

MMS BEHAVIOR SUPPORT SYSTEM GUIDE



BE KIND & RESPECTFUL

BE SAFE & SUPPORTIVE

BE READY TO LEARN

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Rationale

Vermont Reads Institute at UVM MTSS-RtII Field Guide (p21)

Component III:

Essential Elements of High-quality Instruction and Intervention within MTSS-RtII-In order to organize thinking about the complex area of instruction and intervention, we invite you to think about 4 essential elements, each of which rests on 4 pillars. The four pillars that support all discussion of instruction and intervention are:

1. Multi-tiered instructional approach--A systemic approach that maximizes opportunities for all students and emphasizes prevention of learning and behavioral difficulties by layering increasingly-tailored instructional interventions and supports for both teachers and students.
2. Standards-based outcomes--Instruction and intervention are based on explicit outcomes that have been determined based on standards, the curriculum, and student needs.
3. Responsive decision-making--Teachers take responsibility for making instructional decisions that consider the child's developmental level and learning needs in order to maximize learning.
4. Access and equity--Students participate in high quality learning opportunities that are accessible, equitable, evidence based, and engaging.

These four pillars support four essential elements:

1. High expectations for all students and teachers--Teachers believe that all students can succeed academically and socially, given appropriate support.
2. Alignment and coordination of instruction across settings--Students experience instruction across settings and over time that is coherent, interrelated and designed to ensure comprehensive and balanced achievement and performance. Communication across grade levels and content areas is critical.
3. Differentiation to address learning differences and prevent learning difficulties--Formative assessment data are used to ensure that instruction and intervention are increasingly differentiated, tailored, and targeted in a tiered system designed to accelerate learning.
4. Intervention to prevent difficulties and/or accelerate learning--When needed, as evidenced by multiple on-going assessments, students experience "enhancements of the general education curriculum and instruction" that provide more intensified instruction to promote more accelerated growth and development.

Purpose & Goals

Three tiered prevention logic organizes supports along a continuum, matching intervention intensity to student needs. Behavioral interventions have been designed to:

1. Promote positive behavior through consistent responses, common language, and data driven decisions.
2. Prevent the development or decrease the frequency and/or intensity of the students' problem behaviors
3. Provide standardized interventions that effectively and efficiently support students, yet do not require the time and resources needed to develop individualized plans.

Goals:

1. Regain the teaching time currently spent in managing misbehavior
2. Maximize on-task time and academic achievement for all students
3. Increase positive and civil social behavior
4. Increase family engagement in schools
5. Improve school climate for students and adults
6. Enduring, positive changes in behavior
7. Reduction in the need for serious disciplinary measures such as suspension and expulsion
8. Increase in graduation rates
9. Improvement of post-high school outcomes for all students, including those with challenging behavior and educational disabilities

Flow Chart

Unexpected Behavior Occurs
 Make a Decision:
 Minor or Major?

Minor Infraction

Major Infraction

Teacher implements tier 1 behavioral intervention

ENSURE SAFETY

Problem Behavior **Stops**

Problem Behavior **Continues**

Referral written and BIs contacted. BIs escort student from class

Verbal or Nonverbal **Recognition**

Teacher and Student have **restorative conversation**

Process and determine consequences with BIs or admin, depending on infraction

Problem Behavior **Stops**

Problem Behavior **Continues**

BIs or Admin will contact family, as well as follow-up with appropriate staff

Reflection Time-
 (in classroom or in buddy classroom;
 student will process with teacher before returning

Problem Behavior **Stops**

Contact BIs ODR written, **Teacher contacts family, & schedules teacher callback**

Parent notified by teacher

BIs process, problem-Solve for re-entry, then lead restorative conversation with teacher and student before re-entry

Minor vs Major

All major and minor infractions need to be entered into SWIS and communication must be made with the family. Resources for using SWIS: [Video tutorial](#) or [SWIS User's Manual-entering referrals](#)

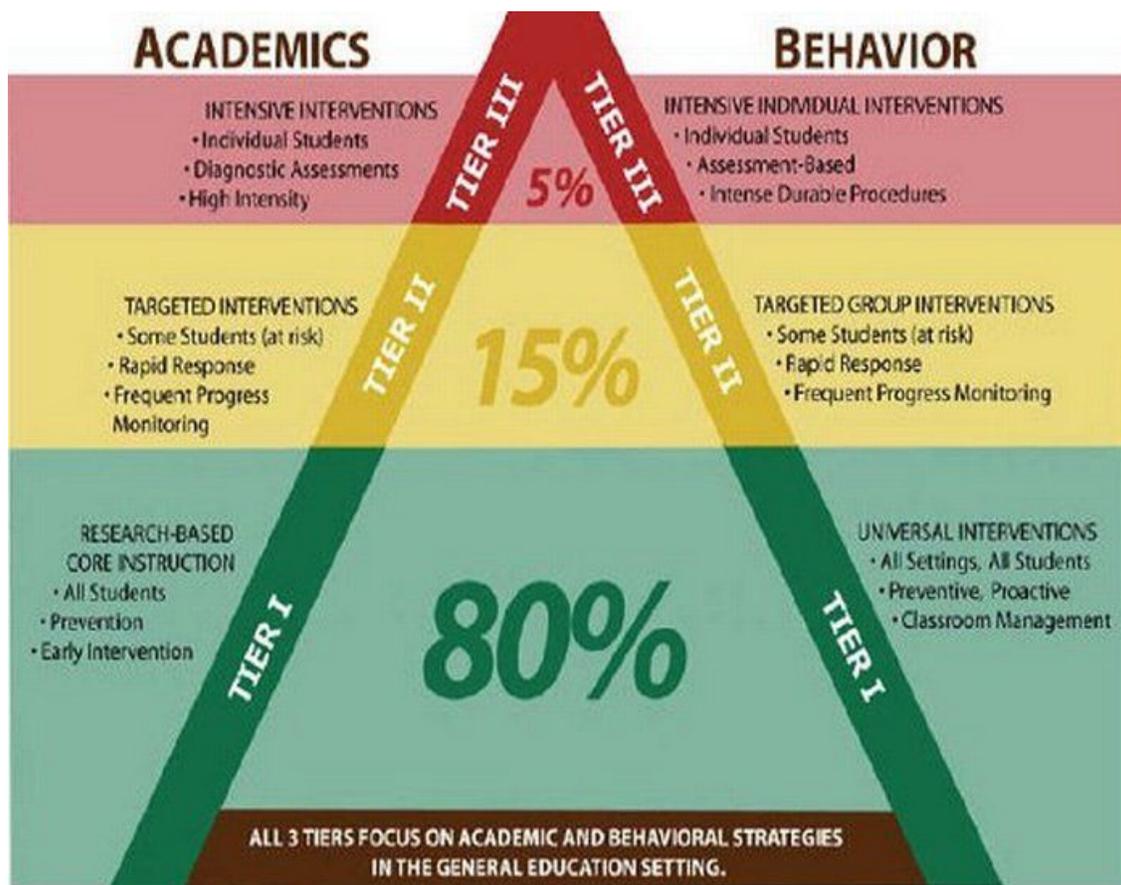
Minor		Major	
non-compliance	Student refuses to follow directions	alcohol	Student is in possession of or is using alcohol
defiance	Student openly disregards directions	drugs	Student is in possession of or is using drugs or paraphernalia
disrespect	Student is rude or dismissive of others	tobacco	Student is in possession of or is using tobacco products
disruption	Student's actions interfere with the learning environment	physical aggression	Student engages in actions in which serious physical injury may occur and the intent is to harm
dishonesty	Student is not truthful in words or actions	abusive language	Student engages derogatory or demeaning language directed at another
inappropriate language	Student uses language that is not acceptable for a school setting	weapons possession	Student is in possession of a weapon, as defined by our school policy.
physical contact (non-violent)	Student engages in physical contact without intent to harm	theft	Student is in possession of or participated in removing property from another without permission
property misuse	Student engages in low-intensity misuse of property	property destruction	Student engages in activity that results in destruction on property
tardy/skipping class	Student arrives at class after expected time	HHB	Student engages in actions that violate our HHB policy
technology misuse	Student does not follow technology expectations	significant disruption	Student engages in behavior intended to create disorder and chaos
		school threat	Student makes a threat toward the school
		threat / intimidation	Student makes a threat towards another or engages in actions meant to instill fear in others
		Sexual offense	Student engages in inappropriate touching or inappropriate sexual expressions
		Technology Violation	Student engages in inappropriate use of technology
		Other Behavior	Student engages in a problem behavior not listed here

Understanding the Behavior

Understanding the function of an unexpected behavior is essential to selecting appropriate interventions in order to reteach the behavior. There are informal and formal Functional Behavioral Assessment (FBA). Anyone can do an *informal* FBA by examine a possible relationship between the environment and the unexpected behavior. The following questions should be considered:

- What is the unexpected behavior?
- What is the student gaining or avoiding by demonstrating the behavior?
- What do you want the student to do instead?
- How can you help this happen more often?
- How will you know if it works?

In order to do a *formal* FBA, staff member must have training. The following staff in our school are trained to conduct FBAs: Director of Student Services, School Psychologist, and many Special Educators. Please check with Tim Dunn to identify trained staff who may be available to conduct the FBA.



Tier 1 Interventions

Tier 1 is effective, standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as “core instruction,” it is focused on meeting the needs of all students. The classroom teacher makes use of evidence-based instructional strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all. Core instruction should include whole class, small group, and individual student work that are informed by assessment data appropriate for your class/grade and the Common Core State Standards.

Conversation for Success	Series of questions used to problem solve with student. Behavior should always be connected back to school-wide expectations. Conversation starters might be: “I noticed...” “Explain what you should be doing.” “Do you need help?”
Re-teach/Review expectations	As a group or in a private manner with individuals, restate expectations with rationale. May even include an opportunity for practice.
Recognize expected behavior	Using behavior specific praise, acknowledge students demonstrating expected behavior
redirection	Identify the unexpected behavior, followed with explicit explanation of the expectation
Brain break	Allow opportunity for individual to disengage from a task or social dynamic.
Body break	Allow opportunity for individual to move within the classroom or in the hall.
Pre-teaching	Spend time teaching expectations for every location in the building. Teach skills prior to students needing to use them.
Offer choices	Give student an opportunity to select options from a limited choice frame.
Alternative seating	Provide a new seat away from distractions
Alternative assignment	Modifying the assignment to meet the needs of the student. The assignment should still demonstrate the same learning outcomes.
Alternative grouping	Rearrange and assign different groups based on student presentation
Mindfulness activity	Creates an environment where everyone is present. Mindfulness can be implemented in many different ways
Buddy room	Student quietly leaves the room to visit a predetermined room to take a break.
Nonverbal cues	Actions that do not require language, but provide a nonthreatening opportunity for correction.
Loss of privilege	Student loses opportunities within the school day.
Planned ignoring	Rewarding those who are doing what is expected and not acknowledging those who are struggling to follow expectations.
Proximity	Moving closer to the target

Reflective listening/corrective script (same?)	Using phrases to validate feelings, but providing insight into the incident.
Fidget	Allowing students to access materials or items that provide structured movements.
Modeling	Visually and verbally acting out what is expected.
Visuals	Adding pictures, videos, or other visual references can enhance learning
Differentiation	Working with Special Educators can ensure all students are accessing the learning and are successfully completing tasks within the classroom.
Restorative Circles	

Tier 2 Interventions

Tier 2 is supplemental small group or individual instruction. Even with good first instruction, some students continue to struggle. Tier 2 instruction/intervention is designed specifically for those students who are not making adequate progress in Tier 1, or who are at risk for academic or behavior difficulties. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1. These enhancements of the core curriculum are provided for a designated period of time and frequency. Interventions must be aligned to core instruction and are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and are provided by trained, knowledgeable and skilled school professionals as soon as a need is identified.

Modify any Level I Intervention	<i>See list in above section</i>
Conversation for Success	Series of questions used to problem solve with student. Behavior should always be connected back to school-wide expectations. Conversation starters might be: "I noticed..." "Explain what you should be doing." "Do you need help?"
Check in Check out	A formal system to track target behaviors - positive reinforcement
Data analysis using SWIS and behavior plan data	Teacher referrals and student plans should be shared with SST. Student data will be reviewed to generate ideas to assist teams with problem solving. Information will then be disseminated to the team. Staff may contact a SST member to have a student added to the weekly agenda.
Student/Team meeting	Teams meet to discuss student presentation and find successes then replicate in other areas. What's working? What can be done to help the student improve?
Informal FBA	Functional Behavior Assessment - look at the function of the behavior using the ABC model (Antecedent, Behavior, Consequence). Special Educators and BIs can do this.
TAB schedule	Schedule Take A Breaks (TAB outs). Student could access a buddy room, a quiet space, or even get a drink in the hallways so it is a brief walk. Options vary based on student profile and needs.
Social thinking work	SLPs can support this work, but it helps abstract concepts become concrete.
Zones of Regulation	SLPs, BIs, & admin can help support this work. It helps students identify feelings and how to manage or pick strategies to move back into the green or blue zones.
Behavior plan with data collection	More formal plan that requires additional data collection measures.
Rewarding Positives	Celebrating what we expect. Acknowledge students that are demonstrating expected behaviors.
Special Education Observation	Ask a Special Educator to observe or check in with student if there may be a need for additional specialized instruction.
Targeted interventions	Using our MTSS protocols & intervention criteria, the team could identify additional

with MTSS Tier 2 plan	learning opportunities for students.
Social Skills/Guidance	Referrals to Guidance can be made once a student is on an MTSS plan.
Lunch Buddy Group (or other relationship building opportunities)	Student invites peers to eat lunch in a classroom.
Call backs	The student needs to repair the relationship with the faculty or staff member. This is a time at lunch or after school to do this work along with making up any instruction that was missed due to the unexpected behaviors.
Restorative Circle	A formal process to create a safe space to share the impact of the incident.
Restorative Justice	A process to create reciprocity for breaking the rule or expectation; repairing
Provide student(s) with more structure, predictability and feedback	This could be written scripts the team decides on
Differentiating classroom expectations for some students	Creating limited choice options so students can be success and enter the activity or learning at any level.
Identified "significant" adult or Mentor	This is the student's identified safe peron. Creating opportunities for engagement prior to behavior escalation.
Home / School ongoing systematized Communication (i.e. phone, email, journal)	Increase both positive contacts with home; suggested ratio 5:1. Five contacts to every one negative.

Tier 3 Interventions

Tier 3 is intended for students who are not making sufficient progress given high-quality instruction in Tiers 1 and 2. Tier 3 interventions are supplemental, individualized and customized for a very small number of students in a smaller group format (1:1 or 1:2) and delivered with greater frequency and duration than Tier 2. Students in Tier 3 continue to receive core instruction at Tier 1, focused on appropriate CCSS, although some portions of Tier 3 may supplant classroom instruction. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator. In some schools, Tier 3 will be an indication of special education placement; in others it may precede special education.

Modify any Level I or Level II Intervention	<i>See list in above sections</i>
Contact with Behavioral Support	Schedule a time to join SST weekly meeting or meet with .
Coordinated Service Plan	Ask the Guidance Counselor with team to schedule a Act 264 meeting. This should be a team decision and part of the continuum of care.
1:1 With School Guidance Counselor	Use the MTSS process and protocols to make a referral to Guidance.
Functional Behavior Assessment (FBA)	Ask Special Educators to conduct a formal FBA to determine the function of the behavior.
Regular scheduled team meeting with the family	Work closely with the family and any additional supports; to create consistency and alignment this may include monthly meetings.
Safe place & adults	Identify a safe place and adult for the student to access when escalated.
Safety Plan	Work with the team to create a safety plan then distribute to all members who work with the student. This plan ensure safety of the student and others.
Behavior plan - incentive based	See above
Extended breaks - built in to the day	After completing analysis of data, the team identifies areas of the day that are more difficult and create opportunities for rest, break, movement, etc.
Precision Request	i.e. teacher uses a short verbal statement to encourage the student to exhibit positive social behavior and does not use threats, ultimatums, warnings, or repeated requests) Could also provide the request in writing to avoid power struggles.
Student reflective period	(i.e. student gains self control)

Behavioral debriefing process	(i.e. adult checks for self control and initiates a positive interaction with the student)
Outside school counseling	Work with the families to provide a list of potential outside counselors for the student to access.
Social Worker referral	Use the criteria outlined by SST to make a referral for the Howard Center Social Worker.
Individual Counseling	Using criteria outlines by the guidance counselors, the student may be able to access 1:1 counseling.
Family counseling	Referral to outside services
Intensive family based mental health services	Referral to outside Howard Center services
Parent Support and Education	Recommend parent attends the community connection meetings or provide additional materials both print and electronic to families.
Home Visits	Applicable to only Social Workers and Guidance Counselors. In special circumstances with prior approval from administration, teachers or team members may conduct a home visit.
Out of school suspension	Per Administration. This consequence is used only in major violations per school board policy.
Restorative Circles	A formal process to create a safe space to share the impact of the incident.
Restorative Justice	A process to create reciprocity for breaking the rule or expectation; repairing

Intervention Framework

Summary of [MTSD MTSS Resource Manual](#)

1. After a student receives 2 major referrals or chronically (long-lasting, constantly recurring, and difficult to redirect) interferes with classroom learning, a team will be identified for the student. A point person/case manager will also be identified. The team will meet with the family and share concerns. This will be documented using a MTSS Tier 1 plan in VCAT.
2. If problems persist (intervention must be given time to be implemented with fidelity) or escalate the team will reconvene to develop an MTSS Tier 2 plan:
 - a. Team will complete MTSS referral form, documenting previous interventions that have been implemented with fidelity (to document that Tier 1 has been fully implemented but the student needs an increased level of intervention)
 - b. Meet with parents/guardians to formulate an MTSS plan (ensure there is documentation of the MTSS plan in VCAT)
 - i. Identify student's current circumstances and any relevant history
 - ii. Identify student's strengths, hobbies, desires
 - iii. Description of the problem behavior (when, where, with whom, etc.)
 - iv. What is gained or avoided by behavior
 - v. Successful or unsuccessful interventions, along with rationale or hypothesis around the outcome
 - vi. Team members engage in collective decision-making to identify next appropriate Tier 2 interventions to implement
 - vii. Set a date for a follow up meeting to review progress
3. If problems persist (intervention must be given time to be implemented with fidelity) or escalate after the implementation of the MTSS Tier 2 plan:
 - a. a team member will be identified to complete a file review
 - b. observation will be conducted by SST member or other team member
 - c. Team reconvenes to repeat i-vii (above)
4. If given time and fidelity of interventions, but no improvement is made, the team reconvenes:
 - a. Decide if additional referrals are warranted:
 - i. Special Education
 - ii. Howard Center Services
 - iii. Act 264
 - iv. DCF
 - v. Social Worker or additional counseling (in or out of school)
 - vi. Truancy affidavit

Additional Resources:

<http://www.pbisworld.com/>

<http://www.pbisvermont.org/>

<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

<https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

<http://www.achealthyschools.org/schoolhealthworks/assets/118-restorative-justice.pdf>

<https://www.responsiveclassroom.org/>

<http://www.learnersedgeinc.com/blog/trauma-informed-teaching>