

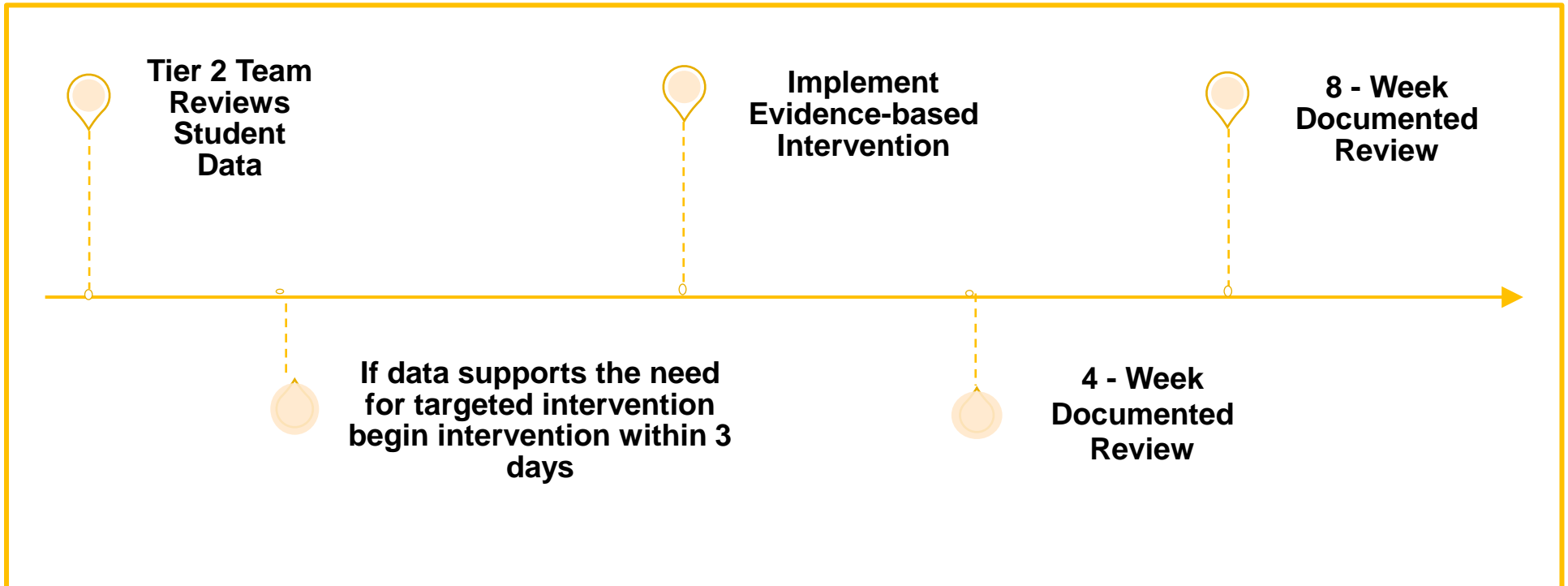
12/12/2023

# Multi-Tiered System of Supports

**Behavior Guidelines for Advanced Tiers**

*REACH-MS is coordinated through the University of Southern Mississippi and is sponsored by a U.S. Department of Education grant to the Mississippi Department of Education (Grant No H323A210009).*

# MTSS Tier II Progress Monitoring Timeline

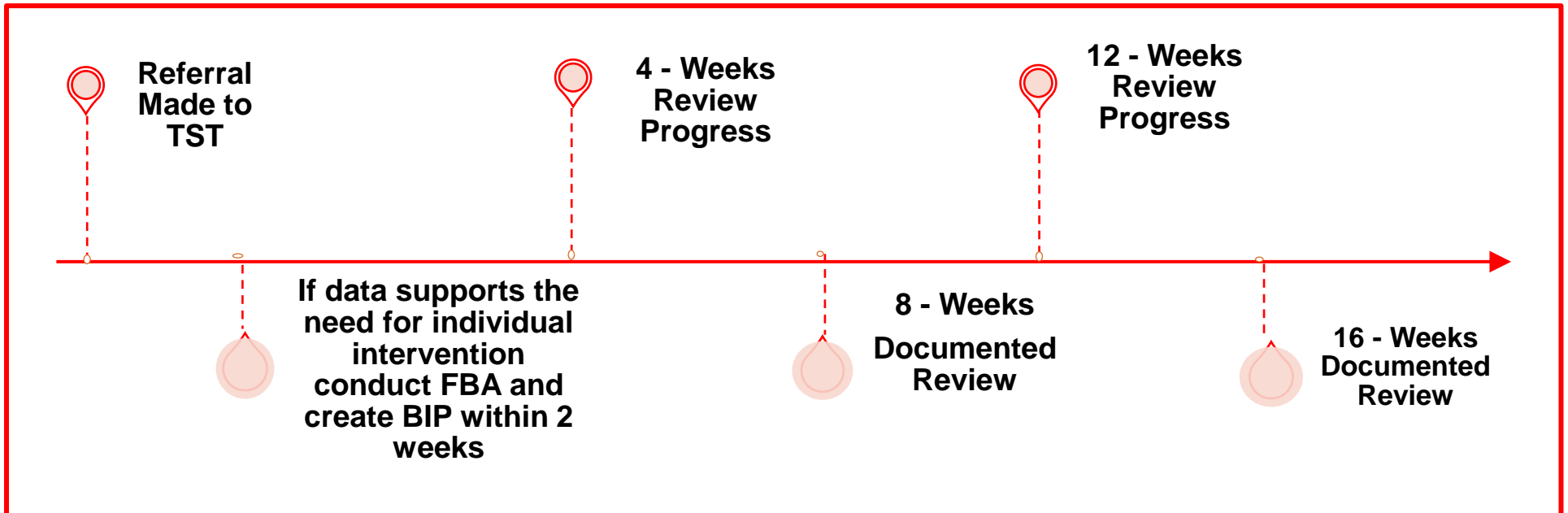


1 data point every 2 weeks.  
2 fidelity checks at equal intervals (1<sup>st</sup> four weeks and 2<sup>nd</sup> four weeks).

## Data Based Discussion Questions

- ❖ Is the intervention being implemented with fidelity? How do we know?
- ❖ Is the student meeting their goal? If yes, continue intervention, reduce intensity, or terminate intervention.
- ❖ Is the student meeting their goal? If not, refer to Tier III.

## MTSS Tier III Progress Monitoring Timeline



1 data point per week.  
4 fidelity checks at equal intervals (1<sup>st</sup> four weeks, 2<sup>nd</sup> four weeks, 3<sup>rd</sup> four weeks, and 4<sup>th</sup> four

### Data Based Discussion Questions

- ❖ Is the intervention being implemented with fidelity? How do we know?
- ❖ Is the student meeting their goal? If yes, continue intervention, reduce intensity, or terminate intervention.
- ❖ Is the student meeting their goal? If not, refer for a Comprehensive Evaluation.

## Functional Behavioral Assessment (FBA)

### FBA Components

Routine  
Antecedent (trigger)  
Behavior  
Consequences  
Setting Event

### Who to Interview

- Teacher(s) – with whom the problem behavior is most likely to occur.
- Family Member
- Student

### Observation

Observation should occur in the classroom during the routine where the problem behavior is most likely to occur.

The result of an FBA should be a **final Summary Statement** created from all interviews and observations to utilize in creating a **function based BIP**.

## Behavior Intervention Plan (BIP)

### Competing Behavior Pathways

#### Setting Event Strategies

Consider ways to eliminate or neutralize any identified setting event.

#### Manipulate Antecedent

Prevent problem behavior and prompt replacement/desired behavior.

#### Teach Behavior

Explicitly teach replacement and desired behavior.

#### Alter Consequences

Reinforce replacement and desired behavior.

Redirect and minimize reinforcement of problem behavior.

### BIP Implementation Plan

- Task(s) to be completed.
- Person responsible for completing task(s).
- Date for task(s) to be completed.
- Data review date.
  - Implementation rating & evaluation description

### BIP Evaluation Plan

- Behavior goal (short and long term)
- Procedures
  - Data to be collected.
  - Process for collecting data.
- Person responsible.
- Data timeline.

# Student Crisis Plan

**Student Crisis Plan (SCP)** is an individualized action plan for school personnel to implement when a student exhibits dangerous behavior that may lead to imminent risk of serious injury (to self or others).

*SCP should be developed and implemented without delay.*

## Student Information

Does the student have an IEP?

Does the student have a FBA/BIP/PTR?  
If yes, target behavior \_\_\_\_.

Medical History

History of Behavior Frequency, Duration (if applicable), Level of Intensity

Define specific unsafe behavior in observable and measurable terms.

Known  
Setting Event, Antecedent, and Function

Previously tried interventions and/or consequences.

Previous intervention outcomes.

## Specific Procedures

Identify key staff members who are responsible for implementing Crisis Plan.

- Prevention Strategies
- Response to behavior once occurring.
- Basic Intervention strategies
  - Things to do.
  - Things **not** to do.
- Targeted training for staff implementing plan.
- Reporting
  - How will data be collected?
  - How will parent be notified of progress?
  - How will decision be made to terminate plan?