



BRADFORD COUNTY
SCHOOL DISTRICT

Believing. Achieving. Excelling.

SCHOOL DISTRICT MISSION STATEMENT

The Bradford County School District serves the community by providing a quality education so that all students can excel.



SCHOOL DISTRICT VISION STATEMENT

Equipping students to excel in the 21st Century.

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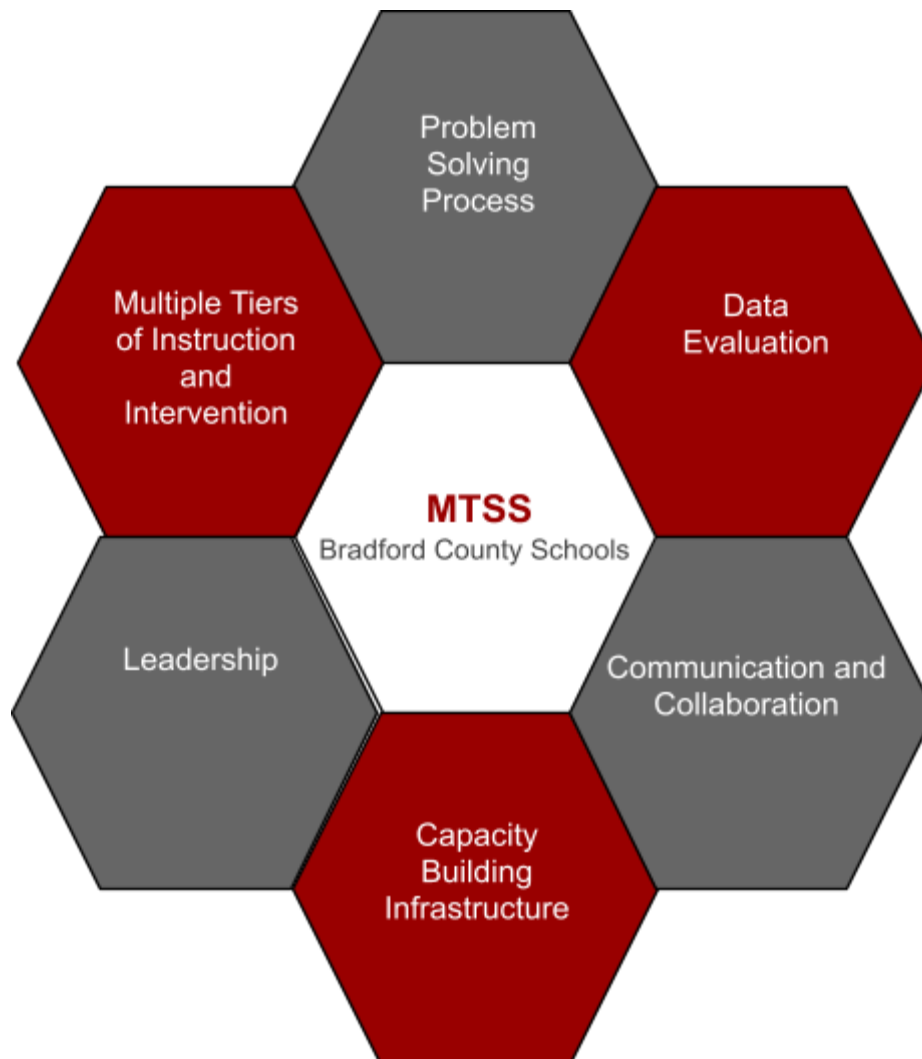
Acknowledgements

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Chapter 1

Multi-Tiered System of Supports

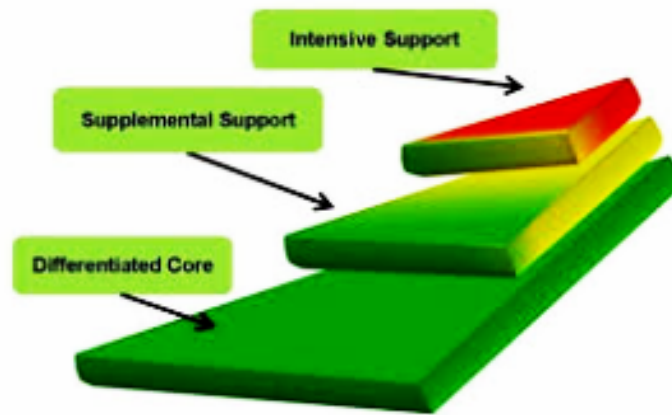


Multi-Tiered System of Supports

The Multi-Tiered System of Supports (MTSS) model will be utilized in this district to meet the demands of educational reform and increase student success. The basic components of this model are:

- ❖ High quality, research-based instruction and behavioral support in general education at the school, grade, classroom, and individual levels
- ❖ Universal screening of academics and behavior in order to determine which students need closer monitoring or additional interventions
- ❖ Organizing the remedial services into tiers of increasing intensity using research-based interventions that are matched to student need
- ❖ Use of collaborative, problem solving approach by school staff for development, implementation, and monitoring of the intervention process
- ❖ Continuous progress monitoring to gather enough information to determine what is working to meet student goals
- ❖ Follow-up measures providing information that the interventions were implemented with fidelity
- ❖ Documentation of parent involvement throughout the process

The Three Tiered Multi-Tiered System of Supports Model



Florida's MTSS- A Multi-Tiered System of Supports

MTSS Implementation Components Ensuring common language and understanding

Common Questions about MTSS (www.floridarti.usf.edu/resources/format/pdf/mtss_q_and_a.pdf)

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

Tier 1 is what “ALL” students get in the form of instruction (academic and behavior/social-emotional) and student support. Tier 1 focuses on the implementation of the district’s Core Curriculum and is aligned with the Florida State Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that all students reach and/or exceed state proficiency levels.

Tier 2 is what “some” students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and support is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, “effective” Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more “intense” (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists) in any setting (general education classroom, separate settings, home). Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports.

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

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

The tiers are differentiated by the “intensity” of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as “more intensive instruction.” Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For instance, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency, vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or intervention that focuses on one or more of the five areas of reading, but not all. The “focus” would be in the area of greatest need for the student. In general, a four step process will help to define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the “What” (instructional strategies) and WHERE will that additional instruction occur. Tier 3 will be the most “intensive” instruction the building can offer.

What does “instruction” look like in Tiers 1, 2, and 3?

Tier 1 The delivery of instruction in Tier 1 is focused on grade level/subject area/behavior standards using effective large and small group instructional strategies. Differentiated instruction occurs to a degree that is appropriate for the size and diverse learning abilities of the group and the instructional skills of the teacher. The number of minutes per day of Tier 1 instruction is based on district standards for what all students are expected to be exposed to for a particular content/subject area and is often determined by state guidelines or regulations. For instance, ninety minutes per day is the typical number of minutes that students in elementary grades receive instruction in literacy. Sixty minutes per day is the typical number of minutes of exposure to mathematics. The impact of Tier 1 instruction should result in approximately 80% of the students achieving grade-level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards. Schools would be expected to develop school-wide targets and supports for the promotion of appropriate academic and social behaviors and the prevention of maladaptive or challenging behaviors based on evidence of behavior patterns and culturally competent expectations specific to their regional or local needs.

Tier 2 The delivery of Tier 2 instruction is focused on skills that pose a barrier to the acceleration of student learning. Typically, a “standard protocol” approach is used with Tier 2 instruction. Student-centered data (benchmark, progress monitoring, group diagnostic) are used to identify groups of students who share the same academic and/or behavior need. The problem-solving process is used to develop evidence-based interventions to accelerate the development of those skills. The evidence-based instruction is provided to students typically in a group format. The determination of “who” provides the instruction and “where” the instruction is provided is based on a four-step process: HOW much time is needed each day to accelerate the skill development, WHAT instruction/intervention will be provided during that time, WHO will provide the instruction/intervention and WHERE will the instruction occur. No “rules” exist regarding the “who” and “where.” Therefore, Tier 2 instruction could be provided in the general education classroom by the general education teacher, in the general education classroom by a supplemental instruction teacher or outside of the general education classroom. The number of minutes of instruction must be greater than the number of minutes provided to typical students for that skill focus. Since academic engaged time (minutes per day of exposure to quality instruction) is the best predictor of rate of progress, acceleration requires minutes in addition to Tier 1. Any Tier 2 instruction provided to students must be integrated with Tier 1 content and performance expectations. Providers of Tier 2 instruction are encouraged to incorporate the instructional language and materials of Tier 1. The impact of Tier 2 instruction should result in approximately 70% or more of the students achieving grade-level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards.

Tier 3 The delivery of Tier 3 instruction is focused on the skills that pose the greatest barrier to acceleration of student learning. Tier 3 instruction is characterized by the greatest number of minutes of instruction available in a building and the narrowest focus of that instruction. Typically, the instruction is provided to individual students or in very small groups. The same four questions are used to guide the development of the instruction (HOW MUCH, WHAT, WHO, WHERE). Instruction/intervention is developed using the four-step data-based problem-solving process applied to individual students (compared to problem-solving instruction for SKILLS in Tier 2). Data collected to inform Tier 3 instruction typically is individual student diagnostic data (academic and/or behavior). The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. If an “alternate core” approach is used, the total number of minutes is at least the equivalent of the typical number of minutes provided in Tiers 1 and 2 for that content area. Tier 3 is the most powerful instruction and is characterized by:

1. More instructional time
2. Smaller instructional groups (or individuals)
3. More precisely targeted at the appropriate level
4. Clearer and more detailed explanations are used during instruction
5. More systematic instructional sequences are used
6. More extensive opportunities for practice are provided
7. More opportunities for error correction and feedback are provided.

What does assessment look like in Tiers 1, 2, & 3?

Tier 1 - Assessments at Tier 1 typically include both formative and summative measures and may occur as frequently as daily or weekly such as classroom mini-skill assessments (to assist with lesson planning) to quarterly benchmark assessments and/or end-of-year summative measures such as FSA, end-of-course exams, etc. to monitor the progress of all students and evaluate effectiveness of Tier 1 instruction and supports.

Assessments used at Tier 1 should be able to answer specific questions in order to help guide problem solving efforts at Tier 1 and should align with evidence-based instructional practices and NGSSS adopted in the State of Florida that ALL students are expected to meet (see questions 2-4 above). Some of those questions are (but not limited to):

1. What percent of students are meeting grade level expectations and/or are “on-track” for promotion/graduation?
2. Is Tier 1 instruction for each grade level content or subject area effective (i.e., approximately 80% or more students are proficient or making significant growth)?
3. How effective have improvement plans (i.e., SIP) been at increasing the growth of all students in addition to reaching higher percentages of students reaching proficiency in content and subject areas?
4. Which students demonstrate significant gaps between their current performances on Tier 1 assessments in relation to grade level expectations of performance for a given point in time?
5. What is the relationship between Tier 1 formative classroom assessments or benchmark assessments and performance on summative measures (e.g., FSA, end-of-course exams, etc.)?

Tier 2 - Assessments at Tier 2 are likely to be varied for different student needs. The frequency of assessments can be as low as once a month to as frequent as once a week depending on the needs of the small group of students and the assessment parameters (e.g., FAIR vs. CBM). In addition, assessments of behavior at Tier 2 may occur each period or each day. Just as with Tier 1, Assessments at Tier 2 should be able to answer specific questions such as (but not limited to):



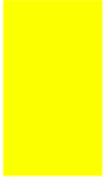

1. Which students require supplemental instruction or practice based on an analysis of their current needs in relation to Tier 1 standards of performance?
2. How should students receiving supplemental instruction be grouped together for small-group instruction (e.g., based on skill/content/subject area of need)?
3. Which students will be provided with a standard protocol approach to address common and recurring concerns for which there are ample evidence-based options for intervention/instruction?
4. Which students will need modified interventions or more in-depth problem solving (particularly problem analysis) in order to ensure an appropriate match between the instruction/service supports and the students’ needs?
5. Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor responses to instruction/intervention (remember to check fidelity first for those not progressing)?

6. Are the majority of students within a given supplemental instructional group demonstrating a positive response to the instruction (i.e., is Tier 2 effective)?
7. What modifications are needed to increase positive student responses to instruction/intervention at Tier 2?
8. Which students may need more intensive services? And, which students may be ready to either address other areas of need or transition back to receiving Tier 1 instruction only?
9. Are students who are demonstrating progress at Tier 2 based on progress monitoring data also demonstrating progress on their Tier 1 assessments? If not, why not?

Tier 3 - Assessments at Tier 3 are intended to be very frequent and assess more micro-level skills to address significant learning challenges or barriers to reaching success at Tiers 2 and/or Tier 1. The frequency of assessments used at Tier 3 for monitoring progress should be based on the intensity of the needs of the student and matched accordingly. A general rule of thumb: the more a student is behind Tier 1 expectations of performance and/or the less responsive a student is to previous interventions attempted, the more frequent and varied assessments should be to ensure matched instructional supports to “catch-up” to grade level expectations. Many of the questions posed at Tier 2 are applicable to Tier 3, except the focus at Tier 3 is typically focused at the individual student level. Additional questions to ask:

1. Is the student appropriately matched to the intervention plan(s) developed for the student?
2. Does problem-solving address the “whole student” in that likely both academic and behavioral needs are significant?
3. If the student is demonstrating a positive response to the intervention(s), then is the student also demonstrating improvements in Tier 1 assessment performance? If not, why not? What next goals/needs should be targeted? Does the student need Tier 3 services anymore (they may still need Tier 2 services)?
4. If the student is not progressing, is fidelity a concern? Does this student need a long-term (2 or more years) plan for “catching-up” to grade level standards (including transition plans between grades)?

It is imperative to use multi measures when determining interventions for struggling students. There are multiple resources to determine the level of tiered intervention based on progress monitoring data utilized within the current academic setting. For example see the guidelines documented through Renaissance Learning/STAR programs below to make informed decisions.

	Category	Description	Default Cut Score
	At/Above Benchmark (green)	Students meeting or exceeding the benchmark score	At/Above 40 PR
	On Watch (blue)	Students slightly below the benchmark score	Automatically calculated as the range between "At/Above Benchmark" and "Intervention"
	Intervention (yellow)	Students below the benchmark score	Below 25 PR
	Urgent Intervention (red)	Students far below the benchmark score	Below 10 PR

What is “fidelity” and how is it assessed?

There are three basic types of “fidelity” for districts and schools to support and/or integrate into instruction and intervention:

1. Fidelity of implementing the critical components of a multi-tiered system of supports (MTSS);
2. Fidelity of using the problem-solving process across all three tiers; and
3. Fidelity of implementing evidence-based instruction and interventions matched to specific need(s).

The first type of fidelity (District MTSS system) requires that the district and school(s) have provided the basic elements of the MTSS infrastructure. This includes the provision of professional development and support (technical assistance/coaching), data support (data sources and technology), leadership support (policies, expectations and evaluation) and program evaluation (on-going data collection to ensure the integrity of implementation and support). Assessment tools

have been developed in Florida to assess levels of implementation and educator perceptions of the fidelity of the MTSS system. These tools include (among others) the Self-Assessment of Problem-Solving Implementation (SAPSI), the Benchmarks of Quality (BOQ), the PBS Implementation Checklist (PIC), and the Benchmarks of Advanced Tiers (BAT) that can be used to determine implementation across buildings, educator perceptions (beliefs, skills, practices, and satisfaction) and a district Needs Assessment Process. More information about these tools and processes can be found at www.floridarti.usf.edu and www.flpbs.fmhi.usf.edu.

The second type of fidelity focuses on the degree to which the four-step data-based problem-solving process is implemented appropriately. This is important because the development of instruction and interventions is based on this process. If the process is flawed, then the instruction and interventions developed as a result of the process will be flawed. Tools to assess the integrity of the problem-solving process are available at www.floridarti.usf.edu. These tools are designed to be used concurrently with the problem-solving process (Critical Component Checklists) and to assess the degree to which “products” contain critical elements of the problem-solving process.

The final type of fidelity focuses on the degree to which instruction and intervention are delivered in the manner intended and the degree to which instruction and intervention is integrated across the tiers of service delivery. This type of fidelity includes both “sufficiency” (the amount of the service delivered) as well as integrity (the degree to which the service was delivered as intended). In Tier one, the integrity of instruction focuses on the degree to which core instruction is delivered in the way intended, based on lesson study (or lesson planning), the presence of effective instructional strategies and the degree to which those instructional strategies are appropriate to the skill level and demographic characteristics of the students (language, abilities). Typically, the fidelity of Tier 1 is assessed through the use of walkthroughs by principals and peers and/or direct observation of the critical elements of the instructional process. Tools such as the Benchmarks of Quality and PBS Implementation Checklist allow for measurement of the fidelity of Tier 1 behavior supports and instruction. The sufficiency of instruction in Tier 1 is based on the degree to which teachers implement core instruction consistent with the time expectations for instruction in specific content areas each day (e.g., literacy, 90 minutes). Integrity in Tiers 2 and 3 focuses on a structured support system for Tier 2/3 providers. This system consists of regular meetings to determine student response to the intervention, barriers to the delivery of the intervention, and technical assistance to deliver the intervention as intended. Sufficiency is measured through the use of documentation templates that measure the degree to which the intervention was provided as intended (e.g., number of minutes or percentage of plan components) and the type of intervention, to name a few. For behavior, the Benchmarks of Advanced Tiers (BAT) can also assist with monitoring the fidelity of instruction/intervention that is provided at Tier 2/3.

How do we ensure fidelity of instructional/intervention services across the Tiers?

There are many strategies that can be used at the state, district, and school levels to increase the probability that appropriate levels of fidelity occur when designing and implementing evidence-based instruction and interventions for students. Identifying, promoting, and training school leaders and educators about evidence-based instructional practices that all students receive can result in maximum effectiveness of Tier 1. State, district, and school leaders should provide effective leadership and professional development to align and integrate multiple initiatives, and streamline

procedures associated with supporting the use of a data-based problem-solving process with fidelity. Ensuring fidelity of educators' use of the problem-solving process and implementation of evidence-based practices can be achieved by ensuring alignment between state, district, and school missions through development of MTSS implementation plans. State, district, and school leaders can also use MTSS implementation data at each respective level to identify gaps in infrastructure or supports needed to sustain efficient and effective use of evidence-based practices at the school and classroom levels. Professional development opportunities should also be varied and designed to directly support educators on how to assess fidelity at each tier and utilize identified strategies for ensuring fidelity of implementing evidence-based instruction. For example, leaders can promote the importance of, strategies for, and assessment of fidelity in the conversations of Professional Learning Communities at the school and district levels. State or district leaders may also include development of policies that require documentation of fidelity as part of the data-based problem-solving process, and dissemination of specific methods that can be used at the building level to provide support for fidelity of instruction and intervention.

The Standard Protocol and Problem Solving Models of MTSS

There are two primary models of analyzing concerns to match student interventions that are evidenced based on tier 2 support. First, the standard protocol model provides a list of "prescribed" research-based interventions at each tier for addressing a specific problem. The interventions occur in progression from tier to tier and are similar for all students having the same learning problem. For example, if a student is having difficulty with reading decoding skills, then the teacher will use the SRA program as an intervention. The second primary approach, the problem solving model, involves individualized decision making and intervention implementation for each student. A school team evaluates the student data and develops interventions specific to the individual student at the appropriate tier.

Bradford County schools will use a combined standard protocol and problem solving model for MTSS. Each school team will compile a list of interventions based on their school's resources.

The school's team can initially choose interventions that come from a "prescribed" list (e.g., as outlined in the District Reading Plan). If a student is not responsive to the "prescribed" intervention(s) or as they move through the tiers, the needs of that student shall be increasingly addressed through a problem solving model.

(Due to the COVID-19 Pandemic and the many instructional options and platforms, teams are directed to problem solve, based on the needs of appropriate interventions to be implemented. There will be trial and error due to the everchanging instructional services and monitoring.)

Chapter 2

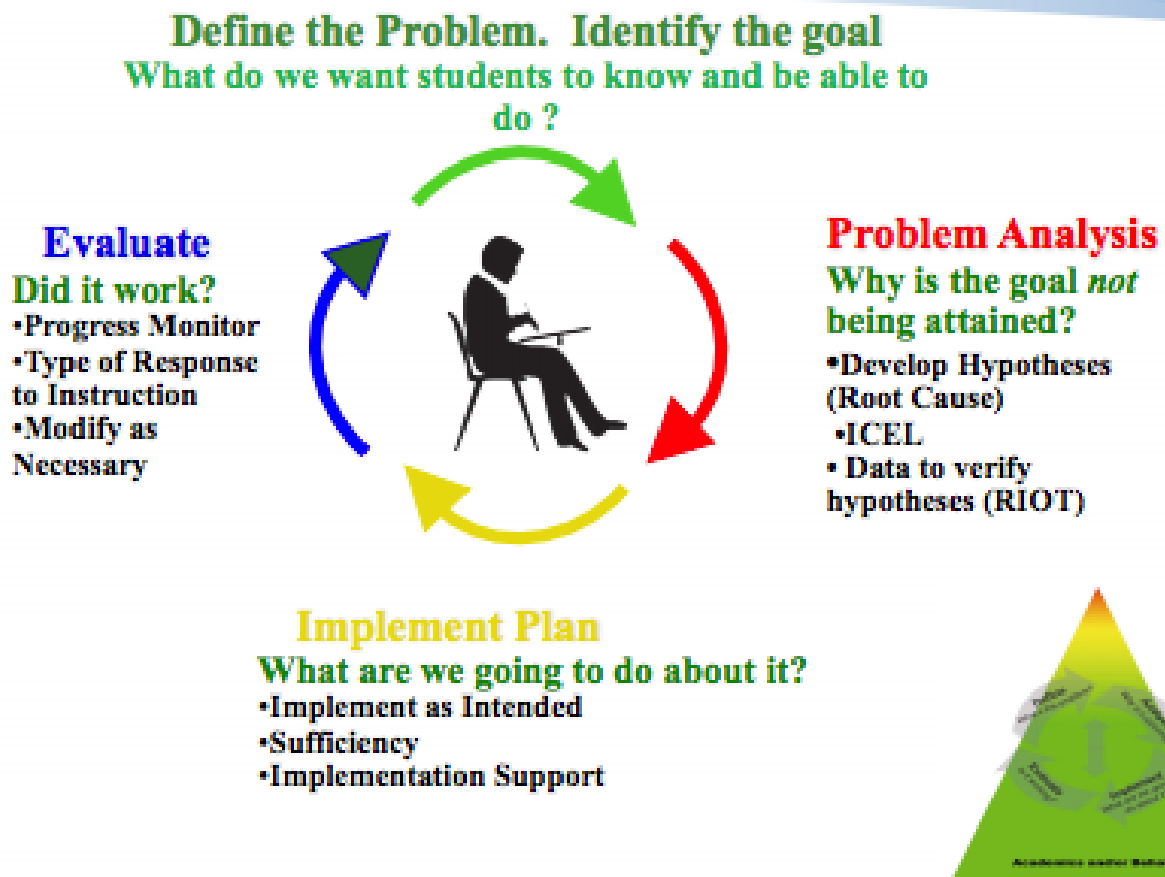
Steps of the Problem Solving Process



Steps of the Problem Solving Process

Regardless of whether examining the effects of core instruction (Tier 1) or determining the need for more intensive **support** for groups or individual students (Tier 2 and Tier 3), teams should engage in a **data-based** problem solving process. Florida's model includes a four-step problem solving process. The four steps of the problem solving process are as follows:

1. **Step I: Problem Identification** – What exactly is the problem or discrepancy between the current situation and the goal?
2. **Step II: Problem Analysis** – Why is the problem occurring?
3. **Step III: Intervention Design and Implementation** – What exactly are we going to do about it?
4. **Step IV: Response to Instruction/Intervention** – Is the plan working?





Key Domains of Learning

I	Instruction	Instruction is <u>how</u> the curriculum is taught.
C	Curriculum	Curriculum refers to <u>what</u> is taught.
E	Environment	The environment is <u>where</u> the instruction takes place.
L	Learner	The learner is <u>who</u> is being taught.

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<i>Instruction</i>	<i>Curriculum</i>	Environment	Learner
<ul style="list-style-type: none"> • LEVEL of instruction • Presentation method • Differentiation • Instructional Techniques • Feedback Techniques • Cooperative learning • Sufficiency of instruction (time) • Opportunity for feedback • Opportunity to practice 	<ul style="list-style-type: none"> • Scope and sequence • Pacing • Materials provided • Length of lessons • Difficulty level • Format • Relevance • Background knowledge necessary 	<ul style="list-style-type: none"> • Distractions to student engagement • Peer impact • Home/family support • Beliefs/attitudes • Mobility • Opportunity for feedback • More time in schedule for Intensified Instruction 	<ul style="list-style-type: none"> • Vision • Hearing • Motor • Attendance • Pre-requisite skills • Engagement • Learning skills • Language • Social/Emotional • Behavior • Culture • Attention and Learning Issues

Chapter 3

The School Based Intervention Team



The School-Based Intervention Team

The school-based intervention team is a multidisciplinary, school-leveled team utilized to provide teachers with support when students are not successful in the classroom setting. A school based intervention team will exist in each school and serve as the primary problem solving team for all types of referrals, including those for Exceptional Student Education. The premise of the school based intervention team is that teachers and building support staff, working together, have the expertise and the experience to support their peers in resolving student, classroom, and school-wide issues. School based intervention team teams can analyze problems at multiple levels within the school, not just at the student level. When implemented correctly, the school based intervention team process can be an extremely powerful support tool. Appropriate implementation, however, can only be achieved through effective building-wide planning.

The essential beliefs of the school based intervention team process include:

- ❖ Student performance is influenced most by the quality and fidelity of the instruction and interventions we deliver- not preconceived notions about child characteristics
- ❖ Effective instruction in general education is the foundation for all decision making
- ❖ Decisions are best made with data
- ❖ Our expectations for student performance should be dependent on a student's Multi- Tiered System of Supports, not on the basis of a "score" that "predicts" what they are "capable" of doing

The goals of the school based intervention team are the following:

- ❖ Prevention- The school based intervention team is accessible to all school personnel and all parents to prevent problems or resolve them in their early stages.
- ❖ Problem Solving- The school based intervention team will clearly define the problem and identify the needs of students who are experiencing difficulties.
- ❖ Intervention- The school based intervention team will choose, develop, and implement, based on the defined problem, appropriate interventions and will monitor progress to evaluate results.
- ❖ Collaboration/Consultation- The school based intervention team will coordinate school and community resources to meet the individual needs of students.
- ❖ Training- The school based intervention team will facilitate training for school personnel and parents regarding the school based intervention team model.

The school based intervention team is comprised of the following individuals:

Standing Team:

- ❖ Administrator- Principal and/or Assistant Principal
- ❖ School Psychologists when needed
- ❖ School Counselor
- ❖ Reading/Intervention Coach, Curriculum Resource Teacher
- ❖ General Education Teacher(s)- Well respected teachers with expertise in different curriculum areas
- ❖ Exceptional Student Education Teacher(s)- Well respected teachers with expertise in different curriculum areas

One member of the standing team should be designated as the school based intervention team Chairperson (Curriculum Resource Teacher is recommended).

Rotating Members:

- ❖ Parents- Parents are a vital part of the school based intervention team process. In addition, IDEA legislation requires that parents be involved with the intervention process. Therefore, it is district policy to invite parents to attend and fully participate in school based intervention team meetings when discussing individual students.
- ❖ The student's classroom teacher(s)
- ❖ Other teachers- other general education classroom teachers, ESE teachers, Speech and Language Pathologists, etc. who may have expertise in the area(s) of concern
- ❖ Other persons who have a legitimate educational interest in the case- for example, the school nurse or personnel from outside agencies (only with consent and release of information from the parents)
- ❖ School Psychologist- the school psychologist may be part of the team at any point, but must be included in Tier 3 meetings when there is a lack of Multi-Tiered System of Supports and ESE evaluation may be considered.

School Based Intervention Team Member Responsibilities

Administrator

- ❖ Provides incentives for participation in the school based intervention team process (e.g., providing class coverage and release/compensation time, in-service points for training, etc.)
- ❖ Provides an adequate location within the school facility and allocates appropriate time during the school day for the meeting
- ❖ Secures resources for interventions
- ❖ Provides flexibility and creativity for instruction scheduling Guidance Counselor School Counselor
- ❖ Provides data from the student's cumulative record and testing records
- ❖ May assist the teacher in data collection for presentation to the school based intervention team
- ❖ May assist teachers with interventions and be available for consultation
- ❖ Serves as a resource person regarding referrals to appropriate community and mental health agencies.

Curriculum Teacher/Coach/Counselor

- ❖ Consults with grade level team
- ❖ May assist the teacher in data collection for presentation to the school based intervention team
- ❖ May assist teachers with interventions and be available for consultation
- ❖ Contribute information regarding instructional methodologies and curriculum
- ❖ Provide support for interventions to the student's classroom teacher
- ❖ Handle screener requests for Hearing, Vision, Speech and/or Language.
- ❖ Suggested chairperson

Parent(s)

- ❖ Provides relevant home/community information
- ❖ Provides relevant medical/social information
- ❖ Accesses appropriate community resources
- ❖ Collaborates with school personnel in implementing interventions

Student's Classroom Teacher(s)

- ❖ Completes required paperwork for meetings
- ❖ Consults with grade level team
- ❖ Reviews checklists, interventions, background, and graphic baseline and monitoring data
- ❖ Collaborates with student services personnel and/or other teachers on data presentation

Other Teachers

- ❖ Contribute information regarding instructional methodologies and curriculum
- ❖ Assist in developing interventions from their area of expertise (may be a rotated position depending on the needs of the child)
- ❖ Provide support for interventions to the student's classroom teacher School Psychologist
- ❖ Contributes expertise in evaluation of outcomes, data collection, and data analysis, including assisting in the interpretation of school-wide, classroom, and student data
- ❖ Provides guidance in decision-making regarding assessment issues
- ❖ Consults in the identifying of strategies, materials, and resources for intervention
- ❖ May assist with collecting diagnostic information

Assigned Roles and Duties of School Based Intervention Team Members

In order for the problem solving process to run efficiently and effectively, the school based intervention team selects members to serve the following roles, each with assigned duties. Each member of the team should know the duties of each role so the roles can be rotated between people. Each school may choose how to assign these roles and whether or not the roles rotate from meeting to meeting.

School Based Intervention Team Chairperson

- ❖ The only non-rotating role
- ❖ Coordinates the completion of required school based intervention team documentation, providing support to referring teacher when necessary
- ❖ Notifies school based intervention team members of dates, times, and location of school based intervention team meetings
- ❖ Outlines the school based intervention team meeting agenda
- ❖ Coordinates class coverage for teacher attending the school based intervention team meeting
- ❖ Coordinates completion of referral paperwork if an ESE referral is appropriate
- ❖ Updates school based intervention team and faculty on the status of school based intervention team cases and ESE referrals

Facilitator

- ❖ Establishes and maintains a supportive atmosphere
- ❖ Keeps the meeting goal oriented by following the agenda
- ❖ Pays special attention to group problem solving issues
- ❖ Attempts to elicit appropriate level of agreement during the process
- ❖ Helps resolve conflicts in the group

Recorder

- ❖ Keeps an accurate and concise record of the school based intervention team meeting using the appropriate forms
- ❖ Asks for clarification about key information ❖ Assures all relevant information is obtained and recorded

Time Keeper

- ❖ Monitors how far a team has progressed given the guidelines in the school based intervention team Meeting Format
- ❖ Prompts the team to remain focused on the issue at hand
- ❖ Helps the team come to closure when time is running out

Curriculum Teacher/Coach

- ❖ Consults with referring teacher about types of classroom-based assessment techniques that might be useful
- ❖ Assists the referring teacher, when necessary, to collect baseline data prior to first school based intervention team meeting
- ❖ Consults with the teacher regarding intervention(s) and progress monitoring being implemented that were planned at the first school based intervention team meeting
- ❖ Assists in evaluating intervention and progress monitoring fidelity (i.e., implemented as designed) and effectiveness (i.e., whether the student has made progress)

Suggested School Based Intervention Team Meeting Formats

Initial Meeting Agenda

1. Introduction
 - a) Team members introduce themselves
 - b) Facilitator reviews meeting agenda
2. Assess Referral Concern(s)
 - a) school based intervention team Chair, Facilitator, teacher, or parent (if the parent is the referral source) summarizes referral concerns
 - b) Team members share any additional concerns
 - c) Team members review relevant background information, including academic, attendance, behavioral, home, and mental or physical health, must be completed prior to a Tier 3 meeting, but can be completed at any time depending on need.)
3. Review Baseline and Intervention Data
 - a) Teacher and Intervention Liaison/Coach present baseline data collected prior to the school based intervention team meeting
 - b) Teacher summarizes Tier 1 interventions (developed by teacher or grade-level team) implemented prior to school based intervention team meeting and results obtained
4. Set Academic and/or Behavioral Goals
 - a) Team members select and define the top 1 to 2 referral concerns in easily observable and measurable terms
 - b) Team members set ambitious, but realistic, observable, and measurable goals for improvement (for each of the top 1 to 2 referral concerns) that are attainable if the intervention is successful
5. Design Intervention Plan
 - a) Team members develop at least one intervention that addresses each of the tops 1 or 2 referral concerns
 - b) Team members select at least one method or tool to monitor student progress for each intervention being implemented
 - c) Recorder documents the plan, including the specific intervention, how often it will be implemented, materials required, measures to monitor student progress, how frequently progress data collected, and person(s) responsible for intervention and progress monitoring
6. Share Information with the Student's Family
 - a) Teachers will contact the student's family to share the referral concerns and intervention plan if the family is not at the school based intervention team meeting. This parent contact should be recorded on Documentation of Parent Conferences/Contacts

Chapter 4

MTSS for Behavior:

Positive Behavior Intervention

Support



Positive Behavior Support Is a Multi-Tiered System of Supports (MTSS) for Behavior

Multi-Tiered System of Support strategies can be applied to students' social behavior, as well as to academic achievement. The core principles of MTSS remain the same regardless of the problem solving target. Positive Behavior Support (PBS) is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. PBS uses evidence-based practices to change school systems, school environments, and ultimately the behavior of staff and students. Attention is focused on creating and sustaining Tier 1 (school-wide), Tier 2 (classroom and targeted groups), and Tier 3 (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all students by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Bradford County School District is implementing "Florida's Positive Behavior Support Project: MTSS for Behavior" in all schools, district wide.

School-Wide PBS is an interactive approach that includes opportunities to correct and improve four key elements:

- ❖ Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators,
- ❖ Practices: interventions and strategies that are evidence based,
- ❖ Data: information that is used to identify status, need for change, and effects of interventions, and
- ❖ Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

Tier 1

Tier 1 intervention involves school-wide efforts and consists of school-wide expectations, aligned rules, routines and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior. It goes without saying that we want to prevent the major “behavioral earthquakes” that we hear about in the news: violent acts against teachers or other students, theft, bullying behavior, drug use, and the like. Research has taught us that efforts to prevent problems are more successful if the school as a whole supports the adoption and use of evidence-based practices. Research has also shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive proactive approach. Some parents and educators believe that students come to school knowing these rules of conduct, and that those who don’t follow them simply should be punished. However, research and experience has taught us that systematically teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. It also establishes a climate in which appropriate behavior is the norm.

Practices that meet these criteria include teaching and rewarding students for complying with a small set of basic expectations for conduct, such as:

1. “Be safe,”
2. “Be responsible,” and
3. “Be respectful.”

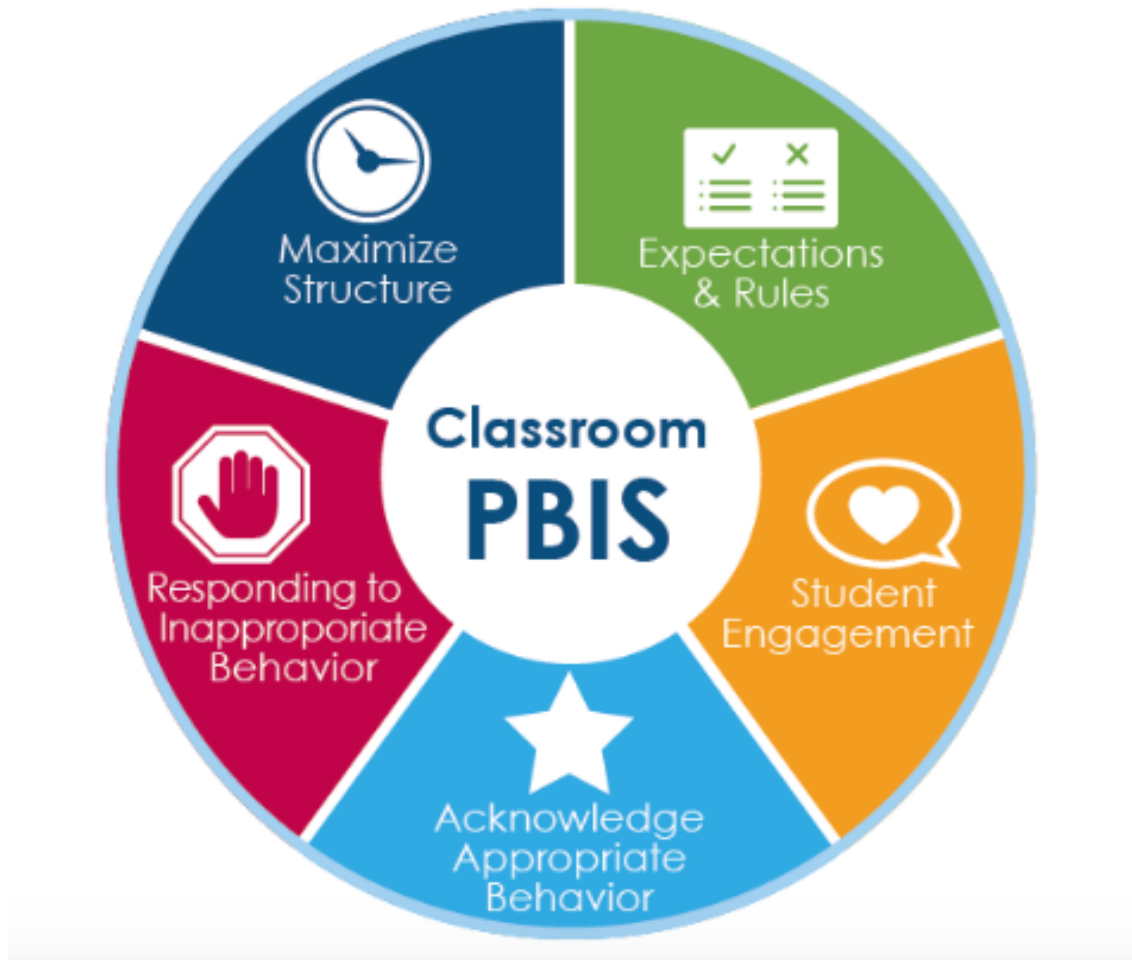
These expectations translate into sets of rules that differ according to various settings in the school. Thus, on the playground “be safe” means stay within boundaries and follow the rules of the game. In hallways and on stairs it means to keep your hands and feet to yourself and to walk on the right side. Finally, the use of Tier 1 strategies has been shown to result in dramatic reductions in the number of students being sent to the office for discipline. In effect, by teaching and encouraging positive student behavior we reduce the “white noise” of common but constant student disruption that distracts us from focusing intervention expertise on the more serious problems.

Components of Tier 1 Positive Behavior Interventions and Supports

Effective school-wide behavioral systems have ten major components:

- ❖ Teaching behaviors in the setting they will be used
- ❖ Providing praise and other forms of recognition when students demonstrate school-wide expectations
- ❖ Being consistent when addressing challenging behavior, while taking developmental norms and behavior function into account
- ❖ Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- ❖ Asking students, families, and staff for their perspectives on school climate, instruction, rewards, and discipline so improvements may be made
- ❖ Providing time, materials, guidelines and accountability for delivering lessons plans and student recognition
- ❖ Providing praise and other forms of recognition when faculty and staff implement Tier 1 with fidelity
- ❖ Involving faculty, staff, families, and students in the development of behavior definitions and possible consequences
- ❖ Using data and stakeholder perspectives to prepare relevant lesson plans and recognition strategies
- ❖ Providing regular professional development on the school's Tier 1 system so that staff are aware of school-wide patterns and preferred responses

Research supports five essential practices
for classroom PBIS



Classroom teachers have the flexibility to design specific classroom management strategies that are responsive to their students' cultures and fit with their own personal style of teaching. Those strategies should be aligned to the five categories that research has linked to positive student outcomes:

1. Maximize structure in the classroom with predictable routines and a safe, orderly environment
2. Teach, monitor, and reinforce expectations and rules that are aligned to the school-wide expectations
3. Actively engage students by providing culturally responsive instruction that includes high rates of opportunities to respond
4. Use a continuum of culturally responsive strategies to acknowledge appropriate behavior
5. Use a continuum of culturally responsive strategies to respond to inappropriate behavior

<https://flpbis.cbcs.usf.edu/tiers/tier1.html>

<https://flpbis.cbcs.usf.edu/tiers/classroom.html>

Tier 1 Positive Behavior Supports are Monitored for Effectiveness

It is essential that schools, when implementing Positive Behavior Support, monitor its effectiveness on a regular and frequent basis. Regular monitoring and evaluation are needed in order to:

- ❖ Prevent ineffective practices from consuming time and resources,
- ❖ Improve the efficiency and effectiveness of current procedures,
- ❖ Eliminate elements of the system that are ineffective or inefficient, and
- ❖ Make modifications before problem behavior patterns become too durable and resistant to change.

Different kinds of data can be used to assess the outcomes and fidelity of Tier 1 supports and include, but are not limited to:

- ❖ Office discipline referrals (ODRs) which provide a school-wide measure of the impact of Tier 1 activities for all students,
- ❖ Out-of-school and in-school suspensions (OSS/ISS) which provide a measure of the impact of Tier 1 activities on students who may require Tier 2 and 3 supports,
- ❖ Exceptional Student Education referrals/requests for assistance which provide a measure of whether classroom support processes are lessening the need for teachers to consider referrals for more intensive support,
- ❖ Faculty surveys which provide a measure of the overall attitude and response of the faculty to changes in Tier 1 support,
- ❖ Observations of school settings, including classrooms, which provide data on the fidelity with which interventions are being implemented and the outcomes of those interventions, and
- ❖ School climate surveys which identify if staff, students and parents are pleased with the PBS process and outcomes (i.e., school is safer, students are able to learn, the system is easy to implement, etc.).

These outcome data can be used in conjunction with other measures that determine the level of implementation of a Tier 1 program. Formal evaluations of fidelity, such as the Fidelity Checklist, or custom measures are used at least once a year while additional tools, such as Classroom Walk-throughs, can also be used to evaluate outcomes and fidelity on a more frequent basis.

Tier 2

There will be some students who need additional interventions even after Tier 1 Supports have been delivered and implemented with fidelity. ODRs (office discipline referrals) are one way to identify these students. However, ODRs will target some students in need of intervention, but may fail to identify a large portion of students who have additional mental health or behavioral needs. For schools to implement MTSS with fidelity, they will need to develop a process for identifying students in need of Tier 2 support who are not identified by ODR data.

Consistent with the MTSS philosophy, screening measures should be used to identify students who need additional support EARLY, and not wait for them to have ongoing problems. Just as with academic screening tools, behavioral screening needs to:

- ❖ Be easy to administer,
- ❖ Be completed quickly,
- ❖ Provide accurate data about students who need more intensive services,
- ❖ Provide peer comparisons,
- ❖ Identify students with internalizing and externalizing behavioral issues, and
- ❖ Be administered up to 2-3 times each year, or on an as-needed basis for new students and students with sudden changes in their mental health status.

Bradford County School District utilizes universal screening tools which include:

- ❖ Teacher and grade level nominations

Samples of screening tools can be found at <https://www.livebinders.com/play/play?id=2289152>

Once a student has been identified through a screening process, schools need to determine whether the student has been taught the school-wide expectations in context, and whether s/he has been rewarded for displaying those expectations. If not, then schools cannot assume that the student is having a poor response to the Tier 1 interventions and the school based intervention team should consult with these students' teachers to increase their use of the school-wide system.

Evidence Based Interventions: <https://www.livebinders.com/play/play?id=2289152#anchor>

Students Can Receive Individual Behavior Support Plans at Tier 2

Intervention plans at the Tier 2 level involve a simple assessment to identify the function the problem behavior serves (Functional Behavioral Assessment or FBA: see Tier II Brief FBA. This differs from the Tier 3 FBA in that the Tier 2 support plan is less comprehensive. It may be comprised of individualized, assessment-based intervention strategies that include a range of options such as:

- ❖ Teaching the student to use new skills as a replacement for problem behaviors,
- ❖ Rearranging the environment so that problems can be prevented and desirable behaviors can be encouraged, and
- ❖ Monitoring, evaluating, and reassessing this simple plan over time.

This assessment and behavior planning process should be simple, involve a brief consultation with the student's teacher(s) and include one or more strategies which match the context of the classroom and the function of the student's problem behavior.

Tier 2 Support Differ from Other Levels of Positive Behavior Support

Tier 2 addresses the needs of students who require more support than is available for all students (Tier 1: school wide) and less support than is available for individual students who need flexible, focused, personalized interventions (Tier 3: individual). This means that Tier 2 supports allow teams to select features of the process (e.g., types of programs or interventions, data collection tools used, information gathered, and degree of monitoring) to provide more focused behavior support to students with behavior needs that do not require intensive, individualized plans.

Tier 2 Supports are implemented through a flexible, but systematic, process. Key features of Tier 2 interventions include:

- ❖ Continuous availability,
- ❖ Rapid access (provided as soon as possible),
- ❖ Minimal implementation effort required from teachers,
- ❖ Consistent with school-wide expectations,
- ❖ Implemented with the awareness and assistance of all staff/faculty in a school,
- ❖ Flexible intervention based on assessment,
- ❖ A match between the function of the problem behavior and the interventions,
- ❖ Adequate resources for implementation, and
- ❖ Continuous monitoring of student behavior for decision-making.

Schools may not have the interventions, personnel, or resources to immediately address the needs of every student identified in the school-wide screening process. Teams will need to develop a process for prioritizing students according to their level of need. Data that can inform this process include:

- ❖ A teacher recommendation process,
- ❖ Number of ODRs,
- ❖ Number of minor classroom incidents,
- ❖ Academic level,
- ❖ Exceptional Student Education status,
- ❖ Number of absences, tardies, etc.,
- ❖ Parental input, and
- ❖ Standardized screening results

Students with behavior concerns who are below grade level academically should receive interventions to address both areas of need.

See link for examples of decision rules: https://www.livebinders.com/media/get_centered/MTc4NjQ3NDg=

Tier 2 Positive Behavior Supports are Monitored for Effectiveness

Effective Tier 2 interventions produce measurable changes in behavior and improvements in a student's quality of life (e.g., participation in integrated activities, improved academic performance, improved social relationships, independence and self-sufficiency). Behavioral data continues to be collected on targeted students throughout Tier 2 interventions more frequently than at Tier 1.. These interventions are continued when the data demonstrate that the behavior of the target student is moving closer to benchmarks or peer group expectations. Direct observations and frequent feedback through rating scales are widely-used methods for evaluating these outcomes, and determining adjustments that might be warranted when progress does not occur within a reasonable time. Teacher ratings may be used as the primary data source, such as Daily Report Card, Behavior Rating Monitoring Chart, or Class Dojo. Data from the Behavior Rating Monitoring Chart and Daily Report Card are given at least once each day and a specific numerical value is assigned to them so that they may be graphed. This attention to detail allows for more timely and accurate decision making.

Progress monitoring tools should have the following characteristics:

- ❖ They assess specific behaviors to skills that directly relate to the student's area of need,
- ❖ They can measure small amounts of growth over time,
- ❖ They can be completed efficiently,
- ❖ They can be administered repeatedly, and
- ❖ They can be easily summarized in graphic format.

The Behavior Rating Monitoring Chart and Daily Report Card are progress monitoring tools that can be used across the day with multiple teachers to track a student's progress in mastering replacement behaviors. The behavior ratings can also be adapted to collect student data on a wide range of Tier 2 interventions. Tier 2 interventions are designed to be quick and efficient, and can be used with small groups of students as soon as their needs are identified. Once the additional supports are delivered and the students are responding positively, they may fade back to only receiving Tier 1 support. Tier 2 interventions can be discontinued when data demonstrate that the target student's targeted behavior is within peer expectations and is maintained by the Tier 1 interventions. Some students will continue to need the Tier 2 supports in order to be successful in a general education environment. Tier 3 services may need to be considered if a student is not making progress in spite of repeated Tier 2 interventions.

Resources on progress monitoring and evaluation:

<https://www.livebinders.com/play/play?id=2289152#anchor>

Tier 3

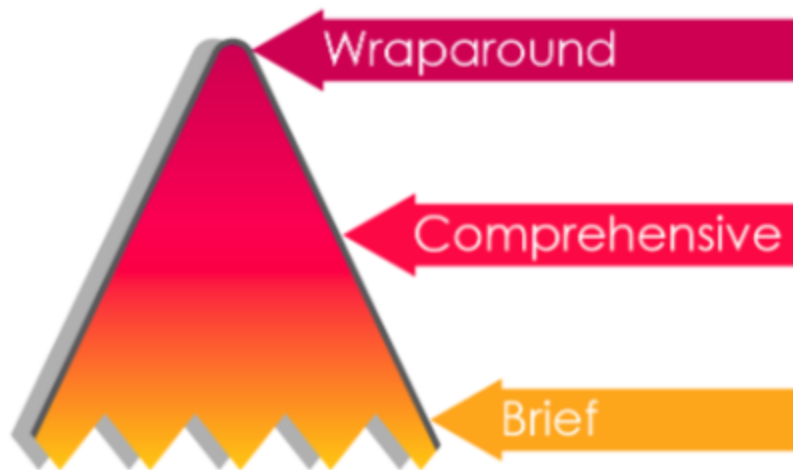
Tier 3 support continues to build on the lessons and support provided at Tiers 1 and 2, becoming more individualized and more intensive **until teams can identify what is needed for a student to be successful**. Tier 3 supports are based on the underlying reasons for a student's behavior (their FBA) and should include strategies to:

PREVENT problem behavior

TEACH the student an acceptable replacement behavior

REWARD the student's use of the replacement behavior

MINIMIZE the payoff for problem behavior.



The intensity of Tier 3 support should match the student's level of need

Tier 3 supports exist along a **continuum**. Many students can benefit from a simple (or **brief**) FBA that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more **comprehensive** FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an **intensive FBA and wraparound** plan that includes personnel from outside agencies and rigorous problem solving procedures.

Tier 3 Interventions Differ from Other Levels of Positive Behavior Support

The main differences between Tier 3 interventions and other tiers of intervention are the levels of focus and intensity. The defining features of Tier 3 interventions: i.e., identification of goals, data collection and analysis, summary statements, multi-element plans, and a monitoring system, all

address the needs of individual children in a more comprehensive manner. Tier 3 interventions allow teams to vary features of the process (e.g., data collection tools used, breadth of information gathered, specificity and number of hypotheses generated, extent of the behavioral support plan, and degree of monitoring) to provide the most individualized behavior support possible.

Identifying Students in Need of Tier 3 Support

Students are sometimes over-identified for Tier 3 interventions when an effective Multi-Tiered System of Supports has been established at Tier 1 and/or Tier 2. As part of this process, the school based intervention team needs to ensure that students have had adequate exposure to effective Tier 1 and 2 interventions, and that those interventions have been carried out with fidelity. Crisis situations and the severity of the problem behavior for a student may require that they receive the more intensive assessment and support resources at Tier 3 even if they have not had adequate exposure to Tier 1 and 2 supports.

When a student receives Tier 3 interventions, he or she will continue to utilize supports that are offered as part of Tiers 1 and 2. However, schools may have to amend how those supports are utilized based on the Tier 3 problem-solving process and ongoing progress monitoring information.

Requirement that “Peer Comparisons” are Considered

In order to ensure that a behavior problem is not a result of a maladaptive classroom environment, schools have to consider how a student’s behavior compares to that of his or her peers. At a minimum, schools need to investigate whether a student’s behavior is noticeably different from other students in their class. In doing so, it may be discovered that a classroom- level intervention is called for, as opposed to an individualized behavior plan. It is unlikely that more than 1-2 students in a general education classroom should require Tier 3 support (should be less than 5% of students if Tiers 1 and 2 are in place and effective). If many students are struggling academically and behaviorally in a classroom, there are likely to be systems or classroom issues that need to be addressed.

Tier 3 Interventions Can be Faded or Discontinued

Many students can be successful in a general education setting when provided appropriate function-based support. Once a student demonstrates a consistent pattern of success, teams should consider whether elements of the BIP can be reduced or gradually eliminated, without affecting the student’s performance. Some students can be successfully supported on Tier 1 and Tier 2 interventions with a few additional supports. However, other students will need to continue to have a BIP in place to support them. Schools should continue progress monitoring these students to ensure their supports are appropriate and effective.

Some Students May Not Respond to Tier 3 Interventions

If a target student cannot maintain improved levels of behavior without the availability of intensive supportive services, then the student may be considered for special education eligibility as appropriate. For students with emotional and behavioral difficulties, special education eligibility usually is considered when a separate setting is required or the services of additional qualified personnel (e.g. ESE resource or inclusion teacher) are required throughout the school day.

Trauma Informed practices within your school wide PBIS Framework

The PBIS framework encourages and fosters trauma-informed school practices by promoting safe, predictable and routine environments that support positive, and trusting relationships among students, staff, families/caregivers and community members.

See resource link: <http://www.sednetfl.info/TIC.aspx>

MTSS PBIS Resource Mapping Matrix

Tier	Identification Tools (Student/Fidelity)	Frequency	Intervention/Instruction <i>EXAMPLES</i>	Progress Monitoring & Outcome Tools	Resources Needed
Tier 3 Intensive	<ol style="list-style-type: none"> ODRs/OSS/ISS Minors Attendance Referrals for MH Services Poor response to T2 supports 	<ol style="list-style-type: none"> Weekly Weekly Weekly As needed 	<ol style="list-style-type: none"> Simple FBA/BIP Functional Assessment & Behavior Intervention Plan Mental Health Individual Counseling Wrap-around Supports 	<ol style="list-style-type: none"> ODRs/OSS/ISS Minors Attendance Behavior Rating Scale: Self-report, teacher or MH clinical 	Completed by SBLTs
Tier 2 Targeted Group	<ol style="list-style-type: none"> ODRs/OSS/ISS Minors Attendance Teacher Nomination Universal Screeners Teacher Requests 	<ol style="list-style-type: none"> Monthly/Bi-weekly Monthly/Bi-weekly Monthly-Bi-weekly 2 times/year 2 times/year Monthly 	<ol style="list-style-type: none"> Check-In/Check-Out Mentoring Social Skills Anxiety Groups Anger Management Problem-Solving 	<ol style="list-style-type: none"> ODR/OSS/ISS Minors Attendance Daily Report Card (CICO, Social skills, Anger management, etc.) with internalizing and externalizing behaviors 	Completed by SBLTs
Classroom PBIS	<ol style="list-style-type: none"> ODRs Minor referral Custom Reports (Referrals by Teacher, Student, Context, Content, Motivation) Requests for assistance, referrals for MH Services Observations Classroom Assistance Tool (CAT) 	<ol style="list-style-type: none"> Monthly Monthly Monthly Monthly Bi-weekly/monthly As needed 	<ol style="list-style-type: none"> Teaching Expectations with Social Emotional Skills Teaching classroom routines, procedures & rules, Classroom Trauma Informed Strategies Recognition System Consequence System Curriculum and Instruction - Teaching methods & materials (i.e., pacing, engagement, relevancy, modifications) 	<ol style="list-style-type: none"> ODRs/Minors Custom Reports CAT Observations 	Completed by SBLTs
Tier 1 All Students	<ol style="list-style-type: none"> ODRs/OSS/ISS Attendance Grades Early Warning Indicators PIC I & II BoQ PBS Walk-Through School Climate Surveys Universal Social Emotional Screening 	<ol style="list-style-type: none"> Monthly Monthly Monthly Monthly Fall & Spring Baseline & E-O-Y Monthly, as desired 	<ol style="list-style-type: none"> SW Expectations, Rules & Procedures, Social Emotional Learning Integrated Within Daily Lesson Plans Reward System Comprehensive Discipline System, Trauma Informed Discipline Trauma Informed Care and YMHA Strategies 	<ol style="list-style-type: none"> ODRs/OSS/ISS Attendance & Grades PBS Walk-through Surveys (Staff, Student, Family) Reward recipients Lesson plan artifacts 	Completed by SBLTs

Chapter 5

Intervention Development And Data Collection



What is an Intervention?

An intervention is a specific academic or behavioral strategy that differs from the core activities occurring in the student's general education classroom. It is designed to provide at-risk students with the necessary skills and academic or behavioral support needed to achieve grade level expectations.

A Valid Intervention Includes the Following:

- ❖ A statement of the problem identified
- ❖ Baseline data - the level of skill in the identified problem area that the student has before intervention
- ❖ A research/evidence-based intervention targeted to the student's identified problem
- ❖ An intervention plan that includes the following:
 - A goal statement that indicates the specific targeted outcome for student improvement
 - A detailed summary of the intervention and resources required to implement the plan
 - The date the plan is initiated and the length of time the intervention is implemented
 - A statement indicating how student progress will be regularly monitored and data will be collected (needs to be a graphic depiction)
 - The name(s) and/or position(s) of the person(s) initiating the intervention and collecting the progress monitoring data for decision making
 - Regular examination of the progress monitoring data in order to ensure that the student is progressing at an acceptable rate.

An Intervention is Not:

- ❖ Simply completing the form; an intervention is what you do with the child
- ❖ An assessment, such as an FBA, K-BIT 2, classroom observation, or psycho- educational evaluation
- ❖ A change in seating or preferential seating
- ❖ Parent contact
- ❖ Remediation that includes going over the same material again, if not specific to the student's identified problems and does not include ongoing progress monitoring
- ❖ Homework or peer buddies
- ❖ Retention
- ❖ In or out of school suspension

The delivery of interventions via the MTSS process is based on the three tiered model. Progress through the tiers is determined by the problem solving data collection process.

Length of Time for Intervention Implementation

How long an intervention should be implemented is a common question. The answer is vague... it depends. The length of time an intervention should be implemented is partially determined by the intervention(s) and progress monitoring tool(s) chosen. Some intervention(s) and progress monitoring tool(s) will have set guidelines for how long or how frequently they should be used. In addition, the actual length of time that an intervention is implemented depends on the student's response to the intervention, in conjunction with realistic time periods required for a target skill to develop. Also, an important thing to remember is that an intervention should be used for however long it takes to collect enough data to determine if the intervention is working.

Data and Progress Monitoring

Student achievement data is essential to successful intervention selection and problem solving. The data is used to determine which students are at-risk. A student's level of risk is assessed based on how much of a gap exists between the student's actual level of performance and the performance of peers who are achieving benchmarks.

The frequency of data and the kind of data will vary according to the type of problem and the nature of the school's response. There are three major categories of student achievement data:

1. Baseline data that compares the student's current level of functioning to performance standards and/or the performance of the student's peers (classroom and/or grade level),
2. Progress monitoring data that tells us a student's rate of learning (graphs with trend lines), and
3. Diagnostic information that will provide information about specific skill acquisition.

These data will be more useful if they provide the following information:

Baseline Data

- ❖ Baseline data is best if it includes information about:
- ❖ The gap between the student's current performance and the performance standard; this is information about how far the student is behind the standard. For example, if the student is supposed to recognize 50 words by the end of kindergarten, then we need to know how many words the student actually recognizes.
- ❖ Information that compares the targeted student's level of skill with others in his class and/or grade level. Note: If the whole class is behind on a standard, then the interventions need to be for the whole group, not an individual student.

Academic baseline data is generally obtained through universal screenings. A student's performance is compared to some pre-established benchmark and to the performance of peers in both the individual classroom and/or the whole grade level.

Behavioral baseline data is obtained through a variety of means. Data provided through the school's Positive Behavior Support tracking system may be used in conjunction with data gathered by other individuals working with the student.

Progress Monitoring

Progress monitoring data is collected after a student, group, or class has been targeted for additional assistance. Unlike the baseline data collected in the universal screening, which is a static picture of a child's performance at a point in time, progress monitoring is a measure of rate, and is fluid; that is, it measures change, and will require more than one assessment of a child's skills. Progress monitoring is an ongoing systematic method consisting of brief probes designed to gauge progress toward grade level goals and to direct instructional changes as needed. We need to know:

- ❖ About the targeted group's rate of progress; if this is an individual student, how fast is the student learning?
- ❖ How does the student's rate of progress compare to the rate of the rest of the class?
- ❖ Will the student learn quickly enough to catch up by the end of the year?
- ❖ What is the student's rate of progress over time? To determine this we must have several scores over time.

Multi-Tiered System of Supports is impossible without a documented progress monitoring process in place. Unless one is monitoring progress on a regular basis, one cannot ensure that students are making appropriate academic and behavioral progress.

When progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include:

- ❖ Accelerated learning because students are receiving more appropriate instruction
- ❖ More informed instructional decisions
- ❖ Documentation of student progress for accountability purposes
- ❖ More efficient communication with families and other professionals about student progress
- ❖ Higher expectations for students by teachers
- ❖ Fewer ESE referrals

“Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional [and behavioral] techniques and goals, which together, move all students to faster attainment of important state standards of achievement” (National Center on Student Progress Monitoring, 2007).

How does it work?

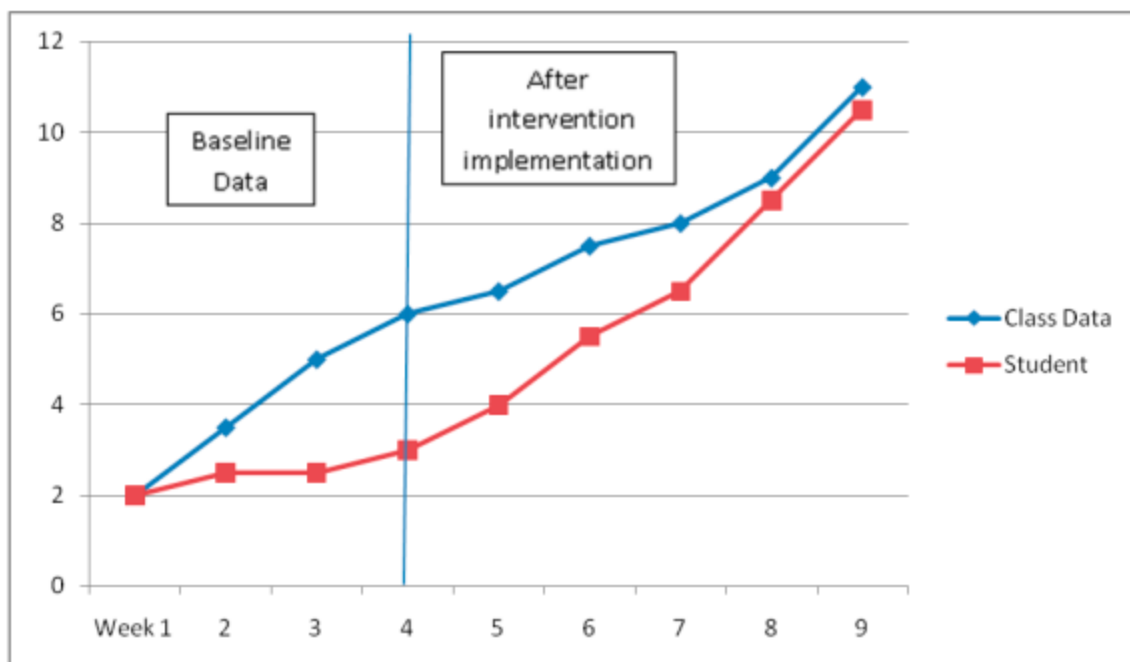
To implement progress monitoring, the student's current levels of academic or behavioral performance are determined, and goals are identified for progress that will take place during intervention implementation. The student's academic or behavioral performance is measured on a regular basis. How frequently progress monitoring occurs is determined by the method that is chosen. Follow the guidelines given for the proposed measure. Examples of progress monitoring methods include:

- ❖ Curriculum-based measurement
- ❖ Accuracy and completeness of student assignments
- ❖ Fluency of skill application
- ❖ Frequency of target behavior

In the John example, progress monitoring might use the frequency of referrals written for aggressive behavior (the goal in this case would be to reduce the number to zero) or the teacher might observe John using verbal resolution and chart that information.

The following page is an example of graphic baseline and progress monitoring data collection:

Jane is a first grade student struggling with two-digit addition without regrouping. Ms. Smith, Jane's teacher, uses a curriculum based measurement prompt weekly with the class to measure progress. When the teacher notices that Jane is not mastering the skill at the same rate as the rest of the class through the universal screening, Ms. Smith begins to graph the number of digits Jane gets correct in a minute versus the average number of digits the class correctly calculates per minute. The result of the universal screening is the first point on the graph.



Baseline data indicates that the gap between Jane's progress compared to the progress of the rest of the class is growing. Ms. Smith consults with the school based intervention team and begins an intervention to help Jane master the skill and continues to graph the data to monitor Jane's progress. The graph clearly shows that Jane is now catching up to her class peers. Ms. Smith decides to continue the intervention for a few more weeks and re-examine the data again to be sure Jane maintains her progress.

Ms. Smith meets with the school based intervention team to review the data. The team determines the intervention has been successful and returns Jane to Tier 1 services. If Jane did not show progress, Ms. Smith and the school based intervention team could modify the Tier 2 intervention or begin Tier 3 intervention(s).

Chapter 6

Fidelity of Implementation

What is fidelity of implementation?

Definition:

Delivery of practices in the way in which they were designed and intended to be delivered, accurately and consistently

Fidelity of Implementation

Fidelity of implementation is defined as the accurate and consistent application of an agreed upon procedure. There are several interchangeable terms related to fidelity of implementation that include: “procedural fidelity”, “procedural integrity”, “treatment integrity”, and “treatment fidelity”. The terms all refer to the same idea: that something has been accomplished according to a predetermined plan. In order for an outcome to be attributed to a plan, it is necessary to know if the plan was implemented at all, and then implemented as planned on a consistent basis. When plans, methods, or programs are implemented as planned, outcomes and data are established as being reliable and valid. Fidelity is often assumed, rather than assessed. In order for schools to establish accountability for student outcomes, it is critical to evaluate and document fidelity of implementation.

A phenomenon associated with implementation of any plan, program, assessment, or treatment is “drift” or the unintentional subtle changes to a plan over time. We tend to streamline processes as they become more familiar to us so that, over time, a process or plan may not even resemble the original. Although we think we are implementing the process, we may not accurately or consistently be doing so. Without fidelity checks, decisions can be based on data that is no longer reliable as an outcome of the process. To ensure valid and reliable data upon which to base educational decisions at the individual and system level, fidelity checks are absolutely essential. The continued full implementation of the MTSS process, of prevention and intervention activities, and of assessment is dependent upon adherence to the plan - implementation fidelity.

Fidelity of implementation is functionally related to the extent to which what is being implemented is acceptable by those implementing a plan. For example, if only 30% of the school staff understand and accept the MTSS process as one that will increase learning, support teaching and instruction, and decrease student failure, then the chances of MTSS being implemented as a collaborative effort are very limited. The building principal and the 30% of staff could plan for MTSS components and ask all staff to implement it, as well as interventions, but it is very likely that the 70% from whom there is no “buy in” for the process will not adhere to implementing consistently over time. Thus, from a fidelity standpoint, it is important to provide teachers with the appropriate training and support.

How is Fidelity/Integrity Measured?

- ❖ A number of strategies that range from direct to indirect approaches are available for monitoring fidelity/integrity:
- ❖ Direct observation - usually by an outside person who uses a checklist to evaluate whether specific procedures are being used as planned or trained. An example is when a principal observes teachers as part of an evaluation.
- ❖ Behavior rating scales – usually a self-report whereby the person reports on a rating scale how often and how accurately a procedure is done.
- ❖ Self-reporting strategies - usually a checklist that lists all components that the person checks off as each component is implemented.
- ❖ Permanent products - documents generated by a process that can be collected and reviewed; for example in assessment, the testing protocol and scoring is collected and a certain number of the protocols are checked for correct scoring.
- ❖ Manualized interventions, assessments – an implementation manual that is explicit by defining and listing steps in an intervention, assessment, or other plan. Many times the manual provides a specific script of what to say. Generally, the more specific the manual, the greater the potential for fidelity of implementation.

In the MTSS process, four activities are assessed on an ongoing basis to document fidelity:

1. The MTSS process implementation fidelity
2. Prevention fidelity (Tier 1, Core Instruction or Positive Behavior Supports)
3. Intervention fidelity (small group and individual)
4. Assessment fidelity

MTSS Process Implementation Fidelity

It is critical that the MTSS process is routinely assessed for fidelity. This applies not only to the initial implementation period, but also as the process is institutionalized and maintained over time because of “drift”.

Fidelity of implementation of the MTSS process is necessary in order to allow school staff and parents to:

- ❖ trust the system and the data
- ❖ understand accountability
- ❖ clearly articulate the roles and responsibilities
- ❖ use feedback from parents
- ❖ evaluate continuous improvement
- ❖ document student improvement

Implementing the MTSS process with fidelity means to:

- ❖ effectively define an instructional tool for remediation
- ❖ tie intervention to a specific area of weakness
- ❖ determine timelines
- ❖ accurately and consistently identify students for tiers
- ❖ accurately measure skills in area of concern
- ❖ use integrity in data collection
- ❖ collect the right data for decision-making purposes
- ❖ deliver assurance
- ❖ achieve desired outcomes

Which MTSS process procedures are monitored for fidelity of implementation?

- ❖ use of evidence-based core instruction and intervention
- ❖ use of a 3-tier system of instructional support
- ❖ linking intervention to targeted skills
- ❖ MTSS process; school based intervention team regularly scheduled meetings
- ❖ collaborative team(s) process; using problem solving steps
- ❖ consistent use of instructional blocks
- ❖ scheduled assessments, administered and scored accurately
- ❖ aggregation and review of assessment data
- ❖ system to inform and include parents
- ❖ ongoing professional development
- ❖ documentation of processes via appropriate paperwork

The following are tips for ensuring intervention fidelity:

- ❖ When planning the intervention, make sure the team agrees it is well-designed and can be effective, as lingering doubts reduce chances of proper implementation.
- ❖ Take complete notes regarding exactly who is going to do each aspect of the plan, and the dates activities will be completed. Distribute copies to all team members (intervention scripting).

- ❖ Assign partners to data collection activities. Perhaps you could have one person collect and one person graph the data or trade off weeks.
- ❖ Set up a data collection sheet and graph during the initial meeting as a group so the people collecting the data have the materials ready to go. Include dates to remind people of their assignments.
- ❖ Choose a team member to check in with the plan implementer within 48 hours to be sure the plan seems feasible and to answer questions.
- ❖ Allow time at other problem solving meetings for quick updates on intervention progress.
Should the review date be moved up for some reason?
- ❖ Observe the intervention in action more than one time (Fidelity Observation Form)

Parent Involvement

Parent involvement in the MTSS process is very important as they provide valuable information and support. They can also help reinforce academic skills or continue with a behavioral intervention at home. A student's teacher must keep a parent informed about the nature of the concern, the data collected, the plan for intervention, and how the results will be measured and communicated. This communication can be accomplished face-to-face, by letter, or phone. Each parent contact must be documented using the appropriate form.

Intervention decisions are made at many levels including the school, grade, classroom, small groups, or individual. It is not necessary to invite a student's parents to every meeting in which their child may be discussed along with discussions about other students, but they must be informed of intervention activities involving their child. When the student is initially targeted for intervention the parents should be sent a Parent Notification of Intervention Activities and a PS/MTSS brochure. However, sometimes intervention decisions are made for an individual student. When one specific child is to be the topic of a meeting, the parent must be invited. This includes meetings in which more individualized interventions are to be developed or an ESE evaluation is to be considered.

Contact with the student's parents should be maintained to keep them informed, but suggesting the student has a disability or diagnosing the problem (e.g., SLD, EBD, ADHD) must be avoided.

Chapter 8

Introduction to IDEA and General Guidelines



Introduction to IDEA

IDEA 2004 has made the MTSS model described in this manual (or other similar models) a required pre-referral activity for all ESE referrals, except for speech disorders, gifted, and homebound/hospitalized. The MTSS model is so important, that current Florida law has made the collection and interpretation of MTSS data a significant part of the eligibility criteria for specific learning disabilities (SLD) and emotional and behavioral disabilities (EBD).

Referral for evaluation should be processed through the school based intervention team following the problem solving process. The decision for referral is a collaborative effort. When interventions have been implemented but the student has not made the progress expected by the team, the school based intervention team may determine that a referral to consider eligibility for a disability is appropriate. The required referral data must be collected following the procedures developed in accordance with district, state, and federal guidelines.

Please Note: Sometimes students who are already identified as a student with a disability may need to be referred for evaluation to consider additional programs. These students must also be referred following the school based intervention team process prior to obtaining permission for re-evaluation.

General Guidelines

Speech and Gifted

For speech disorders, gifted, and hospital/homebound referrals the school based intervention team process is **not** necessary. In the event of a referral for speech therapy or the gifted or hospital/homebound program the following should be completed:

1. The parent should be notified and the reasons for the referral discussed with them. Determine if the parent is agreeable.
2. Speech Disorder: School personnel (e.g., teacher or guidance counselor) should complete the Record Review of Student Information form. The Consent for Formal Individual Evaluation or Parent Notice/Consent for Reevaluation should be sent home for a referral for a speech evaluation.

3. Gifted: The Parent Consent for Screening should be sent home if it is a referral for the gifted program. The school counselor will administer the KBIT-2 and gather other paperwork necessary. If the gifted screening indicates a need for further testing, the Consent for Formal Individual Evaluation or Parent Notice/Consent for Reevaluation is sent home.
4. Hospital/Homebound: The Application for Home/Hospital Instruction is obtained by the parent from the ESE department. This program requires an annual statement from a Florida physician(s) that includes a description of the disabling condition or diagnosis with any medical implications for instructions. This report must state that the student is unable to attend school, describe the plan of treatment, provide recommendations regarding school re-entry, and give an estimated duration of condition or prognosis. In addition, a physical reexamination and a medical report by a licensed physician(s) may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than required by rule.

Appendix A

Suggested School Based Intervention Team Meeting Agendas

Initial Meeting Agenda

1. Introduction
 - A. Team members introduce themselves and agenda is reviewed
2. Assess Referral Concern(s)
 - A. School based intervention team Chair, Facilitator, teacher, or parent (if he/she is the referral source) summarizes referral Concerns
 - B. Team members share any additional concerns
 - C. Team members review relevant background information, including academic, attendance, behavioral, home, and mental or physical health
3. Review Baseline and Intervention Data
 - A. Teacher and Intervention Liaison present baseline data collected prior to the school based intervention team meeting
 - B. Teacher summarizes Tier 1 interventions (developed by teacher or grade-level team) implemented prior to school based intervention team meeting and results obtained
4. Set Academic and/or Behavioral Goals
 - A. Team members select and define the top 1 to 2 referral concerns in easily observable and measurable terms
 - B. Team members set ambitious but realistic, observable, and measurable goals for improvement (for each of the top 1 to 2 referral concerns) that are attainable if interventions are successful
5. Design Intervention Plan
 - A. Team members develop at least one intervention that addresses each of the top 1 or 2 referrals concerns
 - B. Team members select at least one method or tool to monitor student progress for each intervention being implemented
 - C. Recorder documents the plan, including a series of specific teacher-friendly intervention steps, how often it will be implemented, materials required, measures to monitor student progress, how frequently progress data collected, and the people responsible for intervention and progress monitoring
6. Share Information with the Student's Family
 - A. Team members determine who will contact the student's family to share the referral concerns and intervention plan if family is not at the school based intervention team meeting

7. Review Intervention Plan

- A. Recorder reviews main points of documented intervention plan
- B. Facilitator elicits any final concerns or questions regarding the plan
- C. School based intervention team chair schedules follow-up school based intervention team meeting with team members

Follow-up Meeting Agenda

1. Introductions
 - a. Team members re-introduce themselves
 - b. Facilitator reviews meeting agenda
2. Review Referral Concerns
 - a. Recorder briefly reviews initial school based intervention team meeting documentation
Facilitator elicits any updated background information since the initial meeting occurred
(includes discussion of the Record Review of Student Information)
3. Debrief on Implementation of Intervention Plan
 - a. Teacher and Intervention Liaison discuss implementation issues and progress monitoring data
 - b. Team members ask questions necessary to clarify information
4. Evaluate Plan Effectiveness
 - a. Team members evaluate academic and/or behavioral progress by comparing progress monitoring data collected to the goals set in the initial school based intervention team meeting
 - b. Team members determine if the student showed no progress toward, only minor progress toward, promising progress toward, met, or exceeded goals
5. Decide on Next Steps
 - a. Team members determine whether to modify and/or continue implementing intervention plan at the present tier, move the student to the next tier or back a tier, or evaluate for ESE services
 - b. If modifying the plan in any way, team members discuss modifications, recorder documents new plan and reviews it with the team members, and the school based intervention team Chairperson schedules another follow- up with team members
 - c. If an ESE evaluation is necessary, the school based intervention team chairperson completes the appropriate paperwork
 - d. Team members also may determine the need for a referral to community resources, including social work, medical, or psychiatric services

Appendix B

Frequently Asked Questions

What role do classroom grades play in MTSS?

Classroom grades are one valuable piece of data that can be used to determine how students are performing, but because grades involve some degree of subjectivity, they should never be used as the sole measure of a student's progress. It is always preferable to use standardized instruments whenever possible.

How does MTSS work from one school year to the next?

Students in the MTSS process do NOT begin at Tier 1 every time a new school year begins. The student will begin the school year on whatever tier s/he was on at the end of the previous school year. However, there is a caveat to this year-to-year transition:

Because it is necessary to "tease out" factors, other than a possible learning disability, that may be impacting academic performance, it will almost always be necessary to extend the time on the tier to allow for an adjustment period to the student's new teacher, new peer group, different curriculum, etc. In general, students should remain on the current tier for at least 6 to 8 weeks into the new school year to ensure that these "adjustment" factors have been ruled out or dealt with satisfactorily.

This caveat would apply even if the student had already been on Tier 2 for several weeks prior to the end of the previous school year.

I have a student who may be up for retention. Must the student be in the MTSS process before retention can be considered?

At a minimum, the student must have a current MTSS intervention plan; however, in most cases, it is difficult to imagine a scenario in which a student is being considered for retention without already being in the MTSS process. Therefore, outside of the exceptions specified below, any student being considered for retention should at least be in Tier 2 before the decision to retain is made.

Exception: For students who enroll during the third or fourth nine weeks of the school year, it may take the teacher some time to become fully cognizant of the student's strengths and weaknesses. The student may also have a difficult time adjusting to his new school, his new teacher, or his new peer group. True academic or behavioral difficulties may not become apparent for a number of weeks after entering the class. In those situations, students may be considered for retention even though they are not in Tier 2 or above in the MTSS process.

What if a student's academic performance is below expectations, but the cause appears to be a lack of effort or motivation, rather than a skill deficit?

In those cases, where the student appears to have the ability to perform grade level work, the focus should be primarily on behavioral interventions to address the lack of effort or motivation. However, it is often difficult to exclude academic deficits with certainty.

Sometimes, a student whose behavior requires intervention, does not necessarily exhibit external behaviors displayed in an aggressive or disruptive manner. For example, I have a student in my class who becomes withdrawn, does not comply with my direction, or gets off task. She doesn't act out in a disruptive way, and I am utilizing strategies in the classroom that are keeping the problem in check. However, it is taking a significant amount of time and effort on my part to deal with the behaviors successfully. How do I track behavioral progress in this kind of situation?

It can be very difficult to graph behavior because there is really nothing overt to track. In this situation, the teacher can track and graph his or her response to the student's behavior. For example, if off task behavior is a significant issue, and redirection by the teacher is dealing with the issue, there may be no easily graphed data. However, if the teacher is redirecting the student 75 times per day to keep her on task, that in itself documents some very intensive interventions to maintain the student's productivity. Graphing teacher response to behavior is especially applicable in Tier 3, when/if the intervention is faded back to see if the student can maintain progress on her own.

I am using an intervention for a student that is below her grade level, but it is on her instructional level. Should I be graphing her progress on the below grade level intervention?

Absolutely. Progress on BOTH instructional level and grade level instruments should be tracked and graphed. While MTSS requires a student to be compared to grade level peers, information as to how rapidly a student is progressing in a below grade level intervention will help the team determine a reasonable and realistic period of time before the student may be expected to achieve grade-level proficiency. Therefore, even if progress on grade level progress monitoring instruments is not occurring at a desirable rate of improvement, rapid improvement on below grade level instruments would suggest that the student is moving toward proficiency and may only need more time in interventions to achieve it.

We are reviewing data for a student showing deficits in reading, but I am concerned that the student has had very poor attendance in previous years. Don't we have to take attendance into account when looking at a possible learning disability?

We certainly do. If a student has missed more than 10% of any previous school year, the question must be asked whether or not that student may have missed a large enough chunk of the skills needed to build a solid foundation in the subject area to be causing the current academic concerns. This is a situation where more diagnostic testing in the subject area may reveal some basic skill

deficits that below grade level interventions might address more quickly and efficiently. Once the gap in the foundation is patched, more advanced reading skills may soon follow.

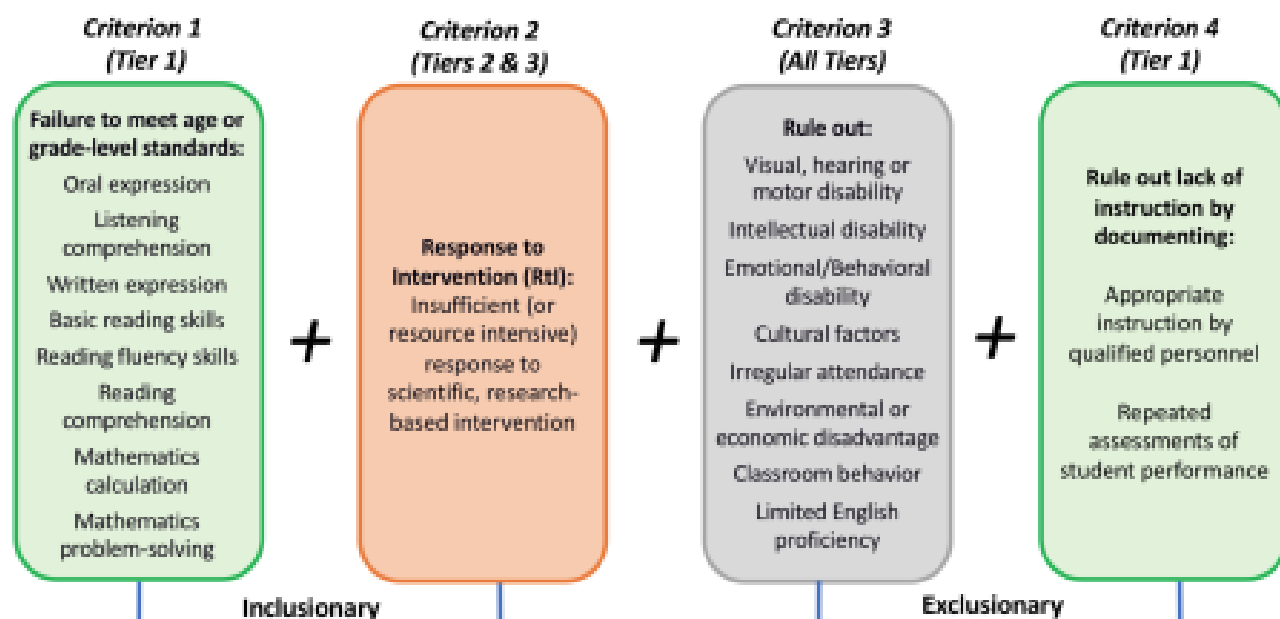
What does an evaluation look like with MTSS?

Remember, the new SLD rule does not require any additional testing for eligibility. Florida has a 4-pronged process for a comprehensive evaluation for SLD. 1) Evidence of significant discrepancy 2) Rate of Improvement 3) Exclusionary/Rule out factors and 4) Evidence of appropriated gen ed instruction in reading and math. Thus, an evaluation within the MTSS process may simply be a review of all the information obtained to the current day to determine if the data supports a classification of SLD.

Our Roadmap: Criteria for Eligibility



Florida Eligibility Criteria - SLD



Florida's Problem-Solving/Response to Intervention Project RtI-Eligibility Professional Learning Series,
Figure adapted from Figure 1.2. in Kovaleski, VanDerHeyden, and Shapiro, 2013

Teams may request additional testing if they believe that pertinent information can only be obtained in that way, but there should be ample justification for it. Under the new rule, IQ scores and process tests are not directly relevant to SLD determination, so these types of testing would not be required for eligibility determination. However, they may be requested during the problem solving process if the team feels that this information would be useful in the development of appropriate interventions for the student. There should already be an abundance of academic information available from progress

monitoring data which would make additional academic testing unnecessary. Therefore, school based intervention teams should be very selective in their requests for additional testing if SLD is the suspected disability. This again underscores the importance of implementing high quality interventions with fidelity.

When is parental consent for an evaluation obtained?

Because far less testing will be done for SLD eligibility purposes, the question of when to obtain parental consent for an evaluation is not as clear cut as it once was.

In MTSS, consent should be obtained when the team believes that it has acquired enough data to suspect eligibility/ineligibility for an exceptionality. Although, at the beginning of Tier 3, there may be occasions when the team may suspect a disability, it is rare that they will have all the data necessary to make that determination. Generally, the results of the Tier 3 interventions would be necessary before any eligibility determination could be made. Therefore, consent for an evaluation may not need to be obtained until the end of Tier 3.

Any testing, at any point in the MTSS process that involves a school psychologist, requires parental consent for screening or evaluation prior to any assessments being administered.

Are we comparing the student's performance to age-level or grade-level peers?

The first eligibility question to ask is whether or not the student is performing comparably to grade-level peers. If the student is performing on grade level for the grade s/he is currently in, the student could not be determined eligible for ESE on the basis of having a Specific Learning Disability.

Students who have been retained are generally subject to the same requirement, since the idea of retention is to allow a student to master skills they have not mastered the first time through a grade. As long as the retained student is meeting the standards for the current grade s/he is in, eligibility for ESE should not be considered.

If a parent writes a letter requesting an evaluation, does the evaluation need to be provided?

While MTSS is now required for certain eligibility, the law did not change regarding the school district's obligation to evaluate upon a parent's request. Initial evaluations must be completed within 60 days from when informed consent is obtained. However, the evaluation would be one piece of information to be considered by the school based intervention team. Simultaneously with the evaluation, interventions should be taking place. When the evaluation is complete, the team must meet. If interventions have been successful, eligibility is not met. If interventions have not been successful, the team can determine whether another intervention is appropriate or if the student meets eligibility because s/he has not responded to the intervention. For eligibility to be determined,

Tier 3 interventions must have been attempted. The goal is to have effective interventions taking place in the general education setting.

If a parent brings in a private evaluation indicating the child is SLD based upon the discrepancy model, do we need to follow MTSS procedures?

Yes. The evaluation must be considered in conjunction with all other information. Ultimately, eligibility criteria will require a determination that the child did not respond to research-based interventions at Tier 1, 2, and 3 levels.

Is there a different timeline for students considered for E/BD?

The eligibility rule for E/BD requires MTSS also. In addition, the eligibility rule requires the behaviors to be manifested for a minimum of six months. It is acceptable to go back in time to note behaviors begun prior to the school based intervention team referral.

What about students who are making progress with interventions, but need extra time to complete reading activities? How would this factor into FSA?

MTSS does not contemplate FSA accommodations. Rather, FSA accommodations are made available only to those students who are identified as disabled. However, if interventions are implemented with fidelity, student achievement will increase without the need for accommodations. If a student cannot read, providing additional time will not help.

What was wrong with the discrepancy model for determining SLD eligibility?

Remarkably there was no research to support the discrepancy model as being an accurate measure of identifying students with learning disabilities. Statistics show that school districts have over identified students as SLD, particularly minority students. The goal of the MTSS model is to decrease the number of students incorrectly identified as disabled by utilizing effective research-based interventions that are implemented with fidelity.

How do you measure rate of improvement?

Rate of improvement is the amount of improvement divided by the time devoted to it. An example is the number of words a student obtains divided by the number of weeks of instruction needed to learn those words. Rate of improvement is demonstrated by a student's progress slope. This slope compares the student's progress in response to the interventions, compared with Curriculum Based Measurement (CBM) benchmarks, state standards, other students in the same age/grade group, and/or an expected rate of progress for peers.

How do you measure and analyze fidelity?

Successful MTSS systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently. Professional development is important in initially establishing and maintaining fidelity. Direct and indirect assessments of the implementation of major components of interventions or the CBMs (depending on what is being analyzed) will allow school districts to measure and analyze fidelity to determine the professional development needs of staff. This underlies the pros of having some agreed upon standard protocol interventions so the school is working with a common understanding of what the intervention “looks like” and can support effective implementation in the classroom. The fidelity analysis is usually conducted at the building level often by the school principal. Direct assessment of staff is done through observation during implementation and task analysis of staff’s use of the major components. Indirect assessment is conducted through staff’s self-reporting, interviews, and documentation. Indirect assessment should focus on the staff’s knowledge of components (often documented through a checklist) and gap analysis to determine when components were used properly.

If a student is determined not eligible for special education services, how long may that student continue to receive the intensive interventions provided at Tier 3?

Students who enter Tier 3 should initially receive at least two full attempts of intensive interventions in order to determine if that student is non-responsive. When students are determined ineligible for special education, school districts should also consider how other federal and state funding sources can supplement implementation of Tier 3. Districts have to consider the needs of students who require accommodations under Section 504 of the Rehabilitation Act or other applicable laws. Students who have been determined ineligible for special education services but continue to insufficiently progress may be re-referred for special education.

How long do you continue to progress monitor after Tier 2 or 3 interventions are discontinued?

When a student has been successful with Tier 2 or 3 interventions, the student can go back to a lower tier. However, it is important that when the intensity of interventions is reduced the S-BIT must be sure that the student continues to be successful at the lower tier. Ongoing progress monitoring should be continued to determine that the student is maintaining grade level standards. If the student goes from Tier 3 to Tier 2 progress monitoring occurs as long as Tier 2 interventions are implemented at a frequency appropriate for Tier 2. If a student returns to Tier 1, continue progress monitoring at a minimum frequency appropriate for Tier 2 for approximately a nine week period. If the student maintains success in Tier 1, the progress monitoring can be discontinued and the student follows the universal screening schedule. If the student’s skills begin to regress, the school based intervention team should meet immediately to determine if the student should return to the previous tier at which s/he was successful.

TEACHER INFORMATION TO REVIEW

What is an intervention?

An intervention is a specific academic/behavioral strategy that differs from activities occurring in the student's classroom. It is designed to provide at-risk students with the necessary skills and academic/behavioral supports to allow him/her to achieve grade level expectations.

An intervention is NOT:

- Simply completing a form - an intervention is what you do with the child;
- An assessment, such as a Functional Behavior Assessment, a classroom observation, or a psycho-educational evaluation;
- A change of seating or preferential seating
- A person - a person delivers an intervention, but simply putting a person's name as the intervention is not acceptable;
- Small group or any other instruction, including going over the same material again, the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning.
- Progress monitoring without targeted intervention
- Parental contact;
- Homework or peer buddies;
- Retention;
- In or out of school suspension or other discipline measures.

Teacher Problem Solving:

- When the teacher or parent recognizes a student problem or need, problem solving steps are initiated.
- Review the student's cumulative record and all other available data. This information is recorded on the Student Progress Profile form. Define the problem in behavioral/observable/measurable terms. Identify the student's strengths and areas of need. These are recorded on the Tier I Intervention Plan. Begin collecting frequent progress monitoring data aligned to the problem definition to determine whether or not the student is responding to the curriculum and/or behavioral expectation of the classroom (5 data points for a baseline). Identify the replacement behavior(s)/academic skill(s) needed.
- Monitor data and schedule follow-up with parents. The teacher must not attempt to diagnose ESE identification (SLD, EBD, etc.) at this time. Communication with the parent must be documented on the Tier I Intervention Plan. A parent should not be told, "I think your child has a disability".
- If the data confirms that the student is still performing below curricular expectations and that his/her rate of progress is not sufficiently closing the gap, request a Student Support Team Meeting.
- Interventions targeted to the identified behavior/skill gap(s) are implemented with fidelity and progress monitoring and documentation continues to occur until the teacher presents information to the Student Support Team.

Appendix D Assessments and Monitoring Tools

Universal Screenings/Tier 1:

District Progress monitoring tools for Reading/Math

Curriculum Based Measurement

FSA

SAT-10

Teacher Ratings/Nominations

Office Discipline Referrals

STAR

iReady

Progress Monitoring/Tier 2 and 3:

District Progress monitoring tools for Reading/Math

Curriculum Based Measurement

Behavior Rating Charts

iReady

STAR

Diagnostic Tools:

DAR

KBIT-2

iReady

Appendix E Resources

Internet Resources:

Association of Positive Behavior Support	http://www.apbs.org/
Center for RtI in Early Childhood	http://www.crtiec.org/
Center on Instruction	http://www.centeroninstruction.org/
Decision making tool for SLD and LI eligibility	http://floridarti.usf.edu/resources/topic/overview_of_rti/GTIPS-R_Print/index.html
Florida Center for Reading Research	http://www.fcrr.org/
Florida Positive Behavior Support Project	http://flpbs.fmhi.usf.edu/
Florida Response to Intervention/PBIS	http://floridarti.usf.edu/
Intervention Central (access to Chart Dog)	http://www.interventioncentral.com/
National Association of School Psychologists	http://nasponline.org/
National Center of Best Evidence Encyclopedia	http://www.bestevidence.org/
OSEP Technical Assistance Center on Positive Behavior Interventions and Supports	http://www.pbis.org/
Reading Rockets	http://www.readingrockets.org/
Research Institute on Progress Monitoring	http://www.progressmonitoring.org/
Response to Intervention	http://www.rti4success.org/
RtI Action Network	http://www.rtinetwork.org/
The National Center for Culturally Responsive Educational Systems	http://nccrest.org/

Books:

Response to Intervention: Principles and Strategies for Effective Practice by Brown-Chedsey and Steege Guilford Press 2005

The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement by Hosp, Hosp, and Howe Guilford Press 2007

Rtl Guide: Making it Work Strategies= Solutions Elementary K-6 by Russo, Tiegerman, and Radziewicz DUDE Publishing 2009

Integrated Multi-Tiered Systems of Support blending RTI and PBIS by Kent McIntosh and Steve Goodman Guilford Press 2016

Appendix F

MTSS Forms

Documentation of Parent Conferences/Contacts-(NOTE: Held at the school or via phone with the teacher and parent/guardian)

<https://docs.google.com/document/d/1j-eoMqMKRLPTJIKhKlbOq1bcKtvJ3th0VK7z22BNpJs/edit?usp=sharing>

MTSS/PBS Brochure:

<https://drive.google.com/file/d/190sHHTSN9mXXhCNgpbmC0AcYWlcE-3Kd/view?usp=sharing>

Request for Initial Referral to school based intervention team Assistance-Elementary

<https://docs.google.com/document/d/1E4hJsd0WD78OpXDBvCsao04rUvyPphGqCX8GHpy8-Nw/edit?usp=sharing>

Request for Initial Referral to school based intervention team Assistance-Middle/High

<https://docs.google.com/document/d/1Cq76QnCyAY7r-4S0Ou66PEyKdHGYKJlBCirIx0y9DQ/edit?usp=sharing>

Parent Notification of Intervention Activities

https://docs.google.com/document/d/1GkHiorYVUO_SVoGW7LRJO7gScmRcaQWnFHV8cEHWpf4/edit?usp=sharing

List of Interventions provided

https://docs.google.com/document/d/1URjgYCehHLNGGE6jZjK9VRj-zxS90H0iAmuuBDHv_Ml/edit

Parent Consent for Screening

<https://docs.google.com/document/d/1IWlsemwtNLsHs3AdNGKwk5SIYDUD7uTN1IbDSF2SDSY/edit?usp=sharing>

School Based Intervention Team Meeting Notes

<https://docs.google.com/document/d/1plpfgNEza331QPx3EM66z8bl8uPFrWZyHOiOlwMstrg/edit?usp=sharing>

Tier II

Reinforcement Menu (Elementary)

<https://docs.google.com/document/d/1G63PQoRGM-OCW2Hf8azZSKWQ6RnmTbNCJ41OJeow1Yw/edit?usp=sharing>

Reinforcement Menu (Middle/High)

<https://docs.google.com/document/d/18HE4qoIF4vFAldFbgb-fSU0XgWiKqfV7P0UKLza3d2w/edit?usp=sharing>

Teacher – Behavior Observation Sheet

<https://docs.google.com/document/d/1tFb5u6fnqXxv8rR9ySyLwRYgZ96K6Q4G77vpVuCsDeg/edit?usp=sharing>

MTSS Data Form

https://docs.google.com/document/d/1mS5rTxQ2o_ZWPeTeMplgfJApVWek61KrMj-q_g6Kha8/edit?usp=sharing

Individual Intervention Plan

https://docs.google.com/document/d/1k_fQxo8pJC1XiuNmw1JJ3EQrQ2-XNRJQ8b3dkCWOAWY/edit?usp=sharing

Small group Intervention Documentation Worksheet

<https://docs.google.com/document/d/1H2UmQBr2xPHq9vduvn6LyesfZRY8ArUYzYUixr61VFw/edit?usp=sharing>

Problem Solving Worksheet:

<https://drive.google.com/file/d/1VQXrRISrePXwu3kYDwgvcZCgW2tnHfWS/view?usp=sharing>

Tier III and Exceptional Education Students (already identified)

Parent Invitation to School Based Intervention Team Meeting

<https://docs.google.com/document/d/1CX3YTwpyGAbr7efQ5gLEqLDnI6rtLZssO5ym-bacf3Y/edit?usp=sharing>

Individual Academic/Behavior Intervention Documentation Sheet (H2)

<https://docs.google.com/document/d/1rw1i9fexQNdwINIDc4VWdt4tWUL60YDm7u1l8g4nuNM/edit?usp=sharing>

MTSS Fidelity Observation

https://docs.google.com/document/d/13oCdZYKGuWzOAPRJ7mLnleLHOUwSS_yQr3g8aY1LLA/edit?usp=sharing

Functional Behavior Assessment:

<https://drive.google.com/file/d/1FG3U7eMJiWQX9bRefWX2isdC0Lq5A0d9/view?usp=sharing>

Behavior Intervention Plan:

<https://drive.google.com/file/d/0B3SIND4GS6KhbzRDOE1BRTNPafU/view?usp=sharing>

Classroom Observation

<https://docs.google.com/document/d/1tFb5u6fnqXxv8rR9ySyLwRYgZ96K6Q4G77vpVuCsDeg/edit?usp=sharing>

Intervention Implementation:

https://docs.google.com/document/d/1ESYBi0E_R8-6HYQrmhmMo-6KRZvrQk5s6AA9wz-C8Oo/edit?usp=sharing

Resources:

Information for teachers: https://www.livebinders.com/media/get_centered/MTc4NjQ3NDg=
<https://www.livebinders.com/play/play?id=2289152>
<https://flpbis.cbcs.usf.edu/tiers/tier1.html>

Parent Guide to MTSS:

<https://drive.google.com/file/d/1fU66YOpLXmeM3CHMwSK3zS7EFnl7bjpl/view?usp=sharing>