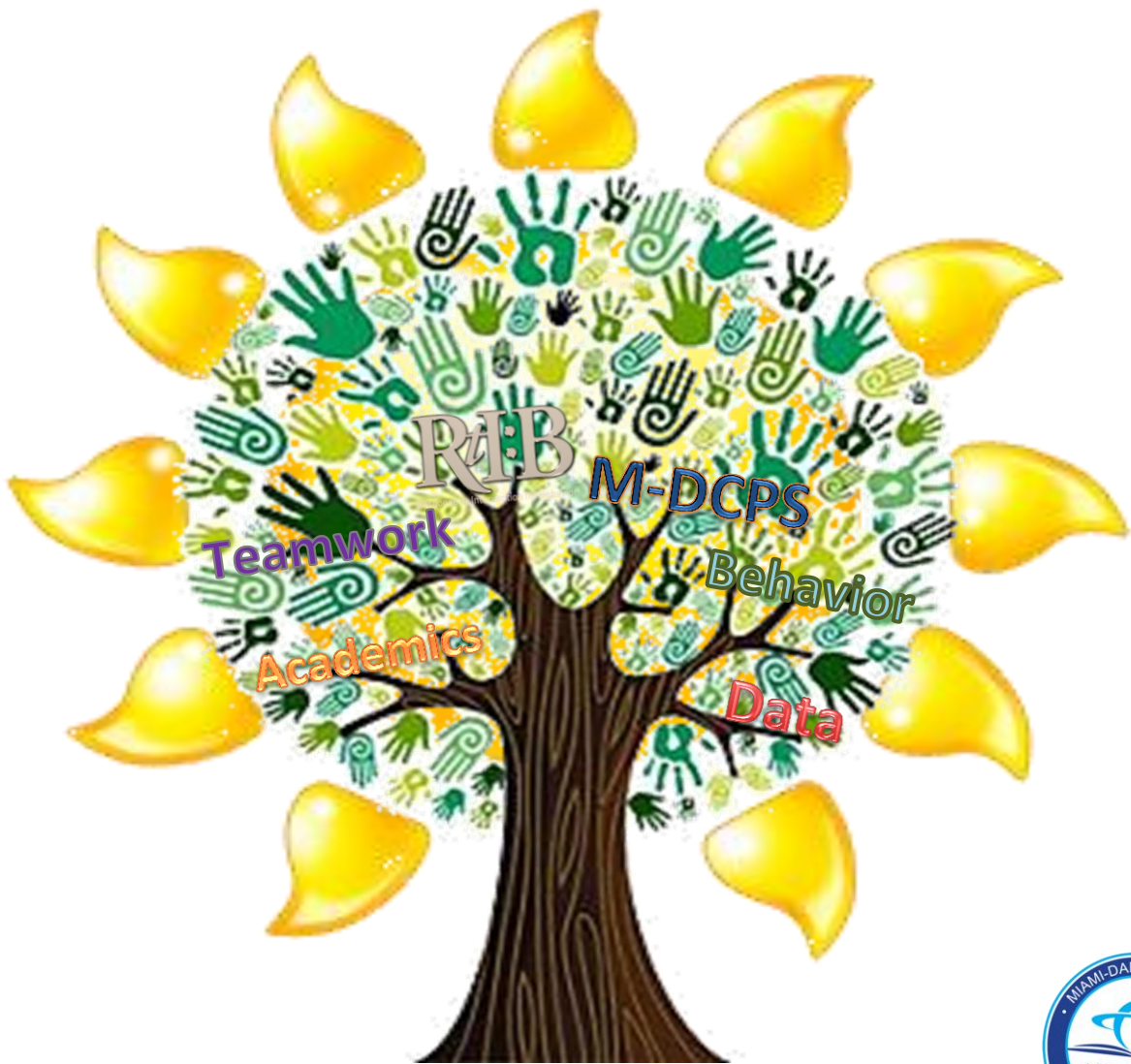


Multi-Tiered System of Supports (MTSS)

Implementation Guide for Behavior



Miami-Dade County Public Schools
Division of Exceptional Student Education
Clinical/Behavioral Services

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Multi-Tiered System of Supports (MTSS)
Implementation Guide for Behavior

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INTRODUCTION

Welcome to Miami-Dade County Public Schools' Multi-Tiered System of Supports (MTSS) Guide. In the spirit of No Child Left Behind (NCLB), and the Individuals with Disabilities Education Improvement Act (IDEA, 2004), Miami-Dade County Public Schools is committed to providing educational excellence for all students. Our mission is dedicated to providing the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens. The school system embraces the MTSS framework model, now part of educational law, as a system of service delivery that uses evidence-based instruction and interventions, progress monitoring, and evaluation, for on-going tracking of individual students in making informed decisions about the student's educational and behavioral programming needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. Each school in Miami-Dade is dedicated to meeting the requirements of the MTSS Framework Model through the School's RtI Leadership team's oversight of procedures and fidelity of implementation.

<http://www.florida-rti.org>

PURPOSE

This guide is a tool to assist all education stakeholders in facilitating the implementation and evaluation of MTSS within their schools. Specifically, the contents of this guide can assist school level personnel as well as stakeholders from other educational organizations and departments in their efforts to make informed decisions regarding MTSS implementation and its impact on important educational outcomes. It provides guidelines related to decision making within an MTSS framework, explains the principles and key components of the MTSS process, and establishes problem solving processes for identifying students in need of different levels of academic or behavioral support. While each school may carry out the key practices of MTSS in a different way, the essential features that make up MTSS framework must be present for successful implementation.

ACKNOWLEDGEMENTS

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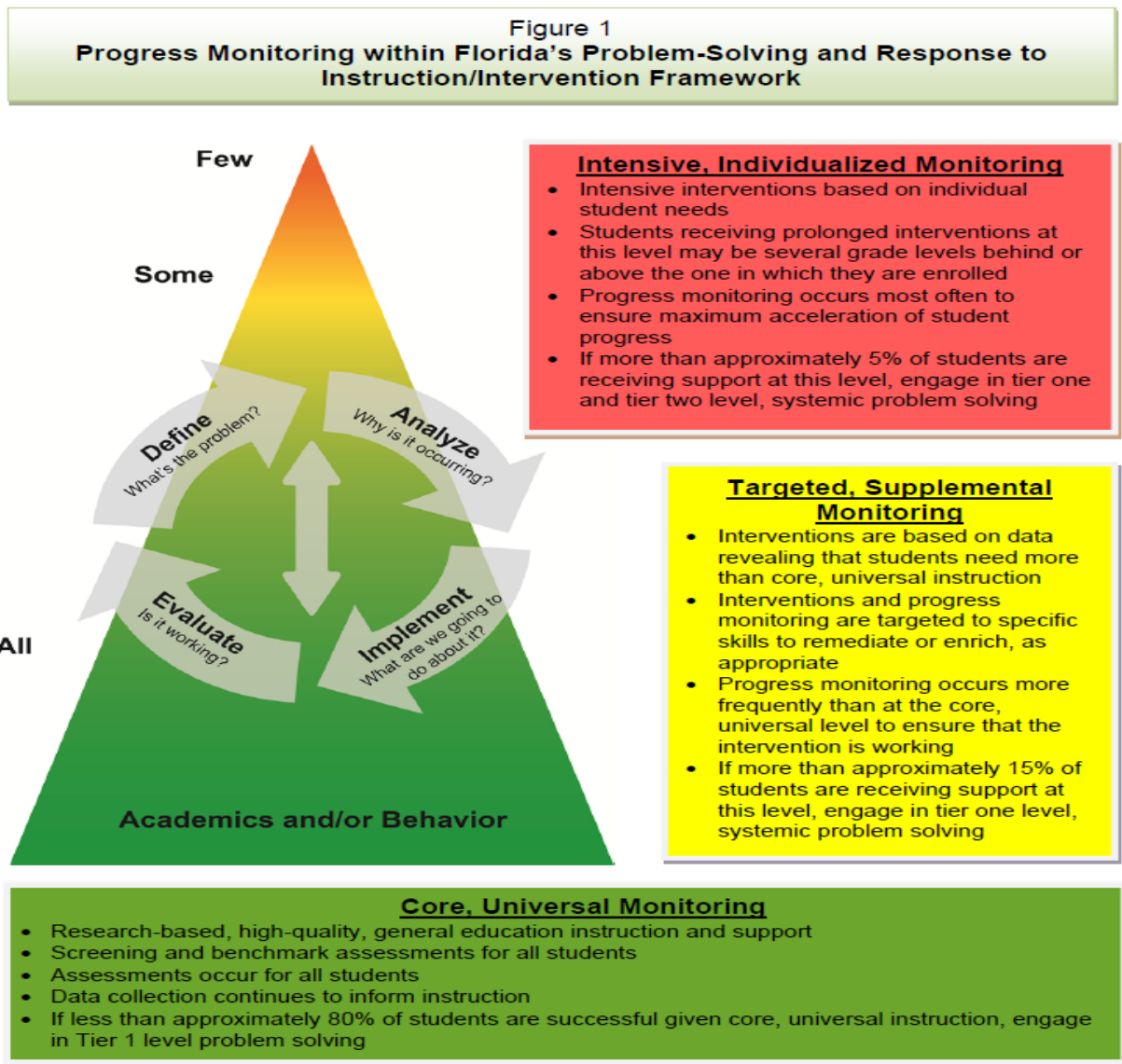
Section I:

MTSS for Behavior

MTSS for Behavior

The Multi-Tiered System of Support for behavior utilizes an evidenced based, problem solving approach to improve the educational outcome for all students. MTSS for behavior provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior. Embedded within the framework of MTSS is the use of Positive Behavioral Support (PBS). PBS is a collaborative assessment-based process that develops effective, individualized interventions for students with challenging behavior; support plans focus on proactive, educative, and function based approaches. <http://flpbs.fmhi.usf.edu>

How do we define Tiers 1, 2, and 3?



TIER 1

Tier 1 is what “**ALL**” students receive in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district’s Core Curriculum. Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that all students reach and/or exceed state proficiency levels. If core behavioral instruction and supports are not effective for approximately 80% of the student population, the school-based problem-solving team should revisit Tier 1 implementation.

TIER 2

Tier 2 is what “**SOME**” students receive in addition to Tier 1 instruction (approximately 15% of the student population may need Tier 2 services). The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 2 does not replace Tier1; rather it is additional or supplemental support. A student receiving Tier2 supports will also be receiving ongoing Tier 1 supports. “Effective” Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/content area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more “intense” (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists) in any setting (general education classroom, separate settings, home).

TIER 3

Tier 3 is what “**FEW**” students receive and are the most intense service level a school can provide to a student (approximately 5% of the student population may need Tier 3 services). Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.



Section II: Problem Solving for Behavior

Problem Solving Model for Behavior

A primary concept underlying MTSS is the four step problem solving model. The consistent application of the problem-solving process can help teams use data at each tier to determine problems to be addressed and to establish consistent procedures to analyze and develop solutions. It is important to remember that the problems affecting student performance be it academic and or behavioral occur generally as a result of an interaction between the characteristics of the **Learner** and the demands of the educational setting including **Instruction, Curriculum, and Environment (ICEL)**.

- **Instruction**-the format in which content is presented to students, types of materials, grouping, opportunities to respond etc.
- **Curriculum**-represents the full set of academic and behavioral skills that a student is expected to have mastered in a specific academic area at a given point in time.
- **Environment**-the environment includes any factors in students' school, community, or home surroundings that can directly enable their academic and behavioral success or hinder that success (e.g. rules and procedures, scheduling, etc.).
- **Learner**-the learner domain includes those qualities of the student that represent their unique capacities and traits (e.g. motivation, health, etc.).

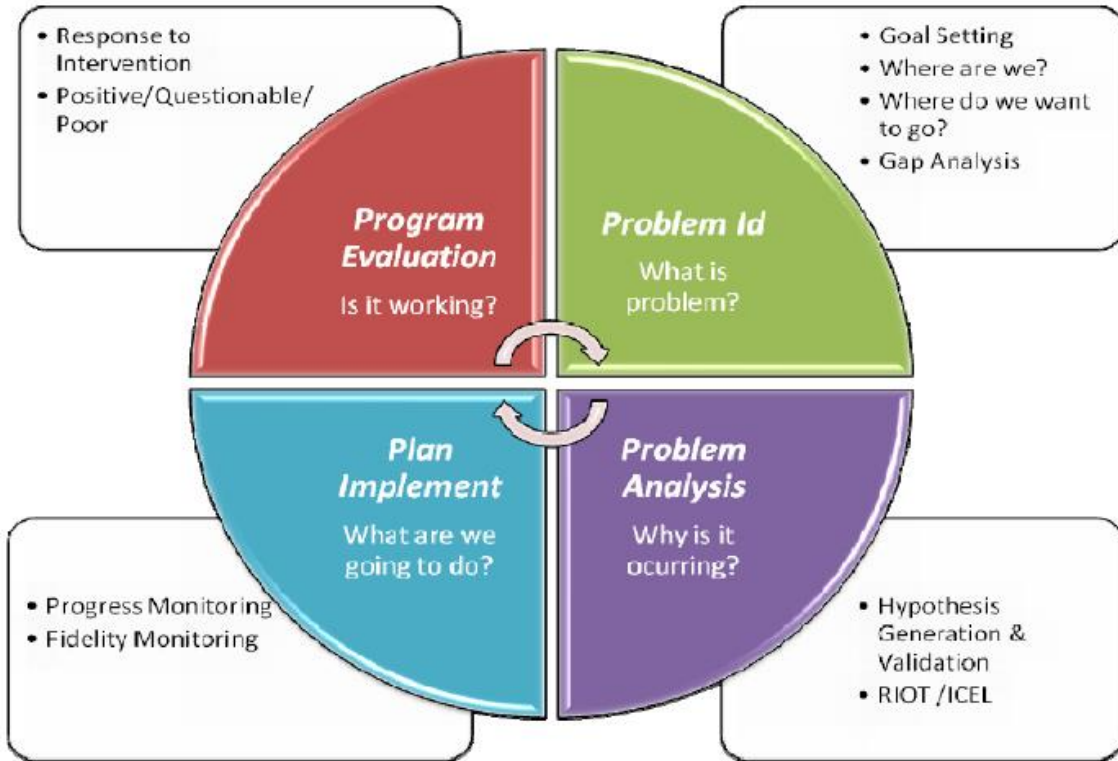
Behavior is related to events or situations in the environment that trigger specific behaviors and is maintained by the responses and outcomes that follow the behavior. Thus, behavior is “learned” and can be changed through the following ways:

- Modifying the environmental conditions so that problem behavior is less relevant and occurs less frequently
- Teaching appropriate skills to replace the problem behavior so that the new skill is more efficient than the problem behavior in getting a desired outcome.
- Reinforcing the new appropriate skill so that it will be repeated.
- Changing the responses of others to problem behavior events so that the problem behavior will no longer be effective for the student to get the desired outcomes.

This represents a shift in philosophy from “fixing the student” to redesigning the environment and implementing teaching strategies and interventions to promote student success.

(Implementing a Multi-Tiered System of Support for Behavior- Recommended Practices for School and District Leaders, October 2011)

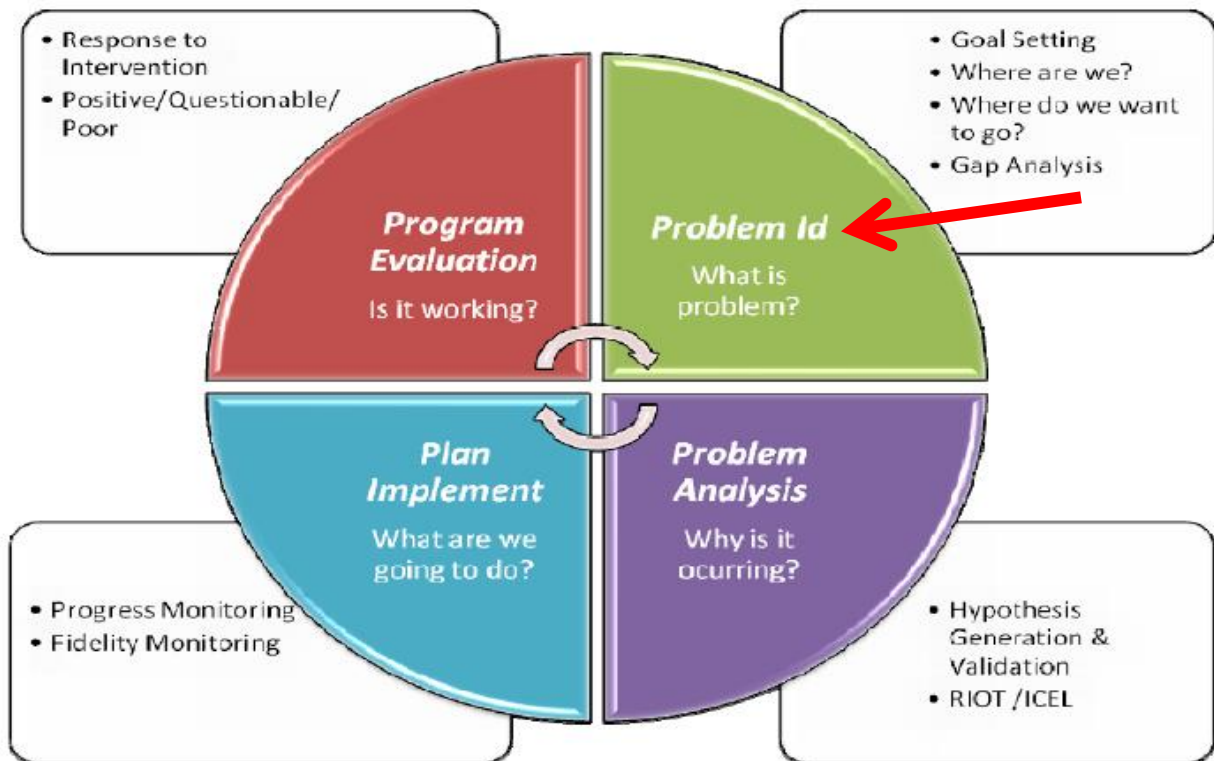
The problem-solving process involves a systematic analysis of the students' academic and or behavior problems and consists of the following 4 step process:



Step 1: Problem Identification - Define, in objective and measurable terms the goals(s) to be attained.

Guiding Questions:

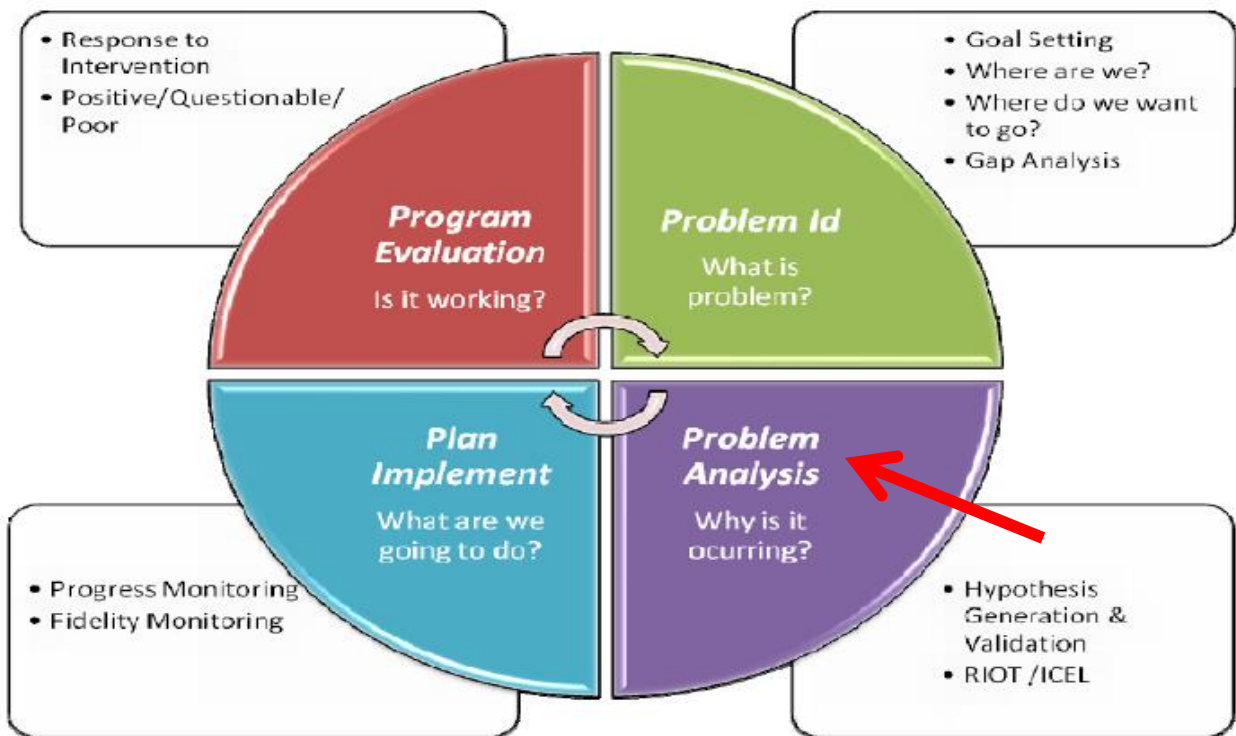
- What do we expect our students to know, understand, and do as a result of instruction? (How Measure?)
- Do our students meet or exceed these expected levels? (How do you define “expected”)
- Are there groups for whom core is not sufficient? (What tier of support needs to be a priority?)
- Do we have an effective Tier 1, Tier 2, and Tier 3 systems in place?



Step 2: Problem Analysis - Identify possible reasons why the desired goal(s) is not being attained.

Guiding Questions:

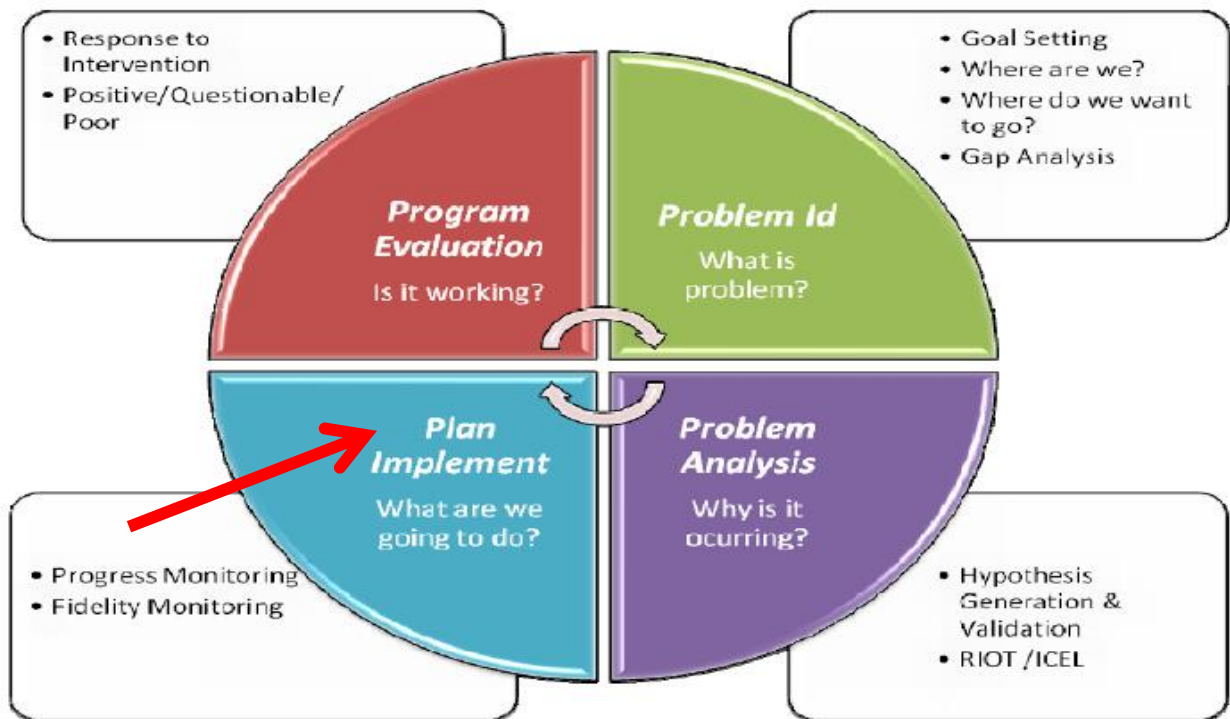
- If the core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?
- Common sources for “why” (ICEL): Curriculum/standards/learner mismatch; best practices with instruction are not occurring; environment not supportive of learning and interventions needs; student characteristics.



Step 3 – Plan Development and Implementation-Develop and implement a well-supported plan involving evidence-based strategies to attain the goals based on the data that verified the reasons identified in Step 2.

Guiding Questions:

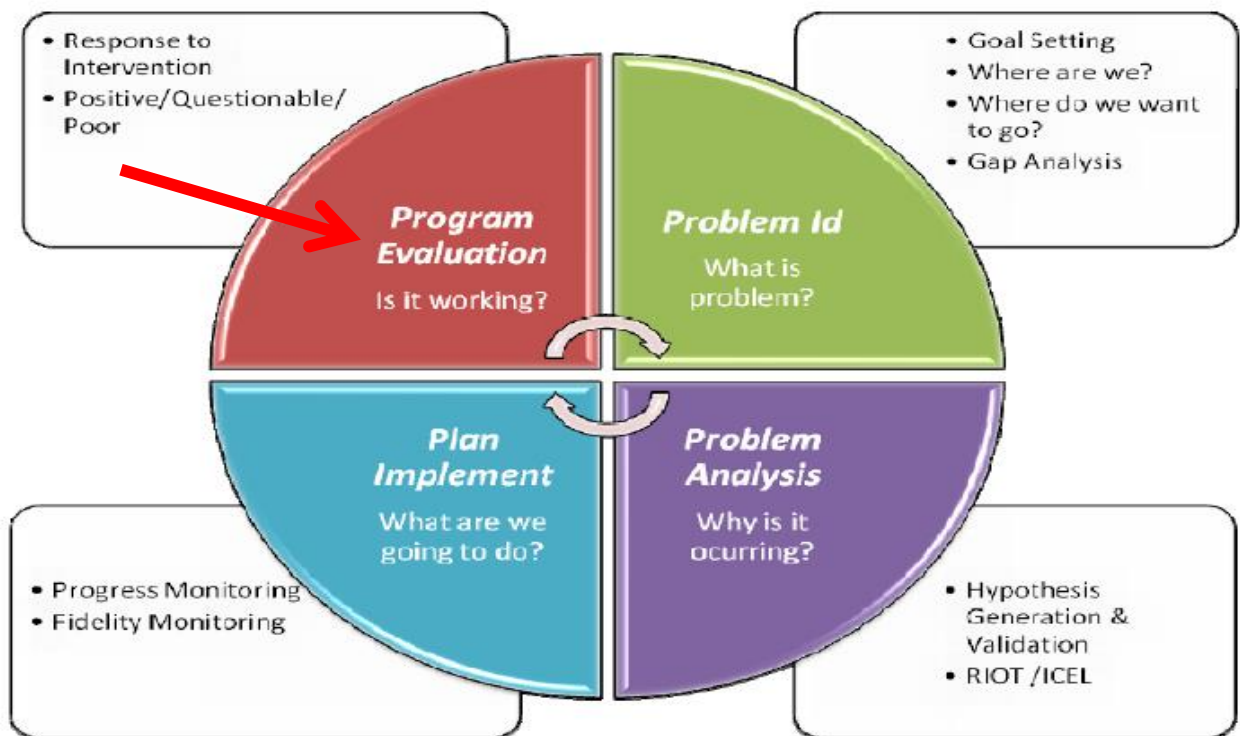
- What strategies or interventions will be used?
- Who will be responsible for the strategies and interventions?
- What is the timeline for implementation?
- What resources are needed to support implementation of the plan?



Step 4 – Plan Evaluation of Effectiveness –Evaluate the effectiveness of the plan in relation to stated goals.

Guiding Questions:

- Have planned improvements to core/Tier 1, supplemental services/Tier 2 and individualized services/Tier 3 been effective? (decision-rules)
- If so what’s next? Phase out supports? Change to next set of goals?
- If not, what’s next? Fidelity? Infrastructure? Resources? Planning?
- How will sufficiency and effectiveness of Tier 1, Tier 2, Tier 3 be monitored overtime?
- How will fidelity be monitored over time?
- How will “good”, “questionable,” and “poor” responses to intervention be defined?



Some important things to consider when using a data-based problem-solving model:

1. A problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students.
2. The use of scientifically based or evidence-based practices should occur whenever possible.
3. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan.
4. The problem-solving process is applicable to all three tiers of instruction/intervention and can be used for problem-solving at the community, district, school, classroom and/or individual student levels.

Although the data collected at each tier may be different, **data should drive the teams' decisions throughout the entire process.** School-based problem-solving teams should have access to Multi-Tiered data sources that, at a minimum, provide the following:

- School-wide, group and individual data for progress monitoring
- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier 2 and Tier 3 interventions
- Type of Tier 2 and Tier 3 interventions students are receiving
- Fidelity of interventions being implemented
- Effectiveness of interventions

Data-based decision rules should be developed so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis. Decision rules should take into account the following conditions:

- Positive response from student(s)
 - Continue the intervention for specified time period
 - Systematically fade the intervention
- Questionable response from student(s)
 - Increase intensity of intervention—frequency/time/focus
 - Monitor more frequently (at least weekly)
 - Consider modifying/changing the intervention
- Poor student(s) response
 - Reconvene the school-based problem solving team
 - Significantly modify current or develop new intervention



Section III: MTSS for Behavior Tier 1

TIER 1

The core principle of the MTSS model for behavior is universal instruction and supports readily available for all students and provided in all settings. School-wide MTSS provides a model for implementing and continually refining research-based positive behavioral support practices for all students and staff in any school setting.

Tier 1 is the core and consists of high quality, scientific, research-based curricula, instructional and behavioral methodologies, and practices and supports that are designed for all students. This requires systemic processes that yield a positive school climate. The system for Tier 1 school-wide positive behavioral supports includes efforts to create connections with students, teach students expected behaviors and problem-solving skills, reinforce and reward desired student behaviors, provide engaging and rigorous academic instruction, provide interventions that will effectively change problem behavior and include families as partners in the evidence-based decision making process. MTSS for Behavior Tier 1 is a system of evidence-based prevention strategies, which includes universal screening for students who may need supplemental targeted group interventions at Tier 2.

An effective Tier 1 program requires:

- District and school missions with a clear and purposeful leadership that is committed to coordinating the implementation of evidence-based behavioral practices.
- An established process for consensus building.
- A data-based decision making system through the four step problem solving process
- Established procedures for teaching expected behaviors
- Provide a high rate of positive acknowledgments and reinforcement to students and adults for demonstrating the positive expectations. Repetition is the key to learning new skills.
- Provide consistent and predictable consequences for behavioral infractions for all students. Instructional errors and behavioral infractions are corrected, monitored, or re-taught.
- Sufficient resources to maximize accurate and sustained implementation
- On-going monitoring and evaluation efforts linked to professional development needs and disseminated to stakeholders.
- Collect and disaggregate data to guide the decision-making process by utilizing assessment through **Review, Interview, Observation, and Testing (RIOT)**, for the purpose of identifying why students need additional support and matching the supports to the why.
 - **Review** - consists of school-wide data, past or present records collected on the student, examples include report cards, office disciplinary referral data, attendance records, etc.

- **Interviews** - can also be structured or follow an open ended format. Examples of an interview would include if staff, students, and families know the expectations and rules; if they can explain the school's discipline process.
- **Observation** - Observations can be more structured (e.g., tallying the frequency of call-outs or calculating the percentage of on-task intervals during a class period) or less structured. For example, are students following procedures in the cafeteria and dismissal?
- **Test-** Testing is intended to test certain hypotheses about why students might be struggling and then confirming or refuting the hypotheses based on the results of the testing. An example would be testing if adding additional time to class change has an impact on tardiness. (This would help to determine if additional time is needed or not between class change).
- Three times a year data should be utilized to monitor effectiveness of Tier 1. (See guiding questions on page 6 in **Application of the Problem-Solving Process to Tier 1**).
- On a monthly basis schools should utilize Student Case Management (SCM) data to identify behavior trends to develop interventions (See guiding questions on page 6 in **Application of the Problem-Solving Process to Tier 1**).

Application of the Problem-Solving Process to Tier 1

Step 1: Problem Identification – Define, in objective and measurable terms the goal(s) to be attained.

Systems Level Evaluation Guiding Questions, 3x/year – A school's self-assessment and evaluation of current practices.

- Is our Tier 1 curriculum for behavior **sufficient** for the majority of our students?
- Is our Tier 1 curriculum for behavior **sufficient for all groups** of students (i.e. by grade level, race & ethnicity, disability category, etc.?)
- Have we implemented Tier 1 with **fidelity**?

Possible Data Sources for Systems Level Screening

- Student Case Management (SCM) rates
- Out of School Suspension (OSS) rates
- In School Suspension (ISS) rates
- Attendance rates
- School climate Surveys
- Benchmarks of Quality (BoQ)
- Rtl B Database reports
- Tier 1 and Tier 2 Critical Components Checklist

Summary of Tier 1 Systems Level Data

_____ % of students meeting or exceeding proficiency as defined by the 0-1 SCM

_____ % of students not meeting or exceeding proficiency as defined by 2 or more SCM

Tier 1 Implementation Planning Guiding Questions, Monthly

- Is problem behavior improving?
- Why are students engaging in inappropriate behavior?
- What locations require instruction for behavior?
- When is problem behavior most likely to occur?
- What behaviors/skills need to be taught?
- Do our strategies benefit all groups of students?
- Are we responding effectively to problem behavior?
- Are there students who are at-risk as defined by issues of truancy and tardy, teacher or family reports, and/or academic failure that are not captured in SCM/OSS data?

Possible Data Sources for Tier 1 Implementation Planning

- Student Case Management (SCM)
- Out of School Suspension (OSS)
- In School Suspensions (ISS)
- Attendance and tardies
- Disaggregate data by: problem behavior, location, time of day, student, grade level, administrative decision, SWD vs. Non-SWD, by ethnicity
- Suspension report
- Course failures and conduct grades
- Parent concerns

Step 2: Problem Analysis - Identify possible reasons why the desired goal(s) is not being attained.

Systems Level Guiding Questions

- If less than 80% of students are meeting or exceeding proficiency as defined by the 0-1 SCM, what barriers have or could preclude students from reaching expected levels? Are systems in place to address instruction and curriculum for behavior? Are there any environmental factors that impact learning? Are there any student learner factors that impact learning?

- Common sources for “why” (ICEL): Curriculum/standards/learner mismatch; best practices with instruction are not occurring; environment not supportive of learning and interventions needs; student characteristics; students have not received ongoing instruction for social-emotional development
- What about students with internalizing behaviors that may not be suspended so they don’t meet the defined proficiency but are still having problems? Consider attendance and teacher reports as sources of data.

Tier 1 Implementation Planning Questions

Schools should attempt to collect information from a range of sources to control for the potential bias inherent within any single source. The RIOT by ICEL matrix is a guide for problem analysis to help schools work efficiently to decide what relevant information to collect. In order to attempt to answer the questions below, first determine what kind of information you will need to know. **The RIOT/ICEL table below includes four possible sources of student information (Review, Interview, Observation and Test (RIOT) and four key domains of learning (Instruction, Curriculum, Environment and Learner (ICEL) to be assessed in order to evaluate the underlying causes of a problem and help develop and validate a hypothesis.**

- Why is the problem occurring?
- Is it a problem for some students or all students? Is it all classrooms or some classrooms?
- Why does this problem need to be changed?
- Why are we not meeting our targeted goals regarding the specific data source? (ex: Why are there increases in problem behavior in the cafeteria? Why did OSS rates increase last month? Why are there increases in tardies?)

Based on the data collected and reviewed, develop a hypothesis to explain why the problem behavior is occurring.

Examples of Areas of Concern: Why are there increases in problem behavior in the halls? Why did OSS rates increase last month? Why are there increases in tardies?

Examples of data that may be collected and reviewed. Select data that will help to identify a hypothesis for the problem behavior.

	(R) Review	(I) Interview	(O) Observe	(T) Test
(I) Instruction	<ul style="list-style-type: none"> • Permanent Products (Expectations, Rules) • Schedules for teaching the expectations and rules 	<ul style="list-style-type: none"> • Teachers about how they teach behavior/expectations/rules • Students about whether they have been taught behavior/expectations/rules 	<ul style="list-style-type: none"> • Lessons being taught around the expectations and rules 	<ul style="list-style-type: none"> • Not Applicable
(C) Curriculum	<ul style="list-style-type: none"> • LEAPS reports, • District Standards and Benchmarks, • Bullying Curriculum, • Character Ed • Lesson plans used to the expectations, rules and procedures in classrooms and other settings 	<ul style="list-style-type: none"> • Teachers about lessons they have used • MTSS Team about lessons implemented and scheduling • Teachers about whether or not students have the necessary behavior skills and if they use them 	<ul style="list-style-type: none"> • Lessons being taught around expectations and rules 	<ul style="list-style-type: none"> • Not Applicable
(E) Environmental	<ul style="list-style-type: none"> • Attendance Records • Policies and procedures in the halls • Rules in the halls 	<ul style="list-style-type: none"> • Teachers about behavior management plans • Attendance clerk 	<ul style="list-style-type: none"> • Hallway procedures • Arrival and dismissal procedures • Rules and expectations posted 	<ul style="list-style-type: none"> • Implemented changes in procedures in hallway • Amount of time takes to transition between classes
(L) Learner	<ul style="list-style-type: none"> • SCM, • Student At Risk Profile, • OSS rates/ISS rates, RtI:B Database, Course and Conduct Grades 	<ul style="list-style-type: none"> • Students (expectations and rules) • Parents • Support Staff 	<ul style="list-style-type: none"> • Students in the hallways during transition times 	<ul style="list-style-type: none"> • Discrepancy between setting demands and student performance

Step 3 – Plan Development and Implementation – Develop and implement a well-supported plan involving evidence-based strategies (see Student Code of Conduct page 3 -10, and chapter 5 MTSS Behavior Intervention Guide) (<http://ehandbooks.dadeschools.net/policies/90/index.htm>) to attain the goals based on the data that verified the reasons identified in Step 2.

Guiding Questions:

- What strategies or interventions will be used?
- What resources are needed to support implementation of the plan?
- How could resources be reorganized to help resolve the “why” identified in step 2?
- Who will be responsible for the strategies and interventions?
- What is the timeline for implementation?
- When will the interventions be evaluated (i.e., reviewed for effectiveness)?

Examples of Tier 1 interventions:

- Bullying/Violence Prevention Curriculum
- M-DCPS Alternative to Suspension Program (ASP)
- Crisis Prevention Planning
- LEAPS: A Behavioral Curriculum
- Positive Behavior Support (PBS) strategies
- CHAMPS

Step 4 – Plan Evaluation of Effectiveness –Evaluate the effectiveness of the plan in relation to stated goals.

Guiding Questions:

- How will “good”, “questionable,” and “poor” responses to intervention be defined?
- Revisit the problem identified in step 1 and have improvements been made? Are we meeting our identified goal? Is it a positive response?
- Have there been improvements to Tier 1 (i.e. positive response)? Are at least 80% of the student population receiving 0-1 SCM? If yes, identify next area to problem solve around. And if yes, institute a universal screening process (see **Universal Screening** section below on page 15 of this document)
- If no (i.e. poor response) or falling further behind or responding to at a slow rate (i.e. questionable response), check for fidelity and increase fidelity if necessary. Return to step 1 of the problem-solving process if necessary.
- How will sufficiency and effectiveness of core be monitored overtime?
- How will fidelity be monitored over time?

Possible Data Sources

- SCM rates
- OSS rates
- ISS rates
- Attendance rates/tardy
- School climate surveys
- Benchmarks of Quality (BoQ)
- Critical Components Checklist
- Rtl B Database reports
- Disaggregate data by: problem behavior, location, time of day, student, grade level, administrative decision, SWD vs. Non-SWD, by ethnicity
- Suspension reports
- Course failures and conduct grades
- Parent concerns

Universal Screening

Educators must understand that academics and behavior are connected. Schools actively attempt to ensure academic success for all students, but they often overlook the importance of students' social, emotional, and behavioral functioning as it is tied to their academic success. It is important that schools plan to provide a balance between academics and behavior. When school personnel establish a comprehensive continuum of supports and services FOR ALL, students are more likely to experience success academically and behaviorally (Colorado Dept. of Education, 2008).

Universal screening is the process of **proactively identifying the students who need additional Tier 2 supports**. This is a systematic process for screening all students according to data-based criteria. Universal screening is considered a prevention-focused endeavor. This means all students are proactively screened three times a year to identify groups of students who demonstrate early behavior warning signs that indicate at-risk emotionally or behaviorally. These students will be those in need of Tier 2 supports.

Tier 1 Universal Screening/Assessment

The behavior team uses existing data sources to provide universal screening for students who may need Tier 1 interventions. This **screening is conducted three times a year in alignment with evaluating the Tier 1 effectiveness (AP1, AP2, AP3)**. When the behavior team concludes that a student may require a Tier 2 supplemental evidence-based targeted group intervention, a parent conference is conducted. The problem-solving process involves a review of data to determine

which Tier 2 interventions may be appropriate. The behavior team may select candidates for Tier 2 interventions who meet three or more of the following criteria.

Elementary and Secondary

- 3 or more unexcused absences
- 3 or more behavioral referrals/SCMs
- 6 to 8 Tardies
- 3 or more suspensions: indoor/outdoor
- 2 or more course failures in a grading period/report card
- D or F conduct grades in 2 or more courses
- 2 or more parent contacts for behaviors of concern
- Teacher Nominations



Section IV: MTSS for Behavior Tier 2

TIER 2

An effective MTSS for Behavior Tier 2 system relies on the quality and integrity of the Tier 1 school wide interventions. Tier 2 does not replace Tier 1: rather it is additional or supplemental behavior support. Prior to consideration of Tier 2 interventions the leadership team needs to review the existing instructional program. The leadership team should address possible adjustments that may ameliorate the presenting problems. The school makes a continuous effort to promote staff awareness of the Tier 2 programs and to provide opportunities for professional development to ensure fidelity.

An effective Tier 2 program requires:

- Tier 1 process is implemented with fidelity
- Multiple methods are used to identify students for Tier 2 supports (See section on Universal Screening/Assessment)
- Students are compared to same age peers to determine whether behavioral problems exist
- Schools ensure the existence of adequate resources for implementation and cost-effectiveness of the intervention. This will involve:
 - Data collection activities/assessment
 - Problem-Solving
 - Evidenced Based Interventions
 - Progress Monitoring /Data Collection
 - Evaluation
 - Professional Development/Training
- A consistent progress monitoring system is used across Tier 2 supports and interventions
- Tier 2 program selection is based on the following features:
 - Continuously available
 - Quickly and easily accessible
 - Minimal time commitment required from classroom teachers
 - Required skill sets of classroom teachers can be easily trained
 - Aligned with school-wide expectations
 - All staff/faculty aware of the intervention(s) and their roles in the process
 - Consistently implemented with most students, but with some flexibility
 - Program selected is matched to the function of the student's behavior

Application of the Problem Solving Process to Tier 2

Step 1: Problem Identification-Define, in objective and measurable terms the goals(s) to be attained.

Systems Level Tier Guiding Questions 2 Evaluation-3x/year

(A school's self-assessment and evaluation of current practices)

- Are our Tier 2 interventions sufficient for the majority of the students who receive them?
- Are our Tier 2 interventions sufficient for all groups of students who receive them?
- Have we implemented our Tier 2 system with fidelity? (Are we doing everything we need to do to increase the likelihood that our Tier 2 interventions will be effective?)

Possible Data Sources for Systems Level

- Point Sheets/Behavior Card/Progress Notes
- LEAPS data
- Attendance
- Behavior Rating Scale
- Benchmarks of Advanced Tiers (BAT)
- PBS Implementation Checklist (PIC)
- Tier 1 and Tier 2 Critical Components Checklist

Summary of Tier 2 Systems Level Data

"Effective" tier 2 supports occur when 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed Tier 1 school-wide behavioral expectations.

____% of our students that are receiving Tier 2 services (in addition to Tier 1) meet or exceed Tier 1 school-wide behavioral expectations.

Guiding Questions

Tier 2 Implementation Planning-Monthly

- How many students receiving Tier 2 supports are responding positively to the Tier 2 intervention?
- How many students receiving Tier 2 supports are having poor or questionable response to the Tier 2 intervention?
- For each Tier 2 intervention at your school, are at least 70% of the students meeting Tier 1 school-wide behavioral expectations? (i.e. You have Check In Check Out and LEAPS at the school. Are 70% of students in each of these groups meeting Tier 1 expectations?)
- What data will be used to identify students in need of Tier 2 supports?
- Which students have been identified needing Tier 2 supports?

Possible Data Sources For Tier 2 Implementation Planning

- LEAPS
- Attendance
- Disaggregate point sheets/behavior card/behavior notes-by student, by period, by group
- Disaggregate data for behavior rating scales-by student, by period, by group
- Teacher nominations

Step 2: Problem Analysis – Identify possible reasons why the desired goal(s) is not being attained.

Guiding Questions:

Systems Level Questions

- If less than 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed school-wide behavioral expectations what barriers have or could preclude students from reaching expected levels? Are systems in place to address instruction and curriculum for behavior? Are there any environmental factors that impact learning? Are there any student learner factors that impact learning? (ICEL)
- Common sources for “why”: Curriculum/standards/learner mismatch; best practice with instruction are not occurring; environment not supportive of learning and interventions needs; student characteristics (ICEL)

Tier 2 Implementation Planning Questions

Schools should attempt to collect information from a range of sources to control for the potential bias inherent from any single source. The RIOT by ICEL matrix is a guide for problem analysis to help schools work efficiently to decide what relevant information to collect. Information is gathered in the domains of **I**nstruction, **C**urriculum, **E**nvironment and **L**earner (ICEL) through the use of **R**eviews, **I**nterviews, **O**bservation and **T**ests (RIOT) in order to evaluate underlying causes of a problem and to validate hypothesis. See chart below.

- Why is the problem occurring? (What is the function of the behavior?)
- Is it a problem for some students in the intervention group or all students in the intervention group? Is it all interventions or some interventions?
- Why does this problem need to be changed?
- Why are we not meeting our targeted goals regarding the specific data source? (ex: Why are there increases in problem behavior for students receiving Tier 2 supports?)
- How could resources be reorganized to help resolve this problem situation?

Based on the data gathered, develop a possible hypothesis to explain why the problem behavior is occurring.

Areas of Concern: Why are there increases in problem behavior for students receiving Tier 2 supports? Examples of data that may be collected and reviewed. Select data that will help to identify a hypothesis for the problem behavior.				
	(R) Review	(I) Interview	(O) Observe	(T) Test
(I) Instruction	<ul style="list-style-type: none"> Permanent products to identify fidelity 	<ul style="list-style-type: none"> Staff providing Tier 2 supports Students 	<ul style="list-style-type: none"> Small group instruction taking place 	<ul style="list-style-type: none"> Provide a different Tier 2 support to see if a better fit to the function
(C) Curriculum	<ul style="list-style-type: none"> Content of curriculum to check for match of intervention to student function Logs of instructional time Sample permanent products 	<ul style="list-style-type: none"> Students Staff providing Tier 2 supports 	<ul style="list-style-type: none"> Small group instruction taking place to check for fidelity 	<ul style="list-style-type: none"> Provide a different Tier 2 support to see if a better fit to the function
(E) Environmental	<ul style="list-style-type: none"> Attendance records Discipline data to identify settings where behavior is still problematic Schedule of when Tier 2 supports are provided 	<ul style="list-style-type: none"> Teachers to determine settings where behavior is still problematic 	<ul style="list-style-type: none"> Settings where the behavior is still problematic for the students 	<ul style="list-style-type: none"> Increase the frequency of Tier 2 supports
(L) Learner	<ul style="list-style-type: none"> Progress monitoring data Daily report cards Behavior Report Cards Discipline data to identify trends 	<ul style="list-style-type: none"> Teachers to see if the correct function had been identified 	<ul style="list-style-type: none"> Student applying the skill taught to determine if it is a “won’t do or can’t do” 	<ul style="list-style-type: none"> See School Psychologist for further recommendations

Step 3: Plan Development and Implementation – Develop and implement a well-supported plan involving evidence-based strategies to attain the goals based on the data that verified the reasons identified in Step 2

Guiding Questions:

- What strategies or interventions will be used?
- What resources are needed to support implementation of the plan?
- Who will be responsible for the strategies and interventions?
- What is the timeline for implementation

Tier 2 Interventions

In MTSS for Behavior, Tier 2 intervention objectives relate to maintaining a safe school environment, social and emotional competence, self-regulation, problem solving and decision-making, student self-advocacy and independence, positive character traits, and pro-social behaviors as alternatives to aggression, violence, or self-destructive behavior. Tier 2 interventions use an effective and evidence-based instructional model that includes advance organizers (attention, rationale, stated expectations and objectives), direct explicit skill instruction, modeling, role play and guided practice, and post organizers (home learning assignments, reviews and tests). Students participate in structured experiential activities and discussion. The implementation process includes procedures and time allocated for teaching behavioral skills, monitoring skill development and generalization, and recognition for student progress.

Some suggestions for selecting Tier 2 interventions include:

- Research based evidence to support the intervention. Research was conducted with similar population, demographics and setting.
- Includes a method for progress monitoring students' response to the intervention.
- Include a method for monitoring the fidelity of the interventions.

Examples of Tier 2 Interventions

- The Center for Special Instruction (CSI) using academic and behavioral interventions
- Alternative Intervention Counseling Center
- School-based mentors: Peer Mentors, Lunch Buddies
- Classroom Interventions: CHAMPS
- Group intervention sessions for specific topics such as coping skills, anger management, problem-solving and conflict resolution, substance abuse, violence prevention, grief, assertiveness, developmental issues and social skills. Some suggested group intervention curriculums are:
 1. Check-In/Check-Out (CICO)
 - a. Behavior Education Program (BEP) K-5
 - b. Behavior Education Program + organizational skills (6-12)
 2. Check and Connect
 3. Anger management
 - a. Second Step: A Violence Prevention Curriculum (K-8)
 4. Problem Solving; Anti-Bullying
 - b. I Can Problem Solve (K-6)
 - c. PREPARE (6-12)
 - d. Steps to Respect (9-12)

- 5. Social Skills
 - e. Skill Streaming (K-12)
 - f. LEAPS (K-12)

Resources to identify other evidence-based interventions for behavior or social-emotional development:

- <http://ies.ed.gov/ncee/wwc/>
- <http://www.promisingpractices.net/>
- http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf
- <http://www.interventioncentral.org/>
- <http://www.challengingbehavior.org/explore/pbs/pbs.htm>

Step 4: Plan Evaluation of Effectiveness – Evaluate the effectiveness of the plan in relation to stated goals.

Guiding Questions:

Data-based decision rules should be developed so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis. Decision rules should take into account the following conditions:

- Have planned improvements to Tier 2 supports been effective? (decision-rules; See Progress Monitoring section below)
- “Positive” response from student
 - Continue the intervention for specified time period
 - Systematically fade the intervention
 - Questionable response from student
 - Increase intensity of intervention–frequency/time/focus
 - Monitor more frequently (at least weekly)
 - Is there an Intervention/function mismatch
- “Questionable” response from student
 - Increase intensity of intervention–frequency/time/focus
 - Monitor more frequently (at least weekly)
 - Is there an Intervention/function mismatch
- “Poor” response from student
 - Reconvene the school-based problem solving team
 - Significantly modify current or develop new intervention
 - Is there an Intervention/function mismatch

- How will we know if interventions are meeting the needs of the majority of students in Tier 2?
- What percent of the students are having a “good” response to interventions?
- How will fidelity be monitored over time?
 - Are you implementing the intervention as intended?
 - Each component is implemented correctly and accurately?
 - Intervention is implemented for the appropriate length of time?

Progress Monitoring:

Although the data collected at each tier may be different, **data should drive the team’s decisions throughout the entire process.** School-based problem-solving teams should have access to Multi-Tiered data sources that, at a minimum, provide the following:

- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier 2 and Tier 3 interventions
- Type of Tier 2 and Tier 3 interventions students are receiving
- Fidelity of interventions being implemented
- Effectiveness of interventions

Tools:

- If the intervention comes with a progress monitoring tool, it should be utilized with its recommended guidelines
- If the intervention does not come with a progress monitoring tool, here are some suggestions:
 - Checklists
 - Permanent products (attendance sheets, work completion, class assignments, etc.)
 - Daily progress reports/point sheets
 - Behavior Rating Scale

Frequency of progress monitoring: If the intervention includes a schedule for progress monitoring it should be followed with fidelity. If there is no schedule then you need to consider having sufficient data points to show a trend (see appendix for examples). Our recommendation is to collect data weekly.

Possible Data Sources

- Progress monitoring tools
 - Disaggregate the data by intervention type, by students
- Tier 1 and Tier 2 Critical Components Checklists
- Benchmark of Advanced Tiers (BAT)
- PBS Implementation Checklist (PIC)
- RtI:B database reports
- Point sheets/daily progress reports



Section V: MTSS for Behavior Tier 3

TIER 3

Tier 3 consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student's rate of progress. Schools must ensure that adequate resources are allocated to implement effective Tier 3 interventions. This will involve:

- An Infrastructure that provides foundational support for tier 3 adoption
- Collaborative consultation facilitation to guide the development of function based support plans
- Functional behavioral processes based on behavioral science principles that serve as the foundation for individualized interventions. The following should be included in all Functional Assessments of Behavior and Behavior Intervention Plans:
 - Operational definitions of the problem behavior
 - Direct observation of the student
 - Student perceptions of his/her behavior
 - Hypothesis based on FAB data that identifies antecedents including setting events, behavior, and function
 - Behavior Intervention or Support Plans include strategies that are linked to the hypothesis statement(s) and are multi-component
- Consistent data based decision making

Application of the problem solving process to Tier 3

Step 1: Problem identification – Define in objective and measurable terms the goal(s) to be attained.

Guiding Questions:

- Is our Tier 3 process for behavior sufficient for meeting the needs of the student?
- Is our Tier 3 process sufficient for student with disabilities and students without disabilities?
- Are we implementing Tier 3 with fidelity?
- How are all, or selected students progressing as a result of their Tier 3 supports?
- Are there different outcomes based on type of student, classroom, school, etc.?
- Are some interventions more effective or able to be implemented easier than others?
- Are there critical factors or barriers that are impacting our capacity to implement evidence-based interventions with fidelity?

Possible Data Sources for System Level Screening:

- RtI:B Data base
- Direct behavior rating scales
- Time sampling data
- Surveys

Systems Level Possible Sources of Data

- Tier 3 Critical Components Checklists
- BAT
- PIC
- Technical Adequacy Checklist
- Progress monitoring tools
 - Disaggregate the data by intervention type, by students
- RtI:B database reports

Summary of Tier 3 Systems Level Data

____% of students meeting or exceeding proficiency as defined by their increase in replacement behavior and decrease in their problem behavior on the BIP (Behavior Rating /Inclusion scale)

____% of students not meeting or exceeding proficiency as defined by their increase in replacement behavior and decrease in their problem behavior on the BIP (Behavior Rating/ Inclusion scale)

Tier 3 Individual Student Planning (FAB Process)

- Identify the problem behavior
- Identify the replacement behavior

Possible Data Sources

- Student Case Management (SCM) rates
- Out of School Suspension (OSS) rates
- In School Suspensions (ISS) rates
- Attendance and tardy rates
- Disaggregate data by: problem behavior, location, time of day, student, grade level, administrative decision, SWD vs. Non-SWD, by ethnicity
- Suspension report
- Course failures and conduct grades

- Parent concerns
- Record review
- Progress monitoring data from Tier 2
- Interviews
- Frequency Data
- See FAB Process Checklist

Step 2: Problem Analysis – identify possible reasons why the desired goal(s) is not being attained.

Guiding Questions:

If less than 80% of students are meeting or exceeding proficiency as defined by their increase in replacement behavior and decrease in their problem behavior on the BIP (Behavior Rating /Inclusion scale),

- What barriers have or could preclude students from reaching expected levels?
- Are there systems in place to address instruction and curriculum for replacement behavior?
- Are there environmental factors that impact the demonstration of the replacement behavior?
- Are there any student learner factors that impact the learning of the replacement behavior?

Common Sources of “Why”

- Replacement behavior is not being taught for generalization across settings.
- Replacement behavior is not being reinforced upon student demonstration. Replacement behavior is not prompted by the adult.
- Consequences are reinforcing the problem behavior (i.e., student wants to escape a task so he/she is sent to the office).
- Interventions are based on inaccurate hypothesis or function of behavior.

Tier 3 Individual Student Planning (FAB Process)

- What are the antecedents of the problem behavior?
- What are the consequences that follow the problem behavior?
- What is the perceived function of the problem behavior?

Based on the data collected, develop a hypothesis to explain why the problem behavior is occurring.

Areas of Concern: What is the function of the problem behavior? Examples of data that may be collected and reviewed. Select data that will help to identify a hypothesis for your problem behavior.				
	(R) Review	(I) Interview	(O) Observe	(T) Test
(I) Instruction	<ul style="list-style-type: none"> Permanent products, class work, lesson presentation and instructional strategies 	<ul style="list-style-type: none"> Staff providing Tier 3 supports Students 	<ul style="list-style-type: none"> Individualized instruction 	<ul style="list-style-type: none"> Provide a different Tier 3 support to see if a better fit to the function
(C) Curriculum	<ul style="list-style-type: none"> Content of curriculum to check for match to intervention to function of behavior Teaching of replacement behavior Logs of instructional time Sample permanent products 	<ul style="list-style-type: none"> Students Staff providing Tier 3 supports 	<ul style="list-style-type: none"> Teaching of replacement behavior 	<ul style="list-style-type: none"> Provide a different Tier 3 support to see if a better fit to the function
(E) Environmental	<ul style="list-style-type: none"> Attendance records Discipline data Schedule of when Tier 3 supports are provided Review effectiveness of proactive interventions 	<ul style="list-style-type: none"> Teachers and students to determine antecedents that trigger the behavior and consequences that reinforce it 	<ul style="list-style-type: none"> Settings where the behavior is still problematic for the students 	<ul style="list-style-type: none"> Change the student's schedule to see if there is an impact Increase or change type of positive reinforcement
(L) Learner	<ul style="list-style-type: none"> Progress monitoring data from Tier 2 Daily point sheet/progress notes ABC charts Behavior Report Cards Behavior Rating Scales Discipline data to identify trends 	<ul style="list-style-type: none"> Teachers and students to determine antecedents that trigger the behavior and consequences that reinforce it 	<ul style="list-style-type: none"> Settings where the behavior is still problematic for the students 	<ul style="list-style-type: none"> See School Psychologist for further recommendations

Step 3 – Plan Development and Implementation - Develop and implement a well-supported plan involving evidence-based strategies to attain the goals based on the data that verified the reasons identified in Step 2

Guiding Questions:

- What strategies or interventions will be used?
 - Which interventions are proactive?
 - Which interventions are educative?
 - Which interventions are functional?
- What resources are needed to support implementation of the plan?
- Who will be responsible for the strategies and interventions?
- What is the timeline for implementation?

Tier 3 Interventions

Tier 3 interventions are developed based on individual student needs following a problem-solving process. These interventions are specified in the BIP. Characteristics of Tier 3 interventions are:

- Interventions are delivered to very small groups of students or to students individually.
- Interventions must be highly focused on targeted skill and replacement behavior areas with increased duration and frequency and be provided in alignment with and in addition to the effective Tier 2 and Tier 1 instruction.
- Interventions should be developed around the student's need and their identified function of behavior.
- All Tier 3 interventions must be integrated with Tier 1 and Tier 2 instruction. These cannot be three completely different interventions that do not strengthen the work of the other interventions and core instruction.

Examples of Tier 3 Interventions

Interventions may include:

- Individualized Behavior Intervention Plan (BIP)
- Mentoring
- Reinforced Practice
- Systematic Desensitization
- Client-Centered and Play Therapy
- Cognitive Behavior Therapy (CBT)
- Assertiveness Training
- Pre-correction and active supervision
- Cognitive Behavioral Interventions
- Role play

Step 4 – Plan Evaluation of Effectiveness – Evaluate the effectiveness of the plan in relation to the stated goals.

Guiding Questions:

Data-based decision rules should be developed so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis. Decision rules should take into account the following conditions:

- Have planned improvements to Tier 3 supports been effective? (decision-rules; See Progress Monitoring section below):
 - “Positive” response from student
 - Continue the intervention for specified time period
 - Systematically fade the intervention
 - “Questionable” response from student
 - Increase intensity of intervention–frequency/time/focus
 - Monitor more frequently (at least weekly)
 - Is there an Intervention/function mismatch
 - “Poor” student response
 - Reconvene the school-based problem solving team
 - Significantly modify current or develop new intervention
 - Is there an Intervention/function mismatch
- How will we know if interventions are meeting the needs of the majority of students in Tier 3? What percent of the students are having a “good” response to interventions?
- How will fidelity be monitored over time?
 - Are you implementing the intervention as intended?
 - Each component is implemented correctly and accurately?
 - Intervention is implemented for the appropriate length of time?

Progress Monitoring:

Although the data collected at each tier may be different, data should drive the team’s decisions throughout the entire process. School-based problem-solving teams should have access to Multi-Tiered data sources that, at a minimum, provide the following:

- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier 3 interventions
- Type of Tier 3 interventions students are receiving
- Fidelity of interventions being implemented
- Effectiveness of interventions

Frequency of progress monitoring: If the intervention includes a schedule for progress monitoring it should be followed with fidelity. If there is no schedule then you need to consider having sufficient data points to show a trend (see appendix for examples).

Possible Data Sources for Progress Monitoring Systems Level

- Tier 3 Critical Components Checklists
- Benchmarks of Advanced Tiers (BAT)
- PBS Implementation Checklist (PIC)
- Rtl:B database reports
- Point sheets/daily progress reports
- FAB/BIP Technical Adequacy Checklist
- Individual Student progress
- Rtl:B database reports
- Point sheets/daily progress reports
- Frequency counts
- Duration
- ABC charts
- Scatterplots
- Behavior Rating Scale

Functional Assessment of Behavior Process Checklist

Prior to Initial Meeting

- Identify the behavior that needs to be changed (develop a prioritized list so that the most severe behavior can be addressed first).
- Obtain parental consent **Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment (FM#6279)**.
- Schedule a meeting date for the **Structured Interview (FM#6660)** and notify parent(s) and other team members (use the Notification of Meeting Form – **(SPED EMS)**).
- Complete FM#7513 ***NEW FORM* Must be completed any time a parent/guardian is invited to a meeting**

Initial Meeting

- Complete the **Structured Interview (FM#6660)** with relevant participants.
 - Discuss and summarize findings with possible antecedents and functions.
 - Establish data gathering procedures choose appropriate data collection instruments and ensure that all team members are properly trained on the use of each instrument. (FM#6656, 6657, 6658, 6659, 6662, 6665, 6666)
 - Define team member responsibilities.
 - Schedule a meeting date for the follow-up meeting and notify parent(s) and other team members (use the **Notification of Meeting form – (SPED EMS)**. Be sure to check “Interim Review of IEP”, in addition to writing in “FAB/BIP”.
- Enter FAB date in Student Case Management (SCM) system
- Complete FM#7513 ***NEW FORM* Must be completed any time a parent/guardian is invited to a meeting**

Consider the Following When Collecting Data

- What setting does the behavior occur most often?
- Where did it occur most recently?
- Who else was there?

- What is unique about the environment where the behavior occurred? (Teaching style, seating distractions, structure, etc.)
- What other behavior(s) occurred just before the targeted behavior? (Interacting with another student, change in tasks, teacher direction etc.)
- What were the immediate consequences of the behavior? (Teacher attention, student laughter, etc.)
- Could the consequences be seen as positive for the student?
- Can you recognize any patterns in the behavior (is there a common denominator)?

Follow-up Meeting

- Review assessment results with the team.
- Complete the **Student Profile Worksheet (FM#7482)**
- Determine the function of the behavior – the reasons or purpose for the behavior (attention, avoidance, escape, etc.)
- Develop a **Behavior Intervention Plan – BIP (FM#6287)** and complete an interim review of the student’s Individualized Educational Plan.
 - A behavioral goal should be identified as a PEN (Priority Educational Need) on the IEP.
 - Educative interventions must be added/incorporated into the IEP as goals and benchmarks.
 - Proactive and functional interventions must be incorporated into the IEP as accommodations.
 - Define member responsibilities for implementation of the BIP.
 - Identify and secure needed resources, training, and supports.
 - Establish monitoring procedures.
- Enter BIP date in the Student Case Management (SCM) system
- Complete FM#7513 ***NEW FORM*** **Must be completed any time a parent/guardian is invited to a meeting**

Implementation and Monitoring of Behavior Intervention Plan

- Distribute copies of BIP to all teachers and related personnel.
- Implement interventions and execute monitoring procedures.
- Provide support to student and/or team members as needed.

Follow-Up: Progress Monitoring

- Evaluate the effectiveness of the BIP
 - Did the interventions help the student replace the behavior of concern with a more productive behavior (replacement behavior) that serves the same function/purpose?
 - Review plan effectiveness a minimum of every 9 weeks.
- Develop a teaching plan that will build in maintenance and generalization.

GLOSSARY

Alternative to Suspension Program (ASP) – a school-based plan to reduce outdoor suspensions and inappropriate behavior. The program assists in developing school-wide interventions and strategies to reduce disruptive behavior and suspensions, embraces the diverse needs of the school’s students and community, and supports a positive school culture.

Attendance Rates – calculation of the overall rate of daily attendance per school.

Behavior Education Program (BEP) – is a Tier 2 Check-in, Check-out program that provides a comprehensive intervention for non-aggressive problem behaviors.

http://www.pbis.org/common/pbisresources/presentations/F5_Lhawken.pdf

Behavior Intervention Plans (BIP) – is based on a Functional Assessment of Behavior (FAB). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes interventions which are proactive, educative and functional as well as specific for behavioral instruction (FM#6287).

Benchmarks of Advanced Tiers (BAT) – allows school teams to self-assess the systems level implementation status of Tiers 2 and 3 behavior support systems within a school.

<http://flpbs.fmhi.usf.edu/pdfs/Benchmarks%20for%20Advanced%20Tiers%204%209%2013.pdf>

Benchmarks of Quality (BoQ) – Assess development and implementation of school-wide PBS.

http://flpbs.fmhi.usf.edu/pdfs/5_20_2011/Benchmarks_Scoring_Guide%20Revised_3.19.10pdf.pdf

Bullying/Violence Prevention Curriculum – A comprehensive bullying and violence prevention curriculum for students in Miami-Dade County Public School in grades Pre-K through 12.

Crisis Prevention Planning – a comprehensive approach directed at creating and maintaining school site safety and security.

CHAMPS – a proactive and positive approach to classroom management that focuses on five key points (Conversation, Help, Activity, Movement, and Participation).

http://www.safeandcivilschools.com/services/classroom_management.php

Check-In, Check-Out (CICO) – is a comprehensive behavior education program used at Tier 2 that provides students with a daily monitoring system.

http://www.pbis.org/common/pbisresources/presentations/8APBS_Tier2_GettingStartedWorkbook.pdf

Functional Assessment of Behavior (FAB) – is the process of determining the cause or function of a student’s behavior. This is conducted before developing a Behavior Intervention Plan (BIP). The intervention on the BIP is based on the identified cause or function of the behavior identified on the FAB.

Implementing a Multi-Tiered System of Support for Behavior: A Practical Guide

http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_final.pdf

In School Suspension (ISS) – as an alternative to outdoor suspension from school, the principal may elect to use any supervised Board-approved alternative. One such option is to assign the student to the School Center for Special Instruction (SCSI). The center should be designed to provide tutorial and guidance services.

LEAPS – a behavioral curriculum that provides teachers resources, lessons, and tools to teach behavior.

<https://www.goleaps.com/>

Multi-Tiered System of Supports (MTSS) – is a scaled variety of evidence based, system-wide practices to support response to academic and behavioral needs. It includes data-based monitoring and problem solving to assist students in need of academic and behavioral support.

Out of School Suspension (OSS) – when a student is temporarily removed from school, Principals may take this action when they have exhausted informal corrective strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Positive Behavior Support (PBS) – is a multi-tiered support system designed to develop positive learning behavior in all students. The focus is on prevention, positive reinforcement and education rather solely focusing on consequences for inappropriate behavior.

<http://flpbs.fmhi.usf.edu/index.cfm>

SAMPLE of Critical Components – components listed on the PBS Action Plan (PBS Team; Faculty Commitment; Discipline Procedures; Data Entry & Analysis; Expectations & Rules; Reward/Recognition Program; Lesson Implementation Plan; Classroom Systems; Evaluation; Dropout Prevention).

Team Roster:

<http://flpbs.fmhi.usf.edu/pdfs/Tier%201%20PBS%20Team%20Roster%202012.doc>

Action Plan:

<http://flpbs.fmhi.usf.edu/pdfs/Tier%201%20PBS%20RTIB%20Action%20Plan.%202012.docx>

SAMPLE of PBS Implementation Checklist (PIC):

<http://flpbs.fmhi.usf.edu/childs/PIC%20-%20revised%2007%2030%2013.pdf>

SAMPLE of Benchmark of Advanced Tiers (BAT):

<http://flpbs.fmhi.usf.edu/pdfs/Benchmarks%20for%20Advanced%20Tiers%204%209%2013.pdf>

http://flpbs.fmhi.usf.edu/pdfs/3_22_2010/BAT%20Action%20Plan%20FL.doc

SAMPLE of Benchmarks of Quality (BOQ):

http://flpbs.fmhi.usf.edu/pdfs/5_20_2011/Benchmarks_Scoring_Guide%20Revised_3.19.10.pdf.pdf

SAMPLE of Teacher Nomination

<http://flpbs.fmhi.usf.edu/tier2/Teacher%20Nomination%20Form.pdf>

SAMPLE of Behavior Rating Scale

http://flpbs.fmhi.usf.edu/resources_rti.cfm

Positive Behavioral Interventions and Supports (PBIS) – The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting and sustaining effective school-wide disciplinary practices.

<http://www.pbis.org/default.aspx>

Progress Monitoring – is the ongoing process that involves collecting and analyzing data to determine student progress toward specific skills or general outcomes during specified times. Ongoing progress monitoring generates useful data for making instructional decisions based on the review and analysis of student data. Monitoring student progress, through collection and analysis of data, is an effective way to determine if the instruction being delivered is meeting the needs of the student.

Response to Intervention (RtI) – integrates assessment and intervention within a multi-level support system to maximize student achievement and reduce academic/behavior problems. Student progress is monitored, evidence-based interventions are provided and the intensity and nature of those interventions are adjusted depending on a student's responsiveness.

<http://www.florida-rti.org/>

RtI-B Database Reports – reports obtained from the Response to Intervention – Behavior (RtI-B) Database. The RtI-B Database is a free online data system for Florida schools. Trained personnel record classroom referrals, office referrals, teacher ratings of student behavior, and/or direct measures of student behavior, and the database generates graphs to assist school teams with problem identification and analysis, intervention development and progress monitoring.

<http://www.flrtib.org/>

Student Case Management (SCM) – information gathered via the Student Database System under the Student Information Menu found in ISIS. Individual reports are located in students' cumulative folder.

School Center for Special Instruction (SCSI) – in school center where students are provided with tutorial and guidance services.

School Climate Survey – annual survey to gather information regarding participants' perceptions concerning how schools can be improved. The survey involves parents, students, and staff.

School Support Team/ Problem Solving Team (SST/PST) – a group of school based professionals that provide various types of support to students, parents, and faculty.

<http://psy.dadeschools.net/>

Student Code of Conduct Chapter 5 – Multi-Tiered System of Supports (MTSS)

Response to Intervention Guide <http://ehandbooks.dadeschools.net/policies/90/index.htm>

Systems Level Evaluation – a school's self-assessment and evaluation of current practices of school functioning on policies, procedures and practices.

Tardy Rates – calculation of the overall rate of tardies per school.

Universal Screening – is conducted within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Anti-Discrimination Policy

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – no public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

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