

BEHAVIOR PROTOCOL

Multi-Tier System of Supports (MTSS)



When a student is not responsive to Tier I (TI) strategies and is having behavioral issues that are impeding learning of themselves or their peers

and/or

When a student has populated on the Universal Screener for behavior and the behaviors are impeding the learning of themselves or their peers

and/or

When a student has experienced a life event or trauma

Review Behavior Flow Chart
Follow Steps Based on Student Need

The teacher(s) will provide the TST team with all: TI documentation of alternate strategies, any supporting documentation (discipline reports, behavior logs, etc.) and parent/guardian contact/discussions. This information will be analyzed to determine the need for T2 behavior interventions. If T2 is recommended, the parent will be notified, and T2 timelines will begin. Start collecting Antecedent-Behavior- Consequence (ABC) data.

(<https://www.pbisworld.com/wp-content/uploads/Antecedent-Behavior-Consequence-Log.doc>)

EFFECTIVE: The TST team will meet to discuss the student's progress at four-week intervals (at minimum). If behavior goals are met, interventions will continue until readiness for TI success is attained. Document meeting outcomes on MTSS Meeting Summary Sheet.





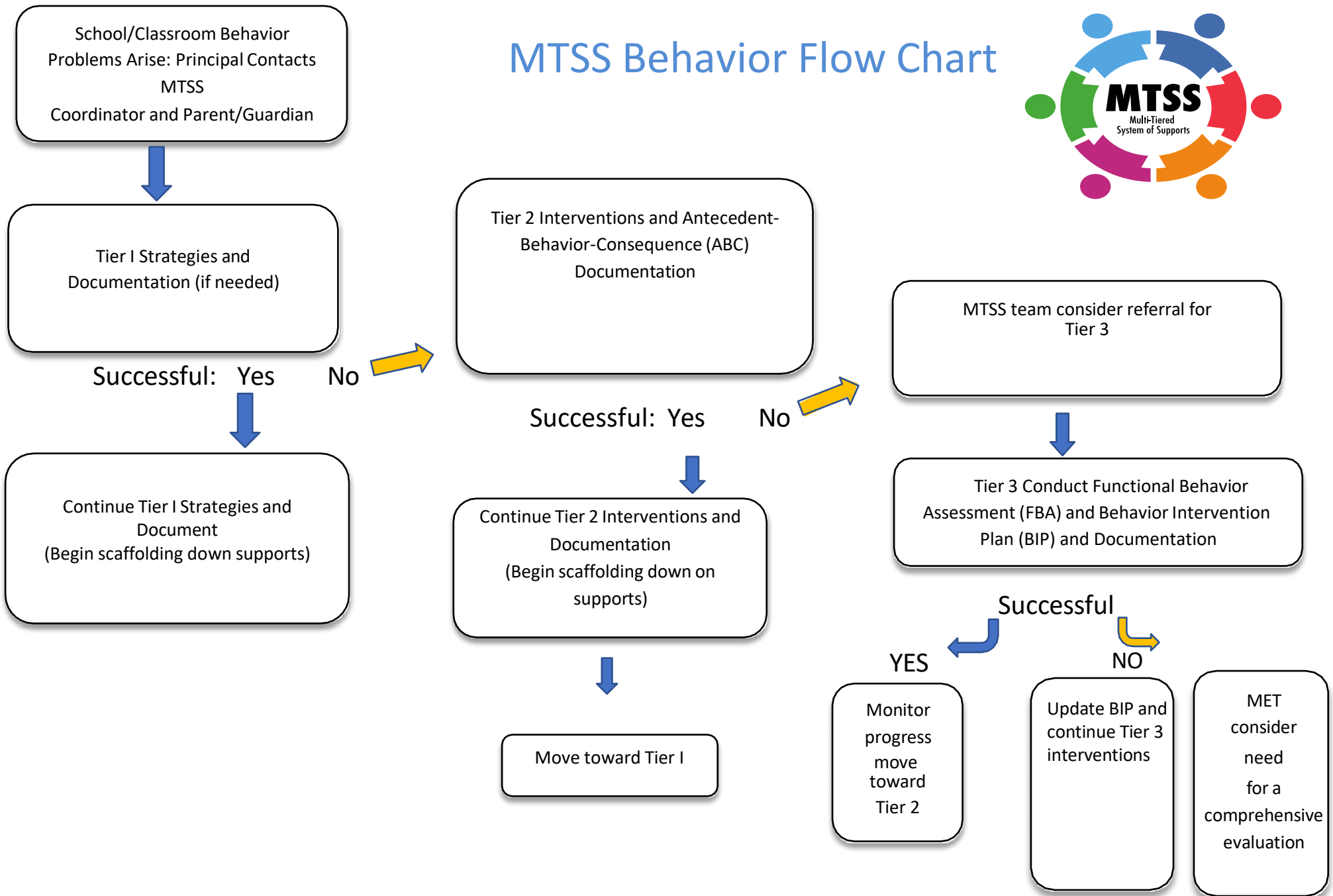
- The TST team will collect all T2 documentation and contact Behavior Support Personnel (Behavior personnel may be the counselor).
- Behavior Support Personnel will review documentation, conduct classroom observations as needed, and assist in writing a Tier 3 Functional Behavioral Assessment (FBA) ([Functional Behavior Assessment \(FBA\) | PBIS World](#)) and a Behavior Intervention Plan (BIP) ([Behavior Intervention Plan \(BIP\) | PBIS World](#)).
- The MTSS team will meet to review the behavior intervention plan and adjusted as needed. Members present will sign the plan to signify the agreement, and copies will be distributed. The Behavior Intervention Plan should be implemented and reviewed at four-week intervals at a minimum.
- Progress monitoring must be collected daily and graphed weekly. Student goals may be increased based on collected data. The Teacher Support Team (TST) should meet at each evaluation period and determine if the data supports modification or termination of the intervention(s).



If a student's behavior negatively impacts his/her learning, the school's MTSS Coordinator and/or Principal should be contacted to determine the need for implementation of the academic MTSS process. Documentation of all interventions and progress monitoring will be completed for academics as well as behavior if student meets requirements per MTSS academic guidelines.



MTSS Behavior Flow Chart



Child Find is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities. A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student’s need for special education and related services.