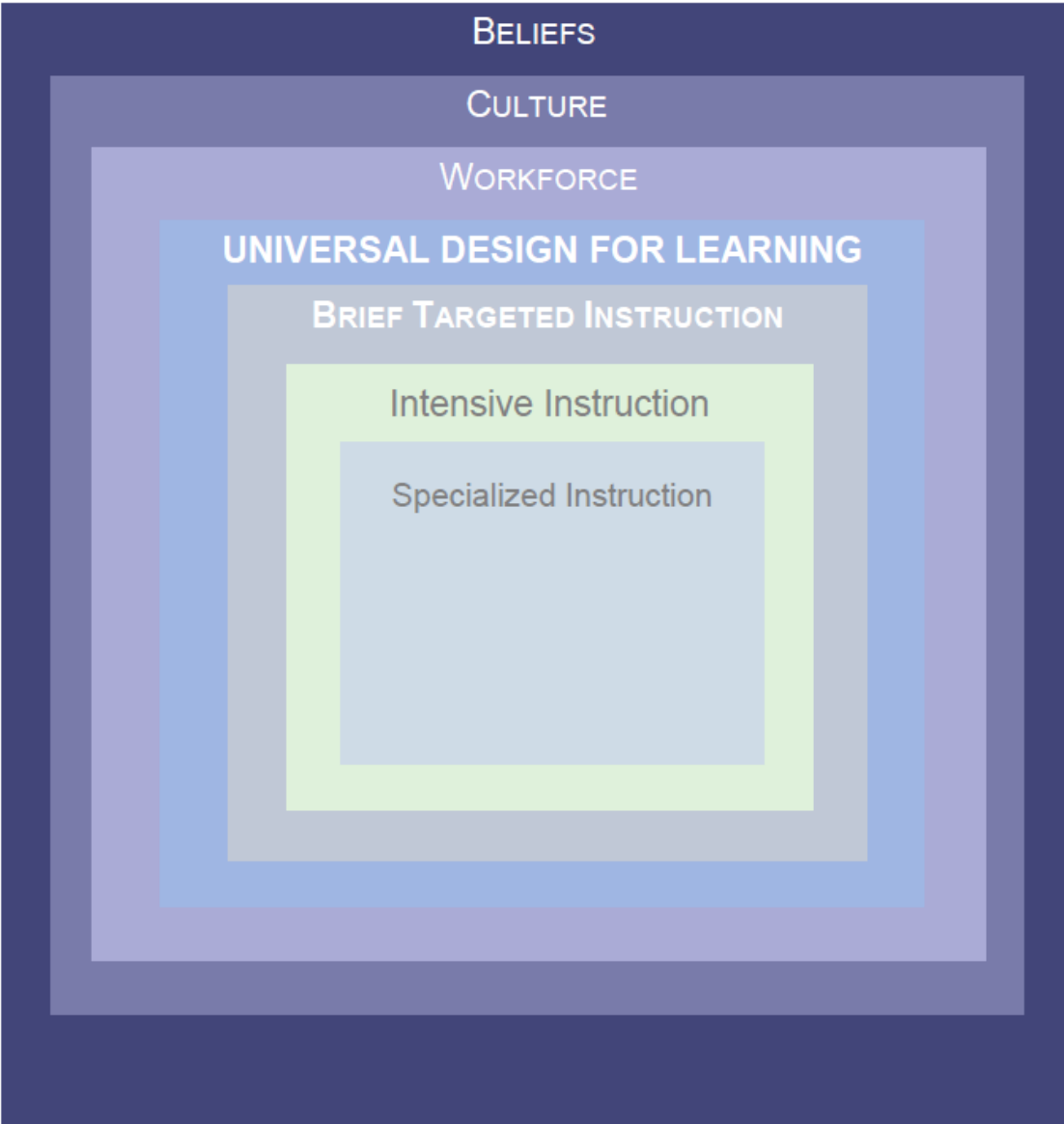


# Orange East Supervisory Union

## Multi-tiered System of Supports Guidebook



2021-2022

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# Introduction

## Our Purpose

Orange East Supervisory Union (OESU) strives to increase the aptitude of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through evidenced based learning opportunities valued by students, parents, and our communities and to monitor student progress towards systemic goals.

We recognize that student success rests not just on the quality of our PreK-12 education system but with our many partnerships that work together to prepare students for the future, in and out of the classroom. It is through these partnerships, working toward common goals, which benefit all Orange East Supervisory Union students and ultimately the community at large. It is the responsibility of each community member, all staff and every parent to actively engage in collaborative efforts to meet our common goals. In collaborative effort, all schools in Orange East Supervisory Union should ensure evidence-based practices, instructionally relevant assessments, and systematic problem solving to meet all students' needs through data-based decision making, effective professional development, supportive leadership, and meaningful family involvement. These are the foundation principles of a Multi-Tiered System of Support (MTSS), which provides us with the framework to elevate the efficacy of our school improvement efforts.

It is our pleasure to present the Orange East Supervisory Union's MTSS Guidebook, which provides the framework to assist our schools with understanding the components, definitions and applications of MTSS towards the development of school wide systems. It is our belief that this framework will promote consistent practices across the Supervisory Union that align with and accelerate our collective existing efforts to ensure the highest possible student achievement in academic, social/emotional and behavioral pursuits. While the last two years have focused on understanding the VTmtss guidance and developing social emotional behavioral systems, we believe this to be the start of a continuous improvement process which can now focus on instructional needs in the upcoming year.

## Overview of the Multi-Tiered System of Supports

The Multi-Tiered System of Supports (MTSS) is a whole school, data driven, prevention based framework for improving academic, social emotional learning and behavioral outcomes for every student through a continuum of evidenced based practices.

The MTSS process provides all children early access to academic, social emotional and behavioral layered support. It is a "response to intervention" approach designed to determine whether and how much additional support children need to be successful, including the need for special education evaluation. Prior to or as part of a Special Education referral, a quality MTSS process ensures students are provided appropriate, high-quality, evidenced-based instruction, and "data-based documentation of repeated assessments at reasonable intervals, reflecting formal assessment of student progress during instruction" (IDEA Sec 300.309).

We use a multi-tiered framework to organize resources through layered supports within a three-tiered system, focused on differentiating services and support intensity that aligns with what a student may need. The first tier encompasses the entire student body. The second tier supports students who are receiving targeted instruction and the third tier focuses on students with intensive instructional needs.

### Tiered Levels of Support: Tier I, Tier II, Tier III

The VTmtss Framework (2019) “explicitly recognizes that both excellent universal instruction and additional layers of support may be necessary for some students” (p.27). It is important to note that “layers of support are not necessarily sequential and students may be accessing more than one type of intervention at a time” (VTmtss Field Guide, p. 3). Through a Multi-Tiered System of Support, layers and tiers are differentiated by the intensity, duration, and specificity of instruction used to support a student. This requires “appropriate expertise be brought to bear wherever it is needed” (VTmtss Field Guide, p.28)

In general, four questions should be considered when defining and differentiating levels of support.

- ✓ How much additional time will be needed?
- ✓ What will occur during the additional time?
- ✓ Who has the *most expertise* to deliver the additional instruction / intervention?
- ✓ What is the best location for providing the additional instruction / intervention?

Descriptions of Academic, Social Emotional and Behavioral support at each Tier as a quick reference, are indicated below. Please note that the Tiers are **not** used to describe categories of students, timelines, procedures, or specific programs (VTmtss Field Guide, p. 3).

#### Tier 1

##### Academic

→ **Tier I** academics encompass *all students*, including those who require accommodations to enhance their learning. Tier I instruction consists of scientific, research-based programs and best practices.

##### Social Emotional Learning

→ **Tier I** social emotional learning encompasses *all students*, including those who require additional opportunities to learn and acquire social-emotional skills. Tier I instruction consists of evidenced-based programs and best practices.

##### Behavior

→ **Tier I** behavior plans incorporate all students, including those who require additional behavioral instruction to adjust adequately to the academic environment. Tier I behavior practices consist of school-wide plans, Classroom management plans & positive behavior systems that implement scientific, research-based programs.

Tier 1 Progress Monitoring Examples	Tier I Practices	Processes & Relevant Documentation procedures
STAR POA/PNOA Fountas and Pinnell Frequency & Duration Data Attendance Behavior referral data (IC) Running records DESSA	Universal Design for Learning Classroom management School Wide SEL Systems of acknowledgement Restorative Practices Faculty Centered Consultation	Running Records Classroom management plan Teaching Team Problem Solving Teaching team Notes Social Services Referral

## Tier II

### Academic

**Tier II** consists of striving learners in need of “targeted” small group instruction. Tier two is designed to provide instruction and curriculum to meet students’ academic needs. These students require strategic interventions that provide additional support of the core curriculum and/or challenge them beyond universal instruction.

### Social Emotional and Behavior

→ **Tier II** involves targeted groups of students in need of focused small group behavioral instruction. These students require focused instruction that provide additional support of the school-wide behavior plan.

Tier II Progress Monitoring Examples	Tier II Intervention Examples	Relevant Documentation procedures
Fountas and Pinnell Child Outcome Rating Scales Clinical Notes Behavior Referral Data Intervention Data Goal Attainment Scale DESSA STAR Custom SBAC Interim Assessments ENOA/PNOA/POA	Reading/Math Intervention Student Centered Consultation Check-in/Check-out (CICO) Social Skills Group Behavior Contract Incentive plan Individual Counseling Leveled Literacy Intervention	Running Records Brief FBA CICO documentation MTSS Referral Problem solving through EST Curriculum Based Measures

***\*Tier II instruction should be integrated with Tier I content and performance expectations.***

## Tier III

### Academic, Social Emotional and Behavior

→ **Tier III** Academic, social emotional and behavioral supports are based on a student’s response to Tier I Core Instruction and Tier II targeted interventions. When quality instruction and interventions are provided with fidelity and evidenced-based data indicates a striving student is not closing the performance gap or demonstrating necessary behavior adjustments, Tier III support is necessary. Tier III interventions concentrate on students with intensive needs through explicit, individualized instruction.

Tier III Progress Monitoring Examples	Tier III Intervention Examples	Relevant Documentation procedures
Assessments Correlated to Interventions Running Records Clinical Notes Global Attainment Scale Intervention Data DESSA STAR Custom SBAC Interim Assessments ENOA/PNOA/POA	Behavior Intervention Plan Individual Counseling Self Monitoring	Running Records Comprehensive FBA

*\*Delivery of Tier III instruction should be focused on the skills and / or behaviors that pose the greatest barrier to the student learning. Tier III interventions are characterized by the narrowest focus and greatest number of minutes of instruction available.*

The three tiers describe the different levels of support students may receive. These should change as students respond to interventions. It is important to remember that the tiers do not have set “start” and “stop” points. Furthermore, students are not required to “fail” in Tier I or Tier II before receiving Tier III support should data and evidence suggest intensive support is warranted.

## **Problem Solving Teams**

The MTSS process is collaborative focused on problem solving that is vital for many students’ academic, social emotional and behavioral success. To ensure that the process is implemented with fidelity, every school needs collaborative opportunities aimed at supporting leveled tiers of student support. Effective problem solving requires the definition of a problem in terms of what a student is or is not doing supported by data. Teams avoid general descriptions such as “can’t read,” “unmotivated,” or “angry.”

At tier 1, pre-intervention teams meet on a regular basis to support the following:

- Discuss curriculum & instruction
- Class and grade level data trends
- Individual student concerns

### **Pre-intervention Teams**

Each pre-intervention team should determine a weekly team meeting time and communicate it to the Educational Support and Student Support teams (if applicable), keeping regular shared notes to document progress. The goal of these meetings is to review students, instruction, etc. Students of concern are presented with supporting data, using the group to consult on the implementation of possible interventions. During the meeting, school based documentation procedures (such as the [MTSS form](#)) is completed and can act as a guide through the problem solving process. Forms such as this should follow the student through the MTSS process including any future EST meetings, showing what the team has already tried and what has been successful/unsuccessful in supporting the student’s progress. After data is analyzed, specific students are identified as in need of additional instructional support. This may include Mental Health Support and a referral can be made through the school based Social Services Team as a level 2 in Tier 1 intervention. Educational and Social Support team members will attend team meetings as necessary - if they are requested to by the team or want to meet with the team to consult on a specific student.

### **Educational Support Team (EST)**

Vermont education law requires all schools to have an Educational Support Team (EST) as a part of a tiered system of student support that “enhances the ability of the general education system to meet the needs of all students regardless of eligibility for categorical programs” (Vermont Agency of Education, 2019, p. 3).

- **Purpose:** An EST is a group of people who function as a problem solving team which thinks deeply about the needs of students who may not responding to core instruction and Tier 1 intervention. The goal is to determine what they might need in order to be more successful.

- **Definition:** The Educational Support Team is comprised of individuals with diverse expertise who meet regularly to develop student plans, support plan implementation, and determine the effectiveness of plans. As a team they have knowledge of child development as well as school and community resources which enhances their ability to brain storm accommodations, instructional strategies, and curriculum adjustments as well as communicate trends to administration and support students, teachers and parents.
- **How does this support students?**
  - A team process involving people knowledgeable about the student
  - An individualized plan with support for implementation and follow-up
  - Connection with the school and community resources
  - A variety of intervention strategies to meet the needs of individual students
  - Academic and non-academic support
- **How does this support staff?**
  - A forum to identify strategies for helping students
  - A broad range of expertise
  - A range of in-school and community supports
  - Individualized EST plans
  - A group that can identify trends and school wide needs and make recommendations for responding to those needs
- **Team Members and Responsibilities:** The School Based Educational Support Team is composed of various personnel with an array of expertise (VTmtss Field Guide, 2019), but should be flexible per the needs of individual cases. Additionally, the roles and responsibilities of varied specialists shift to leverage the joint expertise each brings to a student’s learning needs through the problem solving process.

The Educational Support Team prescribes interventions and creates school wide intervention schedules. Scheduling needs to allow time for interventions to be implemented into the core curriculum (Tier I, Level 2) as well as provide opportunities for additional small group (Tiers II and III) and one-on-one instruction (Tier III). When a student has been referred to the Educational Support Team, the support he or she receives is documented as an EST Plan and uploaded into Infinite Campus (please refer to Appendix A). At this point, the school must make it known to the parent / guardian that their child is in the EST process (16 V.S.A. § 2902). It's important to note that roles, responsibilities, and participants may vary between schools.

- **Parental Involvement:** Parents and / or guardians should be invited and encouraged to participate in team meetings. Regardless of whether a parent or teacher initiates a concern, “an effective EST process ensures that families are fully involved” (AOE, 2019, p. 4). Parental involvement is a vital part of student achievement and in schools with a strong collaborative culture, family engagement is common throughout the MTSS process (AOE, 2019, p. 4).

Meaningful and effective parental / family involvement is not only critical to student progress but required as highlighted in VTmtss Guidance Documents: “Ideally, parents attend meetings but if they cannot, the EST should solicit parent input to the decisions. Connections between home and the school

have a demonstrated positive effect on student performance. When schools fail to include families in important educational decisions, they risk compromising the effectiveness of their efforts. Schools also have an ethical obligation to keep families informed” (Educational Support Team- A Deeper Look, 2020, p. 3). It is essential to inform and involve parents at each step of the MTSS process. The school should share all information obtained from progress monitoring each time data is analyzed to make instructional decisions and / or at regular intervals. Parents should be actively engaged in all decisions regarding adjustments to interventions and related changes to their child’s curriculum.

## **Student Support Team (SST)**

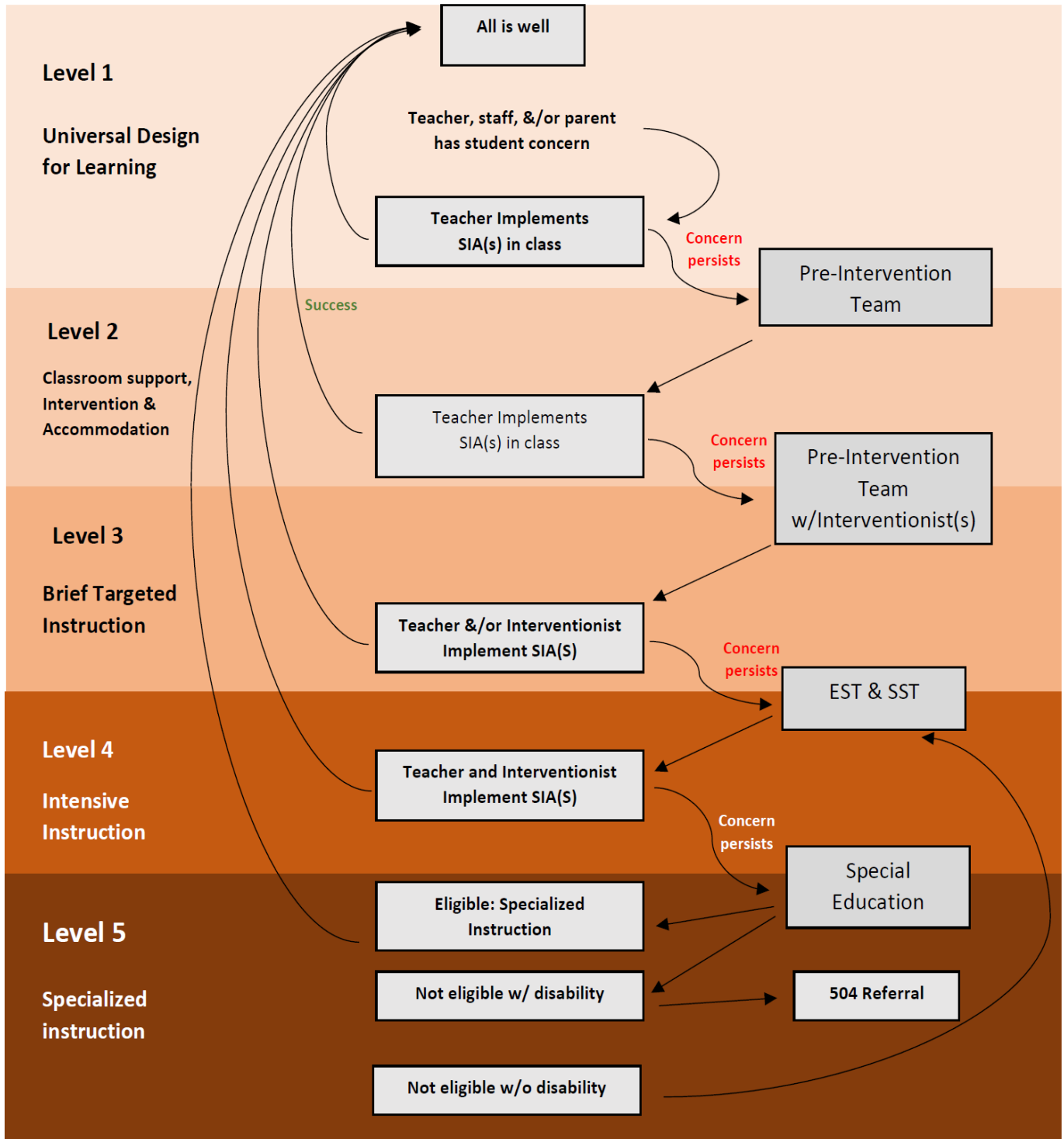
- **Purpose:** Social and emotional learning plays an important role in the academic success of our students at every age and stage. These skills enhance their capacity to effectively manage daily tasks and challenges, cultivating their love for learning and providing them the skills to pursue a wider range of opportunities as adults. As such, social, emotional and behavioral (SEB) systems of student support are being integrated into our MTSS framework in order to provide the appropriate level of instruction and intervention for our students.
- **Definition:** An interdisciplinary team focused on the SEB processes of our MTSS system. The intention is to support the identification and monitoring of Social Emotional and Behavioral goals for students identified through the Educational Support Team process.

SST meets weekly to review referrals received across tiers in order to build capacity and provide consultation around student social emotional behavioral concerns. In addition to reviewing referrals, the SST reviews school wide, grade level and individual student data to identify trends and select appropriate interventions.

- **What does this mean for students?**
  - An interdisciplinary team involving people with expertise in social emotional and behavioral interventions.
  - An intensive individualized plan with support for implementation and progress monitoring
  - Coordination with school and community resources
- **What does this mean for staff?**
  - Coaching with pre-intervention teams (eg. kid core, teaching teams, grade level teams) on interventions
  - Referral to appropriate mental health counseling (LRHC/CMC)
  - Development of an EST plan that supports student SEB goals to include [tier 2 interventions](#)
- **Team Members and Responsibilities:** Please see the school based [role matrix](#) for comprehensive role definition and breakdown in associated appendices.



# MTSS Step-by-Step Guide



## Before the EST Process Begins

Initial baseline data collection involves pre-intervention teams. It is customary to discuss the majority of students at these initial meetings and, as such, would be inappropriate to invite parents due to confidentiality concerns. The teaching team determines what baseline data is available and if there is need for additional data based on the presenting concern.

Regarding social emotional and behavior concerns, the pre-intervention team should consider questions such as, “How effective are school-wide and positive behavior support programs,” and “How well are the Tier I behavioral core procedures implemented in the classroom?” These questions may help to frame the team’s thinking about its behavioral baseline data.

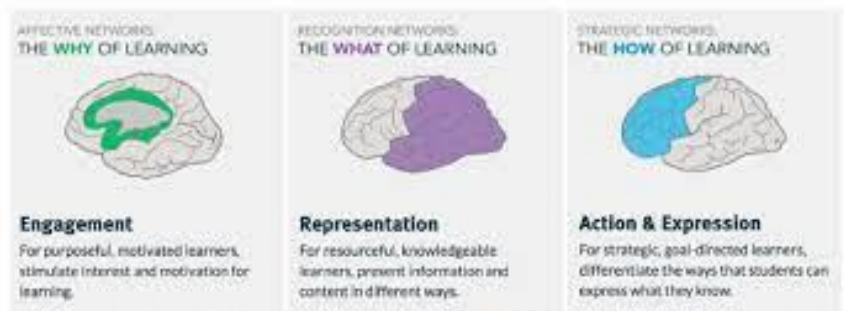
Baseline data is essential to quantify resulting decisions about future interventions. Failure to collect pre-intervention, baseline data can be detrimental, leading to incorrect student and / or problem identification, culminating in poorly designed interventions, goals, and poor outcomes.

## Tier 1 Universal Instruction

Tier 1 is the core of instructional practices within MTSS and consists of scientific, research based instructional, social emotional and behavioral practices that are designed for all students. Universal instruction provides equitable opportunities for students to engage with age appropriate/grade level curriculum and is designed for all students.

### Universal Design for Learning

UDL is a research-based framework for guiding educational practice based on the premise that one-size-fits-all curricula create unintentional barriers to learning for many students. UDL focuses on planning instruction to meet the varied needs of students, reducing the amount of follow-up and alternative instruction necessary. The way students learn, varies from student to student. UDL is a framework that outlines how to provide multiple means of engagement, representation, action and expression in order to remove barriers for all students. An effective MTSS framework considers student variability by using UDL instructional practices to provide equal access to the general education curriculum, optimizing student engagement through reducing barriers and building on the strengths of students.



Universal Design for Learning (UDL) by CAST [www.cast.org](http://www.cast.org)

### School Wide Benchmarking

Benchmarking data is one piece of data considered in regards to reviewing a students’ progress during pre-intervention team meetings. The purpose is to identify individual student needs for both those who require additional skills as well as those who are already proficient. OESU has developed an assessment calendar to support consistent student data collection.

# Social Emotional and Behavioral Instruction

## Classroom Management Plan

Teachers are responsible for the development of a classroom management plan (Appendix C) that aligns their vision of their classroom with the school's vision and behavioral expectations in order to develop an instructional structure where students are directly taught how to be successful in specific class situations. These situations include, but are not limited to, teacher-directed instruction, class discussion, small group activity, independent work time, sustained silent reading, cooperative groups and assessment periods. In each instructional approach, two key questions are answered: "What do students need to know and do in order to behave responsibly? What do students need to know and do in order to be successful?" The plan must include the following elements which are shared with parents/guardians at the beginning of the year:

1. Philosophy/mission/vision
  - a. What is your philosophy of motivation? How does that connect to the school's vision, mission and values?
2. Guidelines for Success (Procedures)
  - a. Teach your expectations—clarify and communicate them to the students through routine instructional practices. This can include posting expectations for each major instructional activity as it occurs, including teacher-directed instruction, independent seatwork, cooperative groups, and tests. These expectations are then reinforced in a variety of ways, for example through: posters on permanent display, expectations worksheet on projector, wall charts, flip charts, etc.
    - i. Questions to ask yourself in defining expectations for each activity utilize the **CHAMPS** acronym (Sprick & Baldwin, 2009):
      1. **Conversation**: Can students converse during this activity? about what? with whom? for how long?
      2. **Help**: How do students get your attention for help? How do students get their questions answered? what should they do while they wait?
      3. **Activity**: What is the expected end product of this activity? What is the learning objective?
      4. **Movement**: For what reasons can students get out of their seats during this activity? Do they need permission to do so?
      5. **Participation**: What behavior shows that students are participating or not participating?
      6. **Success**: There are no questions for this one. When CHAMPS expectations are met, students will be successful.
3. Routines
  - a. Attention signal: how will you get student's attention (visual, auditory, kinetic, and portal components)
  - b. Beginning Routine: How will you welcome students each day and direct them to the appropriate task?
  - c. Ending Routine: What is your routine to wrap up the end of the day/class in a positive, organized way?
  - d. Managing Student Work: What systems will you use to manage student work effectively? For example: assigning and collecting work. Dealing with late/missing assignment
4. Encouragement Procedures

- a. How will you encourage/acknowledge students when they are meeting expectations? How can these be connected to school wide systems of acknowledgement
5. Correction Procedures
- a. What strategies will you use to respond to interfering behaviors? This includes systems for acknowledging behavior as well as school wide systems of correcting behavior (Sprick & Baldwin, 2009).

When a teacher, parent / guardian, or other staff member suspects a student has a difficulty or notes concern, the following actions should be implemented.

- Review the cumulative record including all academic and behavioral data, and any other pertinent background information
- Define the concern in behavioral, observable, and measurable terms
- Identify the student's strengths and motivators
- Begin collecting frequent progress monitoring data to determine how the student is responding to curriculum and / or behavioral expectations in the classroom.

If the data confirms that the student is performing below classroom expectations and that his / her rate of progress is not sufficiently closing the gap, a parent conference is needed. The teacher should confer with the parent / guardian (in the parent / guardian's preferred language) regarding the nature of the concern, sharing the data collected, the student's strengths, measures that will be taken to assist the student, and how results will be gauged and communicated. This conference may be conducted face-to-face, by letter, or phone; however, it must be *documented* with evidence of parental involvement.

Intervention measures related to the identified skills gap / behavior are implemented with integrity, and frequently assessed to determine the impact of the methods. Should these methods fail to improve the student skills / behavior at a rate of progress that will catch up to classroom expectations, the teacher will choose to implement a different or second intervention. If lack of progress is noted despite intervention, the teacher will complete an EST referral through the school based MTSS form with the appropriate associated documents.

### **Schedule for teaching behavior**

August-September

- Teach school-wide expectations in hallway, cafeteria, bathroom, recess
- Teach classroom expectations and procedures

September-November

- Teach school wide and classroom behavioral expectations 2-3 times per week and as needed based on data

December

- Reteach and check for understanding of Expectations upon return from Thanksgiving break

January

- Reteach and check for understanding of Expectations upon return from winter break

February-March

- Teach school wide and classroom expectations weekly and as needed based on data

March-June

- Teach school wide and classroom expectations as needed

## Systems of Acknowledging Behavior

*At the school wide level*, systems of acknowledging behavior provides immediate, intermittent, and/or long term acknowledgement to any student in the building who displays desired school-wide expectations. These systems call upon the adults in the school, including food service personnel, custodial staff, bus drivers, paraprofessionals, administrators, and teachers, to acknowledge children for demonstrating adaptive and prosocial behaviors which can be new skills or sustained skills that help cultivate a positive school climate and community (Akin-Little et. al., 2004). A school wide acknowledgement plan identifies 3-5 specific behaviors, defining them in each setting within the academic day as well as who is eligible, how often the award is delivered, and how many people receive the award at a given time. Additionally, how awards are presented and displayed is also identified.

*At the classroom level*, systems of acknowledging behavior reward the entire class and can include special activities such as pajama day, field day, special lunch tables and treats as well as recognition at school wide assemblies/celebrations. These systems are communicated through the classroom management plan where expectations are explicitly defined and align with school wide expectations. They are posted visually and routinely taught throughout the school year. Finally, they can include a continuum or reinforcers found below:

*At the individual student level*, systems of acknowledging behavior are a component of targeted or intensive individualized support plans. These can include Check-in/Check-out (CICO), Daily Progress Reports, Punch Cards, and Behavior Intervention Plans that target the development of skills after a function of behavior has been identified.

### Acknowledgment Guidelines

When acknowledging behavior that meets expectations, adults are positive, specific, and clear. The acknowledgment is provided immediately, initiated by the adult and focused on improvement. The continuum of strategies to acknowledge behavior are:

Free & Frequent	Intermittent	Strong and Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Positive phone call home	Field Trip
Positive Email Home	Special Privileges	Special Project
Stickers/Stamps	Social/Free Time	Recognition
Thumbs Up	Computer Privileges	Ceremonies
Tickets	Special Seat	Honor Roll

## Systems for Correcting Behavior

### Correction Guidelines

When providing correction adults will remain calm, consistent and brief. Additionally, corrections should be immediate and respectful. The continuum of strategies to respond to interfering behavior are as follows:

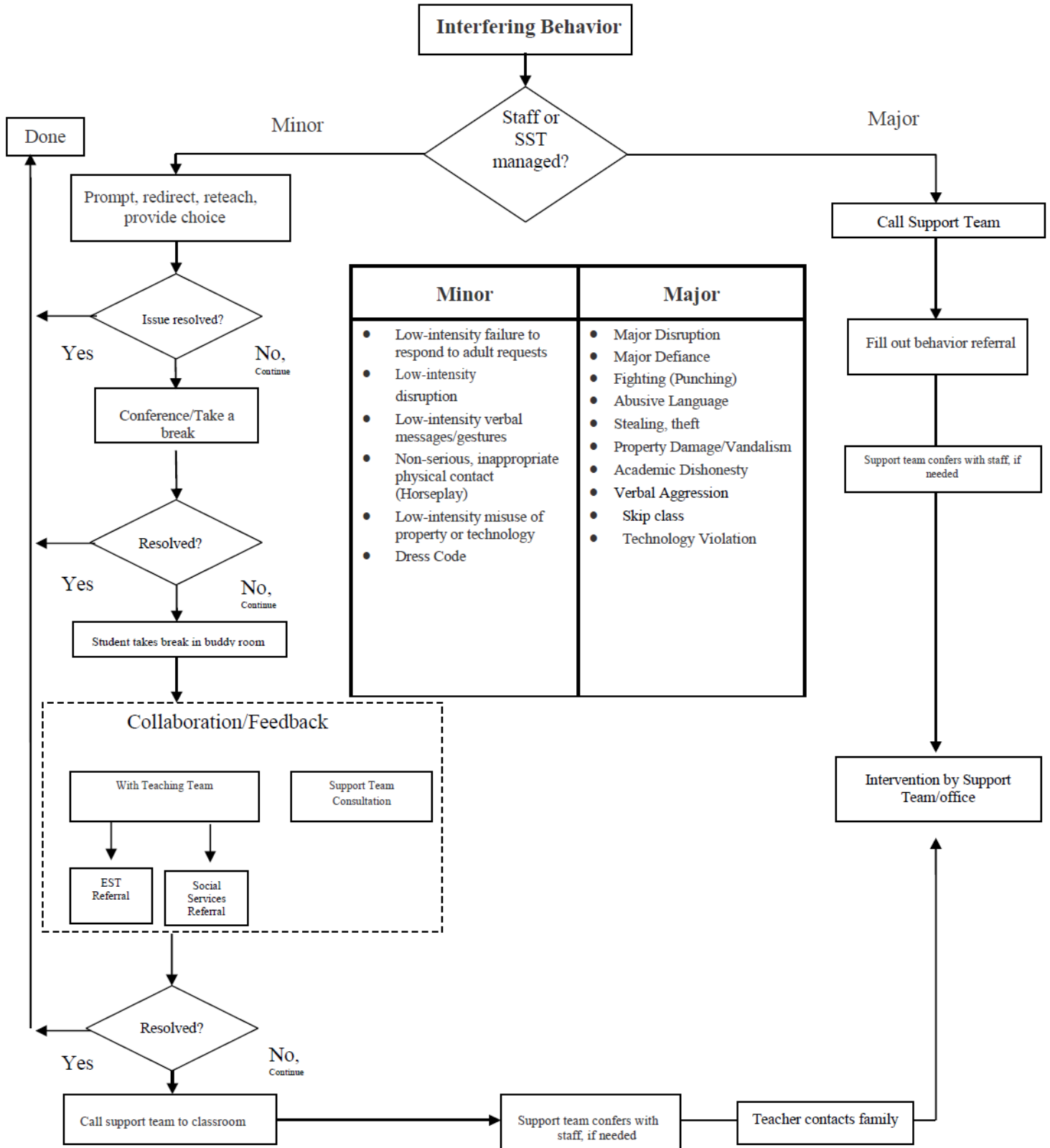
Correction Technique	Words/actions an adult can use
Prompt	Provide verbal and/or visual cue
Redirect	Restate matrix expectation
Reteach	State and demonstrate the matrix behavior. Have student demonstrate and provide immediate feedback
Provide Choice	Give choice to accomplish a task in another location, about the order of the task completion, using alternate supplies to complete the task for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior and tell why the alternative is better. Practice. Provide feedback

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback

Systems should align with school wide practices which may include but are not limited to positive behavior Intervention and Support (PBIS), Restorative Practices, Conscious Discipline, and Responsive Classroom. A Sample matrix is provided in Appendix D.

# Correcting Behavior Flow Chart



## **Tier II- Targeted Instruction**

Tier II students are identified during a Pre-intervention meeting. Previous and current assessment results, grades, and teacher observations should be carefully analyzed and discussed. The School Based Educational Support Team then decides which students meet criteria for and may benefit from targeted Tier II interventions. Similar to academic Tier II identification, initial baseline data is used to characterize students with Tier II social emotional & behavior concerns. Using baseline absences, behaviors, and referrals, the School Based Intervention Team decides which students meet the criteria for receiving targeted, instructional Tier II Social Emotional & behavior interventions. Additionally, individual student data on the intensity of specific behaviors (i.e., frequency, duration) and teacher made behavior progress reports are useful. From there an EST plan is created. Please refer to Appendix A for a sample plan.

### **Tier II- Academic Targeted Instruction**

Targeted instruction is a core element of personalized learning. Targeted instruction is data informed and designed to meet student needs and learning goals. Targeted instruction should be progress monitored on a regular cycle and instruction should be adjusted according to student progress and needs.

### **Tier II – Social Emotional & Behavioral Targeted Instruction**

#### *Behavior Early Warning Systems*

“Early warning systems” also apply to behavior situations. Behavior indicators include:

- previous Tier II and / or Tier III behavior plans and interventions
- excessive absences and / or tardies
- discipline issues with referrals
- medical and / or physical complications

The School Based EST Team may also want to consider whether most referrals come from several settings or a few. Do specific teachers write the majority of referrals and / or request the most support? Do informal ‘walkthroughs’ suggest particular settings in need? Does the data indicate school-wide “systemic” behavioral issues or specific individual issues?

#### **Behavior Interventions**

Tier II behavior interventions are provided in addition to school-wide Tier I Core Social Emotional & Behavior Programs and classroom procedures. Tier II behavior interventions should be coupled with Tier I expectations and curriculum, but be targeted plans centered on student need. An effective instructional Tier II behavioral small group should include 10 or fewer students.



When developing Tier II behavior interventions, the School Based Intervention Team should consider targeted interventions already offered at the school and their current effectiveness. Remember, important considerations of existing or proposed targeted interventions are their connections to Tier I Core Social Emotional & Behavior Programs and procedures. The team should also consider students with similar targeted behaviors for small group interventions but always be mindful that the types or roots of specific student behaviors match the group (i.e., fit the group to the student, not the student to the group). Crucial populations for teams to keep in mind are students in need of support, which school discipline data does not 'capture' (i.e., students with internalizing concerns and / or conditions). Finally, teams should continually monitor the quality and fidelity of all implemented Tier II behavior interventions, looking for those with the most positive impact on students.

## **Tier III – Intensive Instruction**

If a student does not demonstrate sufficient response to Tier II interventions, based on Tier I and Tier II data, the School Based Intervention Team should consider intensive Tier III services.

Individual diagnostic data, teacher observations, and Tier II 'Response to Intervention' information are typically collected to inform Tier III discrepancies and interventions. Tier III intervention(s) must provide an increase in intensity and frequency. These interventions must be reevaluated, and changed from Tier II. Intensive Tier III interventions are provided *in addition* to all Tier I instruction and Tier II targeted instruction the student is already receiving. Tier III instruction consists of a direct alignment of student need, highly concentrated instruction, and intensity. Tier III interventions are characterized by:

- More instructional time
- Individual instruction or small groups of three or fewer students
- Precisely targeted instruction at the student's appropriate level
- Explicitly detailed instructional explanations
- Highly systematic instructional sequences
- Extensive opportunities for practice
- Numerous opportunities for error correction and feedback

At this level, students receive individualized, intensive instruction outside the scope of regular instruction that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during the MTSS process is included and used to make the eligibility decision.

## **Tier III- Intensive Social Emotional & Behavioral Instruction**

### **Identifying Behavior Tier III Students**

As with academics, Tier III behavior identification results when a student does not make sufficient improvements, as supported by data based evidence, during Tier II interventions. When this occurs, students are considered for intensive Tier III services.

### **Behavior Interventions**

Tier III behavior interventions consist of highly concentrated behavioral *instruction* where intensity and student need is directly aligned. Tier III behavior interventions may be characterized by:

- More *instructional* time addressing behavioral reasoning

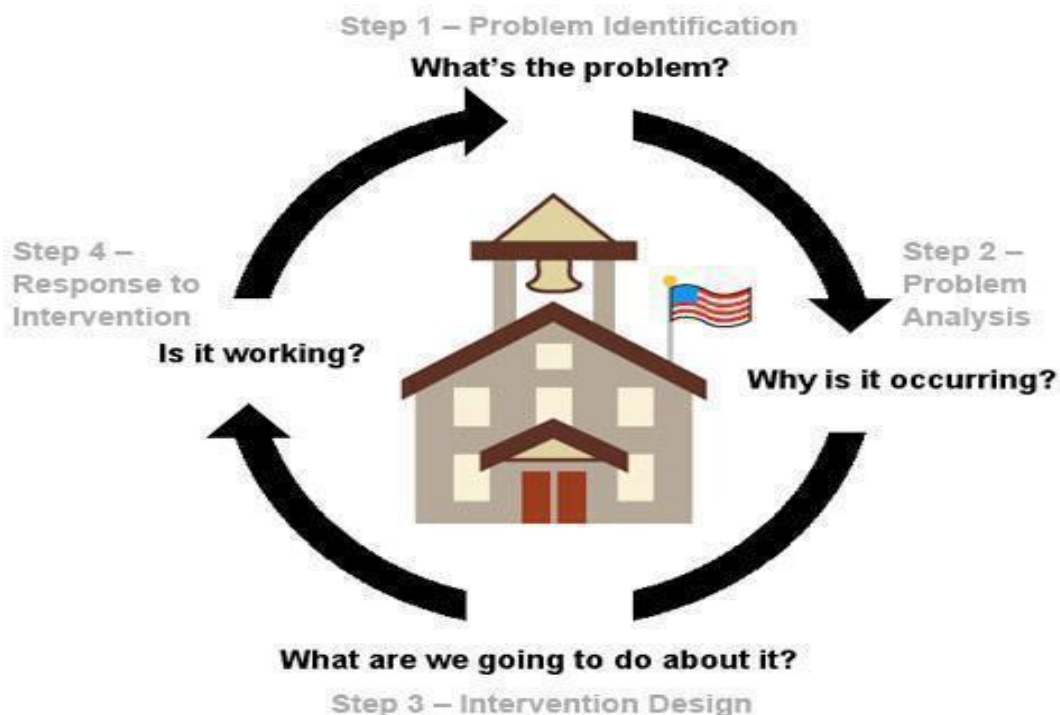
- Smaller groups (or individuals)
- Precisely targeted behavioral instruction
- Ample opportunities to practice behavioral scenarios
- Numerous opportunities for behavior correction, feedback, and adaption in a safe environment

An effective behavior intervention support system must have ‘tailorable’ intervention resources available. An ‘off the shelf’ program is rarely productive beyond Tier I instruction (VTmtss Field Guide, 2019). Students requiring Tier III Behavior supports necessitate interventions matched to their specific needs. Interventions should be supported by scientific based research that has been proven effective addressing the specific needs presented. Consider referring to Randy Sprick’s, Teacher’s Encyclopedia of Behavior Management. This is a valuable resource full of useful and realistic behavior interventions.

If a student requires Tier III behavior interventions, a Functional Behavioral Assessment should be completed. This assessment will produce a Positive Behavior Intervention Plan (PBIP). School Based Intervention Teams should implement the PBIP with integrity and fidelity. Should more than one student have similar Tier III behavior needs, they may be served by small group instruction with four or fewer students.

### **The Problem-Solving Model** (Adopted from the Florida RTI model)

The Problem-Solving model is a method of solution determination where multiple data sources and perspectives are considered. The use of this process reveals a “complete picture” of the problem and possible solutions are established. The Problem-Solving Model entails four steps that require careful consideration, suggestions, input, and ideas from team members. This is a paradigm shift from diagnosing, placing, and labeling students, to problem-solving, intervening, and helping students.



## Step 1: Problem Identification

*Define the Problem. What is the problem?*

The problem solving team must review the targeted student's data in relation to his / her classmates. If everyone else is making progress, then a problem involves factors influencing the individual student. (If not, then whole group interventions must be considered.)

### Step 1 Guiding Questions

Where are we?

Where do we want to go?

Is there a difference between the student's performance and the goal?

*Determine what you want the student to do (Improved performance in an academic area or replacement behavior).*

Replacement behaviors identify what we want the student to be able to do. They are specific, observable, and measurable. It is often difficult for teams to come to consensus or pinpoint a core problem; however, teams often concur on what they want the student to achieve. Use of Ross Greene's Collaborative Proactive Solutions approach can aid teams in identifying lagging skills.

*Set an Academic, Social Emotional and / or Behavior Goal*

Goals must be realistic! The Goal is generally the level of performance needed to achieve specific standards by the end of the school year or *other identified time frame*. Behavioral goals are often determined by the level of performance necessary to be successful, which may be, in certain cases (i.e., aggression), every time.

## Step 2: Problem Analysis

*Develop a Hypothesis. Why is the problem occurring?*

Determine probable reasons for the displayed challenges.  
*The problem occurs because \_\_\_\_\_.*

Review multiple possibilities / causes that may include but are not limited to the student, peers, teachers, home, school environment, and / or curriculum.

### Step 2 Guiding Questions

Why is the problem occurring?

Why are students not attaining desired levels?

### Example for Behavioral

*The student is not using problem-solving skills because...*

1. Student ~ She does not have the social skill of self-control
2. Peers ~ Her peers reinforce her aggression and do not model or reinforce non-aggressive behavior
3. Teacher ~ Her teacher does not recognize the initial behaviors associated with her aggression response
4. Home ~ Aggressive behaviors are modeled and accepted in the home when family members are provoked or frustrated

5. School Environment ~ School-wide instruction and emphasis on non-violent character traits has been ineffective for her leading to frustration and aggravation
6. Curriculum ~ The current curriculum is above her instructional level and she is trying to mask her vulnerability in an inappropriate way

Example behavioral hypothesis statement: *The peer group is reinforcing the student and her parents accept her reaction to 'fight' when threatened or provoked.*

Collect assessment data to validate the hypothesis.

### Step 3: Intervention Design

*Develop a Plan. What are we going to do about the problem?*

Consider both **how** to teach and **what** to teach. The goal is to develop a research-based instructional / intervention plan that matches the student's needs and has the greatest likelihood for success. A good intervention plan explicitly defines the skills to be taught, focuses on measurable objectives, defines who will complete tasks (when and how), describes a progress-monitoring plan, and indicates available resources. Be sure to match the intervention type and intensity to the student, setting, and area of concern. Remember, interventions must focus on teaching replacement behaviors and / or missing skills.

#### Step 3 Guiding Questions

- What are we doing about the problem?
- What is it about the interaction of the instruction, curriculum, learners, and learning environment that should be altered so that students can learn?

Example plan for previous behavioral hypothesis: *The peer group is reinforcing the student and her parents accept her reaction to 'fight' when threatened or provoked.*

1. Peer group intervention (class discussions) that focuses on appropriate responses to aggravation and frustration
2. Class-wide social skills training which focuses on verbal conflict resolution
3. Positive reinforcements, support, and incentives for demonstrating verbal resolutions
4. Parent conference and training to obtain parental support of non-aggressive responses

### Step 4: Implementation and Response to Intervention (RtI)

*Implementation and Evaluation. Is it working?*

A valid Response to Intervention requires documented *and graphed* progress monitoring. It is only through regular progress monitoring that a team can ensure a student is making appropriate academic and / or behavioral progress. Progress monitoring methods may include, but are not limited to, curriculum-based measurements, frequency of behaviors, and the accuracy and completeness of assignments.

#### Step 4 Guiding Questions

- Is the intervention producing the desired results?
- Is the response positive, questionable, or poor?
- Should adjustments be made to ensure integrity of the intervention?
- Should the intervention be increased by reducing group size, increasing amount of time and frequency, or narrowing the focus of the intervention?

The team reviews the gathered data and asks questions in order to make decisions concerning the student's Response to Intervention. These questions may include

1. Is the rate of progress acceptable?
2. Does the student require interventions that are more intensive?
3. Has enough progress been made so the student can return to the Core (Tier I)?
4. Does the student's progress show the need for continued interventions?

A **positive Response to Intervention** occurs when the academic and / or behavioral gap is closing and the student is making progress towards the desired goal. At this point, continue the intervention until the student reaches the goal or discontinue if the student has achieved functional (behavioral) independence.

A **questionable Response to Intervention** occurs when the student is neither closing the gap nor widening it. In other words, the situation is not any worse, but is not any better either. At this point, the first step is to evaluate whether the intervention is being implemented as designed (fidelity). If so, the team should consider increasing the intensity of the current intervention(s) for a designated period of time and then reassess impact. If the rate of progress has not improved, the team needs to return to problem solving and initiate a different intervention.

Intervention intensity can be increased by reducing the size of the group, increasing the amount of time and / or the frequency that the intervention is delivered, or by narrowing the focus of the intervention.

A **poor Response to Intervention** occurs when the deficiency gap widens and the student falls further behind or behaviors escalate. Intervention fidelity should be evaluated and if it is determined that the response is not due to lack of fidelity, the team needs to return to problem solving and initiate a different intervention.

This Problem Solving Process is a self-corrective, decision-making model focused on social emotional and / or behavioral intervention development and progress monitoring with frequently collected, measurable data that illustrates student performance. By graphing data points collected from this on-going progress monitoring, the Responses to Intervention and trends in student performance can be easily visualized and student performance trajectories will clearly reveal the type of response achieved.

## Progress Monitoring

Monitoring student progress is an essential component of the problem solving process. Effective progress monitoring provides information needed to ensure that timely support is provided to students in direct relation to the intensity of their needs. The frequency of data and the type of data monitored will vary based on individual student deficiencies, the severity of the problem, and / or nature of the intervention. The three categories of data a MTSS team should consider include

- Baseline data that compares the targeted student's current level of functioning to performance standards and / or the performance of his / her peers
- Progress monitoring data that shows the student's rate of learning
- Diagnostic data that provides information about specific skill acquisition

Baseline data should include information about the gap between the targeted student's current performance and the expected performance standard; this information illustrates how far below the standard the student is currently achieving. Unlike baseline data, which is a static picture of a child's performance at one point in time, progress-monitoring data is a measure of rate and change that includes multiple assessments of the student's performance.

When completed and used with fidelity, progress monitoring promotes

- ✓ accelerated learning through appropriate instruction
- ✓ informed instructional/Intervention decision-making
- ✓ documentation of student progress for accountability
- ✓ efficient communication with families and team members
- ✓ higher expectations
- ✓ fewer referrals for special services

### **Data Sources**

A central aspect to the MTSS process involves the use of data. Students' data are monitored to determine their progress toward mastery of the core curriculum and their Response to Intervention. Additionally, data is used in determining the fidelity of implementation for interventions.

Examples of data include, but are not limited to reading running records, Frequency/duration counts, on task analysis, Child Outcome Rating Scales (CORS), Global Attainment Scales (GAS), Devereux Student Strengths Assessment (DESSA), classroom grades, amount of instructional time lost due to classroom removals, absences, tardies, behavioral observations, intervention reports, In-School Suspensions, Out of School Suspensions, behavior referrals, and information from parent(s) / guardian(s).

## Appendix A

### Educational Support team Action Plan

Student Name:

Grade:

Advocate:

Meeting Date:

Date plan will be reviewed:

In attendance:

Priority area of concern to be addressed in the Action Plan:

### Action Plan

	Intervention	Beginning Date	End Date	Who will Implement?
1				
2				
3				
4				

### Progress Monitoring

Intervention Number	Goal By this date, the student will....	How will we measure progress and effectiveness of the intervention/support?

**Appendix B**  
**MTSS Roles and Responsibilities Matrix**

**<School Name Here>**

Building Support Staff	Paraprofessional	Teacher	Special Educator	Interventionist Specialist Coach	Guidance	Team Leader	Dean of Students	Principals	Supervisory Union



Appendix C

**Classroom Management Plan**

Adapted from CHAMPS model (Ancora Publishing, 2010) & University of Missouri Classroom Systems of Positive Behavior Support (Lori Newcomer, Ph.D.) by Cate Beaton, MA, LCMHC, OESU

Teacher:	Class/Activity:
Grade/Classroom:	# of Students:
<b>Determine your philosophy/mission/vision: Many classroom management plans begin with the teacher's philosophy of motivation. How does that connect to the school's vision, mission and values?</b>	
<u>Vision:</u> what outcomes are you looking to achieve with your students?	
<u>Mission:</u> what will you do every day to make sure that vision is achieved?	
<b>Guidelines for Success: List at least 4 traits that you will teach to help your students be successful. Please include ideas on how you will teach these and the frequency of re-teaching.</b>	
Describe how you will: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
<b>Rules: List at least 3-5 specific, observable, and positively stated rules that you will enforce consistently. Please include ideas on how they will be displayed.</b> <ul style="list-style-type: none"><li>○ Focus on some themes or big ideas For example, respect and integrity are common values in classroom settings.</li><li>○ Get specific. Big themes are helpful, but only if they are translated into specific behaviors. For example, respect can be demonstrated through showing up on time, not interrupting others, keeping cell phones and other electronic devices put away, and paying attention.</li><li>○ Create the rules together. At the very least, explain your rules and then discuss them with your class. This allows them to contribute and gives them some ownership of the class.</li></ul>	

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## Routines

**Attention Signal: Describe your attention signal. Include its virtual, auditory, kinetic, and portable components.**

**Beginning Routine: What's your routine to welcome students and direct them to a productive task?**

**Ending Routine: What is your routine to wrap up the end of the day/class in a positive, organized way?**

## Procedures

**Teaching Expectations:** Outline a lesson plan to teach students about the expectations for one activity. What, how, and when will you teach it?

**Managing Student Work:** What system will you use to manage student work effectively?

Assigning and collecting work:

Dealing with late/missing assignments:

**Feedback Procedures:** How will you give effective feedback for academics and behavior? Communicate procedures/interventions upfront so students know what to expect when they behave inappropriately. Be as specific as possible. How will you remind students ( verbal, visual, etc.)? Then be sure to follow through.

Class:

Individual:

**Encouragement Procedures: How will you encourage students to demonstrate motivated and responsible behavior?**

Class:

Individual:

**Write a letter home to parents explaining your vision, mission, expectations, routines, and procedures.**

## Appendix D

Consequence Matrix Template

Minor Problem Behavior	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense w/in 2 weeks
<p style="text-align: center;"><b>OESU1: Disrespect</b></p> <p>Student delivers socially rude or dismissive messages to adults or students.</p>			
<p style="text-align: center;"><b>OESU2: Disruption</b></p> <p>Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</p>			
<p style="text-align: center;"><b>OESU9: Dress Code Violation</b></p> <p>Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.</p>			
<p style="text-align: center;"><b>OESU3: Inappropriate Language</b></p> <p>Student delivers verbal messages that include swearing, name-calling, or use of words in an inappropriate way.</p>			
<p style="text-align: center;"><b>Physical Contact/Physical Aggression</b></p>			
<p style="text-align: center;"><b>OESU0: Property Misuse</b></p> <p>Student engages in low-intensity misuse of property eg. bottle flipping, using pencil inappropriately</p>			
<p style="text-align: center;"><b>OESU11: Student Concern</b></p> <p>Student disclosure of behavior that gives rise to concerns for the students' well-being.</p>			
<p style="text-align: center;"><b>OESU4: Technology Violation</b></p> <p>Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.</p>			
<p style="text-align: center;"><b>OESU9: Dress Code Violation</b></p> <p>Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.</p>			

Major Problem Behavior	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<p><b>122: Threat/Intimidation</b> Physical, verbal, written, or electronic action, which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.</p>			
<p><b>Chronic Defiance/Disrespect/ Insubordination/ Non-Compliance/Disruption</b> (See definition above)</p>			
<p><b>Forgery/Academic Dishonesty/Lying/Cheating</b></p>			
<p><b>Inappropriate Display of Affection</b></p>			
<p><b>105: Burglary/Breaking &amp; Entering/Theft/Larceny</b> Unlawful entry or attempted entry into a building or other structure without permission with intent to commit a crime without threat, violence or bodily harm . This includes electronic theft of data.</p>			
<p><b>Skip class</b></p>			
Critical Problem Behavior	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<p><b>102: Arson</b> To unlawfully and intentionally damage, or attempt to damage, any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were contributing factors to a damaging fire.</p>			
<p><b>119: School Threat- Bomb, fire alarm, other</b> Intentionally making a false report of potential harm from a bomb, dynamite, explosive, or arson-causing device.</p>			
<p><b>049: Bullying</b> Any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which: (A) is repeated over time; (B) is intended to ridicule,</p>			

humiliate, or intimidate the student and (C) (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or school-sponsored activity; or (ii) does not occur during the school on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.			
<p><b>015: Harassment</b></p> <p>An incident or incidents of verbal, written, visual, or physical conduct based on or motivated by a student's or student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, disability or gender identity that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.</p>			
<p><b>016: Hazing</b></p> <p>Any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with an educational institution; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of a student.</p>			
<p><b>Off School Location</b></p>			
<p><b>110: Fighting</b></p> <p>Student is involved in mutual participation in an incident involving physical violence.</p>			
<p><b>101: Alcohol Sale or Use</b></p> <p>Selling alcoholic beverages/or distributing (i.e., giving away) alcoholic beverages. Drinking alcoholic beverages and/or having alcoholic beverages in one's pocket(s), bag(s), car, Locker, etc.</p>			
<p><b>Use/Possession of Weapons</b></p>			

\*\*\*This matrix is intended to be a guide for students, parents, teachers, and administrators

**Appendix E**  
**Glossary of Common Terms**

Accommodations	Accommodations are changes to instruction or assessment administration that are designed to increase students' access to materials or enable them to demonstrate what they know by mitigating the impact of their disability. They also are designed to provide equity, not advantage, for children with disabilities.
Baseline data	Baseline data is the data that is collected before an intervention or program change begins.
Behavioral Expectation	Behavioral expectation is the specific, positively stated behavior of all students that are explicitly taught, modeled, and reinforced school-wide.
Behavioral Intervention Plan (BIP)	A behavioral intervention plan (BIP) is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes positive behavioral interventions and supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.
Benchmark Assessment	Benchmark assessment is an assessment administered periodically throughout the school year at specified times during a curriculum sequence to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals. The design and choice of benchmark assessments is driven by the purpose, intended users, and uses of the instruments. Benchmark assessments can inform policy, instructional planning, and decision making at the classroom, school, and/or district levels.
Comprehensive Assessment System	A comprehensive assessment system is a coordinated system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used. The system organizes information about the process and context of children's learning and development and provides a comprehensive and multifaceted picture of students' academic and/or behavioral knowledge, abilities, and dispositions in order to help educators make informed instructional and programmatic decisions at different times in the learning process.
Core, Universal Instruction – Tier 1	Core or universal instruction (Tier 1) refers to general academic and behavior instruction and support that is designed and differentiated for all students in all settings.
Curriculum	Curriculum means an evidence-based written plan that describes program practices for supporting the learning of each child based on the child's individual developmental levels. Curriculum is aligned to state standards and adopted at the local level.
Curriculum-Based Assessment (CBA)	Curriculum-Based Assessment is an assessment that has three components: (1) measurement materials that are aligned with the annual curriculum, (2) measurement that occurs frequently, and (3) assessment data that are used to formulate instructional decisions. CBA is an umbrella term that includes curriculum-based measurement.
Curriculum-Based Measurement (CBM)	Curriculum-Based Measurement is an approach used to screen students or to monitor student progress in mathematics, reading, writing, spelling, and other content areas. CBM is a distinctive form of curriculum-based



	assessment because of three additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; (2) CBM measures are overall indicators of competence in the target curriculum; and (3) CBM is standardized, with its reliability and validity well documented. These properties allow teachers and schools to look at student growth over time.
Differentiated Instruction	Differentiated instruction is the way in which a teacher anticipates and responds to a variety of student needs in the classroom. To meet student needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning).
Evidence-Based	Evidence-based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.
Explicit Instruction	Explicit Instruction is a structured, systematic approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis; Explicit Instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for the learning, clear explanations and procedures in small steps, checking for student understanding, and achieving active and successful participation by all students.
Functional Behavioral Assessment (FBA)	Functional behavioral assessment is the process used to identify problem behavior, determine the function or purpose of behavior, and develop interventions to teach acceptable alternatives for the behavior.
Gap Analysis	Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations
Instruction	Instruction requires teachers to understand the standards and expectations, along with the essential concepts and skills, and to utilize a variety of methods and strategies to teach and reinforce the desired academic or behavioral outcome(s). It includes providing access to the general education curriculum for all students. Effective instruction engages teachers in a process that uses student data and assessment data to make sound instructional decisions to meet the needs of individual students.
Intensive Interventions and Supports – Tier 3	Intensive intervention and support (Tier 3) is the most intense instruction/intervention levels, which is based on individual student needs, is provided in addition to and aligned with Tier 1 and 2 academic and behavior instruction and supports. Intensive interventions are characterized by increased intensity (increased time, narrowed focus, and reduced group size).
Intervention	Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

Modification	A modification is an adaptation to instruction or the administration of an assessment that change, lower, or reduce performance expectations for demonstration of a learning outcome.
Positive Behavioral Interventions and Support (PBIS)	Positive behavioral Intervention and support is an implementation framework that is designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.
Problem Solving	Problem solving is the recursive, self-correcting, systematic process of finding solutions by accurately identifying problems, analyzing relevant data to understand why a problem is occurring, designing and implementing probable solutions, and measuring the effectiveness of the solutions that were implemented.
Progress Monitoring	Progress monitoring is the ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
Scientific, Research-Based	Scientific, research-based is a term used to describe reliable, trustworthy, and validated practices and programs that have been thoroughly and rigorously reviewed to determine whether they produce positive educational results in a predictable manner.
Targeted Supplemental Interventions – Tier 2	Targeted supplemental interventions (Tier 2) are the individual or small group strategic instruction/interventions and supplemental supports, in addition to and aligned with Tier 1 academic and behavior instruction and supports.
Universal Screening, Academic	Academic universal screening is a systematic process for assessment of all students within a given grade, school building or district on critical academic skills. The universal screening is a brief assessments or inventories focused on target skills that are highly predictive of future outcomes.
Universal Screening, Social Emotional & Behavioral	Social Emotional & Behavioral universal screening refers to the informal inventories of behaviors (internalizing and externalizing) to indicate if students need additional support in specific behavior skills.

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