Slate Valley
Multi –Tiered System of Supports - Social Emotional
Slate Valley
Multi-Tiered System of Supports-
Response to Instruction and Intervention
(MTSS-RtII)
Guide

The original document was developed over a two year period by the ARSU MTSS-RtII Task Force and adopted by the ARSU Board on September 24, 2014, based upon intensive reading and research, participation in the VT MTSS BEST Institute, the incorporation of work completed by curriculum task forces and the assessment task force, as well as input and contributions by many teacher leaders and administrators throughout the district in collaboration with task force members. This revised MTSS-RtII SEL Guide was adopted: July 15, 2019.

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It is helpful to think of a Multi-Tiered System of Support-Response to Intervention and Instruction (MTSS-RtII) as a comprehensive, systemic approach to teaching and learning designed to improve learning for all students through increasingly differentiated and intensified assessment, instruction and intervention, provided by qualified professionals with appropriate expertise. Our District Mission, Vision and Shared Understandings speak to the very heart of a comprehensive systemic approach to teaching and learning.

Student Learning Achieved Through Engagement

District Mission: We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of district, state, and national educational standards and by challenging them to be productive members of society. We are committed to a comprehensive system of support to assure this outcome with the belief that failure is not an option.

District Vision: All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards.

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers and learners who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity and culture, act responsibly, and contribute to our community.

Our Educators believe in providing for the social, emotional, and academic needs of every child so that they feel connected, safe, and respected. They are committed in offering a challenging and engaging atmosphere in which all members of the school community can learn and grow.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child’s education. Our community is passionate about equitable educational outcomes for all students.

Our Schools offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.
This Slate Valley intervention guide was developed after extensive research and with the Vermont’s Guiding Principles for MTSS-RtII in mind:

Vermont’s Guiding Principles for MTSS-RtII

Principle #1: Success begins with committed educators who believe that all students learn and can achieve high standards as a result of effective teaching.

Principle #2: A successful multi-tiered system begins with the highest quality classroom instruction that is informed by research and supported by a standards-based curriculum.

Principle #3: A coherent, articulated and balanced assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions.

Principle #4: The analysis and use of on-going performance data to monitor progress, inform instructional decisions and refine ambitious goal setting results in acceleration of student learning.

Principle #5: Student success occurs when expert personnel provide targeted and differentiated instruction at the earliest indication of student need at a level of intensity that is responsive to the need.

Principle #6: To address the full range of students’ needs, schools provide a comprehensive, responsive system of instruction and intervention that reflects fidelity to the research-based approach while supporting teachers as they use keen observation to make decisions about and engage in responsive teaching.

Principle #7: Dynamic, positive and productive collaboration among students, families, and professionals with relevant expertise is the foundation for effective problem solving and instructional decision-making within a multi-tiered system.

Principle #8: Effective leadership, including building administrator engagement and distributed leadership, is crucial for guiding and sustaining a multi-tiered system.

Principle #9: The success of a multi-tiered system is dependent on continuously-developing expertise. Professional development for all members of the school community is needed to build capacity and sustain progress.

Principle #10: These principles are interrelated and will be most effective when integrated within a coherent plan for continuous improvement that recognizes how recursive assessment, reflection, and adaptation are needed to improve instruction and increase student achievement.

Slate Valley has adopted the following research-based practices for providing a comprehensive, systemic approach to teaching and learning designed to improve learning for all students through increasingly differentiated and intensified assessment, instruction and intervention.

Comprehensive and Balanced Assessment Plan

Screening data of academic and/or behavioral achievement is typically collected two to three times per year on all students. Data collected for screening purposes needs to be analyzed to determine whether each student is (or is likely) to meet, exceed or not meet benchmarks. Screening data should identify students who are really at risk and need a closer look.
Progress Monitoring/Summative Assessment data are critical to decision making about the provision of instruction and intervention at all levels of a multi-tiered system. This data helps teachers provide responsive instruction and intervention and are used to decide whether or not planned instruction and interventions are working.

Diagnostic Measures are designed to probe student learning at a deeper diagnostic level. This data will help identify areas of weakness that require intervention and provide a more diagnostic approach to designing, implementing and evaluating instruction and intervention.

Student-Centered Learning
Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Our district is committed to creating learning opportunities for students that increasingly place the student in the driver’s seat of his or her education. To that end, we support the following practices: Personalized Learning, Flexible Pathways, Proficiency-Based Learning, and Differentiation.

Personalized Learning provides teachers and school systems an opportunity for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Students take an active role in designing their learning based on strengths, interests, and individual goals. This may include, particularly at the high school level, programs classified by the Agency of Education as Flexible Pathways.

Flexible Pathways legislation recognizes that not only should classroom instruction and school offerings be varied, but that some students may wish to learn outside the walls of our schools. This learning could take the form of internships, online or in person college courses, work-based learning, and more.

Proficiency-Based Learning is a student-centered, learning-centered approach to curriculum, instruction, and assessment in the classroom. Instead of students competing with each other for class rank, they challenge themselves to perform better against a set standard. Instead of focusing on task completion and earning a grade, students focus on learning. Instead of arbitrary timelines, students are given multiple opportunities to show what they know. Instead of all types of tasks and all categories of learning being averaged together, progress is clearly reported in smaller learning chunks. Students are given quality instruction, clear communication of the learning targets, and multiple, varied opportunities to practice in order to achieve proficiency.

Differentiation is a pedagogical practice wherein there is intentional variety in how ideas are presented, how students work with those ideas, and how students are assessed on their understanding of those ideas. Teachers can differentiate content, process, and product according to student readiness, interest, and learning profile while maintaining the integrity of the learning target.

Universal Design for Learning
Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:

<table>
<thead>
<tr>
<th>Recognition Networks</th>
<th>Strategic Networks</th>
<th>Affective Networks</th>
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</thead>
</table>

5
<table>
<thead>
<tr>
<th>The &quot;what&quot; of learning</th>
<th>The &quot;how&quot; of learning</th>
<th>The &quot;why&quot; of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we gather facts and categorize what we see, hear, &amp; read. Identifying letters, words, or an author's style are recognition tasks.</td>
<td>Planning &amp; performing tasks How we organize &amp; express our ideas Writing an essay or solving a math problem are strategic tasks.</td>
<td>Why learners are engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.</td>
</tr>
</tbody>
</table>

APA Citation: CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA. Author CAST

**Tiers of Instruction and Intervention must be delivered with fidelity, which can be defined as the adherence to specified guidelines and standards for a designated research based instructional practice, intervention and/or program. It is adhering to the quantity, frequency and duration as stated in the conventions or protocol. It also encompasses quality of delivery. Fidelity should heighten the instructor’s awareness of the diversity of student’s needs and should then lead to appropriate differentiation. Differentiation should be student-centered and based on data. Differentiation can include providing students with multiple means for representing information (i.e. print, audio, and visual modes), multiple means of expression (i.e. written, oral, arts, multimedia), and/or multiple means of engagement (optimizing individual choice and autonomy, relevance, value and authenticity and minimizing threats and distractions).**

**Tier 1** is effective, proficiency-based instruction that occurs in the general education classroom delivered by a highly qualified, skilled general education teacher. Commonly referred to as “core instruction,” it is focused on meeting the needs of all students. To ensure positive outcomes for all, the teacher uses evidence-based instructional strategies to differentiate and personalize instruction to meet the needs of all learners. Core instruction should include rigorous whole class, small group and individual student work that is informed by assessment data appropriate for the grade and the Common Core State Standards (CCSS).

**Tier 2** support is designed specifically for those students who are not making adequate progress in Tier 1, or who are at risk for academic difficulties. Tier 2 instruction / intervention is an additional instructional support added to classroom instruction that focuses on a specific area of diagnosed need. That instruction could happen with multiple students in a small group by the classroom teacher or other qualified specialist. The duration of the intervention in the second tier should be flexible, temporary, and based on ongoing assessment of progress. The purpose of tier 2 intervention is to supplement -- not supplant -- tier 1 instruction.

**Tier 3** Supports are intended for students who are not making sufficient progress given high-quality instruction in Tiers 1 and 2. Tier 3 interventions are individualized and customized for a very small number of students in a smaller group format and may be delivered with greater frequency and duration than Tier 2. Students in Tier 3 may continue to receive core instruction at Tier 1, focused on appropriate CCSS. However, for some students some portions of Tier 3 may supplant (replace) tier 1 classroom instruction. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable and skilled educator. In some schools, Tier 3 will be an indication of special education placement; in others it may also precede special education.
A. What is a Multi-Tiered System of Supports
   A.2 What are the Core Components that should be evidenced across all three tiers for successful completion of MTSS
B. Three Tiers of Social-Emotional Interventions - Defined
C. How do schools with limited resources support students in need of tiered supports?
D. Universal Screenings – How are we identifying students in need of supports?
E. How long should interventions be implemented?
F. Data Collection and Documentation
   a. What types of data are necessary to make decisions at each tier?
G. How does the Supervisory Union redistribute professional development resources to build capacity to successfully implement a MTSS – Social Emotional Framework?
   a. Successful Implementation of MTSS-Social Emotional Framework requires new skill sets and supports from the supervisory union at all schools.
H. What are effective strategies in addressing social emotional and behavioral issues?
I. What role do parents play in the SVU MTSS Social-Emotional Framework

Appendix A – Resources
Appendix B – References and Suggested Readings
Appendix C – Material/Resource/Program List

A. What is a Multi-Tiered System of Support – Social Emotional Framework and Why is it necessary?
   Recent updates to state and federal laws are changing the way schools are expected to support the social/emotional developments of all students. Traditional approaches to assisting struggling students included only a focus on academic supports. Research shows that we also need to include the social/emotional domain as well as supporting students with academics.

   Traditional approaches to assisting struggling students have included parent conferences, observations, a minimum number of interventions in general education, a review of educational and social records, and a psychological evaluation. With the passage of the Elementary and Secondary Education Act in 2001 (ESEA – also known as the No Child Left Behind Act) and the Individual with Disabilities Education Act (IDEA) schools are required to use proactive approaches that match the interventions and supports students receive with their level of need. An MTSS System matches supports and interventions to student need. Universal Screener

   Response to Instruction/Intervention is defined as “the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals applying student response data to important educational decisions” (National Association of State Directors of Special Education, 2006, p.3). Based on a problem solving
model response to instruction and intervention considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. In addition to addressing academic learning challenges, interventions and strategies can be applied to improve students’ social behavior.

It is recognized that the many initiatives required by law are faced with barriers for schools and districts implementing a response to intervention framework due to limited resources and the ability to implement these interventions with fidelity. SVU is committed to developing a framework for school improvement and to offering a service delivery model to students. The MTSS Social-Emotional Framework recognizes the need for intervention and instruction in behavioral and social emotional competencies.

**A-1 What does a three-tiered model for instruction involve?**

A three-tiered model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier 1). However, not all students will respond to the same curricula and teaching strategies. As a result some students with identified needs receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a few students with the most severe needs receive intense and individualized behavioral and/or academic support.

The three-tiered support system allows educators to identify the needs of all students, match the level of support to the severity of the academic, social-emotional, and behavioral problems, and then assess the students’ response to the instruction/intervention. The MTSS Social-Emotional Framework is based on a problem solving model for all students that aims to teach and reinforce appropriate behavior and prevent inappropriate behavior.

Implementation of this three-tiered system requires school and district personnel to understand the core components of the framework and the training and systems issues that may impact the success within a school or district.

**A-2 What are the primary components of the MTSS Framework that should be evidenced across all three tiers for successful implementation?**

**Recognition that behavioral skills are learned and must be taught.** A primary concept underlying multi-tiered social-emotional and behavioral supports is that behavior occurrence is related to events or situations in the environment that trigger specific behaviors and is maintained by the responses and outcomes that follow the behavior. Thus, behavior is “learned” and can be changed through the following ways:

- Modifying the environmental conditions so that problem behavior is less relevant and occurs less frequently.
- Teaching appropriate skills to replace the problem behavior so that the new skill is more efficient than the problem behavior in getting a desired outcome.
- Reinforcing the new appropriate skill so that it will be repeated.
- Changing the responses of others to problem behavior events so that the problem behavior will no longer be effective for the student to get the desired outcomes.
This represents a shift in philosophy of “fixing” the student to “teaching” the skills and strategies and interventions that promote success.

**School-based problem solving teams with well-defined roles** – to ensure fidelity of implementation, to ensure that problem solving model is being followed, and to review data regularly. The school-based problem solving team should include members who are key stakeholders and who are committed to a collaborative problem-solving process. Roles of team members should be clearly defined for efficient and effective implementation of the multi-tiered system of supports. This team should have the involvement of an administrator, and the team should have knowledge of resources, policies, and procedures and have the ability to make important decisions. These School-based problem solving teams are made up of individuals who work toward common goals by meeting consistently to prevent challenges, manage student supports, and implement the interventions the team has determined are needed. This team also recognizes the importance of involving parent(s) and or guardians in this problem solving process.

**Consistent application of a four-step problem-solving process** – The problem-solving process can help teams use data at each tier to determine problems to be addressed and to establish consistent procedures to analyze and develop solutions. The problem solving process includes the following:

- **Problem Identification** – using data to identify and define problem behaviors
- **Problem Analysis** – using data to hypothesize why the problem behavior identified is occurring
- **Intervention Design** – developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
- **Response to Instruction/Intervention** – using data to determine the effectiveness of the supports and to decide next steps.

Although the data collected at each tier may be different, data should drive the team’s decisions. School-based problem solving teams should have access to multi-tiered data sources that, at a minimum, provide the following:

- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier 2 and Tier 3 interventions
- Type of Tier 2 & Tier 3 Interventions students are receiving
- Fidelity of interventions being implemented
- Effectiveness of interventions

Data-based decision rules should be developed so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis. Decision rules should take into account the following conditions.

- **Positive response from student**
  - Continue the intervention for specified time period
  - Systematically fade the intervention
- **Questionable response from student**  
  - Increase intensity of intervention—frequency/time/focus  
  - Monitor more frequently (at least weekly)  
- **Poor student response**  
  - Reconvene the School-based problem solving team  
  - Significantly modify current or develop new intervention

**Use of evidence-based programs and practice** – The Elementary Secondary Education Act (ESEA) requires educators to use “Scientifically-based research” to guide their selection of interventions to be implemented. There are several resources that can assist educators in determining the strength of evidence for the interventions.

**Evaluation includes effectiveness of interventions and fidelity of implementation** – To determine whether behavioral interventions are having the desired outcomes and to make valid decisions, a minimum of two types of evaluation data should be collected.

- First, at all three tiers, data should be available that will show the impact of the intervention(s) on decreasing behavior and increasing appropriate or expected behaviors.
- Second, there should be ongoing data that provide information on the fidelity of implementation

**Professional development is aligned with expected** – The method and depth of training activities should match the level of implementation required. Professional development should include effective practices that promote understanding and implementation in applied settings. Interactive Trainings methods may include the acquisition of skills that transfer into daily use and could include role play and modeling, experiential activities in a variety of settings, coaching and performance feedback, link of practice to student outcomes, and ongoing support.

**Procedures are established for teaching expected behaviors** – Directly teaching students the expected behaviors that are associated with academic and social success is a key defining characteristic of behavior support. For Tier 1, three to five universal behavior expectations are selected, defined and directly taught to all students so that everyone, including staff and faculty, is using similar language and processes. A systemic and direct instructional procedure that is clearly written and applicable to all staff, students, and settings increases the likelihood that expected behaviors will be consistently taught. Instructional plans include the following features:

- Methods for communicating and teaching positively stated expectations, rules, and procedures
- Use of evidence based interventions
- Tools such as detailed lesson plans and teacher scripts for teaching and practicing behaviors
- Delivery of effective consequences for both appropriate and inappropriate behaviors.

**The Three Tiers of Intervention**

**Tier 1: Universal.**
Available to all students. “Everybody gets what they need to be available to learn”.

1) Provide supports to meet the basic biological needs of all students to make them available to learn such as health services, food programs, referrals to community resources for housing, heating assistance, etc.
2) Provide supports to meet the social and emotional needs of all students for lifelong skills, future planning, and crisis intervention.
3) Schools would provide a safe and structured environment with clear and consistent social and behavioral expectations.
4) Provide supports and opportunities for students belonging and connectedness
5) Provide opportunities for family and community engagement.

Additional thoughts:
An effective and efficient Tier 1 system should be established and fully operational for all students in school. If core behavioral instructions are not effective for approximately 80% of the student population, the school based team should review Tier 1 implementation and the fidelity with which it is being implemented.
**Universal Screening of All Learners:**

Quality Tier 1 programs assist MOST students in meeting grade level standards.

**Tier 1 Core Program Instruction**
Universal PBIS(K-12), Nursing Services, Second Step (PreK-8), Responsive Classrooms, Differentiated Instruction-p.11 and 13, School Counselor Services (classroom instruction support, ad hoc peer/classroom resolution)

Assessment data determines the need for Tier 2 Intervention

**Tier 2 Supplemental Programs**
(Aligns with and supplements Tier 1 curriculum)
Targeted PBIS (K-8), short term school counselor interventions, Student Support Services, Targeted Behavioral Support Plans

SOME students will need Tier 2 Intervention in addition to effective Tier 1 instruction to meet grade level standards.

Assessment data determines need for Tier 3 Intervention

**Tier 3- Intensive Program**
intensive PBIS (K-8), long term School Based Clinicians, Intensive Behavioral Support Plans

FEW students will require Tier 3 intensive programming.

**Slate Valley’s Pyramid Response to Instruction and Intervention in SEL**
Tier 2: Targeted
To meet the needs identified in tier 1, students benefit from targeted supports and specialized intervention based on student data and assessment.

**Additional thoughts:**
Tier 2 does not replace Tier 1; rather it is an additional or supplemental support. A student receiving tier 2 supports should also be receiving on-going Tier 1 supports. No single method is likely to identify students in need of Tier 2. Some of the methods used to identify Tier 2 need for supports might include; office discipline referrals, screenings, teacher nominations, parent and support service recommendations, formative assessments. Your School-based team would be charged with considering all of the above.

Some Tier 2 interventions may require modification by classroom teachers or the implementation of a new teaching practice (e.g., increase in positive feedback, monitoring of student progress, and/or evaluation of behavioral and academic progress). Ideally, Tier 2 Interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few minutes of teacher time each day. *Please see resource Guide for additional teacher support tools; (e.g, Top 17 Classroom Management Strategies, Environmental Inventory or other tools from the Guide).*

Tier 3: Intensive
To meet the needs identified in Tier 1, students benefit from a support circle including specialists from the school and the community. (Developed by SVU School Psychologist)

**Additional thoughts:**
At times, Tier 3 supports must expand beyond the scope of services the school provides to adequately address behaviors. Students may have mental health needs, or families may need more access to available community supports. Having a solid Wrap-A-Round, Coordinated Service Planning Team will be a requirement of an effective Tier 3 system. Any Tier 3 system should include BIP’s, Behavior Intervention Plans, and Functional Behavior Assessments (FBA’s).

Tier 3 Interventions are designed to address students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 supports. However, there may be instances when a student is experiencing very severe significant academic or behavioral, or social-emotional problems and may need Tier 3 interventions without having experienced a Tier 2 level intervention. Again you School-based team will be assisting with the recommendation to “triage” a student.

C. School Based Teams with limited resources need to consider how to prioritize the students who may need or benefit from Tier 2 & Tier 3 supports.
Initially, schools may not have sufficient interventions, personnel, or other resources to simultaneously address the needs of every student identified through the use of a school-wide screening process. School-based problem-solving teams should develop a process for prioritizing students according to their level of need. It will be critical in these instances to use data to inform your decision making (prioritization of student need). Data considerations might include Office Discipline Referrals, attendance records, level of academic concerns, number of minor and major behaviors. *(Add to if you have other items)*
D. What are the evidence based practices at each tier of the MTSS Framework?

E. Universal Screenings – How are we identifying students in need of supports?
In a typical RTI model, all students are screened in one or more of these academic areas and those identified as at risk for learning or behavior difficulties are provided evidence-based interventions in the at-risk area (http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model).

At Pre-K:
K-5:
SVU middle schools:
FHUHS: Currently students are identified

F. How long should interventions be implemented?
Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student’s needs. The School-based problem-solving team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. Interventions should be continued as long as the student exhibits a positive response. The interventions should be modified as appropriate when a student’s progress is less than expected.

All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks (http://www.rtinetwork.org/learn/what/whatisrti).

G. Data Collection and Documentation
   a. What types of data are necessary at each level to make decisions at each level?
Data-based decision making is central to the MTSS Social-Emotional Framework, the types of data necessary to make decisions may vary according to the tier and outcomes desired. The following table lists some of the school-based outcomes that may be assessed at each level of MTSS.

<table>
<thead>
<tr>
<th>Tier 1 Universal</th>
<th>Tier 2 Targeted</th>
<th>Tier 3 Intensive</th>
</tr>
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<tbody>
<tr>
<td>● Discipline Referrals</td>
<td>● Discipline Referrals</td>
<td>● Discipline Referral</td>
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<tr>
<td>● Out-of-school &amp; In-school Suspensions</td>
<td>● Out-of-school &amp; In-school Suspensions</td>
<td>● Out-of-School &amp; In-School Suspensions</td>
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<tr>
<td>● Requests for Assistance</td>
<td>● Requests for Assistance</td>
<td>● Requests for Assistance</td>
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<td>● Faculty, student or family surveys</td>
<td>● Faculty, student or family surveys</td>
<td>● Faculty, student or family surveys</td>
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<td>● Direct Observations</td>
<td>● Direct Observations</td>
<td>● Direct Observations</td>
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<tr>
<td>● School Climate Surveys</td>
<td>● Teacher Nominations</td>
<td>● Behavior Rating Scales</td>
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<td></td>
<td></td>
<td>● BIP or FBA Forms and processes</td>
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H. What are effective strategies/treatments in addressing Social-Emotional and Behavioral Issues and their Effect Size? What doesn’t work? What are ineffective treatments and why punishment doesn’t work?

<table>
<thead>
<tr>
<th>Effective Treatment/Interventions</th>
<th>Effect Size</th>
</tr>
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<tbody>
<tr>
<td>PBIS</td>
<td>+.90</td>
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<tr>
<td>Mentor-based support</td>
<td>+.60 to +1.00</td>
</tr>
<tr>
<td>Social-Emotional Learning</td>
<td>+.90</td>
</tr>
<tr>
<td>Social Skills Training</td>
<td>+.68</td>
</tr>
<tr>
<td>Proactive classroom management</td>
<td>+.81</td>
</tr>
<tr>
<td>Formative Evaluation + graphing + reinforcement</td>
<td>+1.00</td>
</tr>
<tr>
<td>Supplemental Academic and Behavioral Instruction</td>
<td>+.70 to 1.50</td>
</tr>
<tr>
<td>Behavioral contract, self-monitoring</td>
<td>&gt;+.50</td>
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<thead>
<tr>
<th>Ineffective Treatment/Intervention</th>
<th>Effect Size</th>
</tr>
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<tbody>
<tr>
<td>Punitive Discipline</td>
<td>-.13 to +.06</td>
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<tr>
<td>Referral to outside counseling</td>
<td>.00 to +.08</td>
</tr>
<tr>
<td>Meeting with the student</td>
<td>.00</td>
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<tr>
<td>Analyze cognitive strengths &amp; weakness</td>
<td>.00</td>
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</tbody>
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Kavale (2005); Marquis et al. (2000); Cook, et al. (in press); Blueprints for Promising Treatments (1999)

Why Doesn’t Getting Tough Work?
- Fosters environment of control
- Triggers and reinforces antisocial behavior
- Shifts accountability away from school
- Devalues and diminishes child-adult relationships
- Weakens relationship between academic and social behavior programming

Disadvantages of Using PUNISHMENT to Manage Behaviors
- Punishment reinforces the person giving the punishment and may inadvertently reward the behavior.
- Punishment may lead to control battles and escalate behavior.
- Punishment may cause emotional or aggressive behaviors in the person being punished. Pain, humiliation/shame typically escalate the behavior.
- Punishment might result in the person avoiding the punishing environment or the person who is punishing. For Example, a child who is punished by one parent may avoid that parent or not exhibit the behavior with that parent but does with the other parent.
- Punishment models negative behavior and sets a poor example and creates a negative example.
Punishment is short term solution that has no effect on increasing appropriate behaviors in the long term. It does not teach an alternative behavior.

I. What Role Do Parents Play in the SVU MTSS Social-Emotional Framework?

Parent Involvement:
The team at your child’s school works hard to identify student needs and design intervention plan that will lead to success. Team members are selected for their expertise, but also for how well they know your child. However, no one knows your son or daughter better than YOU-- and therefore your involvement is very important.

Parents are strongly encouraged to attend all MTSS meeting. If you are unable to make a meeting, you may ask the school to reschedule at a time more convenient. If transportation is an issue, you may also request to participate via phone.

Your input is very valuable, and we hope you will make every effort to take part.

Additional Thoughts:

Slate Valley MTSS Social-Emotional Framework

Refer to the Appendix for Behavior Intervention Guide for Clarification of items in chart if Needed

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<thead>
<tr>
<th>Tier 1</th>
<th>Process</th>
<th>Resources</th>
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<tbody>
<tr>
<td>● School-wide Behavior Management Plan</td>
<td>● School-wide Behavior Management Plan</td>
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<tr>
<td>● Classroom Supports</td>
<td>● Tier 1 Decision Making Points</td>
<td></td>
</tr>
<tr>
<td>● School—wide Data (Referrals, suspensions, classroom incidents, attendance, bullying incidents, implementation integrity)</td>
<td>● Classroom Behavior Plan Template</td>
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</table>

<table>
<thead>
<tr>
<th>Student Identification</th>
<th>Process</th>
<th>Resources</th>
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<tbody>
<tr>
<td>● Identifying Students through Universal Behavior Screening</td>
<td>Referral for MTSS S/E Services</td>
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<tr>
<td>● Identifying students through school-wide data</td>
<td>Teacher Nomination Form</td>
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<tr>
<td>● Identifying students through teacher request</td>
<td>Team Notification Form</td>
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<td>Student Identification Worksheet</td>
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<thead>
<tr>
<th>Tier 2</th>
<th>Process</th>
<th>Resources</th>
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<tbody>
<tr>
<td>● School Team Problem Solving Model</td>
<td>Behavior Progress Report Form</td>
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<tr>
<td>● Implementing Supplemental Supports</td>
<td>Tier 2 Decision Making Points</td>
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<tr>
<td>● Progress Monitoring and Evaluation</td>
<td>Tier 2 Intervention Toolbox</td>
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<thead>
<tr>
<th>Tier 3</th>
<th>Process</th>
<th>Resources</th>
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<tbody>
<tr>
<td>● Conducting a Functional Behavioral Assessment (FBA)</td>
<td>FBA Planning Form</td>
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<tr>
<td>● Developing a Positive Behavior Intervention Plan</td>
<td>FBA Form</td>
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<tr>
<td>● Progress Monitoring</td>
<td>PBIP Form</td>
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<tr>
<td>● Completing Progress Notes</td>
<td>PBIP Progress Note</td>
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<td>Choosing a Data Collection Method</td>
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<td>Tier 3 Decision Making Points</td>
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<tr>
<th>Intervention Fidelity</th>
<th>Process</th>
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<tbody>
<tr>
<td>● Types of Intervention Fidelity Procedures</td>
<td>On-Site School-wide Beh. Walkthrough</td>
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<tr>
<td></td>
<td>Environmental Inventory</td>
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<td></td>
<td>Classroom Management Checklist</td>
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