS/ISS), and other school discipline practices can also be useful in identifying students who are at risk so that interventions can be implemented before students fail. Analyzing these data for patterns and looking for issues that indicate a need to intervene with building-wide practices is also important. If your building has low levels of ODRs, but high levels of attendance issues or tardies, then the Building Leadership Team needs to focus on analyzing the absenteeism data.

Team Tasks

1. Decide which universal screener will be used and set a schedule for administration of the screener, if this hasn't already been done. Record on the Data Decision Rules and Assessment Schedule found at the end of this step.
2. Identify what staff professional development is needed regarding administration and use of the screener. Plan this professional development and record on the Planning Professional Development tool (from Structuring).
3. Identify other school data that will be analyzed and used and record on the Data Decision Rules and Assessment Schedule. Examine these data to identify areas of high frequency and any patterns or relationships that may exist in the data, and indicate the need for changes to core instruction or building systems.

Data Decision Rules and Assessment Schedule (Example Only)

Measure	**Proficient Score**	**Indication of Risk**	*Aug*	*Sept*	*Oct*	*Nov*	*Dec*	*Jan*	*Feb*	*Mar*	*Apr*	*May*
1. ODR	0-1	2 or more	X	X	X	X	X	X	X	X	X	X
2. Student Risk Screening Scale (SRSS)	0-3	4 or more		X			X			X		
3. Absences	5/trimester	6+/trimester	X	X	X	X	X	X	X	X	X	X
4. Tardy	5/trimester	6+/trimester	X	X	X	X	X	X	X	X	X	X
5. ISS	0-1	2 or more			X			X				X
6. OSS	0	1 or more			X			X				X
7. Course Grades	2.5 or higher	D or F in core			X			X				X
8. AIMSweb (reading/math)	On-Track range	25%ile or below			X			X				X

Data Decision Rules and Assessment Schedule

Measure	**Proficient Score**	**Indication of Risk**	*Aug*	*Sept*	*Oct*	*Nov*	*Dec*	*Jan*	*Feb*	*Mar*	*Apr*	*May*
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												

Adapted from: Missouri Schoolwide Positive Behavior Support – Tier 2 Level 1: Student Data Inventory_7.14.10

Step 6: Set Measurable Objectives Based on Your Data and Building Vision

To help move toward the building vision statement (that was already in place, or was created in Module 3 during Structuring), it is important to tie that vision to objectives for reaching the vision that are based on your data.

Because the vision statement is often one that will take time to reach, and is currently not being realized, setting objectives to move toward reaching the vision can help keep the team, and the staff as a whole, focused on realizing the vision. Teams will need to begin where the data indicate that improvements can be made. From that point, determine how those data relate to the building vision.

Imagine a school's vision statement is, "All students will graduate with 21st century skills." Here are some examples of objectives that were written to operationalize a similar vision statement, based on the leadership team's analysis of building data:

- Decrease problem behaviors as measured by ODRs and the SRSS.
- Improve attendance as measured by unexcused absences and unexcused tardies.
- Improve academic performance as measured by GPAs (Lane, Kalberg, & Menzies, 2009, pp. 123-124).

All of the above objectives have an impact on whether or not students will be capable of graduating with 21st century skills.

Team Tasks

1. Based on the building's vision statement and ODR/BIR and screener data, develop two to three measurable objectives to move the building forward toward achieving the building vision developed during Structuring.
2. Plan for communicating data to staff. Document any decisions on the Planning for Communication tool (from Structuring).
   a. What information will be shared?
   b. When will data be shared?
   c. How will information be communicated?
3. Plan for communicating data to other stakeholders. Document any decisions on the Planning for Communication tool (from Structuring). Consider whether any of the information needs to be communicated to other groups, such as:
   a. Students (especially at the secondary level).
   b. Families.
   c. District administration.
   d. School board.
   e. Community (businesses, media, etc.).

4. Revisit objectives regularly when reviewing data.
    a. Have the objectives been met?
    b. What changes still need to be made?
    c. If the objective has been met, what new objective will be created to move the building closer to achieving the vision?

Step 7: Use Data to Build Precision Problem Statements

Precision problem statements lead to building solutions. To write a precision problem statement, the leadership team needs to focus on the five core "W" questions (Horner).

- *What* are the problem behaviors, and how often are they occurring?
- *Where* are they occurring?
- *When* are they occurring?
- *Which students* are involved?
- *Why* do they keep occurring?

The first four groups of questions below (Horner, Todd, Newton, Algozzine, & Algozzine) are included in the questions used for charting and displaying ODR data. The questions below about perceived motivation (Horner, Todd, Newton, Algozzine, & Algozzine) are for Building Leadership Teams to discuss as they analyze and interpret the data. Part of the discussion has to do with how the members of the leadership team perceive the motivation of the students for engaging in the behaviors. Considering the perceptions that team members have about the perceived motivation is a first step toward thinking about the possible function of the problem behavior in later steps. It is important for the teams to consider possible environmental factors as well as perceived motivational factors.

Questions for K-12 About ODRs

- Questions to ask about ODRs by Problem behaviors:
  - What behaviors are occurring most frequently?
  - Are the most frequent problems behaviors related in any way?
  - How often are the problem behaviors occurring?
  - Is the rate of occurrence a significant problem compared to national norms?
- Questions to ask about ODRs by Location:
  - Where are the problems occurring?
  - Are there problems in many locations, clusters of locations, or one location?
- Questions to ask about ODRs by Time:
  - When are the problem behaviors occurring?
  - How do those times match with daily activities in the building?
  - How does this information match up to ODRs by Location?
  - Is there any relationship between When and Where?
    Note: Buildings on a block schedule will have a more complex matching task because the day of the week will also need to be taken into account.

- Questions to ask about ODRs by Student:
  - What proportion of students has 0 – 1 ODRs?
  - What proportion of students has 2 – 5 ODRs?
  - What proportion of students has 6+ ODRs?
  - Do systems of support that increase student success exist?
- Questions to ask about ODRs by Perceived Motivation:
  - What is perceived as maintaining the problem behavior?
  - Are there one or more perceptions? In other words, do different team members see the perceived motivation differently?

Note: It is important for teams to understand that the perceived motivation for the behavior may not be what is actually reinforcing/maintaining the behavior, so teams need to stay open-minded when looking at individual students (Horner).

Questions for Preschool About BIRs

- Questions to ask about BIRs by Activity:
  - Where are the problems occurring?
  - Do the problems occur primarily during teacher-directed, child-initiated, or transitional activities?
- Questions to ask about BIRs by Time:
  - When are the problem behaviors occurring?
  - How do those times match with daily activities in the classroom?
  - Is there any relationship between When and Where?
- Questions to ask about BIRs by Student:
  - What proportion of students has 0 – 1 BIRs?
  - What proportion of students has 2 – 5 BIRs?
  - What proportion of students has 6+ BIRs?
  - Do systems of support that increase student success exist?
- Questions to ask about BIRs by Others Involved:
  - Which adults report problem behaviors most frequently?
  - How often are peers reported as being involved in the incident?
- Questions to ask about BIRs by Strategy/Response:
  - What is the most frequent strategy/response reported by staff?
  - Are certain staff members over-relying on one method of response?
- Questions to ask about BIRs by Perceived Motivation:
  - What is perceived as maintaining the problem behavior?
  - Are there one or more perceptions? In other words, do different team members see the perceived motivation differently?
- Questions to ask about BIRs by Administrative Follow-up:
  - Has the administration frequently been involved in follow-up activities related to BIRs?
  - Have families been contacted by preschool staff or administration in reference to a BIR?

The answers to all these questions provide the data needed to make a decision about a solution. Using the data to build a precision problem statement provides a hypothesis that can be tested. Here is an example of a precision problem statement for an elementary school:

> *There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.*

Here are the pieces of the precision problem statement, and each piece is a hypothesis that can be tested:

- What is the problem and how many*? There are more ODRs for aggression than last year.*
- Where is it happening? *On the playground*.
- Which students? *A large number of students*.
- When is the problem most likely to occur? *It is most likely to occur during first recess.*
- Why is the problem occurring? *The aggression is related to getting access to the new playground equipment.*

Below is an example of a precision problem statement for a preschool:

> *There are more BIRs for noncompliance this month than last month. These are likely to occur during Circle-Time in the classroom, with three boys (who are friends) and the noncompliance is related to avoiding group story reading.*

Here are the pieces of the precision problem statement for the preschool example:

- What is the problem and how many*? There are more BIRs for noncompliance this month than last month.*
- Where is it happening? *In the classroom*.
- Which students? *Three boys who are friends.*
- When is the problem most likely to occur? *During Circle-Time*
- Why is the problem occurring? *The noncompliance is related to avoiding group story reading.*

Team Tasks

1. Review the five core "W" questions.
2. Build a precision problem statement based on the building's ODR/BIR data.

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Step 8: Use Data to Build Solutions

The precision problem statement is a summary of building data (for preschool, a summary of classroom data) that will be used to build a solution table. There are several key components in building a solution. The team needs to think about addressing each of the following components (Horner, Todd, Newton, Algozzine, & Algozzine):

- **Prevention** – How can we avoid the problem context (e.g., schedule change)?
- **Teaching** – How can we define, teach, and monitor what we want (the appropriate behavior)?
- **Recognition** – How can we build in systematic acknowledgment for desired behavior?
- **Extinction** – How can we prevent problem behavior from being rewarded?
- **Consequences** – What are efficient, consistent consequences for problem behavior?
- **Data collection/monitoring** – How will we collect and use data to evaluate whether the solution was implemented with fidelity and its impact on student outcomes?

It is important for teams to focus on teaching, monitoring, and acknowledging desired behavior before resorting to punishment for behavior change. If many students are making the same mistake, focus on changing the system (e.g., the environment or routine) rather than trying to change each individual student. Most good solutions will be multi-component, not a single action intervention.

When building solutions for preschool students, the leadership team will review the data to determine if staff members are employing effective universal supports (nurturing/positive relationships, supportive learning environments, etc.). When building solutions in reference to preschool data, the leadership team should first identify adult behavior/practices that if changed could most easily affect preschool behavior in a positive way.

Teams must be mindful to avoid the following six caveats (Horner, Todd, Newton, Algozzine, & Algozzine) when building solutions:

- Building a solution before defining the problem.
- Building solutions from broad or fuzzy problem statements.
- Failing to use data to define or confirm the problem.
- Agreeing on a solution without building a plan for (a) how to implement or (b) how to evaluate the solution.
- Agreeing on a solution but never assessing whether the solution was actually implemented.

- Serial problem solving without decisions (sometimes known as admiring the problem).

Team Tasks

1. Review the building ODR/BIR data at every team meeting. Team meetings should occur at least monthly.
2. Apply the decision rules and norms (K-12) to the building data (see Step 4b).
3. Review the building and preschool formal screening data after each screening (three times a year).
4. From the data, create precision problem statements.
5. Based on the precision problem statements, develop solutions for the most immediately pressing issues. (Note: Think "high impact, easy fix.")
6. Develop an action plan to implement that solution.

Solution Development Table

Prevention **(for preschool, consider nurturing relationships and supportive learning environments)**	
Teaching	
Recognition	
Extinction	
Corrective Consequence	
Data Collection/Monitoring	

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Step 9: Use the ODR/Day/Month or BIR/Day/Month Data to Examine Trends

Teams will need to use a tool that calibrates/calculates the number of days in session for each month. This is the sequence of steps for computing the ODR/day/month or BIR/day/month:

1. Compute the total number of ODRs/BIRs for each month.
2. Count the number of days actually in school for each month.
3. Divide the total ODRs/BIRs for that month by the number of days actually in school that month.

The ODR/day/month data and BIR/day/month data are used to look at trends across the current school year and to compare this year's data to last year's data. Teams should look for trends like these:

- Are the peaks occurring before breaks?
- Is there a trend of gradual increasing or decreasing across the year?
- Do the data for this year show improvement compared to last year's data?

When you have at least two years of data, think about these questions (Horner; Nese, & Strickland-Cohen, 2011):

- What was the trend for last year?
- What is the trend for this year?
- What are some possible explanations for why this year's data are so different from last year's data?
- Are there any similarities between this year's and last year's data?

With the abundance of data that teams are reviewing at this point, it might be helpful to follow these *Guidelines for Managing Data* established by Lane and colleagues (2009, p. 153):

- Use data collected as part of regular school practice (e.g., ODR/BIR, detention, attendance, ISS/OSS).
- Focus on adopting valid screening tools.
- Handle the data as few times as possible.
- Devote no more than 1% of the school day to collecting and analyzing data.
- Build data collection into daily routines.
- Establish data collection procedures.
- Regularly share findings with faculty.

Team Tasks

1. Compute the national average for ODRs as it applies to your building. Use the data on the following page for computing this number.
2. After completing work with sample data for K-12, analyze your building and preschool data.
   a. Compute your building's ODR/day/month and BIR/day/month data for the year.
   b. Next, build a precision problem statement using those data.
   c. Then, use the precision problem statement to build a solution.
3. Each team member needs to independently fill out the Kansas MTSS School-wide Benchmarks of Quality (BOQ) team member rating form at the end of this step. This is an *individual* team member rating.
4. Once individual team members have completed the BOQ, summarize the team results on a separate form.
5. Discuss discrepancies in the data, taking care to avoid disputing "correct" or "incorrect" responses.
6. Determine if any actions are warranted based on the discussion of discrepancies. If so, document this on the action plan.

SWIS Summary 2011-12 (Majors Only)

5,194 schools; 2,663,221 students; 2,033,426 ODRs

Grade Range	Number of Schools	Mean Enrollment per School	National Average for ODRs per 100 Students per School Day
K-6	3310	446	**.34** = about 1 major ODR every 3 school days, or about 34 every 100 days
6-9	972	614	**.61** = less than 1 major ODR per school day, or about 61 every 100 days
9-12	477	853	**.78** = less than 1 major ODR per school day, or about 78 every 100 days
Pre-K-8	285	336	**.51**
Pre-K-12	71	431	**1.07**

Kansas MTSS School-Wide Benchmarks of Quality (BOQ) Team Member Rating Form Directions: Place a check in the box that most accurately describes your progress on each benchmark				
Critical Elements	**Benchmarks of Quality**	**In Place ++**	**Needs Improved +**	**Not in Place -**
MTSS Building Leadership Team	1. Team has administrative support.			
	2. Team has regular meetings (at least monthly).			
	3. Team has established core beliefs and decision-making procedures.			
Staff Buy-In	4. Staff members are aware of behavior problems across building through regular data sharing.			
	5. Staff have been involved in establishing core beliefs.			
	6. Faculty feedback is obtained throughout the year.			
Expectations Developed	7. Three to five positively stated expectations are identified and agreed upon and posted in the building.			
	8. Expectations apply to both students and staff.			
Assessment Procedures Developed	9. Major (office-managed) and minor (classroom-managed) behavioral offenses are identified and clearly differentiated.			
	10. ODR form reflects expectations and majors (office-managed behavioral offenses) and collects information useful for decision making, including the Big 5.			
	11. Universal screener for internalizing behaviors has been identified.			
Data Entry and Analysis	12. Data system to collect and analyze ODR/BIR data is identified.			
	13. Data system disaggregates and charts ODRs by Big 5.			
	14. Data are analyzed at least monthly by the team.			
	15. Data are shared with staff on regular basis.			
	16. Procedures for collecting information about minors (classroom-managed behavior offenses) have been identified.			
Rules Developed Across Settings	17. Rules are developed across settings (behavior matrix).			
	18. Rules are linked to building-wide expectations.			
	19. Staff are involved in development of expectations and rules.			
	20. Rules are posted across settings.			
	21. Continuum of consequences has been developed.			
Recognition System Established	22. A recognition system has been developed and is being implemented consistently across the building.			
	23. Recognition/rewards are linked to expectations and rules.			
	24. A variety of methods is used to reward students.			
	25. Ratio of positive acknowledgment to corrections is high.			
	26. Students are involved in identifying rewards/incentives.			
	27. The system includes recognition for faculty/staff.			

Critical Elements	Kansas MTSS Benchmarks of Quality	++	+	-
Lesson Plans for Teaching Expectations/ Rules	28. A behavioral curriculum includes teaching expectations and rules.			
	29. Lessons include examples and nonexamples.			
	30. Lessons include good instructional practices.			
	31. Lessons are taught in the setting in which the behavior is expected.			
	32. All staff members are involved in development/delivery of behavioral curriculum.			
	33. Schedule of instruction has been developed and is being implemented as planned.			
Classroom Systems	34. Classroom rules are defined for each of the building-wide expectations and are posted in classrooms.			
	35. Classroom procedures and routines are explicitly identified for activities where problems often occur (e.g., entering class, asking questions, using restroom, dismissal).			
	36. Expected classroom procedures and routines are explicitly taught.			
	37. Classroom teachers use immediate and specific praise.			
	38. Acknowledgment of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgment of inappropriate behaviors.			
	39. Classrooms have a range of consequences for problem behavior that are consistently delivered.			
Systemic Planning	40. School relationships/connectedness activity is regularly conducted with follow-up planned and implemented.			
	41. Plans for orienting incoming staff and students are developed and implemented.			
	42. Professional development plan is current for training staff regarding all components of behavior structuring and implementation.			
	43. Communication plan is current for communicating information to all stakeholders.			
	44. Plans for involving families/community are developed and implemented.			
	45. Stop-doing list is current and followed.			
	46. Action plans are monitored for completion.			
Evaluation	47. Paper implementation fidelity tool for behavior shows that all structuring components are completed.			
	48. ODR/BIR process is being implemented with fidelity.			
	49. Recognition system is being implemented with fidelity.			
	50. Behavior curriculum is being taught with fidelity and according to schedule for instruction.			

Adapted from (Kincaid, Childs, & George, 2010)

Step 10: Review Tier 1 and the Data Analysis Process

Data-based decision making occurs at many levels: building, grade level (age level for preschool), classroom level, and individual student level. At the building level for K-12, it is important to consider the whole school, the classroom setting, and nonclassroom school areas. Once the core is in place for the building (classroom for preschool), then data analysis can begin at the Tier 2 and Tier 3 levels for individuals and small groups. However, the process of data analysis is the same for all levels:

- Use data to identify a possible problem(s).
- Use data to build a precision problem statement.
- Use data to build and select a solution.
- Use data to assess whether a solution is being implemented and effective.

The data analysis process embedded in Steps 1 through 9 is the way that the Building Leadership Team uses the data to monitor the progress of the impact of core instruction. Inherent within those steps is the problem-solving sequence of Look – Think – Act. The data analysis sequence is this:

1. What data do we monitor?
    a. ODRs/BIRs per day per month.
    b. OSS, ISS, attendance, teacher report.
    c. Number of students identified as at risk by the universal screener.
    d. Process Fidelity Checklist. (Are we carrying out the processes we planned during Structuring?)
2. Do the data show that we have a problem?
    a. Compare to national norms (K-12).
    b. Compare across months and across years.
3. Look at patterns, trends, and peaks in the data.
    a. How do our data compare with last year's?
    b. What do our data look like when compared to decision rules?
    c. How do our data compare with where we want to be (our goals)?
    d. Do the data indicate that our vision is being realized?
4. When the data indicate that there is a problem:
    a. Use the data to build a precision problem statement.
    b. Use the precision problem statement to build a solution.
    c. Develop an action plan for implementing the solution.

When looking at the patterns of problem behaviors (Step 3 in the problem-solving sequence above), consider these questions about patterns:

- Do we have one problem behavior situation or more than one (e.g., tardies for K-12, boredom for preschool)?
- Do we have so many problem behaviors that we need to prioritize which behaviors to address first?
- Do the data indicate relationships between problem behaviors (e.g., skipping class and parking lot referrals)?
- What school-wide expectations do we need to re-teach?

Review Tier 1

Readiness for building a Tier 2 system depends on whether adequate instruction has been provided in core (Lewis), which includes the building-wide system, the nonclassroom system, and the classroom system. Adequate instruction at Tier 1 (Nese & Strickland-Cohen, 2011) includes the following:

- Explicit instruction – expectations and rules are defined and taught.
- Opportunities to practice – appropriate behavior is prompted in all settings.
- Reinforcement for desired behavior – an incentive system is in place for appropriate behavior.
- Minimized reinforcement for problem behavior – behavioral errors are prevented when possible.

At Tier 1 (core), the Building Leadership Team leads the following steps:

1. Consider the validity of your data.
2. Organize and chart the data.
3. Look for patterns in the data.
4. Compare the data to norms and decision rules.
5. Consider the universal screening results and other data.
6. Set objectives based on your data and your building vision statement.
7. Use your data to build a precision problem statement.
8. Use data to build, implement, and evaluate a solution.
9. Use the ODR/day/month data to analyze trends.

The Building Leadership Team is progress monitoring the core through regular data analysis of ODRs/BIRs.

Team Tasks

1. Review the building office discipline data using the data analysis questions outlined above.
2. Determine any action that is needed based on the data review and document the necessary action on the Action Plan.
3. Consider whether the Building Leadership Team is carrying out all of the Tier 1 steps and whether adequate instruction is being

provided in the core. Document any necessary action on the Action Plan.

4. Use the Leadership Team Meeting Agenda Template on the next page to organize and conduct a team meeting. Be ready to discuss how this meeting agenda worked at the next training.

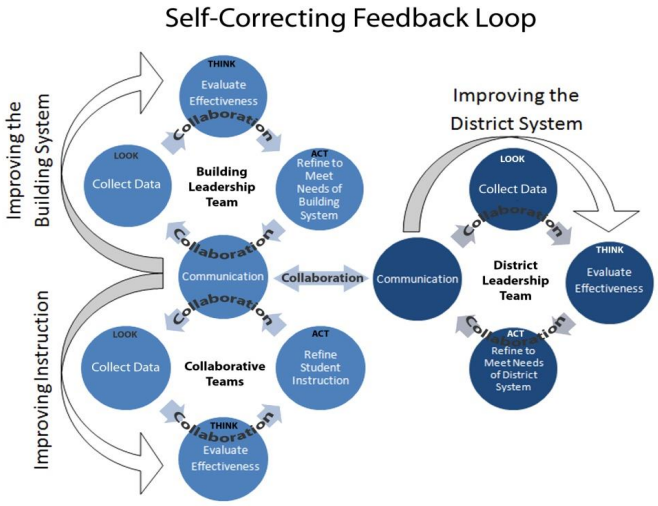
Leadership Team Meeting Agenda Template

1. Review core beliefs & norms.
2. Review the communication plan. What was planned, what was done, what was the feedback? Does any action need to be taken and, if so, what?
3. Review fidelity tool (paper for structuring; process for implementation; performance for effectiveness and refinement) and determine the next steps.
4. Review action plan(s). Is the status that previous actions have been completed/are in progress/are not completed?
5. Review the professional development plan and the outcome of any professional development provided for the next steps.
6. Conduct a data review. Analyze data and create action steps based on building data, small group, and/or individual student data. As a general rule, this should occur at every meeting.
    a) Look at ODR data charted according to the Big 5: What behavior? Which students? Where? When? Who made the referral?
    b) If newly available, consider data from the formal screening tool (e.g., SRSS, ESP).
    c) Look for patterns and low/high spikes in the data; consider high frequencies (peaks), trends, and relationships.
    d) Develop (at the beginning of the year) or review objectives based on the building data that are related to your school's vision.
    e) There may be instances in the data analysis where teams need to think about their core beliefs. For example, when looking at progress or setting goals, do the data or goals reflect the teams' core beliefs? Do the objectives need to change based on present data? (This should occur at least after every formal screening.)
    f) If the data indicate a problem, develop a precision problem statement that is based on the data.
    g) Develop and implement a solution table based on the precision problem statement.
    h) Create action plan steps based on solution(s) devised, and document the necessary steps to achieve those actions (e.g., who, where, when, how).
    i) Review results of progress-monitoring data for building solution plans or small groups or individual students.
7. Review any professional development needs based on the data analysis.
8. Review the communication plan. What action is being taken? Who needs to know what? Who is going to tell them?

LOOK | THINK | ACT

Step 11: Identify a Tier 2/3 Management and Intervention Team

Within the MTSS behavior framework, there is a need for an additional team not found within MTSS academics. This team consists of a subgroup of the Building Leadership Team, with other behavioral specialists added (if they are not already a part of the leadership team). This team takes on the responsibility of managing the Tier 2 and Tier 3 data and coordinating interventions for those tiers. Part of the rationale for this additional team is that the Building Leadership Team has ongoing data analysis responsibilities for the building ODR and preschool classroom BIR data, which need to be reviewed on a frequent basis, in addition to the screening data collected three times a year. Based on those data, the Building Leadership Team's focus is on developing and implementing solutions for Tier 1 and monitoring the implementation and impact of those activities. The Building Leadership Team will continue to have ongoing responsibility for developing lesson plans and for refining the Tier 1 curriculum and instruction as well. Given the demands of Tier 1 in MTSS behavior, there is a need for an additional team to have the primary responsibility for managing the interventions in Tiers 2 and 3. Therefore, it is critical that the Tier 2/3 team include staff members with specialized training in behavioral assessment and intervention. For buildings integrating preschool into their MTSS efforts, the Tier 2/3 team should also include staff members with preschool expertise who can adequately represent preschool staff and children.



Within the Self-Correcting Feedback Loop on the behavior side, the Tier 2/3 team serves as the primary collaborative team, or perhaps it might also be visualized as an intermediate team between the Building Leadership Team and the collaborative teams. The other supporting collaborative teams, which are grade level, departmental, or professional learning community (PLC) teams, still need to be trained and informed, but they don't review and monitor data, do grouping, or conduct progress monitoring of interventions within MTSS behavior as they do within MTSS

academics. Those teams, however, will be involved in cueing the use of newly learned behavior strategies in both classroom and nonclassroom settings within the building. It is important that the teachers of students in intervention know what replacement behaviors are being taught and how to use any individualized recognition programs and monitoring forms created for students in interventions.

Membership for the Tier 2/3 team should include:

- Principal or assistant principal.
- Another leadership team member.
- Staff member (may be special education staff) with expertise in behavior assessment and intervention (i.e., Functional Behavior Assessment or FBA).
- General educator with expertise in academic assessment and intervention.
- Staff member with expertise in preschool development and developmentally appropriate practice.

Tier 2/3 team responsibilities include:

- Providing support for staff who implement Tier 2/3 interventions.
- Making decisions about students receiving Tier 2/3 interventions.
- Monitoring process, interventions, and fidelity of Tiers 2 and 3.
- Meeting regularly to review progress-monitoring data for students in Tiers 2 and 3.
- Communicating information about problems and successes to Building Leadership Team.

Team Tasks

1. Select the members of the building Tier 2/3 team.
2. Ensure that the Tier 2/3 team members are included in future MTSS behavior training dates.

Step 12: Determine Readiness for Tier 2

What is needed at the system level before moving to intervention tiers?

- Building Leadership Team meets regularly and uses data for making decisions about the core.
- Results of BOQ or School-wide Evaluation Tool (SET)/Preschool-wide Evaluation Tool (Pre-SET) indicate that critical components of core (Tier 1) are in place.
- Implementation of core is consistent and ongoing across staff.
- 0-1 ODRs/BIRs exist for most (about 80%) of the students.
- No more than 60% of ODRs are coming from the classroom setting (K-12 only).
- Tier 2 Readiness Checklist indicates all pieces of Tier 1 are adequately in place.

If the K-12 building data continue to reflect concerns at the Tier 1 level, then apply these two decision rules when making decisions about how to intervene at Tier 1:

- If more than 60% of ODRs are from numerous classrooms, or if the discipline data indicate an increase in ODRs from multiple classrooms, then revisit Tier 1 for all classrooms.
  - Are lesson plans aligned with the behavior expectations matrix?
  - Are lesson plans being taught with fidelity?
  - Are lesson plans being taught in accordance with the instructional schedule?
- If a few classrooms are responsible for the majority of the ODRs, then address classroom behavior supports with class-wide interventions in those classrooms.

Team Tasks

1. Complete the Tier 2 Readiness Checklist (on the next page).
2. Do the building's data indicate readiness to move to Tier 2?
3. What is the evidence for readiness?
4. The Building Leadership Team and the Tier 2/3 team need to collaboratively develop an action plan for any components of the Tier 2 Readiness Checklist that are not yet completed.

MTSS Behavior Tier 2 Readiness Checklist

School: _____ **District:** _____ **Date:** _____

Adapted from: Tier 2 PBS Readiness Checklist 4.12.10.doc – *FLPBS:RtI:B Project at USF*

Documents and Evidence Complete?	Items to Complete Prior to Beginning Tier 2 Implementation Training
YES NO	1. The Building Leadership Team has completed Implementation training for Steps 1 through 11 and has an effective data collection and management system in place.
YES NO	2. A Tier 2/3 team is identified. **Please list the names and positions of each member of the Tier 2/3 team:** _____ _____ _____ _____ _____ _____
YES NO	3. Your Building Leadership Team or Tier 2/3 team has conducted a Taking Stock of the Tier 2 activities that are already taking place at your school. **Check all that apply:** ☐ **Classroom consultations** ☐ **Identifying students with needs** ☐ **Prioritizing students for interventions** ☐ **Implementing strategies to extend "pull-out" interventions into the classroom** ☐ **Measuring the integrity of interventions** ☐ **Daily data collection/progress monitoring for individual students** ☐ **Bi-weekly/weekly data analysis of students' performance** ☐ **Other:**_____

Documents and Evidence Complete?	Items to Complete Prior to Beginning Tier 2 Implementation Training
YES NO	4. Your Building Leadership Team or Tier 2/3 team is aware of any current Tier 2 behavioral interventions that are already in place at your school. **Check all that apply:** ☐ **Check-in/Check-out or behavior education program** ☐ **Mentoring** ☐ **Social skills groups (Skillstreaming, LEAPS, etc.)** ☐ **Conflict resolution, problem-solving groups (Second Step, I Can Problem-Solve, PREPARE, Steps to Respect, etc.)** ☐ **Anger management programs** ☐ **Support groups** ☐ **Classroom-level interventions (CHAMPS, etc.)** ☐ **Explicit/intentional teaching of emotional literacy, anger/impulse control, interpersonal problem solving, friendship skills (preschool)** ☐ **Others (list): _____**
YES NO	5. Benchmarks of Quality ratings have been completed by the Building Leadership Team and the Tier 2/3 team and areas of discrepancy have been discussed. An action plan to address needed areas of change (e.g., items rated Not in Place) has been developed. **% of items In Place: _____ % of Items Needs Improvement: _____** **% of items Not In Place: _____** **Date of completion:_____**
YES NO	6. Do your school's data indicate behavioral improvements with the majority of your students (e.g., decreases in ODRs/BIRs, ISS, and/or OSS, increases in pro-social behaviors)? **Please describe those behavioral improvements:**

Step 13: Plan for Tier 2

Remember the MTSS Hybrid Model (protocol interventions plus problem solving for customization of interventions) as you plan for Tier 2. The model requires the following:

- Protocol interventions will be available for students as they enter Tier 2.
- Selection of small group or targeted practices is empirically validated.
- Student data determine which students are selected for intervention.
- Analysis of data determines which of several possible protocol interventions is best for an individual student (i.e., match intervention to student need).

Some general guidelines for establishing tiered supports include the following:

- Identify evidence-based secondary and tertiary levels of intervention that may already be in place.
- Determine entry criteria by which students access supports and exit criteria by which they are removed from supports.
- Establish procedures for monitoring progress.
- Determine who will teach/coordinate interventions.
- Determine when and where groups will meet.
- Decide on additional Tier 2/3 interventions to consider (this requires that someone review programs under consideration for validity, feasibility, and fit with the school).
- **Do not attempt to begin all Tier2/3 interventions at the same time! Begin by putting one or two in place and add on from there** (Lane, Kalberg, & Menzies, 2009)**.**

Team Tasks

1. Using the Behavior Resources list, identify which resources are Tier 1 (Core), Tier 2 (Supplemental), and Tier 3 (Intensive) and record them on the Behavior Resources Matrix in the Decision Notebook.
2. Next, using the Tier 2 Intervention Grid (located on the next page and in the Decision Notebook), record any Tier 2 (Supplemental) interventions that are in place and that the team plans to continue.
3. Begin planning for the one or two additional Tier 2 (Supplemental) interventions that will be implemented first. (See Potential Tier 2 Interventions table in Step 15 of this guide for additional information about possible options.)

TIER 2 INTERVENTION GRID

Intervention	Coordinator	Entry Criteria	Exit Criteria	Implementation Steps	Data

INTERVENTION: What is the intervention?
COORDINATOR: Who is the person responsible for the coordination of necessary resources and documents—and for ensuring that PD occurs and that data are collected?
ENTRY CRITERIA: What are the data decision rules for how a student enters this intervention?
EXIT CRITERIA: What are the data decision rules for how a student exits this intervention?
IMPLEMENTATION STEPS: What are the steps involved in implementing this intervention?
DATA: What data are collected? How frequently?

Part II: Tiers 2 and 3—Building and Monitoring Interventions

Step 14: Identify Students in Need of Tier 2 Supports

Identification of students for Tier 2 supports should not occur on the basis of a single piece of information. Several sources of data should be used, including ODRs/BIRs, universal screener, and other data (e.g., attendance, grades, achievement, record review). For each type of data, the Building Leadership Team should develop decision rules regarding the information that indicates a student is in need of Tier 2 intervention.

As covered in Step 4, teams are advised to follow the recommendations of Sugai and colleagues (2000) regarding cut-points for intervention based on K-12 ODR data:

0 – 1 ODR per year are successful with Tier 1 supports.
2 – 5 ODR per year need Tier 2 supports.
6+ ODR per year require Tier 3 supports.

When identifying preschool students in need of Tier 2 supports, the team makes determinations based on a more informal decision-making process (as described in Preschool Step 4). The team must decide the number of BIRs per month/per quarter/per year that is reflective of successful tiered supports (Tier 1, Tier 2, Tier 3).

Furthermore, if teams are using a published universal screening tool (e.g., SRSS, BESS, ESP), published cut-points should be used to determine whether students are at low, moderate, or high risk. In most cases, a combination of ODR/BIR data and a formal screening measure will be used to assess the need for individual student intervention.

Another way that students may be identified for Tier 2 supports is through nomination by a teacher. Most students with at-risk behaviors will be identified through ODRs/BIRs or the screener, but occasionally teachers may have concerns about students who are not being identified in these ways. The teacher nomination form provides a way to bring the attention of the Building Leadership Team and Tier 2/3 team to at-risk students not being identified through other procedures. Teachers should be encouraged to nominate students for whom they have concerns about internalizing behaviors (e.g., stress, anxiety, depression). The Building Leadership Team will need to determine how teachers will be informed about the nomination procedures and the form to be completed to nominate a student for additional support services. A sample nomination form is included at the end of this step.

Because we are casting a wide net to identify students who may need Tier 2 supports, a large group of student names may initially be identified for consideration for Tier 2 supports. Not everyone on the lists of potential students will actually need Tier 2 supports. It is important not to miss students who may need Tier 2 supports, but it is important to follow your decision rules in making the final determination of student need for those supports. It is also important to remember the decision rules for Tier 1 discussed in Step 4. Sometimes large numbers of students identified for intervention is an indication that there are pieces of Tier 1 that need to be improved. It also needs to be clear that decisions about eligibility for Tier 2 supports should not depend on whether or not a student has an Individual Education Plan (IEP). Students with IEPs may need only Tier 1 support, while others may need Tier 2 or Tier 3 supports. The decision about the appropriate tier of support depends on the individual student's need, not whether or not that student is eligible for any entitlement program.

Determining Student Eligibility for Tier 2 Supports

1. Based on the ODR/BIR cut-points above, determine which students meet the criteria for Tier 2 supports.
2. Using the published cut-points for the formal screening tool that the team has chosen, determine which students meet the criteria for Tier 2 supports (for the SRSS, students in the moderate- or high-risk level should be considered).
3. Compare the data generated by the above two methods. For *externalizing behaviors*, student risk may be identified on both lists. For *internalizing behaviors*, student risk will likely be identified by the formal screening tool.
4. For students referred through a teacher nomination form, review their ODR/BIR data and universal screener information. Also consider other data (e.g., absences, detention, grades, ISS/OSS, social/developmental history for preschool) for these students in some detail.
5. Use data from all sources to determine which students require Tier 2 supports. Be careful not to dismiss students whose risk is only indicated by one measure. Using all three indicators (ODRs/BIRs, universal screener, and teacher nomination) is a safeguard against overlooking students who may be at risk, especially those students with internalizing behaviors.

It is highly recommended for K-12 that the team consider other data (e.g., absences, detention, GPA, ISS/OSS) for determining student access to tiered supports. Decision rules will need to be established for those pieces of data and for teacher nominations. Refer to Data Decision Rules and Assessment Schedule in Step 5. Additional information for considering these data can be found in the Assessment section in the *Kansas MTSS Structuring Guide: Module 2–Behavior.*

Team Tasks

1. Refer to Steps 4 and 5 in this implementation manual to review decision rules that have already been determined for moving students to tiered supports.
2. Using ODR/BIR data, formal screening data, and established decision rules, identify students for Tier 2 supports.
3. Using teacher nominations and any other information that the team has identified and for which it has established decision rules for determining tiered supports, identify students for Tier 2 supports.
4. Plan for any professional development needed to teach staff members how to use the teacher nomination process.

Sample Teacher Nomination Form (K-12)

Student Name _____ **Grade**:_____

Teacher Completing _____ **Date:**_____

I. Academic Information

Current Grade in Language Arts/Reading _____

Current Math Grade_____

Current Social Studies Grade_____

Current Science Grade_____

Do you believe that academic skills, including task completion, are impacting the problem behavior?

Yes No Unsure

II. What is the problem behavior?

Check those that apply:

___Tardy ___Disruptive behavior ___Technology violation

___Inappropriate language ___Verbal defiance ___Out of seat/assigned area

___Fighting/physical aggression ___Not following instructions ___Withdrawn/depressed

___Bullying/harassment ___Unsafe play ___Anxious/fearful

___Not completing assignments/homework Other_____

III. When, where, and with whom are problem behaviors most likely?

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior	With Whom Does Problem Occur
			Low High **1 2 3 4 5 6**	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	

IV. What is the possible function of the problem behavior?

___Obtain adult attention ___Escape/avoid adult attention

___Obtain peer attention ___Escape/avoid peer attention

___Obtain tangible/activity ___Escape/avoid tangible/activity

___Obtain stimulation/sensory ___Escape/avoid stimulation/sensory

V. What strategies were previously attempted to address problem behavior?

Check those that apply:		**Rate Results:**	
___Tangible recognition for expected behavior	Successful	Somewhat successful	Not successful
____Increased ratio of positive verbal feedback	Successful	Somewhat successful	Not successful
____Re-teaching expected behavior	Successful	Somewhat successful	Not successful
____Multiple opportunities to practice expected behavior	Successful	Somewhat successful	Not successful
____Self-monitoring	Successful	Somewhat successful	Not successful
____Modified assignments	Successful	Somewhat successful	Not successful
____Change of schedule	Successful	Somewhat successful	Not successful
____Extra assistance	Successful	Somewhat successful	Not successful
____Parent/guardian contact	Successful	Somewhat successful	Not successful
____Other (specify) _____	Successful	Somewhat successful	Not successful

VI. What are this student's strengths?

_____

_____

_____

Sample Preschool Teacher Nomination Form

Based on classroom observations, parent reports, screening information, BIR data, and/or other information, list the name of the student(s) who may need additional support or attention beyond what is currently provided within the core curriculum (Tier 1 Universal Supports), and provide the information requested below:

Teacher Completing _____ Date: _____

Classroom (circle one) Morning / Afternoon

Student's Name: _____ Age: _____

I. Behavior(s) that continues to be of concern (circle all that apply)

Physical aggression
Verbal aggression
Noncompliance
Disruption/tantrums
Conflict with peers
Other:_____

Social withdrawal/isolation
Inconsolable crying
Self-injury
Running away
Unsafe behaviors

II. When, where, and with whom are problem behaviors most likely?

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior	With Whom Does Problem Occur
			Low High **1 2 3 4 5 6**	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	

III. What is the possible function/motivation of the problem behavior?

___Obtain desired item

___Obtain desired activity

___Obtain peer attention

___Obtain adult attention/comfort

___Obtain stimulation/sensor

___Escape/avoid adults

___Escape/avoid peers

___Escape/avoid activity

___Escape/avoid stimulation/sensory

IV. What strategies were previously attempted to address the problem behavior?

Check those that apply:	**Rate Results:**		
Verbal reminder/signal for alternative behavior	Successful	Somewhat successful	Not successful
Curriculum modification to accommodate student's functioning	Successful	Somewhat successful	Not successful
Move location within group activity	Successful	Somewhat successful	Not successful
Remove from area to continue activity in another location	Successful	Somewhat successful	Not successful
Time with teacher	Successful	Somewhat successful	Not successful
Time with other adult in different location	Successful	Somewhat successful	Not successful
Communication with the family	Successful	Somewhat successful	Not successful
Redirection	Successful	Somewhat successful	Not successful
Physical guidance	Successful	Somewhat successful	Not successful
Loss of item/privilege	Successful	Somewhat successful	Not successful
Time out	Successful	Somewhat successful	Not successful

V. What are this student's strengths?

_____

_____

_____

_____

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Step 15: Select Tier 2 Intervention for Each Student Based on Need

REMEMBER: When beginning to build Tier 2 structures, start by choosing one or two Tier 2 strategies for implementation, and add on once those are running smoothly.

Protocol interventions need to have clear outcomes/objectives and be research supported or evidence based. Teams need to plan for adequate training of those staff members who will provide interventions and for ongoing additional support. Outside professional development may be necessary for adequate training on any of the Tier 2 interventions suggested.

Considerations for Tier 2 interventions:

- Student groupings and entry/exit need to be defined but flexible.
- Try to fade support slowly.
- Tier 2 interventions should include teaching maintenance and generalization strategies to promote the use of skills in core.
- Try to use the least intrusive intervention, but one matched to student need.

Additional considerations for preschool Tier 2 interventions:

- Possible systematic and focused instruction in:
  - Identifying/expressing/managing emotions.
  - Social problem solving.
  - Friendship skills that include initiating/maintaining interactions.
  - Strategies for cooperating.
    Communication/coaching with families on ways to support/promote the development of targeted skills.

While the additional considerations above are designed for preschool students, many students in grades K-12 could also benefit from instruction and practice in these behavioral skills.

In working to determine appropriate interventions for individual students, it might be helpful to follow the steps outlined in Step 7 and Step 8. Particularly when an intervention choice is not obvious, or it seems that many options could serve the student well, building precision problem statements based on the student's data may lead to significant clarity in determining a solution (i.e., choosing the correct intervention). If protocol interventions available do not seem to match student need, consider conducting a simple functional behavior assessment, such as the Functional Assessment Checklist for Teachers and Staff (FACTS), which can be found in the Appendix.

Once the intervention is selected, identify whether the intervention will be provided individually or in a small group setting. Also select an intervention log for recording information about the intervention actually provided to the student. Examples of intervention logs can be found in the Resources folder for Implementation for behavior.

All staff members need to be aware of the interventions and their own role in promoting generalization of students' skills. It is a common misperception that these Tier 2 interventions and strategies will "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff members are often involved in the intervention (Lewis, Mitchell, Bigby, & Bradley). However, the reality is that these interventions require a high level of involvement among all staff members within the school building (Loman & Borgmeier). Tier 2/3 intervention teams must provide clear and specific activities for all staff members to implement to promote generalization. Fidelity checks need to occur to ensure that staff members are using the strategies as intended for maximum student benefit.

Communication Is Key

Some ideas for communication about Tier 2 and Tier 3 students:

- Teachers of students who receive Tier 2 or Tier 3 intervention are provided with updates on progress monitoring data at least every other week.
- All staff members are informed quarterly about the number of students receiving intervention and about their progress.
- There is a documented process for notifying and updating the family/guardian when a student is identified for and receives additional support.

Team Tasks

1. Based on the data from Step 12, the Tier 2/3 team should begin determining appropriate interventions for students in need of Tier 2 supports.
    a. Use the MTSS Potential Tier 2 Targeted Interventions (following this step) to match student areas of concern with the intervention to meet that need.
    b. Document interventions chosen and other required information on the Tier 2 Intervention Grid (see Step 13). Determine whether the intervention will be provided individually or in a small group setting.
    c. Use the Tier 2 Student Review Form (following the Potential Tier 2 Targeted Interventions Chart) to document the process for each student qualifying for Tier 2 supports.
2. Select an intervention log to be used for documenting the provision of Tier 2 services to the student. The person providing the

intervention is responsible for keeping the intervention log up to date.

3. Plan for communication with intervention coordinators, classroom teachers, and parents regarding student interventions and the involvement necessary from each stakeholder.

Tier 2 Targeted Intervention Overview (K-12)

This table should be used to match student needs with interventions to ensure that students are placed into interventions that are most likely to address their current needs.

***NOTE**: In general, these interventions are not intended for use with students who display violent or dangerous behaviors.*

INTERVENTION FEATURES	CHECK IN CHECK OUT	SELF-MANAGEMENT	CHECK & CONNECT	SOCIAL SKILLS GROUP	ORGANIZATION SKILLS	HOMEWORK CLUB	NEWCOMERS CLUB
Adult attention	✓	✓	✓	✓	✓	✓	✓
Peer attention				✓			✓
Encouraging adult relationship	✓	✓	✓				
Choice of alternatives/activities	*	✓		✓			
Teach replacement behavior	✓	✓		✓	✓	✓	✓
Teach problem-solving skills			✓	✓			
Increase pre-corrects and prompts for behavior expectations	✓	✓	✓		✓		
Monitor risk factors			✓				
School/home communication system	✓		✓				

* *design reinforcement strategy that allows for escape/avoidance*

Potential Tier 2 (Targeted) Interventions

Name of Strategy	Area of Concern: Social/ Behavioral	Area of Concern: Emotional	Area of Concern: Academic	Area of Concern: New Student	Description	Example/ Reference/ Publication
Check-in – Check out (performance deficit)	**X**		**X**		• Students identified and receiving support within a week. • Check-in and check-out daily with an adult at school. • Regular feedback and reinforcement from teachers. • Family component. • Daily performance data used to evaluate progress.	Crone, D. A., Hawken, L.S. & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program (2nd ed.).* New York: Guilford Press.
Self-Management	**X**		**X**		• Teach self-monitoring and targeted social skills simultaneously. • Practice self-monitoring until students accurately self-monitor at 80% or better. • Periodic checks on accuracy. • It is not simply giving students a self-evaluation checklist; must teach and practice to fluency and reinforce both accurate self-evaluation and appropriate behavior.	Dunlap, L. K., Dunlap, G., & Koegel, L. K. (1991). Using self-monitoring to increase independence. *Teaching Exceptional Children, 23(3),* 17-22. Reid, R. R., & Harris, K. R. (1989). Self-monitoring of performance. *LD Forum, 15(1),* 39-42. Young, K. R., West, R. P., Smith, D. J., & Morgan, D. P. (1991). *Teaching self-management strategies to adolescents.* Longmont, CO: Sopris West.
Check and Connect	**X**	**X**	**X**		• Students matched with mentor/monitor. • Mentor monitors risk factors daily/weekly. • Regular feedback and problem solving with mentor. • Intensive intervention option if risk factors increase. • Family component.	Christenson, S. L., Thurlow, M. L., Sinclair, M. F., Lehr, C. A., Kaibel, C. M., Reschly, A. L., Mavis, A., & Pohl, A. (2008). *Check & connect: A comprehensive student engagement intervention manual.* Minneapolis, MN: University of MN. http://checkandconnect.org/publications/default.html#manual

Adapted from: MiBLSi and Newcomer (2009).

Name of Strategy	Area of Concern: Social/ Behavioral	Area of Concern: Emotional	Area of Concern: Academic	Area of Concern: New Student	Description	Example/ Reference/ Publication
Social Skills Training (skill deficit)	**X**				• Identify critical skills that warrant instruction. • Develop social skills lessons. • "Teach, practice, monitor, acknowledge." • Match language to school-wide expectations. • Use generalization strategies. • Provide clear and specific activities for all staff members to follow to promote generalization and utilize strategies.	Elliott S., & Gresham, F. (2008). Social skills improvement system (SSIS) intervention guide. Minneapolis, MN: Pearson. Second Steps: A violence prevention curriculum. http://www.cfchildren.org/ssf/ssf/ssindex/ Goldstein, A., & McGinnis, E. *Skillstreaming* series (available for students K – 12). www.researchpress.com Hazel, J. S., Schumaker, J. B., Sherman, J. A., & Sheldon, J. *ASSET: A social skills program for adolescents.* www.researchpress.com
Mentoring		**X**			• Focus on "connections" at school; not monitoring work; not "nagging" regarding behavior. • Staff volunteer; not in classroom; no administrators. • Match student to volunteer; 10 minutes minimum per week. • Emphasize the importance of being ready to meet with student on a regular, predictable, and consistent basis; goal is not to become a "friend," but a positive adult role model who expresses sincere and genuine care for the student.	Organizing Effective School-Based Mentoring Programs. National Association of Partners in Education, Inc. 1992. This manual provides comprehensive guidelines for developing school-based mentoring programs. Available through NAPE, 901 North Pitt Street, Suite 320, Alexandria, VA 22314. Phone: 703-836-4880. Also see resources for programs at www.mentoring.org.
Showcasing Student's Talents		**X**			• Identify these students' intrinsic interests and talents. • Have student share work and interests (give strong verbal encouragement and praise).	Foster, G. (1986). The gray child in the classroom. *Learning, 15(1),* 30-31.
Teach Organization Skills			**X**		• Students are taught skills required for success in the classroom; appropriate school behaviors, organization skills, specific learning strategies, textbook reference skills, graphics skills, and use of classroom reference materials. *(The two resources cited present different strategies.)*	Archer, A., & Gleason, M. (2002). Skills for school success. North Billerica, MA: Curriculum Associates, Inc. http://www.curriculumassociates.com Evans, S. W., Schultz, B. K., White, L. C., Brady, C., Sibley, M. H., & VanEck K. (2009). A school-based organization intervention for young adolescents with attention deficit/hyperactivity disorder. *School Mental Health, 1*(2), 78-88.

Adapted from: MiBLSi and L. Newcomer (2009).

Name of Strategy	Area of Concern: Social/ Behavioral	Area of Concern: Emotional	Area of Concern: Academic	Area of Concern: New Student	Description	Example/ Reference/ Publication
Peer tutoring			**X**		• Tutors must be taught how to teach. • Tutors must be taught what to do if tutee does not comply. • Tutors must be given the option to drop out at any time without penalty. • Initially, peer tutoring should be undertaken only with close and ongoing teacher supervision, to ensure success.	Fuchs, D., Fuchs, L., Svenson, E., Thompson, A., Yen, L., McMaster, Otaiba, S. A., & Yang, N. *Peabody peer-assisted learning strategies.* http://kc.vanderbilt.edu/pals/ Greenwood, C. R., Delquadri, J. C., & Carta, J. J., (1997). *Together we can!: Classwide peer tutoring to improve basic academic skills.* Longmont, CO: Sopris West. Mathes, P. G., Torgesen, J. K., Allen, S. H., & Allor, J. H. (2001). *First Grade PALS (first grade peer-assisted literacy strategies).* Longmont, CO: Sopris West.
Homework Club			**X**		• Homework partners assigned. • Partners call each other to remind about assignments due. • Homework support available after school or at a designated time. • Reinforcers for students/teams who show improvements.	
Newcomer's Club				**X**	• Structured program that pairs new student with established students. • Student is given orientation materials describing "tips for success," helpful contacts, etc. • School-wide behavior expectations are taught. • Adults make extra effort to provide positive contact and positive reinforcement for new students. • Family contact is made by school staff. • May be more important if records indicate student has had some difficulty in past school.	

Adapted from: MiBLSi and Newcomer (2009).

Tier 2 Student Review (K-12)

School _____ School Year _____

Student _____ Grade/Room _____

☐ Data referral (describe)_____

☐ Formal screening measure_____ Risk level: Low Moderate High

☐ Teacher nomination (name of referring adult)_____

Meeting Date _____ Time _____

Current Attendance: Absent _____ days Tardy _____ days

Reason for student review:

Social-Behavioral Concerns	☐ Student has 2 to 5 Office Discipline Referrals (majors) per year ☐ Student has 2 or more detentions or suspensions ☐ Student risk level on formal screening measure indicates moderate or high risk ☐ Inappropriate behavior interferes with friendships and academics ☐ Student is not engaged in school (frequent absences, tardies, fails to complete work)
Academic Concerns	☐ Student does not master academics at same rate as peers ☐ Student does not complete assignments/homework
Emotional Concerns	☐ Student is withdrawn and/or disengaged from school ☐ Student is socially isolated ☐ Student is experiencing circumstances that may affect performance (e.g., death in family, homelessness)

Operationally define the behavior	
Where does it occur?	
When does it occur?	
How frequently does it occur?	

Based on the behavior definition, which of the following best explains the reason (function) of the behavior?

Behavioral

☐ Skill deficit
☐ Has limited motivation
☐ Seeks attention from adults
☐ Seeks attention from peers
☐ Reacting to teasing/bullying
☐ Tries to escape from work or setting
☐ Seeks access to privileges, rewards
☐ Seeks sensory stimulation
☐ Other

Academic

☐ Skill deficit
☐ Has limited motivation
☐ Other: _____
☐ Other:_____
☐ Other:_____
☐ Other:_____
☐ Other:_____
☐ Other:_____
☐ Other:_____

Based on the previous discussion, can the team identify the function of the behavior?

- ☐ Positive reinforcement (student is able to access peer attention, adult attention, preferred activity, desired item or object)
- ☐ Negative reinforcement (student is able to escape or avoid adult or peer interaction or attention, settings, work, environmental conditions)
- ☐ Skill deficit
- ☐ Not sure (consider Functional Behavioral Assessment)

What is the desired replacement behavior(s)?_____

Using the MTSS Potential Tier 2 Targeted Interventions found in Step 14 of this manual, determine if an existing Tier 2 intervention is appropriate, based on the established concern, function, and desired replacement behavior.

☐ **Yes** Which Tier 2 intervention is appropriate? Who will provide the selected Tier 2 intervention? Who will monitor the student's progress?	☐ **No** If no Tier 2 action is an appropriate intervention for this student, consider developing a simple function-based plan. Proceed to Simple Functional Assessment (e.g., Functional Assessment Checklist for Teachers and Staff: FACTS).

Based on the information above, what behavior will be monitored?

How often does the student currently display the appropriate replacement behavior?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often

It is critical to use the current level of performance when setting goals for each student's intervention.

(Adapted from: Newcomer (2009). University of Missouri Schoolwide Systems of Positive Behavior Support.)

Evidence-Based Social-Emotional Curricula and Intervention Packages for Children 0-5 Years and Their Families

(from Roadmap to Effective Intervention Practices, Technical Assistance Center on Social Emotion Intervention for Young Children, www.challengingbehaviors.org)

Program	Purpose	Target Population	Delivery	Intervention Description
Al's Pals www.wingspanworks.com	Promote emotional and social competence, foster resilient development, and reduce the risk of later anti-social behavior and substance abuse in young children	Children ages 3-8 especially those at risk due to factors such as poverty and violence	○ Whole classroom ○ Delivered by classroom teachers ○ Training required	F**ormat:** 23 weeks, two 15-20 minute lessons per week **Theoretical basis:** Risk and resiliency theory. C**ontent:** Understanding and expressing emotions, self-regulation of behavior, problem solving, positive coping, positive social interactions, healthy decision-making, lessons on substance abuse and violence prevention. M**ethods:** Puppets, discussion, brainstorming, role-play, guided creative play, music and books. Teachers use teaching strategies to help children practice and generalize skills in daily classroom interactions.
Emotions Course (Izard, 2001)	Increase young children's ability to understand and regulate emotions, and utilize modulated emotions, reduce maladaptive behavior	Preschool children ages 3-5	○ Whole classroom ○ Delivered by classroom teachers	F**ormat:** 20 lessons, each with 2-5 modules. 2-3 modules taught per week over 5-month period. **Theoretical basis:** Differential emotions theory C**ontent:** Labeling, recognizing and regulating emotions of joy/happiness, sadness, anger, fear, interest, and contempt. M**ethods:** Puppet shows, interactive games, and storybooks. Teachers provide emotional tutoring and coaching for children experiencing dysregulation.

First Step to Success store.cambiumlearning.com	Identify children with problems of antisocial behavior through a universal screening process, teach adaptive, pro-social school behavior, and teach parents key skills for improving their child's school adjustment and performance	Children ages 4-5 displaying signs of risk and maladaptive behavior	○ Individually delivered to target children within classroom setting ○ Implemented by coaches and classroom teachers ○ Training available and recommended	**Format:** 30 classroom days. **Theoretical basis:** Social learning theory. **Content:** Targeted classroom pro-social and antisocial behaviors individually determined for each child. Coach works with teacher, parents, and child to develop child competencies in communication, cooperation, setting limits, solving problems, making friends, and developing confidence. **Methods:** Classroom: point system, immediate feedback on behavior through GREEN/RED cards, positive verbal feedback, individual child and group rewards, time-out. Home: parent provides rewards.
Incredible Years: Dina Dinosaur Classroom Curriculum www.incredibleyears.com	Promote children's social competence, emotional self-regulation, and positive school behavior	Children in preschool and kindergarten from high risk populations	○ Whole classroom ○ Delivered by classroom teachers ○ Training available and recommended ○ Certification available	**Format:** 30 weeks, 2-3 sessions per week, 20 minutes of whole classroom circle time followed by 20 minutes of small group skill practice activities. **Theoretical basis:** Cognitive social learning theory, coercion model, modeling, and self-efficacy theories. C**ontent:** Learning school rules, emotional literacy, inter-personal problem solving, anger management, social skills, and communication skills. M**ethods:** Videotape modeling, role-play, puppets, picture cue cards, games, group discussion, small group practice activities, promotion of skills throughout school day.

Incredible Years: Dina Dinosaur Child Training Program www.incredibleyears.com	Promote children's social competence, emotional self-regulation, and positive school behavior; prevent, reduce, and treat early onset of conduct problems in young children	Children ages 3-8 with diagnosed problems such as ODD, CD, and ADHD; children exhibiting early onset of conduct problems	○ Small groups ○ Delivered by mental health professionals ○ Training available and recommended ○ Certification available	**Format:** 20-22 weeks, 1 meeting per week, 2 hours in length. **Theoretical basis:** Social learning theory, coercion model, modeling, and self-efficacy theories. **Content:** Understanding feelings, empathy, interpersonal problem-solving skills, anger management, friendship skills, behaving appropriately in the classroom. **Methods:** Videotape modeling, role-play, group discussion, stories, games, puppets, picture cue cards, coloring books.
Preschool I Can Problem Solve www.researchpress.com	Teach children how to think in ways that help resolve typical interpersonal problems with peers and adults to reduce and prevent early high-risk behaviors	Preschool children, ages 4 - 5, especially those living in poor, urban environments	○ Small groups; can be used with whole classroom ○ Delivered by classroom teachers ○ Training available	**Format:** 59 lessons, 20-minutes each, delivered daily over 12-week period. **Theoretical basis:** Interpersonal problem solving, means-end thinking **Content:** Problem-solving language, identifying emotions, problem-solving skills. **Methods:** Role-playing games, puppets, group interaction. Teachers assist children in using problem-solving approaches during the day when actual problems arise.

Preschool PATHS www.prevention.psu.edu/ projects/paths.html	Prevent or reduce behavior and emotional problems in young children and enhance children's social emotional competence	Children in preschool and kindergarten	○ Whole classroom ○ Delivered by classroom teachers ○ Training available	F**ormat:** 33 lessons, 1 per week; lessons can be presented on flexible timeline. **Theoretical basis:** Affective-behavioral-cognitive-dynamic model of development. C**ontent:** Friendship skills, emotional understanding and expression skills, self-control strategy, and problem solving. **Methods:** Modeling stories and discussions, puppets, role-play, songs. Teachers integrate extension activities including cooperative projects and games into classroom activities and use natural situations in classroom to provide emotional coaching and teach/reinforce skills.
Second Step www.cfchildren.org	Primary prevention program designed to decrease aggression and promote social competence	Children in preschool and kindergarten	○ Whole classroom ○ Delivered by classroom teachers ○ Training available	F**ormat:** 28 sessions delivered once or twice per week over academic year. **Theoretical basis:** Social learning theory. **Content:** Empathy, problem solving, emotion management, impulse control, and anger management. **Methods:** Vignettes, puppets, and role-play. Teachers cue use of skills during classroom activities.
Social Skills in Pictures, Stories, and Songs www.researchpress.com	Assist young children in learning social and emotional skills necessary for school readiness and success	Children in child care, preschool, and the early elementary grades	○ Whole classroom or small groups ○ Delivered by classroom teachers	F**ormat:** Manual contains 22 lessons that can be presented on flexible timeline. Research studies presented lessons in two 3-hour sessions per week over 12-14 weeks. **Theoretical basis:** Self-determination. **Content:** Direction following, sharing, and problem-solving skills. **Methods:** Stories, role-play, songs, puppet games, visual aids, coloring books, mnemonics. Teachers create opportunities for children to practice skills during classroom activities.

Tier 2 Student Review (Preschool)

Classroom Teacher: _____(circle one) Morning / Afternoon

School Year _____

Student: _____ Age: _____

- ☐ Data referral (describe)_____
- ☐ Formal screening measure_____ Risk level: Low Moderate High
- ☐ Teacher nomination (name of referring adult)_____

Meeting Date _____ Time _____

Current Attendance: Absent _____ days

Reason for student review:

Social-Behavioral Concerns	☐ Student has 2 to 5 Behavior Incident Reports (majors) per year ☐ Student risk level on formal screening measure indicates moderate or high risk ☐ Inappropriate behavior interferes with friendships and participation in learning opportunities ☐ Student is frequently absent
Academic Concerns	☐ Student rate of skill acquisition appears lower than same-age classroom peers
Emotional Concerns	☐ Student is withdrawn and/or disengaged from others ☐ Student is socially isolated ☐ Student is experiencing circumstances that may affect performance (e.g., death in family, homelessness)

Operationally define the behavior	
Where does it occur?	
When does it occur?	
How frequently does it occur?	

Based on the behavior definition, which of the following best explains the reason (function) of the behavior

Behavioral (Obtain)

- ☐ Skill deficit
- ☐ Seeks attention/comfort from adults
- ☐ Seeks attention from peers
- ☐ Seeks stimulation/sensory input
- ☐ Other_____

Behavioral (Escape)

- ☐ Avoidance of adults
- ☐ Avoidance of peers
- ☐ Avoidance of activity
- ☐ Avoidance of stimulation/sensory input
- ☐ Other_____

Tier 2 Student Review (Preschool) – page 2

Based on the previous discussion, can the team identify the function of the behavior?

- ☐ Positive reinforcement (student is able to access peer attention, adult attention, preferred activity, desired item or object)
- ☐ Negative reinforcement (student is able to escape or avoid adult or peer interaction or attention, settings, work, environmental conditions)
- ☐ Skill deficit
- ☐ Not sure (consider Functional Behavioral Assessment)

What is the desired replacement behavior(s)?_____

Using the MTSS Potential Tier 2 Targeted Interventions found in Step 14 of this manual, determine whether an existing Tier 2 intervention is appropriate, based on the established concern, function, and desired replacement behavior.

☐ **Yes** Which Tier 2 intervention is appropriate? Who will provide the selected Tier 2 intervention? Who will monitor this student's progess?	☐ **No** If no Tier 2 action is an appropriate intervention for this student, consider developing a simple function-based plan. Proceed to Simple Functional Assessment (e.g., Functional Assessment Checklist for Teachers and Staff: FACTS).

Based on the information above, what behaviors will be monitored?

How often does the student currently display the appropriate replacement behavior?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often

It is critical to use the current level of performance when setting goals for each student's intervention.

(Adapted from: Newcomer (2009). University of Missouri Schoolwide Systems of Positive Behavior Support.)

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Step 16: Select the Behavior(s) to Monitor for Individual Students in Tier 2

The sequence for progress monitoring students receiving Tier 2 intervention is as follows:

1. Select the specific behavior that will be monitored/measured for each student.
2. Determine a goal for each student.
3. Collect data on a regular basis for each student and chart the data.
4. Review data for each student on a regular basis (about every two weeks) and make adjustments to the intervention if needed.

The Tier 2/3 team carries out the steps of this sequence.

Selecting Behaviors to Monitor

Usually, the only behaviors measured under normal circumstances in school settings are misbehaviors. Data collection generally revolves around rule infractions and violations. To monitor the progress of interventions, it is necessary to identify the behaviors that are acceptable alternatives to the internalizing behaviors of concern or the misbehaviors that resulted in ODRs/BIRs. In an MTSS for behavior, identifying the replacement behavior (see Tier 2 Student Review Form, Step 13) will aid in determining which behavior(s) to monitor.

Because the supports are matched to student need, there will be variation from student to student in what should be measured. For instance, assume that a student's data indicate a deficit in social skills, specifically defiance and disrespect. If the team decides, after reviewing the student's data, that the best support would be social skills training, then monitoring the student's "accepting no" behavior might be selected for monitoring.

These are questions to ask that can help determine behaviors to monitor:

- What behavior(s) resulted in identification of the student for Tier 2 supports?
- Is there a pattern in the problem behavior (e.g., issues with authority, withdrawn, isolating self from peers, difficulty dealing with peers (K-12), escape/avoidance of specific activities/tasks/stimuli (preschool), obtain a toy/object/attention (preschool))?
- What behavior(s) would be an acceptable alternative to the behavior(s) of concern?
- Is the alternative behavior observable, measurable, and repeatable (Alberto & Troutman, 2003)?

When using a Check-in/Check-out system, also known as the Behavior Education Program (Crone, Hawken, & Horner, 2010), Crone and colleagues advised using the building's Tier 1 expectations as the behaviors to monitor. This allows for ease of use for teachers, efficiency in the system at check-in and check-out time, and simplicity of use with multiple students.

If the protocol intervention that is being used, such as Check-in/Check-out, details the behaviors for monitoring and how to monitor progress, it is important to maintain fidelity to that intervention. If methods for progress monitoring are not explicit for an intervention, follow the guidelines detailed in the following step. No matter what the intervention used at Tier 2, it is critically important to measure student progress in the intervention.

Determining Goals

Some protocol intervention procedures detail how to set appropriate goals for students receiving that intervention. In such cases, follow the prescribed procedures for determining individual student progress goals.

When procedures for setting goals are not detailed within the protocol intervention, it is important to consider the following when setting goals for student progress:

- Is the student capable of performing the expected behaviors?
- Does the student currently exhibit the expected behavior at all?
  - If not, consider a different behavior or a very low initial performance goal while the student acquires the behavior.
  - If so, how frequently or at what level does the student currently exhibit the behavior?
- Using the answers to the questions above, set a goal that the student is likely to achieve.

It is better to initially set the goal too low and have the student experience success than to set the goal out of reach for the student at his or her current level of performance. If the student easily attains the initial goal, increase the goal incrementally. Involving the student in raising the goal increases the likelihood of the student's striving to meet the goal.

Team Tasks

1. Using student data and the Tier 2 Student Review form for each student, determine initial behavior(s) for monitoring.
2. Once behaviors are chosen, determine an appropriate goal for each student based on the current level of performance.

Step 17: Monitor the Progress of Students in Tier 2

Progress monitoring of students in intervention is critical to ensure appropriately targeted instruction leading to student growth. It is through frequent progress monitoring that the ultimate goal of students experiencing success without additional supports can be achieved as soon as possible.

Progress monitoring of students in intervention measures whether growth is occurring for those students. The results will be graphed, and the charts will be used for instructional decision making. The Building Leadership Team and the Tier 2/3 team should set exit criteria to ensure that the rules for exiting Tier 2 intervention are clear to staff, and possibly to students. It is more effective to involve students in setting their own goals and in monitoring their own progress (Chappuis, 2005).

To ensure that progress-monitoring data are being collected and used as planned and to aid in instructional decision making in the future, it is important to graph the data and chart the growth of individual students. The graphed progress-monitoring data will be critical in providing teams with the information necessary to know how to adjust instruction and intervention groups. Progress monitoring answers two questions:

1. Is the intervention working?
2. Does the effectiveness of the intervention warrant continued, increased, or decreased support?

There are examples of data collection forms and programs for graphing behavioral data available in the behavior resources folder for Implementation. Many of the graphing programs are Excel templates. You may use or modify these templates, or create templates of your own for your Tier 2/3 team to use.

Maintaining an intervention log is critical for documenting changes made to the student's intervention plan. Any changes to a protocol intervention or an individualized plan should be based on the results of the progress-monitoring data and documented in the intervention log. Examples of intervention logs are also available in the behavior resources folder for Implementation.

Once the specific behavior for progress monitoring has been selected and a goal for the student has been determined, a chart for progress monitoring can be started. Plot the student's current score for the behavior being progress monitored as a baseline measure. Next, plot the score that is the goal for the student. Then, draw a line between the baseline point and the goal point. This is the student's aimline, sometimes called the goal line, and progress toward the goal will be

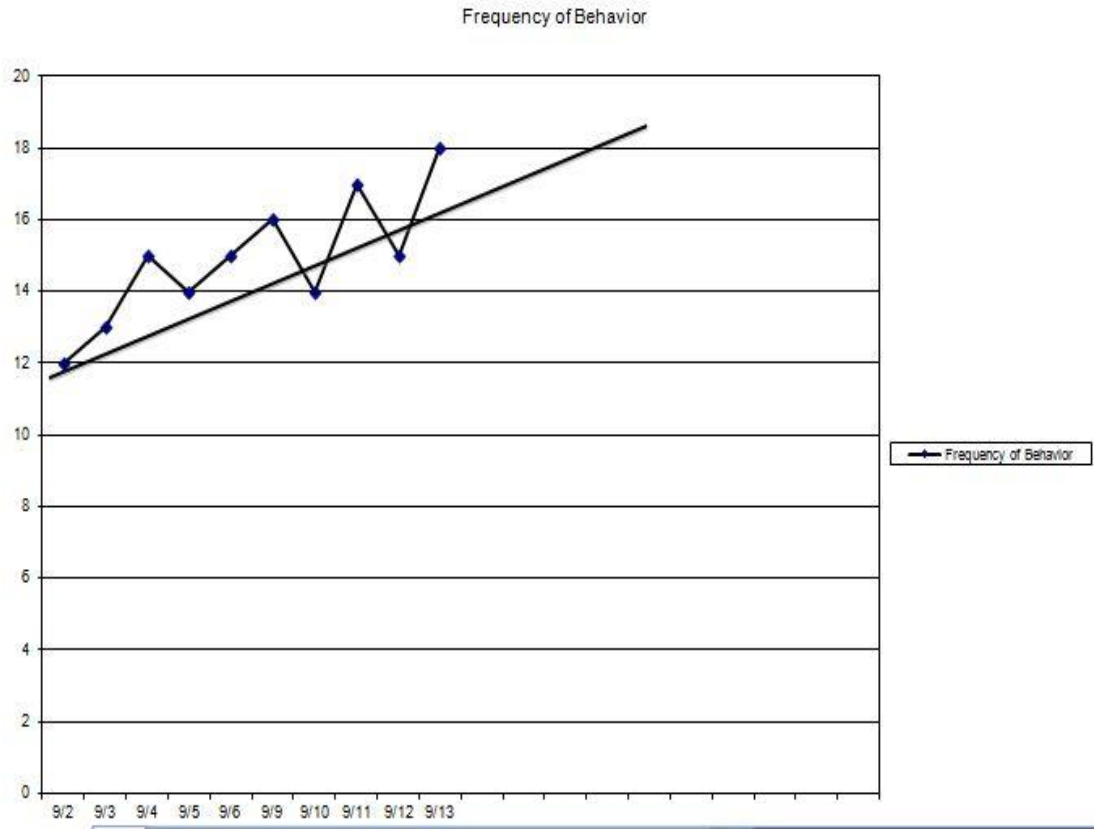
determined by the number of points at, above, or below this aimline. Decisions about changing the intervention will be based on decision rules developed by the Building Leadership Team and the Tier 2/3 team. The decision rules for changing the intervention may vary depending on the type of intervention being provided, the type of data being used for progress monitoring, and the frequency with which data are collected (e.g., daily, weekly).

Progress-monitoring data need to be organized so that the information is usable for teams to determine when to make an adjustment in instruction. Keeping progress monitoring visible is a good method to keep it usable. There are different ways to keep these data visible and usable. Charts are the best for visual representations to help staff members interpret the progress-monitoring data in relation to the student's goal. Whatever method of data display is used, it is important to make sure it is maintained in a confidential manner, but readily available to staff members who work with the student. Data from progress monitoring tracks how the student is responding to the intervention; without these data, instruction is just a best guess.

The decision rules of the system include rules such as the "five-data-point decision rule" to help teams determine if student performance indicates that adjustment to the instruction may be appropriate. The five-data-point decision rules are based on the five-day rule, which states, "If an intervention is not shifting the pattern of behavior after five days, re-consider assessment decisions" (Nese & Strickland-Cohen, 2011).

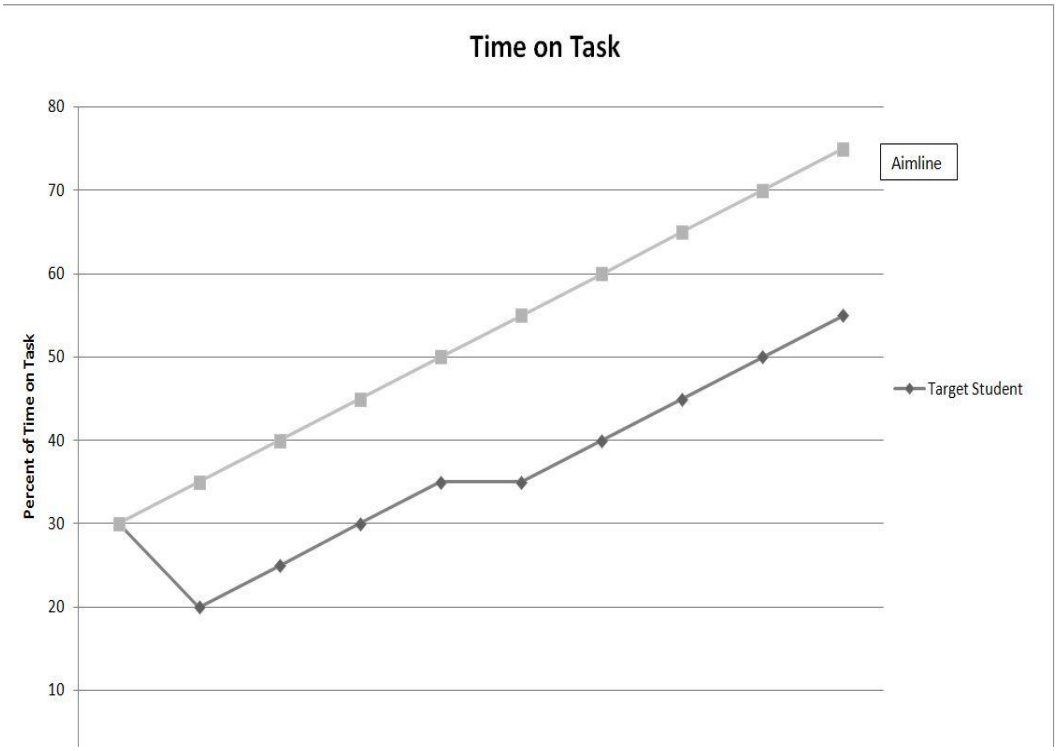
The trendline is the line of best fit for the progress-monitoring points collected over time. This means it is the line drawn through the data points that comes closest to having all of the points fall on the line. When analyzing the student's current level of performance, the team determines if the student is making progress by comparing the student's trendline to the identified goal line or aimline. In the examples provided, the goal is to increase a desired behavior and a five-data-point decision rule is used. Use a graphing program template to easily create charts like the examples below (McDougal, Clark, & Wilson, 2005).

When five or more consecutive data points are above the aimline or data points are both above and below the aimline



If a student has five or more data points consecutively *above* the aimline or the data points are inconsistent (i.e., both above and below), it means that the intervention is having a positive impact and progress is being made. If at least 10 data points are above the aimline, the team might consider raising the goal (by increasing the target or by shortening the expected time line for reaching the target) to increase expectations. However, just because a student is showing progress does not mean that immediate action must be taken. The team will want to consider things such as how long the student has been receiving intervention, how consistent the progress-monitoring data are, and whether the student's skills are at a level that will allow the student to succeed with less support.

When five or more consecutive data points are below the aimline but the trendline has an upward trend

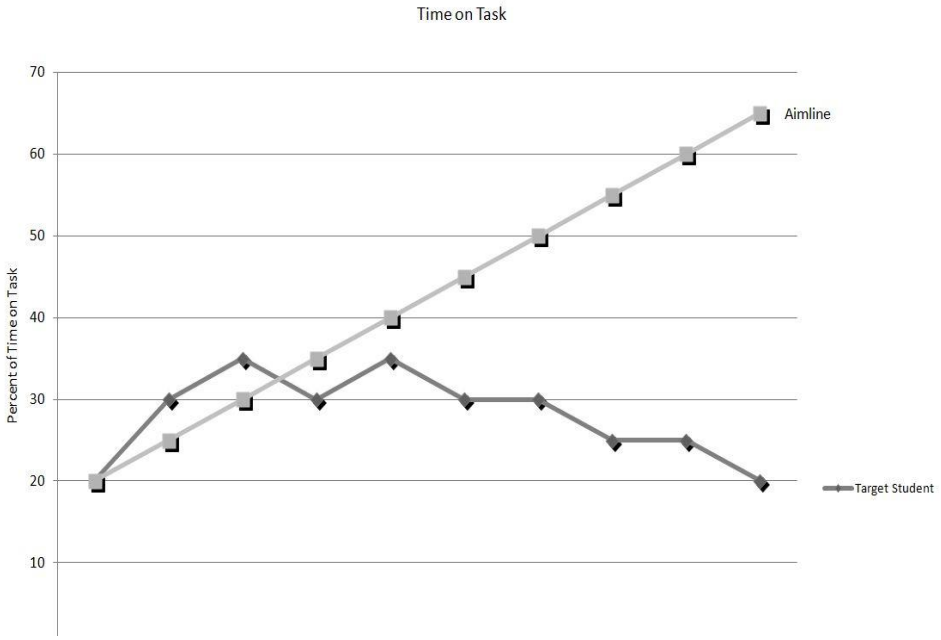


If five or more consecutive data points are below the aimline, and the trendline shows an upward trend but the incline is not steep enough to at some point intersect the aimline, it may indicate that sufficient progress is not being achieved and therefore instruction needs to be intensified. In cases where instruction has been intensified as a result of data analysis, and there is no increase in the slope of the trendline, the team should consider whether the goal for the student was appropriate or set at too high a level. It may be that a more realistic goal should be set, rather than adjusting instruction. If the team determines that the student is showing growth but it is at an insufficient rate, then the team needs to determine how to increase the intensity of the current instruction. Options for intensifying instruction include the following:

- Check the student's attendance to see whether the student needs intervention to improve his or her participation in the intervention.
- Increase the scaffolding by breaking the task down further or providing more structure so that the student can succeed.
- Increase the number of practice opportunities, especially in natural settings within the school day, or provide practice opportunities with adult support present.
- Work on a single skill to mastery before introducing a new skill.

- Reduce the group size or move to 1 on 1 instruction.
- Increase length of time of intervention or frequency of the intervention.
- Use a more systematic curriculum so that skills are taught in a more prescribed manner.

When five or more consecutive data points are below the aimline and the trendline is flat or downward



When the trendline is below the aimline and exhibits a flat or downward trend, this means that progress is not being made. In analyzing lack of progress, the team must look into each of these items in sequence:

1. First check the student's attendance to make sure that access to behavioral instruction or support is not the issue.
2. Check the fidelity of implementation of the intervention. This can be done by looking at the intervention log to check whether the intervention was given as frequently as planned, for the duration planned, using the materials as designed, and that progress monitoring was carried out as planned.
3. Next consider modifying the pace of intervention. For example, reducing the number of new social/behavioral skills introduced each week can slow the pace of the intervention. If new skills are being introduced at a slower rate, this allows time for a greater amount of practice on each skill before moving to the next skill.
4. Ensure the alignment of core and intervention regarding practices such as definitions of majors and minors, vocabulary used to cue use of behavior strategies, providing positive recognition, following the continuum of consequences, etc. Teams need to ensure that

vocabulary is used the same way in both core and intervention and that behavioral skills are practiced in the same way in all instructional settings for students receiving intervention.

5. Consider moving the student to a different group with a different behavioral skill focus. The team might consider conducting a functional behavior assessment to obtain information helpful in making a decision about moving the student to a different type of Tier 2 intervention.
6. If the above steps are all in place, then the team might consider changing the intervention materials or customizing the intervention program.
7. If all of the previous steps have been completed and everything was in place as planned, consider moving the student from supplemental to intensive intervention.

Once any adjustments to instruction or to goals have been completed, progress monitoring of student growth continues. The student intervention log and the progress-monitoring graph need to be consistently updated so that an accurate record of the interventions and their results can be maintained. It is critical that teachers document both the intervention they are providing and the intervention sessions each student actually attends. This documentation is critical as a source of information when analyzing student growth. This cycle of assessment, adjustment, and adding to the graph or log continues as long as a student requires intervention. To summarize, teams engaged in analyzing data for students in intervention need the following:

1. An accurate record of interventions.
2. An accurate record of actual student participation in intervention instruction.
3. An accurate record of progress-monitoring results.
4. Ongoing consistent regular data-review meetings with intervention adjustments made according to decision rules.

Ensuring the Fidelity of Implementation of Interventions

It is helpful for the Building Leadership Team to plan ways to ensure the fidelity of implementation of Tier 2 interventions (Step 2 of the sequence for intensifying instruction above). Here are important components of any plan for ensuring the fidelity of implementation of Tier 2 interventions (Lewis, Mitchell, Bigby, & Bradley):

- Train staff members in the skills needed to provide Tier 2 interventions.
- Plan for providing coaching and feedback.
- Have scripts for adults to follow if possible.
- Plan how you will collect data about whether or not the intervention is being implemented as planned.

- Have a way for staff members providing Tier 2 interventions to request additional support, assistance, or professional development.

Team Tasks

1. Develop a chart for each student with the aimline/goal line entered on the chart. Consider using one of the programs in the charting programs folder within the behavior resources folder for developing these charts.
2. As progress-monitoring data are collected for each student, add these data to each student's chart.
3. Review the progress-monitoring data for students in intervention on a regular basis, and make adjustments to interventions based on the data.
4. Develop and implement a plan to ensure the fidelity of implementation of Tier 2 interventions.

Matching Progress Monitoring Methods to Student Goals: Examples

Example Student Goals	Progress Monitoring Methods
1. Student will complete 100% of his assigned (differentiated) independent writing tasks, 4 out of 5 days.	1. On a daily log, mark a + or – to count the number of 100% complete writing assignments (differentiated for student).
2. Student will receive 80% of possible checks (e.g., happy face) per day for 10 consecutive days.	2. At the end of each day, calculate the percentage of possible points earned and record.
3. Student will follow directions the first time given for 80% of classroom transitions.	3. Teacher creates a log with a + column and a – column and marks after transitions occur. At the end of day, compute percentage.
4. Student will work 15 minutes without teacher assistance for 4 independent work sessions per day for 4 out of 5 days.	4. Create a form with four squares for the 4 daily work sessions, mark a + or – to count the sessions the student worked for 15 minutes.
5. Student will bring all materials to school (pencil, homework, notebook, books) each day for 5 consecutive days.	5. Teacher checks in with the student each morning and has student mark a weekly calendar with a + or -.
6. During a 2-week period, student will have a 90% attendance rate.	6. Check attendance record.
7. Student will use respectful language and tone with all staff members 80% of school periods for 10 consecutive days.	7. Teacher creates a log with a + column and a – column. After work periods, mark log. At the end of day, compute percentage.
8. The preschool student will communicate his/her need to be removed from activities that he/she finds challenging, by using appropriate language, signs, or pictures to convey his/her desires, with one or fewer prompts, across all activities in the daily routine, 4 out of 5 observational periods.	8. On a daily log, mark a + or – to count the number of times the preschool student used words, signs, or pictures to appropriately escape from a challenging activity. Activities that the child participated in fully (no escape request was made) should be marked with a +.

(Adapted from (University of Missouri Center for Schoolwide Positive Behavior Supports, 2011) *Used with permission.)*

Step 18: Consider the Building's Readiness to Move to Tier 3

It is critically important while building the structures for an MTSS that students who require supports beyond Tier 1 (and even Tier 2) are assured services, even when the full- tiered system is not yet totally in place. Building teams will need to continue addressing the needs of these students as they have done in the past, while creating the systems and structures to more efficiently and effectively meet the needs of these students in the future. Though a building's readiness to build Tier 3 may take several years, this fact should in no way be used as an excuse to deny supports to children in need.

The following indicators and guidelines for Tier 3 readiness have been adapted from items identified by the Missouri Center for Schoolwide Positive Behavior Supports. These are recommendations to be taken into consideration when a building begins to determine readiness for moving to Tier 3. After reviewing the list, complete the Tier 3 readiness review.

Indicators

- Kansas MTSS BOQ or School-wide Evaluation Tool (SET)
- Preschool-wide Evaluation Tool (Pre-SET) or Teaching Pyramid Observation Tool (TPOT).
- ODR and BIR data.
- Use of school-wide data for decision making (Big 5 data reporting).
- Use of preschool data for decision making for buildings integrating preschool.
- A minimum of two research-based small-group and/or targeted behavior interventions implemented with consistency and fidelity.
- Documented data-based processes for referring and identifying students for Tier 2 supports.
- Documented processes for evaluating student outcomes to determine when to continue, intensify, change, or fade intervention.
- Documentation that all students have full access to Tier 1 supports.
- Documentation that staff members have received training for implementation of interventions.
- Documentation that family members have been informed of and are regularly updated on their child's progress in Tier 2.

Guidelines (K-12)

- Kansas MTSS BOQ score of 80% or higher within last 12 months, or SET score of 80 or higher within last 12 months (Pre-SET score of 80%).
- ODR data indicate 80% or more of students are in the 0 – 1 range.

- No more than 15% of students are receiving Tier 2 interventions in K-12.
- The team uses a process to identify function of behavior and matches intervention to function.
- Consistent use of school-wide data for decision making.
- Consistent use of individual student data for decision making.

Team Tasks

1. Consider the indicators and guidelines listed above in relation to your current data and system. Discuss any indicators that might be missing from your system.
2. Complete the Tier 3 Readiness Review. Determine what, if any, actions are needed to ensure a strong foundation for building Tier 3 supports within the MTSS. Develop an action plan to address any guidelines that have not yet been met.

Tier 3 Readiness Review

(Adapted from "Tier 1 & 2 Analysis for Tier 3 Readiness" by the Missouri Center for Schoolwide Positive Behavior Supports)

Tier 3 Readiness Guideline	Documentation/Notes:
Kansas MTSS Benchmarks of Quality (BOQ) of 80% or higher or Schoolwide Evaluation Tool (SET) Score of 80 within the last 12 months.	Score and date _____ Is the 80% criteria for the BOQ met? Yes No Notes for increasing fidelity based upon results:
ODR/BIR data indicate 80% of students are in the 0-1 referral range.	Percentage in 0-1 range_____ Is the 80% criteria met? Yes No Notes for increasing fidelity of Tier 1 based upon results:
No more than 15% of students in K-12 are receiving Tier 2 interventions.	Number of students receiving Tier 2 interventions: _____ Percentage of total student body receiving Tier 2 interventions: _____ Notes for decreasing number of students needing Tier 2 interventions if more than 15%:
Consistent use of school-wide data for making decisions, as evidenced by Big 5 data reports being reviewed monthly by Building Leadership Team.	Big 5 used monthly by Building Leadership Team for decision making? Yes No Notes for increasing fidelity:

Tier 3 Readiness Guideline	Documentation/Notes:
Documentation of: 1. System for identifying students for Tier 2 supports. 2. Process to identify function of behavior and match intervention to the function. 3. At least two research-based small-group and/or targeted behavioral interventions are fully implemented. If only one is fully implemented, plans are in place for full implementation of second intervention within upcoming year. 4. Staff members have received training for implementation of interventions. 5. Individual student progress-monitoring data are used for making decisions about when to continue, intensify, change, or fade intervention. 6. Family members are informed of the Tier 2 process and regularly updated about their child's progress.	Which Tier 2 interventions are in place, in use, and documented? Have all 6 criteria listed been met? Yes No Notes for increasing fidelity:
Tier 2/3 team is in place and functioning: • Administrator • At least one member from Building Leadership Team • At least one member with behavioral expertise • At least one member with academic expertise • Access to district and/or special education cooperative level support	Are all Tier 2/3 team members in place? Yes No If no, what positions are missing and who will fill them?

Step 19: Identify Students in Need of Tier 3 Supports

Students are identified for Tier 3 supports in the same way that students are identified for Tier 2. Refer to Step 13 to review the data that are used for this process. The team may also want to revisit decisions previously made and documented in the Data Decision Rules and Assessment Schedule found in Step 5 of this guide. While the process is the same, the criteria for identification differ for Tier 3.

- ODR/BIR data (6+ ODRs/BIRs for Tier 3).
- Formal screening measure (cut-points for Tier 2 and Tier 3 differ).
- Local decision rules regarding teacher nominations.
- Local decision rules regarding other data (e.g., attendance, ISS/OSS, detentions, GPA).

In addition to these screening measures, the Tier 2/3 team will need to consider:

- Students who are not responding to Tier 2 interventions, even after changing interventions or intensifying instruction.
- Students who may not meet the screening criteria, but who exhibit violent or dangerous behaviors.

It is important to remember that the student supports that are put in at all levels require changes in the environment and structures to support student success. It is not generally the case that students are "fixed" or "cured" with interventions; rather, the systems are put in place to ensure success and allow contact with contingencies and consequences present in the environment for demonstrating appropriate behaviors. In this manner, students learn ways of behaving that the environment will continue to support.

The leadership team may decide to try Tier 2 interventions first for students with high levels of ODRs/BIRs. The only exception is that students with violent or dangerous behaviors need to move into more intensive interventions immediately.

Team Tasks

1. Refer to Steps 4 and 5 in this implementation manual to review decision rules that have already been determined for moving students to tiered supports.
2. Using ODR/BIR data and established decision rules, the Tier 2/3 team and/or Building Leadership Team should identify students for Tier 3 supports.
3. Using formal screening data, data available from any Tier 2 supports tried, and any other data that the team has identified and for which it has established decision rules for determining tiered supports, identify students for Tier 3 supports.

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Step 20: Determine Function of the Problem Behavior – Conduct Functional Behavioral Assessment

Functional behavioral assessment (FBA) is a process for identifying the events that reliably predict and maintain problem behavior (Anderson & Horner). In the Kansas MTSS, FBA is used as a diagnostic assessment for determining the elements necessary for constructing a customized, intensive intervention for students who require such support as evidenced by the data.

> The most important reason for completing an FBA and designing an intervention based on the function(s) identified through this process is that these interventions have proven to be more effective than interventions that simply increase reinforcement for "appropriate" behavior and penalties for problem behavior (Umbreit, Ferro, Liaupsin, & Lane, 2007, p. 2).

The sequence for conducting FBA for students needing Tier 3 intervention is as follows (Anderson & Horner):

1. Define the behavior of concern.
2. Identify the events that reliably predict occurrence and non-occurrence.
3. Identify the consequences that maintain the behavior in the most common "predictor conditions."
4. Identify setting events that increase the likelihood of problem behavior.

This is the order of the components of the time sequence surrounding the problem behavior:

Setting Event → Antecedent → Problem Behavior → Consequence

The first step for conducting an FBA is to define the behavior of concern. An operational definition of the problem behavior must be:

- Observable.
- Countable.
- Organized in response classes.

The second step of the FBA procedure is to identify events that predict occurrence of the problem behavior. Events that precede and reliably predict occurrence of the problem behavior are called the antecedent stimuli. An antecedent stimulus is the trigger that occasions problem behavior. When attempting to identify the antecedent stimulus, it is

equally as important to define when the problem behavior does not happen as to define when it does happen.

The third step for conducting FBA is to identify the maintaining consequence. Always identify the consequence in "context." In other words, first define the behavior, the routine in which the behavior occurs, and the antecedent stimulus; and once those have been identified, then ask about the consequences. Typically, teams need to define the most powerful consequence and avoid labeling multiple consequences (Anderson & Horner). When teams analyze the maintaining consequence, it is helpful to realize that most often the maintaining consequence is <u>to obtain or get</u> an object, activity, or sensation <u>or to avoid</u> an object, activity, or sensation. In other words, the maintaining consequence is another phrase to identify the function of the behavior. Following are the most common functions of behavior (Loman & Borgmeier):

<u>To Obtain/Get (Positive Reinforcement)</u>

- Peer attention
- Adult attention
- Desired activity
- Desired object/items
- Sensory stimulation

<u>To Escape/Avoid (Negative Reinforcement)</u>

- Difficult task
- Boring task
- Easy task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands

The fourth step of the FBA sequence is to identify the *setting events*—events that increase the likelihood of the problem behavior occurring. Another way of describing setting events is that they are events that change the likelihood of a behavior by momentarily altering the value of the maintaining consequence. Even though the setting event is the last item to be defined, it actually occurs first in the time sequence of the problem behavior. Remember that the components of the time sequence surrounding the problem behavior in order include:

Setting Event → Antecedent → Problem Behavior → Consequence

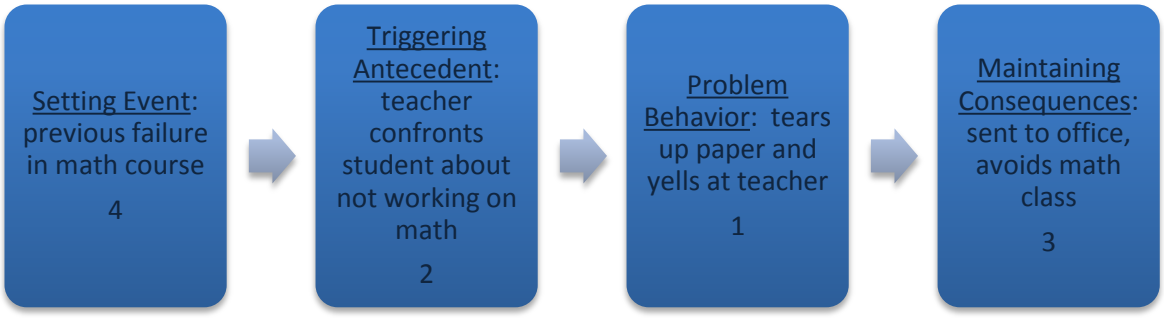
Setting events are actually important in only about 20%-30% of situations, but when they are important, they are often very important.

FBA Summary Statement

When completing the FBA, make sure that the team has conducted all the following steps (Anderson & Horner):

1. Operationally define problem behavior(s).
    a. By response class. A response class includes all the behaviors that have the same purpose or function (e.g., avoidance) (Sugai, 2008).
    b. Identify routines in which the problem behavior is *most* and *least* likely to occur.
2. Define the antecedent events (triggers, setting events) that predict when the problem behavior is most likely to occur.
3. Define the *one* consequence that contributes most to maintaining the problem behavior in that routine.
4. Consider possible settings events.
5. Develop a Summary Statement of findings.

Here is an example of a Summary Statement:



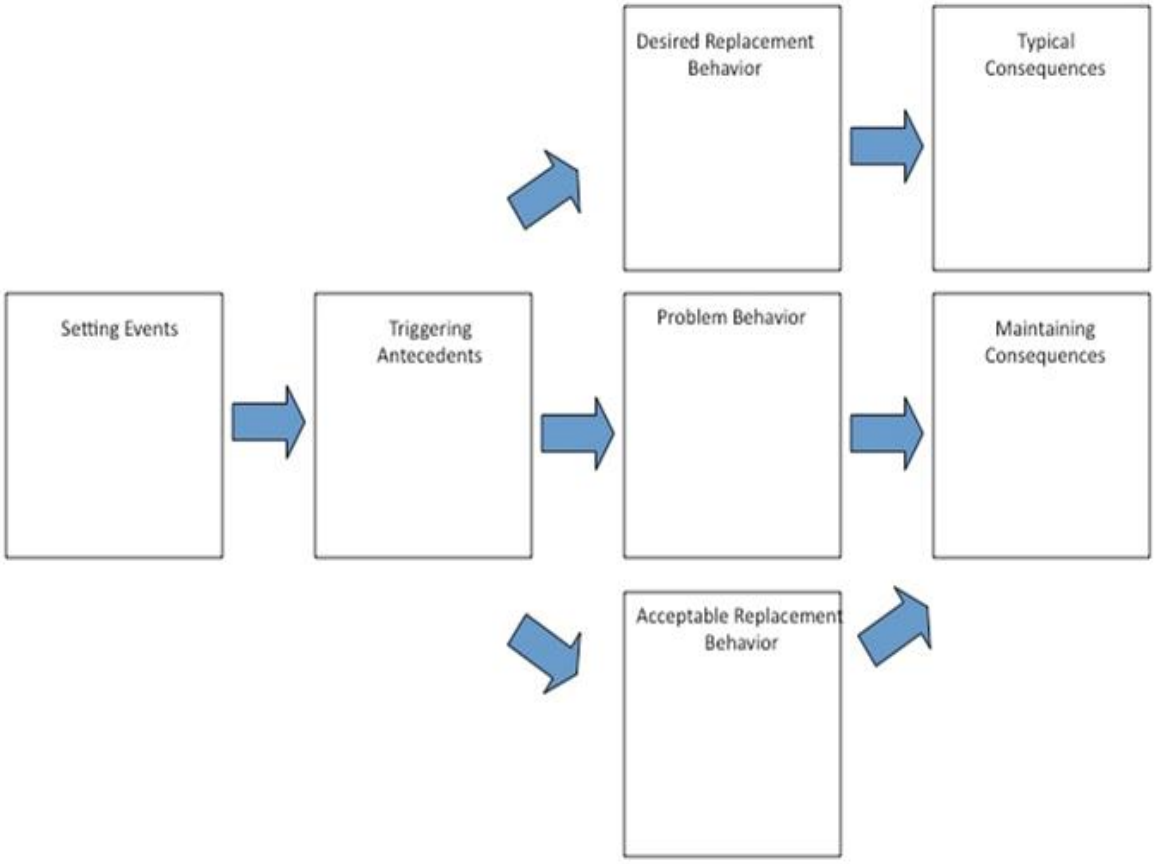
A variety of tools available for FBA interviews/observations are used to gather information to identify the components of the Summary Statement. One such tool is the FACTS, which can be found in the appendix to this guide.

Summary Statements of the FBA findings are used to build a competing behavior model for designing interventions. Begin with the FBA summary statement graphic above. Then add a "Desired Behavior" and a maintaining consequence for the Desired Behavior. Next add an "Alternative Behavior" that has the following characteristics:

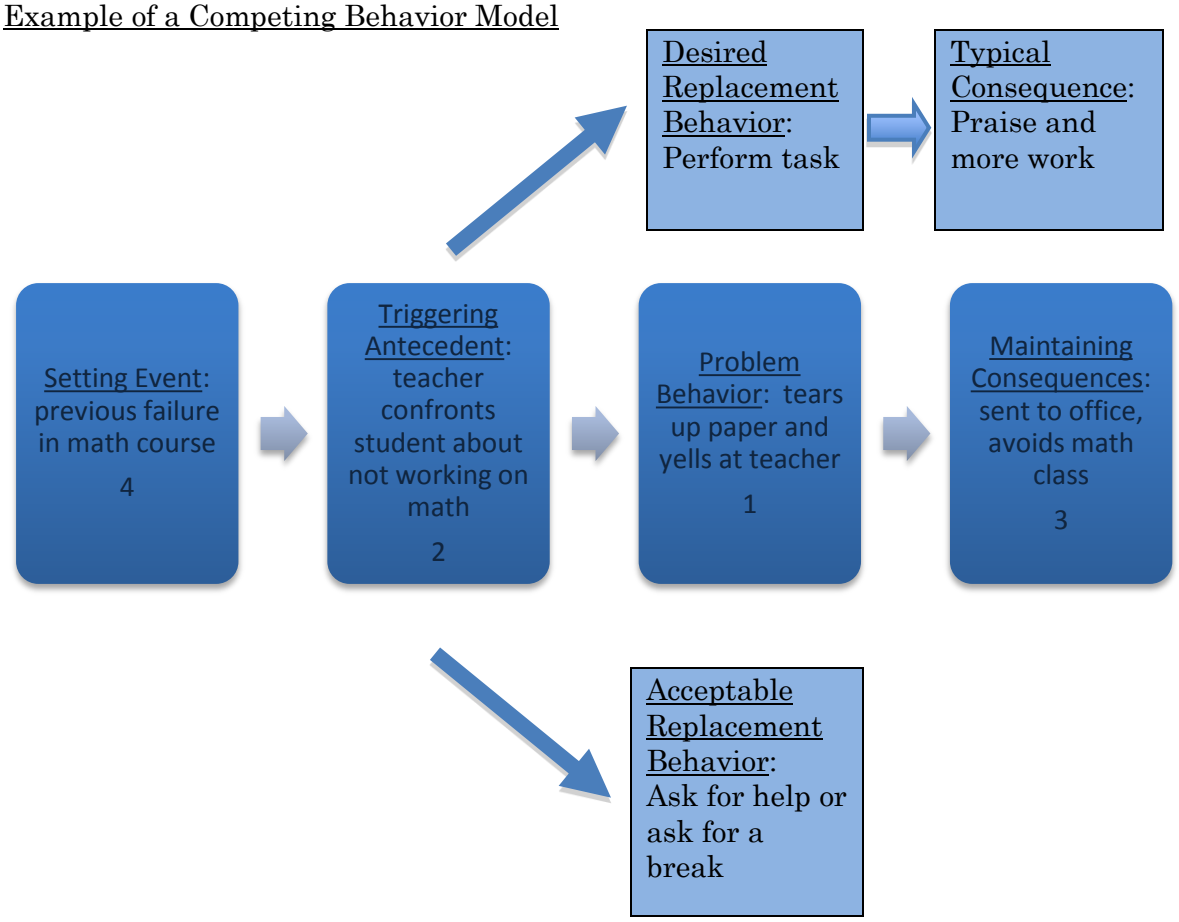
- Socially appropriate
- Functionally equivalent (serves the same function as the problem behavior)
- Efficient

When teaching this alternative behavior, it is important to embed the replacement behavior within "routines" and to organize behavior support so the routines are successful, not just so the problem behavior is reduced.

Competing Behavior Model



Example of a Competing Behavior Model



Team Tasks

1. Using the scenario provided on the next page, identify the following pieces of information:
   a. Define the behavior of concern.
   b. Identify the events that reliably predict occurrence and non-occurrence.
   c. Identify the consequences that maintain the behavior in the most common "predictor conditions."
   d. Identify setting events that increase the likelihood of problem behavior.
2. Discuss what is meant by "functionally equivalent."
3. After identifying the above components, use the information to complete a "Competing Behavior Model" for the scenario provided.
4. Review the Functional Assessment Checklist for Teachers and Staff (FACTS), located in the appendix.
5. Prioritize the students needing an FBA based on the list of qualified students created in Step 18.
6. Determine who will conduct the FBA for the students identified.

Scenario for Team Task #1

Scenario

Ann was having a bad day. Before school, three girls had ignored Ann's attempts to join in a conversation. In the first period, she did not get out her materials and mumbled that she never got any help. The teacher came over to help her get ready to work. The teacher talked with her and asked her to get out her science book. Ann got out the book while the teacher was by her. As soon as the teacher walked away, Ann slammed the book shut and shoved it back under her desk. The teacher went back to her and Ann got out her book.

(Scenario from MO SW-PBS & MU Center for SW-PBS)

1. Define the behavior of concern.
2. Identify the events that reliably predict occurrence and non-occurrence.
3. Identify the consequences that maintain the behavior.
4. Identify setting events that increase the likelihood of problem behavior.

Step 21: Develop a Behavior Support Plan

An outline of a Behavior Support Plan (Horner, 2008) is as follows:

- Set Up (description, strengths, vision).
- Assessment (FBA, Person-Centered Plan, Wraparound).
  - Operational Descriptions, Routines, Hypothesis from FBA.
  - Prevention.
- Teaching/Education.
- Consequence Procedures.
  - Minimize recognition for problem behavior.
  - Ensure regular, clear acknowledgment for positive behavior.
  - Punishers (if needed).
  - Define safety/emergency procedures (if needed).
- Evaluation and Monitoring for Improvement.
  - Steps for implementation.

As part of developing a behavior support plan for a student, the Tier 2/3 team needs to write a *Precision Problem Statement* (see Step 7 for review), but instead of writing the Precision Problem Statement based on building-level data, the statement will be based on student-level data. Remember that the five components of the Precision Problem Statement are the "W" questions:

- What behavior?
- Where is the behavior occurring?
- When is it happening?
- Which students are involved?
- Why is it happening?

At this point, the information about why the problem is happening will come from the student's FBA and will reflect the team's understanding of the function of the problem behavior, as well as all of the other information identified from the FBA. When developing a Precision Problem Statement for the individual student, it's also important for the team to ask, "What other information is needed?" The Precision Problem Statement must be as complete as possible because an individual support plan will be developed based on the information it contains.

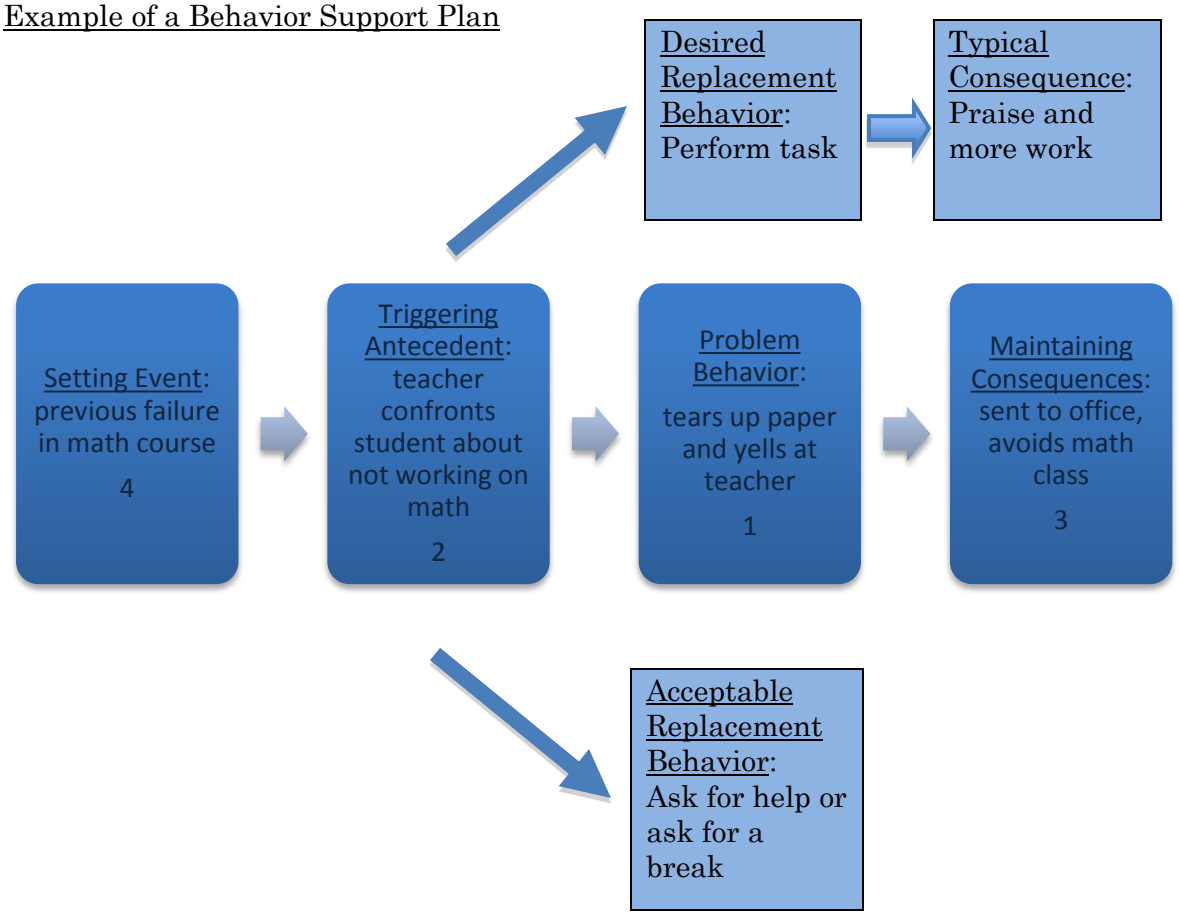
Next, based on the precision problem statement, the Tier 2/3 team should create a Solution Development Table. Again, this is the same table used earlier for addressing building-level issues, but now the Solution Table is being built for an individual student. A blank Solution Development Table can be found in Step 8 of this guide. Individualized Tier 3 interventions for students should always be based on the FBA data for that student. Individualized interventions include:

- Prevention of problem contexts (antecedent manipulation).
- Instruction on functionally equivalent behaviors.
- Reduced reinforcement for the problem behavior.
- Increased reinforcement for the desired behavior. (Nese & Strickland-Cohen, 2011)

Team Tasks

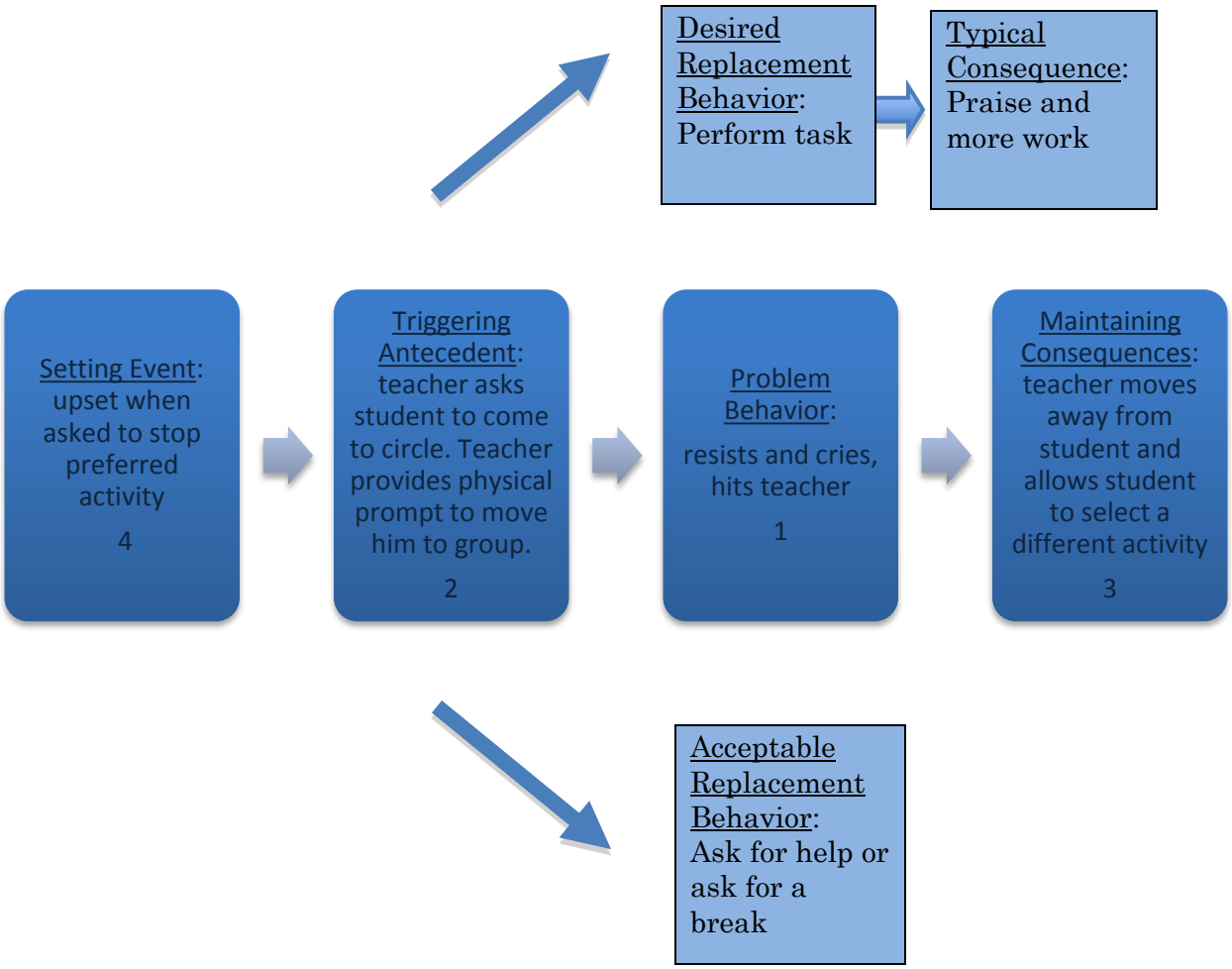
1. Using the scenario provided and the competing behavior model from Step 18, develop a plan for behavior support that includes all of the components listed above.
2. Using FBA data from a student in your building identified as needing Tier 3 supports, develop a behavior support plan that follows all of the guidelines outlined in this step.
3. Determine any professional development that is needed for teachers, paraprofessionals, cafeteria staff, and other staff members to completely and effectively implement the behavior support plan that was developed.
4. Repeat Steps 2 – 4 for each student for whom a Tier 3 behavior support plan is developed.

Example of a Behavior Support Plan



Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Modified assignments are developed to provide student with success with assignments. Tutor is identified to teach missing skills.	Teacher and student agree on acceptable silent signal to remind student to begin work or to ask for help. Conditions for creating a "break time" agreed upon by teacher and student.	Behavior specialist provides instruction in how to ask for help. Behavior specialist provides instruction in how to ask to take a break. Behavior specialist teaches self-monitoring and self-management of frustration level.	Assistance with assignment provided upon request. Break provided upon request. Completion of modified assignment results in previously identified reward. Arrangements made for assignment to be completed during lunch hour if student leaves class.

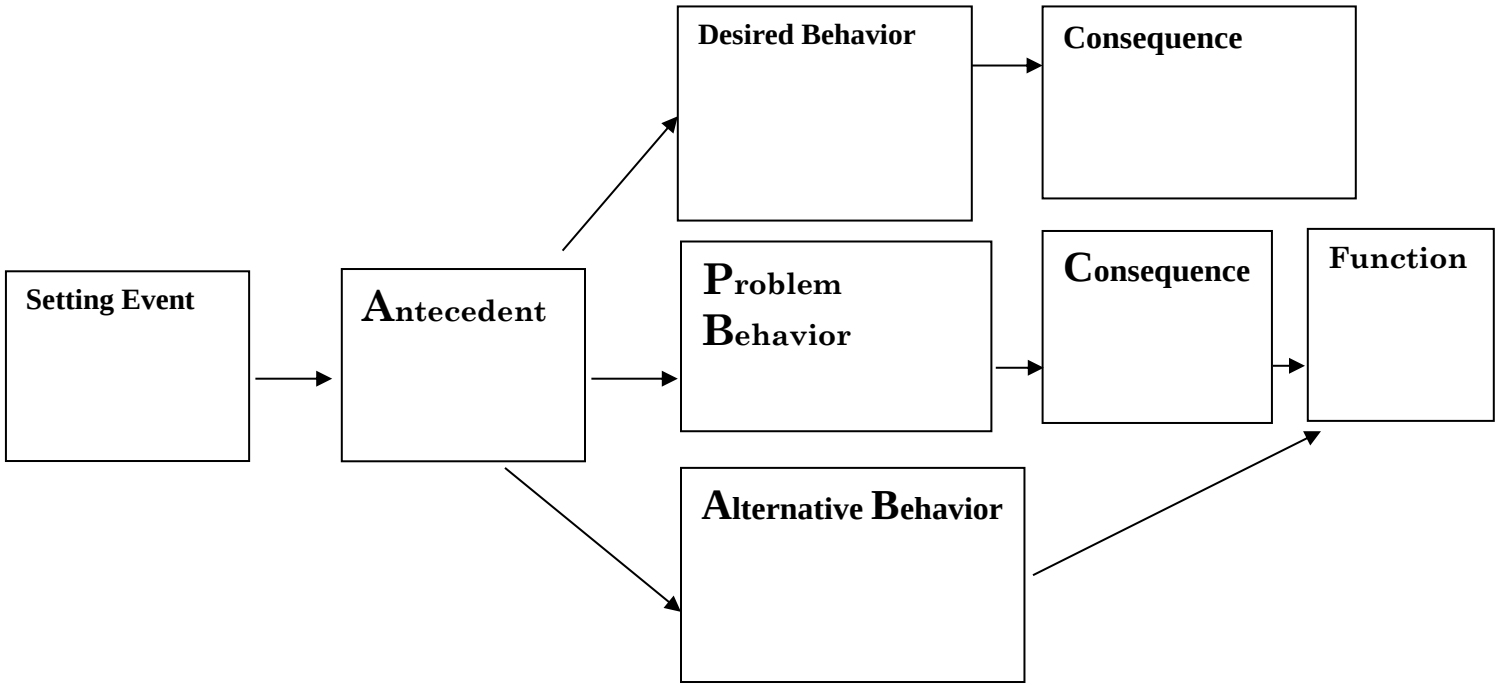
Example of a Preschool Behavior Support Plan



Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Let the student know well before hand that he/she will be transitioning to a new activity. Remind student when he/she will be able to continue the preferred activity. Reinforce positive transition behaviors from preferred activity.	Teacher and student agree on acceptable signal to remind student to come to the group work or to ask for help. Conditions for creating a "break time" agreed upon by teacher and student.	Behavior specialist provides instruction in how to communicate frustrations appropriately. Behavior specialist provides instruction in how to ask to take a break. Behavior specialist teaches self-monitoring and self-management of frustration level.	Assistance with group participation provided upon request. Break provided upon request. Completion of modified group participation (e.g., increased amount of time in group activities over time) results in previously identified reward. Group instruction to be completed during small group/individual activities if student leaves large group.

Student Name: _____ **BSP Template**
(Horner, 2004)

BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY



(Make problem behavior irrelevant) (Make problem behavior inefficient) (Make problem behavior ineffective)

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies

BEHAVIOR SUPPORT PLAN: ACTION PLAN

Tasks	Person Responsible	By When	Review Date	Evaluation Decision • Monitor • Modify • Discontinue
Prevention: Make problem behavior irrelevant (environmental redesign).				
Teaching: Make problem behavior inefficient (teach new skills).				
Extinction: Make problem behavior ineffective (minimize recognition for problem behavior).				
Reinforcement: Make desired behavior more rewarding.				
Corrective Consequence: Socially appropriate, aversive event delivered, contingent upon problem behavior (only used if needed).				
Safety: Ensure safety of all (what to do in dangerous situations) (if needed). ***If emergency behavior management procedures are necessary, attach safety plan as a separate sheet.**				

BEHAVIOR SUPPORT PLAN: EVALUATE PLAN

Behavioral Goal (Use specific, observable, measurable descriptions of goal.)

What is the short-term behavioral goal?

Expected date:

What is the long-term behavioral goal?

Expected date:

Evaluation Procedures:

Data to Be Collected	Procedures for Data Collection	Person Responsible	Time Line
Is Plan Being Implemented? **Is Plan Making a Difference?**			

Plan review date:

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Step 22: Monitor Progress for Students in Tier 3

The steps for progress monitoring students in Tier 3 are basically the same as for Tier 2. Someone will need to be designated to monitor the selected target behavior for each student in Tier 3. The Tier 2/3 team will need to develop a system for regular data collection about the target behavior and chart these progress-monitoring data. Progress monitoring typically occurs frequently (weekly, daily, or perhaps even hourly) for students receiving Tier 3 supports.

The Building Leadership Team and the Tier 2/3 team must develop decision rules regarding changes to interventions based on progress-monitoring data. One example of a decision rule is the following:

- Five day rule (Nese & Strickland-Cohen, 2011): If an intervention fails to shift the pattern of behavior within five days, re-consider assessment decisions.

Teams need to think about these considerations when conducting the data review (Nese & Strickland-Cohen, 2011):

- Level of the current data (compared to the goal).
- Trend of the data over time (compared to the aimline).
- Variability of progress-monitoring data points—it is important not to over-weight "outliers" in the data.

Individual Student Problem Solving

When a student receiving intensive services fails to show progress despite adjustments to the intervention being provided, teams should consider the need for individual student problem solving to customize the intervention provided to the student. When customizing an intervention for a student, do the following:

- Use current research to determine the necessary components of the individualized plan.
- Develop hypotheses about the underlying causes of the student's lack of progress so that a more individually customized intervention plan can be developed and implemented.

Another FBA may need to be conducted and a new Behavior Support Plan developed. The team may also want to conduct additional assessments, such as behavior rating scales.

The individual student problem-solving process is what schools have traditionally used for general education interventions, often conducted by student improvement teams (also known as SIT, SAT, TAT, CARE team). Within the MTSS behavior framework, the Tier 2/3 team conducts the work of the General Education Intervention or Student

Improvement Team (SIT). As the Tier 2/3 team works to customize intervention for a student, team members may decide that the data indicate that the student needs to be referred for evaluation for special education services.

At any time when the Building Leadership Team, the Tier 2/3 team, or another collaborative team suspects a student may be a student with an exceptionality, the student must be referred for an initial evaluation. Any parent request for a special education evaluation must be reported to the building administrator or to the appropriate staff person, as designated by district special education procedures. The MTSS should not delay a student from receiving a special education evaluation. A student does not have to move through all the tiers before a referral for a special education evaluation is made. Similarly, having received all tiers of instruction or needing Tier 3 instruction does not indicate, in and of itself, that a student should be referred for a special education evaluation.

When an MTSS is being implemented, all parents must be informed of the nature of student performance data being collected, the general education services being provided, strategies for increasing a student's rate of learning, and their right to request an evaluation (K.A.R. 91-40-10(f)(2)). Staff members and parents both need to know that a student may be referred for a special education initial evaluation when (1) the school has data-based documentation which indicates that general education interventions and strategies would be inadequate to address the areas of concern for the student or (2) the school has data-based documentation that the following has occurred:

- The student was provided appropriate instruction by qualified staff in regular education.
- The student was provided repeated assessment of academic achievement to demonstrate the student's progress during instruction.
- The assessment results were shared with the parents.
- The results indicate an evaluation is appropriate (K.A.R. 91-40-7(c)).

Team Tasks

1. Refer to Step 15 for additional information on progress monitoring.
2. Develop a chart for each student with the aimline/goal line entered on the chart.
3. As progress-monitoring data are collected for each student, add these data to each student's chart.
4. Review the progress-monitoring data for students in intervention on a regular basis, and make adjustments to interventions based on the data.
5. Develop and implement a plan to ensure the fidelity of implementation of Tier 2 interventions.

Step 23: Collect Data for System Improvement Planning

As described throughout the Kansas MTSS process, the Building Leadership Team is responsible for ensuring that the Self-Correcting Feedback Loop is functioning and that the system is effective and efficient. The building leadership meeting agenda lays out a process that supports the effective functioning of the Kansas MTSS Behavior system. However, to effectively evaluate systemic issues takes considerable more work and effort to synthesize the data from all aspects of the system so that the team is able to make informed data-driven decisions.

The synthesis and analysis of all types of data provide the leadership team an opportunity to analyze the progress that has been made toward the goals that were set during structuring and at the beginning of implementation by comparing current building-level data to those desired outcomes. The Building Leadership Team has spent considerable time reviewing ODR/BIR data, universal screening data, and student progress-monitoring data. In addition to building and student data, other types of systemic information will be used in system improvement planning during the System Implementation training day. Some of the systemic data needs to be collected before that training. That data is described below.

Collect Data for System Improvement Planning

Review Kansas MTSS Innovation Configuration Matrix (ICM)

Items from the ICM Review must also be included on the System Progress Summary. As a team, work through the responses of the ICM Review and assign items a rating on the System Progress Summary. The directions for conducting the ICM Review are located at the end of this step.

Review Monitoring Paper and Process Implementation Fidelity Tools

Fidelity is best defined as how closely the prescribed procedures of a process are followed. In other words, how closely do teachers and other staff members implement the program as intended by program developers (Mellard & Johnson, 2008)? One of the most critical roles of the leadership team is to ensure that all procedures within the system are being followed as planned. As the building progresses from structuring into implementation, the level and manner in which fidelity is monitored shifts. There are three levels of implementation, paper, process, and performance implementation (Fixsen, 2005), in which fidelity must be monitored throughout. Ensuring that decisions have been made, are documented, and are being implemented as planned is critical, but does not ensure that those decisions are translating into the processes that make the MTSS operate effectively. The information yielded when reviewing the fidelity of paper and

process implementation tools helps the leadership team to identify areas of strength and concern that enable effective support of the implementation of the MTSS as planned. Review and update the Paper Implementation Fidelity tool (from Structuring) and the Process Implementation Fidelity tool (in the Decision Notebook).

Team Tasks

1. Conduct ICM review and update Paper and Process Implementation Fidelity tools.
2. Move to System Implementation training to complete systemic data collection and system improvement planning process.

Kansas MTSS Innovations Configuration Matrix (ICM) Review

The *Kansas Multi-Tier System of Supports: Innovations Configuration Matrix* (ICM) describes the principles and practices within the MTSS. The principles and practices in the ICM focus on the essential system components that are consistent across all ages (preschool through high school) and across all domains (academic and behavior).

The ICM can be used in multiple ways, though it is primarily a descriptive document. The dominant use is to assist in the understanding of the principles and practices of a multi-tier system to build a vision of implementation within a school district. The ICM guides critical discussions among leadership and staff throughout the process of implementation and then refinement of the MTSS.

During implementation, it's important for the Building Leadership Team to reflect and focus on where the team perceives itself along the rubric continuum of the Kansas ICM. To accomplish this task, each Building Leadership Team member will need a copy of the ICM.

Using the steps below, as individuals and then as a Building Leadership Team, reflect and rate the level of implementation of the building.

1. As individuals read each line of the *ICM* and rate the perceived level of implementation of the building (Not Implementing, In Progress, Implementing). *[This step can be completed outside of team meeting time.]*
2. Prior to the next team meeting, summarize the individual responses indicating the perceived level of implementation of each item within the ICM.
3. At a leadership team meeting, ensure that everyone has a copy of the ICM and provide everyone a copy of the summary to facilitate discussions. There is likely to be a variety of responses for each item. As a team, discuss each item and come to agreement on a final single rating for the building.
4. Using the ICM Review & Rating Chart on the following page record the agreed upon rating and the rationale for the rating. The rationale will be used to help inform future discussions and decision making by the Building Leadership Team.
5. Place the completed ICM Reflection Chart in the Decision Notebook for future reference.

ICM Review & Rating Chart

Date Completed:_____

Implementing = I In Progress = IP Not Implementing = NI

	I	IP	NI	Rationale for Rating
Leadership & Empowerment				
Component 1 – Effective Leadership Teams				
Component 2 – Creating an Empowering Culture				
Assessment				
Component 1 – Comprehensive Assessment Plan				
Component 2 – Assessments Are Valid and Reliable				
Component 3 – Adequate Capacity for Assessment System				
Component 4 – Decision Making Rules Are Clear				
Curriculum				
Component 1 - Curriculum Is Evidence Based				
Component 2 - Curriculum Addresses Essential Components Appropriate to Grade Level				
Component 3 - All Curricula Are Implemented with Fidelity				
Instruction				
Component 1 – All Instructional Practices Are Evidence Based				
Component 2 – Instructional Practices Are Implemented with Fidelity				
Component 3 – Schedule Allows for Protected Instructional Time				
Component 4 – Flexible Grouping Allows for Appropriate Instruction				
Data-Based Decision Making				
Component 1 – Structures for Data-Based Decision Making				
Component 2 – Data-Based Decision Making for Improving the System				
Component 3 – Data-Based Decision Making for Improving Supplemental Instruction				
Component 4 – Data-Based Decision Making for Improving Intensive Instruction				
Integration and Sustainability				

Component 1 – Policy and Resources Are Aligned Within the System				
Component 2 – Systems Are Self-correcting and Achieve Positive Outcomes for Learners				
Component 3 – Leadership Provides Staff Ongoing Support				

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Loman, S., & Borgmeier, C. (n.d.). *Practical FBA Participant's Guide.* Retrieved December 9, 2010, from OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports: http://www.pbis.org

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Sugai, G. (2008, 11 25). *Addressing Individual Challenging Behavior through Function-based Support.* Retrieved 5 13, 2011, from OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports: http://www.pbis.org

Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. L. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach.* Upper Saddle River, NJ: Pearson.

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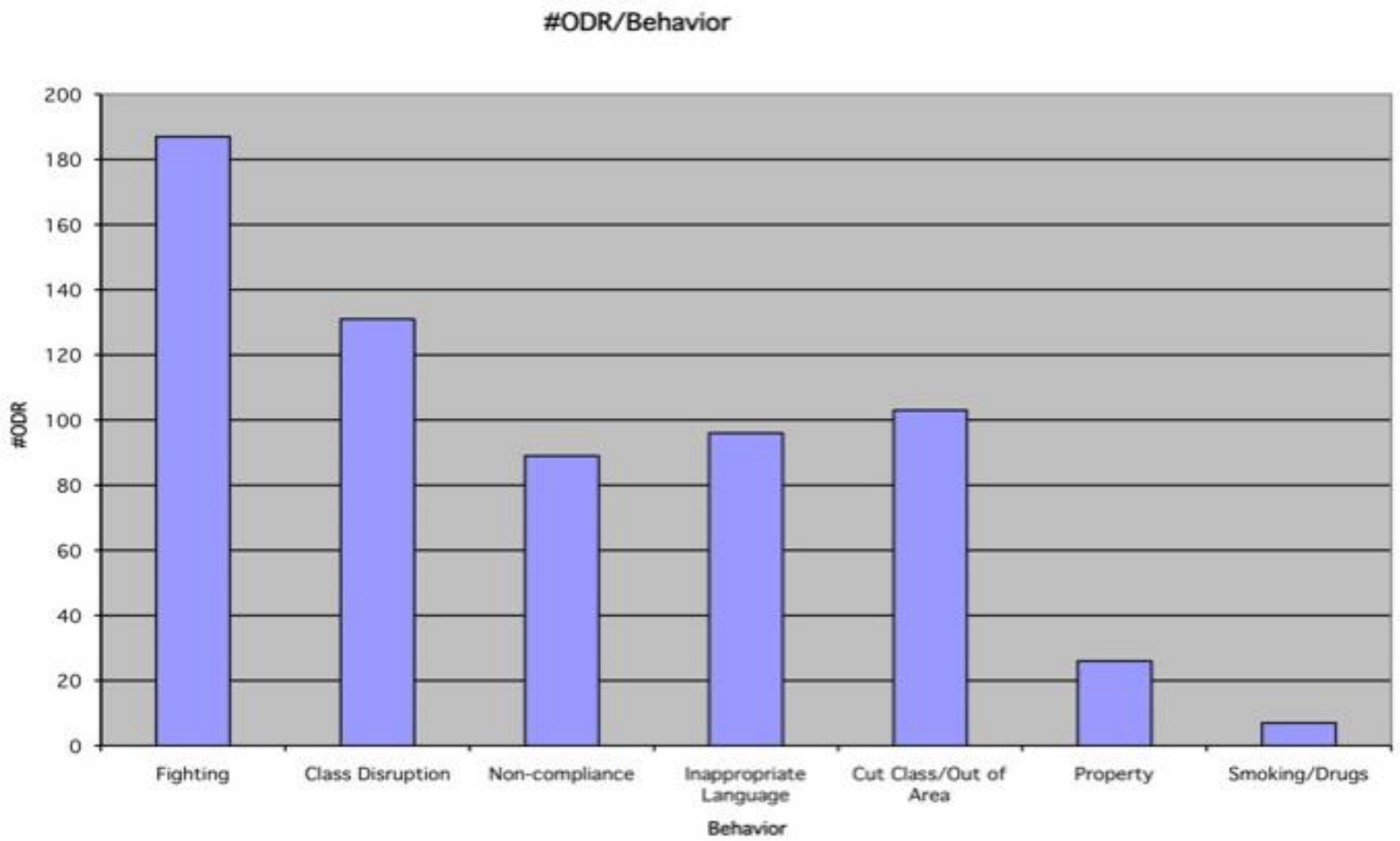
Appendix A: Tier 1 Sample Data and Handouts (sample data from Lewis, Making Data-Based Decisions)

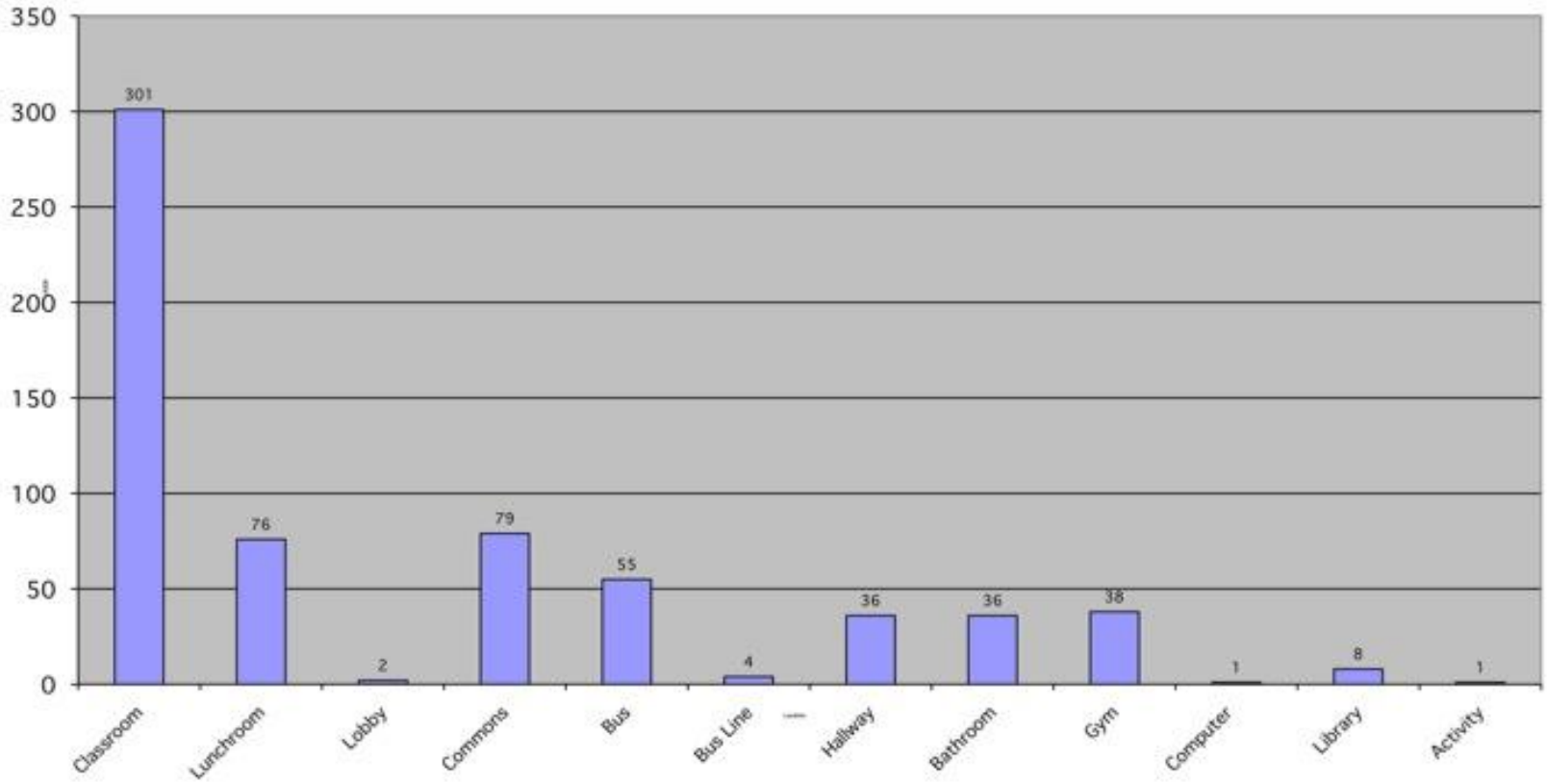
Use for Steps 3 & 4

By Behavior



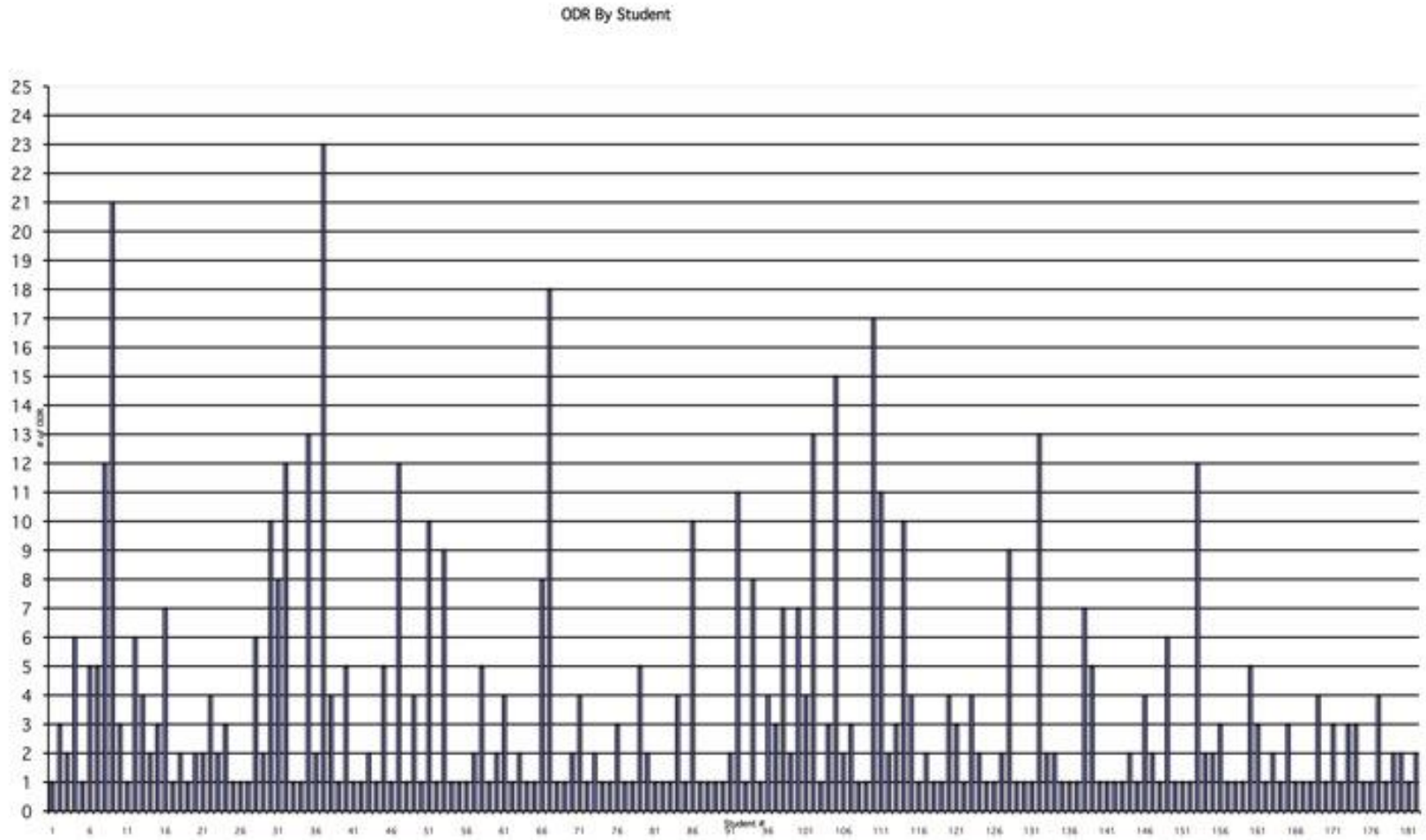
Use for Steps 3 & 4

By Location



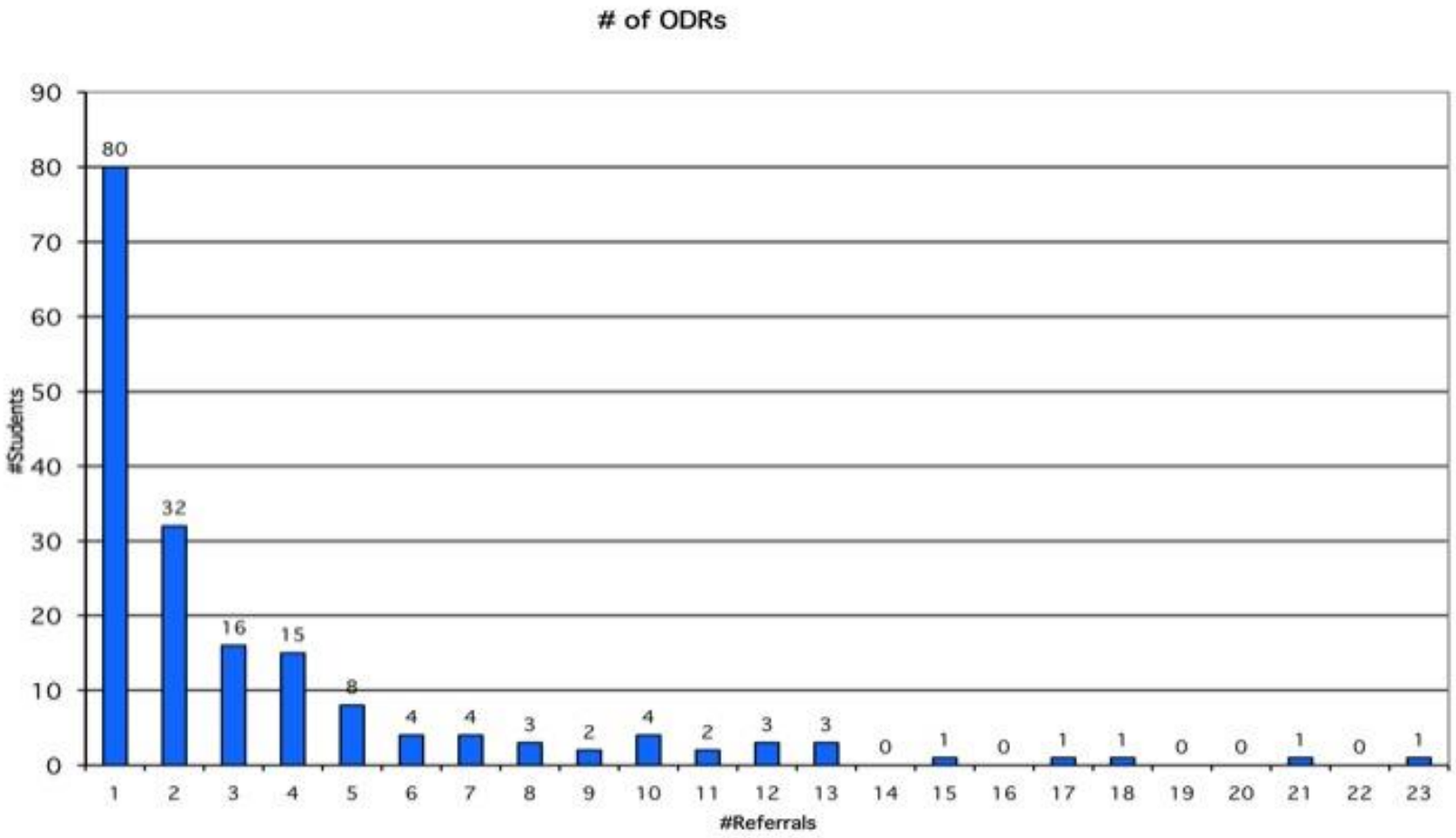
Use for Steps 3 & 4

By Student



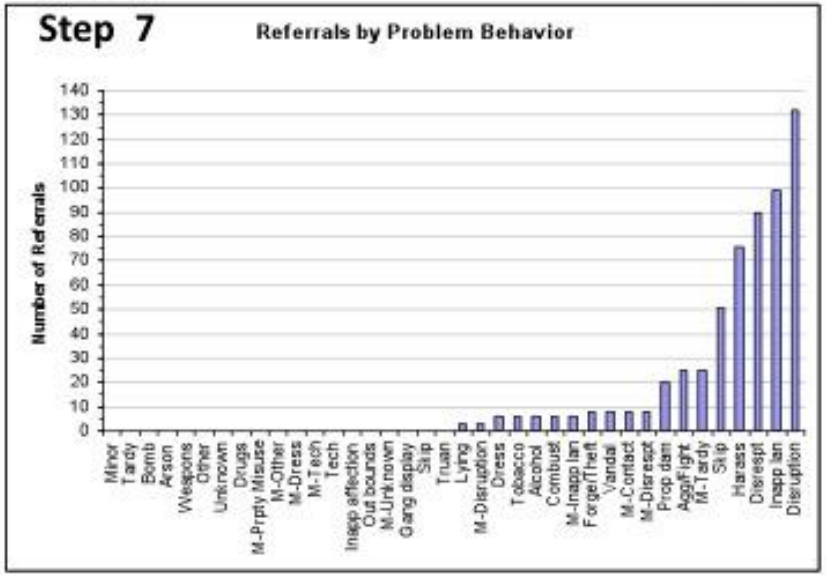
Use for Steps 3 & 4

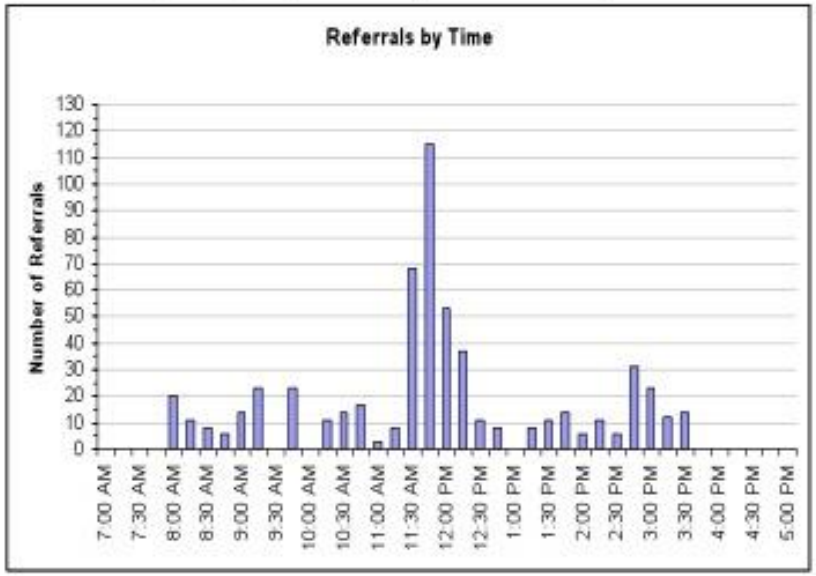
By # of Referrals

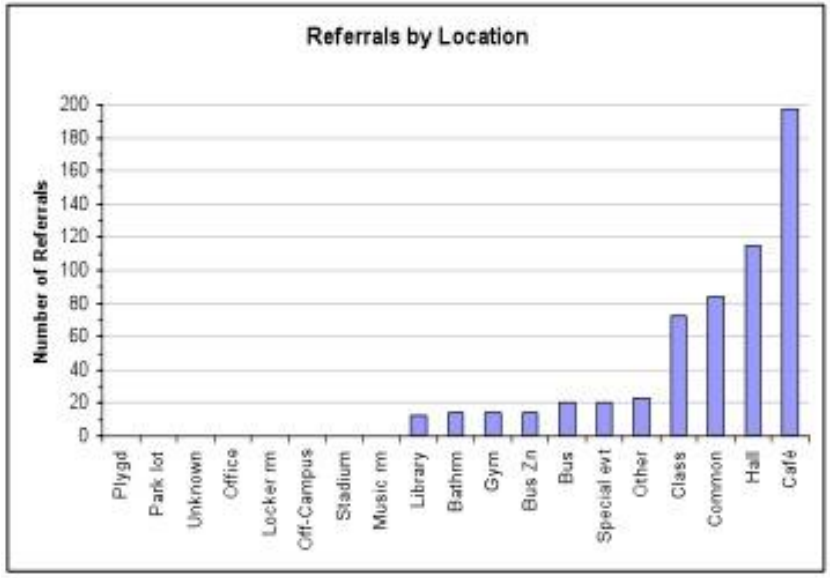


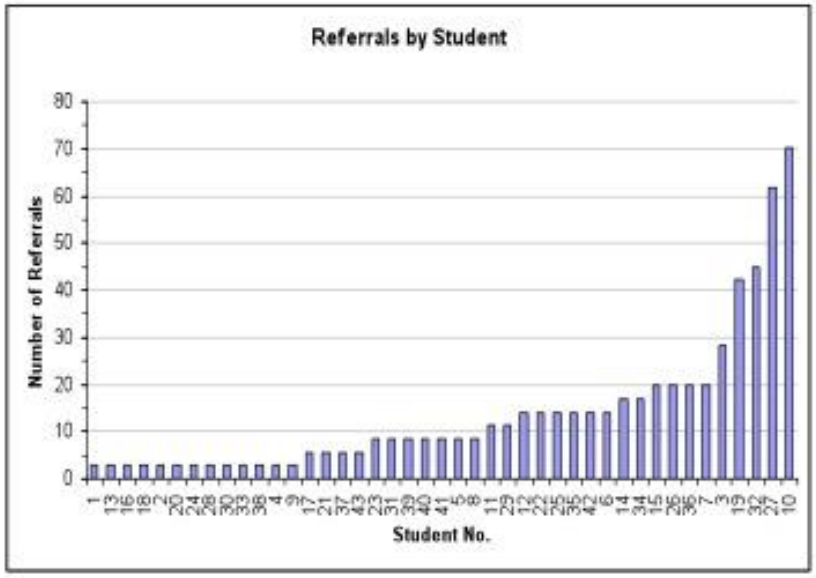
Use for Trevor Test Middle School 11/01/2007 through 01/31/2008 (last 3 mos.)

Step 7









Use for Step 8

Solution Development

Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequence	
Data Collection/ Monitoring	

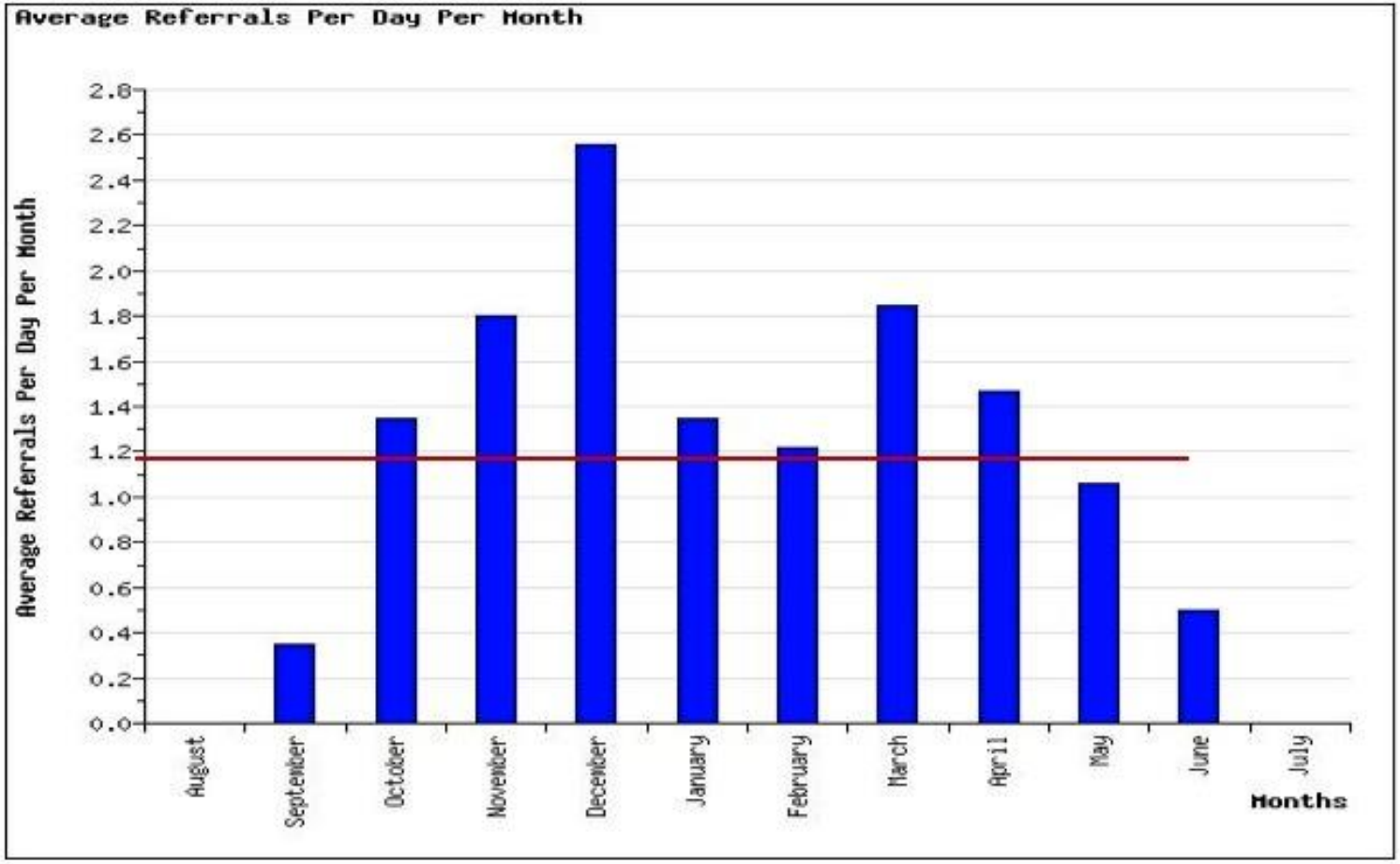
View

Another Example for Practice — Use for Step 8

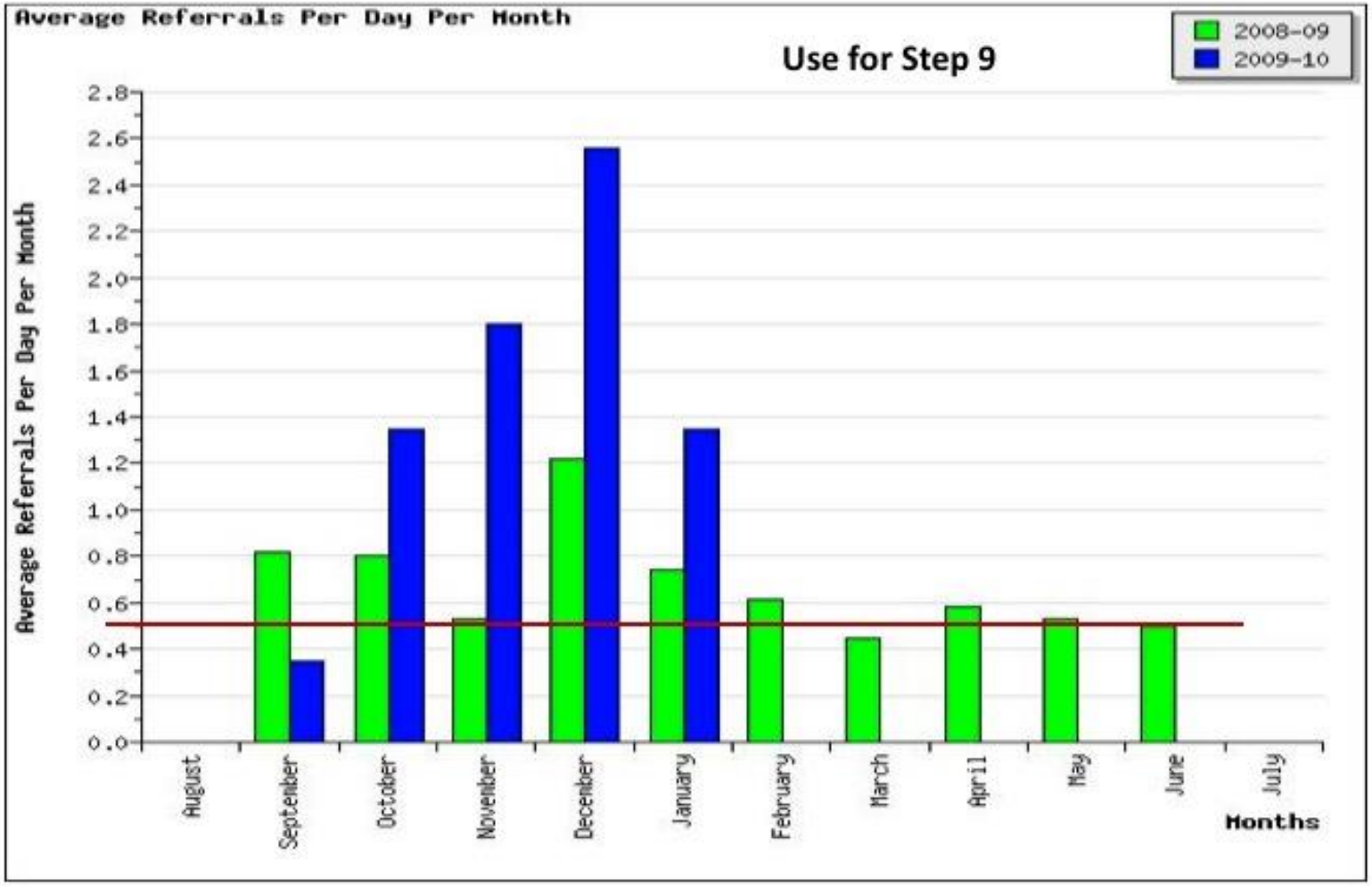
	Date	Student	Gr.	Staff	Time	Location	Behavior	Function	Audience	Action Taken
119	9/10	Mark Banks	12	Dale Cocker	8:00:AM	Park lot	Tobacco	Ob p attn	Peers	In-sch susp
120	9/13	Brian Bender	10	Sally Post	3:00:PM	Park lot	M-Disrespt	DK	Peers	Parent
121	9/20	Dottie Denner	11	Brenda Franken	8:00:AM	Park lot	Dress	Ob p attn	Staff	Parent
122	9/23	Joe Franklin	11	Frannie James	3:15:PM	Park lot	Tobacco	DK	Peers	In-sch susp
123	10/11	Joe Franklin	11	Carol Earley	3:30:PM	Park lot	Vandal	Ob a attn	Peers	Out-sch susp
124	10/16	Samual Fullerton	12	Frannie James	3:15:PM	Park lot	Tobacco	DK	Peers	In-sch susp
125	10/22	Bruce Gil	10	Starla Paulson	2:15:PM	Park lot	Skip	Avoid a	Staff	In-sch susp
126	10/27	Willie Loman	12	Anne Harrison	3:30:PM	Park lot	Tobacco	Ob p attn	Peers	In-sch susp

Use for Step 9

Write a precision problem statement for these data



More Practice: Write a precision problem statement for these data



Use for Step 9

Solution Development

Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequence	
Data Collection/ Monitoring	

Appendix B: Tiers 2 and 3 Resources and Forms

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1 Student/ Grade: _____Date: _____
Interviewer: _____ Respondent(s): _____

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.
_____
_____

Step 3 **Problem Behavior(s**): **Identify problem behaviors.**

___ Tardy	___ Fight/physical aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal harassment	___ Work not done	___ Other _____
	___ Verbally inappropriate	___ Self-injury	

Describe problem behavior: _____

Step 4 **Identifying Routines: Where, When, and With Whom Problem Behaviors Are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		Low High 1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

Step 5

Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5, or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

March, Horner, Lewis-Palmer, Brown , Crone, Todd & Carr (2000) 4/24/00

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1

Student/ Grade: _____Date: _____
Interviewer: _____ Respondent(s): _____

Step 2

Routine/Activities/Context: Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3

Provide more detail about the problem behavior(s):

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Step 4

What are the events that predict when the problem behavior(s) will occur (predictors)?

Related Issues (setting events)	Environmental Features
___ Illness Other:_____	___ Reprimand/correction ___ Structured activity
___Drug use _____	___ Physical demands ___ Unstructured time
___ Negative social _____	___ Socially isolated ___ Tasks too boring
___ Conflict at home _____	___ With peers ___ Activity too long
___ Academic failure _____	___ Other ___ Tasks too difficult
	_____

Step 5

What consequences appear most likely to maintain the problem behavior(s)?

Things That Are Obtained	Things Avoided or Escaped From
___ Adult attention Other: _____	___ Hard tasks Other: _____
___ Peer attention _____	___ Reprimands _____
___ Preferred activity _____	___ Peer negatives _____
___ Money/things _____	___ Physical effort _____
	___ Adult attention _____

Step 6

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

Step 7

How confident are you that the <u>Summary of Behavior</u> is accurate?

Not very confident					Very Confident
1	2	3	4	5	6

Step 8

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___ Schedule change Other: _____	___ Reprimand Other: _____
___ Seating change _____	___ Office referral _____
___ Curriculum change _____	___ Detention _____

March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000) 4/24/00

The Functional Assessment Checklist for Teachers and Staff (FACTS):
Instructions

The FACTS is a two-page interview used by school personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best and used to either build behavior support plans or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 minutes). Efficiency and effectiveness in completing the forms increases with practice.

How to Complete the FACTS-Part A

Step 1: Complete Demographic Information

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

Step 2: Complete Student Profile

Begin each assessment with a review of the positive and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

Step 3: Identify Problem Behaviors

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development, or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of performing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

Step 4: Identify Where, When, and With Whom the Problem Behaviors Are Most Likely

A: List the times that define the student's daily schedule. Include times between classes, lunch, and before school and adapt for complex schedule features (e.g., odd/even days) if appropriate.

B: For each time listed, indicate the activity typically engaged in during that time (e.g., small group instruction, math, independent art, transition).

C: Use the 1-6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problem behaviors, and a "6" indicates high likelihood.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5, or 6.

Step 5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5, or 6 in the table from Step 4. If activities are similar (e.g., activities that are unstructured; activities that involve high academic demands; activities with teacher reprimands; activities with peer taunting) and have similar problem behaviors, treat them as "routines for future analysis."

Select between 1 and 3 routines for further analysis. Write the name of the routine and the most common problem behavior(s). Within each routine, identify the problem behavior(s) that are most likely or most problematic.

For each routine identified in Step 5, complete a FACTS-Part B.

How to Complete the FACTS-Part B

Step 1: Complete Demographic Information

Identify the name and grade of the student, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

Step 2: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about one routine. Use multiple Part B forms if multiple routines are identified.

Step 3: Provide Specifics About the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features and the way the behavior(s) is disruptive or dangerous.

Step 4: Identify Events That Predict Occurrence of the Problem Behavior(s)

Within each routine, what (a) setting events and (b) immediate preceding events predict when the problem behavior(s) will occur? What would you do to make the problem behaviors happen in this routine?

Step 5: Identify the Consequences That May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something he/she wants, or that he/she may escape/avoid something unpleasant.

Identify the most powerful maintaining consequence with a "1" and other possible consequences with a "2" or "3." Do not check more than three options. The focus here is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

Step 6: Build a Summary Statement

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective

behavior support plan. Build the summary statement from the information in the FACTS-A and FACTS-B (especially the information in Steps 3, 4, and 5 of the FACTS-B). If you are confident that the summary statement is accurate enough to design a plan, move into plan development. If you are less confident, then continue the functional assessment by conducting direct observation. Procedures for completing the functional assessment, and for designing behavioral support, are described in the references.

Step 7: Determine "Level of Confidence"

Use the 1-6 scale to define the extent to which you, the interviewer, and the team are "confident" that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) whether multiple functions are identified, and (e) whether multiple behaviors occur together.

Step 8: Define What Has Been Done to Date to Prevent/Control the Problem Behavior

In most cases, school personnel will have already tried some strategies. List events that have been tried, and organize them by (a) those that have been to prevent the problem from getting started and (b) those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).

Resource List for Supporting Tiers 2 and 3
(A Work in Progress)

Below is a listing of resources that may be helpful to buildings working to create targeted interventions within multi-tier systems of support for behavior. This list is not intended to be exhaustive, nor does inclusion on this list indicate endorsement of the resource listed.

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers (7th ed.).* Upper Saddle River, NJ: Pearson.

Colvin, Geoff (2009). *Managing noncompliance and defiance in the classroom: A road map for teachers, specialists, and behavior support teams.* Thousand Oaks, CA: Corwin.

Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program (2nd ed.).* New York, NY: Guilford.

Jenson, W. R., Rhode, G., & Reavis, H. K. (1994). *The tough kid tool box.* Longmont, CO: Sopris West.

Lane, Kathleen, Menzies, Holly, Bruhn, Allison, and Crnobori, Mary (2011). *Managing Challenging Behaviors in Schools: Research-Based Strategies That Work. New York, NY: Guilford Press.*

Sprick, R., & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students (2nd ed.).* Eugene, OR: Pacific Northwest Publishing.

Umbreit, J., Ferro, J., Liaupsin, C. J., & Lane, K. L. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach.* Upper Saddle River, NJ: Pearson.

Young, K. R., West, R. P., Smith, D. J., & Morgan, D. P. (1991). *Teaching self-management strategies to adolescents.* Longmont, CO: Sopris West.

Websites for Charting Programs for Progress Monitoring Behavior

CBM Focus (both academic and behavior) free www.cbmfocus.com
This website also has video tutorials available for free download to help teachers understand how to use the progress monitoring tools.

ChartDog Graphmaker free www.interventioncentral.org
Also look at the Intervention Planner for behavior on this website.

Hebron Public School District free
https://sites.google.com/site/hebronrti3/home---rti-b/progress-monitoring-tools
Progress monitoring tools for RtI for Behavior: point cards, behavior contract, behavior recording forms, behavior report cards, checklists, (Word and Google docs versions of most of these).

James McDougal, Karrie Clark, & Jacklyn Wilson, State University of New York at Oswego free
http://www.oswego.edu/~mcdougal/web_site_4_11_2005/index.html
Behavioral monitoring templates and behavior monitoring forms

Jenny Churchill's fluency charts PreK-8th grade, on the Illinois School Psychology Association website (both academic and behavior):
http://www.ilispa.org/modules/smartsection/item.php?itemid=230&keywords=modules

JP Graph free www.jpgraph.net (php based software)

Measured Effects (both academics and behavior) free www.measuredeffects.com