SCHOOL DISTRICT OF DESOTO

Response to Intervention Plan

Administration Reference Manual

Multi-Tiered Support System

Dr. Karyn Gary, Superintendent

Acknowledgements

We thank the following institutions for their work, materials, and input, in the development of this document, for use by The School District of Desoto County, Florida:

The Florida Department of Education
The Desoto County School District RtI Committee-2009
The Flagler County School District
The Miami-Dade School District
The Institute for Small and Rural Districts

Response to Intervention Plan Revision Committee

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Chapter 1:

Roles & Responsibilities of the Multi-Tiered Support System Team (MTSS)

Roles and Responsibilities of the Multi-Tiered Support System Team

Multi-Tiered Support System Teams may include but are not limited to: parents, administration, guidance counselors, reading coaches, intervention specialist, ELL instructors, behavior specialists, staffing specialists, Title I instructors, speech & language pathologists, school psychologists, and classroom teachers. Individual schools will structure the assignment of responsibilities not designated to specific personnel based on the expertise and talents of their team members. Multi-Tiered Support System Teams are fluid by nature. The members involved in various meetings will vary dependent upon the needs of the students being addressed at each scheduled meeting.

Counselor: Schedules students for MTSS Team meetings, manages and monitors paperwork completion and accuracy. Conducts the MTSS Team meeting, ensures problem solving model is followed, document and record information, asks clarifying questions, and manages the pacing of the meeting.

Personnel Providing Information or Expertise:

The Nature of the interventions provided for the student will determine the appropriate personnel to provide information and expertise. Multi-Tiered Support System Teams may include but are not limited to: parents, administration, guidance counselors, reading coaches, intervention specialist, ELL instructors, behavior specialists, staffing specialists, Title I instructors, speech & language pathologists, school psychologists, and classroom teachers. Individual schools will structure the assignment of responsibilities not designated to specific personnel based on the expertise and talents of their team members. Multi-Tiered Support System Teams are fluid by nature. The members involved in various meetings will vary dependent upon the needs of the students being addressed at each scheduled meeting.

Responsibilities:

Below is a list of personnel and their possible roles in the MTSS process. Responsibilities printed in bold print are specifically assigned to these positions.

PERSONNEL	RESPONSIBILITIES	POSSIBLE ROLES
Administration	• Sets vision for problem solving process • Responsible for allocation of resources • Supports program evaluation • Monitors staff support/climate • Facilitates review of fidelity of implementation	• School Leader
Guidance Counselor	• Schedules students for MTSS Team meetings • Manages and monitors paperwork completion and compliance • Conducts MTSS meeting • Ensures problem solving data is documented and recorded • Asks clarifying questions and manages the pace of the meeting	• Coordinator • Facilitator
Reading Coach	• Help to select, design, implement, and interpret whole school screening programs and dynamic assessments. • Participate in the design and delivery of professional development. • Support colleagues through mentoring and close collaboration to provide consistency in reinforcing skills. • Provide expertise on appropriate interventions for identified needs.	• Facilitator • Data Analysis • Personnel Providing Information or Expertise • Support colleagues through mentoring and side by side coaching

Behavior Specialist	• Conduct Functional Behavior Assessments • Support the MTSS Team in development of individual Positive Behavior Intervention Plans when needed as determined by the Case Manager. • Observe students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect Multi-Tiered Support System data. This may occur at tier 3 if the situation warrants the expertise of the behavior specialists, or at an earlier point if deemed necessary by the Case Manager. • Support colleagues through mentoring and inservices. • Assist administration and staff to understand the familial, cultural and community components of students' response to instruction, learning and academic success.	• Data Analysis • Personnel Providing Information or Expertise
School Psychologist	• Provide consistent guidance, monitoring of procedural compliance, and overview of a student's progress throughout the MTSS process. To include: • Determining when appropriate to bring in the behavior specialist to provide expertise on determining appropriate interventions for a student. • Determining that MTSS Team decisions are adequately supported by data • Engage in ongoing consultation regarding implementation issues as well as individual student needs. • Identify team training needs and provide, or help the team obtain, relevant training (including training in applying progress monitoring procedures to decision-making). • Assist staff in interpreting data as part of the ongoing decision-making process. • Observe students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect Multi-Tiered Support System data.	• Data Analysis • Personnel Providing Information or Expertise

	• Evaluate the student's relevant academic, behavioral, and mental health functioning. • Provide small group tier 2 intervention for behavior on a schedule to be determined by the district office.	
Staffing Specialists	• Monitor components for compliance after receipt of consent for evaluation. • Facilitate eligibility for ESE services. • Conduct one of two observations across environments. • Monitors student progress • Reviews final documentation • Collaborates with Guidance Counselor to ensure interventions are implemented with fidelity • Facilitates eligibility determination meeting	• **Facilitate process for ESE staffing** • Consult with Teachers on Appropriate Interventions • Monitors Data • Classroom Observations • Liaison to Behavior Intervention Analyst
Speech/Language Pathologist	• Conduct Language screening at the beginning of Tier 2 (for referrals related to reading) • Explain the role that language plays in curriculum, assessment and instruction. • Assist general education teachers with universal screening • Provide expertise in language, its disorders, and treatment. • Consult and collaborate with teachers to meet the needs of students in initial MTSS tiers with a specific focus on the relevant language underpinnings of learning and fluency. • Interpret screening and progress assessment results to staff and families. • Conducts assessments as needed	• Data Analysis • Personnel Providing Information or Expertise
Intervention Specialist/Title I/ELL Instructors	• Provide push-in and/or pull-out intervention for students • Provide expertise on appropriate interventions for identified needs • Serve as a resource and support for the classroom teacher	• Data Analysis • Personnel Providing Information or Expertise

Classroom Teachers	• Identify, implement, document, and analyze evidence-based academic and behavioral interventions. • Differentiate instruction for a diverse classroom. • Engage in ongoing collaboration to address small group and individual student needs. • Collaborate with other school personnel in data collection and analysis. • Collect data within the instructional environment in order to help identify appropriate intervention and to collect Multi-Tiered Support System data.	• Data Analysis • Personnel Providing Information or Expertise
Parent	• Collaborative member of the MTSS team • Provide relevant home/community information • Provides relevant medical/social information • Accesses appropriate community resources • Collaborates with school personnel in implementing interventions	• Collaborative partner

Problem Solving Model:

The MTSS Team follows a structured format when analyzing student's needs and planning interventions. Adopting a structured problem-solving approach when exploring, defining, and prioritizing the referring teacher's concerns helps the team function efficiently and properly identify the correct intervention(s) to meet the student's needs.

STEP	PURPOSE	GUIDING QUESTIONS OR STATEMENT STEMS
PROBLEM IDENTIFICATION	Determine student needs and develop hypothesis.	Today we are here to discuss_____ He is struggling with:_____ As a team our hypothesis is_____ Is the student's performance significantly below that of peers?
PROBLEM ANALYSIS	Determine why the problem exists through analysis of data, identifying specific skill area deficits.	Interventions used were: _____ Were the instructional interventions used appropriate for the particular skill deficit(s)? They were available to: • The whole class • Small groups • Individual Assessments used were:_____ Results indicate:_____ Is there other information needed before the team can develop a plan? Are there outside factors that are impacting the student's performance at school?
INTERVENTION DESIGN	Determine what actions should be taken to address the problem. Determine a goal for the student. Action plan is implemented and monitored.	Team Input Should time be increased for an existing intervention? _____ Should group size be decreased for an existing intervention?

		_____ Does the intervention need change? If so…. Have you considered? Do you think_____ would be helpful? Maybe you could try_____ A resource that works for me is _____. Data will be maintained and documented through: _____ We will reconvene to evaluate effectiveness of the intervention on _____
MULTI-TIERED SUPPORT SYSTEM: **IS IT WORKING?**	Determine if interventions were effective.	Interventions used were: _____ They were available to: • The whole class • Small groups • Individuals Assessments used were: _____ Results indicate: _____ Next steps are: _____

Once the site based Multi-Tiered Support System Team has been established with the appropriate members and an effective schedule developed; the problem solving model will be used to address student needs and determine movement between tiers, as detailed in the following chapter.

Chapter 2:

Academic MTSS & Movement Between the Tiers

Chapter 2: Movement Between the Tiers

The success or failure of the Multi-Tiered Support System process rests on several vital components:

1. **Effective instruction delivered with fidelity in general education classrooms by highly qualified instructors. What Research Based Instruction IS & What it is NOT**

   MTSS is predicated on the belief that *all students can learn*. Those who have not had access to effective instruction can make satisfactory progress when effective research-based instruction is provided, while those who have a true "learning disability" will not. The requirement for the use of research-based instruction can be found in both the No Child Left Behind Act and Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). Both laws stress the importance of research-based instruction being made available to all students by highly qualified teachers.

   For the purposes of this manual, the terms "research-based", "evidence-based", and "scientifically-based" will be used interchangeably. Research-based interventions are backed by rigorous evidence, have proven track records, and can prove that they work with the vast majority of students. They consistently produce the same results from one student to the next, target specific skill or behavior deficits, and are replicable over time. While the "home grown" interventions used by many teachers over the years still have their place, most of them are not supported by research, and are thus not acceptable interventions for students in the MTSS process. Research-based interventions do NOT include:

   - Shortened assignments
   - Additional time on classroom assignments, homework, or tests
   - Preferential seating
   - Computer activities that have no instructional component, e.g. Reading Counts
   - **Retention** (although MTSS will not necessarily prevent retention)
   - Referral for ESE (Exceptional Student Education) services.

2. **Accurate and timely data compiled graphically and interpreted by someone with the appropriate expertise.**

   While anecdotal or narrative data is preferred by some teachers, and certainly has its uses in the problem-solving process, the emphasis in the MTSS process is on quantifiable data presented in graph form. Graphs take reams of numbers that may have no discernable pattern and translate them into meaningful data that can then be used to make informed decisions regarding the extent of skill strengths or deficits, the rate of learning, and the effectiveness of interventions.

   Prior to the first MTSS Team meeting, the teacher must have had at least two conferences with the child's parent, both of which must be documented on the

Progress Monitoring Plan / MTSS Teacher Input Form or the Tier 1 Positive Behavioral Intervention Plan (Behavioral Progress Monitoring Plan).

Preferably, these conferences should have occurred face-to-face, but if that is not possible, it is acceptable if one is completed via phone. These two conferences should occur a minimum of four weeks apart, except in the cases of **extreme** behavioral concerns, in which case the interval between the two conferences may be shorter. **Email *contact with or by the parent is not sufficient to satisfy the conference requirement*.** During these two conferences, at least part of the discussion should have been on any academic or behavioral concerns had by the teacher and/or the parent. Possible classroom interventions to address those concerns should be developed in concert with the parent. When completing the Academic or Behavioral PMP, the teacher should be careful not to check every intervention on the form. Doing so is misleading to the parent, who will be expecting their child to receive interventions that they will, in fact, not be receiving. Only those interventions that the student will actually receive, consistently and with fidelity, should be checked.

As soon as those concerns are identified and interventions developed, the teacher should begin gathering data and tracking the student's progress. Preferably at the first parent conference, the teacher provides the parent with a copy of the MTSS Parent Information Letter explaining the MTSS process and obtains the parent's signature on it verifying that they have been notified that their child may be involved in that process if significant academic or behavioral or if it is done via telephone, a copy of the letter is to be sent home to the parent. The teacher documents on the file copy of the letter that no face-to-face conference occurred, but that copy of the letter was sent home to make the parent aware that their child may, at some point, become part of the MTSS process.

If those classroom interventions developed by the parent and the teacher do not produce satisfactory progress, as confirmed by objective data measures, the student may need to be referred for review by the MTSS Team (Multi-Tiered Support System Team) to determine if more intensive interventions are needed to produce satisfactory progress. The teacher must ensure that the PMP or PBIP form is completed ***in its entirety*** prior to referring for movement to a higher tier. If both parent conferences were done face-to-face, then the parent should have signed the PMP on both parent signature lines. If only one meeting occurred face-to-face, then only one signature is needed.

How the Process Begins: A referral to the MTSS Team begins with a conference with the student's guidance counselor or other designated school-based MTSS Coordinator. Certain performance data would be indicative of the need for a referral, such as FAIR scores in the red "High Risk" level, FAIR component scores below the 25th percentile, FCAT scores of Level 1 in reading or math, or SAT-10/GRADE/GMADE scores below the 25th. Math benchmark, topic tests or other common assessments in reading or math may also be utilized to assist in determining the appropriateness of a referral. Referrals should never be made to the MTSS Team on the basis of concerns as to what ***might***

happen with a student in the future. MTSS Team referrals are based on the here and now, and current data forms the basis for any referrals. If the student begins to struggle at some point in the future, it is at that future time that a referral may be appropriate.

For the MTSS Team #1, certain pieces of information are vital in the graphs presented to the problem-solving team. There is one additional piece of data required in Tier 1 graphs that is not required in graphs for Tiers 2 and 3.

The Tier 1 required data elements are:

- All dates of progress monitoring for specific skill areas
- Baseline data for student (performance *prior* to interventions) for each targeted skill
- 8-12 weeks of progress monitoring data (do NOT include zeroes received due to absences on a progress monitoring date)
- Grade Level Average AND/OR class Average for each target skill, whichever is available
- Percentage of class this is achieving benchmark (or received 70% or above on PM measure)
- Trend line for each target skill area identified

The Tier 2 and Tier 3 graphs require the same data elements *except* element #2. Baseline data are no longer required in Tiers 2 and 3 because once the student moves beyond Tier 1, the gap between the target student and his peers is no longer the focus. The focus becomes the student's *rate of progress.*

Graphing is the responsibility of the classroom teacher.

Intervention	**Intervention**
Reading-SRA	**Math-ST Math**
Fluency	Number Sense
Comprehension	Geometry
Vocabulary	Algebraic Thinking
Phonics	Measurement
Phonemic Awareness	Data Analysis & Probability

These are NOT the only areas that may be graphed, but they are, by far, the most common types of information graphed for MTSS purposes.

If the intervention being used with the student is below his/her current grade level, there should be two sets of graphs provided to the MTSS Team:

- One set showing the student's progress on assessments at the student's instructional level, **and**
- One set showing the student's progress on grade-level assessments.

3. **<u>The data is used to target specific skill or behavioral deficits and to make logical and reasonable decisions about an intervention plan.</u>**

Almost all decisions in the MTSS process are made using data. For Tier 1 students, the data are typically obtained via the results of universal screenings, e.g. FAIR. Students whose performance is significantly below grade level expectations are flagged for additional instruction, with the goal of bringing their performance up to grade level expectations within a reasonable period of time. Once students who are deficit in the target skill(s) are identified, the data is reviewed by the MTSS Team in order to determine if the instruction was delivered with fidelity and, if so, to assist in the development of an Academic Intervention Plan or a Positive Behavior Intervention Plan.

How is fidelity verified at Tier 1? At Tier 1, if at least 80% of the students in the student's grade and student's classroom are achieving benchmarks at a grade of "C" or above, then the team will assume fidelity of instruction. The 80% can be obtained in one of two ways:

- Using the applicable component of the FAIR test or other standardized instrument (e.g. if the target student's deficit is in reading comprehension, fidelity may be met by verifying that at least 80% of the class passed the benchmark reading comprehension passage for the most recent administration).

- If progress monitoring is being done more frequently, 80% of the class must have obtained a score of 70 or higher on 70% or more of the progress monitoring assessments during most recent intervention period (e.g. 80% of the class must have obtained a "C" or above on seven or more of the assessments during the most recent 10-week intervention period).

If less than 80% of the students in the grade and/or classroom are achieving benchmarks using at least one of the above methods, then fidelity of instruction will need to be verified *in writing* by an administrator familiar with the curriculum who has observed the teacher delivering the instruction.

If fidelity cannot be verified, the team has three courses of action from which to choose:

- A teacher change may be initiated, moving the student from the classroom where fidelity is not being met into a classroom where fidelity is being achieved, or

- The student may remain in the current classroom but professional development must be instituted immediately for the teacher, focusing on improving instruction and achieving fidelity within a reasonable period of time, or

- The student may remain in the current classroom, but he/she is reassigned to a different teacher who is achieving fidelity for the target skill area only, e.g. the student remains in the current classroom for all areas except reading. For reading only, the student moves to a class being taught by a teacher who is achieving fidelity.

Professional development and consultation/mentoring with an academic coach or other qualified individual is recommended for any teacher whose class is not achieving fidelity, regardless of the placement of the target student.

How is fidelity verified at Tiers 2 and 3?

In cases where the teacher or the intervention specialist is able to create a separate grouping in the grade book program, fidelity may be measured identically to the manner in which it is measured in Tier 1, i.e. 80% of the small group must be making satisfactory progress toward grade level benchmarks. In cases where a separate grouping cannot be created in the grade book program, fidelity must be verified using one of the MTSS intervention Fidelity Forms available to choose from.

What Information must be considered by the Team? If fidelity is verified, then the MTSS Team reviews the data provided by the teacher and other individuals working with the student. The team must look at the data objectively and scientifically to answer the following question (including but not limited to):

- Is the student's performance significantly below that of similar peers?
- Specifically, in what area(s) is the student deficient?
- Are there multiple measures that show similar performance deficits?
- Have the instructional strategies used been appropriate for the area of deficit?
- Is there other information needed before the team can develop a plan?
- Are there factors outside of school that may be impacting the student's performance?
- Is the student's progress monitoring data showing a positive response, a negative response, or a questionable response?
- At the current rate of progress, will the student achieve grade-level benchmarks within a reasonable and realistic period of time?
- Has the student's attendance in previous school years been poor enough (as a guideline, consider absences totaling more than 10% of the school year) that a lack of exposure to instruction is possible/profitable?
- Is chronic tardiness an issue, (i.e. is the student's deficit a result of his/her arriving late and missing instruction in that particular content area)

Expedited Process for Students with Intensive Needs

What can we do for students with severe deficits who need intensive intervention right away?

Some students begin the school year with severe deficits in certain skills. In order to expedite the provision of intensive services to students with severe deficits, specific criteria have been developed to permit a team to determine that Tier 2 interventions are not sufficient to remediate those deficits.

For severe academic deficits, the criteria for consideration to move immediately from Tier 1 to Tier 3:

At least ONE of the following criteria must be met:

- FAIR Reading Comprehension percentile below 15% AND one or more component scores below the 10th percentile OR two or more TDI's are Below Expectations, OR
- FCAT Score of Level 1 or SAT-10/GRADE/GMADE scores below the 10th percentile, OR
- Other Standardized or Statewide Assessment below the 10th percentile. AND BOTH of the following criteria must be met:
- A grade of "D" or below in reading or math at the end of the most recently completed nine weeks, AND
- Questionable or negative response to Tier 1 Interventions in the target skill area.

For severe emotional or behavioral issues, the criteria for consideration to move immediately from Tier 1 to Tier 3:

ALL of the following criteria must be met:

- Four disciplinary reports within 30 days,
- Questionable or negative response to Tier 1 PBS,
- Violent behavior to student or staff.

AND, at least ONE of the following criteria must be met:

- Referrals for SESIR behaviors/not completing schoolwork, OR
- Excessive guidance referrals (5 or more in a 30-day window), OR
- Suicide threats or threats of harm to others and/or being Baker Acted

Students with severe academic and/or emotional-behavioral issues as defined above MUST be reviewed by the school counselor/building-based MTSS Team OR the full MTSS Team at the earliest possible time.

A full MTSS Team meeting is required when movement from Tier 1 to Tier 3 is being considered. In cases in which students "skip" over lower tiers, the documentation and intervention requirements should be satisfied simultaneously with those of the higher tier.

STUDENTS WITH TWO OR MORE RETENTIONS:

The philosophy behind retention is to provide the student with the opportunity to fill in the gaps in the foundation of their learning that they missed the first time through a grade. In the unlikely event that a student has been retained twice, has not received MTSS interventions in past school years, and does not meet the criteria for having a "severe deficit" as defined in the previous section, and is still performing at a failing or "passing but below average" grade level, the MTSS Team should immediately place the student in Tier 2 to receive supplemental interventions. If the student meets the definition of a student with a severe deficit, then the previous section would take precedence, and the student could immediately be placed in Tier 3. In cases in which students "skip" over lower tiers, the documentation and intervention requirements should be satisfied simultaneously with those of the higher tier.

MTSS and Kindergarten Students

The earlier academic or behavioral deficits are found, the easier they are to remediate. Kindergarten, First Grade, and Second Grade are the most important grades as far as catching and resolving behavior or learning deficits. Therefore, it is imperative that teachers in these grades, in particular, be well-versed in the MTSS process. Some of the data available for Kindergarteners is not as comprehensive or as "black and white" as for higher grades. Even so, Kindergarten teachers must make their best effort to use the data as required for other grades to determine who needs more intensive interventions to be successful. Students whose universal screening scores fall below the percentiles as specified in the previous section addressing "severe deficits" MUST be referred to the MTSS building-based team or the MTSS Team at the earliest possible time.

> For students who do not satisfy the definition of "severe deficit" as specified in the previous section: If, by the end of the second nine weeks, a Kindergarten student is not performing at grade level in one or more areas, MTSS must be implemented just as it must be for students in a higher grade.

4. Intervention plans are written with realistic goals and are implemented for realistic periods of time.

> Once the team has answered the above questions, and any others it has, to its satisfaction, and taken all the unique factors of the case into account, the team then determines if the student requires additional interventions to become successful. If additional interventions are determined necessary, the student is moved to the next higher tier. The team then develops an MTSS Intervention Plan.

The **MTSS Intervention Plan** includes the following components:

- Student identifying information
- Summary of current performance
- Long-term goal (where the team wants the student to be at the end of the MTSS process)
- Short-term goal (how the team will know the student is making adequate progress toward the long-term goal)
- What interventions will be utilized with the student
- Who is responsible for implementing the intervention and tracking progress
- How often the intervention will occur
- Materials needed to implement the intervention
- Where the intervention will take place (e.g. small group, whole class, one-on-one, etc.)
- How progress will be monitored
- How often progress monitoring will occur

Information on the MTSS Intervention Plan should be as specific as possible without being overly detailed. Goals and objectives must be measurable using progress monitoring instruments. For example, a short-term objective for reading comprehension might be written as, "The student will score above 70% on five out of eight Harcourt weekly comprehension tests during the next intervention period" or "The student will increase his reading fluency by an average of two words correct per minute per week during the next intervention period." Or "The student will score a weekly average above 70% on six out of eight weekly behavior report cards during the next intervention period." The MTSS Intervention Plan includes spaces for up to six academic and/or behavioral interventions. It is not necessary, nor is it desirable, to develop six interventions for each student in the process, but the space is available if the team determines that multiple separate interventions are necessary.

Reasonable and Realistic Period of Time to Demonstrate Tier Effectiveness: The term "reasonable and realistic period of time" has no specific definition and is left up to the team to determine, although in most cases, 4-6 months is probably a good rule of thumb. However, certain factors should be taken into consideration when attempting to determine a reasonable period of time for a particular student:

- How far below expectations the student is performing (the further below expectations the student is performing, the longer it will take him/her to catch up to peers).
- The particular skill to be learned (some skills naturally take longer to learn than others),
- The intensity of the instruction provided
- The point in the school year at which the interventions are first implemented (sometimes "reasonable and realistic" means that the interventions will need to continue into the next school year before benchmarks can be expected to be achieved)

- What else is going on in the student's life?

- Any prior retentions at any grade level.

At the conclusion of the MTSS Team meeting, a copy of the MTSS Intervention Plan is given to all the teachers working with the student and the parents are not in attendance, a copy of the MTSS Intervention Plan must be sent home.

5. Progress is monitored regularly and revisions made as needed to provide as many opportunities as possible for progress to be made in the regular education setting.

Team Responses to the Student's Multi-Tiered Support System: When a reasonable period of time has been determined by the team, a date is scheduled to meet again to review the student's progress toward the goals. Once again, the complete documentation MUST be provided to the MTSS Team members, either in hard copy form or electronically, at least five school days prior to the meeting. If the documentation is not provided at least five school days ahead of time, the meeting may have to be postponed until completed documentation is received.

The team reviews the Tier 2 documentation provided. If the student's trend line is showing a **positive response** to the interventions, the most likely outcome would be that the team will continue the current interventions until the student reaches the desired goal, at which time, the interventions would likely be faded out. If the student continues to be successful after the Tier 2 interventions are removed, then the student is considered a Tier 1 student again, and progress is monitored via universal screenings. ***However, if the student's trend line is positive, but if it continues to be significantly below the target and relatively shallow, movement to Tier 3 should be considered by the team.***

If the student's trend line is showing a **negative response**, the team will most likely want to consider revising the MTSS Intervention Plan and implementing a more intensive intervention. A negative response *may* indicate that the interventions developed were not the appropriate ones for the student's particular difficulty. If the team's assessment concludes that the intervention was not the appropriate one to address the real underlying issue for the academic difficulty, then a different Tier 2 intervention should be attempted. If the team concludes that the intervention was appropriate for the student, movement to Tier 3 interventions may be the most appropriate decision.

If the student's trend line is showing a **questionable response**, the team may need to revisit the problem solving process. As with a negative response, a questionable response *may* indicate that the interventions developed were not the appropriate ones for the student's particular difficulty. If the team's assessment concludes that the intervention was not the appropriate one to address the real underlying issue for the academic difficulty, then a different Tier 2 intervention should be attempted. If the trend line shows improvement, but the rate of progress is not sufficient to achieve the desired goal in a reasonable and realistic period of time, the team may wish to continue the current intervention to try to accelerate the student's progress.

This cycle of reviewing progress continues throughout the MTSS process and the interventions are changed, modified, or discontinued as indicated by the data. The tiered system is very fluid, with students moving up and down within the tiers as needed. There is no prescribed time on any tier, other than the minimum amount of time required to obtain valid data. The amount of time required to identify and verify the effective interventions will vary by skill (decoding, algebraic equations, etc.), the age, and the grade level of the student. Interventions should be continued as long as the student exhibits a positive response. ***However, if the student's trend line is positive, but if it continues to be significantly below the target and relatively shallow, movement to a higher tier should be considered by the team.*** The interventions should be modified as appropriate when a student's progress is less than expected.

How Important is it to follow the MTSS Intervention Plan? A student must receive the intervention as specified in the plan to demonstrate intervention effectiveness. For example, if a student is scheduled to receive three intervention sessions per week for an 8-week intervention period (24 session's total), the student must have received at least 24 sessions by the time the MTSS Team meets to review his/her progress, even if that means the time on tier must be extended. If a Total Intervention Minutes format is used, the student must have received the total required intervention minutes before the team meets to review the data.

What happens after a student is determined eligible for ESE? If a student is determined eligible for Exceptional Student Education, *progress monitoring continues indefinitely while they receive ESE services.*

A Technical Assistance Paper, issued by the Florida Department of Education in November of 2009, states that ESE students should be progress monitored at the same rate as general education students in Tier 3. In Desoto County, as in many other counties, Tier 3 general education students are progress monitored weekly. While the ESE teacher is free to progress monitor his/her students in that frequently (and some ESE students may NEED to be progress monitored that often), in many cases, weekly progress monitoring may not necessary for a student already receiving ESE services, although biweekly progress monitoring is encouraged. At a minimum, progress should be graphed at Progress Report and Report Card times. If an ESE student is progressing well, graphing at these times will provide the minimum eight data points' necessary for each annual review. However, if an ESE student is not progressing well in one or more areas, more frequent progress monitoring, as often as weekly or biweekly, is required.

Graphed progress monitoring data is required for ESE students at the following events:

- Annual Reviews
- Triennial Reviews
- Change of Placement
- Change of Disability Category
- Potential Dismissal from ESE
- Manifestation Determinations, if applicable
- Request from Parent or IEP Team

At a **minimum**, the data provided **must include**:

Reading

The following data does NOT need to be graphed:

- FAIR scores from the three most recent administration. Most recent FCAT, SAT-10, or GRADE scores
- Fidelity Forms confirming instruction provided according to the IEP

The following data MUST be graphed:

- All SRA Signature Series/Language/Harcourt or other curriculum assessment scores (as applicable) for the current school year for the target skill area, and/or
- Data points of some other progress monitoring measure approved by the IEP Team (such as fluency timings) for the current school year

Math

The following data does NOT need to be graphed:

- Most recent FCAT, SAT-10, or GMADE scores
- Fidelity Forms confirming instruction provided according to the IEP

The following data MUST be graphed:

- All curriculum assessment scores (as applicable) for the current school year
- Eight or more most recent data points of some other progress monitoring measure approved by the IEP Team.

In most cases, there is no need to request standardized achievement testing, such as the Woodcock Johnson Tests of Achievement. The material on these tests is often not aligned with State standards and thus, the data is not a true measure of what the student has learned. Authentic data, such as that specified above, is a far more accurate measure of what a student knows and can do. In instances where there are gaps in the above information, it may be appropriate to administer standardized achievement tests, but when complete data is otherwise available, it is generally not appropriate and not necessary to administer additional achievement tests.

Who is the "Case Manager" for an ESE Student?

The definition of the role of Case Manager is not as clear for an ESE student as it is for a general education student. The ESE/ regular education teacher is the person primarily responsible for implementation of the IEP, and consequently would be considered the Case Manager as far as being responsible for intervention fidelity. However, the Staffing Specialist would also be viewed as the Case Manager, as he or she has the responsibility to ensure that any decisions made by the IEP are supported by the data provided to the team by the teachers.

A Word About Parent Involvement

Parent involvement in the MTSS process is not only desirable, it is required by law. To ensure that all parents of students in the MTSS process are informed of their child's participation, an informational letter has been developed *that **must** be given to the parent of **every** student on Progress Monitoring Plan (PMP) at the first parent-teacher conference.* The letter explains the MTSS process in easy-to-read, but detailed, language, so that no parent is unaware that their child may become involved in the process if their academic struggles continue. MTSS does not require parental consent, but it does require that the parent be informed. The letter has a signature line at the bottom. The parent signs the letter to indicate that they have read and understand the information provided. The signed copy is attached to the child's PMP and the parent is given a copy of the letter to take home with them. If the parent does not attend the parent-teacher conference, the teacher must send a copy of the letter home to the parent and document that action on the PMP. If the parent attends the parent-teacher conference, but refuses to sign the letter for some reason, they are still provided a copy of the letter. The MTSS Problem Solving process continues, if appropriate for the student, whether the parent agrees or not. The school is obligated to implement the interventions necessary for the student to gain mastery in whatever skill they are displaying a deficit.

Parents should be informed at every significant step of the process. Schools involve parents at different points, but in general, parents should be informed of their child's progress in MTSS at least at parent conferences, after district progress monitoring periods, and at MTSS Team meetings.

How is Eligibility Determined Under MTSS?

Flawed or not, it was relatively easy to determine eligibility using the discrepancy method. Its simplicity was one of the reasons for its adoption in the mid 1970's. Under MTSS, eligibility determination is no less of a science, but it does become something of an art as well. In reality, it is not a difficult process, but it will take practice before it becomes comfortable. As with any new procedure, it takes time to learn it, adjust to it, accept it, and become proficient at it.

With the discrepancy method, a comprehensive evaluation was the culmination of a process whose initial goal was the placement of the student in ESE. Using MTSS, the entire process often IS the comprehensive evaluation. How then, if there are no IQ and achievement testing scores to compare, do we determine a student's eligibility for SLD? The answer to that question, with a comprehensive review of the process and the data obtained from it.

If a student is provided a series of research-based interventions taught by highly qualified teachers, valid and reliable progress monitoring measures have been used, and all the required components have been present and verified throughout the process, then the MTSS Team may consider a student for SLD eligibility. The MTSS Team, including the case manager, must be satisfied that all the aforementioned criteria have been met at all points in the process. If even one component is lacking, eligibility for SLD **cannot** be determined.

There are two possible scenarios to determine SLD eligibility:

- The student shows a negative response to all interventions attempted.

- The student exhibits a positive Multi-Tiered Support Systems, but progress halts or the student regresses when the Tier 3 interventions are faded (the frequency, duration, and intensity of the interventions are decreased). In this scenario, the intensity of the interventions required to maintain satisfactory progress is significantly above what the general education setting can provide; thus, ESE services would be necessary to maintain progress.

The first route is probably the least confusing, but it should not occur often. If a student does not exhibit a positive response at *any* point during the process, the MTSS Team should examine closely the interventions that were used with the student and the procedures utilized as part of the problem solving process from which the interventions were developed. While consistently negative responses to interventions may occur in some students, they may also suggest inappropriate interventions, a lack of implementation fidelity, or the possibility that SLD may *not* be the appropriate suspected disability. These possibilities must be ruled out before the MTSS Team may find a student with a consistently negative Multi-Tiered Support System eligible as a student with a Specific Learning Disability.

The second route is likely to be the most common scenario as far as eligibility is concerned. In most cases, if the MTSS Team has done its job effectively, a student will show a positive (or at least a questionable) Multi-Tiered Support Systems at some point in the process. If a student achieves his long term goal, the team would then consider "fading" the interventions. Fading involves decreasing the frequency, duration, and intensity of the interventions. The rationale is that, once the student has mastered the requisite skill, the interventions can gradually be withdrawn, and the student can move back to Tier 1. However, if a student masters the target skill, but when the intensive Tier 3 interventions are faded the student cannot maintain satisfactory progress, then the student may be considered as having a specific learning disability. Fading typically means that Tier 3 interventions are "faded" to a Tier 2 level. In fact, the team may wish to re-use the Tier 2 intervention plan to guide the fading phase. For students who are showing a positive Multi-Tiered Support System, fading is a step that must be implemented prior to scheduling an ESE eligibility meeting. There is no prescribed period of time for fading interventions; however, if the student's performance begins to decline rapidly, the team is <u>not</u> obligated to wait another 8-12 weeks. A period of 3-6 weeks may be more than sufficient to confirm that the student cannot maintain satisfactory progress without the intensive interventions in place.

<u>Moving from a higher tier to a lower tier:</u>

When a student shows success in the MTSS process and a move from a higher tier to a lower tier appears justified, a team meeting must be called. A single member of the team cannot make the decision to move the student to a lower tier. While moving a student from a higher tier to a lower tier requires a team decision, and a full MTSS Team meeting is encouraged and

considered best practice, the school-based team **may** meet without the parent being present. In this event, the parent MUST be notified of the movement to a lower tier via the Change of Services Notification Letter or by direct contact by one of the MTSS team members with the parent. One way or the other, the parent must be notified of the change and the reason for it.

What documents must be included in the referral packet when a student is referred for an eligibility staffing?

The only documents that should be included in the packet sent to the ESE office are those listed on the MTSS Folder Dividers. Please note that there should be **one** set of graphs showing the student's responses for EACH tier. Please do not include copies of emails, notes from phone conversations that do not have a direct bearing on the MTSS process, or other miscellaneous documents to "pad" the referral packet. If it doesn't provide data necessary for the eligibility determination, please do not include it in the packet. If it is felt that the documents are relevant to any potential ESE eligibility decision, they should be paper clipped together and placed at the very back of the MTSS folder.

Private Evaluations

With the change in process for determining whether or not a student has a specific learning disability (SLD), IQ/Achievement/Process test completed by private evaluators may not completely address the new eligibility criteria as provided in State Board Rules. The district is not in a position to dictate how private evaluators complete their assessments. However, the requirements as outlined in this manual must be documented. The private evaluator may document the process or the parents shall follow the intervention procedures established by the school district. Private evaluations will be considered as part of the process.

Parent request for evaluation

When parents request that the school district undertake an evaluation of their child, the district should:

- Provide explanation of MTSS process, and if parent agrees, set up initial MTSS meeting
- Obtain consent to evaluate and immediately begin the evaluation process

Chapter 3:

Multi-Tiered Support System Behavior

Desoto County School District

Multi-Tiered Support System (MTSS) for Behavior

Multi-Tiered Support System, commonly referred to as MTSS, focuses on "the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions."(NASDSE, 2007)

What are the core principles of MTSS for Behavior?

Multi-Tiered Support System strategies can be applied to student's social behavior, as well as to academic achievement. The core principles of MTSS remain the same regardless of the problem solving target. A Multi-Tiered Support System approach is based on three main components:

- Continual application of a structured problem-solving process;
- Reliance on an integrated data system that is used to inform problem solving; and
- Utilization of a multi-tiered model of support delivery that enables the efficient use of school resources.

What is a structured problem solving process?

Desoto County School District, in accordance with the State of Florida, has adopted a four-step process that includes:

Problem Solving Steps:

Step 1: Problem Identification- What's the problem?

Step 2: Problem Analysis- Why is it occurring?

Step 3: Intervention Design- What are we going to do about it?

Step 4: Multi-Tiered Support System- Is it working?

The four-step, problem-solving model of MTSS for Behavior looks very simple. First, problem behaviors of all students, groups of students or individual students must be identified. Next, it is critical to understand why those behavior problems are occurring. This step is the problem analysis. Based on an understanding why the behavior is occurring, school personnel and teams can develop effective and efficient interventions to address the problem behavior and then progress monitor whether students are responding to the interventions.

What is School-Wide Positive Behavior Support (PBS)?

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavior management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms, etc.). Positive behavior support (PBS) is an application of behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. In other words, 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 universal (school-wide), supplemental (classroom and targeted groups), and intensive (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. There are many "positive behavioral support" programs available. Desoto County School District is implementing "Florida's Positive Behavior Support MTSS Behavior Project" at all of its schools.

Why is it so important to focus on teaching positive social behavior?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has 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 much more positive approach than waiting for misbehavior to occur before responding. The purpose of School-Wide PBS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBS?

An organization is a group of individuals who work together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts.

School-wide PSB 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.
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

What is Tier 1 Multi-Tiered Support System for Behavior?

The goal of MTSS for behavior at the Tier 1 level is the prevention of problem behavior and promotion of positive behavior by establishing processes that should facilitate success for 80% of the student body. An effective Tier 1 system should reduce the number of students who need more expensive and time consuming resources at Tiers 2 and 3. So, if more than 80% of students respond to Tier 1 supports, the school has maximized their resources and is able to meet the needs of more students more effectively. At Tier 1, data are collected to determine the effectiveness of universal (e.g. school-wide positive behavior support, comprehensive discipline plan) interventions.

Two questions should be answered at Tier 1.

- Do 80% of the students in the school respond positively to the school-wide discipline plan?
- Does the behavior level of the target student-differ significantly from that of the peer group? Alternatively, does a gap exist?

What is Tier 1: Universal Support?

Tier 1: Universal Support involves system-wide efforts to prevent new cases of a condition or disorder. As a system-wide Universal Support effort in schools, positive behavior support consist of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior. For example, to prevent injuries to students caused by running in hallways, schools may develop Universal Supports by

- Establishing and teaching the rule, “walk in the hallways;”

- Creating a routine in which the staff station themselves in the hallways during transition times to supervise the movement of pupils; or

- Altering the physical arrangement, such as making sure that an adult is with any group of students when they are in the hallways.

What are we trying to prevent?

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; however, has taught us that efforts to prevent these serious problems are more successful if the “host environment”—the school as a whole—supports the adoption and use of evidence-based practices. Practices that meet these criteria include

teaching and rewarding students for complying with a small set of basic expectations for conduct, such as:

- "Be safe,"
- "Be responsible," and
- "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. Some parents and educators believe that students come to school knowing these rules of conduct, and that those who don't follow them should simply 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. Finally, the use of Universal Support strategies has been shown to result in dramatic reductions in the number of students being sent to the office for discipline in elementary and middle schools. In effect, by teaching and encouraging positive student behavior (i.e., positive behavior support), we reduce the "white noise" of common but constant student disruption that distracts us from focusing intervention expertise on the more serious problems.

What are the components of a comprehensive Tier 1: Universal system of discipline or Positive Behavioral Interventions and supports?

Effective school-wide behavioral systems have seven major components:

- An agreed upon and common approach to discipline,
- A positive statement of purpose,
- A small number of positively stated expectations for all students and staff,
- Procedures for teaching these expectations to students,
- A continuum of procedures for encouraging displays and maintenance of these expectations,
- A continuum of procedures for discouraging displays of rule-violating behavior and
- Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

How do we know if Tier 1: Universal Support systems of discipline are effective?

It is essential that schools, when implementing a school-wide system of discipline or 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 outcome and fidelity of Tier 1 supports and include but are not limited to:

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

These outcome data can be used in conjunction with other measures that determine the level of fidelity of a Tier 1 program (the degree to which procedures reflect best practice and are carried out as intended). Formal evaluations of fidelity, such as the Benchmarks of Quality (**BoQ**), School Evaluation Tool (**SET**), or custom measures are typically used at least once a year while additional tools can also be used to evaluate outcomes and fidelity on a more frequent basis.

So what are the decisions that the MTSS for Behavior team will need to make at Tier 1?

The first question is **"Did we do what we said we would do?"** If Tier 1 procedures are not carried out the way they were designed (with fidelity), then schools cannot determine whether or not students are responding to the interventions. In this scenario it is unlikely that there will be a reduction in the overall number of students who need more intensive services.

The second question is **"Did it work?"** Multi-Tiered Support System Team (MTSS Team) will use their data to make this decision. **If all or most of the students are not responding to the Tier 1 intervention, then the Tier 1 supports may need to be reassessed and reworked.** Many of the interventions in Tier 1 will target all the school environments, but it is likely that the Tier 1 data analysis will identify the need for some classroom-level supports and targeted training opportunities. For instance observations, ODRs, referrals for support and other data might indicate that many teachers and classrooms are experiencing behavior issues. Therefore, the entire school faculty would benefit from professional development activities that focus on classroom behavior supports. When a few staff members generate a substantial number of the disciplinary referrals, targeted support should be provided to those teachers.

What if Tier 1 Universal Supports don't work?

Tier 1: Universal support, through positive behavior support, does work for over 80% of all students in a given school (based on a criterion of the number of students who have one or fewer office discipline referrals per month). But obviously, it will not work for everyone. For a variety of reasons, some students do not respond to the kinds of efforts that make up Tier 1: Universal supports.

Implementing systematic Tier 1: Universal strategies offer several advantages:

- It reduces the "white noise" caused by large numbers of office discipline referrals for minor problems.

- Having a system for documenting the occurrence of problem behaviors (e.g., office discipline referrals) provides a way to determine which students need more intensive intervention. For example, one criterion for considering the need for moving into supplemental support for a student or group of students might be four or more office discipline referrals in a month. Without Tier 1: Universal Supports, the number of students meeting this criteria; thus requiring additional help, may be much larger.

- Finally, a Universal System determines whether the school is meeting the needs of all students, prior to the consideration of more intensive and expensive Tier 2 and 3 supports.

Are there other ways to identify students who may need additional support?

There will be some students who need additional support even after Tier 1: Universal Supports have been delivered and implemented with fidelity. How are these students, who require additional support, readily identified? ODRs (Office discipline referrals) are one way to identify these students'; 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. If schools are trying to implement MTSS with fidelity, they will need to develop a process for identifying students in need of supplemental supports who are not identified by ODR data.

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

- Be easy to administer,
- Be completed quickly,
- Provide accurate data about students who need more intensive services,
- Identify students with internalizing and externalizing mental health 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.

Screening/Progress Monitoring Tools

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 he/she has been rewarded for displaying those expectations. If not, then schools cannot assume the student is having a poor response to the Tier 1 Interventions and the MTSS Team should consult with these students' teachers to increase their use of the school-wide system.

How do we organize our school's team to provide effective MTSS for Behavior?

As schools move towards providing a more comprehensive and systematic system of behavioral supports for their students, they will need to investigate ways in which their staff members can work together more effectively and efficiently.

With MTSS, schools will need to identify a group of individuals (MTSS Team) who can lead their school through the problem solving process at all tiers of service, for academic problems as well as behavior problems.

What are Tier 2 Supplemental Supports?

If the target student's behavior differs significantly from that of the peers and the peer behavior meets school expectations, then the interventions move to Tier 2.

Tier 2 Supplemental Supports are designed to provide additional or targeted interventions to support students who have access to Tier 1 Universal supports and are not responding positively to them. Supplemental Supports are more intensive since a smaller number of students within the middle part of the triangle are at risk for engaging in more serious problem behavior; therefore, needing more support. Common Supplemental Support practices involve small groups of students or simple individualized intervention strategies. Supplemental Support is designed to be used with students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential.

Supplemental Support often involves targeted group interventions with a few students or larger groups (30 students or more) participating. Supplemental Supports are an important part of the continuum of behavior support needed in schools and can be implemented by typical school personnel. Supplemental interventions also are recommended as an approach for identifying students in need of more intensive, individualized interventions. Specific Supplemental Supports include practices such as:

- "Social skills club,"
- "Check in/check out" and
- The Behavior Education Plan.

How many students may need Tier 2 Supplemental Support?

Approximately 15-25% of your student body may need Tier 2 supports. This percentage is not absolute; schools with strong Tier 1 supports will have a reduced need for Tier 2 supports.

Can students receive individual behavior support plans at Tier 2?

Yes. Individual PBS plans at the Tier 2 Supplemental Support level involve a simple assessment to identify the function a problem behavior serves (Functional Behavioral Assessment or FBA). This differs from the Tier 3 FBA in that the Tier 2 support plan is less comprehensive and is created by the MTSS Team. 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 and 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.

What differentiates Tier 2 Supplemental Supports from other systems of positive behavior support?

The main difference between supplemental and other levels of positive behavior support is the focus on supporting students at risk for more serious problem behavior. Supplemental Intervention addresses the needs of students who require more support than is available for all students (i.e., Universal Support) and less support than is available for individual students who need flexible, focused, personalized interventions (Tier 3 Intensive Support). This means that Supplemental Intervention allows 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.

When should a program of Tier 2 Supplemental Supports be implemented and who should be involved?

Decisions to implement Supplemental Supports are usually grounded in records of student behavior compiled by classroom teachers or other professionals. The decision to use Supplemental Supports will be made by the school's MTSS Team. Supplemental Support should be a collaborative (rather than expert-driven) process. Tier 2 interventions should be research-based, easy to administer to small groups of students, and require limited time and staff involvement. The types of interventions applied within a school building should be dictated by the needs of its student population.

In addition, schools should rely on progress monitoring procedures to ensure that their interventions are effective and appropriate for the students. With effective progress monitoring in place, schools are, in essence, providing the research base for their selected interventions.

What are the key features of Tier 2 Supplemental Supports?

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

- Continuous availability,
- Rapid access (within 72hr),
- Minimal implementation effort required for 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 intervention,
- Adequate resources for implementation, and
- Continuous monitoring of student behavior for decision-making.

With limited resources, how do we prioritize the students who may need or benefit most from Tier 2 supports?

Initially, schools may not have the interventions, personnel, or resources to 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,
- # Office Discipline Referrals (ODRs),
- # minor classroom incidents,
- Academic level,
- Exceptional student Education status,
- # absences, etc., and
- Parental input

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

How do we know if we are implementing our Tier 2 Supplemental Support programs with fidelity?

Even the best interventions, if they are implemented poorly, will be ineffective in changing a student's behavior. Teams cannot make decisions about whether an intervention was effective in helping a student unless the intervention was implemented as intended. If interventions are being implemented in non-classroom settings, fidelity will need to be measured in two locations: first, to be sure the intervention is being implemented as intended in the non-classroom setting, and secondly in the classroom, to be sure a generalization plan is being followed.

For example, teachers of students receiving pull-out, supplemental social skills lessons will need to know what skills are being taught during each session, so they can prompt for those skills and provide recognition as the student displays them in the classroom. Similarly, the facilitators of the pull-out sessions will need to hear from the classroom teachers about their students' progress outside of pull-out group.

How do we know when a supplemental intervention plan is effective?

Effective supplemental interventions produce measurable changes in behavior and improvements in a student's quality of life (e.g., participation in integrated activities, improved social relationships, independence and self-sufficiency). Behavioral data continues to be collected on target students throughout Tier 2 interventions. Tier 2 interventions are continued when data demonstrate that the behavior of the target student is moving closer to benchmarks or peer group expectations. Direct observations and frequent monitoring of progress are widely-used methods for evaluating these outcomes, and determining adjustments that might be warranted when progress does not occur within a reasonable time. Traditionally, evaluation of intervention effectiveness usually occurs only after a student has been receiving an intervention for several weeks. With MTSS for Behavior, students' progress under different interventions is tracked much more consistently, and with much more specific data. While teacher ratings may still be used as the primary data source, the ratings 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 or 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 Report Card** is one such progress monitoring tool that can be used across the day with multiple teachers to track a student's progress in mastering replacement behaviors. The Behavior Report Card can also be adapted to collect student data on a wide range of Tier 2 interventions. Tier 2 Supplemental Supports 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: Universal Supports. Tier 2 interventions can be discontinued when data demonstrate that the target student's behavior is within peer expectations and is maintained by the universal intervention. Some students will continue to need the supplemental 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 Supplemental interventions.

What is Tier 3 Intensive/Individual Supports?

Intensive/Individual Supports are designed to focus on the needs of individuals who exhibit patterns of severe or extreme problem behavior. Students who require Tier 3 services generally require individually developed interventions delivered with a frequency and intensity that involve resources and personnel in addition to the general education teacher. Research has demonstrated the effectiveness of positive behavior supports in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. PBS had been used to support the behavioral adaptation of students with a wide range of characteristics, including developmental disabilities, autism, emotional and behavioral disorders, as well as students with no medical diagnosis or Exceptional Student Education classification.

Intensive/Individual Support is most effective when there are positive universal and supplemental systems in place. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process of developing supports should involve the student with behavioral challenges and the supports should be tailored to the student's specific needs and circumstances.

The goal of Intensive/Individual Support is to diminish problem behavior and to increase the student's adaptive skills and opportunities for an enhanced quality of life. Tier 3 supports should also meet the behavioral needs of students with the most intensive and/or persistent problems, in the most effective and efficient manner, and be offered in the least restrictive setting possible.

What are the critical components of Tier 3 Intensive/Individual Supports?

Intensive/Individual Supports involve a process of functional behavioral assessments (FBA) that investigates, in greater detail, why a behavior is occurring. This FBA is utilized in the development of a positive behavior intervention plan (PBIP) that includes more intensive research-based interventions, closer and more detailed progress monitoring, and more staff time and resources dedicated to problem solving for individual students. This FBA/PBIP differs from Tier 2 FBA conducted by the MTSS Team.

The PBIP should be comprised of individualized, assessment-based intervention strategies, including a wide range of options such as:

- Guidance or instruction for the student to use new skills as a replacement for problem behaviors,

- Some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors encouraged, and

- Procedures for monitoring, evaluating, and reassessing the plan as necessary. In some cases, the plan may also include emergency procedures to ensure safety and rapid de-

escalation of severe episodes (this is required when the target behavior is dangerous to the student or others-please review the Desoto County School District Policy on Manual/Physical Restraint), or major ecological changes, such as changes in school placements, in cases where more substantive environmental changes are needed. However, this action should occur only after Tier 3 interventions have been attempted and have been proven ineffective.

Tier 3 supports can be provided at different levels of intensity, depending on the student's level of need. Students with less intensive but frequent behavior problems may benefit from a simplified consultation process between the teacher and a skilled behavioral specialist, during which information for a brief FBA is collected and the formal problem-solving process is applied to the individual student.

Students with more intense behavior problems, or a continued poor Multi-Tiered Support System as determined through a brief consultation, may be supported through a more comprehensive process that includes a structured consultation with the student's teachers, which gathers specific information for a detailed FBA and the development of more targeted and comprehensive PBIP.

In order for this process to be most effective, behavior specialists may need to have a role in training and coaching teachers and other school personnel in the individualized interventions, as well as assessing whether the interventions are being implemented as planned. The behavior specialist should determine whether interventions match the context of the school and classroom so that they are likely to be implemented after direct consultation and coaching are discontinued.

What differentiates Tier 3 Intensive/Individual Supports from other systems of positive behavior support?

The main differences between Tier 3 Intensive/Individual Supports and other levels of positive behavior support are the focus and intensity of the interventions. The defining features of Tier 3 Intensive/Individual supports (i.e., identification of goals, data collection and analysis, summary statements, multi-element plans, and a monitoring system) address the needs of individual children in a more comprehensive manner. Tier 3 Intensive/Individual Supports 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 on monitoring) to provide the most individualized behavior support possible.

When should a program of Tier 3 Intensive/Individual Supports be implemented?

IDEA requires that a functional behavioral assessment (FBA) be completed and a positive behavioral intervention plan (PBIP) be implemented when disciplinary sanctions result in extended periods (i.e., the first removal beyond 10 cumulative days and every change in placement) in which a student is removed from an environment or suspended (34 C.F.R. 300.520 (b) (c)). Individual systems of support are warranted in other circumstances as well (e.g., when problem behavior is interfering with educational progress, when students have

chronic, durable problem behaviors that have not responded to previous Tier 1 and 2 interventions).

How do we identify students in need of Tier 3 supports?

Students are identified for Tier 3 supports when a poor Multi-Tiered Support System has been established at Tier 2. As part of this process, school teams need to ensure that students have had adequate exposure to 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 supports, 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 process monitoring information.

Why is it important to consider "peer comparisons" at Tier 3?

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. While this is readily accomplished with academic assessments, the process becomes much more challenging when applied to behavioral performance. 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 supports (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 before more intensive interventions are considered.

Who should be involved in functional behavioral assessments and behavioral intervention planning?

Tier 3 Intensive/Individual Supports are most effective when approached as a collaborative (rather than expert-driven) process. Support teams including the student and his/her family, educators, and/or other direct service providers should be involved in assessment and intervention. It is critical that personnel charged with implementing the plan be involved in the team process. It is also helpful to include people who have specific expertise in applied behavior analysis and intervention design. In general, support teams should include people who know the student best, have a vested interest in positive outcomes, represent the range of environments in which the student participates, and have access to resources needed for support.

How should goals for Tier 3 Intensive/Individual Supports be determined?

Individualized positive behavior support focuses not only on decreasing specific behaviors of concern, but also building adaptive (and replacement) skills, and improving the individual's overall quality of life. Goals should be based on positive, long-term vision for the student developed with input from the student, the student's family, and the support team.

How are Tier 3 Intensive/Individual Interventions implemented?

Tier 3 Intensive/Individual Interventions are implemented through a flexible, but systematic, process of functional behavioral assessment and behavioral intervention planning. The following problem-solving process illustrates the general steps of the process.

Step 1: Problem Identification (What's the problem?)

Based on the available information, the team identifies the specific concerns and goals by determining:

- What is the student doing that is problematic (observable behaviors)?
- To what extent (frequency, intensity and duration) are these behaviors occurring?
- What broad goals (academic/social behaviors to be decreased AND increased) does the team hope to achieve through intervention.

Members of the behavioral support team gather information through a variety of sources including review of existing records, interviews of support providers, and direct observation of patterns, antecedents, contexts, and consequences.

Step 2: Problem Analysis (Why is it occurring?)

The team uses the information to create summary statements or hypotheses that describe relationships between the student's behaviors of concern and aspects of the environments. These statements include:

- When, where, and with whom the behavior is most/least likely to occur,
- What happens following the behavior (consequences-what they get or avoid), and
- Other variables that appear to be affecting the person's behavior.

Step 3: Intervention Design (What are we going to do about it?)

A plan is developed, based on the summary statements, to address the behavioral concerns and fit within the environments in which it will be used and should include:

- A measure of the student's strengths,
- Clear goals for the intervention(s),
- Adjustments to the environment that reduce the likelihood of problem,
- Teaching replacement skills and building general competencies,
- Contingent consequences to promote positive behaviors and deter problems, and

- A crisis management plan (if needed). If the student has an IEP, the crisis management plan should be indicated in the IEP.

Step 4: Multi-Tiered Support System (is it working?)

The team works together to ensure that the plan is implemented with consistency and is effective in achieving the identified goals. The team identifies the training and resources needed, determines how to evaluate outcomes (consistent data collection), determines who is responsible for monitoring implementation, and determines how often to review data-making adjustments in the plan, as needed.

How do we know when an individual plan is effective?

At Tier 3, fidelity of intervention implementation continues to be an important consideration for the school team. The school team will need to assess whether interventions are being done as often as necessary and as completely as necessary. Without clear measures of fidelity at Tier 3, it is impossible to assess a student's Multi-Tiered Support System. Also, at Tier 3, progress monitoring must be done with greater frequency (at least weekly, sometimes daily, or throughout the day) and with more detailed information gathered. Effective Tier 3 Interventions produce measurable changes in behavior and improvements in a student's quality of life (e.g., participation in integrated activities, improved social relationships, independence and self-sufficiency). Individual PBIPs include objective methods for evaluating these outcomes, and determining adjustments that might be warranted when progress does not occur within a reasonable time frame. However, the complexity of the progress monitoring cannot surpass the ability of the classroom teacher to measure behavior of one student while attending to the academic and behavioral needs of the entire class. For this reason, a behavior rating scale and other tools that can collect data on a student's progress both quickly and accurately may be utilized.

Can we ever fade supports at Tier 3?

Many students can be successful in 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 PBIP can be reduced or gradually eliminated, without affecting the student's performance. Perhaps students can be successfully supported on Tier 1 and Tier 2 interventions with a few additional supports. However, some students will need to continue to have a PBIP in place to support them; schools should continue progress monitoring these students to ensure their supports are appropriate and effective.

What may be done if a student does not respond to Tier 3 supports?

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 considered when a separate setting required for the services of additional qualified personnel are required throughout the school day.

What is the time frame for the Behavior MTSS process?

Intervention plans are written with realistic goals implemented for a reasonable and realistic period of time. The term "reasonable and realistic period of time" has no specific definition and is left up to the team to determine, although in most cases, 6-12 months is probably a good rule of thumb. However, certain factors should be taken into consideration when attempting to determine a reasonable period of time for a particular student:

- How far below expectations the student is performing (the further below expectations the student is performing, the longer it will take him/her to catch up to peers).
- The particular skill to be learned (some skills naturally take longer to learn than others).
- The intensity of the instruction provided.
- The point in the school year at which the interventions are first implemented (sometimes "reasonable and realistic" means that the interventions will need to continue into the next school year before benchmarks can be expected to be achieved).
- What else is going on in the student's life?

What should be done when there is a crisis situation?

Tier 3 Intensive/Individual Supports is a process that takes time, planning, organization and consistency to be effective. When severe episodes of problem behavior occur, it is important to provide a rapid response to ensure the safety of all involved and produce a rapid de-escalation of the behavior. To support Tier 3 Intensive/Individual Supports safe crisis management procedures are needed and should be planned thoroughly in advance. It is important to remember that the goals of crisis management procedures are to ensure the safety of the student and all others, and to de-escalate the problem as rapidly as possible in the least intrusive manner so as to reduce the probability of future occurrences. In certain instances some students may have an acute onset of emotional/behavioral characteristics where the severity of the emotional/behavioral manifestations requires immediate ESE services (Extraordinary circumstances, Rule 6A-6.030116FAC). An example could be a student coming from a residential hospital facility with a significant mental health diagnosis and a history of intensive support services in restrictive settings or a recent emotional trauma, which produces a need for immediate emotional and/or behavioral supports. **The need for such immediate ESE services should be infrequent and closely monitored.**

Chapter 4:

Procedural Steps for
Academic & Behavior MTSS

Desoto County School District Behavior
MTSS Procedural Steps

1. **Step one:** The classroom teacher identifies a specific behavior concern and communicates with parent/guardian in person or via telephone. At the first parent conference, the teacher provides the parent with a copy of the MTSS Parent Information Letter and obtains their signature. Proceed to step 2.

2. **Step two:** Tier 1 interventions are implemented. The method of Progress Monitoring (PM) of the Tier 1 Plan will be determined by the classroom teacher. A progress review date is set. Examples of Tier 1 interventions may include:
    - Teaching positive behavioral expectations to whole class.
    - Activities to promote rule clarity and acceptance.
    - Positive reinforcement for displaying expected behavior (token economies, verbal praise).
    - Utilizing a classroom point/color system to manage the interfering behavior.
    - Correcting the inappropriate behavior and prompting expected behavior.
    - 4:1 positive to negative interactions between adults and children.
    - Instruction in: developing self-control, stress-management, responsible decision making, social problem-solving and communication skills delivered over a long period of time.
    - Individual and group reinforcement.
    - Differentiated instruction and accommodations for student characteristics and learning styles.
    - Written communication with parents/guardians of student regarding behavioral issues.

3. **Step Three:** Parent/teacher conference 2 is held to review Tier 1 progress. The three fidelity check questions are answered and supporting documentation attached. **All three fidelity check questions** must be answered **YES** in order to proceed. Any question that is answered NO requires that the expectation, concept or need for positive rewards be addressed. This may involve re-teaching and providing the necessary positive rewards.

If all fidelity check questions are answered **YES** and the student is continuing to experience behavioral difficulties then develop additional Tier 1 interventions utilizing the Tier 1 Positive Behavior Intervention Plan form. **Schedule a progress review date (MTSS Team # 1).** Teacher will complete the Behavior Screening Scales (SRSS/SIBSS)

prior to MTSS Team # 1. All data and graphs must be made available to all team members at least five school days prior to the meeting date and should include all data available up to the date the graphs were prepared.

4. **Step four: MTSS Team # 1**
    - **MTSS Team** will review Tier 1 data, disciplinary data, the behavior screening scales any other pertinent or available data (academic needs) in order to assess the need for progression to Tier 2.
    - A Tier 2 preliminary FBA (functional behavior assessment) will be completed by the MTSS Team and appropriate Tier 2 interventions determined.
    - Should an additional MTSS Team meeting be required at the Tier 2 level due to insufficient behavioral progress, the District Behavior Specialist may be consulted to assist with intervention planning. Sample Tier 2 interventions may include:
        - Daily report cards
        - Mentoring programs.
        - Check-in/check-out systems.
        - Self-monitoring Systems.
        - Behavior contracting.
        - Social skills instruction or school counseling.
        - Anger management intervention.
        - Bullying prevention intervention.
    - Select a method for progress monitoring (PM) and include desirable short-term behavioral objectives. All Progress Monitoring data is to be presented in graphed form.
    - Complete and distribute the MTSS intervention Fidelity Form.
    - Obtain parent signature/consent for sensory screening.
    - Complete the Social/developmental history.
    - 1 classroom observation form will be distributed to an identified team member.
    - MTSS Team # 2 is scheduled.

5. **Step five: MTSS Team # 2** (review Tier 2 outcomes and consider Tier 3 interventions/evaluations, if needed).
    - Tier 2 data is reviewed. MTSS intervention Fidelity data must be 90% or higher to proceed.

- Tier 2 behavior plan is revised as needed or student is identified as requiring Tier 3 interventions.
- 1 classroom observation form will be distributed to an identified team member.
- The District Behavior Specialist will develop a Tier 3 behavior plan and complete a full FBA with the assistance of the school's MTSS Team. These interventions are highly individualized and implemented based on non-responsiveness to Tier 2 interventions. Sample intervention may include:

  Function based behavior plan addressing: desired positive behaviors, skillful and safe reaction to problem behavior and teaching and reinforcing functionally equivalent replacement behavior.

  Individual counseling (guidance counselor or mental health professional).

  Referral for Multi-system wrap around services (if severity warrants) to agencies.

- Progress monitoring plan will be developed and include desirable short-term behavioral objectives. All Progress Monitoring data is to be presented in graphed form.

6. **Step six: MTSS Team # 3 held** to review progress. Depending on results of Tier 3 interventions (which may involve fading successful interventions to see of the student can maintain appropriate behaviors without major supports), student may be referred for ESE staffing to determine eligibility, if warranted. If referral for ESE is recommended, parental consent for an evaluation is obtained, and the documentation packet is given to Administrator for signature and to Case Manager for documentation review. After both signatures are obtained, the eligibility meeting may be scheduled.

A Step-by-Step Summary of the Academic MTSS Process

Step One: Universal screening results or classroom performance confirms the existence of significant academic deficits in one or more areas of reading, math, or written expression. The teacher completes the front and the top of the back page of the PMP/MTSS teacher Input Form and meets with the parent via a face-to-face conference or a telephone conference to review the concerns and the plan specified on the PMP. The date of the conference is entered on the PMP form. The parent signs a copy of the MTSS Parent Information Letter and is given a copy of the letter to take with them. If the conference is completed offer the phone, the parent is mailed a copy of the PMP along with a copy of the MTSS Parent Information Letter. The interventions from Part 1 of the PMP are implemented for a minimum of four weeks.

Step Two: If after a minimum of four weeks, the interventions specified on Part 1 of the PMP/MTSS Teacher Input Form are not successfully resolving the student's academic deficits, the teacher completes the second part of the PMP with a new plan of action. A second parent conference is scheduled. The process is the same as for the first conference, except that, if the parent was given the MTSS Parent Information Letter at the first conference, it is NOT necessary to give another one at the second conference. The interventions agreed upon at the second parent conference are implemented for a minimum of four weeks before the decision is made to consider moving the student to a higher tier in the process.

Step Three: If, after two parent conferences have been completed and a minimum of eight weeks of Tier 1 interventions have been implemented, the student is not making sufficient progress to achieve grade level benchmarks on schedule, the teacher alerts the designated MTSS contact at the school. The school-based team then reviews the information and determines if a full MTSS Team meeting is needed or if the school based MTSS team will make the decision whether or not movement to a higher tier of intervention is warranted.

Step Four: If the school-based team, or the MTSS Team determines that movement to a higher tier is necessary for the student to become successful, the team writes an MTSS Intervention Plan to address the academic deficits that need to be targeted. The team should be specific as to what interventions will be implemented, who will do them, how often they will occur, in what format, and how progress will be monitored. The MTSS Intervention Plan is not optional. It must be implemented exactly as written. Therefore, it is imperative that the plan be written in clear and concise language with the agreement of the team that the interventions can be provided as specified. If there are any concerns, they should be voiced at the team meeting prior to completing the plan. The team specifies which data is to be tracked and presented at the next team meeting.

Step Five: After the intervention period determined by the team has passed, the team reconvenes to review the Tier 2 data regarding the student's progress. The data is presented to the team to review progress. If the student has achieved the short-term goal(s) outlined on the MTSS Intervention Plan, the team will most likely determine that the student is making satisfactory progress toward the long term

goal. In that case, the intervention will likely continue as is with another progress monitoring meeting scheduled for a future date, with the ultimate goal of moving the student back down to Tier 1. If the student's progress is questionable or negative, the team will need to review the information and data to determine if the problem solving process used to develop the intervention was complete and accurate. If not, the student remains in Tier 2, and the problem solving process is repeated to try to arrive at a more appropriate intervention. If the process was done thoroughly and accurately, then the team may need to consider moving the student to Tier 3 and developing a more intensive intervention.

Step Six: After the intervention period determined by the team has passed, the team reconvenes to review the Tier 3 data regarding the student's progress. The data is presented to the team to review progress. If the student has achieved the short-term goal(s) outlined on the MTSS Intervention Plan, the team will most likely determine that the student is making satisfactory progress toward the long term goal. In that case, the intervention will likely continue as is with another progress monitoring meeting scheduled for a future date. At the end of that time, if the student is still showing positive progress, the team will then need to discuss "fading" the intervention to a less intensive level. If appropriate, the team may consider re-adopting the Tier 2 plan that was developed earlier in the process. If the Tier 2 plan is not appropriate for the student's needs, the team will need to develop a new plan for fading the interventions. If the student's progress is questionable or negative, the team will need to review the information and data to determine if the problem solving process used to develop the intervention was complete and accurate. If not, the student remains in Tier 3, and the problem solving process is repeated to try to arrive at a more appropriate intervention. If the process was done thoroughly and accurately, then the team will need to review the data and documentation to determine if they are complete and support a referral for an ESE eligibility staffing.

Step Seven: If the team reviews the data and documentation and determines that it supports a referral for an ESE eligibility staffing, the MTSS facilitator or designee obtains parent consent for an evaluation, compiles the data into a referral packet and gives it to the Case Manager for review. The Case Manager reviews the referral for completeness and adherence to procedures. If complete, the Case Manager signs off on the referral packet and an ESE eligibility staffing is scheduled. If the packet is incomplete, or the team did not adhere to procedures, the Case Manager may return the packet to the MTSS facilitator unsigned to have the deficiencies in the documentation remedied.

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School District of Desoto County. (2009). *Response to Intervention Plan*. Arcadia, Florida.

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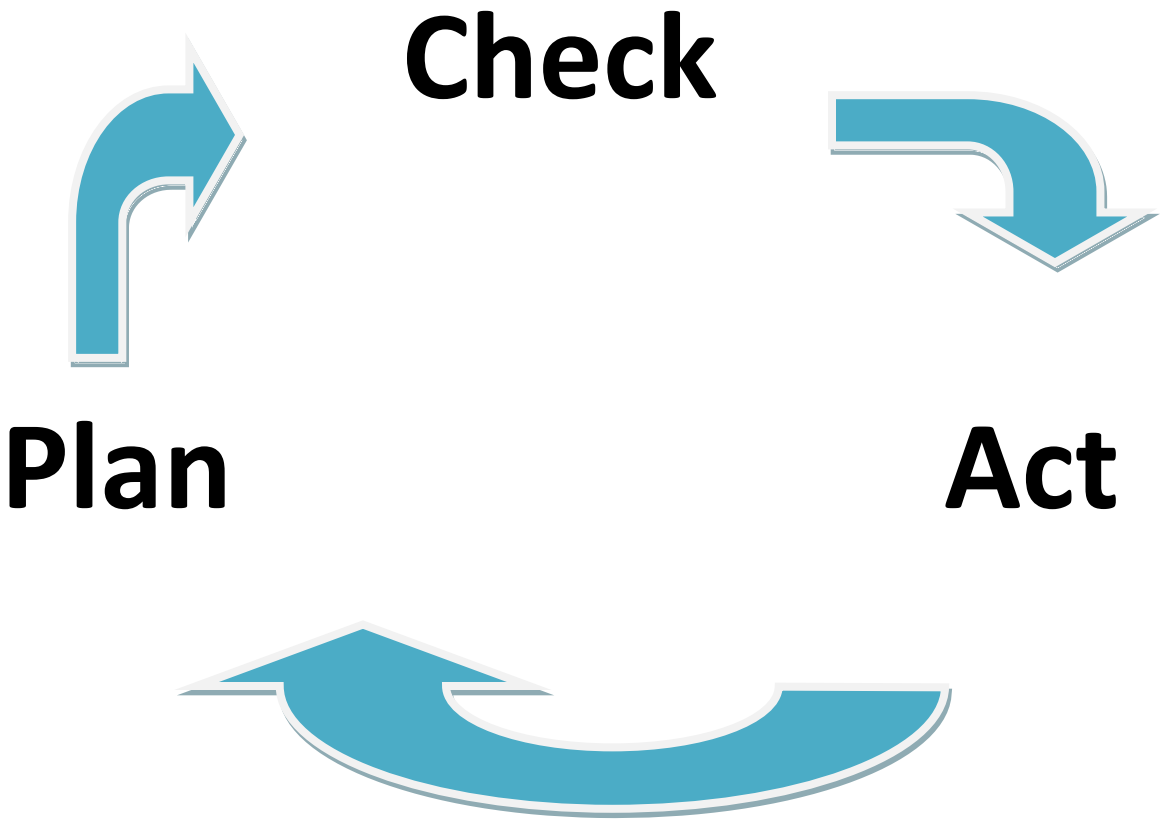
Appendix A

RtI/MTSS Teacher Procedures Manual



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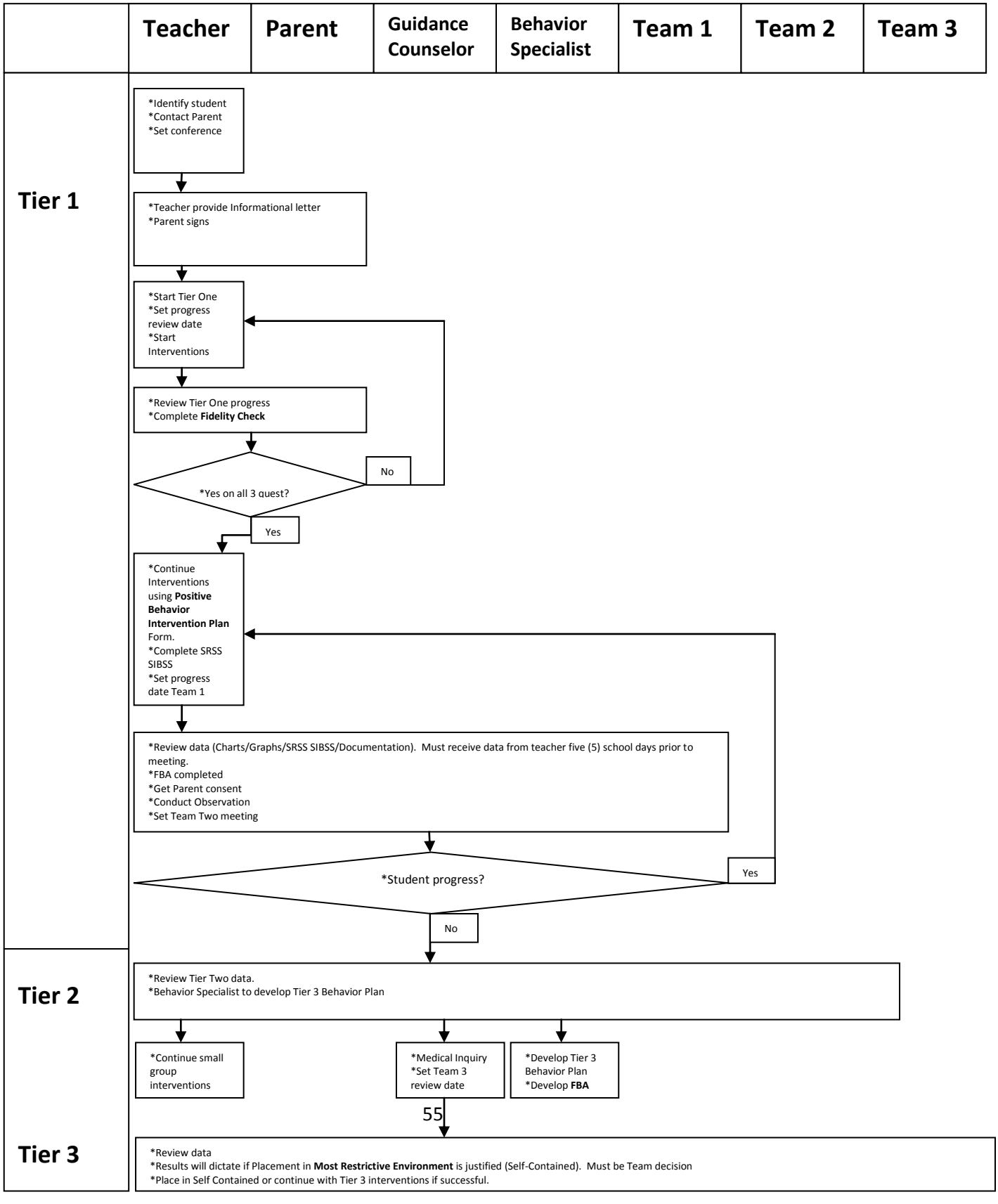
- End of Year Transition Form

School District of Desoto County

Exceptional Student Education

RTI Process Flowchart



The following steps should be utilized when considering serving students in **Tier Two** or **Tier Three** of the Multi-Tiered System of Supports process.

Tier One is where all students are initially served. This tier is called the core of instructional delivery. Tier Two is considered the area where students are pulled for additional instruction usually in a small group setting. Tier Three is when an individual student is demonstrating academic or behavioral difficulties beyond what can be addressed in a small group setting. The student receives individual, targeted remediation from the classroom teacher, ESE inclusion teacher or paraprofessional.

1. Contact the MTSS Coordinator. This is usually the guidance person or in some cases the assistant principal.

2. Complete Appendix B, numbers one through six only. This step is critical because this is where the gap analysis is conducted. During this step the teacher can determine whether the problem the student is displaying will be served in tier one, two or three. This form should be completed within seven days of contacting the MTSS Coordinator.

3. Turn in Appendix B to the MTSS Coordinator. The MTSS Coordinator will schedule a meeting with the teacher to determine the next step in the process. If the gap analysis shows that the problem exists with less than 20% of the students in the class an initial MTSS meeting will be scheduled and a notice of meeting will be sent home to the parent. If the problem exists with more that 20% of the class interventions will be provided to the teacher in curriculum, classroom management or instructional delivery.

4. At the initial MTSS meeting the School Based MTSS Committee will problem solve and develop a hypothesis. Interventions will also be created for the classroom teacher to implement with the student. All available data for the student should be analyzed at this meeting.

5. Implement and monitor interventions for at least 4 to 8 weeks.

6. The teacher should contact the MTSS coordinator to schedule an update meeting to review the student's progress towards the goal set at the initial MTSS meeting. If the student is progressing towards the goal the interventions will be continued. If the student is not progressing towards the goal the team will go back to the problem solving process to check previous hypothesis and initiate different interventions or increase the intensity.

7. Implementation/continuation of interventions for at least 20 school days

8. MTSS update meeting initiated by the classroom teacher. At this meeting the team may suggest screenings, assessments or ESE referral

Guidelines for Referring a Student for Services in RTI

Elementary level

Academic	Behavior
Score of 32% or below on Universal Screening	**5** Suspension Days (aligned with Pupil Progression Plan)
Incoming Retention (past or any previous)	**3** Office Referrals
D and/or F grades by **3rd week of school**	**Manifestation Determination Meeting** occurred (ESE)
Scores Red on Performance Matters	**Parent** request for interventions/signed consent
Score of 1 and/or 2 on FCAT Reading and/or Math	**Recommendation** by Behavior Intervention Specialist
Summer School Attendance	**Medical** Referral
RTI started at previous school	**10 Tardies** within 1 academic month or **5 consecutive tardies (**Guidance/Social Worker inquiry**)**

Note: Any student with sensory issues such as hearing loss, vision issues initiate ESE referral. Referral to ESE does not necessarily mean that intervention strategies are not used.

Secondary level

Academic	Behavior
Score of 32% or below on Universal Screening	**5** Suspension Days (aligned with Pupil progression Plan)
Incoming Retention (past or any previous)	**3** Office Referrals
D and/or F grades by **3rd week of school**	**Manifestation Determination Meeting** occurred (ESE)
Scores Red on Performance Matters	Parent request for interventions/signed consent
Score of 1 and/or 2 on FCAT Reading and/or Math	Recommendation by Behavior Intervention Specialist
Summer School Attendance	**Medical** Referral
RTI started at previous school	Student identified as **At-Risk** or **Neglected**
	Student is attending **alternative placemen**
	10 Tardies within 1 academic month **or 5 consecutive tardies (**Guidance/Social Worker inquiry**)**

Note: Any student with sensory issues such as hearing loss, vision issues initiate ESE referral. Referral to ESE does not necessarily mean that intervention strategies are not used.

Guidelines for Referring a Student for Services in Tier 2 or Tier 3

1. **Less than 20 percent** of your class is having the same academic or behavior difficulty (If **more than** 20 percent of class is having the same problem it is most likely a problem that should be examined through *instruction*, *curriculum* or *environment* for adjustments and adaptations of group intervention).
2. **Incoming Retention** and still having **academic difficulty**.
3. **Incoming Retention** and was served in **Tier 2** or **3** the *previous* school year (unless STAR, FAIR, Performance Matters shows that the student is performing within the success range or at benchmark).
4. **Grades** are all (D, F, D & F).
5. **Behavior**

Initial MTSS Meeting Procedures: This meeting is to start the MTSS process in either (tier **2** or **3**)

1. Introduction, parent presented with the MTSS process
2. Presentation of baseline data, percentage of class success compared to student (Teacher)
3. Results of screenings, FAIR, PM, AR, STAR (Academic Coach/Administrator)
4. Discussion of information presented – (MTSS Team)
5. Decision of which tier the team should intervene (class-wide, individual/small group)
    - If over 20% of class not meeting expectations, class-wide;
    - If between 5% and 20% not meeting expectations, develop small group interventions using pages 72, 73
    - If 5% or fewer not meeting expectations, identify the problem using page 72 of GTIPS.
6. Development of hypothesis based on the data – "What is the problem ?"
1. Identification and Implementation of interventions.

MTSS **Update** Meeting Procedures: This meeting is to review student progress

1. Introduction (if parent is in attendance)
2. Reporting of any assessment results (vision, hearing, language, ERDA, DAR)
3. Review of data/graphs and report (by teacher) of progress or lack of
4. Decide if interventions will continue as they are, change or fade (MTSS Team members present)
5. Appropriate documentation for Tier 3 and eligibility will be prepared and presented by the ESE staffing specialist.

Eligibility Meeting Procedures: This meeting determines if student is eligible for ESE services. The meeting is to be arranged by the ESE *Staffing Specialist*.

1. Introduction
2. Presentation of data (teacher)
3. Psychologist report, other screenings presented
4. Decision on eligibility (MTSS Team)
5. Appendix E completed and turned over to Staffing Specialist/Speech Language Pathologist
6. Staffing Specialist sets meeting for writing of IEP if eligible
7. Interventions for continuing MTSS process written

Parent Request ESE Testing Meeting: This meeting is to determine if student is in need of MTSS services in tier **2** or **3**

1. Introduction
2. Presentation of data (teacher)
3. MTSS Team determines if student is in need of tier 2 or 3 services

Forms	To be completed by	Date Completed	Notes
Appendix B (Problem Solving MTSS Worksheet)	**Teacher**		
Initial MTSS Meeting	**Guidance Counselor**		
Tier 2 Intervention Form	**MTSS Team**		
Tier 2 Data • 30 min. Support small group instruction 2 to 3x per week • 7 to 10 week intervention period	**Teacher**		
Tier 3 Intervention Form	**MTSS Team**		
Tier 3 Data • Increase frequency and intensity • 9 to 12 week intervention period	**Teacher**		
Vision/Hearing	**School Nurse**		
Speech/Language	**Speech Therapist**		
Observation 1	**ESE Staffing Specialist**		
Observation 2	**As appropriate**		
Meeting Dates	**Guidance Counselor**		
Social History	**Guidance Counselor**		
Decision-Making Tool for SLD and LI Eligibility	**Guidance Counselor**		
Schedule Meeting	**Guidance Counselor**		
Parent Notice	**Guidance Counselor**		
Request Additional Testing	**MTSS Team**		
Review of MTSS File	**Assistant Principal**		
Collection of Supporting Documentation	**Guidance Counselor**		
Eligibility Determination Review	**Staffing Specialist**		
End of Year Transition Form	**Guidance Counselor**		

Initial MTSS Meeting Information Form (Academic)

Student: _____ Grade: _____ Teacher: _____ Date:_____

Problem:

_____
_____
_____

Any other problems: (behavior, attendance)

_____
_____
_____
_____

Current Grades: Reading ____Math_____Science____Writing____Language Arts_____

FAIR K-2 FSP BM1_____BM2____BM3____ FAIR 3-5 PRS BM1____BM2_____BM3_____

Performance Matters (math) BM1____BM2____BM3_____

Performance Matters (science) BM1____BM2_____BM3_____

STAR (IRL) _____ SS_____

AR Level____ percentage correct _____

Other:

_____
_____

Recommendations by MTSS Team:

_____
_____

(A diagnostic assessment may be used at this point to determine strengths and areas of need and implement interventions) Circle one

ERDA DAR Other _____

Team Members Present:

_____ _____

_____ _____

_____ _____

Initial MTSS Meeting Information Form (Behavior)

Student: _____ Grade: ____ Teacher: _____Date:_____

Problem:

_____
_____
_____

Specific behavior to correct _____

Time (%) using appropriate behavior during: Class_____ Specials _____ Lunch _____ Other _____

Current reading level: ____

Current level for other major subjects: Math___ Science____ Writing____ Spelling____ Lang. Arts____

Academic Concerns:

_____
_____
_____
_____

Screening/Assessment recommendations (psychologist):

FBA____ Observations____ Vision/Hearing____ Psychological Evaluation____ Other_____

Recommendations by MTSS Team:

_____
_____
_____
_____

Team Members Present:

_____ _____

_____ _____

_____ _____

Step III: Intervention Implementation: What are we going to do about it?

Comprehensive Intervention Plan Worksheet

Who is the intervention plan being developed for? _____

What is the replacement behavior/target skill? _____

What is the expected level of performance? _____

What is the current level of performance? _____

Verified Hypotheses	Intervention Plan	Support Plan	Monitoring Fidelity	Monitoring Plan for Determining Student Progress
	Who is responsible? Teacher	**Who is responsible?** Teacher	**Who is responsible?** Teacher	**Who is responsible?** Teacher
	What will be done?	**What will be done?**	**What will be done?**	**What data will be collected and how often?**
	When will it occur?	**When will it occur?** Each	**When will it occur?**	**How will we decide if the plan is effective?**
	Where will it occur?	**Where will it occur?**	**How will data be shared?**	

School District of DeSoto County

Exceptional Student Education

End of the Year MTSS Transition Form

Student: _____ Number: _____ Date: _____

Teacher(s): _____
Teacher(s): _____

Tier

Two_____ Three_____

Area(s) of intervention:

Reading

Phonemic Awareness _____ Phonics_____ Fluency ____ Vocabulary _____ Comprehension_____

Notes:_____
_____
_____

Math

Math Calculation: _____ Math Application: _____
Notes: _____
_____

Behavior

FBA_____ BIP_____

Notes_____
_____

Participants:

School District of DeSoto County

Exceptional Student Education

MTSS Intervention Plan Form

Debra Giacolone: Director

Academic/Behavior

Tammy Cassels: Assistant Director

Name: _____ Age: _____ Gender: _____ Grade Level: _____

Problem Identification/Analysis:_____

_____

_____

Intervention Design/Goal: _____

_____

_____

Hypothesis: _____

_____

_____

Interventions:

Reading	
Math	
Behavior	

Responsible Person(s) for Implementation and Tracking:

_____ _____ _____ _____

Guidance Counselor Date Staffing Specialist Date

Frequency of Intervention: (Tier 2: 7 to 10 weeks) (Tier 3: 9 to 12 weeks)

Materials Needed: _____

Where Intervention will take place: Small Group ☐ Whole Class ☐ One-on-One ☐ Computer ☐ Other _____

How Progress will be monitored:

_____

_____

How often will progress monitored occur: (Tier 2: Every other week) (Tier 3: Weekly)

Signatures:

Name:	**Title:**	**Date:**
Counselor:		**Date:**
Assistant Principal:		**Date:**

School District of DeSoto County

Exceptional Student Education

MTSS Fidelity Check Form

Debra Giacolone: Director

Tammy Cassels: Assistant Director

Student: _____ **Review Date: _____**

To be completed by Guidance Counselor/Staffing Specialist *prior* to MTSS Meeting #**2**
Please answer the following questions carefully. Take into account all of your *data results.*

1. **Was Interventions/Instruction implemented as planned?** Yes __ No __

If no, what strategies will be utilized to increase implementation?

_____
_____
_____
_____

2. **If yes, should intervention intensity be increased?** Yes __ No __

3. **Are there other hypothesis to consider?** Yes __ No __

If yes, what are the considerations (*i.e. medical/social*)?

_____
_____
_____
_____

Comments:

_____
_____
_____
_____
_____

Table 4

Documentation of Factors that Affect Level of Performance and Rate of Progress

Exclusionary Factor	Evidence of Impact
Visual, Motor, or **H**earing **D**isability	Sensory screenings; medical records; observations
Intellectual **D**isability	Classroom performance; academic skills; language development; adaptive functioning; results of tests of intellectual functioning
Emotional/**B**ehavioral **D**isability	Classroom observation; student records; discipline history, emotional/behavioral screenings; rating scale
Cultural factors	Level of performance & rate of progress compared to students from same ethnicity
Environmental or **E**conomic factors	Level of Performance & Rate of Progress compared to students from similar economic background (free/reduced lunch); situational factors that are student specific
Limited **E**nglish **P**roficiency	English language proficiency (oral language, vocabulary, verbal ability); Level of Performance & Rate of Progress compared to English language learners with similar exposure to language and instruction
Irregular pattern of attendance	Attendance records; number of schools attended; tardies; discipline records; migrant status & pattern of attendance
Classroom Behavior	Classroom observations; Academic Engaged Time (AET); Office Discipline Referrals (ODR)
Gender	Level of Performance & Rate of Progress compared to students from same gender subgroup; familial or socio-cultural factors that are student specific
Age	Level of Performance & Rate of Progress compared to same-age peers; situational factors that are student specific; birthdate

Appendix B

Appendix **B**

Problem-Solving/ MTSS-RTi Worksheet

(For individual Student Concerns)

Date:	**School:**	**Tier: 1 2 3**
Student:	**Grade:**	**Teacher:**

General description of concern:

_____
_____
_____
_____
_____

STEP 1- Problem Identification: What is the problem?

1. What is the benchmark/expected level of performance?

_____
_____
_____

2. What is the student's current level of performance? (Be sure to include data that directly assesses the target skill you want the student to perform.)

_____
_____
_____

3. What is the peer level of performance?

_____
_____
_____

4. What percentage of students in the classroom demonstrates this discrepancy?

_____

5. Gap Analysis:

Benchmark & Student_____
Benchmark & Peer _____
Peer & Student _____

6. What is the replacement behavior or target skill? (measureable, observable, reportable)

_____

If more than 20% of students in the class demonstrate academic/behavior skill deficits, documentation from Principal required. ***Attach Principal letter*.**

When will we meet again? _____

STEP 2: Problem Analysis: Why is it occurring?

Replacement behavior or target skill (Problem Identification):

_____

Based on available data (gathered through review, interview, observation, testing) why do you think the replacement behavior is not occurring and what is the predicted result of actions you might take?

Below, **record each hypothesis** for why the replacement behavior is **not** occurring along with its matched prediction statement. Provide any data to validate or refute each hypothesis, and circle Yes to indicate the data supported or No to indicate that it did not.

Hypothesis	**Prediction Statement**
(What are the most likely reasons this problem is occurring?- address potential domains of environment, learner)	(Based upon what we've learned, what could be changed about the instruction, curriculum, instruction, and/or environment in order to enable the student to learn?)
"The problem is occurring because _____."	"If _____ would occur, then the problem would be reduced."

Hypothesis 1:

_____

_____

_____

Prediction Statement 1:

_____

_____

_____

Relevant Data:

_____

_____ **Validated? Yes/No**

Do we have enough information to complete Problem Analysis? Yes __ No __

If **yes**, go to Intervention Implementation
If **no**, what information is needed? _____

When will we meet again? _____

Attach graphed data for each review date:

Review Date: _____

Is the response to instruction/intervention Positive ____, Questionable ____, or Poor _____?

1. If **Positive**:

Continue current instructional supports.
Adjust goal upward
Fade supports

Comments/ Actions: _____
_____
_____

2. If **Questionable**:

Was intervention/instruction implemented as planned? Yes____ No_____

If no, what strategies will be utilized to increase implementation? _____
_____
_____

If yes, should intervention intensity be increased? Yes ____ No_____

Comments/Actions: _____
_____
_____

3. If **Poor**:

Was intervention/instruction implemented as planned? Yes ____ No_____

If no, what strategies will be utilized to increase implementation? _____
_____
_____

If yes, was instruction/intervention aligned with the verified hypothesis, or is there other aligned instruction/intervention to consider? _____
_____
_____

Are there other hypotheses to consider? _____
_____

Was the problem identified correctly? Yes ____ No _____

Comments/Actions: _____
_____
_____

School District of Desoto County

Exceptional Student Education

MTSS Teacher Check Sheet

Behavior

Debra Giacolone: Director

Tammy Cassels: Assistant Director

Step	Task	Needed	Done
1	Identify behavior; challenged student	Disciplines, behavior charts, classroom incidents	
2	Set Parent conference; discuss student issues; set progress review date	Signed DOE Parent Informational Letter; conference notes	
3	Start Tier One Intervention • Complete Appendix B Problem-Solving/RTi Worksheet	See below for examples; Differentiate Instruction; redirects; remediation; problem Solving/RTI worksheet	
4	Conduct Parent conference #2 • Obtain Parent Consent for Screening (Appendix C)	Data; Behavior notes; Parental Notice/Consent for Screening (Appendix C);	
5	Complete **Fidelity Check Form**	**All three** (3) questions must be answered "**yes**" to proceed.	
6	Continue Interventions (increase intensity) • Complete Positive Intervention Behavior Plan form	Disciplines, behavior charts, classroom incidents	
7	**Tier 2**	Behavior Screening Scales SRSS/SIBSS	
8	Team #1 meeting (*Send data 5 days prior*) • Preliminary FBA done by Team. • Get Parent consent for screening • 2 classroom observations to be done • Schedule Team # 2 meeting • Complete social development history • Guidance inquiry of Medical (other hypothesis) • complete Intervention Fidelity Form	Data, charts, graphs; Positive Behavior Intervention Plan; Fidelity Check Form; disciplinary data; Preliminary FBA; Signed Parent Notice/Consent for Screening (Appendix C); Social Development History; Intervention Fidelity Form	
9	Select a method for progress monitoring.	Short term goals; Short term behavioral objectives	
10	Team #2 meeting. Review outcomes and consider Tier 3 instruction • Distribute 1 classroom observation form to team member. • behavior Specialist to develop Tier 3 FBA • Prescribe individual counseling (Guidance Counselor or mental Health Professional) • Develop short term behavioral objectives	Tier 2 data (charts, graphs); Intervention Fidelity data (90% or higher to proceed); Tier 2 behavior plan; Classroom observation; Parent Consent Form	
11	Start Tier 3 instruction (small group, one-on-one; remediation) • Complete Appendix E forms • Behavior Specialist to develop Tier 3 FBA • Prescribe individual counseling (Guidance Counselor	Data, charts, graphs; Full Tier 3 FBA; Counseling data/documentation; Decision-Making Tool for SLD and LI Eligibility (Appendix E);	
12	Team #3 meeting	Decision-Making Tool for SLD and LI Eligibility (Appendix E); Data, charts, graphs; Tier 3 FBA	

Tier 1 Instruction

Teach positive behavioral expectations to whole class
Activities to promote rule clarity and acceptance
Token economy, verbal praise, planned ignoring, rewards
Utilize point system/posted behavior sheets
Correct inappropriate behavior and prompt expected behavior
Character education, decision making, self-control,
Social problem solving
Individual/ group reinforcement
Differentiated instruction

Tier 2 Instruction

Daily reports
Mentoring programs (staff to peer, peer to peer)
Check in-check out systems
Self-monitoring systems
Behavior contracting
Social skills instruction or school counseling
Anger management

Tier 3 Instruction

One-on-one instruction
Modify instruction (reduce test items)
Cool Tools driven remediation
Spiral instruction
Extended time
Sentence-to-sentence comprehension checks
KG fundamentals (blending, phonics)
Esteem building
Student Reading Self Check Sheet

Exceptional Student Education

MTSS Teacher Check Sheet

Academic

Debra Giacolone: Director — Tammy Cassels: Assistant Director

Step	Task	Needed	Done
1	Identify academic concerns/challenges	Assessments; FAIR; Performance Matters; classroom performance	
2	Set Parent conference; discuss student issues; set progress review date	Signed Parent Informational Letter; conference notes	
3	Start Tier One Instruction • Complete Appendix B Problem-Solving/RTi Worksheet	See below for examples; Differentiate Instruction; redirects; remediation; problem Solving/RTI worksheet	
4	Conduct Parent conference #2 • Obtain Parent Consent for Screening (Appendix C)	Data, assignments, assessments, behavior notes; Parental Notice/Consent for Screening (Appendix C);	
5	Complete **Fidelity Check Form**	**All three** (3) questions must be answered "**yes**" to proceed.	
6	Continue Instruction (increase intensity) • Complete Positive Intervention Behavior Plan form	Assessments; FAIR; Performance Matters; classroom performance	
7	**Tier 2**	Behavior Screening Scales SRSS/SIBSS	
8	Team #1 meeting (*Send data 5 days prior*) • Get Parent consent for screening • 2 classroom observations to be done • Schedule Team # 2 meeting • Complete social development history • Guidance inquiry of Medical (other hypothesis) • complete Intervention Fidelity Form	Data, charts, graphs; Fidelity Check Form; Preliminary FBA; Social Development History; Intervention Fidelity Form	
9	Select a method for progress monitoring.	Short term goals; Short term behavioral objectives	
10	Team #2 meeting. Review outcomes and consider Tier 3 instruction • Distribute 1 classroom observation form to team member. • behavior Specialist to develop Tier 3 FBA • Prescribe individual counseling (Guidance Counselor or mental Health Professional) • Develop short term behavioral objectives	Tier 2 data (charts, graphs, assessments); Intervention Fidelity data (90% or higher to proceed); Classroom observation; Parent Consent Form	
11	Start Tier 3 instruction (small group, one-on-one; remediation) • Complete Appendix E forms • Behavior Specialist to develop Tier 3 FBA • Prescribe individual counseling (Guidance Counselor	Data, charts, graphs; Full Tier 3 FBA; Counseling data/documentation; Decision-Making Tool for SLD and LI Eligibility (Appendix E);	
12	Team #3 meeting	Decision-Making Tool for SLD and LI Eligibility (Appendix E); Data, charts, graphs; Tier 3 FBA	

Tier 1 Instruction

Teach positive behavioral expectations to whole class
Activities to promote rule clarity and acceptance
Token economy, verbal praise, planned ignoring, rewards
Utilize point system/posted behavior sheets
Correct inappropriate behavior and prompt expected behavior
Character education, decision making, self-control,
Social problem solving
Individual/ group reinforcement
Differentiated instruction

Tier 2 Instruction

Small group (one to three students)
Remediate Instruction with modifications (reduce work)
Check in-check out systems
Behavior contracting
Social skills instruction or school counseling
Anger management

Tier 3 Instruction

One-on-one instruction
Modify instruction (reduce test items)
Cool Tools driven remediation
Spiral instruction
Extended time
Sentence-to-sentence comprehension checks
KG fundamentals (blending, phonics)
Esteem building
Student Reading Self Check Sheet

Appendix C

School District of Desoto County

Exceptional Student Education

MTSS Parent Invitation to School-Based Intervention Team Meeting

Student Name: _____ **DOB: _____**

School: _____ **Teacher: _____** **Grade: _____**

Dear Parent or Guardian,

We consider you, the parent, to be a key member of the School-Based Intervention Team. Your input is important and we encourage you to participate, as much as possible, in this process. This team is comprised of administrators, teachers, and other school personnel who are involved with your child's learning. It is believed that this process will be helpful for your child.

The goal of the team is to support individual student success by:

- **Identifying** the learning needs of your child who is struggling with their academics and who may be at-risk of school failure.
- **Providing** students with academic, emotional, behavioral, and/or social support needed to succeed in school by using the Multi-Tiered System of Support (MTSS) strategies within the general education environment.

A meeting has been scheduled on _____ at _____

Parent-**Please check one of the following and return form:**

□ I will attend at the above date and time.
□ I wish to attend at another date _____ or another time _____.
□ I am unable to attend but please proceed without me.

If you have any questions regarding the School-Based Intervention Team process, please call:
_____ at __(____)_____.

_____ **_____**
Parent Signature **Date**

Check One:

□ Letter sent to parent/guardian by U.S. Mail on _____

□ Letter hand delivered to parent/guardian on _____

□ Sent home with student on _____

School District of Desoto County

Exceptional Student Education

PARENTAL NOTICE/CONSENT FOR SCREENING

School: _____ **Date**: _____

Dear: _____

In order to develop the best educational programs for your child, we feel that additional information is needed. Individual screenings are recommended to assist us in meeting the educational needs for your child. The screenings are proposed based on your child's educational performance and review of records.

Our proposed action may include the following:

☐ Vision Screening ☐ Speech Screening

☐ Hearing Screening ☐ Language Screening

☐ Other: Social History

You will be advised of the results of the screenings and must provide the required written consent if further evaluation is proposed.

If you have any questions, please feel free to contact:

_____ / Assistant Principal _____ at _____

_____ / Guidance Counselor _____ at _____

Additional resources may be obtained through the Bureau of Exceptional Education and Student Services, Florida Department of Education, Tallahassee, Florida.

☐ Yes, I give my permission for the individualized screenings.

☐ No, I do not give my permission for the individualized screenings.

_____ _____

Student Name Date of Birth

_____ _____

Parent Signature Date

School District of DeSoto County

Exceptional Student Education

Parent/Guardian Contact Form

Debra Giacolone: Director

Tammy Cassels: Assistant Director

General Information	
Student Name:	Grade:
School Name:	Date of Birth:

Contact #1	
Check the parent/guardian contact method that was used: ☐ Phone ☐ Letter ☐ e-mail ☐ Conference ☐ Home Visit	
Date and time of contact:	Who was contacted:
Was the reason for the contact academic or behavioral?	
Who participated in the contact/meeting?	
Summary: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	