



HUBER HEIGHTS CITY SCHOOLS

Whole Child Multi-Tiered Systems of Support Implementation Guide

2021-2022



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District Vision and Mission

Vision: Learning today, prepared for tomorrow - Warrior Pride.

Mission: Empowering our students to be academically and socially prepared for their futures through the support of excellent teachers and staff, families, and community partners.

We believe:

We believe that Multi-Tiered Systems of Support (MTSS) is a FRAMEWORK of implementing high quality, research-based grade-level instruction based on learner needs. MTSS includes monitoring each student's progress and adjusting based on the student's response. This involves:

- Using differentiated instructional strategies for **all** learners.
- Providing **all** learners with scientific evidence-based interventions.
- Continuously measuring student performance using scientifically evidence-based progress monitoring for **all** learners.
- Making educational decisions based on students' response to intervention.

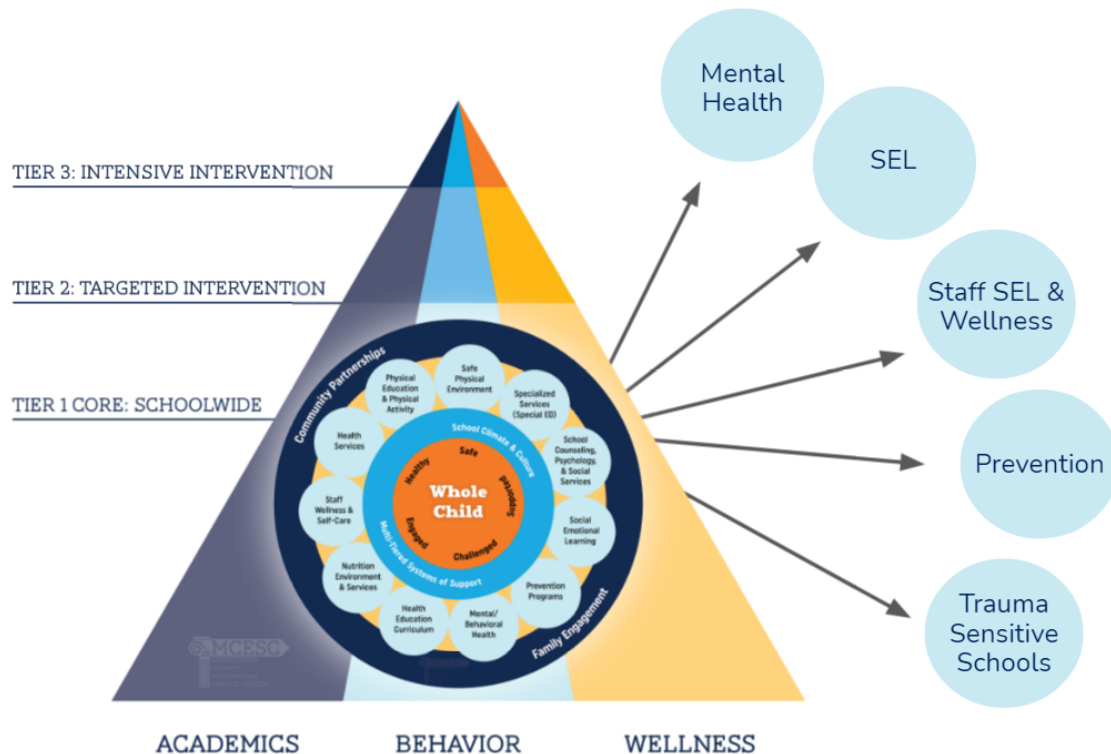
Goals of MTSS in the Huber Heights City School District:

1. Modify instruction and implement scientifically based interventions based on student needs, with the ultimate goal being student success in the form of increased academic, behavior, & wellness in achievement and growth.
2. Identify and respond to student skill deficits as soon as possible.
3. Apply scientifically-based resources aligned to student needs to ensure student success by closely monitoring student progress based on up-to-date data.

Overview of Whole Child Multi-Tiered System of Support (MTSS):

What is MTSS?

MTSS is a framework that schools use to meet the academic, behavioral, and social-emotional needs of all learners. The multi-tiered system of support provides varying layers of intensity and includes strong core curriculum, differentiated instruction, and responsive intervention and enrichment.



Important Components of MTSS

- **Responsiveness** to all student needs, including academic enrichment, remediation, behavior support, social-emotional support, language development, and other areas as needed
- **Universal Screening** data for key academic, behavioral, and wellness areas for each student
- **Data-driven instruction** and educational support based upon screenings and other information
- **Collaborative Team Decision Making** using the problem solving cycle at the district, building, grade level/ department, and individual student level
- **Varied formats for support**, including in the classroom under the guidance of a teacher, as a small group in-class or through pull-out, or as one-on-one intensive support.
- **Monitoring progress** frequently and adjusting support as needed
- **Parent and Community Engagement** includes communication about how all students are supported, involvement determining system needs, and involvement in Tier 2 & 3 problem solving
- **Effective Instructional Practices** including evidence-based instruction and interventions as well as culturally responsive practices

Tiers of MTSS

The MTSS framework has three tiers. Each tier provides different levels of support.

In Tier 1: All students engage in high quality curriculum and differentiated instruction. A teacher provides instruction for all learners.

In Tier 2: In addition to core instruction, the school provides targeted interventions for select students. This includes enrichment, remediation, and social/emotional or behavior support.

In Tier 3: Students receive additional, intensive intervention based on individualized problem solving with frequent progress monitoring.

Multi-Tiered System of Support Flowchart

Tier 1: Core Instruction & Support

All students receive high quality instruction that involves academic, behavioral, and social/emotional support.

At least 80% of students should respond to core instruction and support. If not, adjust core instruction.

Is your student responding to core instruction and support?

Yes						No	
Student is at or near benchmark				Identify if the concern is academic, behavioral, and social/emotional. Implement Tier 1 core instructional support specific to the concern and progress monitor for 4-6 weeks.			
	↓					↓	
Continue Tier 1 Instruction and monitor progress						If no progress made, move to Tier 2	

Tier 2: Intentional Interventions & Supports

All students still receive Tier 1 core instruction and support.

Begin to implement Tier 2 support.

Is your student responding to intentional interventions and support?

Yes			Somewhat			No	
Team may determine to continue Tier 2 intervention or return to Tier 1.		Progress is being made but not at the expected rate. Adjust and strengthen intentional supports		If a student is making little or no progress, the team may decide to move to Tier 3 and design higher intensity individualized interventions.			
	↓					↓	
Continue to monitor progress.						Move to Tier 3	

Tier 3: Intensive Interventions & Support

Strengthen or adjust previous interventions (Tier 1 Core instruction and additional Tier 2 interventions).

Match intervention to student needs, Implement intervention and assess/monitor response to Tier 3

Is your student responding to intensive interventions and supports?

Yes			Somewhat			No	
Team may determine to continue Tier 3 intervention or return to Tier 1 or 2.		Progress is being made but not at the expected rate. Adjust and strengthen intensive supports		If a student is making little or no progress, the team may decide to refer the student for a multi-factored evaluation and design higher intensity individualized interventions.			
	↓					↓	

Continue to monitor progress.				The team may decide to refer student to School Psychologist by completing PR-05 (Referral for Evaluation)
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Overview of Tier 1

In Tier 1: All students will engage in high quality curriculum and differentiated instruction that continually evolves to meet the needs of our students. In the Huber Heights City School District, lesson delivery includes coherent instruction for all students that is based on learning standards. Instructional practices are differentiated to meet the needs of individuals and groups of students. At least 80% of students should be successful in core instruction with minimal intervention. All students are monitored with frequent formative and summative assessments, including screenings, that drive instruction and intervention through data based decision making. Tier 1 instruction includes establishment of behavioral expectations and creating a warm, caring learning environment. Academics and behavior are closely intertwined and are often looked at together.

Team Membership

1. Teacher-Based Teams (TBTs)
 1. Meet at least bi-weekly to review data, reflect on student progress, and collaborate with colleagues to drive instruction and grow professionally in order to close students' gaps.

Students involved: ALL students

Goal Setting Guidelines

- Goals should be set to balance:
 - Meeting grade-level expectations or national benchmarks
 - Narrowing academic, behavior or wellness gaps
 - Determining a realistic rate of progress for the student

Instruction

General Instructional Strategies

This section identifies and defines General Instructional Approaches with a solid research base and is aligned to OTES 2.0. General Instructional Approaches are overarching and apply to most teaching situations. These approaches apply to K-12.

General Instructional Strategies	Suggestions for how to use this strategy	OTES Standard
Having a clear purpose for learning and Learning Targets <ul style="list-style-type: none"> Understanding by Design (UbD) 	<ul style="list-style-type: none"> Post learning target and review with students 	Standard 4: Instruction
Formative Instructional Practices: <ul style="list-style-type: none"> Formative Assessments are given and analyzed Teachers provide detailed, timely feedback Use data to drive differentiated instruction in the classroom 	<ul style="list-style-type: none"> Include multiple modes of formative assessment including quizzes, exit tickets, discussion responses, technology-facilitated responses 	Standard 3: Assessment
Activate Prior Knowledge / Build Background Knowledge	<ul style="list-style-type: none"> Graphic organizers (KWL, ABC Chart) Videos Discussion Explicit link to previous content Explicitly teach key vocabulary 	Standard 1: Student Standard 2: Content Standard 4: Instruction
Develop 21 st century skills <ul style="list-style-type: none"> Critical thinking skills Technology Cooperative learning/collaboration 	<ul style="list-style-type: none"> Promote dialogue and Socratic discussion to engage students in critical thinking Embed technology into lessons Provide structured cooperative learning opportunities 	Standard 2: Content Standard 4: Instruction Standard 6: Collaboration and Communication
Explicit instruction including modeling and practice	<ul style="list-style-type: none"> Follow an “I do, We do, You do” format Structure time for review and closure at end of lesson 	Standard 2: Content Standard 4: Instruction Standard 6: Collaboration & Communication
Gradual release of responsibility	<ul style="list-style-type: none"> Individual student contracts Scaffold amount of support to decrease over the months/quarters/semesters of the year “I do, We do, You do” format 	Standard 2: Content Standard 4: Instruction

		Standard 6: Collaboration and communication
<p>Discussion / Dialogue</p> <ul style="list-style-type: none"> Teachers offering probing questions and discussion Students engaging in rich dialogue to explain, justify, critique... 	<ul style="list-style-type: none"> Socratic Seminar Engage students in creating contrasts, classifications, and determining analogies or metaphors Engage students in articulating a hypothesis 	<p>Standard 2: Content</p> <p>Standard 4: Instruction</p> <p>Standard 6: Collaboration and Communication</p>
<p>Differentiation</p> <ul style="list-style-type: none"> Scaffolding Enrichment 	<ul style="list-style-type: none"> Use scoring guides (rubrics) to guide development of a student-selected independent project Tiered assignments designed at different levels of complexity Assignment menu Anchor activities Provide nonlinguistic representations 	<p>Standard 2: Content</p> <p>Standard 4: Instruction</p> <p>Standard 6: Collaboration and Communication</p>
<p>Combination of whole group, small group, and individual support</p> <ul style="list-style-type: none"> Flexible grouping Both heterogeneous and homogeneous small groups Centers 	<ul style="list-style-type: none"> Jigsaw Group investigation Targeted small-group instruction 	<p>Standard 2: Content</p> <p>Standard 4: Instruction</p>
<p>Student engagement</p> <ul style="list-style-type: none"> Cooperative learning Learning Communities Hands-on learning Collaborative instruction across content areas 	<ul style="list-style-type: none"> Place students in cooperative and/or flexible ability groups when appropriate Model and apply peer questioning/feedback Engage students in generating and testing hypotheses 	<p>Standard 2: Content</p> <p>Standard 4: Instruction</p>
<p>Student ownership of learning</p> <ul style="list-style-type: none"> Students know learning targets Opportunities for student self-assessment and progress monitoring are included Metacognition Students demonstrate effective learning strategies 	<ul style="list-style-type: none"> Ask students to set their own learning goals Ask students to keep track of their progress on learning goals Provide formative and summative feedback on goals Ask students to assess themselves Teach effective strategies for skills such as summarizing and note-taking 	<p>Standard 1: Student</p> <p>Standard 3: Assessment</p> <p>Standard 4: Instruction</p>
<p>Effective learning environment:</p> <ul style="list-style-type: none"> maximizing learning time Student-centered, Student-teacher relationship 	<ul style="list-style-type: none"> Work with class to cooperatively create class expectations Post expectations 	<p>Standard 1: Student</p>

<ul style="list-style-type: none"> evidence of high and clear expectations 	<ul style="list-style-type: none"> Provide opportunities for relationship building such as greetings, morning meeting, circle time 	Standard 5: Learning Environment Standard 6: Collaboration and Communication
Assignments <ul style="list-style-type: none"> are worthy tasks for learning include clear models and success criteria 	<ul style="list-style-type: none"> Provide rubrics or model of assignments when presenting the task to students 	Standard 3: Assessment
Specific differentiation for students identified as gifted	Adjust: <ul style="list-style-type: none"> Pace: Independent Learning, Alternate Assignment Delivery: Mini lesson, higher-level text complexity Depth: Tiered assignment, Increase complexity, Decrease structure, create “student expert”, apply Breadth: Link to other content areas, Choice Product: Choice board, Technology 	
Specific differentiation for English language learners <ul style="list-style-type: none"> Addressing listening, speaking, reading, and writing 	<ul style="list-style-type: none"> Increased use of visuals, models, real-world materials, gestures, TPR Connection to primary language and culture: Access to native language support Increased wait time Checks for understanding Activating/Building background knowledge Use of small groups Repetition, rephrasing Provide sentence starters or sentence frames for speaking and writing 	
Specific differentiation for students identified with a disability	<ul style="list-style-type: none"> Repetition, rehearsal Simplified input (lower-level reading material) Scaffold: simplify task then structure to get to next level (e.g. Concrete-Representational- Abstract sequence) Increased wait time Explicit instruction Explicit feedback 	

Content-Specific Curriculum and Instruction

Math:

Elementary:

Ohio New Learning Standards

[Huber Heights Curriculum Maps \(K-12\)](#)

Secondary:

- Ohio New Learning Standards
- Varied Level Classes

Reading

Elementary:

- Ohio New Learning Standards
- [Huber Heights Curriculum Maps \(K-12\)](#)
- Reading Plus (3-8)

Secondary:

- Ohio New Learning Standards
- Varied Level Classes
- Reading Plus (3-8)

Behavior / Social Emotional

Elementary:

- Behavioral Expectations are:
 - Clearly defined and shared by all staff
 - Taught to students for all settings on an ongoing basis
 - Reinforced

Secondary:

- Behavioral Expectations are:
 - Clearly defined and shared by all staff
 - Taught to students in all settings on an ongoing basis
 - Reinforced
- Student-teacher relationships/school connection is fostered through regularly scheduled opportunities for interaction.
- PBIS contributes to the positive climate at each building.
- PBIS lessons are taught multiple times a year and reinforced through frequent review.
- Transitions are supported through systematic, structured learning and relationship-building opportunities

Overview of Tier 2

Description

A targeted intervention that is provided to students that struggle to meet grade level standards. Students are identified for Tier 2 support based on universal screener data, additional assessment results and classroom performance. Students receive small group instruction that is implemented with fidelity, progress monitored for a defined length of time (approximately every two-three weeks), and targeted to identified students' needs, while continuing in Tier 1 classroom instruction

Team Membership

- Teacher teams/TBTs expand to include core support team to efficiently understanding student needs and responding through Tier 2 interventions
 - Teams must include: Classroom teachers and core support team
 - Teams may include: other experts as needed

Students involved

- Students that are identified as “at risk” on universal screening, classroom assessments, classroom performance, classroom behavior
- Students who have not responded to Tier 1 interventions

Assessments

- Universal Screener for Reading and Math (STAR 360)
- Benchmarking
- Progress Monitoring

Goal Setting Guidelines

- Goals should be set to balance:
 - Meeting grade-level expectations or national benchmarks
 - Narrowing academic or behavior gaps
 - Determining a realistic rate of progress for the student

Instruction

General Intervention Strategies

- Supplemental instruction provided **in addition to, not in place of**, the core instruction in Tier 1.
- Evidence-based programs/strategies
- Typically small group support
- Documented plan of interventions (time/ day/ per week)
- At least 6 -8 weeks or as determined by core support team
- Individual student progress is monitored

Content-Specific Intervention

<u>Math</u> <ul style="list-style-type: none">• Prodigy (1-8)• Khan Academy (K-12)• Math XL (7-12)• Instructional Skills and Resources (Star 360) (K-12)	
<u>Reading</u> <ul style="list-style-type: none">• Leveled Literacy Intervention (LLI) (K-8)• Reading A-Z/Raz Kids (K-6)• Scholastic Book Room (K-6)	<ul style="list-style-type: none">• Instructional Skills and Resources (Star 360) (K-12)• Florida Center of Reading Research (K-12)• Read 180 (7-12)
<u>Behavior/ Social-Emotional</u> <ul style="list-style-type: none">• Positive Behavior and Intervention Support (PBIS) (K-12)• Restorative Practices• School Counseling Support• Mentoring• Skill Based Interventions	

Documentation

- Tier 2 interventions are planned in advance and documented.
- The following will be documented for each student receiving Tier 2 intervention, using the [Intervention Documentation Chart \(IDC\)](#).
 - o Intervention components
 - o Frequency of intervention
 - o Duration of intervention (length of each session; start and end dates)
 - o Who is providing the intervention
 - o Progress monitoring: who is collecting, what assessment, how frequently
 - o Date for follow-up review
 - o Attendance during intervention sessions
 - o Student level of engagement during intervention

Progress Monitoring

- Teacher providing the intervention is responsible for documenting the student's progress on the targeted intervention.
- Students should be progress monitored every two-three weeks.
- The intervention should be reviewed after at least 3 data points (approximately every 9 weeks).
- Progress Monitoring data should be documented/recorded.

Additional Information:

Items to consider before moving to Tier 3:

- o At least two Tier 2 interventions have been tried.
- o The right skill has been targeted in the intervention.
- o The student has been present consistently (attendance).
- o The intervention has been implemented as intended (fidelity).
- o Increasing frequency or duration has been tried if the intervention has been occurring less than 5 days per week or less than 15 minutes per day
- o **New** or **additional** intervention to increase opportunities for practice, or instruction in a different way (if the intervention has been occurring 5 days per week).

To add Tier 3 the items must have occurred:

- o Tier 2 intervention has occurred and the Intervention Documentation Chart (IDC) has been completed
- o Other diagnostic and classroom data have been considered.
- o Background information has been checked, including attendance, vision/hearing screening, and school history
- o Parents have been informed and are a part of the process.

Overview of Tier 3

Students receive additional, comprehensive, targeted, intensive intervention based on individualized problem solving, with frequent progress monitoring. A collaborative team of staff comes together to design the intervention plan and ensure a common focus. Tier 3 intervention typically involves one-on-one intervention, or a small group. Tier 3 is to be an additional layer to Tier 1 and/or Tier 2. Therefore, Tier 1 and/or Tier 2 should continue when a Tier 3 intervention is implemented. Our approach needs to be intentional and strategic: all layered interventions are connected to the same purpose. Once an intervention plan is in place, the teacher(s) will implement the plan and monitor progress for 6-8 weeks before coming back together in a follow-up problem-solving meeting to evaluate progress and revise or update the plan.

Team Membership

- Teacher teams/TBTs expand to include core support team to efficiently understanding student needs and responding through Tier 2 interventions
 - o Teams must include: Classroom teachers and core support team
 - o Teams may include: other experts as needed.

Students Involved:

- Those who did not show growth during Tier 2 Interventions over 9-12 weeks of explicit instruction.

Goal Setting Guidelines

- Goals should be set to balance:
 - o Meeting grade-level expectations or national benchmarks
 - o Narrowing academic, behavior, and wellness gaps
 - o Determining a realistic rate of progress for the student

Instruction-General Intervention

Instructional plan is based on an individualized intervention plan developed by the collaborative problem solving team. It may include components/programs from Tier 1 or 2, but is part of a special plan designed for this student.

Tier 3 Academic Intervention:

For a student who is struggling with content, it's important to determine the prerequisite academic skills in order to determine the areas of deficits. For a student who may need further enrichment, it's important to determine the mastery of grade level content in order to determine the areas of strengths. Intervention should target these skills deficits and strengths in an explicit and systematic way, and should be more intensive than Tier 1 or Tier 2 intervention. Intervention can be intensified by time, group size, or combination of interventions.

Behavior/ Social Emotional

- Specific, clear expectations and consequences
- 8 Positive Behavior Supports
- Functional Behavior Assessment to develop a Behavior Intervention Plan
- BIP (Behavior Intervention Plans)
- Parent/Teacher Meetings- At this level, school teams meet with parents and students to problem-solve for students.
- South Community Resources (CareSource/Medicaid)
 - Mental Health Component-small group and individual

Documentation

- Tier 3 interventions are planned in advance and documented.
- The following will be documented for each student receiving Tier 3 intervention, using the [Intervention Documentation Chart \(IDC\)](#).
 - Intervention components
 - Frequency of intervention
 - Duration of intervention (length of each session; start and end dates)
 - Who is providing the intervention
 - Progress monitoring: who is collecting, what assessment, how frequently
 - Date for follow-up review
 - Attendance during intervention sessions
 - Student level of engagement during intervention

Progress Monitoring

- Teacher providing the intervention is responsible for documenting the student's progress on the targeted intervention.
- Students should be progress monitored every week.
- The intervention should be reviewed after at least 6 data points (approximately 6 weeks).
- Progress Monitoring data should be documented/recorded.

Important/Additional Information:

If further information is required to develop a Tier 3 intervention plan, additional data collection may be needed. These data streams may include, but are not limited to:

<ul style="list-style-type: none">• DIBELS Progress Monitoring• Running Records/LLI Benchmarking• Reading Plus• Wilson/ OG	<ul style="list-style-type: none">• Read 180 (7-9)• Curriculum-Based Measure (CBM) (Intervention Central)• ReadNaturally
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Appendix

Progress Monitoring Guidelines

Essential Features for Progress Monitoring Tools within Multi-Tiered System of Support (MTSS)

Overview of Different Assessments

SUMMATIVE ASSESSMENTS- Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Essential Features: These assessments are given after learning and instruction has occurred.

DIAGNOSTIC ASSESSMENTS -While relatively lengthy, diagnostic assessments provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and interventions. Diagnostic assessments should be given when there is a clear expectation that they will offer new or more reliable information about a child's academic or behavioral needs that can be used to help plan more powerful instruction or interventions. Diagnostic tests are generally not appropriate for documenting student progress; they are generally not sensitive enough to identify gains by individual students in a short period of time. Essential Features: Content validity is paramount, in-depth, sufficient number of items to permit analysis of what students can/cannot do. Standardization is less important. Needs to assess skills directly.

FORMATIVE ASSESSMENTS - The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments help staff recognize where students are struggling and address problems immediately. Formative assessments include test items that challenge your highest performing students and your lowest performing students.

- **Screening** - Administered to determine which children are at risk for difficulty and who will need additional intervention. Screening assessments are quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Administered to all students as an initial baseline, these assessments help to identify students who do not meet or who exceed grade level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation. Also referred to as Benchmarking.
Essential Features: Reliable and valid, standardized, efficient, high sensitivity, accurate criteria, may over-identify to an extent. Can be an indicator. Essential Features: Reliable and valid, sensitive to growth, efficient, multiple equivalent forms, standards for rates of growth. Can be an indicator.
- *What is Progress Monitoring?*
Progress monitoring focuses on individualized decision making in general and special education with respect to academic and behavioral skill development at the elementary grades. It is one of the critical elements of MTSS. Progress monitoring is conducted frequently (at least monthly).

Assessment Type	Examples:
Summative	Unit Tests, OST, OGT, End of Year Assessments, Common Assessments, post assessments
Diagnostic	LLI assessment, Brigance, Words Their Way Spelling Inventory, Diagnostic Decoding Survey
Formative	Observations, word lists, running records, pre/post assessments, student interview
Formative: <i>Screening</i>	Star 360
Formative: <i>Progress Monitoring</i>	Curriculum Based Measurements: reading, math, spelling, writing (easyCBM- FREE!, DIBELS) (see chart http://www.rti4success.org/progressMonitoringTools) Teacher Developed (see guidelines on www.interventioncentral.com)

Glossary

Benchmarking - Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year. (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standards.

Progress Monitoring - Progress monitoring is used to assess students' academic or behavioral performance, to quantify a student rate of improvement or responsiveness to instruction/intervention, and to evaluate the effectiveness of the instruction/intervention. Progress monitoring can be implemented with individual students or with a whole class.

Curriculum-Based Measurement (CBM) - Curriculum-Based Measurement (CBM) is a method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling.

District Leadership Team (DLT) - A District Leadership Team's purpose is to support instruction through data-minded goal setting, goal centered professional development and clear timely monitoring of progress. Goals have multiple components designed to make expectations explicit and provide a common focus for the district.

Building Leadership Team (BLT) - The purpose of a BLT is supporting improvement in instructional practice on a school-wide basis...establishing priorities for instruction and achievement...supporting the effective and ongoing use of data to monitor adult follow-through and student progress.

Teacher Based Team (TBT) - The purpose of a well implemented TBT is to facilitate data discussions and instructional planning to positively impact the students directly. The 5-step process is the integral framework in the structure of TBTs.

Functional behavior assessment (FBA) - Functional behavioral assessment (FBA) is a process used to identify specific target behaviors, the purpose or reason for behaviors displayed by individuals, and factors that interfere with the student's educational progression. A functional behavior assessment (FBA) can help figure out the cause of problem behaviors.

Behavior Intervention Plan (BIP) - A behavior intervention plan (BIP) is a plan that's based on the FBA. A BIP can help to replace problem behaviors with more positive ones.

Positive Behavioral Interventions and Supports (PBIS) - Positive Behavioral Interventions and Supports (PBIS) are positive behavioral interventions and systems used to achieve important behavior changes. This decision making framework guides the selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students

Common Formative Assessment (CFA) - Common formative assessment at the classroom level is a systematic and cyclical process designed to provide timely teacher/student feedback on curricula and student learning to improve both instructional practices and academic achievement.

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