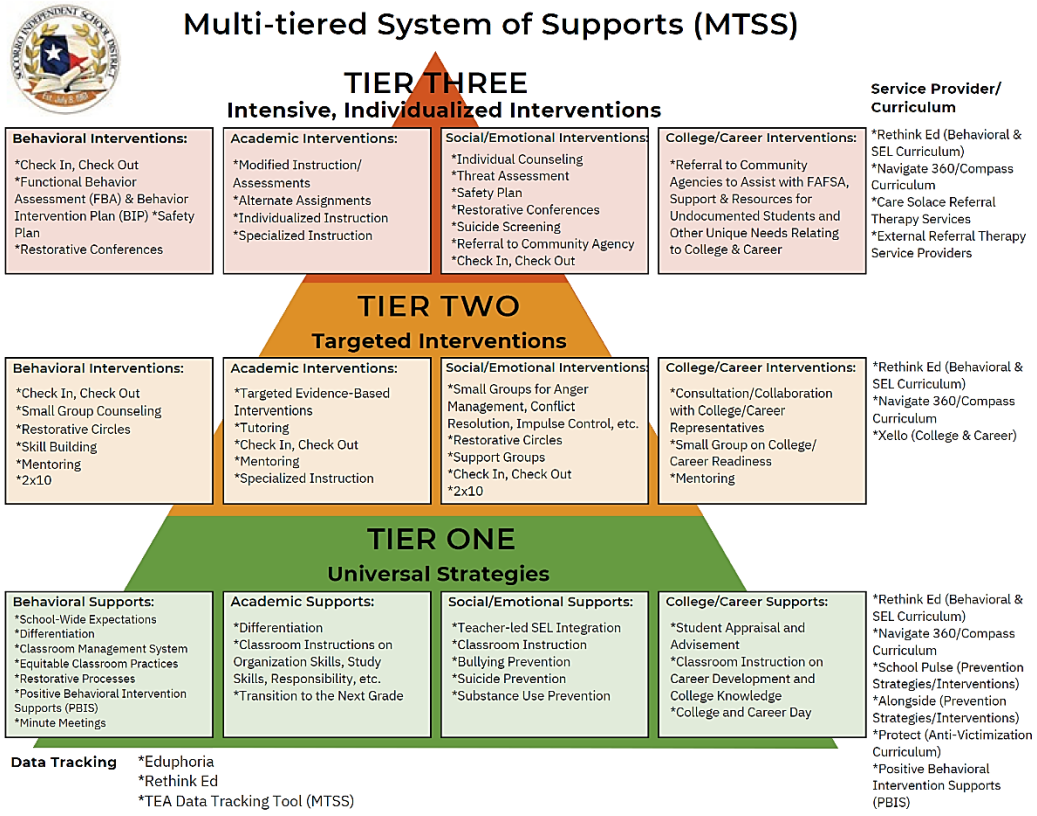
ESC 19 EDUCATION SERVICE CENTER REGION 19 • EL PASO, TX
SPECIAL EDUCATION DEPARTMENT
6611 Boeing Dr, El Paso, TX 79925
Phone: 915.780.1919
Fax: 915.780.5070
www.esc19.net
#WeR19



PURPOSE & GUIDING PRINCIPLES

- **MTSS fit:** A proactive, data-driven framework with three tiers (Universal, Targeted, Intensive) across academics, behavior, and social-emotional learning.

- **Behavior Lens:**
  - Behavior is communication; identify **function** (escape/avoid, attention, tangible, sensory/anxiety).
  - Use the **F.A.I.R. Plan** to translate function into supports:
    Function → **A**ccommodations → **I**nteractions → **R**esponses.
  - Prevention > reaction; teach lagging skills; reduce anxiety; reinforce regulation and replacement behaviors.
- **Restorative Practices Lens:** Build community and shared norms (Tier 1), use circles to reteach/repair (Tier 2), and use conferences to repair harm for complex incidents (Tier 3). Aligns with PBIS and equitable classroom practices named in SISD's triangle.

ESC 19 EDUCATION SERVICE CENTER REGION 19 • EL PASO, TX
SPECIAL EDUCATION DEPARTMENT
6611 Boeing Dr, El Paso, TX 79925
Phone: 915.780.1919
Fax: 915.780.5070
www.esc19.net
#WeR19

Tier 1: Universal Strategies for All Students

MTSS elements (SISD): School-wide expectations, equitable practices, classroom management systems, PBIS, SEL instruction, "Restorative Processes," minute meetings; universal academic differentiation and organization/study-skills instruction.

F.A.I.R. Plan @ Tier 1

- **Function:** Teach every student what expected behavior looks like in **specific contexts**; normalize help-seeking to reduce escape/avoidance due to anxiety.
- **Accommodations:** Predictable routines, visual schedules, choice boards, task chunking, low demand starts, quiet workspaces.
- **Interactions:** Neutral tone, "behavior as information," pre-corrections, calm prompts, nonverbal cues, praise precise expectations met.
- **Responses:** Brief, consistent responses; reteach expectations; acknowledge approximations; reinforce regulation (points/tokens, behavior-specific praise).

Restorative @ Tier 1

- **Community-building circles:** Weekly short circles for norms, voice, and belonging; integrate with PBIS matrices.
- **Restorative language:** Use affective statements ("When X happens, I feel…") and quick classroom conference scripts to address minor missteps.
- **Instructional alignment:** Embed SEL (Teacher-led SEL integration) with **Rethink Ed/Navigate 360** lessons; reinforce school-wide expectations in circles.

Data & Routines @ Tier 1

- **Screen & monitor:** ODRs, minor classroom logs, attendance/tardy patterns.
- **Tools named by SISD: Eduphoria**, **Rethink Ed**, **TEA MTSS Data Tracking** for documentation and trend checks.
- **Decision rule (example):** If a student triggers ≥2 minor incidents in a week in the same context or shows anxiety-avoidance patterns, move to Tier 2 problem-solving.

Tier 2: Targeted, Small-Group or Individualized Supports

MTSS elements (SISD): Targeted evidence-based interventions, **CICO**, mentoring, small groups (anger, conflict resolution, impulse control), **Restorative Circles**, "2x10," specialized instruction; targeted academic tutoring.

F.A.I.R. Plan @ Tier 2

- **Function:** Conduct a brief function-based hypothesis (mini-FBA if needed) using ABC data (when/where/what).
- **Accommodations:** Tailor supports to function—
  - *Escape/anxiety:* preview tasks, reduce volume, options to pause, calm-down plan.
  - *Attention:* scheduled "adult attention breaks," peer buddy roles, signal for help.
  - *Tangible:* clear reinforcement menus for replacement behaviors.

6611 Boeing Dr, El Paso, TX 79925
Phone: 915.780.1919
Fax: 915.780.5070
www.esc19.net
#WeR19

- **Interactions:** Define scripted prompts and "help then ask" strategies; relationship dosing (mentor, **2x10**).
- **Responses:** Progress-linked reinforcement (point sheets, CICO cards), practice replacement skills (e.g., request break, use self-monitoring card).

Restorative @ Tier 2

- **Problem-solving/restorative circles:** Small groups to examine impact, needs, and agreements; embed skill practice (I-messages, repair steps).
- **Link to small-group SEL:** Use **Rethink Ed/Navigate 360** modules that match the function (anxiety management, self-regulation, conflict skills).

Structures & Data @ Tier 2

- **Entry criteria (examples):** 2–5 ODRs in 4–6 weeks; repeated nurse/escape patterns; persistent work refusal in one subject; teacher report of rising anxiety.
- **Progress monitoring:** Daily CICO points, weekly skill probes, goal-attainment scaling; meet every 3–4 weeks to review graphs in **Eduphoria/TEA MTSS** tools.

Sample plan:

- *Goal: "During independent work, student uses break card ≤2 times and completes ≥70% tasks."*
- *Supports: preview + chunking (A), visual "first/then," check-in morning/afternoon (I), reinforce with earned mentoring time (R).*
- *Circle every other week to review agreements and celebrate progress.*

Tier 3: Intensive, Individualized Interventions

MTSS elements (SISD): FBA & BIP, individualized/specialized instruction, **Safety Plan**, **Restorative Conferences**, threat assessment, individual counseling, referrals (Care Solace/therapy providers), Check-In/Check-Out when intensive.

F.A.I.R. Plan @ Tier 3 (deep dive)

- **Function:** Full **FBA** with multiple data sources; clarify maintaining consequences and skill/trauma/anxiety factors.
- **Accommodations:** Highly individualized—reduced triggers, predictable transitions, sensory tools, modified workload, co-regulation scripts.
- **Interactions:** Unified adult plan (who says what, when); crisis-prevention cues; motivational interviewing to co-design supports.
- **Responses:** Formal **BIP**: explicit replacement skills, reinforcement schedules, error-correction scripts, crisis/safety steps.

6611 Boeing Dr, El Paso, TX 79925
Phone: 915.780.1919
Fax: 915.780.5070
www.esc19.net
#WeR19

Restorative @ Tier 3

- **Restorative conferences:** Facilitated meetings to address significant harm, repair plans, and reentry agreements; align with BIP goals.
- **Wraparound:** Coordinate with counselors, **Care Solace** referrals/external therapy, and (if needed) community agencies; document in district tools.

Data & Review @ Tier 3

- Weekly data reviews (CICO totals, replacement-behavior frequency, attendance/engagement, academic completion), adjust BIP within 4–6 weeks if goals unmet.

Roles & Responsibilities

Role	Tier 1	Tier 2	Tier 3
Classroom Teacher	Teach expectations/SEL; run community circles; universal accommodations & reinforcement	Implement small-group interventions, CICO check-ins, problem-solving circles; collect data	Implement BIP and safety steps; daily progress notes; coordinate reentry/conference follow-ups
Counselor/ SEL Staff	Lead SEL scope; coach restorative language	Facilitate small-group SEL/circles; mentor assignment	Individual counseling; safety planning; therapy referrals (Care Solace)
Administration	Ensure PBIS/restorative systems; fidelity checks	Chair Tier 2 meetings; monitor data thresholds	Lead Tier 3 teams; ensure FBA/BIP, restorative conferences, and resource linkage
Specialists (BCBA/Sped)	Universal design consultation	Mini-FBA, targeted skill instruction	Full FBA/BIP; intensive coaching
Data Manager/Team	Build dashboards in Eduphoria/TEA MTSS	Biweekly reviews	Weekly reviews, crisis metrics