OKALOOSA COUNTY SCHOOL DISTRICT

Multi-Tiered System of Supports

MTSS Manual

2017-2018

MTSS Manual

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Okaloosa County School District

VISION STATEMENT:

- We inspire a lifelong passion for learning.

MISSION STATEMENT:

- We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

CORE VALUES:

- **Accountability:** We, working in the conjunction with students' families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.
- **Citizenship:** We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.
- **Excellence:** We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.
- **Integrity:** We embrace a culture in which individuals adhere to exemplary standards and act honorably.
- **Personal Growth:** We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.
- **Respect:** We show regard and consideration for all through a culture of dignity, diversity, and empathy.
- **Leadership:** We provide guidance and direction to accomplish tasks while being a moral compass to others.

Section 1 - MTSS Introduction

MULTI-TIERED SYSTEM OF SUPPORTS

Multi-Tiered System of Supports (MTSS), simply defined, is a process of documenting changes in behavior or learning as a result of evidence-based interventions. It is an ongoing process of using student performance and other data to guide instructional and behavioral decisions. Multi-Tiered System of Supports utilizes a multi-tiered problem-solving approach for service delivery.

ACADEMIC SYSTEMS

Tier 3

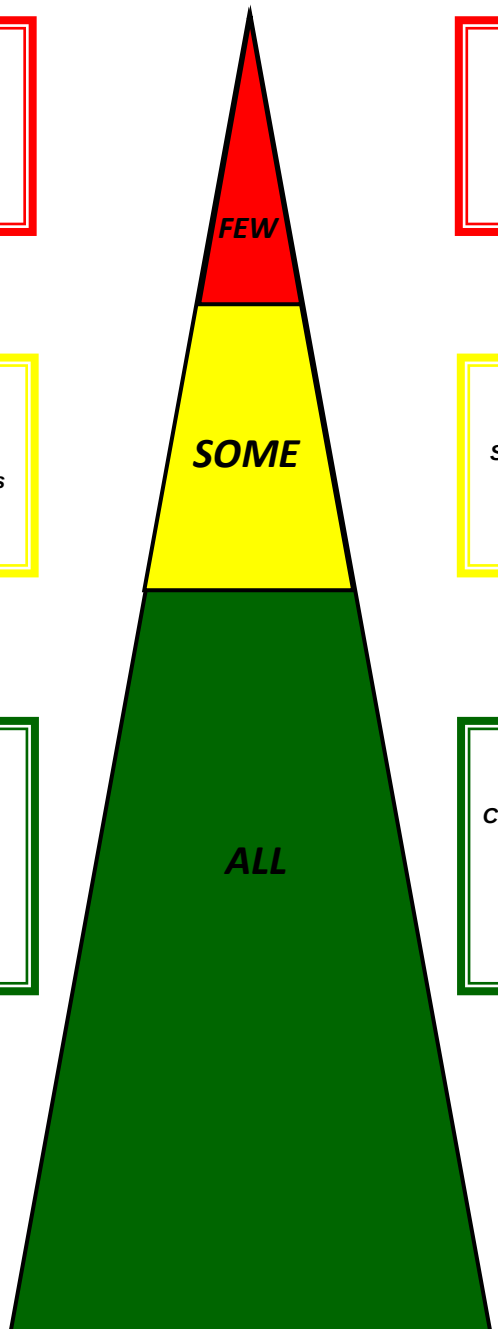
Few Students
Intensive Support & Interventions
Group Size 1-3 Students
Assessment Based

Tier 2

Some Students (At-Risk)
Supplemental Support & Interventions
Individual Screening
Address barriers to learning

Tier 1

All Students
Core Classroom Instruction
Preventative & Proactive
Whole Group Differentiated Instruction
Universal Screening



BEHAVIORAL SYSTEMS

Tier 3

Intensive Support & Interventions
Group Size 1-3 Students
Intense, durable procedures
Ex: FBA & Individual Counseling

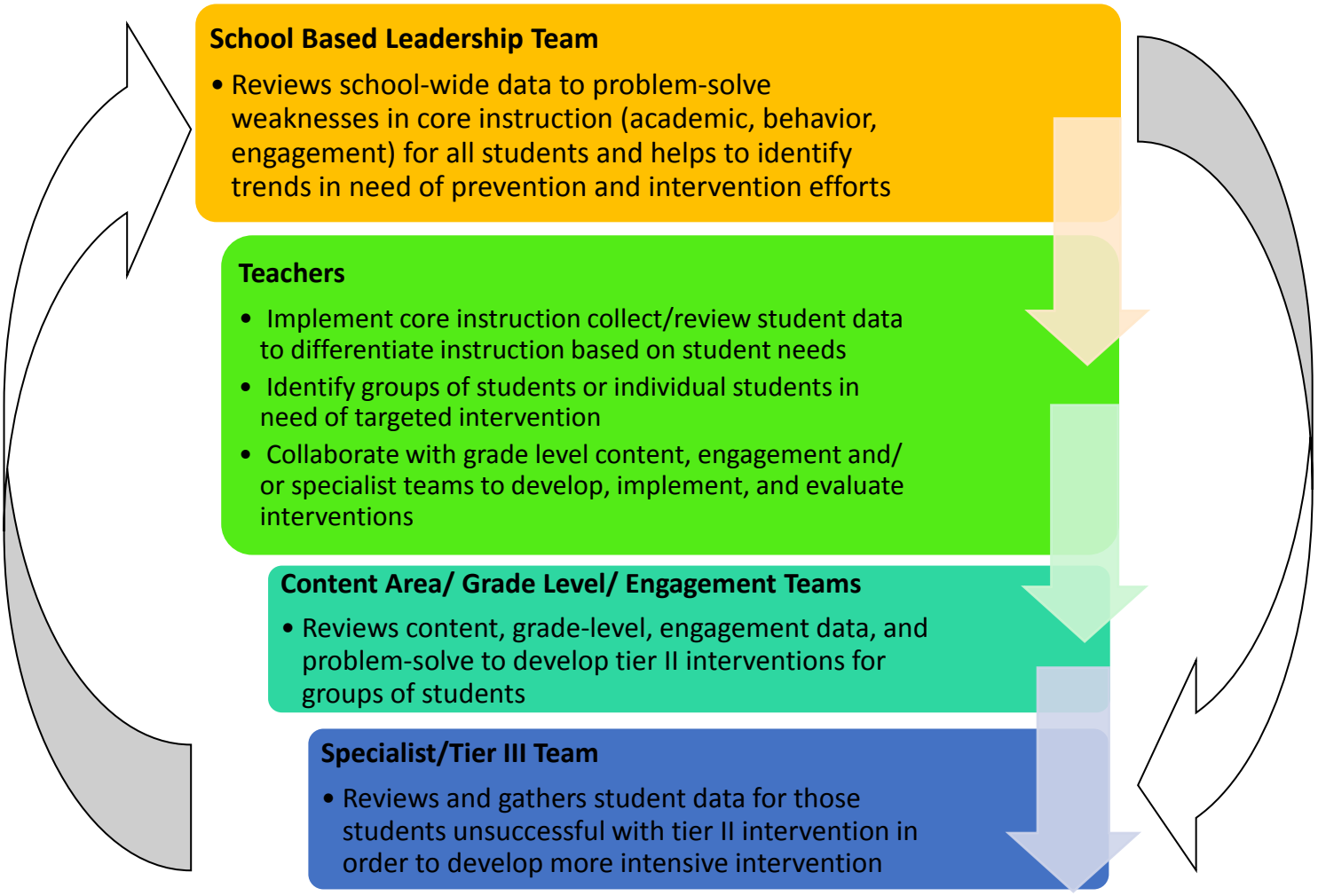
Tier 2

Supplemental Support & Interventions
Ex. Daily behavior reports & Mentor
Ex. Check-In/Check-Out System
Ex. Self-Monitoring & Social Skills

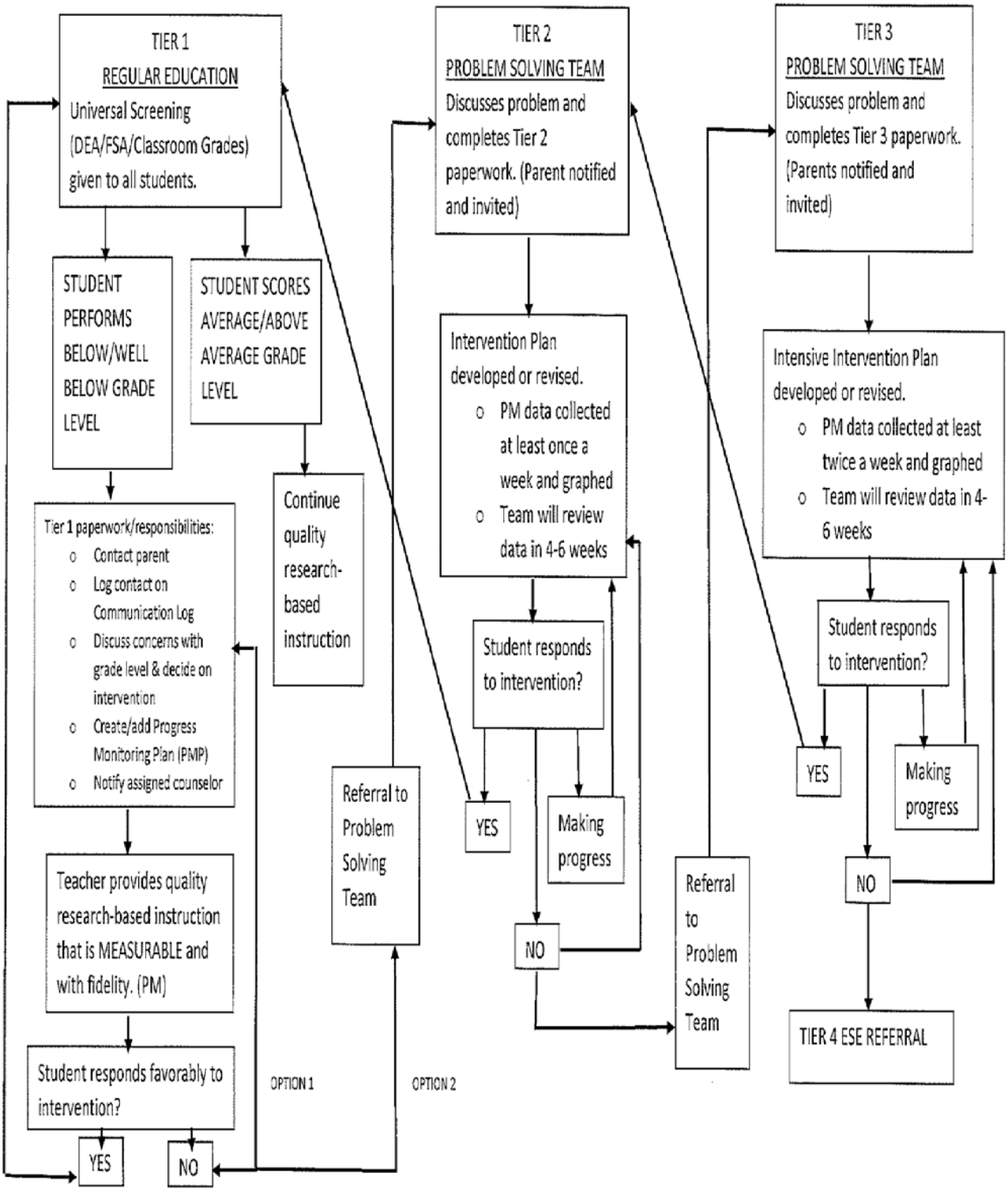
Tier 1

Core Classroom & Universal Instruction
Preventative & Proactive
Ex. Positive Behavior System
Ex. Classroom Management System
Ex. On-going Procedure Instruction

A Basic Model for MTSS Implementation at the School Level



Multi-Tier System of Supports (MTSS) Flow Chart



Core Features of MTSS

The core features of the MTSS process are as follows:

- High quality, research-based instruction and behavioral support in general education
- Universal screening of academics and monitoring of behavior in order to determine which students need closer monitoring or additional interventions
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency
- Documentation of parent involvement throughout the process
- MTSS vs. RTI: Response to Intervention (RTI) is an essential component of MTSS, however MTSS is more organized and comprehensive in the goal of meeting the needs of ALL students; MTSS is an umbrella term. RTI refers to providing effective instruction and interventions of students within the tiers and includes assessment, progress monitoring, and data-based decision making of implemented interventions.
- The use of a structured problem-solving process.

What is a structured problem-solving process?

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

- 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 System of Supports- Is it working?

Universal Screening

Universal screening of all students occurs at least two to three times per year (usually beginning, middle, and end). The data obtained from these universal screenings must identify which students are proficient in the target skill, which students are developing the skill, and which are deficient in the skill. The data were then utilized to make decisions about how to create instructional change so that all students reach proficiency and to identify which students need more intensive interventions. Okaloosa County School District uses the Measures of Academic Performance (MAP) for its universal screening tool.

Tiered Interventions

Each intervention tier of the MTSS model defines the level and intensity of services required for a student to progress. A student is described as receiving Tier 1, Tier 2, or Tier 3 services. The three tiers of intervention are on a continuum that is fluid, in that a student may move up and down within the tiers depending on the frequency and intensity of services required to sustain progress through the curriculum. The student's level of need dictates the level of support that is provided. The actual length of time that an intervention is implemented depends on the student's response to the intervention, in conjunction with realistic time periods required for a target skill to develop. It is also possible for a student to receive interventions in more than one tier at the same time. A student's

level of risk is assessed based on the student's rate of progress toward an identified goal, how much of a gap exists between the student's actual level of performance, and / or the performance of peers who are achieving benchmarks.

Exceptional Student Education is not a tiered intervention. MTSS is NOT a series of events conducted for the purpose of identifying a disability. On the contrary, MTSS is a process used for the purpose of revealing what works best for groups of students and individual students, regardless of placement.

Tier 1: *Core Classroom or Universal Instruction*

Tier 1 is the foundation of MTSS and consists of scientific, research-based **core** instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. Tier 1 instruction involves:

- Scientifically-based core instructional programs delivered by highly qualified teachers to ALL students
- At least 75% of students meeting instructional expectations (scoring 70% or above) or achieving prescribed benchmarks as evidenced by progress monitoring measures, class average, and grade-level average
- Universal screening up to three times a year (e.g. MAP)
- Monitoring and documentation of the rate of academic growth or behavioral improvement of all students quarterly or more frequently (e.g. data teams)
- Instructional techniques for all students in the classroom through whole and small-group differentiated instruction provided by general education teacher(s)
- Initiation of a Progress Monitoring Plan (PMP) for identified students who continue to perform below grade level academically or behaviorally

See **Appendix** for possible Tier 1 interventions

Tier 2: *Supplemental Support and Interventions*

Tier 2 consists of **supplemental** instruction and interventions that are provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support. **Tier 2 instruction and interventions are outside of, or in addition to, the core instructional blocks.** Tier 2 instruction involves:

- Continuation of Tier 1 interventions
- Individual screenings (e.g. cold reads, fluency probe, math minutes, DRA, iReady, High frequency word lists, Achieve 3000, etc.)
- Identification of specific strengths and weaknesses for individual students
- Addressing barriers to learning, e.g. lack of appropriate instruction, poor attendance, limited English proficiency, environmental concerns, etc. (If needed, contact specific support staff for additional resources/help.)
- Increase in the intensity or frequency of the interventions and/or decrease in the size of the group receiving instruction
- Small group instruction with not more than a 1:6 ratio of interventionist to student

- Introduction of supplemental interventions provided primarily by general education teachers, interventionists, or Title I teachers
- Focus of intervention narrowed to the most deficient areas
- Increase in frequency of progress monitoring

See **Appendix** for possible Tier 2 interventions

Tier 3: ***Intensive supports and interventions***

Tier 3 consists of **intensive** instructional or behavioral interventions provided *in addition to and in alignment with effective core instruction.* Tier 3 interventions are developed using a problem-solving process with the goal of increasing an individual student's rate of progress. Students receiving Tier 3 level supports *may or may not* be eligible for specifically designed instruction and related services in accordance with IDEA. Tier 3 instruction involves:

- Continuation of Tier 1 and Tier 2 interventions as appropriate
- Specific content instruction targeting individual needs
- Increase in intensity or frequency of the interventions and/or further decrease in the size of the group receiving intervention
- Small group instruction with not more than a 1:3 ration of interventionist to student (one-on-one if necessary)
- Increase in frequency of progress monitoring (weekly or more often)
- Interventions provided by general education, Title I, and/or ESE certified personnel
- Interventions customized to individual needs

See **Appendix** for possible Tier 3 interventions

Data and Progress Monitoring

Student intervention data is vital to successful problem solving. The frequency and types of data will vary according to the type of problem, the severity of the problem, and the nature of the school's response. There are essentially three types of data used in the MTSS process:

1. Baseline data that compares the student's current level of functioning to performance standards and/or the performance of peers (classroom and/or grade level)
2. Progress monitoring data that tell us a student's rate of learning (graphs with trend lines)
3. Diagnostic information that will provide information about specific skills acquisition

Academic baseline data were generally obtained via the universal screenings. Students' performance is compared to grade level benchmarks and to the performance of like peers in both the individual classroom and/or the grade as a whole. **Refer to Section 3**.

Behavioral baseline data were obtained through a variety of means. Data may include office referrals, record of ISS, teacher anecdotal records, etc. Refer to **Section 4**.

Tier 1 Progress Monitoring

Tier 1 Progress Monitoring consists of the Universal Screening measures (e.g.MAP). Okaloosa County MTSS procedures allow for more frequent progress monitoring at the teacher's discretion, but more frequent progress monitoring is not required. Tier 1 Progress Monitoring may also consist of just a pre-

test and a post-test, *provided a minimum of 8-12 weeks has transpired between the two and the pre- and post-test are measuring exactly the same skills.* If 75% of students are not proficient (70% or higher), core instruction and curriculum should be examined.

Best Practice suggests academic interventions should be implemented with fidelity for a minimum of 6-8 weeks. However, if, after 3 weeks, a negative response can be documented, the intervention may be terminated and a second intervention attempted for an additional 6-8 week period. In all cases in which a questionable or positive response is observed, academic interventions should be implemented and documented for a recommended minimum of 6-8 weeks before enough data exists to determine its efficacy.

Tier 2 Progress Monitoring

Tier 2 Progress Monitoring consists of assessments specific to the student and the interventions identified to address the individual student's needs. Progress monitoring in Tier 2 occurs more frequently than in Tier 1, at least twice a month or weekly. As with Tier 1, academic interventions should be implemented and documented for a recommended minimum of 6-8 weeks before enough data exists to determine the efficacy of an intervention. If a negative response is documented after the first 3 weeks, the initial intervention may be terminated and a new intervention attempted for a recommended 6-8 additional weeks.

Tier 3 Progress Monitoring

Tier 3 Progress Monitoring consists of assessments specific to the student and the interventions customized to address that student's needs. Standard research-based protocols (e.g. Achieve 3000, READ 180, Tyner) are somewhat less common in Tier 3, although some may still be applicable if specifically designed for that intensive level of intervention. Individualized interventions, which are more customized to the needs of a particular student, and which may or may not be research-based, are sometimes implemented in Tier 3. When evidence-based interventions are available, they should be utilized prior to any interventions that lack research support.

Progress monitoring in Tier 3 occurs more frequently than in Tier 1 and Tier 2, at least weekly or more frequently, if needed. As with Tiers 1 and 2, academic interventions must be implemented and documented for a recommended minimum of 6-8 weeks before enough data exists to determine the efficacy of an intervention, unless a negative response is documented after the first 3 weeks, in which case, the initial intervention may be terminated and a new intervention attempted.

Interventions at Tier 3 closely resemble interventions used in Exceptional Student Education as far as intensity, frequency, and duration, but they are still considered to be general education interventions because they are usually delivered by general education personnel and are provided to students who are not already determined to be ESE eligible. In some cases, these interventions may be implemented in consultation with special education personnel, as they have the knowledge and expertise to deliver them with the fidelity required. This also helps to rule out any concerns that the student's difficulties may be the result of a lack of effective instruction.

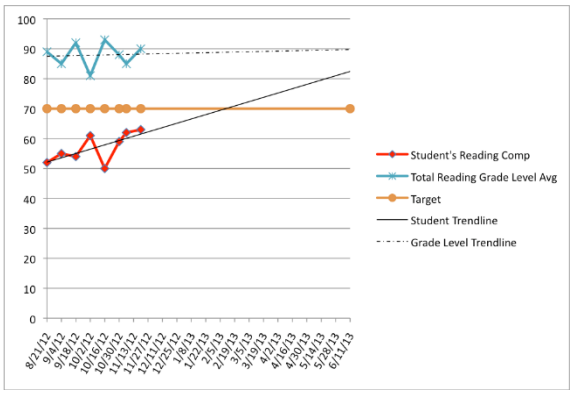
Responses to Intervention

There are three possible responses to interventions: a positive response, a negative response, or a questionable response.

A ***Positive Response*** is defined as one in which:

- The gap between the identified student and the peer group is closing
- The committee can estimate the point at which the identified student will reach the academic or behavioral target if the rate of progress remains relatively constant--even if this is long range

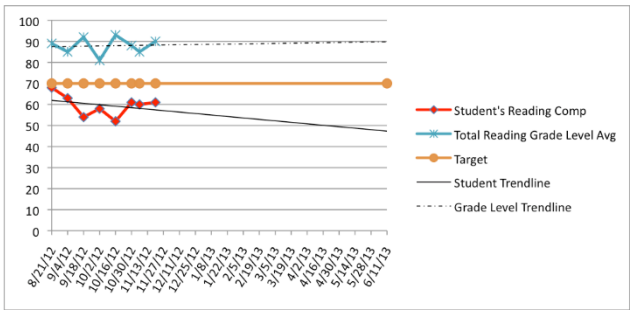
A positive response will result in a progress monitoring graph that looks something like this:



A ***Negative Response*** is defined as one in which:

- The gap between the target student and peer group continues to widen with minimal to no change in rate.

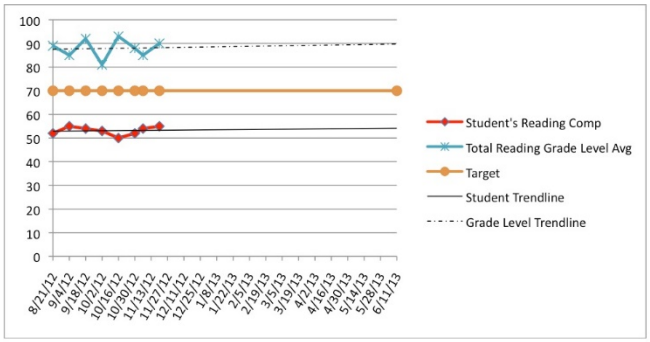
A negative response will result in a progress monitoring graph that looks something like this:



A ***Questionable Response*** is defined as one in which:

- The rate at which the gap is widening slows considerably, but the gap is still widening **or**,
- The gap stops widening but closure does not occur

A questionable response will result in a progress monitoring graph that looks something like this:



MTSS in Secondary vs Elementary Schools

Although MTSS may not look identical in elementary and secondary schools, there are critical components that should be present in all schools. Per the state of Florida regarding MTSS in secondary schools vs. elementary schools:

SAME	***DIFFERENT***
• Problem-solving process • School-based leadership teams • Data days to evaluate "health and wellness" of school performance • Data-based decisions • Multi-tiered system of support • Importance of fidelity	• Monitor skills AND content • Types of data • Schedule development • Integration of tiers • Student involvement • Monitoring of fidelity

When considering best practice, a school based MTSS leadership team should monitor school-wide data to problem solve weaknesses in core instruction for all students and help identify trends in need of prevention and intervention efforts. Teachers should collect and review student data in order to differentiate instruction based on student needs and identify groups of students needing targeted interventions. Teachers and the school based team should collaborate to develop, implement, and evaluate interventions.

Tier 2 intervention in the secondary setting often involves a remedial class for math or reading (IR and/or IM). The key is to ensure the intervention is in addition to core instruction. If a student is still not successful, the Tier 3 intervention may consist of small group instruction and/or tutoring in addition to the core and remedial instruction.

Scheduling of regular MTSS meetings can be challenging in the secondary setting. Ideally, time for problem solving with the MTSS Team, including teachers, should be built in to the Master Schedule.

Early Warning System (HB 7069)

Schools that serve any students in Kindergarten through grade 8, must implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school that includes the following early warning indicators:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out-of-school.
- Course failure in English language arts or mathematics during any grading period.
- A level 1 score on the statewide, standardized assessments in English language arts or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency.

*When a student exhibits two or more of the early warning indicators, the school's MTSS team will establish a progress monitoring plan (PMP) and bring that student before the committee for discussion and targeted interventions.

Section 2

MTSS Team Members Roles and Responsibilities

MTSS Team

Each school principal shall select an MTSS Team for their school. This team shall act as the multidisciplinary evaluation team as required by Public Law 94-142 (121a.540).

The MTSS Team shall include a minimum of the following:

- Regular classroom teacher(s) and / or remedial teachers
- Specialist in the area of the suspected deficit, such as school psychologist, speech/language pathologist, social worker, behavior specialist, instructional coach
- School counselor and/or MTSS coordinator
- Other team members **may** include: ELL instructor, Title 1 teacher, staffing specialist, STP monitor, school dean or disciplinarian

MTSS 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.

It is recommended that the school counselor chair the MTSS Team. In addition, **administrator involvement is crucial** for the success of the team, improved achievement of the students, and the MTSS process as a whole.

Responsibilities of the MTSS Team

- Establish a regular meeting time to problem solve
- Inform the faculty of the purpose of the MTSS Team and procedures for bringing a student before the MTSS Team for discussion and problem solving.
- Designate one team member to record data from the meeting.
- Examine all available data to include, but not limited to, grades, MAP scores, FSA scores, discipline / behavior referrals,
- Develop and implement possible interventions applicable to alleviating the student's area of difficulty.
- In PAWS, record summary (minutes) of the individual student discussions. Include data pertinent to time, date, and place, participants, recommendations and responsibilities of specific personnel relative to follow-up procedures.
- Examine all available data to determine movement between the tiered interventions
- If applicable, obtain written parental consent prior to screening and/or evaluations.

Classroom Teacher

Role in MTSS

- Active member of MTSS Team
- Administers and/or reviews universal assessment/interventions
- Determines the students who score below peers (graphical representation)
- Develops PMP with assistance of MTSS Team members & parent as needed
- Assists in the development of Tier 2 and Tier 3 interventions and supports personnel designated to implement these strategies
- Implements Tier 2 and/or Tier 3 interventions
- Progress monitoring, which includes documentation of intervention fidelity:
    - Log of student participation at Tier 2 and Tier 3 sessions
    - Student name, dates, times of implementation, intervention notes
    - Name of staff member providing Tier 2 or Tier 3 interventions, collecting progress monitoring data

Coordination & Record Keeping

- Writes PMP
- Writes MTSS plan collaboratively and with the assistance of identified members of the MTSS Team
- Gathers progress monitoring data
- Notifies counselor/MTSS coordinator of student(s) with poor or positive response to intervention(s)

Intervention Development & Documentation

- Develops instructional grouping using data
- Develops and implements initial PMP strategies and documents progress
- Collaborates with MTSS Team in plan development and reviews data to determine if more intensive interventions are needed

Intervention Implementation & Ensuring Fidelity

- Implements research-based teaching strategies and targeted interventions as intended
- Documents attendance/implementation (i.e. frequency and duration) through completing fidelity logs

Progress Monitoring

- Administers progress monitoring assessment(s)
- Graph the progress monitoring data in accordance with the PMP

Involving Parents

- Schedule conferences with parents to discuss student learning and review progress monitoring data

School Counselor and/or MTSS Coordinator

Role in MTSS

- Active member of MTSS Team
- Assists school-based committee in collecting and analyzing data to identify struggling students
- Assists MTSS Team in developing and revising interventions, as appropriate
- May conduct a classroom observation to assist in the problem solving process for the MTSS team
- Summarizes FSA and MAP data to determine performance discrepancy compared to peers
- Maintains MTSS (green) folder, to include all necessary documents listed on the checklist
- Provides screening as needed

Coordination & Record Keeping

- Coordinates and schedules MTSS meetings
- Educates faculty on the MTSS process (PMP writing, progress monitoring, interventions and strategies)
- Coordinates development of FBA/BIP
- Coordinates the date(s) for follow-up problem solving with teachers on specific students of concern

Intervention Development & Documentation

- May assist with the development initial PMP and tiered intervention and strategies
- Collaborates with MTSS Team in MTSS plan development
- During the MTSS Team meeting, documents, in PAWS, details of the tiered interventions, strategies, and how progress will be monitored

Progress Monitoring

- Provides training on progress monitoring as needed
- Provides data summaries by grade level/content areas

Involving Parents

- Meets with parents as needed
- Notify parents of student's involvement in MTSS process through MTSS letter to parent. (see example in section 6 Appendix)

Instructional Coach

Role in MTSS

- Active member of the MTSS Team
- Provides professional development for teachers to effectively implement MTSS as it relates to the identification of academic difficulties (i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension)
- Assists in development of Tier 2 and Tier 3 interventions
- Supports the classroom teacher and/or interventionists with implementation of interventions
- Provides training on data analysis
- Provides individual coaching sessions with teachers on analyzing student data

Intervention Development & Documentation

- Provides resources for strategies and practice
- Collaborates with teachers
- Analyzes data

Intervention Implementation

- Provides consultation regarding implementation
- Models strategies

Support for Intervention & Ensuring Fidelity

- Provides reflective sessions with classroom teacher concerning intervention implementation

Progress Monitoring

- Conducts on-going data analysis sessions with teachers

Staffing Specialist

Role in MTSS

- Active member of MTSS Team
- Assists in development of tiered interventions
- Assists counselor/MTSS coordinator with periodic review of documents in MTSS (green) folder

Coordination & Record Keeping

- Assists MTSS coordinator with periodic review of documentation / interventions as needed for compliance and eligibility determination

Intervention Development & Documentation

- Attends MTSS meetings and collaborates with teachers and others in academic and behavioral intervention development

Eligibility Tasks

- Schedules and conducts eligibility staffing / IEP meetings for individual students
- Completes Page 2 of the Written Summary
- Drafts appropriate ESE documents
- Contacts parents to set up eligibility/ineligibility meeting
- Conducts eligibility/ineligibility meeting

School Psychologist

Role in MTSS

- Active member of MTSS Committee
- May conduct a classroom observation to assist in the problem solving process for the MTSS team
- Assists in the development of Tier 2 and Tier 3 interventions
- Assists teachers with data collection and graphing as necessary
- Provides school based professional development and training on the MTSS process, to include PMP development, tiered interventions and strategies, progress monitoring and graphing of data

Intervention Development & Documentation

- Attends MTSS meetings and contributes to the problem solving process
- Assists in data analysis to identify a problem solving hypothesis
- Performs observations to assist in intervention development
- Collaborates in the development and documentation of academic and behavioral interventions

Progress Monitoring

- Helps determine the type and frequency of assessment(s) that will be used for progress monitoring based on intervention goals
- Helps summarize, graph and interpret progress monitoring data
- Consults with teachers to help overcome barriers to implementation of progress monitoring procedures

Involving Parents

- Attends parent conferences for intervention development and progress monitoring review
- Explains progress monitoring and evaluation data and implications for student performance
- Provides information, recommendations, and resources to help parents actively participate in intervention efforts for their student

Eligibility Tasks

- Provides an observation of student behavior in the general education environment
- Helps determine the most useful evaluation procedures to address referral concerns and the specific needs of the student
- Conducts comprehensive formal evaluations that may include assessment of cognitive, academic, behavior, social/emotional and/or adaptive behavior functioning
- Compiles comprehensive evaluation reports.
- Attends staffing/IEP meetings to review evaluation results and recommendations with parents, staff and teachers and provides assistance with IEP development based on the results of the evaluation

Speech/Language Pathologist

Role in MTSS

- Active member of MTSS Team
- Assists school based team in collecting and analyzing data to identify struggling students, as appropriate for Language needs

Coordination & Record Keeping

- Educates staff on Speech and Language development
- In collaboration with the MTSS Coordinator, keeps records in the MTSS (green) folder regarding all students with Language concerns in the MTSS process

Intervention Development & Documentation

- Provides Language Questionnaire to teachers for MTSS referrals related to possible Language needs
- Reviews Language Questionnaire and provides teachers with specific strategies that target Language concerns (this does not need to occur in the MTSS meeting)

Intervention Implementation

- Consults on implementation of Language interventions
- SLPs may provide direct intervention under certain situations
- Provides materials, links and resources to teachers

Progress Monitoring

- Participates in the development and implementation of progress monitoring systems and the analysis of student outcomes
- Monitoring Language interventions through observations or consultation with teachers and makes revisions as needed
- Assists teacher in creation of graphs/charts based on data collected by the teacher

Involving Parents

- Provides resources to help families understand the Language-Literacy connection
- Interprets progress assessment results to families when needed

Eligibility Tasks

- Provides observations of the student when Speech and / or Language issues are of concern
- Conducts Language evaluation as appropriate; writes and prepares assessment and evaluative data/results related to language
- Completes RtI Coversheet for Written Summary – Language Impairment (MIS 4335), Page 1
- Attends eligibility/IEP meetings
- Interprets Speech and/or Language Evaluation results to families
- Writes reports and drafts goals for eligible students
- Provides services to students who are determined eligible to receive Speech and/or Language services

Social Worker

Role in MTSS

- Active member of MTSS Team as requested
- Assists in the development of Tier 2 and Tier 3 behavioral interventions
- Assists the team in helping parents to understand their child's development and education
- Consults with staff to ensure that the intervention plan devised is appropriate to the needs of the targeted student or students
- May provide observations of the student when behavior is a concern
- Completes parent interviews to provide social history documentation
- Assists with development of FBA and BIP (requires parental consent)

Coordination & Record Keeping

- May assist with the development of FBA/BIP (requires parental consent)
- Provides documentation of Social History

Intervention Implementation

- Assists with implementation of behavior plans and possible behavior support

Involving Parents

- Helps facilitate home/school communication
- Talks with parents about behavior support for their student in school and at home
- Helps families gain access to community resources

Behavior Specialist

Role in MTSS

- Active member of MTSS Team as requested
- Assists in the development of Tier 2 and Tier 3 behavioral interventions
- Assists the team in helping parents to understand their child's development and education
- Consults with staff to ensure that the intervention plan devised is appropriate to the needs of the targeted student or students
- May provide observations of the student when behavior is a concern
- Assists with development of FBA and BIP (requires parental consent)

Intervention Development & Documentation

- Assists with development of behavioral intervention
- Conducts observations to assist in intervention development

Intervention Implementation

- Assists with implementation of behavior plans and possible behavior support

Administrators

Role in MTSS

- Active member of MTSS Team
- Assists MTSS Team in developing and revising interventions, as appropriate
- Assists in the development of Tier 2 and Tier 3 interventions
- Supports classroom teacher with implementation of interventions
- Assists school counselor/MTSS Coordinator with periodic review of documents

Intervention Development & Documentation

- Attends MTSS meetings, parent conferences, and/or staffing/IEP meetings
- Assists in data analysis to identify a problem solving hypothesis
- Collaborates with teachers and others in academic and behavioral intervention development

Intervention Implementation

- Provides behavior support
- Assists with implementation of behavior plans

Progress Monitoring

- Consults with teachers to help overcome barriers to implementation of progress monitoring procedures
- Ensures teacher participation in the MTSS process
- Periodically reviews school-wide and grade level data to identify possible struggling students who have not been discussed with the MTSS Team
- Works with teachers to ensure no student is overlooked

Involving Parents

- Meets with parents as needed
- Provides information, recommendations, and resources to help parents actively participate in intervention efforts of their student
- Talks with parents about behavior support for their student in school and at home

Section 3 - Academic / Language
MTSS Movement between the Tiers

Academic MTSS & Movement between the Tiers

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

- Effective instruction delivered with fidelity in general education classrooms by highly qualified instructors
- Accurate and timely data compiled graphically and interpreted by someone with the appropriate expertise
- The data was used to target specific skill or behavioral deficits and to make logical, reasonable decisions about an intervention plan
- Intervention plans written with realistic goals that are *meaningful*, *measureable*, and *monitorable*
- Goals implemented for realistic periods of time
- Progress monitored regularly and revisions made as needed to provide as many opportunities as possible for progress to be made in the regular education setting

Evidenced-Based Instruction

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 evidenced-based instruction is provided. The requirement for the use of research-based instruction can be found in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The law stresses 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. Evidence-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 skills or behavior deficits, and are replicable over time. While teacher created interventions used by many teachers over the years still have their place, most of them are not supported by research. These interventions may or may not be acceptable interventions for students in the MTSS process. This should be an MTSS Team decision. Evidence-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. AR/AM, Reading Counts)
- **Retention** (although MTSS will not necessarily prevent retention)
- Referral for ESE (Exceptional Student Education) services

Accurate and Timely Data Presented Graphically

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 graphs. Graphs are 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 meeting, the teacher should have (at least) attempted to contact and conference with the student's parent. Attempts should be documented on the Progress Monitoring Plan (PMP). Preferably, conferences should occur face-to-face, but if that is not possible, it is acceptable for conferencing to be completed via phone. During this contact/conference, at least part of the discussion should include any academic or behavioral concerns observed and/or documented by the teacher and/or the parent. Possible classroom interventions to address those concerns should be developed by the teacher in concert with the parent. Interventions should be prescriptive to the student's area of concern.

At this point, the referring teacher should complete the MTSS Referral Checklist (MIS 5435) and MTSS Parent Notification Letter. See appendix in section 6 for example.

As soon as the concerns are identified and interventions are 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 Flyer (see Appendix) explaining the MTSS process and obtains the parent's signature verifying that they have been notified that their child may be involved in that process if significant academic or behavioral struggles are exhibited during the school year. If the parent does not attend the parent conference, or if it is conducted 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 a face-to-face conference did not occur, but that a 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 to determine if more intensive interventions are needed to produce satisfactory progress. The teacher must ensure that the Tier 1 portion of the PMP is completed ***in its entirety*** prior to referring for movement to a higher tier. If parent contact was done face-to-face, then the parent should have signed the PMP.

How the Process Begins: A referral to the MTSS Team begins with a conference with the School Counselor or MTSS Coordinator. MTSS Referral Checklist (MIS 5435) must be completed prior to this conference. Certain performance data would be indicative of the need for a referral, such as low MAP/FSA scores. 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.

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
- 6-8 weeks of progress monitoring data (do NOT include zeroes received due to absences)
- Grade level average, class average, and/or benchmark scores for each target skill, whichever is available

- Percentage of class that is achieving benchmark (or received 70% or above on progress monitoring 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 is 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 or intervention teacher. Typically, teachers will be graphing performance in one or more of the five components of reading, math or language skills for which the student is showing a deficit. The five components of reading, math and language include:

Reading	**Math**	**Language**
Phonemic Awareness	Number Sense	Oral Comprehension
Phonics	Geometry	Vocabulary
Vocabulary	Algebraic Thinking	Verbal Expression
Fluency	Measurement	Grammar
Comprehension	Data Analysis & Probability	Pragmatics

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:

1. One set showing the student's progress on assessments at the student's instructional level
2. One set showing the student's progress on grade-level assessments.
3. Each individual skill must be graphed separately

SPECIAL NOTE: Because the number of students being considered for movement from Tier 1 to Tier 2 can potentially be quite large, schools are not required to convene a full MTSS Team meeting to make the determination to move the student from Tier 1 to Tier 2. The parent must be kept informed of their child's status in the process. Anytime a student is being considered for movement to Tier 3, a full MTSS Team meeting is required.

Data Used to Target Specific Skill Deficits

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. MAP). 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 demonstrate a deficit in the target skill(s) are identified, the data were 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 a Progress Monitoring Plan.

How is fidelity verified at Tier 1? Typically at Tier 1, at least 75% of the students in the student's grade and/or student's classroom are achieving benchmarks at a grade of "C" or above. If less than 75% of the students in the grade and/or classroom are achieving benchmarks, then fidelity of instruction will need to be verified by an administrator.

How is fidelity verified at Tiers 2 and 3? Fidelity in Tiers 2 and 3 refers to frequency and duration of interventions. The student must have received 85% of the intervention time specified in the plan to be considered to have met fidelity (e.g. 21 of 24 sessions over the eight-week intervention period or 918 minutes of a 1080 minute intervention). Fidelity will be documented by classroom teacher or interventionist using District Fidelity Logs (See Appendix for examples).

Verification of Fidelity

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 to answer the following questions (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/probable?
- 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 or behavioral deficits, the decision to move immediately from Tier 1 to Tier 3 can be made by the MTSS Committee. Students with severe academic and/or emotional-behavioral issues MUST be reviewed by the MTSS Committee at the earliest possible time.

Special Note Regarding 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 Committee should immediately place the student AT LEAST 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 for the lower tier(s) 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 three grades, in particular, be well-versed in the MTSS process. Some of the data available for kindergartners is not as comprehensive or "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. Kindergarten teachers should refer to the Pupil Progression Plan to determine PMP requirements for kindergarten students. Some of the data used for kindergarten students may include, but is not limited to, letter identification, letter-naming fluency, letter-sound association, as indicated in the Kindergarten checklist.

Intervention Plans Written with Meaningful, Measurable, and Monitorable Goals Implemented for Realistic Periods of Time

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. Examples of a measurable goal for reading comprehension might be written as:

- "The student will score above 70% on five out of eight weekly comprehension tests during the next intervention period"
- "The student will increase his reading fluency by an average of two words correct per minute per week during the next intervention period."
- "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, as documented in the PMP, includes spaces for more than one academic and/or behavioral intervention. It is **neither necessary nor desirable to develop multiple interventions** for each student in the process, but the space is available in the PMP if the team determines that separate interventions are necessary.

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

Progress Monitored Regularly and Revisions Made as Needed

Team Responses to the Student's Multi-Tiered System of Supports: 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. 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 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, but increase the frequency, intensity, and/or duration of the 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. It is important to keep parents informed of the progress, or lack thereof, of their child.

Moving from a Higher Tier to a Lower Tier

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 should be called. A single member of the team cannot and should not make the decision to move the student to a lower tier. The movement of a student from a higher tier to a lower tier requires a team decision, which can be accomplished by a grade level team or a full MTSS Committee meeting. The parent MUST be notified of the movement to a lower tier.

How important is it to follow the MTSS intervention plan? A student must receive the intervention as specified in the plan. 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 85% of those sessions (21 sessions**)** by the time the MTSS Committee meets to review his/her progress, even if that means the time on tier must be extended. If a total intervention minute's format is used, the student must have received 85% of the total required intervention minutes before the team meets to review the data.

When Should a Teacher Consult with the Speech/Language Pathologist (SLP) for Language Intervention Suggestions?

A teacher should typically consult with the SLP during MTSS meetings when a student is moving into Tier 2 or Tier 3. The SLP will provide a language questionnaire to teachers that will aide in identifying the student's specific area of weakness. Weaknesses in the following areas ***MAY*** indicate a *possible* Language deficit:

- Difficulty answering comprehension questions
- Vocabulary deficits
- Following directions
- Grammar Strategies
- Pragmatics

The SLP will review the language questionnaire and provide the teacher with specific strategies to target the language concerns. The SLP and teacher may meet and consult after the initial MTSS meeting. It is important for teachers to implement appropriate interventions. The appendix contains suggested strategies for each of the above areas.

How do ESOL/ELL and MTSS interface with one another?

With MTSS being the sole method for SLD or Language Impairment determination, it is even more important to make sure the difficulty is not really due to limited English Language proficiency. Under MTSS, it would be unwise to determine eligibility for an ESOL student prior to him or her having been in ESOL for a full year. But, there is also no basis for delaying the student's entry into the MTSS process until after twelve months of ESOL services have been completed. MTSS interventions should be occurring concurrently with the ESOL services. Doing so, however, would mean that, in most cases, time on the tiers would need to be extended significantly, because language acquisition takes longer in most cases than a skill acquisition, in general. However, waiting a full year to even begin the MTSS process with an ESOL student would potentially deprive that student of a year of extra support he or she could be receiving.

Private Evaluations

Private evaluations will be considered as a part of the process.

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, written expression, or language. The teacher completes Tier 1 of the PMP and attempts to meet 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 conference will be documented in the collaboration section of the PMP. The interventions from Tier 1 of the PMP are implemented for a minimum of 6-8 weeks.

Step Two: If after a minimum of 3-4 weeks, the interventions specified in Tier 1 of the PMP are not successfully resolving the student's academic deficits, the teacher may choose to implement a different intervention. Teachers should document the change of intervention in the PMP.

Step Three: If, after a minimum of six weeks of Tier 1 interventions have been implemented, the student is not making sufficient progress to achieve grade level benchmarks on schedule, the teacher conferences with the MTSS coordinator at the school. The MTSS coordinator then reviews the information and determines if a MTSS Committee meeting is needed.

Step Four: If the MTSS Committee determines that movement to a higher tier is necessary for the student to become successful, the team will update the PMP in the appropriate section (Tier 2 or Tier 3) for the academic or language 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. Fidelity of the intervention plan is critical; 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 were 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 or 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 PMP, 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 or 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 at Tier 2, 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 data is presented to the team to review progress. If the student has achieved the short-term goal(s) outlined on the PMP, 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 interventions 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 formal evaluations and/or ESE eligibility staffing.

Step Seven: If the team reviews the data and documentation then determines that it supports a referral for ESE eligibility, the MTSS coordinator or designee obtains parent consent for a review of MTSS documentation, as well as for any needed formal evaluations. Appropriate evaluations are completed and then a report is written and returned to the MTSS Coordinator. The Coordinator will then forward all information to the Staffing Specialist. If the packet is incomplete, or the committee did not adhere to procedures, the staffing specialist may return the packet to the MTSS Coordinator to have the deficiencies in the documentation remedied.

Section 4 – Multi-Tiered System of Supports Behavior

What are the core principles of MTSS for Behavior?

Multi-Tiered System of Supports strategies can be applied to students' behavior, as well as to academic achievement. The core principles of MTSS remain the same regardless of the problem-solving target. A Multi-Tiered System of Supports 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
- Utilization of a multi-tiered model of support delivery that enables the efficient use of school resources

What is a structured problem-solving process?

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

- 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 System of Supports- Is it working?

The four-step, problem-solving model of MTSS for Behavior looks very similar. 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 of 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.

Why is an integrated data system necessary for problem-solving?

The success of the MTSS for Behavior process is dependent on a number of critical features. First, the problem-solving approach requires the use of accurate data for decision-making at each level and step of the process. This means that schools should have methods of collecting, maintaining, and accessing their data that are easy to use, relevant, and accessible to decision makers, and easily summarized in a way that is understandable to teachers and parents.

The types of data collected will differ according to the focus of the problem-solving process. For example, problem-solving at the entire school level requires the analysis of summary data that is based on the behaviors of the entire student body; while problem-solving for an individual student requires the

analysis of specific patterns of behavior for that student. Understanding which types of data to collect requires a deeper understanding of each level or tier of support.

What does this Multi-Tiered Support System look like?

A three-tiered model for instruction and intervention expresses the concept that behavioral supports are provided at a **core or universal level** that is intended to effectively address the needs of **all** students in a school. This is referred to as Tier 1. However, not all students will respond to the same behavior strategies. As a result, at Tier 2 **some** students with identified needs will receive **supplemental or targeted behavior** intervention. Finally, at Tier 3, a **few** students with the most severe needs will receive **intensive and individualized** behavioral support. This three-level support system allows educators to identify the needs of all students and match the level of support to the severity of the behavior problems.

What is School-Wide Positive Behavior Support?

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 behavioral 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 a 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.

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

School-wide discipline often focuses 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 a 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 Tier 1 Multi-Tiered System of Supports 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 ~75% of the student body. An effective Tier 1 system should reduce the number of students who need more extensive and time consuming resources at Tiers 2 and 3. So, if more than 75% 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.

1. Do 75% of the students in the school respond positively to the school-wide discipline plan?
2. Does the behavior level of the target student-differ significantly from that of the peer group? Alternatively, does a gap exist?

How do we know if Tier 1 Supports for behavior 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 outcomes and fidelity of Tier 1 supports and include but are not limited to:

- **Office discipline referrals** provide a school-wide measure of the impact of Tier 1 activities for all students
- **Out-of-school suspension and Student Training Program referrals** (OSS/STP) 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).

What if Tier 1 Supports don't work?

Tier 1 Supports should work for over 75% of all students in a given school. 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 Supports.

Implementing systematic Tier 1 strategies for behavior offers several advantages:

- Reduces office discipline referrals for minor infractions
- Provides system for documenting the occurrence of problem behaviors (e.g., office discipline referrals) and method to determine which students need more intensive intervention

- 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

What is Tier 2 Supports for Behavior?

If the target student's behavior differs significantly from his/her peers, then the student should move to Tier 2. Tier 2 Supports are designed to provide additional or targeted interventions to support students who have access to Tier 1 Supports and are not responding positively to them. Tier 2 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 Tier 2 support practices involve small groups of students or simple individualized intervention strategies.Tier2 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.

Tier 2 interventions also are recommended as an approach for identifying students in need of more intensive, individualized interventions. Specific Tier 2 Supports include practices such as:

- Modified classroom behavior plan
- Check in/check out
- Behavior tracking system to turn in for positive rewards
- Social skills club

Can students receive individual behavior support plans at Tier 2?

Yes, individual behavior plans at the Tier 2 level involve a simple assessment to identify the function a problem behavior serves. This differs from the Tier 3 FBA in that the Tier 2 support plan is less comprehensive. 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
- 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.

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

Decisions to implement Tier 2 supports are usually grounded in records of student behavior compiled by classroom teachers or other professionals. The decision to use Tier 2 supports will be made by the school's MTSS Committee. It 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 evidence for their selected interventions. **Students with behavior concerns who are below grade level academically should receive interventions to address both areas of need (academic and behavior)**.

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

Even the best interventions, if they are implemented poorly, will be ineffective in changing a student's behavior. MTSS Committees 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, be certain 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 Tier 2 intervention plan is effective?

Traditionally, evaluation of intervention effectiveness usually occurs only after a student has been receiving an intervention for several weeks. Sometimes behavior can become worse before improvement is observed. With MTSS for behavior, students' progress under different interventions is tracked much more consistently and with much more specific data. While teacher ratings of positive/replacement behavior may still be used as the primary data source, the ratings are given **at least** once each day, and a specific value is assigned to them so that they may be graphed or charted. 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
- They can be easily summarized in graphic or chart format

A progress monitoring tool can be used across the day with multiple teachers to track a student's progress in mastering replacement behaviors. The tool can also be adapted to collect student data on a wide range of Tier 2 interventions. Tier 2 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 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 this level of 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 interventions. See your school psychologist or behavior specialist if you need assistance developing a progress monitoring tool.

What are Tier 3 supports?

The goal of Tier 3 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.

Tier 3 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. 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.

What are the critical components of Tier 3 supports?

Tier 3 supports may involve a process of investigating the suspected function of the behavior in order to determine why a behavior is occurring. This information may be obtained through classroom observations to be used to develop a Tier 3 Positive Behavior Intervention Plan (see addendum).

The Tier 3 Positive Behavior Intervention Plan should be comprised of individualized, evidenced-based 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 student's environment so that problems can be prevented and desirable behaviors encouraged.
- 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 behavior which are required when the behavior is dangerous to the student or others (Quality Behavioral Solutions - QBS)

When should Tier 3 supports be implemented?

Students are identified for Tier 3 supports when a poor response to interventions has been established at Tier 1 and 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 progress 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 a Tier 3 Positive 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.

How should goals for Tier 3 supports be determined and implemented?

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 a positive, long-term vision for the student developed with input from the student, the student's family, and the support team.

Tier 3 interventions are implemented through a flexible, but systematic, process of determining the function of a student's behavior and developing interventions to teach adaptive and replacement behavior. 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 hypotheses that describe relationships between the student's behaviors of concern and aspects of the environments. These hypotheses 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)
- Other variables that appear to be affecting the person's behavior

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

A Tier 3 Positive Behavior Intervention Plan is developed based on the hypotheses and data that is gathered to address the behavioral concerns including:

- A description of the target behavior
- A description of the replacement behavior being taught
- The positive reinforcement / reward the student will earn when demonstrating the replacement behavior
- The setting(s) in which the Positive Behavior Intervention Plan will be implemented
- Adjustments to the environment that reduce the likelihood of problem
- The consequence plan if the target behavior occurs despite implementation of the Positive Behavior Intervention Plan.

Step 4: Multi-Tiered System of Supports (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 is an important consideration for the school team. The school team will need to assess if interventions are being done as often and completely as necessary. Without clear measures of fidelity at Tier 3, it is impossible to assess a student's progress. At Tier 3, progress monitoring must be done more often (at least daily) and with more detailed information. Tier 3 Positive Behavior Intervention Plans 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 a 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 Tier 3 Positive Behavior Intervention Plan can be reduced or gradually eliminated, without affecting the student's performance. It is important to *gradually* fade supports to prevent the reintegration of negative or new behaviors. 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 Tier 3 Positive Behavior Intervention Plan 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 despite the intensive interventions, then the student may be considered for exceptional student education evaluation as appropriate.

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, 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?

MTSS Procedural Steps for Behavior

Step One: The classroom teacher identifies a specific behavior concern and communicates with parent/guardian in person or via telephone. This conference is documented in the PMP.

Step Two: Tier 1 interventions are implemented. The method of progress monitoring at Tier 1 will be determined by the classroom teacher. 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

Step Three: For students unresponsive to Tier 1, teachers should consult with parents and initiate a PMP for behavior. The interventions should be implemented with fidelity for a minimum of 4-6 weeks. If after 3 weeks the targeted behavior is not improving, the teacher should modify the intervention. Data should be continuously collected throughout the implementation. If the targeted behavior continues, the teacher should notify the MTSS coordinator and schedule a meeting if a higher tier of intervention is warranted.

Step Four: MTSS Committee Meeting #1

- MTSS Committee reviews Tier 1 behavior data, disciplinary data, and academic data in order to assess the need for progression to Tier 2.
- A Tier 2 behavior plan may be discussed or developed by the MTSS Committee to determine appropriate interventions. Examples may include:
    - Daily behavior reports
    - Mentoring programs
    - Check-in/check-out systems
    - Self-monitoring systems
    - Social skills instruction or school counseling used in combination with classroom strategies
    - Anger management intervention
    - Bullying prevention intervention
- Select a method for progress monitoring and include desirable short-term behavioral objectives. All progress monitoring data should be graphed or charted.
- A copy of the MTSS Parent Information Letter is provided to the parent.
- Obtain parent consent for vision/hearing screening (if needed).
- A classroom observation will be conducted by a member of the MTSS Committee.
- A review date is set to determine if Tier 3 interventions are needed.

Step Five: MTSS Committee Meeting # 2 (review Tier 2 outcomes and consider Tier 3 interventions are needed).

- Tier 2 data were 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.

- The MTSS Committee will determine necessary screeners and obtain parental consent using MIS 4226. If the student has a current IEP, an interim conference must be held and consent is obtained on MIS 1139, if a re-evaluation is appropriate.
- Tier 3 interventions are highly individualized and implemented based on non-responsiveness to Tier 2 interventions.
- The PMP will be updated to include desirable short-term behavioral objectives. All progress monitoring data should be presented in graph or chart form.
- Tiered interventions should be implemented with fidelity and monitored for a recommended minimum of 4-6 weeks unless behaviors warrant an immediate action.

Step Six: If the team reviews the data and documentation then determines that it supports a referral for ESE evaluation, the MTSS coordinator or designee obtains parent consent for a review of MTSS documentation, as well as for any needed formal evaluations. Appropriate evaluations are completed and then a report is written and returned to the MTSS Coordinator. The Coordinator will then forward all information to the Staffing Specialist. If the packet is incomplete, or the committee did not adhere to procedures, the staffing specialist may return the packet to the MTSS Coordinator to have the deficiencies in the documentation remedied.

Section 5 – Frequently Asked Questions

1. What is curriculum based measurement and on-going progress monitoring?

Curriculum-based measurement (CBM) is an assessment tool frequently used to monitor progress of a specific skill over time. It is a quick feasible method to assess skill mastery as research-based interventions are implemented.

For example, a child struggling with reading fluency would be assessed with a 1 minute fluency probe weekly and the correct words per minute recorded and graphed. A child struggling with reading comprehension is given a cold read with five questions and percent correct is recorded and graphed.

2. Who collects the on-going progress monitoring/data for MTSS?

Classroom teachers often collect the data under the MTSS model; however, other professionals (reading teachers, reading/math coaches, school psychologists, speech language therapists, etc.) may also assist. For information regarding a specific intervention, refer to the PMP.

3. How do I measure response to intervention/instruction?

Response to Intervention (RtI) is measured by on-going continuous progress monitoring. It is important to determine the baseline performance of the skill prior to interventions and to document the progress of the skill throughout the process. RtI should not be noted as “good”, “below grade level”, “none”, or “failing” but rather should reflect the actual level of performance. For example, for a child with reading fluency difficulties, the baseline performance is measured at 40 correct words per minute (cwpm). During the intervention implementation, it is important to record the actual cwpm (i.e., 42, 35, 37, 48) to determine the student’s rate of growth.

4. How long are interventions provided?

For as long as needed; this is an individual student determination. Best practice would indicate that schools should follow the recommendations provided by the curriculum/intervention series. If progress is not being observed throughout the intervention implementation periods, consult with the appropriate professional in your school building for assistance with modifications to the interventions.

5. Where can I find research-based interventions?

Interventions can be found:

- Okaloosa County School District MTSS Manual
- Intervention Central
- Intervention components of the core curriculum
- Florida Center for Reading Research website
- What Works Clearinghouse
- Consult with reading/math coach, school psychologists, speech and language therapists, ESE teachers, school counselors, administrators, behavior specialists, etc.

6. What determines intensity of interventions

Intensity of intervention is determined by how frequently (# of days a week, # of times a day) the intervention is provided, the group size, and the duration (number of minutes) of each intervention session.

7. What does the term fidelity of intervention mean?

Simply put, fidelity of intervention refers to whether the intervention is implemented as research intends and delivered as stated in the PMP (times per week, minutes per day, etc.).

8. I have a student who went through the MTSS process and was successful; therefore, the intervention was discontinued. The student's data show that they are now falling below benchmark and peers. Do I need to start the process all over again?

The purpose of MTSS is to maximize all students' ability to achieve grade level benchmarks. The level of support may change over time, so it is not unusual for a student to "float" between tiers. If the student appears to need the support they had when they were receiving Tier II interventions simply provide the student with that level of support and document on-going progress monitoring. You may also consult with the MTSS Coordinator for assistance with the student.

9. A parent has requested a psycho-educational evaluation for their child. Can they make this request?

Yes, the parental request for evaluation should be directed to the MTSS Coordinator or school counselor. The MTSS process will be explained to the parent. The purpose of an evaluation is to determine student strengths and weaknesses in order to assist educators in designing appropriate instruction. A parent suspecting that their child has a disability must understand that the psycho-educational evaluation is only one component of the process that ultimately determines the presence of a disability. Interventions must be implemented and progress documented prior to any consideration of eligibility for an exceptional student education program.

10. **When is a request to determine ESE eligibility appropriate?**

The goal of MTSS is to have students be successful within the general education setting and to intervene systematically with relevant interventions. For some students, despite appropriate interventions that have been delivered with integrity, a student may still need more support than can be provided within the regular classroom. These are children who with the support of other relevant data may be considered for evaluation. It is important to remember all students are

entitled to education within the general education setting with interventions. It is only when these interventions reach a level of intensity that cannot be provided within the general education setting that evaluations may be considered.

11. Are computer programs considered to be interventions?

It depends on the program. If a computer program contains an instructional component, it could be considered an intervention, but only if it is research-based. Programs that contain no instructional component, such as AR/AM, do not satisfy the requirements to be considered interventions. Programs such as Achieve3000 or MAPs may be used for progress monitoring data.

12. What role do classroom grades play in MTSS?

Classroom grades are one valuable piece of data that can be used in the MTSS process, but because grades involve some degree of subjectivity, they should never be used as the sole measure of a student's progress. It is always preferable to use standardized instruments whenever possible.

13. How does MTSS work from one school year to the next?

Students in the MTSS process do NOT begin at Tier 1 every time a new school year begins. The student will begin the school year on whatever tier he or she was on at the end of the previous school year. This process should continue at major transition times as well (e.g. elementary to middle school, transfer to new school).

14. I have a student who may be in danger of retention. Should the student be in the MTSS process?

Yes. It is difficult to imagine a scenario in which a student is being considered for retention without already being in the MTSS process. Although in most cases, it would seem likely that a student would be at least in Tier 2 if they are in danger of retention. Any student being considered for retention SHOULD be reviewed by the school-based MTSS Committee. It is recommended that the MTSS Committee meet when possible retention letters are distributed mid-year to determine a plan of action for at-risk students.

15. What if a student's academic performance is below expectations, but the cause appears to be a lack of effort or motivation, rather than a skill deficit?

In those cases, where the student appears to have the ability to perform grade level work, the focus should be primarily on behavioral interventions to address the lack of effort or motivation. However, it is often difficult to exclude academic deficits with certainty. Therefore, best practice dictates that academic interventions be implemented in tandem with behavioral interventions.

16. I am using an intervention for a student that is below her grade level, but it is on her instructional level. Should I be graphing her progress on the below grade level intervention?

Absolutely. Progress on BOTH instructional level and grade level instruments should be tracked and graphed. While MTSS requires a student to be compared to grade level peers, information as to how rapidly a student is progressing in a below grade level intervention will help the team determine a reasonable and realistic period of time before the student may be expected to achieve grade-level proficiency. Therefore, even if progress on grade level progress monitoring instruments is not occurring at a desirable rate of improvement, rapid improvement on below

grade level instruments would suggest that the student is moving toward proficiency and may only need more time in interventions to achieve it.

17. We are reviewing data for a student showing deficits in reading, but I am concerned that the student has a history of poor attendance. Don't we have to take attendance into account when looking at a possible learning disability?

We certainly do. The question must be asked whether or not that student may have missed a significant amount of the skills needed to build a solid foundation in the subject area to be causing the current academic concerns. This is a situation where more diagnostic testing in the subject area may reveal some basic skill deficits that below grade level interventions might address more quickly and efficiently. Once the gap in the foundation is patched, more advanced reading skills may soon follow. If it is determined truancy is the barrier to student success, the MTSS Committee may need to include the district's attendance officer in on the intervention planning.

Section 6 – Appendix

MTSS Interventions for ELA - Elementary

Phonemic Awareness

- Use language games to promote identification and creation of rhymes
- Use songs and games to build phonemic awareness (e.g., blending and segmenting phonemes in words)
- Use sound boxes to represent sounds in words
- Categorize and sort pictures by beginning/ending sounds
- Include activities which demonstrate that spoken sentences are made up of groups of separate words, that words are made up of syllables and that words can be broken down into separate sounds
- Phonics/Word Study
- Use onset and rime activities to build word families
- Use magnetic letters for “making and breaking” words
- Use read aloud (think aloud) and shared reading to model rhymes, letter/sound relationships and word patterns
- Include word play activities to provide practice in changing beginning, middle and/or ending letters of related words (i.e., changing words for decoding and spelling)
- Use word games for isolation and framing of individual letters, blends, vowel patterns or spelling patterns
- Provide explicit instruction with prefixes and suffixes
- Reading Readiness
- Preview and predict using story title and illustrations
- Use read aloud (think aloud) and shared reading to model what good reading sounds like
- Model and provide practice in tracking print (e.g., left to right, word by word) by using a finger or an object to tract print

Vocabulary

- Develop “child friendly” definitions
- Provide frequent practice with word families
- Use word walls/word banks to display and practice high frequency words
- Use read alouds (think alouds) and shared reading to enrich vocabulary development
- Use graphic organizers to build word relationships (e.g., word webs, concept maps)
- Use context clues and “read on” strategies to determine unknown, omitted words
- Use a thesaurus to expand vocabulary

Fluency

- Use repeated, familiar reading at the student's independent level to build fluency
- Establish goals and chart progress in gaining fluency through frequent, one minute timings
- Model fluent reading through read-aloud, choral reading, shared reading and Readers Theater
- Use partners to obtain feedback on fluent, expressive reading
- Use a tape recorder for self-monitoring
- Use a thesaurus to expand vocabulary

Comprehension

- Establish a purpose for reading as a pre-reading activity
- Activate prior knowledge and build background for reading (e.g., KWL, whole group discussion, "pair shares", real life items)
- Include prediction activities before, during and after reading
- Use read-aloud (think-aloud) to model metacognition
- Make connections from the text to text, text to self and text to the world
- Provide instruction at the student's instructional level of reading
- Use illustrations to show the sequence of events in a story
- Retell stories orally and through illustrations
- Use color coding to identify main idea and details in text
- Use art, drama or writing exercises to develop visual imagery in response to text
- Use a variety of graphic organizers to determine story elements and relationships (e.g., story mapping, Venn Diagram)
- Build experience in all 4 types of questions/responses (QAR)
- Respond to story content through reading journals (e.g., story elements, vocabulary, inference)
- Use reflective writing activities to enhance comprehension

Reference & Research

- Use classroom and school libraries to provide student choice, promote interest in reading, and to encourage exposure to a variety of text/genres
- Physically identify unknown words (e.g., post-its, highlighter) and research word/ meaning through a variety of sources and resource materials
- Use a variety of resources in the appropriate context
- Apply reading skills to obtain information from graphs, charts and illustrations
- Use the internet to investigate research topics

MTSS Interventions for Writing - Elementary

Writing across the Curriculum

- Connect reading and writing with reading response journals
- Engage students in writing to explain answers and processes
- Incorporate real-life writing activities (e.g., pen pals, thank you notes)
- Include note taking in other subject areas to reinforce the relationship of main idea and supporting details
- Include RAFT assignments to motivate students and provide variety in purpose, audience, format and topic
- Provide opportunities for students to investigate topics for writing, using web site searches

Drafting

- Focus on smaller increments of writing (e.g., introduction) with more time spent on the development of that component
- Match writing topics to pertinent curriculum (e.g., reading/social studies content) and/or allow for student choice
- Include a variety of purposes and audiences for writing tasks
- Use a color coding system to provide an organization for writing (e.g., different colors for topic sentence, supporting details)
- Provide resources to be used during drafting stage (e.g., list of transitional words)
- Provide for timed and untimed writing practice
- Maintain examples of effective strategies, perhaps in a student writing journal, which can be used to guide student writing during the drafting stage (e.g., flip chart of CRISS strategies, 6 Trait Writing checklist)

Editing

- Employ 1-on-1 conferencing (pre/mid/post) to build on student strengths and potential
- Provide a checklist to be used for self-assessment
- Select some edited writing for publishing
- Prewriting
- Use “think aloud” (metacognitive) strategies while writing
- Use shared and interactive writing to model elements of writing
- Use group discussions (e.g., small, large) to build background knowledge for writing topics
- Conduct explicit instruction in writing (mini-lessons) followed by independent writing
- Use illustrations and/or graphic organizers to plan for writing
- Share examples of quality writing and identify worthy elements
- Use literature to provide examples of writing components (e.g., introductions, voice)
- Build experience in “breaking down” the prompt to define writing task/type (e.g., highlight/ underline clue words)
- Compare/Contrast writing types (e.g., narrative, expository, persuasive) to build familiarity with definitive elements

- Model and provide practice with the “6 Traits of Writing” process (i.e., ideas, organization, voice, word choice, sentence fluency and conventions)

Revising

- Provide opportunities for students to share writing and obtain feedback from peers
- Provide resources for use in revision tasks (e.g., thesaurus)
- Provide practice in using revision tools in word processing programs (e.g., cut & paste, spell check)
- Use writing samples on the overhead to model revision techniques and symbols
- Build familiarity in scoring/rubrics; discuss and practice using FL Writes! and/or 6 Trait Writing rubrics
- Provide practice in revising a lower level writing sample to increase score
- Demonstrate the use of a graphic organizer to evaluate the completeness of a student’s writing sample, by “back mapping” from a writing sample to a blank graphic organizer

MTSS Interventions for Math - Elementary

Number Sense: Whole Numbers, Concepts & Operations

- Identify patterns within the environment; create and extend patterns using manipulatives
- Use manipulatives (e.g., base ten blocks, beans/cups) to develop place value concepts
- Use centimeter graph paper to align digits in algorithms
- Make concentration cards to match numeral, word names and expanded forms
- Use a hundreds chart to develop a sense of sums, composites, factors and multiples
- Use manipulatives to display the operation of addition, subtraction, multiplication and division
- Use number families to complete number sentences
- Use skip counting to form a basis for multiplication
- Use models and illustrations (e.g., math journal) to define math terms/vocabulary
- Bridge concrete experiences to abstract applications

Measurement

- Use measurement tools for concept development, problem-solving and to convert units
- Use T-Charts to convert units
- Bridge concrete experiences to abstract applications
- Number Sense: Fractions/Decimals, Concepts and Operations
- Use metric/measurement tools to build decimal concepts
- Use customary measurement tools to build fractions concepts
- Use concrete models to develop percentage concepts (e.g., 100 bead necklace)
- Create models to solve real world problems

Geometry and Spatial Sense

- Use manipulatives for concept development and problems solving
- Create a vocabulary book with terms, definitions and illustrations
- Use graphic organizers to identify similarities and differences of geometric figures
- Tour the campus to locate geometric shapes
- Relate geometric concepts to real world situations

Algebraic Thinking

- Use sentence frameworks to build algebraic relationship (e.g., “as one quantity increases/decreases by _____, the other quantity increases/decreases by ___”)
- Use physical models to develop algebraic concepts in real world situations
- Construct a matching game to translate phrases to number sentences (e.g., seven less than ten)

Probability & Statistics

- Use manipulatives to simulate probability concepts (e.g., possible outcomes, predict events)
- Use relevant or interest-specific topics to collect and organize data, construct graphs and interpret data

MTSS Interventions for ELA - Secondary

Phonemic Awareness

- Use sound boxes to represent sounds in words
- Categorize and sort by beginning, middle, ending sounds
- Include activities which demonstrate that spoken sentences are made up of groups of separate words, that words are made up of syllables and that words can be broken down into separate sounds

Phonics/Word Study

- Use read aloud (think aloud) and shared reading to model rhymes, letter/sound relationships and word patterns
- Provide practice in changing beginning, middle and/or ending letters/word units of related words (i.e., changing words for decoding and spelling)
- Use word games for isolation and framing of individual letters, blends, vowel patterns or spelling patterns
- Provide explicit instruction with prefixes and suffixes

Words and Phrases

- Increase opportunities to discuss/talk about words
- Classify and categorize new words to show relationships
- Segment and analyze word parts (i.e., affixes, root word) to determine meaning
- Identify signal words which focus on sequence, examples, importance, and conclusions (e.g., “for example”, “consequently”)
- Develop vocabulary maps to display relationships
- Use context clues to identify word meaning

Fluency

- Use repeated, familiar reading at the student’s independent level to build fluency
- Establish goals and chart progress in gaining fluency through frequent, one minute timings
- Model fluent reading through read aloud, choral reading, shared reading and Readers Theatre
- Use partners to obtain feedback on fluent, expressive reading
- Use a tape recorder for self-monitoring
- Provide opportunities for independent reading at the appropriate level

Reading For Informational Text

- Implement shared strategic reading with teacher modeling metacognitive reading skills
- Use pre reading strategies (e.g., KWL) to activate prior knowledge, establish a purpose for reading, make connections, and record learned information
- Use pre reading strategies (e.g., vocabulary development, graphic organizers) to identify text characteristics

- Use skimming and signal words to identify text structure (e.g., chapter walk-throughs, text think aloud)
- Use pictures, cartoons or quotes to determine implied meaning
- Use titles, headings, pictures and graphics to preview passages, make predictions, or determine if information is stated or inferred
- Show the basis of predictions by underlining evidence within the text
- Use note taking techniques to organize information (e.g., two column notes, problem-solution notes, Cornell notes)
- Use SQ4R (i.e., survey, question, read, recite, review, reflect) as a pre/post reading activity
- Use reflective writing activities to enhance reading activities (e.g., reflection logs, exit passes)

Main Idea, Plot, Purpose

- Establish purpose for reading as a pre-reading activity
- Use metacognitive strategies to develop understanding of text
- Use titles, headings, pictures and graphics to preview passages, make predictions, or determine if information is stated or inferred
- Use organizational tools to differentiate between main idea and details (e.g., two-column notes, power thinking, outlining)
- Provide a framework to condense ideas about a topic or content (e.g., one sentence summaries)
- Use graphic organizers or maps to display text structure (e.g., cause/effect, sequence of events)
- Label important details in text (e.g., highlighting, underlining, using post-its)
- Use concept maps to identify text elements and major details
- Use conclusion support notes and persuasive writing to identify and relate main idea and author's purpose
- Use pictures, graphs, and charts to draw conclusions through inferences
- Use QAR to build question/answer relationships to ensure question comprehension
- Use note taking techniques to organize information (e.g., problem-solution notes, two-column notes, Cornell notes)

Comparisons

- Use graphic organizers to analyze and compare text components (e.g., Venn diagrams, content frames)
- Use note taking techniques to organize information (e.g., problem- solution notes, Cornell notes)

Reading for Literary Text

- Provide extensive opportunities for student selected reading at the student's independent level
- Model inflection and expression while reading literary text orally
- Use graphic organizers to focus on the various elements of literary text (e.g., story plan)
- Show the basis of predictions by underlining or highlighting evidence within the text

- Engage in reflective conversations to synthesize information
- Use reflective logs and literature circles to focus on story elements
- Use reflective writing activities to enhance reading activities

Reference & Research

- Collect data within smaller, manageable units of text/graphics to organize information
- Locate text elements that confirm information displayed in graphic form
- Use multiple text and graphic resources to determine common conclusions
- Summarize graphic information in a text format
- Use skimming and signal words to identify text structure (e.g., chapter walk-throughs, text think-aloud)
- Use SQ4R (i.e., survey, question, read, recite, review, reflect) as a pre/post reading activity
- Analyze and synthesize data through a variety of informational sources (e.g., one sentence summaries, magnet summaries, content summary charts, note cards)
- Use pictures, graphs and charts to draw conclusions through inferences
- Use note taking techniques to organize information (e.g., two column notes, Cornell notes)

MTSS Interventions for Writing - Secondary

Writing across the Curriculum

- Connect reading and writing with reading response journals
- Engage students in writing to explain answers and processes
- Incorporate real-life writing activities (e.g., pen pals, thank you notes)
- Include note taking in other subject areas to reinforce the relationship of main idea and supporting details
- Include RAFT assignments to motivate students and provide variety in purpose, audience, format and topic
- Provide opportunities for students to investigate topics for writing, using web site searches

Drafting

- Focus on smaller increments of writing (e.g., introduction) with more time spent on the development of that component
- Match writing topics to pertinent curriculum (e.g., reading/social studies content) and/or allow for student choice
- Include a variety of purposes and audiences for writing tasks

- Use a color coding system to provide an organization for writing (e.g., different colors for topic sentence, supporting details)
- Provide resources to be used during drafting stage (e.g., list of transitional words)
- Provide for timed and untimed writing practice

- Maintain examples of effective strategies, perhaps in a student writing journal, which can be used to guide student writing during the drafting stage (e.g., flip chart of CRISS strategies, 6 Trait Writing checklist)

Editing

- Employ 1-on-1 conferencing (pre/mid/post) to build on strengths and potential
- Provide a checklist to be used for self-assessment
- Select some edited writing for publishing

Prewriting

- Use “think aloud” (metacognitive) strategies while writing
- Use shared and interactive writing to model elements of writing
- Use group discussions (e.g., small, large) to build background knowledge for writing topics
- Conduct explicit instruction in writing (mini-lessons) followed by independent writing
- Use illustrations and/or graphic organizers to plan for writing
- Share examples of quality writing and identify worthy elements
- Use literature to provide examples of writing components (e.g., introductions, voice)
- Build experience in “breaking down” the prompt to define writing task/type (e.g., highlight/ underline clue words)
- Compare/Contrast writing types (e.g., narrative, expository, persuasive) to build familiarity with definitive elements
- Model and provide practice with the “6 Traits of Writing” process (i.e., ideas, organization, voice, word choice, sentence fluency and conventions)

Revising

- Provide opportunities for students to share writing and obtain feedback from peers
- Provide resources for use in revision tasks (e.g., thesaurus)
- Provide practice in using revision tools in word processing programs (e.g., cut & paste, spell check)
- Use writing samples on the overhead to model revision techniques and symbols
- Build familiarity in scoring/rubrics; discuss and practice using FL Writes! and/or 6 Trait Writing rubrics
- Provide practice in revising a lower level writing sample to increase score
- Demonstrate the use of a graphic organizer to evaluate the completeness of a student’s writing sample, by “back mapping” from a writing sample to a blank graphic organizer

MTSS Interventions for Math - Secondary

Number Sense

- Use a four function calculator in daily assignments to familiarize students with Assessment instruments
- Use manipulatives to demonstrate mathematical concepts
- Develop resources to connect vocabulary, symbols, and phrases (e.g. 3 column notes vocabulary journals, and flash cards)

Measurement

- Use measurement tools, during active learning experiences to assist in the understanding of measurement (e.g. protractors, rulers, reference sheets)
- Use a variety of manipulatives and real world scenarios to exemplify measurement
- Use concrete models to develop measurement concept.

Geometry and Spatial Sense

- Use graphic organizers to compare and contrast geometric concepts
- Use a variety of manipulatives to visually demonstrate geometric vocabulary and formulas
- Use vocabulary strategies to strengthen geometric concepts (e.g. vocabulary mapping, vocabulary squares, concept mapping, and words in context)
- Use concrete models to develop spatial sense

Algebraic Thinking

- Use clue or key words to identify the variables in a problem
- Use visual presentations of algebraic expressions, equations, and inequalities
- Use manipulatives to demonstrate the process of solving equations

Data Analysis and Probability

- Use relevant interest specific data for statistical analysis
- Use active learning experiences to enhance the understanding of analysis and probability (e.g. experiments, projects and games)
- Use simulations to exemplify probability concepts

Example PMP Excerpts for Reading

- Decoding
    - *Problem-solving hypothesis*: Student struggles to comprehend what is read as a result of weakness in decoding unfamiliar words.
    - *Strategy*: Student will be instructed on prefixes, suffixes, and root words with flashcards through the incremental rehearsal technique.
    - *Progress monitoring goal*: Student will decode grade-level tests with 80% accuracy.
    - *Assessment of goal*: A curriculum-based measure, such as percentage of words read correctly on a grade level passage, will assess progress.
- Vocabulary
    - *Problem-solving hypothesis*: Although student has mastery of decoding skills, s/he struggles to comprehend what is read as a result of limited vocabulary skills.
    - *Strategy*: Student will be instructed to circle unknown words and use the beginning and context clues to construct meaning of words.
    - *Progress monitoring goal*: Student will define grade-level vocabulary words with 80% accuracy.
    - *Assessment of goal*: A curriculum-based measure, such as classroom vocabulary tests, will assess progress.
- Fluency
    - *Problem-solving hypothesis:* Although student has mastery of decoding and vocabulary skills, s/he struggles to comprehend what is read as a result of the rate of words read correctly.
    - *Strategy*: Student will be instructed on use of connected texts to improve phonics and word analysis skills to improve fluency.
    - *Progress monitoring goal*: Student will read 68 words on a 1-minute second grade-level passage.
    - *Assessment of goal*: Oral reading fluency probe will measure the student's correct words read per minute and will be compared to the grade-level benchmark (68 words read correctly for winter of second grade).
- Comprehension
    - *Problem-solving hypothesis*: Although student has mastery of decoding, vocabulary, and fluency, s/he struggles with answering comprehension questions from grade-level texts.
    - *Strategy*: Student will be instructed using a Main-Idea Map method, where he counts the paragraphs in a reading, develops a concept map/graphic organizer, and fills in the main ideas of each paragraph in his concept map/graphic organizer.
    - *Progress monitoring goal*: Student will answer comprehension questions correctly after reading a grade-level passage with 80% accuracy.
    - *Assessment of goal*: Curriculum-based measures, such as cold reads or weekly reading comprehension tests, will assess progress.

Example PMP Excerpts for Math

- Basic Math Calculation
    - *Problem-solving hypothesis*: Student struggles with understanding number sense, which impedes his/her ability to add/ subtract.
    - *Strategy*: Student will be instructed to understand place value to improve calculation.
    - *Progress monitoring goal*: Student will understand mathematical concepts of adding/subtracting 80% of the time.
    - *Assessment of goal*: A curriculum-based measure, such as percent correct of addition/subtraction facts, will assess progress.
- Math Fluency
    - *Problem-solving hypothesis*: Although student has mastery of basic math calculation skills, s/he struggles with completing math facts quickly and accurately.
    - *Strategy*: Student will be instructed using math facts flashcards through the incremental rehearsal technique
    - *Progress monitoring goal*: Student will proficiently add/subtract 30 problems in one minute.
    - *Assessment of goal*: Curriculum-based measures, such as math fluency worksheets (*math minute*) or a computer-based program, will assess progress.
- Math Word Problems
    - *Problem-solving hypothesis*: Although the student has mastery of basic math calculation and fluency, s/he is unable to derive appropriate operations to solve math word problems.
    - *Strategy*: Student will be instructed using a 7-step process for attacking math word problems (cognitive strategy)
    - *Progress monitoring goal:* Student will be able to determine the appropriate operation to use in order to solve word problems.
    - *Assessment of goal*: A curriculum-based measure, such as word problems in the *GoMath* series, will assess progress.

Intervention Ideas Based on Functions of Behavior
(To be determined by the Motivational Assessment Scale)

ESCAPE

Antecedent Modifications
- Verbal/gestural/visual reminders
- Check in, Check out (meeting with a designated person to preview and review day)

Premack Principle
- If this then that (follow a non-preferred task with a preferred task)
- Visual cue card (first math pg. 20, then 2 minute break)

Providing Choices
- Every other
- ½ assignment on own, ½ with partner
- Sit or stand, ink or pencil, computer or paper

Environmental Supports
- Agenda/organizer/visual schedule on desk
- Verbal/visual reminders
- Break cards – set number of cards per day/period, and set length of time and rules for break (2 cards before lunch, 2 minute breaks, no disturbing others)
- 1:1 assistance to initiate task
- Increase engagement time (use a timer for engagement, set goals, reinforce increased time on task)

Curricular Modification
- Shortened assignment
- Alternative assignment

Peer Supports
- Tutor/mentor
- Positive peer reporting

Transition Supports
- Retraining – practice transitions
- Reminders
- Posted Rules
- Transition tool - carry an item/visual to transition point (mouse to computer, picture of PE equipment to PE)
- Timer – warning of upcoming transition (2 minutes until we leave for lunch)

Problem-Solving Strategies
- Replacement Behaviors – teach, practice, verbalize, reinforce (“Instead of sleeping to get out of a hard assignment, I will ask if I can work with a partner to keep me awake and help me read the challenging vocabulary. If we finish on time, I can nap or quietly visit for the remainder of class.”)
- Stop and Think
- Breathing

Learning Strategies
- Peer tutoring
- Specific Academic Skills
- Independent Responding

Self-Management/Monitoring

- Graphing/Charting (http://kidtools.missouri.edu/Downloads.php)
- Pennies in Pocket, marbles

Set up Reinforcement Schedule/Program

- Behavior Contract
- Withhold reinforcement
- Home-School Reinforcement System

ATTENTION

Antecedent Modifications

- Class/line leader
- Daily job/chore
- 1:1 reminder

Environmental Supports

- Planned Ignoring- state intention to ignore, look away, move away, maintain impassive face, ignore all requests, attend to appropriate behavior, be consistent ("I plan to ignore your crying from now on." Ignore even when it escalates unless a threat to self or others. When crying stops, "I need for you to line up for PE now." When appropriate behavior occurs without tears, "Thanks!")
- Proximity and Mobility Control- body language, movement and distance in relation to behaviors (closer for more intensity, but if intensity is already high back away)
- Teacher response time - depending on behavior whether you are increasing or decreasing time (if student is using a new skill of an appropriate means to gain attention respond immediately, then gradually increase response time as appropriate behavior becomes more routine)
- Peer tutoring

Peer Supports

- Tutor/mentor
- Positive peer reporting

Transition Supports

- 1:1 assistance
- Hallway 'buddy'
- Job during transition (carry something, monitor quiet in line, door holder, count floor squares)

Problem-Solving Strategies

- Hand Raise – visual or gestural reminder
- Break Cards – set number of cards per day/period, and set length of time and rules for break (2 cards before lunch, 2 minute breaks, no disturbing others)
- Daily passes for _____ (repetitive inappropriate behavior) –determine number of passes to start with and meaningful reinforcer for number left (20 blurt out passes each day, loses one for each blurt out, end of the day number of passes left = number of minutes he gets to share his video game news with friends)
- Buddy Cards – set number of cards for him to interact with buddy (set time limit and rules)

Set up Reinforcement Schedule/Program

- Leadership role
- Reinforce Replacement Behavior – teach, practice, verbalize and reinforce replacement behaviors ("Thanks for raising your hand! Here is an extra class ticket." "Great job asking for help! Who would you like to help you with that problem?")
- Response Cost – presenting target behavior costs student a meaningful reinforcer (start with 20 minutes of computer time to be awarded at the end of the day. Each target behavior event costs one minute, decreasing the numbers on a flip chart. At the end of the day student receives computer time for number of minutes left on flip chart)
- When using a class intermittent reinforcer system (tickets, tokens, marbles), increase the number of reinforcers awarded to Tier 2 students, and/or at a fixed rate for a specific behavior ("Every time you line up the first time I call you, without talking or touching others, you will get two estimation jar tickets.")
- Withhold Reinforcement
- Increase Ratio of Positive to Negative Responses
- Home-School Reinforcement System
- Visual record of behavior being charted and earned reinforcers (tallies, stickers, points) http://kidtools.missouri.edu/Downloads.php

TANGIBLE
(Objects)

Premack Principle

- If this then that (visual cue card 1. Math page 20, 2. 10 minutes with Legos)

Token Economy

- For some students, the token itself is the reinforcing item ('working for the most tokens')
- Final reinforcers must be attainable, individualized, and meaningful to the student
- Marble jar
- Tickets/tokens
- Stamps/tallies

Transition Supports

- Hall Pass
- Manipulatives
- Hallway 'buddy'

Set up Reinforcement Schedule/Program

- Reinforce Replacement Behavior – teach, practice, verbalize, reinforce ("Since you asked to have an extra biscuit instead of taking it off someone else's plate, I will get one for you.")
- Requesting a break
- Raising hand
- Daily passes for _____ (repetitive inappropriate behavior) –determine number of passes to start with and meaningful reinforcer for number left (20 blurt out passes each day, loses one for each blurt out, end of the day number of passes left = number of M&M's or Skittles he earns)
- Response Cost – presenting target behavior costs the student a meaningful reinforcer (start with 20 puzzle pieces. Each target behavior event costs one puzzle piece, decreasing the numbers on a flip chart. At the end of the day student receives puzzle

pieces for number of minutes left on flip chart. When all pieces are earned, he gets to build the puzzle or take it home.)
- Withholding reinforcement
- Home-School Reinforcement System

SENSORY

Antecedent Modifications
- Change of seating (away from noises, lights, smells, high activity)
- Change schedule

Providing Choices
- Seat in front or back, sit or stand
- Pencil or pen, type or write
- Breaks –walk, run the track, swing, trampoline

Environmental Supports
- Music (headphones)
- Stress ball
- Manipulatives

Curricular Modifications
- Type assignments
- Dictate longer written assignments
- Multiple choice instead of written response

Tier 3 Positive Behavior Intervention Plan

Date of Initiation:	Student Name:	Teacher:
		Grade:

Description of Target Behavior (What behavior is interfering with the student's or his/her peers' ability to participate, receive instruction, attend to or complete assignments, follow class routine/behavioral expectations, etc?):

_____

_____

_____

Description of Replacement Behavior (What acceptable or appropriate behavior do we want the student to demonstrate in place of the behavior we are trying to change? State the replacement behavior in concrete, observable, measurable terms):

_____

_____

_____

Positive Reinforcement/Reward (Student will earn for demonstrating the replacement behavior; it is especially important to choose reinforcers that are truly desirable to the individual student in order to maximize the behavior contact's effectiveness):

_____

_____

_____

_____

Other positive behavior supports used to support the success of the Behavior Intervention Plan, if any (e.g., services provided by school social worker, school counselor, school psychologist, ESE teacher or other staff, mentors, private providers, etc):

_____

_____

Reinforcer/Reward Contingency Plan (Describe exactly how much or at what rate the student must demonstrate the replacement behavior in order to earn the reinforcer/reward, and on what type of schedule the reinforcer/reward can be earned – e.g., twice per day, at the end of each school day, for every 3 assignments completed, etc.):

_____

_____

_____

_____

_____

Consequence Plan (Describe what consequences will be employed if the target behavior occurs despite implementation of the proactive positive reinforcement strategies):

_____

_____

_____

_____

Setting(s) in which the Behavior Intervention Plan will be implemented and behavioral response will be tracked through data collection (e.g., General education classroom, ESE classroom, therapy room, lunch, bus, home, etc.):

☐ General education classroom ☐ Therapy room (SLP, OT, PT) ☐ Transition/Hallways ☐ PE/Special Area Classes

☐ ESE Classroom ☐ Lunchroom ☐ Bathroom ☐ Bus

Data Collection Method (To track the effectiveness of the Behavior Contract, data on the replacement behavior will be kept in the following manner)**:**

Data Collection Method:	**Staff Responsible for Data Collection:** (e.g., Classroom teacher, ESE teacher, Therapist, etc.)
☐ Daily Behavior Chart/Log	
☐ Other:	

Signatures of persons involved in the development and implementation of the Behavior Intervention Plan:

_____ (Student) _____ (School Psychologist) _____ (Other Staff)

_____ (Parent) _____ (Teacher) _____ (Other Staff)

_____ (Teacher) _____ (Teacher) _____ (Other Staff)

Teacher: _____ Date: _____

Child Behavior Rating Scale (CBRS)

School Name: _____

Lead Teacher Name: _____

CBRS Forms Completed: _____

Teacher Instructions:

Purpose: The purpose of this instrument is to examine children's behavior with other adults and children in a classroom setting. *This form should only be completed by teachers who interact daily with the child in the classroom.*

Instructions: Please circle a value for each item below to rate the frequency of the child behavior described in each item (1-Never, 2-Rarely, 3-Sometimes, 4-Frequently/Usually, 5-Always). You will complete one CBRS for each individual child in your classroom.

- It is important to fill in teacher name, child name, birth date, and today's date on each form.
- Circle only **one** value for each item (see example below)
- Do not circle between values

Never	Rarely	Sometimes	Frequently/ Usually	Always
1	2	(3)	4	5

Please read items 12 and 13 carefully. They are worded differently than the rest of the items.

Child Behavior Rating Scale (CBRS)

Instructions: *The focus of this instrument is children's behavior with other children and adults in the classroom and their work with materials. Please complete all 17 items on this instrument for each child by circling the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:*

- The child exhibits the behavior described by the item.
- The child rarely exhibits the behavior described by the item.
- The child sometimes exhibits the behavior described by the item.
- The child frequently or usually exhibits the behavior described by the item.
- The child always exhibits the behavior described by the item.

CBRS	*Never*	*Rarely*	*Sometimes*	*Frequently/ Usually*	*Always*
1. Observes rules and follows directions without requiring repeated reminders.	1	2	3	4	5
2. Completes learning tasks involving two or more steps (e.g. cutting & pasting) in organized way.	1	2	3	4	5
3. Completes tasks successfully.	1	2	3	4	5
4. Attempts new challenging tasks.	1	2	3	4	5
5. Concentrates when working on a task; is not easily distracted by surrounding activities.	1	2	3	4	5
6. Responds to instructions and then begins an appropriate task without being reminded.	1	2	3	4	5
7. Takes time to do his/her best on a task.	1	2	3	4	5
8. Finds and organizes materials and works in an appropriate place when activities are initiated.	1	2	3	4	5
9. Sees own errors in a task and corrects them.	1	2	3	4	5
10. Returns to unfinished tasks after interruption.	1	2	3	4	5
11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	1	2	3	4	5
12. *Expresses hostility to other children verbally (teasing, threats, taunts, name calling, etc.)	1	2	3	4	5
13. *Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).	1	2	3	4	5
14. Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.	1	2	3	4	5
15. Takes turns in game situation with toys, materials, and other things without being told to do so.	1	2	3	4	5
16. Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.	1	2	3	4	5
17. Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.	1	2	3	4	5

Comments:

CBRS -July, 2012

Bronson, M. B., Goodson, B. D., Layzer, J. I., & Love, J. M. (1990). Child behavior rating scale. Cambridge, MA: Abt Associates.

MOTIVATION ASSESSMENT SCALE

Name:_____ **Rater:** _____**Date:**_____

Description of Behavior (be specific):

_____

Instructors: The MAS is a questionnaire designed to identify those situations where an individual is likely to behave in specific ways. From this information, more informed decisions can be made about the selections of appropriate replacement behaviors. To complete the MAS, select one behavior of specific interest. Be specific about the behavior. For example "is aggressive" is not as good a description as "hits other people." Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
1. Would the behavior occur continuously if this person was left alone for long periods of time?							
2. Does the behavior occur following a request to perform a difficult task?							
3. Does the behavior seem to occur in response to your talking to others persons in the room/area?							
4. Does the behavior ever occur to get a toy, food, or an activity that this person has been told he/she can't have?							
5. Would the behavior occur repeatedly, in the same way, for long periods of time if the person was alone? (e.g. rocking back and forth over an hour)							
6. Does the behavior occur when any request is made of this person?							
7. Does the behavior occur whenever you stop attending to this person?							
8. Does the behavior occur when you take away a favorite food, toy, or activity?							
9. Does it appear to you that the person enjoys doing the behavior? (It feels, tastes, looks, smells, sounds pleasing)							
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?							
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him/her? (e.g. you are in another room or interacting with another person)							
12. Does the behavior stop occurring shortly after you give the person food, toy, or requested activity?							
13. When the behavior is occurring does this person seem calm and unaware of anything else going on around him/her?							
14. Does the behavior stop occurring shortly after (1-5 minutes) you stop working with or making demands of this person?							
15. Does this person seem to do the behavior to get yout o spend some time with him/her?							
16. Does the behavior seem to occur when this person has been told he/she can't do something he/she wanted to do?							

MOTIVATION ASSESSMENT SCALE
(Page 2)

	SENSORY	***ESCAPE***	***ATTENTION***	***TANGIBLE***
	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
	13.	14.	15.	16.
Total Score =				
Mean Score =				
Relative Ranking =				

Motivation Assessment Scale: Functions for Usage

- To direct our understanding of the behavior challenge to the intent of the challenge versus the way it appears or makes us feel.
- To understand the correlation between the frequency of the challenging behavior and its potential for multiple intents.
- To identify those situations in which an individual is likely to behave in certain ways (e.g., requests for change in routine or environment lead to biting).

Outcomes:

- To assist in the identification of the motivation(s) of a specified behavior.
- To make more informed decisions concerning the selection of appropriate reinforcers and supports for a specified behavior.

Note: Like any assessment took, the MAS should be used in an on-going continually developing mode.

Taken from *Michael J. Delaney/Mark Durand, Ph.D. 1986*

Online Resources for Behavioral Interventions

*This list is a resource intended to provide additional websites for schools to use to help identify appropriate interventions based on the function of behavior. Florida's PBS Project: RTIB does not endorse or support any of the links or sites listed below. http://www.nasponline.org/advocacy/pbs_resources.aspx

National Association for School Psychologists, Advocacy page offers articles, books, and factsheets and handouts on issues related to positive behavior support. The web resources section also refers to the National Dissemination Center for Children with Disabilities (NICHCY): "Behavior Suite" which includes extensive web-links, resources and information on behavior assessment, plans, and positive supports; behavior at home; behavior at school; and bullying. http://www.usu.edu/teachall/text/behavior/LRBI.htm

The Utah State Office of Education: LRBI Resources and the Provo School District offers a variety of video resources on preliminary and positive behavioral strategies. Video resources include 'high rates of positives', 'parent conference', 'differential reinforcement', 'behavioral contracts', etc.

http://www.interventioncentral.org/

Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. The site was created by Jim Wright, a school psychologist and school administrator from Central New York. Visit to check out newly posted academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention.

http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf

The Classroom Behavior Report Card Resource Book is a manual designed to assist classroom teachers with ready-made forms that can be used to rate the behaviors of their students. The book contains preformatted teacher and student behavior report cards, along with customized graphs, for common types of behavioral concerns in the classroom. It was designed to give teachers and other school professionals a convenient collection of forms for rating the behaviors of students in such areas of concern as physical aggression, inattention/hyperactivity, and verbal behaviors.

http://challengingbehavior.fmhi.usf.edu/tools.html

The Teaching Tools for Young Children with Challenging Behavior are intended to assist teachers in problem-solving a plan to support young children who are having challenging behavior. The User's Manual will explain how to use the tools and all of the technical information you will need to access the hyperlinked visual supports and materials. Also included within the Teaching Tools is the Routine Based Support Guide. The Guide is a document that accompanies all of the tools and is organized in routines and activities that typically occur in early childhood programs. It will assist teachers in support plan development. http://www.redandgreenchoices.com

The Red and Green Choices website offers a number of resources and strategies that have been successful with students with Autism. The resources are easily adapted to meet the needs of any student. The site suggests that for any intervention to be successful it must include: setting high and reasonable goals, student choice, high expectations, use applicable 'green' solutions, small and sequential steps, clear expectations and truth in the process. http://www.ldonline.org/indepth/behavior

The Learning Disabilities Online website offers the "dos and don'ts" for fostering social competence, the teacher's role in developing social skills, and many helpful articles on behavior modification, anger management, disciplining students with disabilities, and the emotional issues experienced by some individuals with LD.

http://www.ldonline.org/indepth/classroom

The Learning Disabilities Online website also has put together a variety of articles to help teachers do everything from arrange furniture to manage behavior issues.
http://www.state.ky.us/agencies/behave/bi/bi.html

The University of Kentucky, Department of Special Education and Rehabilitation Counseling: behavior page offers intervention resources at each tier of behavioral support, Universal, Supplemental, and Intensive. Each tier on the website provides http://www.state.ky.us/agencies/behave/bi/ss.html

The University of Kentucky, Department of Special Education and Rehabilitation Counseling: behavior page also offers a site specific to social skills instruction at each tier of support as well as templates, additional resources, and tools. http://onlineacademy.org/modules/a201/lesson/a201c0_00100.html

The University of Kansas, funded by the Office of Special Education Programs in the U.S. Department of Education online academies provide web-based modules and other technology innovations for moving validated educational interventions from research to practice were developed. These resources were designed to enhance teacher education programs in offering online instruction in the areas of Reading, Technology and Positive Behavioral Support. The modules offer an extensive overview of PBS and related topics. http://elearndesign.org/resources.html

Kid Tools Free Software

The KidTools software is made for children to support their success in school, home, and community. The software provides four programs to help students. KidTools helps students with behaviors by targeting behaviors, to change, making behavior plans, following agreements, and self-monitoring. KidSkills helps students get organized, learn new information and pass tests, plan to get homework done, and work on projects with other students. PictureTools helps students at PK-grade 3 levels create personalized task and behavior tools. The program requires minimal reading, no typing, and displays target behaviors through a personalized photo library. TeacherTools is a program for teachers to create behavior support tools for students. The tools are consistent with the positive behavior support (PBS) framework in which management strategies are matched to levels of severity and need. eKidTools and eKidSkills are for elementary students.
iKidTools and iKidSkills are for intermediate/middle school students. http://kidtools.org

MTSS Classroom Observation

Student Name:	Grade:	Date:
Teacher:	School:	
Observer:	Observer's Title:	
Number of Teachers Present:	Number of Students:	Time of Day:

Subject Observed *(please check one subject)*			
☐ Art	☐ Language Arts/Writing	☐ Music	☐ Reading
☐ Computers	☐ Library	☐ Physical Education	☐ Science
☐ Free Time	☐ Mathematics	☐ Recess	☐ Social Studies
Learning Situation *(please check all that apply)*			
☐ Regular classroom	☐ Single teacher	☐ Self-contained classroom	☐ Multiple teachers in room
☐ Homeroom grouping	☐ Direct instruction *(lecture)*	☐ Ability grouping	☐ Cooperative learning *(group)*
☐ Whole class	☐ Independent work	☐ Small group	☐ One-on-one tutor/assistance
Student Behaviors Observed *(please check all that apply)*			
☐ Aggressive toward children	☐ Controls discussions	☐ Easily distracted	☐ Sits quietly
☐ Asks for help	☐ Daydreams	☐ Easily frustrated	☐ Speech problems
☐ Attentive	☐ Demands excessive attention	☐ Friendly	☐ Talks excessively
☐ Avoids eye contact	☐ Difficulty copying from board	☐ Immature behavior	☐ Talks out of turn
☐ Avoids groups	☐ Disorganized work habits	☐ Neat appearance	☐ Trouble finding place
☐ Careless mistakes	☐ Displays leadership ability	☐ Obscene/inappropriate speech	☐ Unusual language
☐ Completes work on time	☐ Disruptive	☐ Overactive, restless	☐ Withdrawn
☐ Constantly out of seat	☐ Does not complete tasks	☐ Perseverates/repeats behavior	☐ Works well by self
☐ Contributes to class discussion	☐ Does not follow directions	☐ Short attention span	☐ Works well with others
Learning Environment *(please check only one description for each environmental factor)*			
Classroom design:	☐ Traditional four-wall & door	☐ Open/pod design	☐ Other
Classroom lighting:	☐ Bright	☐ Moderate	☐ Inadequate
Seating arrangement:	☐ Rows facing front	☐ Desk groupings	☐ U-shaped facing front
Student placement:	☐ Back / middle of room	☐ Front of room	☐ Near teacher's desk
Temperature:	☐ Hot / stuffy	☐ Comfortable	☐ Chilly
Noise levels:	☐ Quiet	☐ Moderate	☐ Noisy
Were there hallway noises or other distractions? ☐ yes ☐ no		Did visitors interrupt the lesson? ☐ yes ☐ no	
Student Responses to Teacher and Peers *(all that apply)*		*Student Communication with Teacher* *(all that apply)*	
☐ Fast	☐ Well organized	☐ Frequently	☐ Infrequently
☐ Moderate	☐ Clear and understandable	☐ Voluntary	☐ Teacher-initiated
☐ Slow	☐ Difficulty expressing self	☐ Interrupts teacher	☐ Interrupts peers
☐ With prompting	☐ Spoke softly	☐ Ignores teacher	☐ Ignores peers
☐ Blurted out-of-turn	☐ Off the subject of discussion	☐ Attention-seeking	☐ Enjoys argument/goading

Other Significant Student Behaviors or Student / Teacher Interactions

LANGUAGE ACADEMIC CHECKLIST

Student:	Grade:
Teacher:	Date:

Communication Skills: Please compare the student's performance to that of his/her classmates. Answer all questions by placing a circle around the appropriate answer.

		Yes	***No***	***Sometimes***
1.	Do you feel the student's language skills negatively affect his/her academic performance?	Y	N	S
2.	Does the student require classroom modifications to be successful?	Y	N	S
3.	Does this student have difficulty attending?	Y	N	S
4.	Does the student have difficulty following directions?	Y	N	S
5.	Does the student have difficulty understanding curriculum vocabulary and/or concepts?	Y	N	S
6.	Does the student require excessive "wait time" to either comprehend or respond?	Y	N	S
7.	Does the student have difficulty expressing ideas in an organized and coherent manner?	Y	N	S
8.	Does the student speak in complete sentences?	Y	N	S
9.	Does the student use incorrect grammar?	Y	N	S
10.	Does the student have difficulty asking or answering relevant questions?	Y	N	S
11.	Does the student retell stories in correct sequence?	Y	N	S
12.	Does the student respond correctly to comprehension questions?	Y	N	S
13.	Does the student take turns and stay on topic in a conversation?	Y	N	S

This form should be completed by the classroom teacher and returned to the SLP prior to Tier 3.

Adapted from Virginia Department of Education for use in Okaloosa County, FL (7/2014)

MTSS Language Strategies

Oral Comprehension

- Teach the student to recognize key words and phrases related to directions/instructions to increase his/her ability to follow directions accurately.
- Provide visual information to support auditory information presented in lecture format.
- Provide the student with written directions and instructions to supplement verbal directions and instructions.
- Use multiple modalities (auditory, visual, tactile) when presenting directions, explanations and instructional content.
- Use a predetermined signal prior to delivering oral questions and directions
- Stop at key points when delivering directions, explanation, and instructions to determine student comprehension. Ask questions about what he/she needs to do.

Vocabulary

- Prepare a list of new words which the student will encounter while reading a given assignment and pre-teach meaning using student friendly definitions
- Work from concrete to abstract (i.e. objects to pictures).
- Use visual aids whenever possible when introducing new vocabulary.
- Refer to previously presented information that is related to the topic when presenting new vocabulary.
- Teach new vocabulary within the context of known information (i.e. category, associations, etc.)

Verbal Expression

- Teach the student to visualize information as if it were a movie, then play it back mentally when he/she needs to verbalize it.
- Give the student scrambled words and have him/her put them in the correct order to form a complete sentence.
- After reading a short story, have the student recall the main characters, sequence the events, and retell the outcome of the story.
- Provide a model of correct vocabulary or sentence structure based on student errors.

Grammar

- Model correct grammatical structures and allow the student to restate correctly.
- Arrange private signal to cue the student to use correct grammar previously taught.

Pragmatics

- Arrange a private signal to remind the student to use appropriate verbal and/or nonverbal language.

Provide direct instruction and model conversational rules for class discussion (turn taking, topic introductions, topic maintenance, topic changes, asking for clarification

Okaloosa County School District
Technical Assistance for Progress Monitoring Plan (PMP)

To Begin/Edit a PMP <u>In PAWS</u>:

1. Click on **Student Dashboard**
2. Click on **Class List**
3. Choose **Class**
4. Click on **Class Student List**
5. Click on the student ID for the student you are writing PMP
6. In the gray box on left side of screen scroll down to **Progress Monitoring Plan (PMP)**
7. Click **Create a PMP** or **Edit/View the Active PMP**

DATA Section:

- Most demographic/assessment/grade/attendance data is pre-populated from the AS400 and Gradebook
- Teacher may enter additional information in the areas shaded BLUE
- In **Program Participation**, hover the cursor over ESE or EWS (middle school) to prompt a descriptor box to appear with additional information.
- **DEA Data**: displays the previous three years achievement level and scale score, as well as the current year once it is uploaded to the AS400.
- **Current Grades**: Live grades update as Gradebook updates. Quarterly final grades reflect report card grades.
- **State Assessments/ACT/SAT/PERT**: Displays assessment scores from previous three years. If student is ELL and has taken CELLA, it will appear in a separate box.
- **Attendance**: Reported by period for high school, by day for middle and elementary school.

Creating a PMP:

1. Click **Create PMP** and scroll down to the appropriate Tier of Intervention. Descriptions of each Tier are in the PAWS and more information may be found in the OCSD MTSS Manual.

Tier I: Tier 1 is the foundation of MTSS and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. *(Optional for Secondary Students. Remediation Teachers move to Tier 2.)*

2. Choose an **Area of Concern**: Attendance, Behavior, Language, Math, Reading, or Writing from the dropdown box.
3. Complete **Teacher**, **Start Date**, **Differentiated Strategy Used in Classroom**, and **Person(s) Implementing Strategy**. Click the **Save Changes** button. Once the Strategy has been saved, a blue link appears if there is a need to add an additional **Strategy** or **Area of Concern**.
4. As collected, add the Progress Monitoring data to the **Results** box. Each time you add new data, be sure to update the **Review Date**. Upon review, you may continue the strategy as written, choose to increase the intensity and continue it in a higher Tier or new environment, or discontinue. If you choose to discontinue the strategy or continue it in a higher tier, the box will collapse and become

non-editable once you click **Save Changes**. You may view the collapsed boxes at any time by clicking **Show Discontinued Tier 1 MTSS/RtI Strategy**.

Tier 2: Tier 2 consists of supplemental instruction and interventions that are provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support. ***Tier 2 instruction and interventions are outside of, or in addition to, the core instruction.

Tier 3: Tier 3 consists of intensive instructional or behavioral interventions provided *in addition to and in alignment with effective core instruction* with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for individual students using a problem-solving process. Students receiving Tier 3 level supports *may or may not* be eligible for specially designed instruction and related services in accordance with the IDEA.

1. Choose an **Area of Concern**: Attendance, Behavior, Language, Math, Reading, or Writing from the dropdown box.
2. Complete **Teacher**, **Start Date**, **Strategy, Problem Solving Hypothesis**, **Measurable Goal**, **Person(s) Implementing Strategy, Group Size, Session Length,** and **Frequency**. Click the **Save Changes** button. Group size, session length, and frequency should reflect an increase in the intensity and/or time for the intervention.
3. Once the Strategy has been saved, a blue link appears if there is a need to add an additional **Strategy** or **Area of Concern**.
4. As collected, add the Progress Monitoring data (graphs, charts, fidelity logs, etc.) to the PMP by clicking on **Upload Document.** Type a title for the file and click **Continue.** Click **Browse** and attach the file from your computer. Once you **Save Changes** you will see the document listed in the **Uploaded Documents box**. To view, simply click on the document name.
5. **Each** time you add new data, be sure to update the **Review Date**. Upon review, you may continue the strategy as written, choose to increase the intensity and continue it in a higher Tier or new environment, or discontinue. If you choose to discontinue the strategy or continue it in a higher tier, the box will collapse and become non-editable once you click **Save Changes**. You may view the collapsed boxes at any time by clicking **Show Discontinued Tier 2 or Tier 3 MTSS/RtI Strategy**.

Core Intervention Collaboration: This page is used for collaboration between the general education teacher and any resource personnel (ESE, Title 1, and/or other teachers) who work with the student. Comments should be limited to shared instructional strategies, skill(s) needing additional time or intensity, or other information pertinent to the above interventions. If adding comments to this dialogue box over multiple dates, please date each new comment. Be sure to click **Save Changes** anytime new comments are added.

Parent Notification: This page allows for documentation of parental involvement.

The OCSD MTTS Manual contains research-based strategies, interventions, and examples for reading, math, Language, and behavior as well as detailed information regarding the MTSS process.

Elementary PMP Example - Behavior

Okaloosa County School District Progress Monitoring Plan (PMP)

Student Name: [redacted] Student ID: [redacted] DOB: 09/17/2006 PMP Initiation Date: 09/18/2014

Grade: 02 Gender: M Age: 8 years 0 months Race: HW

Program Participation: ☐ ESE ☐ Gifted ☐ 504 Plan ☐ ESOL ☐ Title 1 ☐ EWS ☐ Other

In-County Prior Retentions? ○ Yes - Grade(s): ● No

Out-of-County Prior Retentions? ○ Yes - Grade(s): ○ No ● Unknown

In-County Good Cause/Administratively Promoted? ○ Yes - Grade(s): ● No

Out-of-County Good Cause/Administratively Promoted? ○ Yes - Grade(s): ○ No ● Unknown

DEA	Achievement Level / Scale Score		
	Test 1	Test 2	Test 3
Current Grade	Rdg: Math: Sci:	Rdg: Math: Sci:	Rdg: Math: Sci:
Prev. Year 1	Rdg: 2 / 1,212 Math: 2 / 1,183 Sci:	Rdg: 4 / 1,416 Math: 4 / 1,357 Sci:	Rdg: 4 / 1,430 Math: 4 / 1,383 Sci:
Prev. Year 2	Rdg: 4 / 1,284 Math: 3 / 1,154 Sci:	Rdg: 2 / 1,210 Math: 4 / 1,286 Sci:	Rdg: 3 / 1,266 Math: 4 / 1,273 Sci:
Prev. Year 3	Rdg: Math: Sci:	Rdg: Math: Sci:	Rdg: Math: Sci:

Attendance	Excused	Unexcused	Discipline	Tardy
AS400 Daily	0	0	0	0

Current Grades	Live Grades	1st 9 Weeks Final	2nd 9 Weeks Final	3rd 9 Weeks Final	4th 9 Weeks Final
MATH GRADE TWO	/				
SCIENCE GRADE TWO	/				
LANG ARTS GRADE 2	A/92				
MUSIC - GRADE 2	/				
SOC STUDIES 2	/				
PHYSICAL EDUCATION 2	A/100				

State Assessment	Achievement Level / Scale Score or Dev Scale		
	Reading	Math	Science
Current Grade			
Prev. Year 1			
Prev. Year 2			
Prev. Year 3			

Tier 1: Tier 1 is the foundation of MTSS and consists of scientific, research-based **core** instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. *(Optional for Secondary Students. Remediation Teachers move to Tier 2.)*

Area of Concern: Behavior

Teacher: Classroom Teacher Start Date: 08/18/2014 Review Date: Save Changes

Differentiated Strategy Used in Classroom:
Students are taught the desired behaviors from the school wide positive behavior system (Eagles SOAR - Safe and In Control, On Task, Accountable, Respectful). When caught displaying the desired behaviors, students are given Championchips with which they may "purchase" prizes.

Characters Remaining: **73**

Results:
Student has multiple incidences daily that are disruptive to his own education, as well as the education of others in the classroom. He is often defiant and refuses to complete any task he does not want to do.

Characters Remaining: **40**

Person(s) Implementing Strategy:
Classroom Teacher

Characters Remaining: **133**

☐ Continue Strategy in Next Tier
☐ Continue Strategy in New Environment
☐ Discontinue Strategy Date:

Add Additional Tier 1 MTSS/RtI Strategy

Tier 2: Tier 2 consists of supplemental instruction and interventions that are provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support. ***Tier 2 instruction and interventions are outside of, or in addition to, the core instruction.

Area of Concern: Behavior

Teacher: Classroom Teacher Start Date: 08/25/2014 Review Date: Save Changes

Strategy:
Student will track his daily behavior using a log. He will also receive structured free time as a reward when he is in compliance with teacher instructions or carries out the expected behavior. Free time includes but is not limited to computer time, art time, PB certificate, or a positive office visit. Student will be seated near teacher.

Characters Remaining: 8

Problem Solving Hypothesis:
If student has well defined boundaries and expectations, with rewards that are meaningful to him for compliance, he will make better choices in class.

Characters Remaining: 200

Measurable Goal:
Student will have 4 out 5 good days per week.

Characters Remaining: 205

Person(s) Implementing Strategy:
Classroom Teacher

Characters Remaining: 133

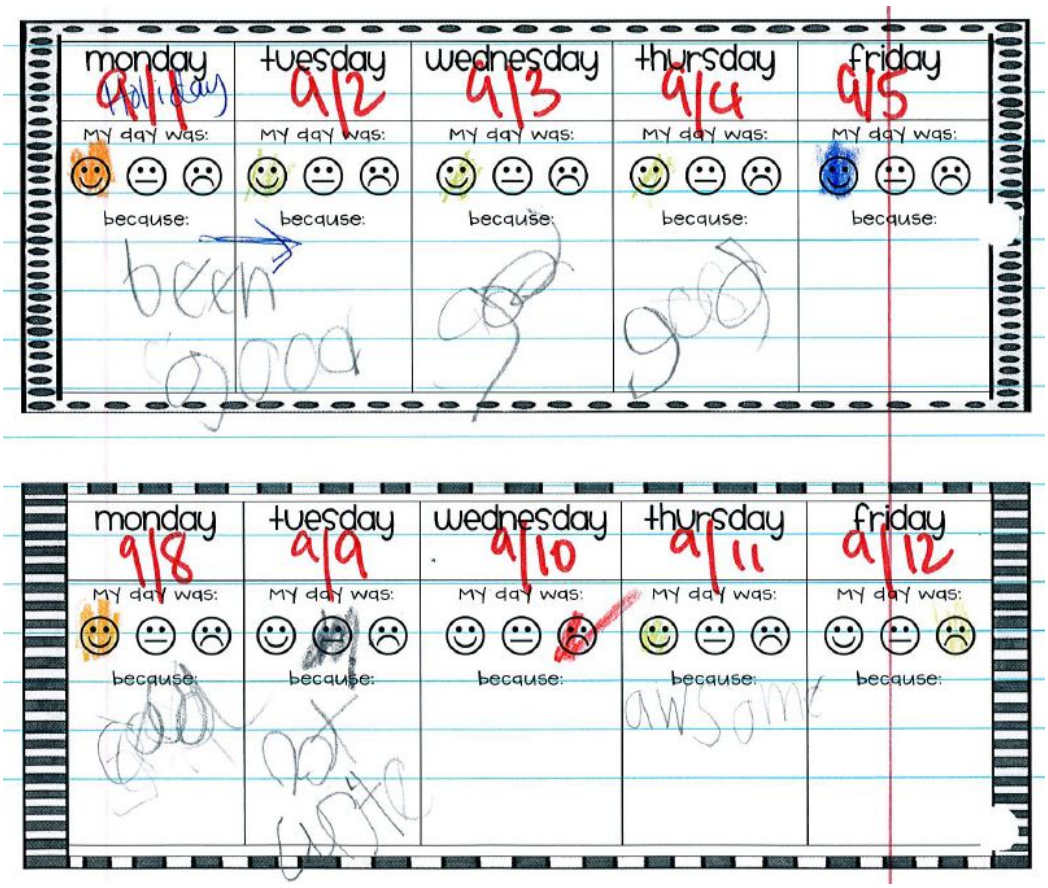
Group Size: 1:1 Session Length: NA Frequency: Daily

Data Collection: Make Graph Upload Document Fidelity Log

Uploaded Documents: Behavior Chart

☐ Continue Strategy in Next Tier ☐ Continue Strategy in New Environment ☐ Discontinue Strategy Date:

Add Additional Tier 2 MTSS/RtI Strategy



Core Intervention Collaboration

This page is used for collaboration between the general education teacher and any resource personnel (ESE, Title 1, and/or other teachers) who work with the student.

Save Changes

Date:	Personnel: *(Teacher, Resource Personnel, etc.)*
8/26/2014	Math and Science Classroom Teacher Characters Remaining: **116**

Comments should be limited to shared instructional strategies, skill(s) needing additional time or intensity, or other information pertinent to the above interventions. If adding comments to this dialogue box over multiple dates, please date each new comment.

Comments:

Student consistently refuses to work with a partner. I explained he had to complete the activity. When I offered to be the partner, he accepted and completed the task. You may want to try being his partner for any partner work.

Characters Remaining: **770**

Add a Comment

Middle School PMP Example - Math

> Home > Student Lookup > Student Analyzer > Progress Monitoring Plan (PMP)

Okaloosa County School District Progress Monitoring Plan (PMP)

Student Name: [redacted] Student ID: [redacted] DOB: 09/12/2001 PMP Initiation Date: 09/18/2014

Grade: 07 Gender: M Age: 13 years 0 months Race: W

Program Participation: ☐ ESE ☐ Gifted ☐ 504 Plan ☐ ESOL ☐ Title 1 ☑ EWS ☐ Other

In-County Prior Retentions? ○ Yes - Grade(s): ◉ No

Out-of-County Prior Retentions? ○ Yes - Grade(s): ○ No ◉ Unknown

In-County Good Cause/Administratively Promoted? ○ Yes - Grade(s): ◉ No

Out-of-County Good Cause/Administratively Promoted? ○ Yes - Grade(s): ○ No ◉ Unknown

DEA	Achievement Level / Scale Score		
	Test 1	Test 2	Test 3
Current Grade	Rdg: Math: Sci:	Rdg: Math: Sci:	Rdg: Math: Sci:
Prev. Year 1	Rdg: 3 / 1,568 Math: 2 / 1,564 Sci: 2 / 1,473	Rdg: 3 / 1,624 Math: 2 / 1,557 Sci:	Rdg: Math: Sci:
Prev. Year 2	Rdg: 3 / 1,569 Math: 1 / 1,441 Sci: 3 / 1,511	Rdg: 3 / 1,564 Math: 1 / 1,490 Sci: 2 / 1,536	Rdg: Math: 2 / 1,630 Sci:
Prev. Year 3	Rdg: 3 / 1,521 Math: 2 / 1,425 Sci: 4 /	Rdg: 3 / 1,563 Math: 3 / 1,543 Sci: 3 /	Rdg: 3 / 1,537 Math: 3 / 1,561 Sci:

Attendance	Excused	Unexcused	Discipline	Tardy
AS400 Daily	0	0	0	2

Current Grades	Live Grades	1st 9 Weeks Final	2nd 9 Weeks Final	3rd 9 Weeks Final	4th 9 Weeks Final
M/J PERS CAR SCH 1	/				
M/J LIF SCI ADV	B/85				
M/J INTENS MATH (MC)	A/100				
M/J CIVICS	A/97				
M/J MATH 2	F/54				
M/J LANG ARTS 2	A/90				

State Assessment	Achievement Level / Scale Score or Dev Scale		
	Reading	Math	Science
Current Grade			
Prev. Year 1	3 222 (DS) FC2	1 195 (DS) FC2	
Prev. Year 2	2 212 (DS) FC2	1 201 (DS) FC2	3 205 (SS) FC2
Prev. Year 3	3 213 (DS) FC2	2 208 (DS) FC2	

Tier 1: Tier 1 is the foundation of MTSS and consists of scientific, research-based **core** instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. *(Optional for Secondary Students. Remediation Teachers move to Tier 2.)*

Area of Concern: Math

Teacher: Math 2 Teacher Start Date: 08/18/2014 Review Date: Save Changes

Differentiated Strategy Used in Classroom:
1. Modeling and checking for understanding 2. Opportunities to make test corrections 3. After school assistance as arranged on designated days

Characters Remaining: **203**

Results:
The goal was for student to earn a 75 pct. or higher on chapter tests. He scored a 54 pct. on the Chapter 1 test.

Characters Remaining: **136**

Person(s) Implementing Strategy:
Math 2 Teacher

Characters Remaining: **136**

☐ Continue Strategy in Next Tier
☐ Continue Strategy in New Environment
☐ Discontinue Strategy Date:

Add Additional Tier 1 MTSS/RtI Strategy

Tier 2: Tier 2 consists of supplemental instruction and interventions that are provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support. ***Tier 2 instruction and interventions are outside of, or in addition to, the core instruction.

Area of Concern: Math

Teacher: Intensive Math Teacher Start Date: 08/18/2014 Review Date: Save Changes

Strategy:
Direct instruction of deficient pre-requisite skills for Math 2 curriculum tied to current ongoing Math 2 instruction, broad areas on DEA/FSA, specific weaknesses further assessed.

Characters Remaining: **170**

Problem Solving Hypothesis:
Student lacks pre-requisite skills and concepts needed to access current Math 2 instruciton with success and demonstrate proficiency on state assessment.

Characters Remaining: **197**

Measurable Goal:
75 pct. accuracy on weekly concept checks

Characters Remaining: **209**

Person(s) Implementing Strategy:

Characters Remaining: **150**

Group Size: 20 Students: 1 Teacher | Session Length: 50 minutes | Frequency: Daily

Data Collection: Make Graph | Upload Document | Fidelity Log

Uploaded Documents: Wkly Concepts Fidelity Log

☐ Continue Strategy in Next Tier ☐ Continue Strategy in New Environment ☐ Discontinue Strategy Date:

Add Additional Tier 2 MTSS/RtI Strategy

Tier 3: Tier 3 consists of intensive instructional or behavioral interventions provided *in addition to and in alignment with effective core instruction* with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for individual students using a problem-solving process. Students receiving Tier 3 level supports *may or may not* be eligible for specially designed instruction and related services in accordance with the IDEA.

Area of Concern: Math

Teacher: Intensive Math Teacher Start Date: 09/16/2014 Review Date: Save Changes

Strategy:
Small group instruction to re-teach skills presented in Math 2. Computer assisted instruction and individualized practice. Weekly planner, grade checks, academic tracking, and goal setting.

Characters Remaining: **159**

Problem Solving Hypothesis:
Student needs additional instruction and practice to master new skills and concepts. Student also needs assistance managing his assignments in order to obtain the extra practice he needs.

Characters Remaining: **162**

Measurable Goal:
75 pct. on concept checks and chapter tests

Characters Remaining: **207**

Person(s) Implementing Strategy:

Characters Remaining: **150**

Group Size: 4 Students: 1 Teacher | Session Length: 20 minutes | Frequency: 3 dpw in IM

Data Collection: Make Graph | Upload Document | Fidelity Log

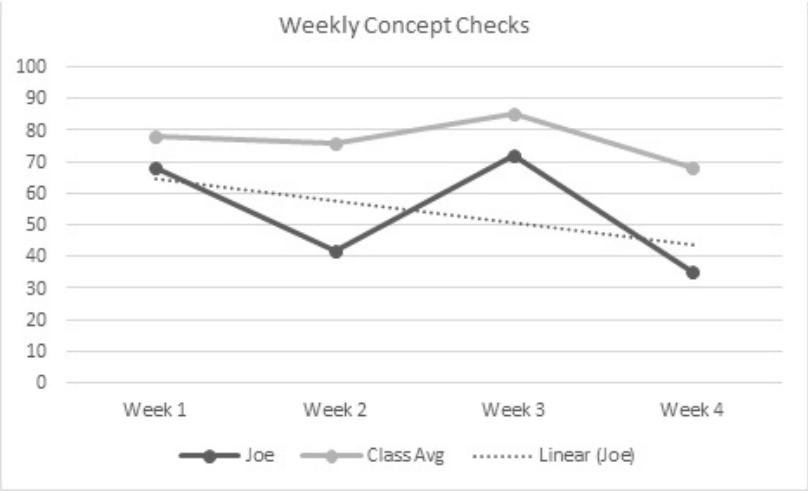
Uploaded Documents:

☐ Continue Strategy in New Environment ☐ Discontinue Strategy Date:

Add Additional Tier 3 MTSS/RtI Strategy

Uploaded Graph:

Weekly Concept Checks		
	Joe	Class Avg
Week 1	68	78
Week 2	42	76
Week 3	72	85
Week 4	35	68



Core Intervention Collaboration

This page is used for collaboration between the general education teacher and any resource personnel (ESE, Title 1, and/or other teachers) who work with the student.

Save Changes

Date:	Personnel: *(Teacher, Resource Personnel, etc.)*
9/2/2014	Math 2 Teacher Characters Remaining: **136**

Comments should be limited to shared instructional strategies, skill(s) needing additional time or intensity, or other information pertinent to the above interventions. If adding comments to this dialogue box over multiple dates, please date each new comment.

Comments:
Student is consistently having difficulty with word problems involving rates. Specifically rates with double fractions. Ex. 1/2 mile in 1/4 hour

Characters Remaining: **854**

Save Changes

Date:	Personnel: *(Teacher, Resource Personnel, etc.)*
9/4/2014	Intensive Math Teacher Characters Remaining: **128**

Comments should be limited to shared instructional strategies, skill(s) needing additional time or intensity, or other information pertinent to the above interventions. If adding comments to this dialogue box over multiple dates, please date each new comment.

Comments:
Allow student to have manipulatives when solving problems. This helps him visualize the fraction and makes the concept more concrete.

High School PMP Example – Reading

Okaloosa County School District Progress Monitoring Plan (PMP)

Student Name: [redacted] Student ID: [redacted] DOB: 07/02/1997 PMP Initiation Date:

Grade: 10 Gender: M Age: 17 years 2 months Race: B

Program Participation: ☐ ESE ☐ Gifted ☐ 504 Plan ☐ ESOL ☐ Title 1 ☐ EWS ☐ Other

In-County Prior Retentions? ◉ Yes - Grade(s): 08, 09, 10 ○ No

Out-of-County Prior Retentions? ○ Yes - Grade(s): ○ No ◉ Unknown

In-County Good Cause/Administratively Promoted? ○ Yes - Grade(s): ◉ No

Out-of-County Good Cause/Administratively Promoted? ○ Yes - Grade(s): ○ No ◉ Unknown

DEA	Achievement Level / Scale Score		
	Test 1	Test 2	Test 3
Current Grade	Rdg: Math: Sci:	Rdg: Math: Sci:	Rdg: Math: Sci:
Prev. Year 1	Rdg: 1 / 1,555 Math: Sci:	Rdg: 1 / 1,564 Math: Sci:	Rdg: 3 / 1,667 Math: Sci:
Prev. Year 2	Rdg: Math: Sci:	Rdg: 2 / 1,668 Math: Sci:	Rdg: 2 / 1,597 Math: Sci:
Prev. Year 3	Rdg: Math: Sci:	Rdg: Math: Sci: 2 /	Rdg: 1 / 1,489 Math: 2 / 1,608 Sci:

ACT	Scale Score		
	English	Composite	Math

SAT	Scale Score		
	Verbal	Math	Writing

PERT	Scale Score		
	Reading	Math	Writing

Attendance	Excused	Unexcused	Discipline	Tardy
AS400 Daily	2	0	0	0
Period 1	2	0	0	0
Period 2	2	0	0	0
Period 3	2	0	0	0
Period 4	2	0	0	0
Period 5	2	0	0	0
Period 6	2	0	0	0
Period 7	2	0	0	0
Period 8	2	0	0	0

Current Grades	Live Grades	1st 9 Weeks Final	2nd 9 Weeks Final	3rd 9 Weeks Final	4th 9 Weeks Final
ENG 3	D/62				
CRIMINAL JUST OPS 2	F/53				
US HIST	D/69				
GEO	A/100				
INTENS READ	A/90				
INTENS MATH	B/88				
ERTH/SPA SCI	D/66				

State Assessment	Achievement Level / Scale Score or Dev Scale		
	Reading	Math	Science
Current Grade			
Prev. Year 1	1 223 (DS) FC2	2 394 (SS) ECA	
Prev. Year 2	2 231 (DS) FC2		2 390 (SS) EB1
Prev. Year 3	1 202 (DS) FC2	2 236 (DS) FC2	1 244 (SS) FC2

Misc. Assessment Results		
Assessment	Date	Results

Tier 1: Tier 1 is the foundation of MTSS and consists of scientific, research-based **core** instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. *(Optional for Secondary Students. Remediation Teachers move to Tier 2.)*

Area of Concern: Reading

Teacher: Intensive Studies English II Teacher Start Date: 08/18/2014 Review Date: Save Changes

Differentiated Strategy Used in Classroom:	Results:
English II class with a reading endorsed teacher that provides an increased emphasis on instruction and practice of reading strategies for specific purpose, vocabulary building, and grammar.	Weekly vocabulary quizzes and "cold read" comprehension assessment quarterly should be at 70 pct or higher. Student currently has a 62 D average.
Characters Remaining: **160**	Characters Remaining: **104**
Person(s) Implementing Strategy: English II Teacher	☐ Continue Strategy in Next Tier ☐ Continue Strategy in New Environment ☐ Discontinue Strategy Date:
Characters Remaining: **132**	

Add Additional Tier 1 MTSS/RtI Strategy

Tier 2: Tier 2 consists of supplemental instruction and interventions that are provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support. ***Tier 2 instruction and interventions are outside of, or in addition to, the core instruction.

Area of Concern: Reading

Teacher: Intensive Reading Teacher Start Date: 08/18/2014 Review Date: Save Changes

Strategy: Direct instruction of comprehension strategies and vocabulary building activities. Practice of strategies using Lexile and grade-level appropriate passages.

Characters Remaining: **193**

Problem Solving Hypothesis:	Measurable Goal:
Student lacks vocabulary and comprehension skills to perform at grade level benchmark and needs additional instruction and practice in order to master these skills.	Achieve 3000 data should reflect an increase in accuracy and the lexile level should increase from "not on track" to "on track."
Characters Remaining: **186**	Characters Remaining: **122**
Person(s) Implementing Strategy: Intensive Reading Teacher	
Characters Remaining: **125**	

Group Size: 20 Students:1 Teacher	Session Length: 50 minutes	Frequency: Daily

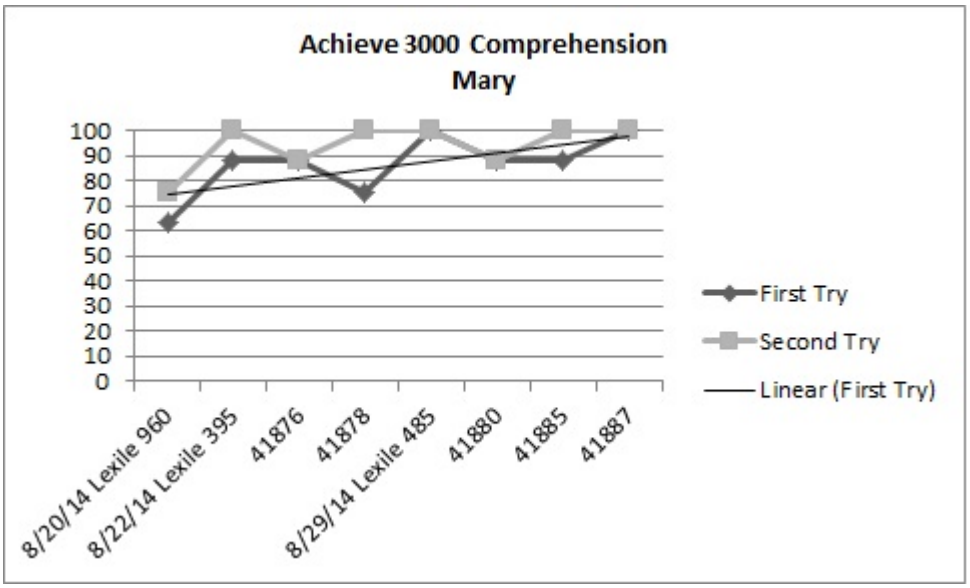
Data Collection:	Make Graph	Upload Document	Fidelity Log

Uploaded Documents: Reading Graph

☐ Continue Strategy in Next Tier ☐ Continue Strategy in New Environment ☐ Discontinue Strategy Date:

Add Additional Tier 2 MTSS/RtI Strategy

Reading Graph:



Tier 3: Tier 3 consists of intensive instructional or behavioral interventions provided *in addition to and in alignment with effective core instruction* with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for individual students using a problem-solving process. Students receiving Tier 3 level supports *may or may not* be eligible for specially designed instruction and related services in accordance with the IDEA.

Area of Concern: Reading

Teacher: Intensive Reading Teacher Start Date: 09/02/2014 Review Date: Save Changes

Strategy:
Continue Tier 1 and Tier 2 strategies. Add levelized small group instruction in the use of graphic organizers, close read strategies, and application practice to more difficult text.
Characters Remaining: **167**

Problem Solving Hypothesis:
Although performance is strong on Achieve 3000, student's lexile level is not moving up quickly enough. She needs specific strategies for attacking more complex text and monitoring her comprehension while reading.
Characters Remaining: **136**

Measurable Goal:
Continue 70 pct accuracy at lexile level 800 and increase lexile level more rapidly as long as accuracy is maintained.
Characters Remaining: **132**

Person(s) Implementing Strategy:
Characters Remaining: **150**

Group Size: 4 Students: 1 Teacher | Session Length: 20 minutes | Frequency: 3 dpw

Data Collection: Make Graph | Upload Document | Fidelity Log

Uploaded Documents:

☐ Continue Strategy in New Environment ☐ Discontinue Strategy Date:

Add Additional Tier 3 MTSS/RtI Strategy

Core Intervention Collaboration

This page is used for collaboration between the general education teacher and any resource personnel (ESE, Title 1, and/or other teachers) who work with the student.

Save Changes

Date:	Personnel: *(Teacher, Resource Personnel, etc.)*
9/2/2014	English II Teacher Characters Remaining: **132**

Comments should be limited to shared instructional strategies, skill(s) needing additional time or intensity, or other information pertinent to the above interventions. If adding comments to this dialogue box over multiple dates, please date each new comment.

Comments:
In class, student is struggling to take multiple informational text passages and write text based evidence of persuasive nature. What graphic organizers are being utilized in IR?

Characters Remaining: **821**

Save Changes

Date:	Personnel: *(Teacher, Resource Personnel, etc.)*
9/4/2014	Intensive Reading Teacher Characters Remaining: **125**

Comments should be limited to shared instructional strategies, skill(s) needing additional time or intensity, or other information pertinent to the above interventions. If adding comments to this dialogue box over multiple dates, please date each new comment.

Comments:
Student has been using a Persuasive Map in IR class to organize information from an informational text passage. She also has become proficient making word webs.

Characters Remaining: **839**

Add a Comment

MIS 5435
8/2017

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
MTSS REFERRAL CHECKLIST

Student _____ Teacher_____

Date Completed _____

Concerns: Check all that apply

Reading / Language Arts

____ Phonemic Awareness
____ Word Identification
____ Sight Words
____ Vocabulary
____ Reading Comprehension
____ Reading Fluency
____ Written Expression
____ Writing Mechanics
____ Writing Conventions
____ Other, explain
_____
_____
_____
_____

Mathematics

____ Basic Math Facts
____ Computation
____ Place Value
____ Problem Solving
____ Word Problems
____ Geometry
____ Measurement
____ Probability / Data
____ Analysis
____ Other, explain
_____
_____
_____
_____

Behavior

____ Noncompliance
____ Motivation
____ Attendance
____ Attention Span
____ Anxiety
____ Peer Relations
____ Withdrawn / moody
____ Overactive
____ Verbally aggressive
____ Physically aggressive
____ Other, explain
_____
_____
_____
_____

Language

____ Comprehension of oral language
____ Following multi-step directions
____ Grammar usage
____ Vocabulary knowledge
____ Telling a story in sequence
____ Appropriate response to oral comprehensive questions

____ Other, explain
_____
_____
_____

Other

____ Motor skills
____ Speech / Articulation
____ Vision
____ Hearing
____Medical, explain
_____
_____

School Letterhead

(Date)

Dear parent/guardian(s):

This letter is to inform you about the Multi-Tiered System of Supports (MTSS) process. In response to your child's school performance for the past few months, your child's teacher and MTSS Team members at the school have developed and initiated a Progress Monitoring Plan (PMP) to provide strategies to address an identified area or areas of concern. Strategies provided through the MTSS process are designed to help every child succeed and improve the quality of education for children and are either at the Tier 2 level (supplemental small group instruction and interventions) or Tier 3 level (intensive very small group/individual instruction and interventions). An informational flyer on Okaloosa County School District's MTSS Process is included with this letter for your information.

In addition and in alignment with the core instruction, your child will receive targeted intervention(s) based on their area of concern and data will be collected by your child's teacher and/or school staff. During this time, data will be analyzed to decide if he/she will need to continue, modify, or discontinue the MTSS process. You will be informed of any changes throughout this process. You are welcome to attend any MTSS meetings in which your child is discussed. Please notify the School Counselor / MTSS Coordinator should you wish to be included in the discussion at these meetings.

Feel free to contact the School Counselor / MTSS Coordinator with any questions.

Sincerely,

MTSS Team

Enclosure: MTSS Flyer (MIS 5436)

[Letterhead]

Date:

To the parent or guardian of:

[Your school's name] Response to Intervention / MTSS team discussed concerns about your child's progression in:

- Reading
- Math
- Written Language
- Work Habits
- Behavior
- Language Development
- Other _ _ _ _ _ _ _ _ _

After discussion, the team made the recommendation to:

- Try classroom interventions
- Increase/continue academic support
- Increase/continue behavioral support
- Request observation by Speech/Language Therapist
- Request observation by School Psychologist
- Request screening
- Other

[Place current PMP strategies here]

If you have any question, please feel free to contact me at 850-

Sincerely,

MTSS Parent Information Brochure. Download entire brochure from MIS M-Files as document

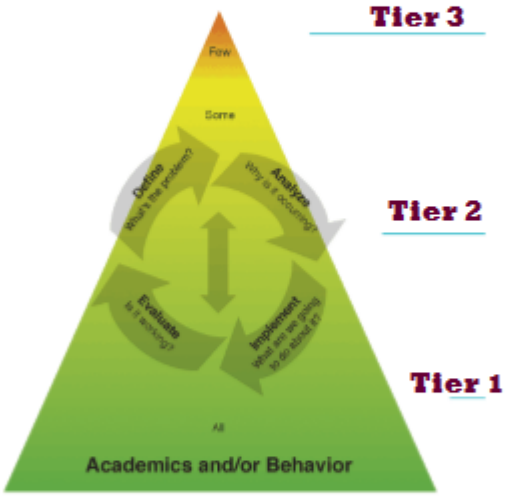
MIS 5436

MIS 5436
Rev. 6/2017

Okaloosa County School District

STUDENT INTERVENTION SERVICES
MTSS PARENT INFORMATION

What Parents Should Know About Multi-Tiered System of Supports (MTSS)



Multi-Tiered System of Supports -
What is it and How Can It Help Your Child?

Okaloosa County School District
120 Lowery Place
Fort Walton Beach, FL 32548
Phone (850) 833-3100
Fax (850) 833-3436

The following documents are examples of fidelity logs that may be used for Progress Monitoring.

OKALOOSA COUNTY SCHOOLS, FLORIDA

MTSS Team

Intervention Design and Ongoing Progress Monitoring (OPM)

Intervention #: _____ **Page** _____ **of** _____ **Date:** _____

Intervention Design

Goal Statement: Write a specific attainable goal in observable and measureable terms related to the problem.

By _____, _____ will _____ as evidenced by
(Date) (Student Name) (What will student achieve?)

_____ on _____.
(score) (Progress Monitoring Tool)

Intervention Start Date: _____ Setting for Intervention: _____
Anticipated End Date: _____ PMP in place: YES or NO

How often will the intervention be progress monitored? _____
Specific Intervention:
(Explain)_____
_____
_____

Group Size	Frequency	Duration	Intervention Provider
_____ Individual	_____3x/Wk	_____15 min	____Gen Ed Teacher
_____2 – 3	_____4x/Wk	_____20 min	____ESE Teacher
_____4 – 6	_____Daily	_____30 min	____Counselor
		_____45 min	____Title 1 Teacher
			____Other

Ongoing Progress Monitoring (OPM)

Key: ☒ = Present A = Absent T = Tardy R = Removed S = Suspended

| Student Name | Attendance for Intervention and OPM — School Year: _____ | | |

Intervention Documentation Worksheet

	Monday			Tuesday			Wednesday			Thursday			Friday			Score on weekly Progress Monitoring measure
Student Name:	**T**	**P**	**F**	**T**	**P**	**F**	**T**	**P**	**F**	**T**	**P**	**F**	**T**	**P**	**F**	
Week																
Week																
Week																
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Week																
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Week																
Week																
Week																

Legend

T = Time (# of Minutes) **P = Program/Strategy** **F = Focus**

Focus- Language/Reading	**Focus- Math**	**Focus-Writing**	**Focus- Behavior** *(Create your own key. For example. SS=Social Skills Group)*	**Program** *(Create your own key. For example. A=Achieve 3000 or TWS=Tyner Word Study)*
L = Language Pa = Phonemic Awareness Ph = Phonics F = Fluency V = Vocabulary C = Comprehension A = ORF Accuracy	N= Number Sense O= Operations D= Data Analysis G= Geometry Al= Algebraic Thinking	WP= Writing Process WT= Writing Traits M= Mechanics	____ = _____ ____ = _____ ____ = _____	____ = _____ ____ = _____ ____ = _____ ____ = _____

Comments:

Person completing form: _____