REACH MS (Realizing Excellence for All Children in Mississippi)
Multi-Tiered System of Support (MTSS)
Positive Behavior Interventions and Supports (PBIS)
REACH MS: MISSISSIPPI’S STATE PERSONNEL DEVELOPMENT GRANT
DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION
THE UNIVERSITY OF SOUTHERN MISSISSIPPI

118 College Drive #5057
Hattiesburg, MS 39406-0001
Phone: 601.266.4693
Fax: 601.266.4691
Website: usm.edu/reachms
Email: REACHMS@usm.edu

REACH MS STAFF

Hollie Gabler Filce, Ph.D.
Director
REACH MS

Patty Carter Gautier
Family, Data and Dissemination Coordinator
REACH MS

Selina Merrell, M.S., Ed.
PBIS Coordinator
REACH MS

Brittany Herrington, Ph.D.
Early Learning and Significant Cognitive Disabilities Specialist
REACH MS

Sydney Wise, M.A.
PBIS Technical Assistance Specialist
REACH MS

Margaret Ellmer, Ph.D.
UDL Coordinator
REACH MS

Christa Dunnam, M.Ed.
UDL Technical Assistant Specialist
REACH MS

Kasey Keith
Administrative Assistant
REACH MS

Rich Baker
Webmaster
REACH MS

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H323A100001. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted.
Table of Contents

Introduction ................................................................. 2-6
MTSS PBIS Tier 1 ......................................................... 7-44
MTSS PBIS Tier 2 ......................................................... 45-66
MTSS PBIS Tier 3 ......................................................... 67-88
Implementation Evaluation ............................................ 89-132
   —REACH MS TFI Snapshots
   —REACH MS Tiered Fidelity Inventory
MDE MTSS Documentation ............................................ 133-172

ABOUT THIS GUIDE

This guide was created as a resource for schools in the implementation of PBIS at all three tiers. Each section provides an outline of the Critical Elements or systems, resources, and examples. It also includes a link to the Tiered Fidelity Inventory (TFI) and the Mississippi Department of Education’s Multi-Tiered System of Support Documentation Packet.

The information and resources included in this guide were contributed by REACH MS, Mississippi Department of Education, REACH MS PBIS Model Sites, and The National PBIS Technical Assistance Center.
REACH MS
Realizing Excellence for ALL Children in Mississippi

Mississippi’s State Personnel Development Grant (SPDG) was originally awarded to the Mississippi Department of Education in 2005 and refunded in 2011 and 2016. The grant is operated by the University of Southern Mississippi’s Department of Curriculum, Instruction and Special Education in collaboration with the Mississippi Department of Education. One of the grant’s initiatives is to support development and expansion of positive learning environments in Mississippi through effective implementation of Positive Behavioral Interventions and Supports within a Multi–Tier System of Supports (MTSS) framework.

Multi-Tier System of Supports (MTSS)

MTSS is defined as “the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005).

The Three Tier Instructional Model was adopted by the State Board of Education (SBE Policy 41.1) on January 21, 2005 and revised on August 18, 2016. It is designed to meet the needs of every student and consists of three tiers of instruction (Mississippi Department of Education)

- **Tier 1:** Quality classroom instruction based on MS Curriculum Frameworks.
- **Tier 2:** Focused supplemental instruction.
- **Tier 3:** Intensive interventions specifically designed to meet the individual needs of students.

Goals of MTSS

- Being prevention oriented: knowing who needs support as early as possible each year and putting those supports in place
- Implementing evidenced-based interventions for all students and tailoring interventions based on student’s needs
- Using progress monitoring data to know when to make changes in instruction
- Self-assessment of school leadership teams to examine the current status of school-wide practices (Mississippi Department of Education)
MTSS Essential Components

- Shared Leadership
- Data-Based Problem Solving and Decision Making
- Universal Screening and Progress Monitoring
- Layered Continuum of Supports
- Evidenced-based Instruction, Intervention, and Assessment Practices

(Mississippi Department of Education)
What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (core/universal), secondary (targeted), and tertiary (intensive) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. (pbis.org)

1. **CORE / UNIVERSAL**: Instruction and clear behavioral expectations for ALL students (School-Wide)

2. **TARGETED**: Interventions targeted for a small group of students not experiencing success at core level

3. **INTENSIVE**: Individualized supports and services for individuals needing the most intensive support

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

Frequently, the question is asked, “Why should we have to teach kids to be good? They already know what they are supposed to do. Why can we not just expect good behavior?” In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step 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 PBIS is to establish a climate in which appropriate behavior is the norm. (pbis.org)
Data” How Decisions Are Made”

- A problem-solving team
- Data collection
- Data use
  - Communication with staff about data, patterns, and decisions. Where do we focus our efforts?

Systems “How Things are Done”

- Procedures for non-classroom settings (lunchroom, bus, bathroom, assembly, transition/hallway)
- Procedures for reinforcing expected behavior
- Procedures for responding to office discipline referrals.
- Procedures for meeting the needs of all students (The Triangle)

Practices “How Staff Interact with Students”

- Define:
  - 3-5 school-wide expectations
  - Classroom managed vs. office referred behavior
• **Teach:**
  - Behaviors like we teach academics
  - In the moment reminders/redirection
  - Pre-correct to “get” expected behavior

• **Model:**
  - Adults practice what we preach
  - Students practice what we teach

• **Acknowledge:**
  - Immediate, intermittent, long-term reinforcements for expected behaviors to ensure future compliance

• **Re-teach:**
  - Consequences for non-compliance
  - Review of expected behavior
  - Addition of needed behavioral/academic supports

**Overall Features of Positive Behavior Interventions and Supports**
(Dr George Sugai, 2001)

• Create a continuum of behavior supports from a systems perspective
• Focus on behavior of adults in school as a unit
• Establish behavioral competence
• Utilize effective, efficient, and relevant data-based decision-making systems
• Give priority to academic success
• Invest in research-validated practices
• Arrange environment for “working smarter”
• Total staff commitment to managing behavior
• Clearly defined and communicated expectations and rules
• Consequences and clearly stated procedures for reinforcing appropriate behavior and for teaching appropriate replacement behaviors
• An instructional component for teaching students self-control, expected behaviors, and social skills strategies
  • A support plan to address the needs of students with chronic, challenging behaviors
MTSS – PBIS Tier 1

CORE / UNIVERSAL: Instruction and clear behavioral expectations for ALL students (School-Wide)

MTSS – PBIS Tier 1 Critical Elements (Systems)

- Data Entry and Analysis
- Identifying School-Wide Expectations
- Specific Rules for Specific Settings
- Developing a System for Teaching Appropriate Behavior
- Developing a Reinforcement System
- Classroom Systems
- Office Discipline Referral Process
- Establishing a SWPBIS Team and Faculty/Staff and Family “Buy In”
- Evaluation

3 Tiers of Support
Critical Element: Data Entry and Analysis

Key Points:
- Generate “BIG 5” data reports/graphs
- Build a precise problem statement and generate interventions and solutions based on data

“Big 5” Data

How Much - average number of Office Discipline Referrals per school day per month

What - Office Discipline Referrals by type of problem behavior

Where - Office Discipline Referrals by location

When - Office Discipline Referrals by time of day

Who - Office Discipline Referrals by student
The MTSS PBIS Tier 1 Team will analyze the “Big 5” data at least monthly to identify problem behavior, create a precise problem statement, generate a hypothesis as to why the problem behavior is occurring and then create a solution or intervention to address the issue.

Data Should Be Shared Monthly with the Faculty and Staff
Data Wall

Data Video

Newton County School District
Newton County Elementary School

https://www.youtube.com/watch?v=9QqbxAy7Q&feature=youtu.be
MTSS – PBIS Tier 1 Data Summary Form

The MTSS PBIS Tier 1 Team will utilize the Tier 1 Data Summary Form to document the “Big 5” and ideas for solutions

http://www.reachms.org/docs/swpbis/data_summary_sheet.docx

Tier 1 Data Summary Form

<table>
<thead>
<tr>
<th>Is there a problem?</th>
<th>Describe...</th>
<th>Ideas for Solutions...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Often</strong> are the ODRs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to National Average?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trends?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to last year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What</strong> are the problem behaviors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One, few, many behaviors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clusters of behaviors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong> are the behaviors occurring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One, few, many locations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clusters of locations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When</strong> are the behaviors occurring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to the schedule?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to the locations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is involved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Many or few students?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Precision Statement:**
Critical Elements: Identifying School-Wide Expectations and Specific Rules for Specific Settings

Key Points:

• Generate expectations in alignment with MS’s MTSS recommendations
• Create 3-5 school-wide expectations
• Create rules for specific settings

To create a culture of competence within our schools we need a common set of behavior expectations...
(Michigan’s Integrated Behavior & Learning Support Initiative)

Expectation
A strong belief that something will happen or be the case in the future

Rule
Specific skills you want exhibited and the procedures you want followed in each setting

Newton County Elementary School
Examples: Expectations & Rules

http://www.reachms.org/docs/swpbis/expectations_and_rules_matrix.pptx
http://www.reachms.org/docs/swpbis/BigListofRules.docx

Critical Element: Developing a System for Teaching Appropriate Behavior

Key Points

• Teach rules and expectations
  • Initial teaching
  • Teaching in the moment
  • Ongoing teaching
“If a child doesn’t know how to read, we teach”.

“If a child doesn’t know how to swim, we teach”.

“If a child doesn’t know how to multiply, we teach”.

“If a child doesn’t know how to drive, we teach”.

“If a child doesn’t know how to behave, we punish”.

“Why can’t we finish the last sentence as automatically as we do the others?”

(John Herner (NASDE President) Counterpoint 1998)

Components of Teaching Expectations and Rules

- A behavioral curriculum includes teaching expectations and procedures/rules
- Lessons include examples and non-examples
- Lessons use a variety of teaching strategies
- Lessons are embedded into subject area curriculum
- Faculty/staff and students are involved in development and delivery of behavioral curriculum
- Strategies to share key features of PBIS program with families/community are developed and implemented
1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

Davis Magnet School
Initial Teaching of Expectations and Rules

Alcorn Central High School’s PBIS Team understands the importance of starting the year off with all faculty, staff, family members and students knowing and understanding the school-wide expectations. We realize the challenge of capturing the attention of high school students and needed to have fun, memorable activities to teach expectations and rules to the school community at large. Therefore, the PBIS Team created a schedule of fun (and funny) activities to address this need.

Alcorn Central High School is the home of the BEARS! Our school – wide expectations are as follows:

- **B** - Believe
- **E** - Effort
- **A** - Attitude
- **R** - Respect
- **S** - Success

---

### Cardozo Middle School
**P.R.I.D.E. Behavioral Expectations Matrix**

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Hallways</th>
<th>Restroom</th>
<th>Cafeteria</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> - Productive</td>
<td>Follow all directions the first time given.</td>
<td>Students must report to their designated areas without any unnecessary stops</td>
<td>Enter and exit the restroom in a timely manner</td>
<td>Obtain all utensils/condiments needed for your meal</td>
<td>Students will report to their designated bus stop on time</td>
</tr>
<tr>
<td><strong>R</strong> - Respectful</td>
<td>Respect those in authority and fellow students</td>
<td>Respect those in authority and fellow students</td>
<td>Display positive social interactions by talking softly</td>
<td>Be informed of arrival, departure, and substitutions of transportation</td>
<td></td>
</tr>
<tr>
<td><strong>I</strong> - Informed</td>
<td>Raise your hand and wait to be recognized before speaking or leaving your seat</td>
<td>Quietly walk one behind the other</td>
<td>Practice good hygiene at all times</td>
<td>Practice proper table etiquette</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> - Diligent</td>
<td>Come to class on time, prepared, and with required materials</td>
<td>Students must report straight to their designated area without any stops</td>
<td>Follow scheduled restroom breaks</td>
<td>Enter and exit the cafeteria in an orderly manner</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> - Efficient</td>
<td>Put forth your best effort by completing all assignments on time</td>
<td>Students must walk on the right side of the hallway, one behind another</td>
<td>Keep your restroom clean at all times</td>
<td>Keep the cafeteria clean at all times</td>
<td>Stay seated and face forward at all times</td>
</tr>
</tbody>
</table>
During the first week of school, ACHS had a beginning of the day assembly focusing on one of the expectations. After describing the expectation, a staff member performed a song representing that expectation. For example, Believe was represented by the song “I Believe I Can Fly,” performed by the school principal. Skits were also presented by the school Drama Club introducing the specific rules for specific settings, i.e. bathroom, hallway, cafeteria, etc.

After the assembly each morning, students returned to their classrooms where teachers and students discussed the meaning of the expectation using a poem, creed or other types of literature to reinforce the concept.

“A New Attitude”

Houston Elementary School

In addition to typical beginning of school activities such as the Pledge of Allegiance and announcements, students actively participate in learning activities relating to behavioral expectations, are recognized for positive behaviors shown, and participate in discussions about areas of improvement needed. This time is also used to announce reinforcement activities as an incentive for students to demonstrate expected behaviors. The Morning Meeting agenda contains the following components:

1. Pledge of Allegiance/Star Spangled Banner
2. Treasure Island Theater – an activity for teaching school – wide expectations with students performing skits of the do’s and don’ts of the expectation.
3. Announcements – (birthdays, weather, lunch report, Fun Friday Activity etc.)
4. Praise/Problems Addressed
5. School Song
The idea of a Morning Meeting was presented to the PBIS team by the school’s music teacher. The PBIS team developed the format and taught it to faculty as a way to address the Critical Element of Teaching. The area of focus is determined by review of school level data. (i.e. ODR’s attendance, tardiness etc...)

Morning Meeting

Examples of Teaching Videos

**Alcorn County School District**
Alcorn Central High School

[https://youtu.be/JZDIDg13e68](https://youtu.be/JZDIDg13e68)

**Rankin County School District**
Steen’s Creek Elementary School

[https://youtu.be/SHM6WN4TDsM](https://youtu.be/SHM6WN4TDsM)

**Newton County School District**
Newton County Elementary School


**Jackson Public School District**
McWillie Elementary School


**Lowndes County School District**
New Hope High School

[https://vimeo.com/210814622](https://vimeo.com/210814622)
Examples of Lesson Plans

Respect Lesson Plan

How to Greet Adults

Context: All Settings

Introduction:
Teacher asks, “Does anybody know what it means to be an active listener?” Make a chart that lists what a person does when they are an active listener. Characteristics of an active listener are:

1. Face the other person
2. Use eye contact
3. Speak with a respectful voice
4. Your face should match what you say
5. Your body should match what you say
6. Ignore distractions

Teacher explains that a respectful learner looks the speaker in the eye and responds appropriately.

Example:
When James entered the building the school counselor said, “Good morning, James!” James looked her in the eye, smiled at her and said, “Good morning, Mrs. Keith.”

Non-example:
Ann got up late and barely made it to school before the tardy bell. When the principal said good morning to her, she pulled her coat over her head and walked down the hallway to her classroom.

Activity:

1. The class sits in a circle and practices appropriate responses. The teacher will say, “Good morning, Joseph.” Joseph replies with, “Good morning, Mrs. Green.” Then Joseph passes the greeting to the student sitting next to him, who practices responding appropriately. (“Good morning, Allison”; “Good morning, Joseph”)
2. Practice making eye contact with others while one person tells about his/her weekend and the other person “actively listens” (teacher models first with a student).
Review:
Review the “Active Listening” chart. The teacher may need to stop and pre-correct what an active listener looks like either one-on-one or as a whole group.

Other Activities:
- Read Luxury’s Purple Plastic Purse by Kevin Henkes. Make a t-chart about what Lilly did in the book and could have done to be an active listener.

Resources:
Luxury’s Purple Plastic Purse by Kevin Henkes

Critical Element: Developing a Reinforcement System

Key Points:
- Define reinforcement
- Create system with immediate, short term and long-term reinforcement

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

Akin-Little, Little, Eckert, & Lovett, 2004

Reinforcement
A system that provides immediate, intermittent, and long-term reinforcements, given by adults in the building, to any students displaying desired school-wide expectations, behaviors, or associated rules.
# ACHS PBS Incentives for 2010-11

## 5 BEAR BUCKS
- Tea at lunch *(with coupon)*
- Drink at break
- Snack at break
- Ice Cream Treat or Popsicle *(when available)*

## 10 BEAR BUCKS
- Ticket to school event
- Wear cap for one day in hall *(with coupon)*
- Add 2 points on a test grade in one subject *(not 6 Weeks Test)*

## 25 BEAR BUCKS
- Reserved parking place for 1 week *(with coupon)*
- Field Trip *(Skating, Bowling and Lunch for instance)*

## 50 BEAR BUCKS
- Class Party *(1 period your choice, we provide drinks only)*
- Principal for the Day
- Activity Day *(end of year to be determined)*

---

**ALL REWARDS MUST BE “PURCHASED” THROUGH ACHS OFFICE AND MRS. TALLEY!!**
North Pontotoc Upper Elementary School

Students recently cashed in their Viking Bucks for a chance to pie their favorite teacher in the face. Joseph Moody, who purchased 25 chances to win, won the drawing and chose to pie Mr. Jason Terry in the face.

Barr Elementary School (Monthly Celebration)
Non/Low-cost PBIS Reinforcements for Students
(Combined with Laura Riffel’s “83 Free or Inexpensive Rewards for Individual Students” list)

http://www.reachms.org/docs/swpbis/Low_NoCostReinforcementList.docx

**ELEMENTARY LEVEL:**

- Allow kids to wear jeans instead of the uniform (navy or khaki pants) when the school meets a goal (i.e. reduces tardies and meets their goal).
- Attend the “Hang-out Hive” to socialize with peers
- Be a helper in another classroom, lunchroom, office, or with custodian
- Be featured on a photo recognition board
- Be recognized during announcements
- Be the leader of a class game or activity
- Be the line leader or caboose
- Be the teacher’s helper for the day
- Choose any class job for the week (line leader, office runner, teacher helper)
- Choose the game or activity for the class (book to be read by teacher, math game, dodge ball, music to listen to, etc.)
- Choose which homework problem the teacher will give the answer to for a freebie
- Classroom flags: classrooms with no office referrals, all homework completed, etc., get to hang their class flag outside of door
- Dance to favorite music in the classroom
- Design a class/school bulletin board
- Do half of an assignment/homework pass
- Draw on the chalkboard
- Earn a free pass to a school event (game, dance, etc.)
• Earn a gift certificate to the school store or book fair
• Earn a pass to a community activity (zoo, aquarium, festival, museum, movie theatre, class, sporting event)
• Earn a trophy, plaque, ribbon, or certificate
• Earn an item promoting physical activity (jump rope, Frisbee, basketball, sidewalk chalk, hula hoop)
• Earn extra credit
• Eat lunch outdoors with the class
• Eat lunch with a teacher, principal, invited adult (parent, grandparent, guardian, family/friend, celebrity)
• Extra minutes for a favorite subject: library, computer, art, PE, etc.
• Extra recess
• Free milk
• Game with principal
• Happy Postcard Home: All kids have a printed mailing label posted in alphabetical order on board in faculty lounge. Pre-printed happy postcards are available, when the teacher catches the student demonstrating responsible behaviors, the teacher writes a note and card is mailed home. The good part is they know which kids are not getting a card mailed home.
• Have a private lunch with a friend in the principal’s office, teacher classroom, press box, or decorated table in lunchroom
• Help in a lower level class (read to them, help with activity, mentor, eat with them at lunch)
• Listen to music during silent reading time or while working individually
• Lunch with local athletes
• Make announcements over the PA
• Music during passing periods/lunch
• Operate the remote for a power point lesson
• Pass for a drink from the water fountain (let them choose which one – there is always a favorite!)
• Play P-I-G before school with an older student or staff member
• Positive referral to the principal (consequences = special prize, positive call home, certificate/note home)
• Principal/principal apprentice for an hour
• Shout-out: Leave five minutes early at the end of the day
• Sit in the teacher’s or principal’s chair/at desk
• Sit next to the teacher during story time
• Tai-Chi: Tai-Chi in the hallway with music, kids who need a pass are given one, come out do Tai-Chi go back to class.
• Take care of the class animal
• Take home a class game or video for the night
• Teach class outside
• Teach the class a school lesson or game
• Teacher trading cards
• Tell a pre-approved joke/riddle on morning announcements
• Thank you note to student for positive behavior/improvement
• Use a pen or marker for the day
• Use colored chalk
- Verbal praise
- Walk/eat with a teacher during lunch
- Walking field trip for whole class
- Wear a hat to school
- Wear slippers to school

Illinois PBIS Network’s
Non/Low-cost PBIS Reinforcements for Students
(Combined with Laura Riffel’s “83 Free or Inexpensive Rewards for Individual Students” list)

SECONDARY/HIGH SCHOOL LEVEL:

- Adult volunteers to write a job recommendation for the student
- Allow kids to wear jeans instead of the uniform (navy or khaki pants) when the school meets a goal (i.e. Meets 10% reduction goal in tardies).
- Assist with a school event (host, organize, serve food, seat guests) – could be quarterly PBIS celebration
- Attend the “Hang-out Hive” to socialize with peers
- Be a helper in another classroom, lunchroom, office, or with custodian
- Be featured on a photo recognition board
- Be recognized during announcements
- Be the leader of a class game or activity
- Be the teacher’s assistant
- Choose any class job for the week
- Choose the game or activity for the class
- Choose the homework assignment for class
- Choose which homework problem the teacher will give the answer to for a freebie
- Create a PBIS video (kids model only positive behaviors – teachers recruited for non-examples)
- Create a power point for the class on an area of interest
- Dance to favorite music in the classroom
- Design a class/school bulletin board
- Do half of an assignment/homework pass
- Draw on the chalkboard
- Dress as the school mascot during the game
- Earn a free pass to a school event (sporting event, game, dance, talent show, etc.)
- Earn a gift certificate to the school store or for spirit wear
- Earn a pass to a community activity (zoo, aquarium, festival, museum, movie theatre, class, sporting event, concert)
- Earn a trophy, plaque, ribbon, or certificate
- Earn an item promoting physical activity (jump rope, Frisbee, basketball, in-line skates, hula hoop)
• Earn extra credit
• Eat lunch outdoors
• Eat lunch with a preferred adult
• Eat lunch with a teacher, principal, invited adult (parent, grandparent, guardian, family/friend, celebrity)
• Extra minutes for a favorite subject: library, computer, art, PE, etc.
• Free milk/lunch/snack
• Free gas card
• Free homecoming/prom item (tickets, pictures, dinner, limo)
• Game/contest with principal
• Get interviewed for school newspaper
• Guest DJ one song at school dance
• Have a private lunch with a friend in the principal’s office, teacher classroom, press box, or decorated table in lunchroom
• Have first pick of lab partner/project partner
• Help design the school webpage
• Help in a lower level class (read to them, help with activity, mentor, eat with them at lunch)
• Invite them to be the student representative on a teacher committee
• Listen to music (iPod)during silent reading time or while working individually
• Lunch with local athletes
• Make announcements over the PA
• Music during passing periods/lunch
• Operate the remote for a power point lesson
• Opportunity to shadow a business owner for one day and write about the experience
• Pass for a drink from the water fountain (let them choose which one – there is always a favorite!)
• Play basketball before school with a younger student or staff member
• Positive Postcard: All kids have a printed mailing label posted in alphabetical order on board in faculty lounge. Pre-printed positive postcards are available, when the teacher catches the student demonstrating responsible behaviors, the teacher writes a note and card is mailed home. The good part is they know which kids are not getting a card mailed home.
• Positive referral to the principal (consequences = special prize, positive call home, certificate, note home, entered into special drawing)
• Principal/principal apprentice for an hour
• Privilege of leaving book overnight in class instead of having to lug it to locker
• Reserved seating (in stands, score box, score table, front row, etc.) at a school event (play, talent show, sporting event, guest speaker) for student and friends
• Rock star parking
• Serve as the student ambassador if visitors come to the school
• Shout-out: Leave five minutes early at the end of the day
• Sit in the teacher’s or principal’s chair/at desk
• Student plans spirit week activity for one of the days
• Submit favorite picture for yearbook
• Tai-Chi: Tai-Chi in the hallway with music, kids who need a pass are given one, come out do Tai-Chi go back to class.
• Take care of animals within or associated with school
• Teach class outside
• Teach the class a school lesson or game
• Teacher trading cards
• Tell a pre-approved joke/riddle on morning announcements
• Thank you note to student for positive behavior/improvement
• Use a pen or marker for the day
• Use colored chalk
• Verbal praise
• Walk/eat with a teacher during lunch
• Wear a hat to school
• Wear slippers to school
• Wear your hoodie
• Win a coupon book for local restaurants/businesses

Critical Element: Classroom Systems

Key Points:

• Components of Effective Classroom PBIS Plan
• Basic principles of behavior
• Behavior management techniques

Effective Classroom Plan (Classroom Blueprint Tim Lewis, Ph.D.)

http://www.reachms.org/docs/swpbis/EffectiveClassroomPlan.doc

• Classroom Rules
  • Procedures for teaching classroom rules
• Attention Signal
• Daily Schedule
  • Posted
• Student Routines
• Teacher Routines
• Reinforcing Appropriate Behavior
• Consequence Ladder
Principles of Learning (ABCs of Behavior)

Antecedent
Internal or External

Behavior Function

Consequence
Positive or Negative Reinforcement

Function of Behavior

To Obtain Something
- Attention/Social Interaction
- Materials/Activity
- Sensory Stimulation

To Escape or Avoid Something
- Attention/Social Interaction
- Materials/Activity
- Sensory Stimulation
Critical Element: Office Discipline Referral Process

Key Points:

- Clarify classroom vs. office managed behaviors
- Document on Office Discipline Referral Big 5 data points
- Document minor behavior consequence ladder
- Apply consistent and appropriate consequences for major and minor behaviors

Major and Minor Behaviors

Definitions of Majors and Minors

http://www.reachms.org/docs/swpbis/MajorMinorsDefinitions.docx
### Examples of Behavior by Severity

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Minor – Teacher Managed</th>
<th>Major – Office Managed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disruption</strong></td>
<td>Making noises</td>
<td>Screaming/yelling</td>
</tr>
<tr>
<td></td>
<td>Talking</td>
<td>Teacher cannot teach</td>
</tr>
<tr>
<td></td>
<td>Out of seat</td>
<td>Students cannot learn</td>
</tr>
<tr>
<td></td>
<td>Not listening</td>
<td>Out of control behavior</td>
</tr>
<tr>
<td><strong>Electronic Devices</strong></td>
<td>Texting</td>
<td>Refuses to give up cell phone</td>
</tr>
<tr>
<td></td>
<td>Earphones in</td>
<td>Accessing “off limit” areas on computer</td>
</tr>
<tr>
<td><strong>Attendance/Tardy</strong></td>
<td>Tardy</td>
<td>Truancy</td>
</tr>
<tr>
<td></td>
<td>Leaving class a few minutes early</td>
<td>Leaving classroom w/o permission with 10 min. or more left of class time</td>
</tr>
<tr>
<td><strong>Inappropriate Language</strong></td>
<td>Negative talk</td>
<td>Blatant swearing</td>
</tr>
<tr>
<td></td>
<td>Name calling</td>
<td>Offensive/harassing language</td>
</tr>
<tr>
<td></td>
<td>Swearing</td>
<td></td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td>Spaghetti straps</td>
<td>Gang related apparel</td>
</tr>
<tr>
<td></td>
<td>Exposed midriff</td>
<td>Overtly suggestive or violent clothing</td>
</tr>
<tr>
<td></td>
<td>Short skirt or shorts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low cut top</td>
<td></td>
</tr>
</tbody>
</table>
Behavior Flowchart

http://www.reachms.org/docs/swpbis/ContinuumOfConsequences.pptx
Before Thomas Street Elementary School began to implement PBIS, teachers utilized a school-wide behavior system focusing only on negative behavior. Students would begin the day on top of the board, but with any infraction, they would move down – with attention only given for inappropriate behavior. Our school-wide PBIS team felt we were putting too much emphasis on the wrong behaviors, and not recognizing the behaviors we wanted to see. The PBIS team developed a Behavior Booster Board with the approval of all teachers.

**Description of Product**

All students begin the day at the board in the gray “neutral” zone. By dividing their day into 4 blocks of time, which includes attendance and tardiness, teachers provide students with the opportunity to advance 4 color levels by the day’s end. Teachers announce who gets to move up without calling attention to those who do not move on the board. The teachers explain confidentially to the students who do not move up what they could do during the next time period for them to advance, so there is always a chance to improve. At the end of the day, students receive Paw Bucks that correspond to the day’s color: pink - $2, green - $3, blue $4 and purple $5. Students also have calendars which they mark the day’s ending color. The calendar goes home daily as a form of communication with family members, who are asked to sign and return the next day.

**Behavior Booster Board**
Office Discipline Referral (ODR) Requirements

Examples of ODRs:

http://www.reachms.org/docs/swpbis/SWIS_ODR_Example.docx

ODR Checklist:

http://www.reachms.org/docs/swpbis/SWIS_OfficeDisciplineReferralChecklist.doc

What is the information needed on an ODR? (Big 5)

- **Who** – the name of student receiving and staff member writing referral
- **Why** – the function of the behavior
- **What** – the behavioral infraction leading to the referral
- **When** – the time of the behavior infraction
- **Where** – the location of the behavior infraction
# ALCORN CENTRAL HIGH SCHOOL

## Office Referral Incident Form

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade Level</th>
<th>Reporting Staff</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
</table>

## MINOR
- Inappropriate Language
- Inappropriate Display of Affectation
- Defiance/Disrespect
- Disruption
- Low Intensity Property Misuse
- Dress Code Violation
- Cell Phone Violation
- Tardy
- Other

## MAJOR
- Fighting/Physical Aggression
- Vandalism/Property Destruction
- Lying/Cheating
- Harassment/Bullying
- skipping class
- Forgery/Theft
- Out-of-Bounds Area
- Gang Affiliation Display
- Use or Possession of Tobacco
- Use or Possession of Alcohol
- Use or Possession of Drugs
- Use or Possession of Combustibles
- Bomb Threat/False Alarm
- Arson
- Use or Possession of Weapons
- Other

## Incident Location (Check One)
- Classroom
- Commons
- Assembly
- Hall
- Field Trip
- Cafeteria
- Off-Campus
- Restroom
- Stadium
- Gym
- Office
- Media Center
- Locker Room
- Bus Loading Zone
- Other
- Parking Lot
- Unknown

## Possible Motivation (Check Any)
- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Items/Activities
- Avoid Tasks/Activities
- Avoid Peer(s)
- Avoid Adult Attention
- Other
- Unknown

## Others Involved
- None
- Peers
- Staff
- Teacher
- Substitute
- Unknown
- Other

### Action Taken by Teacher or Other School Employee

The student named above is hereby reported for inappropriate behavior as indicated in this report.

This is the student's 1st 2nd 3rd 4th behavioral referral. I have taken the following action:

- Warned the student
- Referred for after-school
- Other action

Report: _______ pages on

Teacher/Staff Signature:

Comments:

### Action Taken by Administration

(To Be Completed by Office Only)

The student named above is hereby reported for inappropriate behavior as indicated in this report.

This is the student's 1st 2nd 3rd 4th behavioral referral. I have taken the following action:

- Warned the student
- ISS _______ days
- Referral to Law Enforcement Officer
- Expulsion
- Other action

Report: _______ pages on

Other Action:

Administrative Signature:

Comments:
Example of Minor Behavior Tracking Form

http://www.reachms.org/docs/swpbis/PBS-RSAC-ParentNotificationLevelIbehaviors.doc

Rawls Springs Attendance Center

Parent Notification of Level I Behaviors

Date: __________

To the Parents of: ____________________________________________

This is to inform you of your child’s Level I behavior at school. Please look over the areas that have been checked and discuss them with your child. Then sign on the line provided and return this note as soon as possible. (Level I behaviors are also listed in the Forrest County School District handbook.)

☐ 1. Unacceptable talking or loud noises
   ☐ Talks excessively in class
   ☐ Disruptive in class

☐ 2. Display of verbal or physical disrespect to other students

☐ 3. Distractive items

☐ 4. Eating, drinking, or chewing gum in class without permission

☐ 5. Unauthorized movement on the school campus

☐ 6. Unacceptable contact with others

☐ 7. Running

☐ 8. Unauthorized use of a computer or any school equipment

☐ 9. Throwing objects

☐ 10. Unnecessary comments

☐ 11. Littering

☐ 12. Disregarding instructions
   ☐ Does not follow directions
   ☐ Does not bring books/pencils/supplies to class
   ☐ Does not pay attention
   ☐ Does not complete classwork
   ☐ Does not do homework

☐ 13. Writing on unapproved surfaces

☐ 14. Argumentative

☐ 15. Lying

☐ 16. Stealing or borrowing without permission

☐ 17. Copying homework or test

☐ 18. Promoting or instigating a fight

☐ 19. Out of area

☐ 20. Forgery (grades K – 3)

Teacher Signature/Class: ________________________________________

Additional comments on back

Parent Signature: ______________________________________________

Comments: ____________________________________________________

RSAC Discipline Ladder and documentation:
Step 1: Conference with the student (warning) – Date. ___________________________ Student signature: ___________________________
Step 2: Recess detention – Date(s) ________________________________________
Step 3: Parent Notification form sent. (Step may be repeated as needed; may be combined with Step 4.)
   (Step 3: Parent Notification form sent.)
Step 4: Classroom discipline (may be combined with Step 3.)

Step 5: Optional: Office Discipline Referral. Behavior may become Level 2 (Continued Level 1 Behavior).
   Additional information and documentation may be on back.

Teachers: Retain a copy of this notification for your records.
Critical Element: Establishing a MTSS – PBIS Tier 1 Team and Faculty/Staff and Family “Buy In”

Key Points

• Team roles and responsibilities
• Components of an effective team meeting
• Identify strategies to enhance communication with and motivation of faculty, staff and family members

MTSS PBIS - Tier 1 Team Members

• administration
• general education teachers
• special education teachers
• guidance representatives
• enrichment teachers
• bus drivers
• school support workers
• students
• family members
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td>facilitates meeting by reviewing purpose and keeping the team focused on the task</td>
</tr>
<tr>
<td>Administrator</td>
<td>assimilate PBIS into existing school efforts. Plays an active role in the PBIS change process and communicates this commitment. Identifies how to free staff for participation on the PBIS team</td>
</tr>
<tr>
<td>Recorder</td>
<td>transcribes the team’s responses on flip chart paper, transparency, or team agenda/minutes form</td>
</tr>
<tr>
<td>Timekeeper</td>
<td>monitors the amount of time available and keeps the team aware of time limits by prompting (i.e., “10 minutes left”)</td>
</tr>
<tr>
<td>Data Specialist</td>
<td>trained in entering and accessing data from the discipline data management system</td>
</tr>
<tr>
<td>Behavior Specialist</td>
<td>competent with behavioral principles and assists in analyzing data</td>
</tr>
<tr>
<td>Communications</td>
<td>acts as the point person for communication between the team and staff regarding PBIS and behavior issues</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>make reinforcement frequent and visible and create short, mid &amp; long-term reinforcement systems and schedule</td>
</tr>
</tbody>
</table>
How to Gain Faculty, Staff and Family Engagement

- Share visuals (graphs) with, staff and family members on a regular basis
  - To let stakeholders know the extra work they are doing is paying off
  - To show specific areas that may need a more intense focus
- Emphasize the “Team” process
- Shifting the focus from my kids and your kids to our kids
- Critical conversations
- Modeling of inclusive speech
- Surveys are an efficient way to
  - Obtain feedback
  - Generate new ideas
  - Build a sense of ownership
Purvis Middle School understands that building family involvement and buy-in for PBIS is critical for success. To reach this goal, a communication system that would reach many family members needed to be created. In the past, family members were unsure of what PBIS stood for, what expectations at Purvis Middle School were, or how students were being reinforced. The brochure and website gives a brief overview of the process and terms family members would encounter throughout the school year.

Both the brochure and website are designed to give families a basic understanding of PBIS in general and Purvis Middle School’s specific features. Terminology used, an overview of our SWPBIS system, school-wide expectations, and reinforcement systems are all included in the brochure which is available both in print and on the website. The website further provides an avenue for up-to-date information regarding upcoming events and activities that are PBIS focused. In addition, the website contains a link to a student survey that can be utilized to gain student input about ideas for incentives and reinforcement days.

---

**What is PBIS?**

PBIS - "Positive Behavioral Interventions and Support"

PBIS is simply a system of recognizing, encouraging, and rewarding the positive behavior of Purvis Middle School students. Students who follow a set of school-wide expectations for all areas of the school (classroom, hallways, cafeteria, restroom, etc.) receive recognition in the form of various rewards throughout the school year.

---

**What are EXPECTATIONS?**

EXPECTATIONS are behaviors that are expected from all students. For example, we are expected to throw trash into a trash can, so that is what we do.

**Purvis Middle School’s Three School-wide EXPECTATIONS:**

- Be Respectful!
- Be Responsible!
- Be Safe!

Being **RESPECTFUL** means behaving in ways that show consideration for people and property.

Being **RESPONSIBLE** means choosing to do what you know is the right thing to do.

Being **SAFE** means making decisions that never put anyone at risk for harm or injury.

---

**REWARDS!**

**REWARDS!**

**REWARDS!**

Rewards are intended to encourage positive behaviors and attendance to decrease negative behaviors. Teachers give daily and weekly rewards in the form of verbal praise, homework or restroom passes, Tornado Tickets, small prizes, etc. Larger rewards are given monthly (popcorn party, movie, etc.) and by the semester (field trips on a school-wide basis).

**Tornado Tickets** are small tickets awarded by teachers when students meet classroom expectations for the week. The tickets are collected for a weekly school-wide drawing giving students a chance at an additional small prize.

**A Student Notable** is a student who, not only meets the expectations, but also gives the extra nilla to make a difference. Those students are selected by teachers and given recognition over the intercom in addition to having their names displayed on the "A Student Notable" wall in the hallway outside the office.
Critical Element: Evaluation

Key Points:
• Tools to measure fidelity of implementation of SWPBIS
• Student outcome data to measure impact of SWPBIS

Implementation Tools
• Product Book Checklist
• Tiered Fidelity Inventory (TFI)
• Tiered Fidelity Inventory Snapshots
• School Evaluation Tool (SET)

Student Outcome Data
• Office Discipline Referral (ODR)
• In School Suspension (ISS)
• Out of School Suspension (OSS)
• Expulsion

Product Book Checklist
http://www.reachms.org/docs/swpbis/ProductBookChecklistPBS.docx

<table>
<thead>
<tr>
<th>Description of Section</th>
<th>In Place</th>
<th>Needs Improvement</th>
<th>Not in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of PBIS Mission Statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBIS Team Members Roles and Responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agendas, Minutes, Sign-in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral Process (flowchart)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definitions of Problem Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral Form (major &amp; minor)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations and Rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Reinforcement System (students &amp; faculty)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions/Consequences for Rule Violations (major &amp; minor)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any items related to implementation of PBIS such as pictures, videos, professional development activities etc...
Tiered Fidelity Inventory (TFI)


- Utilized by teams to identify areas of success and areas for improvement
- TFI is used by teams to guide action planning process
- All 3 tiers can be assessed at the same time or individual tiers.
- Completed each quarter until fidelity on a tier is met, then it may be completed annually

**Tier I: Universal SWPBIS Features**

*NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Team Composition:</strong> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</td>
<td>School organizational chart Tier I team meeting minutes</td>
<td>0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of those members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</td>
</tr>
<tr>
<td><strong>1.2 Team Operating Procedures:</strong> Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</td>
<td>Tier I team meeting agendas and minutes Tier I meeting roles descriptions Tier I action plan</td>
<td>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</td>
</tr>
</tbody>
</table>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
**Critical Element:** Evaluation

**Key Points:**
- Tools to measure fidelity of implementation of SWPBIS
- Student outcome data to measure impact of SWPBIS

**Implementation Tools**
- Product Book Checklist
- Tiered Fidelity Inventory (TFI)
- Tiered Fidelity Inventory Snapshots
- School Evaluation Tool (SET)

**Student Outcome Data**
- Office Discipline Referral (ODR)
- In School Suspension (ISS)
- Out of School Suspension (OSS)
- Expulsion

**Product Book Checklist**

http://www.reachms.org/docs/swpbis/ProductBookChecklistPBS.docx
School Evaluation Tool (SET)

http://www.reachms.org/docs/swpbis/school_evaluation_tool(set).docx

- To determine the extent to which schools are implementing SWPBIS
- To determine if training and technical assistant efforts result in change when implementing PBIS
- To determine if use of school-wide PBIS procedures is related to valued change in the safety, social culture, and violent behaviors in schools
  - Principal interview of 28 research questions in 7 featured areas
  - 10 staff interviews and 15 student interviews on school-wide tour
  - Review the product book
  - 80% must be achieved to become a model-site
TIER 2

Multi-Tiered System of Supports
MTSS – PBIS Tier 2

**Tier 2 Targeted:** Interventions targeted for a small group of students not experiencing success at core level

**MTSS – PBIS Tier 2 Critical Elements (Systems)**

- Tier 2 Intervention Systems
- Tier 2 Team Roles and Responsibilities
- Universal Screening
- Tier 2 Data Based Decisions
- Tier 2 Interventions
- Tier 2 Documentation and Progress Monitoring
- Evaluation

---

**Critical Element: Tier 2 Intervention Systems**

**Key Points:**

- For “Whom” and “Why” Tier 2 Interventions are Needed
- Matching Function
- Policies & Procedures
Intervention

Behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage the application of existing skills to a new situation.

For students who...

- Are at risk for academic and/or social-behavioral concern
- Continue to engage in frequent problem behavior despite effective school-wide Tier 1 prevention efforts
- Need additional teaching, monitoring and feedback
- Could benefit from extra attention or support at school before they are in crisis

Which Targeted Interventions?

Matching students to appropriate targeted supports is the key to success!

- Define the obstacle
- Generate a functional hypothesis as to why the problem is occurring
- Access a standard supplemental program or customize a targeted intervention that is linked to the hypothesis
Intervention Procedures

- Whose responsibility is it to complete MTSS Tier 1 Documentation?
  
  https://www.usm.edu/sites/default/files/groups/reach-ms/pdf/multi-tieredsystemofsupportsdocumentationpacket-2.pdf

- Interventions are matched to presenting problem, but not highly individualized

- Progress Monitoring
  - Documentation of
    - Process (how)
    - Timeline (how often)
• Evaluation
  ▪ When to adjust intervention
  ▪ When to continue intervention
  ▪ When intervention is no longer needed
  ▪ When to refer to Teacher Support Team

Critical Element: Tier 2 Team – Roles and Responsibilities

Key Points:
• Tier 2 Team Roles and Responsibilities
• Tier 2 Systems and Procedures

Tier 2 Team Membership
• Membership to Include
  ▪ Administrator
  ▪ SWPBIS team member(s)
  ▪ Individual with behavioral expertise
  ▪ Individual with access and skills to use data
  ▪ School counselor
  ▪ Teachers
## Tier 2 Team

### Roles and Responsibilities

http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/TeamRoles.docx

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Team Member</th>
</tr>
</thead>
</table>
| Team Leader        | 1. Develops meeting agenda  
                     | 2. Leads team meetings  
                     | 3. Works with data Intervention Coordinator to identify priority students who will be discussed during team meeting |             |
| Administrator      | 1. Supports process by attending meetings,  
                     | 2. Restructures resources, (time and staff)  
                     | 3. Communicates with faculty, staff and family members about the process |             |
| Intervention Coordinator | 1. Establishes and manages logistics of intervention (e.g., location, personnel, etc.)  
                             | 2. Assist with progress monitoring data  
                             | 3. Reports student progress during meetings  
                             | 4. Works with Team Leader to identify priority students who will be discussed during team meetings |             |
| Recorder           | 1. Notify/remind team members of meeting time and location.  
                    | 2. Keeps minutes of decisions/actions/tasks including students eligible, intervention applied and results of intervention |             |
| Intervention Facilitator | 1. Introduces new staff, students and parents  
                                  | 2. Provides intervention to student  
                                  | 3. Provides feedback of progress to participating student, faculty, staff and family members |             |
| Intake Coordinator | 1. Accepts new referrals for Tier 2 support  
                          | 2. Conducts staff and student interviews  
                          | 3. Gathers additional information if needed  
                          | 4. Presents student information at team meeting and helps team synthesis information to make intervention decision |             |

Tier 2 Team Meeting Agenda

http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/tier2systemdevelopmentmeetingagenda.pptx

• Date & Time
• Members Present
• Student Identification
  ▪ Data Decision Rule
  ▪ Data Collection Procedure
  ▪ Function Matching
  ▪ Develop Intervention
  ▪ Coordinator
  ▪ Facilitator
  ▪ Location
  ▪ Time
  ▪ How will progress be monitored?
• Tier 2 Support System – Training
  ▪ Staff
  ▪ Students
  ▪ Families
• Communication to staff, students and family
  ▪ Information to be disseminated and feedback required
Critical Element: Universal Screening of Behavior

Key Points:

- The purpose of Universal Screening of Behavior
- Two distinct types of behavior to be screened (i.e., internalizing & externalizing)
  - Two different data sources for Universal Screening

Purpose of Universal Screening

To identify those students within the entire student population who are at risk for developing behavioral or mental health problems

(Sprague, J. RTI for Behavior: Applying the RTI Logic to Implementing Three Tiers of Support in SWPBS and ED Eligibility and Supports)

Universal Screening of Behavior (MDE)

- Conduct screening of all students K-12
- Use the same measure
- 3 to 4 times per year
- At approximate equal intervals (i.e., fall, winter spring)
- Implement with integrity

Universal Screening: Selection Criteria

- **Usability/practicality:**
  - Cost-effective
  - Does not require specialized training to administer or evaluate results
  - Does not interfere with instructional time or other required tasks

- **Efficient**
  - For example, identifies students who are withdrawn (internalizers) as well as those who act out (externalizers)
  - Can be completed quickly

- **Informs interventions**
  - Results can be used to identify appropriate interventions
  - Aids in improving student outcomes
## Types of Behaviors

<table>
<thead>
<tr>
<th><strong>Externalizing Behavior</strong></th>
<th><strong>Internalizing Behavior</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive behavior</td>
<td>Having tantrums</td>
</tr>
<tr>
<td>Excessively shy</td>
<td>Stealing</td>
</tr>
<tr>
<td>Non-compliance</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>Rule breaking behavior</td>
<td>Not participating with peers</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>Unresponsive to social initiations</td>
</tr>
<tr>
<td>Extreme distractibility</td>
<td>Unhappiness or depression</td>
</tr>
<tr>
<td>Defying the teacher</td>
<td>Inability to build/maintain relationships</td>
</tr>
<tr>
<td>Not following school-imposed rules</td>
<td>Develop physical symptoms or fears</td>
</tr>
</tbody>
</table>

### Example of Data Decision Rules

- **Less than 2 ODRs** = continue universal Tier 1 supports such as PBIS
- **2 – 5 ODRs** = student needs Tier II behavioral interventions
- **5 or more ODRs** = student needs Tier III behavioral interventions

### Additional Screeners

- Teacher Nominations
- Teacher Rating Scale
- Build your own screening form
- Formal Measures

### Examples of Screeners

[http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/TeacherNominationForm.docx](http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/TeacherNominationForm.docx)
Teacher Nomination Form

Teachers will review the examples and non-examples of externalizing and internalizing behaviors. Teachers will nominate 3 students in their classroom who exhibit the most behaviors in each category.

<table>
<thead>
<tr>
<th>Examples of Externalizing Types of Behavior</th>
<th>Examples of Internalizing Types of Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displaying aggression towards objects or persons</td>
<td>Low or restricted activity levels</td>
</tr>
<tr>
<td>Arguing or defying the teacher</td>
<td>Avoidance of speaking with others</td>
</tr>
<tr>
<td>Forcing the submission of others</td>
<td>Shy, timid, and/or unassertive behaviors</td>
</tr>
<tr>
<td>Out of seat behavior</td>
<td>Avoidance or withdrawal from social situations</td>
</tr>
<tr>
<td>Non-compliance with teacher instructions or requests</td>
<td>A preference to play or spend time alone</td>
</tr>
<tr>
<td>Tantrums</td>
<td>Acting in a fearful manner</td>
</tr>
<tr>
<td>Hyperactive Behavior</td>
<td>Avoiding participation in games and activities</td>
</tr>
<tr>
<td>Disturbing Others</td>
<td>Unresponsive to social interactions by others</td>
</tr>
<tr>
<td>Stealing</td>
<td>Failure to stand up for oneself</td>
</tr>
<tr>
<td>Not Following Teacher or School Rules</td>
<td></td>
</tr>
<tr>
<td>Non-examples of externalizing types of behavior</td>
<td>Non-examples of internalizing types of behavior</td>
</tr>
<tr>
<td>Cooperating</td>
<td>Initiation of social interactions with peers</td>
</tr>
<tr>
<td>Sharing</td>
<td>Engagement in conversations with peers</td>
</tr>
<tr>
<td>Working on assigned tasks</td>
<td>Normal rates or level of social contact with peers</td>
</tr>
<tr>
<td>Asking for help</td>
<td>Displaying positive social behaviors toward others</td>
</tr>
<tr>
<td>Listening to teacher</td>
<td>Participating in games and activities</td>
</tr>
<tr>
<td>Interacting in appropriate manner with peers</td>
<td>Resolving peer conflicts in an appropriate manner</td>
</tr>
<tr>
<td>Following directions</td>
<td>Joining in with others</td>
</tr>
<tr>
<td>Attending to task demands</td>
<td></td>
</tr>
<tr>
<td>Complying with teacher requests</td>
<td></td>
</tr>
</tbody>
</table>
## Student Nomination

<table>
<thead>
<tr>
<th>Externalizing Students</th>
<th>Internalizing Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**Classroom Behavior Profile**

[http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/ClassroomBehaviorProfile.doc](http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/ClassroomBehaviorProfile.doc)
Research-validated screeners:

- Systematic Screening for Behavior Disorders (SSBD)
  https://pacificnwpublish.com/products/SSBD-Online.html

- Behavioral and Emotional Screening System (BASC-2/BESS)

- Student Risk Screening Scale (SRSS)

- Strengths and Difficulties Questionnaire (SDQ)

- Social Skills Improvement System (SSIS)

(This is not an endorsement by REACH MS of any of the screeners listed above)

Written Tier 2 Systems

- Who decides what the Universal Screeners are going to be?
- Who is responsible for conducting professional development on how to use the universal screener?
- Who creates schedule and coordinate logistics for conducting universal screeners?
  - What staff members will conduct the screener?
  - When is it going to happen: during the year (three times) as well as, what time of day?
  - Who do the teachers turn it in to once they have completed the screener?
  - Who will review screeners and determine which students meet criteria for Tier 2 interventions?
  - How will notification of students in need of Tier 2 supports and services occur? Who will be notified?
  - How and when will intervention begin?
- Who is responsible for Tier 1 documentation forms once student is identified?
Critical Element: Data Based Decisions

Key Points:

- Individual student “BIG 5” data
- Tier 2 interventions based on individual student data

Individual Student “Big 5”

- How many office discipline referrals
- What are the behaviors
- Where is the behavior occurring
- When is the behavior occurring
- Why do we think the behavior is occurring (function)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Grade</th>
<th>Location</th>
<th>Behavior</th>
<th>Motivation</th>
<th>Others Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31/15</td>
<td>7:30 AM</td>
<td>2</td>
<td>Bus</td>
<td>Disruption</td>
<td>Peer Attn</td>
<td>Peer</td>
</tr>
<tr>
<td>9/15/15</td>
<td>9:00 AM</td>
<td>2</td>
<td>Class</td>
<td>Defiance</td>
<td>Avoid task</td>
<td>Teacher</td>
</tr>
<tr>
<td>10/2/15</td>
<td>7:45 AM</td>
<td>2</td>
<td>Bus</td>
<td>Disruption</td>
<td>Peer Attn</td>
<td>Peer</td>
</tr>
<tr>
<td>10/7/15</td>
<td>8:45 AM</td>
<td>2</td>
<td>Class</td>
<td>Defiance</td>
<td>Avoid task</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
# Tier 2 Data Summary Form

http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/Tier2DataSummaryForm.docx

<table>
<thead>
<tr>
<th>Is there a problem?</th>
<th>Describe...</th>
<th>Ideas for Solutions...</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Often are the ODRs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trends?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to last year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the problem behaviors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One, few, many behaviors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clusters of behaviors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where are the behaviors occurring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One, few, many location?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clusters of locations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When are the behaviors occurring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to the schedule?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compared to the locations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precision Statement:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the Data the Behavior Support Team Develops a Hypothesis

Critical Element: Interventions

Key Points:
• Interventions must be evidence based
• Written protocol

Evidence-Based Instruction, Intervention, and Assessment Practices
(©MDE - Intervention Services)

Teaching and learning approaches proven to be effective through scientifically-based researched educational decisions to ensure improved outcomes for students
Interventions

• Check and Connect

http://r.search.yahoo.com/_ylt=AwrTcc9GUpxZ92IAWWTYnnlIQ;_ylu=X3oDMTEyNm10Y2E5BGNvbG8DZ3ExBH
BvcwMx8BH20aWQDQjQ0MjJfMQRzZWMDc3IjRE=1503445703/RO=10/RU=http%3a%2f%2fwww.check
andconnect.umn.edu%2f/RK=1/RS=WD_GjnwRXnG8bqVnWcP5D5qj10

- Increase In
  - Attendance
  - Persistence in school
  - Accrual of credits
  - School completion rates

- Decrease In
  - Truancy
  - Tardies
  - Behavioral referrals
  - Dropout rates

• Check-in / Check-out (CICO)

https://www.interventioncentral.org/behavior_management_check_in_check_out

- Improves student accountability
- Increases structure
- Improves student behavior and academics when other interventions have failed
- Provides feedback and adult support on a daily basis
- Improves and establishes daily home/school communication and collaboration
- Improves student organization, motivation, incentive, and reward
- Helps students to self-monitor and correct
- Internalizes success and accomplishment of goals
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention
- Leads to maintenance free responsible behaviors, habits, and effort
• **Social Skills Training**

[https://www.pbis.org/research/tier2supports/social-skills-training](https://www.pbis.org/research/tier2supports/social-skills-training)

- Social skills training is not a specific curriculum, but rather a collection of practices that use a behavioral approach for teaching students age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms.

• **Behavioral Contracts**


- Be collaboratively written

- Provide clear, concrete goals -- “I will ask permission before leaving seat” is better phrasing than “I will not be disruptive”

- Provide clear guidelines for receiving reinforcement, “After 30 minutes of quietly working on my project, I can take a five-minute break.

- Define the parameters of behavior monitoring. Is the student self-monitoring?

- Will the teacher keep track of successes and failures?

- Set out guidelines for contract review. No behavior modification contract should be open-ended
Critical Element: Documentation and Progress Monitoring

Key Points:

• Documentation procedures for students receiving Tier 2 supports and services
• Progress monitoring data for Tier 2 behavior interventions
• Based on progress monitoring data determine when to:
  ▪ continue the intervention
  ▪ modify the intervention
  ▪ refer to Tier 3 interventions

Documentation


• MDE Multi-Tiered System of Supports Documentation Packet
  ▪ Section 1A: K-12 Student Profile
  ▪ Section 1B: Tier I High-Quality Classroom Observation Form
• MDE Multi-Tiered System of Supports Documentation Packet
  ▪ Section 2A: Tier II (Supplemental Instruction) Documentation
• MDE Multi-Tiered System of Supports Documentation Packet
  ▪ Section 2B: Progress Monitoring and Evaluation for Tier II Interventions
• Intervention Protocol
• Intervention Sheets

Documentation Procedures

• Who is responsible for Tier 1 documentation forms once student is identified?
• Who is responsible for completing Tier 2 documentation forms?
  ▪ Who is responsible for progress monitoring? (At least once weekly)
  ▪ Who is responsible for entering data into data system?
• Who is responsible for sharing data with Tier 2 Team?

• Who is responsible for scheduling 4-week review and 8-week documented review?

• Who is responsible for providing professional development to faculty and staff on Tier 2 documentation?

• How are students referred to Tier 3 and who is responsible for completing documentation?

Progress Monitoring

Used to assess student progress or performance in those areas in which they were identified by universal screening as being at-risk for failure (Fuchs & Stecker, 2003).

• Monitor the data that brought them to the table!
  • ODR’s
  • Minor behaviors that cause interruption in instructional time
  • Peer/teacher conflicts
  • Attendance
  • Suspensions
  • Expulsions
  • Rating/Nomination Scales
  • Grades – due to social/emotional issues

Tier 2 Timelines

• Progress monitoring should occur at least 1 data point a week

• Progress monitoring data should be reviewed after 4 weeks and the intervention either...
  • continued
  • modified
• MDE recommends students stay in Tier 2 interventions for at least 8 weeks

• At the end of the 8 weeks the following recommendations can be made:
  ▪ Continue the intervention (due to success & student need for support)
  ▪ Modify intervention
  ▪ Move to Tier 3 (due to lack of progress)
  ▪ Moved to Tier 1 (due to success), student does not require continued intervention

Progress Monitoring Procedures

• Who is going to monitor MDE’s timeline on students receiving Tier 2 supports and services?

• What are the data based decision rules regarding monitoring, modifying or discontinuing intervention?

• Who is responsible for integrity checks?
  ▪ How often will they occur?
  ▪ At least two times at equal intervals

• What is the process for evaluating Tier 2 systems?
  ▪ Percentage of students successful in Tier 2 interventions (# of students meeting goals / number of students referred

Critical Element: Evaluation

Key Points:

• Tools to measure fidelity of implementation of MTSS PBIS – Tier 2

• Student outcome data to measure impact of intervention

To Evaluate Progress

• Implementation Tools
  ▪ Tier 2 Product Book
    http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/Tier22016/Tier2ProductBookChecklist.docx
- Tier 2 Student Checklist
  http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/Tier22016/StudentDocumentationChecklist.pptx

- Tiered Fidelity Inventory Tier 2
  - Utilized by teams to identify areas of success and areas for improvement
  - TFI is used by teams to guide action planning process
  - All 3 tiers can be assessed at the same time or individual tiers.
  - Completed each quarter until fidelity on a tier is met, then it may be completed annually

- Tier 2 Evaluation Tool (T2ET)
  http://www.reachms.org/docs/swpbis/BeyondSWPBISTier2/Tier2-2016/T2ET.docx

- Student Outcome Data
  - Student Progress Monitoring Data
  - Grades
  - Attendance
  - Office Discipline Referrals
  - Suspensions
  - Expulsions
TIER 3

MTSS
Multi-Tiered System of Supports
MTSS – PBIS Tier 3

**Intensive**: Individualized supports and services for individuals needing the most intensive support

- are the behavioral strategies developed for students who are having significant difficulties with emotion, behavior, and/or social interactions
- are more intensive than those in Tier 2
- are introduced when data suggest that a student has
  - failed to make progress while receiving Tier 2 interventions
  - failed to make progress at a rate that will narrow the performance gap
- can be implemented for students who have not received Tier 2 interventions:
  - “when the school can demonstrate through data that the students’ current level of performance is highly discrepant from peers”
  - “justification including supportive documentation must be on file”

![3 Tiers of Support](image)

**MTSS – PBIS Tier 3 Critical Elements (Systems)**

- Tier 3 Referral Process
- Tier 3 Essential Elements
- Functional Behavior Assessments
- Defining and Understanding Behavior
- FBA: Practice Interviewing
• FBA: Practice Observing
• Competing Behavior Pathways
• Critical Features of a Behavioral Support Plan
• Teacher Support Team
• Implementation and Evaluation

**Critical Element: Tier 3 Referral Process**

**Key Points:**
• Written referral procedures to the Teacher Support Team
• Documentation

**Referral Process**

• The TST reviews information from Tier 1 and Tier 2 (if applicable) to determine if the request can be processed into Tier 3
  ▪ If not, inform the referring teacher that additional information is needed before the TST can determine if the student needs Tier 3 support
  ▪ If yes, then the principal delegates the activities based upon the request
• If there are reasons that the TST cannot proceed with Tier 3 (excessive absences, motivational issues, etc.) the team should
  ▪ help obtain other support for the student
  ▪ provide instruction for targeting some of these factors for Tier 2 interventions and or (e.g., absences, motivational factors)
• Parent/family member is notified
• The TST determines the additional information that needs to be collected (e.g., interviews, observations, etc.)
• Schedule meeting and invite the parent to participate
• Meet with the TST to evaluate the data and develop a plan
Data to Collect Prior to the 1st TST Meeting

MDE’s MTSS Documentation Packet (pages 5 – 8)

https://www.usm.edu/sites/default/files/groups/reach-ms/pdf/multi-tieredsystemofsupportsdocumentationpacket-2.pdf

- Vision and Hearing Data
- Parent Input Data
- Cumulative Record Review
  - Attendance in the last 2–3 years
  - Schools attended
  - Retentions
  - Previous intervention(s) in Tier 2 and/or Tier 3
  - Previous disability evaluations, the date administered, and results
  - Previous eligibility for services under Section 504, IDEA, or Title I
  - Days missed during current year—pattern of day of week, time of day for early/late concerns

- Discipline
  - Number of discipline reports per teacher
  - Patterns of infraction: day-time-teacher-reason
  - Number of office discipline referrals per teacher
  - Number of suspensions
  - In-school suspension (ISS)
  - Out-of-school suspension (OSS)
  - Bus
  - Total number of days suspended
- **Testing information**
  - Standardized Achievement History
  - Universal Screening and Progress Monitoring data from previous tiers
  - Special concerns (e.g., medical)
  - Most recent academic grades
  - Teacher Observation Data

**Time Line**

- **2 weeks** after referral is made intervention(s) must be implemented
- **4 weeks** after start of intervention TST must review progress
- **8 weeks** after starting intervention(s) TST must conduct a documented review of the interventions to determine success of the intervention
- **12 weeks** after start of intervention TST must review progress
- No later than **16 weeks** after implementation of the intervention(s) a second review must be conducted to determine whether the intervention is successful
- If the intervention(s) is determined to be unsuccessful, the student will be referred for a comprehensive assessment

---

**Tier 3 Supports Time Line**
Critical Element: Functional Behavioral Assessment (FBA)

Key Points:

- Conducting a FBA

FBA

- ".. is a tool for identifying the intervention with the highest potential for changing the current behavior in the current setting." (Nelson, Mathur, & Rutherford, 1999).

- "An FBA is NOT an intervention in and of itself." (Quinn, 2000)

- The result of an FBA should always be the development and implementation of a behavior intervention plan. (Drasgow et al., 1999).

FBA Process

- Describe the behavior in observable terms.

- Describe the setting and time of day the behavior is most likely to occur.

- Identify events that occur before the behavior.

- Identify the consequences that occur after the behavior that maybe maintaining the behavior.

- Develop strategies to reduce the inappropriate behaviors and increase more appropriate alternative behaviors.

Critical Element: Defining and Understanding Behavior

Key Points:

- Define behavior in observable and measurable terms

- Construct hypothesis statements that summarize the What, When, Where, & Why of a student’s behavior.
The ABC’s of Understanding Behavior

Always Start by Defining the Problem Behavior

Always Start with the Behavior

2
Antecedents/Trigger
When ___________
    happens....

1
Behavior
The student does
(what)__________

3
Consequence/Function
...and as a result
    _________
Once you have defined the problem behavior...

- **Identify Where & When** the behavior occurs?
  - Routines
  - Triggering Antecedents

Once you have defined the behavior & know where & when the behavior occurs...

- **Step #1**: What is the **Consequence**?
- **Step #2**: What is the **Payoff**?

Critical Element: FBA Interview

Key Points:

- Interview teachers, staff, family members and student to develop an understanding of:
  - problem behaviors
  - routines in which problem behaviors occur
  - triggers or predictors of the problem behavior

3rd Section
- pay-off (function) the behaviors have for student
- possible setting events
- summary of behavior

The FACTS
https://www.usm.edu/sites/default/files/groups/reach-ms/pdf/interviewing.pdf

The Functional Assessment Checklist for Teachers and Staff

- **Part A identifies**
  - The student’s strengths
  - Routines where problem behavior occurs

- **Part B identifies**
  - Prioritized routines from part A
  - Details pertaining to prioritized routines

At the end if the interview the information will be summarized with the respondent and he/she will rate the confidence of the summary statement.

FACTS FAQs?

**How long does it take to conduct a FACTS interview?**

- Depending on teacher responses, 30-45 minutes is typical.

**Whom should I interview?**

- Interview the “referring teacher” or teacher that has been identified to receive support, then based on the interview other staff may be identified.

**What materials do I need?**

- Bring two copies of the FACTS interview form for yourself and the teacher being interviewed (so they can follow along).
Can I just drop it in the teacher’s box to complete?

- No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed.

**FACTS Part A**

**Videos**

**FACTS Part A: Introduction and Student Strengths**

[https://www.youtube.com/watch?v=SPjLZfIc8r4](https://www.youtube.com/watch?v=SPjLZfIc8r4)

**FACTS Part A: Routine Analysis and Prioritizing Routines**

[https://www.youtube.com/watch?v=osuxF0c-vYg](https://www.youtube.com/watch?v=osuxF0c-vYg) (Purpose of the ABC Observation)

---

**Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)**

**Step 1**

<table>
<thead>
<tr>
<th>Student/ Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer:</td>
<td>Respondent(s):</td>
</tr>
</tbody>
</table>

**Step 2**

Student Profile: Please identify at least three strengths or contributions the student brings to school.

**Step 3**

Problem Behavior(s): Identify problem behaviors

- Tardy
- Fight/physical Aggression
- Disruptive
- Theft
- Unresponsive
- Inappropriate Language
- Insubordination
- Vandalism
- Withdrawn
- Verbal Harassment
- Work not done
- Other
- Verbally Inappropriate
- Self-injury

Describe problem behavior: ____________________________

**Step 4**

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

<table>
<thead>
<tr>
<th>Schedule (Times)</th>
<th>Activity</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low 1 2 3 4 5 6</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Step 5**

Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.
FACTS Part B

Videos

FACTS Part B Identifying Antecedents or Triggers

http://www.youtube.com/watch?v=LzgGcO6UkGk

FACTS Part B Identifying Consequences

http://www.youtube.com/watch?v=RVfNZciZROI

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student/Grade: Date: Respondent(s):</td>
</tr>
<tr>
<td>2</td>
<td>Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?</td>
</tr>
<tr>
<td>3</td>
<td>Provide more detail about the problem behavior(s): What does the problem behavior(s) look like? How often does the problem behavior(s) occur? How long does the problem behavior(s) last when it does occur? What is the intensity/level of danger of the problem behavior(s)?</td>
</tr>
<tr>
<td>4</td>
<td>What are the events that predict when the problem behavior(s) will occur? (Predictors)</td>
</tr>
<tr>
<td>5</td>
<td>Related Issues (setting events) Environmental Features</td>
</tr>
<tr>
<td>6</td>
<td>SUMMARY OF BEHAVIOR Identify the summary that will be used to build a plan of behavior support.</td>
</tr>
<tr>
<td>7</td>
<td>How confident are you that the Summary of Behavior is accurate?</td>
</tr>
<tr>
<td>8</td>
<td>Strategies for preventing problem behavior Strategies for responding to problem behavior</td>
</tr>
</tbody>
</table>

Critical Element: FBA Observation

Key Points:

• Utilize information obtained from FACTS interview(s) to plan for observations.
• Observe students within routines identified by the FACTS interview(s).
• Observe to test the Summary of Behavior obtained from the FACTS interview.
• Practice using ABC Recording Form.

Purpose of the ABC Observation

• Confirm the accuracy of the teacher interview summary of behavior
• Identify antecedents and outcomes that the teacher may have overlooked
• Verify the function of the student’s behavior
• Develop the most accurate Summary Statement for intervention development

ABC FAQs?

• What if the behavior doesn’t occur while I’m there?
  ▪ Schedule another time to observe during the identified routine.
  ▪ If there is still no behavior occurring, may want to interview staff again to obtain more information.
  ▪ Where do I sit when I enter the room?
  ▪ Enter the room quietly, not interacting with students.
  ▪ Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him/her.
• What if the student or students ask why I am there?
  ▪ You can tell them you are there to watch their class.
• How many times should I observe the student in the routine?
  ▪ Observe until you are convinced (about 5 to 10) occurrences of behavior OR 3 to 1 ratio verifying FACTS summary.
- You may have to go in on more than one day or period... but make sure you are going during identified routine.

ABC Observation Form

https://www.usm.edu/sites/default/files/groups/reachms/pdf/abcrecordingformblank.docx

Observer: ___________________  Student: ___________________
Setting (e.g., class #, gym, playground): ___________________  Date: ___________________

<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Adult Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td>Peer Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td>Got Preferred Activity/Item</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>Engaged in preferred activity</td>
<td>Got Sensation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>Preferred activity removed</td>
<td>Adult Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Peer Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td>Task/Activity Avoided</td>
<td></td>
</tr>
</tbody>
</table>

| 2 |       | Large group instruction | Given instruction | Adult Attention Provided |
|    |       | Small group work | Given correction | Peer Attention Provided |
|    |       | Independent work | Alone (no attention/no activities) | Got Preferred Activity/Item |
|    |       | Unstructured time | Engaged in preferred activity | Got Sensation |
|    |       | Specify: | Preferred activity removed | Adult Attention Avoided |
|    |       |                      | Transition: Change in activity | Peer Attention Avoided |
|    |       |                      | Other/Notes: | Task/Activity Avoided |

Compare Observation Data with the Interview Data

- A recommendation to determine whether ABC data match well with FACTS data
  - At least 3 to 1 of the occurrences match the FACTS summary statement
- If data from observation matches FACTS SUMMARY OF BEHAVIOR then you can confidently conclude with a final summary statement
## Summary of Behavior

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Staff Interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC Observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Interview</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Summary of Behavior** *(move to Behavior Plan)*
An FBA is completed when...

You have completed a(n):

1. FACTS interview with the teacher (or other staff).
2. ABC observation to verify the information from the FACTS.
3. Summary of Behavior Table with a Final Hypothesis or Summary of Behavior that you are convinced is accurate.
   a. If not convinced, do more observations and/or interview the student or other staff.
   b. If still not convinced...get help (behavior specialist.)

Critical Element: Competing Behavior Pathways

Key Points:

Critical Components of Behavior Support Plans

1. Competing Behavior Pathway
2. Function-Based Behavior Support Strategies
3. Implementation Plan
4. Evaluation Plan

Start with Summary Statement Created from the FBA

2
Antecedents/Trigger
When _________ happens....

1
Behavior
The student does (what)__________

3
Consequence/Function
...and as a result _________

3rd Section
Critical Features of BSP

- **Replace** problem behavior by **Teaching** a **socially acceptable, efficient** behavior that allows student to obtain the **pay-off/function**.
- **Prevent** problem behaviors by **directly addressing triggers & prompting** replacement behaviors based on the **function of behavior**.
- **Reinforce replacement & desired behaviors** based on **function/pay off** for the student.
- **Redirect problem** behaviors by **quickly & effectively redirecting student to replacement behavior**.
- **Minimize Reinforcement** by ensuring that problem behaviors **do NOT pay off** for the student (i.e. does not result in the function of behavior).

This is what we want...

![Diagram showing the process of behavior modification](image)
Example of a Competing Behavior Pathway

Nadia

Routine: Math

1. This is what we’re asking the student to do.
2. This is what the student is currently obtaining.
3. Look how different this is from what’s happening now.
4. The student is going to need to gain math skills before being able to do this like peers.

Complete math assignment → Success, teacher acknowledgment

Given double-digit addition problems → Crying, pushing papers off desk

Sent to hall to ‘calm down’
Function: escape task

Raise hand & ask for break

5. So… in the meantime we use the Replacement behavior
Critical Element: Critical Features of a Behavioral Support Plan

Key Points:

Use a Competing Behavior Pathway to Identify Function-Based Behavior Supports that...

- **Teach** positive behaviors to replace problem behavior.
- Use strategies to **prevent** problem behavior & **prompt** positive behaviors.
- **Reinforce** replacement & desired behaviors.
- Effectively respond to problem behaviors by **redirecting** & **minimizing their pay-off**.

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Manipulate Antecedent</th>
<th>Teach Behavior</th>
<th>Alter Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prevent problem behavior</td>
<td>Teach Alternate Behavior</td>
<td>Reinforce Replacement Behavior</td>
</tr>
<tr>
<td></td>
<td>Prompt Replacement/ Desired Behavior</td>
<td>Teach Desired Behavior</td>
<td>Reinforce Desired Behavior</td>
</tr>
</tbody>
</table>
Critical Element: Implementation and Evaluation

Key Points:

- Essential components of implementation plan
- Components of evaluation plans and provide examples of appropriate short- and long-term goals
- Data collection procedures that would be used to track implementation fidelity and student progress

Implementation Planning: Who Will Do What, By When?

- **What** specific activities will be involved?
- **Who** is responsible for implementing each part of the intervention?
- **When** will each part of the plan be implemented?
Implementation Plan

https://www.usm.edu/sites/default/files/groups/reachms/pdf/behavioursupportimplementationevaluation_plan.docx

<table>
<thead>
<tr>
<th>Setting Events: Strategies</th>
<th>Manipulate Antecedent</th>
<th>Teach Behavior</th>
<th>Alter Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Check-in/Check-out with coach to ensure homework is complete.</td>
<td>Prevent Problem Behavior</td>
<td>Teach Replacement behavior</td>
<td>Reinforce Replacement Behavior</td>
</tr>
<tr>
<td></td>
<td>Pair with a buddy during independent work time so that he knows he can get help.</td>
<td>Teach Shane to look ready in class and how to signal for a break or respectfully decline if he doesn’t want to complete the work at the board.</td>
<td>Check In Check Out intervention. Teachers will record points for: a. Looking ready (not doodling) b. Responding respectfully c. Participating in class He will earn a homework pass for up to 5 questions based on the points earned per day.</td>
</tr>
<tr>
<td></td>
<td>Have an understanding with Shane that you will only ask him to work a problem at the board if you know he has gotten it correct.</td>
<td>Teach Shane and buddy how to work together.</td>
<td>Reinforce Desired Behavior Allow Shane to skip 1 problem when he puts forth effort with independent work and/or works problems at board.</td>
</tr>
<tr>
<td>Prompt Replacement Behavior/Desired Behavior</td>
<td>Regularly remind Shane that he can signal for a break.</td>
<td>Teach Desired Behaviors Study hall will be used for focused math instruction and additional support.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention: Make problem behavior irrelevant (antecedent intervention)</td>
<td>Mr. J.</td>
<td>3/17</td>
</tr>
<tr>
<td>Mr. J. will identify an appropriate buddy in the class.</td>
<td>Mr. J.</td>
<td>3/19</td>
</tr>
<tr>
<td>Mr. T. &amp; Mrs. J. (counselor) will meet with Shane individually to explain that he will only ask him to work a problem at the board if he knows Shane has gotten it correct.</td>
<td>Mr. J. &amp; Mrs. T</td>
<td></td>
</tr>
<tr>
<td>Teaching: teach new skills/alternate behavior.</td>
<td>Mr. J. &amp; Mrs. T</td>
<td>3/19</td>
</tr>
<tr>
<td>Mr. T. &amp; Mrs. J. will meet with Shane to teach him how to look ready in class &amp; how to signal for a break or respectfully decline.</td>
<td>Mr. J. &amp; Mrs. T</td>
<td>3/19</td>
</tr>
<tr>
<td>Mr. T. &amp; Mrs. J. will meet with Shane and Jake L. (buddy student) to explain and teach the buddy system for independent work.</td>
<td>Mr. J. &amp; Mrs. T</td>
<td>3/19</td>
</tr>
<tr>
<td>Mrs. G (interventionist) will provide additional math instruction/support during Study hall.</td>
<td>Mr. G.</td>
<td>3/22</td>
</tr>
</tbody>
</table>
Implementation Plan

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extinction</strong>: Make problem behavior ineffective (minimize reward/pay-off for problem behavior)</td>
<td>Mrs. T &amp; Mr. J.</td>
<td>3/19</td>
</tr>
<tr>
<td><em>Mrs. J. &amp; Mr. T. will meet to discuss how to minimize reinforcement for inappropriate behavior (i.e., ignore).</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reinforcement</strong>: Make alternate &amp; desired behavior more rewarding than problem behavior</td>
<td>Mrs. T</td>
<td>3/17</td>
</tr>
<tr>
<td><em>Mrs. J. will develop the CICO form.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Mrs. J. &amp; Mr. T. will meet with Shane to explain CICO and to identify additional reinforcers.</em></td>
<td>Mrs. T &amp; Mr. J.</td>
<td>3/19</td>
</tr>
<tr>
<td><strong>Respond to Problem Behavior</strong>: Prompt alternate behavior &amp; consequences each new skills/alternate behavior.</td>
<td>Mrs. T &amp; Mr. J.</td>
<td>3/19</td>
</tr>
<tr>
<td><em>Mrs. J. &amp; Mr. T. will meet to discuss how to appropriately respond to Shane’s inappropriate behaviors.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Plan

https://www.usm.edu/sites/default/files/groups/reachms/pdf/behaviorsupportimplementationevaluation_plan.docx

The TST Coordinator will ensure that the BSP includes an evaluation plan with:

- A **short-term goal** that is reasonable based on current performance.
  - Based on Replacement Behavior
- A **long-term goal** focused on increasing desired behavior.
  - Based on Desired Behavior
- **Specific activities/procedures** that will be used to evaluate progress.
- A **specified date** when the team will next meet to review progress.
Evaluation Planning
How Will We Measure Progress?

EVALUATION PLAN
Behavioral Goal (Use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal?

What is the long-term behavioral goal?

Evaluation Procedures

<table>
<thead>
<tr>
<th>Data to be Collected</th>
<th>Procedures for Data Collection</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Plan Being Implemented?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is Plan Making a Difference?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plan date for review meeting (suggested within 2 weeks) _____________
SWPBIS Tiered Fidelity Inventory Snapshots

State Personnel Development Grant
Grant No. H323A050005
Implementation Snapshots: Tier 1

Tier 1 interventions are quality instruction which describes the school-wide efforts and practices that are available to all students; including universal screening of behavior, classroom and behavior management and systems of behavioral support at the school and district level.
Implementation Snapshots will be used during the implementation of SWPBIS in order to clearly define each critical element and the research that supports use and potential benefits to overall school climate. PBIS Team members should attend a Tier 1 SWPBIS training in order to learn how to implement each critical element of SWPBIS. Roles of each participant supporting implementation of the critical element are clearly described and included on the respective snapshots to ensure clear expectations. Administrators are expected to play an active role. Tier 1 Systems Coordinators are expected to guide the process, communicate with the district coordinator, and share implementation products/examples/resources as needed. Teams will walk away from the training with an action plan that will help guide implementation efforts.

### Tiered Fidelity Inventory (TFI):

The purpose of the SWPBIS Tiered Fidelity Inventory is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports through all three tiers. The TFI for each tier may be used individually or in combination to assess the extent to which core features are in place. School teams should utilize the TFI as a progress monitoring tool in order to guide the initial and sustained implementation of SWPBIS.

[https://www.pbis.org/...](https://www.pbis.org/...) Using Tiered Fidelity Inventory.pptx

### Implementation Products and Outcomes:

- Teams will develop products for each core feature
- Explicit documentation of the implementation effort is essential to sustain the effort and will be maintained in the school PBIS Product Book

### Research:

A list of references including books and journal articles or specific research summaries will be listed to provide recommended readings for all key stakeholders. This will also be helpful for building a case for change at the school and district levels.

### What is it?

Definitions and explanations of each core feature included in the TFI.

### Team Roles and Responsibilities:

General guidelines are included here. Specific roles are defined in each snapshot.

#### Role of District Coordinator (DC):

- Familiar with training material and process
- Meet with school teams to review practice
- Review implementation outcomes and products for alignment with district strategic planning goals and social/behavioral needs

#### Role of Administrator:

- Active involvement in process (attend trainings and 90% of meetings)
- Serve as a role model for staff
- Communicate with DC who will support effort
- Share success and challenges with DC
- Include time during staff or grade level/core/department meetings to allow team to facilitate SWPBIS development
- Allocate resources (e.g., team meeting time, time for team to work with staff/students
- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
- Review academic and social/behavioral data with school leadership teams
- Arrange for additional support as needed

#### Role of Tier 1 Systems Coordinator:

- Attend team training with team
- Facilitate team action planning
- Communicate with administrator for necessary resources
- Review BoQ and relevant training tools to ensure fidelity
- Share implementation products and outcomes with DC
- Attend additional REACH MS trainings or meetings
- Visit other schools implementing SW-PBIS

#### Role of Team:

- Teams should attend all training days, bring discipline and academic data, have awareness of staff concerns and needs)
- Attend team training and follow up with action planning after training
- Review data and information from considerations provided with training
- With administrative support, draft action plan for implementing TFI

#### Role of Staff:

- Participate, communicate and follow through with agreements

#### Role of Student, Family and Community

- Participate in school events throughout the year
- Provide feedback to leadership team
### Tiered Fidelity Inventory (TFI):

1.1 Tier I team includes a Tier 1 systems coordinator, school administrator, a family member, and individuals able to provide:
   a.) applied behavioral expertise
   b.) coaching expertise
   c.) knowledge of student academic and behavior patterns
   d.) knowledge about operations of school across grade levels/programs
   e.) student representative (for high schools)

1.2 Tier I team meets at least monthly and has:
   a.) regular meeting format/agenda
   b.) minutes
   c.) defined meeting roles
   d.) a current action plan

### Implementation Products and Outcomes:

- Complete team roles and responsibilities
- All team members have 80% attendance at scheduled team meetings
- Uses a Problem Solving Model and Agenda
- Identifies meeting schedule and meeting times on school calendar
- Complete minutes for each monthly meeting and distributes to team members
- Complete action plan based on most recently completed TFI

### What is it?

The Leadership team is a group of representative stakeholders (administrator, general and special education teachers, school support staff, families, students, etc.) who develop an annual action plan that drives the implementation of the TFI. This team meets at least monthly, reviews data, provides summaries to staff and responds to feedback to guide and improve process.

### Research:

The research supports the use of problem solving teams to guide implementation


### Team Roles and Responsibilities:

#### Role of District Coordinator:

- Provide resources for teams to attend trainings and support school staff with district professional development time
- Meet with coordinators to celebrate and action plan
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:

- Attend and participate in all team trainings
- Empower team to lead effort
- Examine current team structures (Working Smarter)
- Study data and allow team access to data
- Identify protected team meeting times
- Provide time on school calendar for PBIS professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

#### Role of Tier 1 Systems Coordinator:

- Attend team trainings with team
- Support team action planning
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:

- Attend team training and follow up with action planning after training
- Work with coach and principal to plan professional learning for staff

#### Role of Staff:

- Provide honest feedback to leadership team
- Knowledge/awareness of behavior challenges across campus (*intent for change*)

#### Role of Student, Family, Community:

- Provide honest feedback to leadership team
- Be aware of team purpose and mission
### Snapshot: Behavioral Expectations

#### Tiered Fidelity Inventory (TFI):

**1.3** 3-5 behavioral expectations and examples by setting/location are defined and in place
- Expectations are stated in a positive manner
- Expectations apply to all adults and students in building
- Expectations and examples for specific settings are posted throughout the school including classrooms
- Expectations and examples by setting are documented in a school teaching matrix
- Staff are involved in the development of the expectations (1.10)
- Students, families and community members are involved in the development of expectations (1.11)

<table>
<thead>
<tr>
<th>Implementation Products and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Expectations and examples are posted throughout the school</td>
</tr>
<tr>
<td>- Teaching Matrix with replacement behaviors defined based on data</td>
</tr>
<tr>
<td>- Classroom rules aligned with school-wide expectations</td>
</tr>
<tr>
<td>- Documentation of staff, student, family and community input in the development of expectations</td>
</tr>
</tbody>
</table>

#### Research:
- A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks (Brophy, 1998).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher’s authority (Good & Brophy, 2000).
- Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards (Newcomer, 2009).

#### What is it?
- Expectations are outcomes or the overarching umbrella in which all social behaviors would be included
- Examples are the specific criteria for meeting expectation outcomes
- Examples identify and define concepts of acceptable behavior
- Teaching matrix is a graphic organizer of expectations defined with examples location

<table>
<thead>
<tr>
<th>Team Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role of District Coordinator:</strong></td>
</tr>
<tr>
<td>- Provide resources for production of teaching matrix and other visual communication tools for SW expectations (e.g., posters)</td>
</tr>
<tr>
<td>- Meet with coaches to review teaching matrices and classroom alignment</td>
</tr>
<tr>
<td>- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs</td>
</tr>
<tr>
<td><strong>Role of Administrator:</strong></td>
</tr>
<tr>
<td>- Include time during staff/grade level/department meetings to allow coach and team to facilitate matrix development</td>
</tr>
<tr>
<td>- Include classroom alignment with school-wide expectations</td>
</tr>
<tr>
<td>- Allocate resources (e.g., team meeting time, time for team to work with staff/students, production of expectations for display around school)</td>
</tr>
<tr>
<td>- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs</td>
</tr>
<tr>
<td>- Review academic and social/behavioral data with school leadership teams</td>
</tr>
<tr>
<td>- Arrange for additional support as needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Tier 1 System Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Support team action planning, provide team with sample teaching matrices</td>
</tr>
<tr>
<td>- Work as a partner with administration to provide necessary resources</td>
</tr>
<tr>
<td>- Communicate with district coordinator for necessary resources to create teaching matrices to display throughout school and relevant locations</td>
</tr>
<tr>
<td>- Review TFI and relevant training tools to ensure fidelity</td>
</tr>
<tr>
<td>- Share implementation products and outcomes with division coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Follow up with action planning after training</td>
</tr>
<tr>
<td>- Review information provided in training when developing teaching matrix</td>
</tr>
<tr>
<td>- Practice drafting expectations and example behaviors and review for accuracy using the Guidelines provided in training</td>
</tr>
<tr>
<td>- With Tier 1 system coordinator and administrative support, draft action plan for implementing the TFI elements that includes:</td>
</tr>
<tr>
<td>- Time to provide professional development to staff on expectations and specific example behaviors</td>
</tr>
<tr>
<td>- Time to facilitate staff/student input to develop teaching matrix (review sample structures to use with staff/students provided with training)</td>
</tr>
<tr>
<td>- Time to compile student/staff input and present draft to all for review and input for final edits</td>
</tr>
<tr>
<td>- Complete teaching matrix</td>
</tr>
<tr>
<td>- Develop plan for displaying teaching matrix and/or school-wide expectations with rules/specific behaviors in applicable locations</td>
</tr>
<tr>
<td>- Plan for including teaching matrix in school documents (e.g., family communication, student planners, school website)</td>
</tr>
<tr>
<td>- Plan for facilitating staff to align classroom rules with school-wide expectations</td>
</tr>
<tr>
<td>- Plan for ongoing review of teaching matrix to meet changing needs of school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in development of school-wide (SW) teaching matrix</td>
</tr>
<tr>
<td>- Elicit student input</td>
</tr>
<tr>
<td>- Align classroom rules/expectations with SW expectations and display in classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Student, Family, and Community:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Be familiar with school-wide expectations and rules by location and reinforce these outside of the school building</td>
</tr>
<tr>
<td>- Understand the process for communicating when problems do occur</td>
</tr>
<tr>
<td>- Provide feedback as necessary</td>
</tr>
</tbody>
</table>
Tiered Fidelity Inventory (TFI):
1.4 Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations
  - Formal system with written scheduled to teach expected behaviors
  - Lessons include examples and non-examples
  - Lessons use a variety of teaching strategies
  - Lessons are embedded into subject area curriculum
  - Faculty/staff and students are involved in development & delivery of lesson plans (1.10)

Implementation Products and Outcomes:
  - System to support staff to teach school-wide expectations
  - Collaboratively developed lesson plans for initial instruction, on-going booster sessions for reminding and re-teaching, embedded instruction within academic instruction
  - Professional development calendar

Research:
  - Behaviors are prerequisites for academics
  - Procedures and routines create structure
  - Repetition is key to learning new skills:
    For a child to learn something new, it needs to be repeated an average of 8 times
    For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (Harry Wong)
  - We can no longer assume:
    o Students know the expectations/rules and appropriate ways to behave
    o Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling
  - We must assume:
    o Students will require different curricula, instructional modalities, etc., to learn appropriate behavior
    o We need to teach expectations/rules and appropriate behaviors as effectively as we teach academic skills

What is it?
  - Lessons are developed to teach expectations and rules
  - Lessons include examples and non-examples and a variety of instructional methods and are embedded within academic instruction

What is it?
  - Lessons are developed to teach expectations and rules
  - Lessons include examples and non-examples and a variety of instructional methods and are embedded within academic instruction

Team Roles and Responsibilities

Role of District Coordinator:
  - Provide connections to community and school division resources (e.g., technology for creating school videos)

Role of Administrator:
  - Include time during staff or grade level/core/department meetings to allow coach and team to facilitate the development and teaching
  - Include lesson plans as part of “look for” on walk through
  - Allocate resources (e.g., team meeting time, time for team to work with staff/students)
  - Arrange for time to teach expectations to ALL students, school-wide
  - Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
  - Review academic and social/behavioral data with school leadership teams

Role of Tier 1 Systems Coordinator:
  - Provide examples of lesson plans and lesson planning formats for specific behaviors and expectations. Resources: pbis.org; pbismaryland.org

Role of Team:
  - Review sample lesson plans and lesson planning formats for best contextual fit for your school
  - With coach and administrative support, draft action plan to provide initial instruction, on-going instruction, and opportunities/examples of embedding within academic curriculum
  - Develop a schedule for initial, on-going, and embedded instruction to teach expectations
  - Plan for ways to teach students and adults new to the building (e.g. video models)

Role of Staff:
  - Participate in staff development to learn about developing lesson plans for teaching expectations and rules
  - Contribute to developing lesson plans
  - Commit to teaching expectations to ALL students
  - Serve as a model to demonstrate expectations
  - Working with colleagues during grade level/core/department meetings or other times to identify contextual fit for embedding instruction and practice for expectations into academic instruction

Role of Students, Family, and Community:
  - Model what is taught in the schools
  - Provide feedback as necessary
## Snapshot: Problem Behavior Definitions

### Tiered Fidelity Inventory (TFI):

**1.5** School has:
- Clear definitions for behaviors that interfere with academic and social success
- A clear policy/procedure (e.g. flowchart) for addressing office-managed (major) versus staff-managed problems (minor)

### Implementation Products and Outcomes:

- Updated Office Referral Form
- Minor and Major Behaviors Defined
- Plan for preventative and responsive practices to support student behavior
- A system of support for staff to implement practices
- Flowchart documenting procedures for supporting student behavior

### Research:


### What is it?

- Teacher expectations are clearly defined for reporting problem behaviors
- Teachers are trained in best practice and have behavioral basics

### Team Roles and Responsibilities

#### Role of District Coordinator:

- Understand purpose of Office Referral Form and provide resources and support for necessary revisions
- Use SWIS resources to align district forms
- Use SWIS if possible or as a model for IT personnel to align school district discipline data system

#### Role of Administrator:

- Understand purpose of office referral
- Allocate time in grade level and staff meetings to discuss current procedures (expectations, paperwork)
- Identify areas of improvement (ease of completing form, common approach to discipline, definition of problem behaviors)
- Allocate time in meetings for discussion to determine office managed behavior (majors) and classroom managed behaviors (minors)
- Establish and document expectations clearly in all handbooks, code of conduct, staff meetings, etc.
- Get feedback from staff and make improvements to process as needed
- Examine level of consistency among staff throughout the year

#### Role of Tier 1 Systems Coordinator:

- Work with team to ensure purpose of office referral form is clear
- Use SWIS resources and examples from which to build definitions and procedures
- Work with team and district coordinator to ensure professional development is provided to staff around appropriate responses and preventative approaches for supporting student behavior

#### Role of Team:

Team will develop (with staff input and feedback):
- Revised Office Referral Form
- Optional Minor Incident Form
- Clearly defined problem behaviors
- Discipline process
- Clearly defined office managed and classroom managed behaviors
- Array of appropriate preventative and responsive practices to support student behavior
- System of support for staff to implement practices is planned and provided

#### Role of Staff:

- Contribute and adhere to referral procedures
- Participate in skill development training (direct observation and performance feedback)

#### Role of Student, Family, and Community:

- Be familiar with referral procedures, including definitions of problem behavior, referral form and process for communicating with families when problems do occur
- Provide feedback as necessary
### Tiered Fidelity Inventory (TFI):
1.6  School policies and procedures describe and emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently.

### Implementation Products and Outcomes:
- Discipline policies
- Student Handbook
- Code of Conduct
- Suggested array of consequences for major and minor behaviors

### What is it?
- Discipline practices are designed to help to keep children in school and in the classroom when possible and there is no overreliance on exclusionary practices
- There is clear documentation of discipline policies
- Administrator indicates that the school consistently uses proactive, preventative approaches

### Research:

### Team Roles and Responsibilities

#### Role of District Coordinator:
- Understand purpose of proactive, preventative discipline policies and provide resources and support for revisions to the current policies

#### Role of Administrator:
- Understand purpose of proactive, preventative discipline policies
- Allocate time in grade level and staff meetings to discuss current discipline practices and the need for more proactive strategies
- Identify areas of improvement
- Allocate time in meetings for discussion to identify proactive approaches to discipline
- Establish and document revised discipline policies clearly in all handbooks, code of conduct, staff meetings, etc.
- Get feedback from staff and make improvements to process as needed
- Examine level of consistency among staff throughout the year

### Role of Tier 1 Systems Coordinator:
- Work with team to ensure purpose of proactive, preventative discipline policies is clear
- Work with team and district coordinator to ensure professional development is provided to staff around appropriate responses and preventative approaches for supporting student behavior

#### Role of Team:
Team will develop (with staff input and feedback):
- Array of appropriate preventative and responsive practices to support student behavior
- System of support for staff to implement practices

#### Role of Staff:
- Contribute and adhere to discipline policies
- Participate in skill development training (direct observation and performance feedback)

#### Role of Student, Family, and Community:
- Be familiar with discipline policies
- Provide feedback as necessary
**Snapshot: Professional Development**

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices:</td>
<td>▪ Professional development schedule that includes initial training on SWPBIS but also booster sessions throughout the year for faculty and staff</td>
</tr>
<tr>
<td>a) teaching school-wide expectations</td>
<td>▪ Written process for training all staff on all aspects of the Tier 1 system including all 4 core SWPBIS practices</td>
</tr>
<tr>
<td>b) acknowledging appropriate behavior</td>
<td>▪ During random interviews staff indicate that they have been trained on the Tier 1 system and 4 core SWPBIS practices</td>
</tr>
<tr>
<td>c) correcting errors</td>
<td></td>
</tr>
<tr>
<td>d) requesting assistance</td>
<td></td>
</tr>
</tbody>
</table>

**What is it?**
Professional development specifically related to the 4 core Tier 1 SWPBIS practices is crucial to the success of the SWPBIS system within the school. Just as we must teach students how to behave appropriately, we must teach the teachers how to implement the SWPBIS practices appropriately.

**Research:**

<table>
<thead>
<tr>
<th>Team Roles and Responsibilities</th>
<th>Role of Tier 1 Systems Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of District Coordinator:</td>
<td>▪ Work as a partner with building administrator to provide initial and ongoing professional development related to Tier 1 systems and core SWPBIS practices</td>
</tr>
<tr>
<td>▪ Ensure that time is allocated for ongoing professional development, coaching support and resources related to Tier 1 systems and SWPBIS core practices</td>
<td>▪ Share implementation products and outcomes with District Coordinator</td>
</tr>
<tr>
<td>Role of Administrator:</td>
<td>▪ Provide feedback to team and/or staff members related to the implementation of SWPBIS</td>
</tr>
<tr>
<td>▪ Ensure that all staff are provided initial training and ongoing support in Tier 1 systems and the core SWPBIS practices</td>
<td>▪ Observe in settings throughout the school to provide prompts and feedback to teachers/staff related to core SWPBIS practices</td>
</tr>
<tr>
<td>▪ Ensure booster sessions are scheduled to continue building staff knowledge of the Tier 1 systems and core SWPBIS practices</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Team:</th>
<th>Role of Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Develop and implement initial professional development regarding Tier 1 systems and core SWPBIS practices</td>
<td>▪ Participate in initial training and ongoing professional development related to Tier 1 and SWPBIS practices</td>
</tr>
<tr>
<td>▪ Plan for ongoing professional development regarding Tier 1 systems and core SWPBIS practices</td>
<td>▪ Provide feedback regarding problems or questions pertaining to Tier 1 systems or SWPBIS practices</td>
</tr>
<tr>
<td>▪ Gather data and feedback from staff to determine professional development needs related to Tier 1 and SWPBIS practices</td>
<td></td>
</tr>
<tr>
<td>▪ Provide examples and resources related on core SWPBIS practices to staff</td>
<td></td>
</tr>
<tr>
<td>▪ Plan for annual review of Tier 1 systems to meet the changing needs to school staff and students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Student, Family, Community</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Be familiar with and reinforce Tier 1 systems and core SWPBIS practices outside of the school building</td>
<td></td>
</tr>
<tr>
<td>▪ Provide feedback as necessary</td>
<td></td>
</tr>
</tbody>
</table>
## Tiered Fidelity Inventory (TFI):

**1.8 Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences)** are implemented within classrooms and consistent with school-wide systems.

### What is it?

Classroom systems are considered part of universal, school-wide PBIS and include: (a) opportunities for each classroom teacher to define and each school-wide expectations within his/her classroom related to the routines and procedures of the classroom; (b) acknowledge and correct student behavior; (c) system for tracking minor classroom behavior concerns.

### Implementation Products and Outcomes:

- Classroom rules that align with school-wide expectations are posted in each classroom
- Each classroom has developed an expectations matrix (from the school-wide expectations) that explicitly identifies routines and procedures for classroom activities and transitions
- Lesson plans are created and used for teaching expectations related to identified routines and procedures for classroom activities and transitions
- Each classroom teacher utilizes the school-wide acknowledgement system within the classroom
- Each classroom teacher has a system for tracking minor behavior concerns within the classroom and utilizes the ODR form and procedures for major behavior concerns
- A plan for preventative and responsive practices to support student behavior that includes predictable system for managing difficult behaviors is in place

### Research:


### Team Roles and Responsibilities:

#### Role of District Coordinator:

- Ensure that time is allocated for ongoing professional development, coaching support and resources related to classroom management practices

#### Role of Administrator:

- Ensure that all staff are provided initial training and ongoing support in classroom management practices (e.g., coaching, professional learning communities)
- Ensure that all classroom teachers are completing classroom expectations matrices and that related lesson plans are written and used to teach classroom expectations
- Include use of acknowledgement system as part of “what to look for” on principal walk through

#### Role of Tier 1 Systems Coordinator:

- Work as a partner with building administrator to provide necessary resources and examples for classroom systems
- Share implementation products and outcomes with District Coordinator
- Provide feedback to team and/or staff members related to the classroom expectations matrices, lesson plans, and correction procedures
- Observe in classroom settings to provide prompts and feedback to teachers related to classroom systems (e.g., rules, lesson plans, correction procedures)

#### Role of Team:

- Gather data and feedback from staff to determine professional development needs related to classroom systems
- Provide examples and resources related to classroom systems to staff for reference
- Plan for annual review of classroom systems to meet the changing needs of school staff and students

#### Role of Staff:

- Participate in initial training and ongoing support in classroom management practices
- Define the school-wide expectations for each routine and procedure within his/her classroom
- Develop and deliver explicit lesson plans related to teaching school-wide expectations for each routine and procedure in his/her classroom
- Utilize the acknowledgement system
- Utilize the school-wide system for tracking minor behavior concerns within the classroom
- Utilize the pre-established array of appropriate preventative and responsive practices to support student behavior that includes a predictable system for managing disruptive behavior

#### Role of Student, Family, Community

- Be familiar with and reinforce classroom expectations outside of the school building
- Provide feedback as necessary

---

**Snapshot: Classroom Procedures**
### Tiered Fidelity Inventory (TFI):

<table>
<thead>
<tr>
<th>1.9</th>
<th>A formal system (i.e., written set of procedures) for specific behavior feedback is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) linked to school-wide expectations</td>
</tr>
<tr>
<td></td>
<td>b) used across settings and within classrooms</td>
</tr>
<tr>
<td></td>
<td>The system of specific behavior feedback is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students</td>
</tr>
</tbody>
</table>

### Implementation Products and Outcomes:

- School-wide use of Behavior Specific Praise Statements using the wording on the teaching matrix
- Consistent implementation of minimum of 4:1 ratio of positive statements to negative statements among staff

### What is it?

- A consistent system for acknowledging students’ appropriate behavior.

### Research:

- To learn, humans require regular and frequent feedback on their actions
- Humans experience frequent feedback from others, self, & environment (planned/unplanned, desirable/undesirable)
- Without formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors
- More positive reinforcement for appropriate school behaviors is needed
- Students needing additional support benefit from clear, salient, formal feedback
- Increases the likelihood that desired behaviors will be repeated and focuses attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming disciplinary measures
- Create positive interactions and rapport with students
- Overall, we earn time back to teach and keep kids in the classroom where they can learn from us!

(Cameron, 2002; Cameron & Pierce, 1994, 2002; Cameron, Banko, & Pierce, 2001; OSEP)

### Team Roles and Responsibilities:

#### Role of District Coordinator:
- Provide connections to community and school division resources

#### Role of Administrator:
- Include time during staff or grade level/core/department meetings to allow team to facilitate teaching the acknowledgment procedures
- Include recognition at 4:1 ratio as part of school and classroom observation
- Allocate resources (e.g., team meeting time, time for team to work with staff/students)
- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
- Review academic and social/behavioral data with school leadership teams
- Arrange for additional support as needed

#### Role of Team Leader:
- Attend team training
- Facilitate team action planning
- Communicate with administrator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with division coordinator

#### Role of Team:
- Attend team training and follow up with action planning after training
- Review data and information from considerations provided with training
- Practice drafting expectations and rules/behaviors and review for accuracy using the guidelines provided within training
- With administrative support, develop and provide training to staff on the Acknowledgement System
- With administrative support, facilitate staff/student input to identify preferred ways to acknowledge
- Plan for on-going review of ways to acknowledge appropriate student behavior

#### Role of Staff:
- Participate in staff development to learn about the Acknowledgement System
- Increase ratio of positives to negatives to a minimum of 4:1
- Use the teaching matrix to develop acknowledgment

#### Role of Student, Family, and Community:
- Support this practice through modeling outside of the school building
- Provide feedback as necessary
### Tiered Fidelity Inventory (TFI):

1.10 Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months

1.11 Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

### Implementation Products and Outcomes:
- Surveys and results shared
- Data shared with faculty at least one time/month
- Feedback and input is facilitated throughout implementation

### Research:

### What is it?
Open and honest feedback and communication is established among stakeholders to secure buy-in and commitment to change.

### Team Roles and Responsibilities:

#### Role of District Coordinator:
- Attend initial team meetings
- Be available to answer questions
- Listen for red flags in team discussions
- Work closely with team leaders during trainings
- Track common discussion points (strengths and roadblocks)
- Review relevant surveys
- Share sample ideas for facilitating staff, student, family and community involvement with team leaders and teams
- Understand cost benefit analysis (time saved for decrease behavior problems) at division and school level
- Ensure district strategic plan is aligned with PBIS (e.g., PBIS implementation is included as part of strategic plan to support district goals)

#### Role of Administrator:
- Ensure climate/discipline is one of top school improvement goals
- Ensure school strategic plan includes implementation of PBIS
- Model appropriate staff behavior
- Ensure all staff are part of the change process (open and honest communication, support, performance feedback essential)
- Identity time on school calendar to provide updates, professional development, action planning with faculty on behavior
- Empower PBIS team to facilitate change
- Encourage student, family and community involvement

#### Role of Tier 1 Systems Coordinator:
- Work with team to survey faculty, student, families and community
- Facilitate team in development of SW-PBIS presentations for stakeholders
- Understand current staff morale, school culture (use recent staff, student, and/or student school culture surveys)
- Keep inquiry at the heart of group facilitation
- Ensure data is utilized during team meetings and shared with staff

#### Role of Team:
- Understand why staff need to be committed to decreasing problem behaviors and increasing academic behaviors
- Understand why students, families and community members need to be involved in the development of the PBIS systems
- Develop a plan to build ownership across faculty
- Review and use data to facilitate involvement & commitment
- Identify strengths and areas of concern
- Use relevant surveys and share applicable data to stakeholders
- Enlist peer leaders to gain support (distributive leadership)
- Develop on-going plan to facilitate input and feedback from staff
- Develop presentation for stakeholders about PBIS that clearly defines their role in the process

#### Role of Staff:
- Provide input to define school problems using data and identify action goals
- Follow through with all school-wide decisions, regardless of personal feelings for any particular decision
- Commit to positive behavior support systems allowing performance toward our goal to determine future plans

#### Role of Student, Family, Community
- Participate/complete relevant surveys
- Review results, gain knowledge about community perceptions versus data
## Snapshot: Discipline Data and Data-Based Decision Making

### Tiered Fidelity Inventory (TFI):

| 1.12 | Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student |
| 1.13 | Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making |

### Implementation Products and Outcomes:

- School has computer application to get access to critical local information (Big 5 reports, ODR by ethnicity, teacher, students with IEP, etc.)
- Team gets the information in picture (graphical) form
- School team is able to progress monitor impact of SWPBIS implementation (ODR, suspension, attendance, time recovered, academic benchmarks)
- Team has data analyst who is skilled at report generation and team problem solving logic
- Team provides data summaries to school community and district

### Research:

The research supports use of office referral patterns data analysis


### What is it?

Schools need an efficient system for gathering information, a web-based computer application for data entry and report generation, and a practical process for using information for decision-making. These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. Data reports need to indicate times and/or locations prone to elicit problem behaviors and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

### Team Roles and Responsibilities:

#### Role of District Coordinator:

- Work with division IT personnel to determine best way to get access to school based information
- Share SWIS demo site to district level leadership (pbsapps.org)
- Share success and challenges to improve best way to showcase and support schools

#### Role of Administrator:

- Promote use of data that is reliable and represents climate in building
- Support staff to consistently report data accurately
- Work with district to understand school based need for progress monitoring
- Work with district, team, and faculty to understand use of data to screen students who may need additional supports (team should have access to data that is current and relevant to school based needs)
- Allocate time for data entry and report generation
- Allocate time needed for team to build skills for running problem solving meetings based on the data
- Allow time in meetings, newsletter, etc., for data summaries
- Celebrate success with team, faculty, community and district

#### Role of Tier 1 Systems Coordinator:

- Ensure the purpose of office referral form is clear
- Use SWIS demo site to get more information about school level computer application (pbsapps.org)
- Use examples to show how data is used, analyzed, and presented
- Ensure team uses data and problem-solving logic during team meetings and staff facilitation activities

#### Role of Team:

- Identify data analyst on team (maybe 3 core team members analyze data prior to each meeting)
- Become fluent with problem solving process (using data to build precision statements, build solutions, monitor and evaluate implementation)
- Use all available data sources to screen students who may need additional supports and to target specific areas of the building
- Share results with school community on a monthly basis

#### Role of Staff:

- Provide feedback
- Be consistent in reporting problem behaviors

#### Role of Student, Family, Community

- Read school updates
- Become involved in Parent, Student, Teacher organization
<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
</table>
| 1.14 Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. | - Fidelity tool(s) used to guide annual action planning  
- Critical features become standard practice over 3-5 years  
- Faculty feedback obtained throughout process  
- Outcomes are always used to evaluate impact  
- Data used to determine when new evidence based practices are needed - resources needed to install new practices examined - new practices integrated with tiered logic  |
| 1.15 Tier 1 team documents fidelity and effectiveness (including academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. | |

**Research:**
The research supports use of evaluation for improvement of effectiveness, efficiency and sustainability.

**What is it?**
Evaluation is the process of collecting and using information for decision-making.

**Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Training examples used to guide data summaries  
- Provides end of year report using PBIS evaluation  
- District superintendent is informed about impact

**Role of Administrator:**
- Promote use of implementation checklists, surveys and data summaries to provide assessment of implementation status  
- Allocate minutes for faculty to complete surveys at least annually  
- Use annual data summaries to guide school improvement, action planning  
- Use annual data summaries for social marketing  
- Promote atmosphere of continuous improvement  
- Ensure staff get access to peer coaching and performance feedback (staff have time to observe other faculty)

**Role of Tier 1 Systems Coordinator:**
- Coordinate site visits to other schools which helps broaden understanding  
- Ensure fidelity tools are completed annually by team

**Role of Team:**
- Ensure that team represents school community, follows through with responsibilities, meeting process stays consistent over time  
- School community gets access to annual report  
- Data used for social marketing  
- Data used to plan for next school year

**Role of Staff:**
- Participate in surveys  
- Communicate with team

**Role of Student, Family, Community**
- Participate in surveys  
- Communicate with team, provide input and feedback throughout the year, attend school functions

---

**Snapshot: Annual Evaluation**

**Tiered Fidelity Inventory (TFI):**

| Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. |
| Tier 1 team documents fidelity and effectiveness (including academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. |

**Implementation Products and Outcomes:**

- Fidelity tool(s) used to guide annual action planning  
- Critical features become standard practice over 3-5 years  
- Faculty feedback obtained throughout process  
- Outcomes are always used to evaluate impact  
- Data used to determine when new evidence based practices are needed - resources needed to install new practices examined - new practices integrated with tiered logic

---

**Research:**
The research supports use of evaluation for improvement of effectiveness, efficiency and sustainability.

**What is it?**
Evaluation is the process of collecting and using information for decision-making.

**Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Training examples used to guide data summaries  
- Provides end of year report using PBIS evaluation  
- District superintendent is informed about impact

**Role of Administrator:**
- Promote use of implementation checklists, surveys and data summaries to provide assessment of implementation status  
- Allocate minutes for faculty to complete surveys at least annually  
- Use annual data summaries to guide school improvement, action planning  
- Use annual data summaries for social marketing  
- Promote atmosphere of continuous improvement  
- Ensure staff get access to peer coaching and performance feedback (staff have time to observe other faculty)

**Role of Tier 1 Systems Coordinator:**
- Coordinate site visits to other schools which helps broaden understanding  
- Ensure fidelity tools are completed annually by team

**Role of Team:**
- Ensure that team represents school community, follows through with responsibilities, meeting process stays consistent over time  
- School community gets access to annual report  
- Data used for social marketing  
- Data used to plan for next school year

**Role of Staff:**
- Participate in surveys  
- Communicate with team

**Role of Student, Family, Community**
- Participate in surveys  
- Communicate with team, provide input and feedback throughout the year, attend school functions

---

**Snapshot: Annual Evaluation**

**Tiered Fidelity Inventory (TFI):**

| Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. |
| Tier 1 team documents fidelity and effectiveness (including academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. |

**Implementation Products and Outcomes:**

- Fidelity tool(s) used to guide annual action planning  
- Critical features become standard practice over 3-5 years  
- Faculty feedback obtained throughout process  
- Outcomes are always used to evaluate impact  
- Data used to determine when new evidence based practices are needed - resources needed to install new practices examined - new practices integrated with tiered logic

---

**Research:**
The research supports use of evaluation for improvement of effectiveness, efficiency and sustainability.

**What is it?**
Evaluation is the process of collecting and using information for decision-making.

**Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Training examples used to guide data summaries  
- Provides end of year report using PBIS evaluation  
- District superintendent is informed about impact

**Role of Administrator:**
- Promote use of implementation checklists, surveys and data summaries to provide assessment of implementation status  
- Allocate minutes for faculty to complete surveys at least annually  
- Use annual data summaries to guide school improvement, action planning  
- Use annual data summaries for social marketing  
- Promote atmosphere of continuous improvement  
- Ensure staff get access to peer coaching and performance feedback (staff have time to observe other faculty)

**Role of Tier 1 Systems Coordinator:**
- Coordinate site visits to other schools which helps broaden understanding  
- Ensure fidelity tools are completed annually by team

**Role of Team:**
- Ensure that team represents school community, follows through with responsibilities, meeting process stays consistent over time  
- School community gets access to annual report  
- Data used for social marketing  
- Data used to plan for next school year

**Role of Staff:**
- Participate in surveys  
- Communicate with team

**Role of Student, Family, Community**
- Participate in surveys  
- Communicate with team, provide input and feedback throughout the year, attend school functions
Implementation Snapshots: Tier 2

Tier 2 interventions are strategic/targeted intervention and/or supplemental instruction that is designed for those students who are not progressing or responding to Tier 1 efforts as expected.
Snapshot: Teams

Tiered Fidelity Inventory (TFI):

2.1 Tier II team includes a Tier 2 systems coordinator, school administrator, a family member, and individuals able to provide:
   a.) applied behavioral expertise
   b.) administrative authority
   c.) knowledge of student
   d.) knowledge about operations of school across grade levels/programs

2.2 Tier II team meets at least monthly and has:
   a.) regular meeting format/agenda
   b.) minutes
   c.) defined meeting roles
   d.) a current action plan

Implementation Products and Outcomes:

- Complete team roles and responsibilities
- All team members have 80% attendance at scheduled team meetings
- Uses a Problem Solving Model and Agenda
- Identifies meeting schedule and meeting times on school calendar
- Complete minutes for each monthly meeting and distribute to team members
- Complete action plan based on most recently completed TFI

What Is It?
The Leadership team is a group of representative stakeholders (administrator, general and/or special education teachers, school support staff, etc.) who develop an annual action plan that drives the implementation of the TFI. This team meets at least monthly, reviews Tier II data, develops interventions and monitors progress.

Research:
The research supports the use of problem solving teams to guide implementation


Additional Team Roles and Responsibilities:

Role of District Coordinator:
- Provide resources for teams to attend trainings and support school staff with district professional development time
- Meet with coordinators to action plan
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

Role of Administrator:
- Attend and participate in all team trainings
- Empower team to lead effort
- Examine current team structures (Working Smarter)
- Study data, allow team access to data
- Identify protected team meeting times
- Provide time on school calendar for Tier II professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

Role of Tier II Systems Coordinator:
- Attend team trainings with team
- Support team action planning
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

Role of Team:
- Attend team training and follow up with action planning after training
- Work with coach and principal to plan professional development for staff
- Respond to Tier II requests within 3 days

Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions
- Complete Request Form in order to obtain Tier II assistance

Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
- Complete Request Form in order to obtain Tier II assistance
**Tiered Fidelity Inventory (TFI):**

2.3 Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.

**Implementation Products and Outcomes:**

- Multiple data sources used (ODRs/Time out of instruction, Attendance, Academic performance)
- Team Decision Rubric
- Team meeting minutes
- School Policy

**What Is It?**

A written system should be in place for early identification of students who need additional support beyond Tier 1. Multiple data sources should be used such as Office Referrals, screening tools, attendance, etc. The system should include a process for notifying families when a student enters Tier II supports.

**Research:**


**Additional Team Roles and Responsibilities:**

- **Role of District Coordinator:**
  - Meet with coordinators to action plan
  - Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

- **Role of Administrator:**
  - Work with team to develop a written system or rubric for identification of students needing Tier 2 support
  - Work with team to ensure multiple data sources are utilized for the identification of students needing Tier 2 supports
  - Work with team to develop a plan for notification of parents/guardians when a student enters Tier 2 supports
  - Provide time on school calendar for Tier II professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

- **Role of Tier II Systems Coordinator:**
  - Work with team to develop a written system or rubric for identification of students needing Tier 2 support
  - Work with team to ensure multiple data sources are utilized for the identification of students needing Tier 2 supports
  - Work with team to develop a plan for notification of parents/guardians when a student enters Tier 2 supports
  - Work as a partner with administration to provide necessary resources
  - Communicate with district coordinator for necessary resources
  - Review TFI and relevant training tools to ensure fidelity
  - Share implementation products and outcomes with district coordinator

- **Role of Team:**
  - Develop a written system or rubric for identification of students needing Tier 2 support
  - Ensure multiple data sources are utilized for the identification of students needing Tier 2 supports
  - Develop a plan for notification of parents/guardians when a student enters Tier 2 supports
  - Work with coach and principal to plan professional learning for staff regarding the identification of students needing Tier 2 supports

- **Role of Staff:**
  - Provide honest feedback to leadership team
  - Attend professional development related to Tier II systems and interventions

- **Role of Student, Family, Community**
  - Provide honest feedback to leadership team
  - Be aware of team purpose and mission
### Tiered Fidelity Inventory (TFI):

2.4 Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.

### Implementation Products and Outcomes:

- School Handbook
- Request for Assistance Form
- Family Handbook

### What Is It?

Leadership team has a process and form for teachers and parents to request assistance. The process and form should be easy to understand and use. Team should respond within 3 days of receiving the request.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to action plan
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Attend and participate in all team meeting
- Work with team to develop an easy to use request form for staff and families
- Provide time on school calendar for Tier II professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

#### Role of Tier II Systems Coordinator:
- Attend team meetings
- Work with team to develop an easy to use request form for staff and families
- Ensure that the team responds to requests within 3 days
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Attend team meetings
- Develop an easy to use request form for staff and families
- Respond to requests within 3 days
- Work with coach and principal to plan professional learning for staff regarding the utilization of the request form

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions
- Complete request form when needed

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
- Complete request form when needed
## Tiered Fidelity Inventory (TFI):

2.5 Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

### Implementation Products and Outcomes:
- School Handbook
- Tier II Intervention Handbook

### What Is It?
- Multiple Tier II interventions that are readily available with documented evidence of effectiveness matched to student need. Having options for Tier II interventions increases the likelihood that the students’ needs will be met in a timely manner. Standard modifications of existing interventions meet the criteria for sufficient array.
  - CICO for peer attention
  - CICO for academic task avoidance

### Research:

## Additional Team Roles and Responsibilities:

### Role of District Coordinator:
- Provide resources for teams to attend Tier II trainings and support school staff with district professional development time
- Meet with coordinators to identify possible Tier II interventions
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

### Role of Administrator:
- Attend and participate in all team meetings
- Empower team to lead effort
- Work with team to identify and implement a wide array of Tier II interventions
- Work with team to develop a plan to provide professional development to staff regarding the identified Tier II interventions

### Role of Tier II Systems Coordinator:
- Work with team to identify and implement a wide array of Tier II interventions
- Work with team to develop a plan to provide professional development to staff regarding the identified Tier II interventions
- Work as a partner with administration to provide necessary resources to team and staff
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

### Role of Team:
- Work with team to identify and implement a wide array of Tier II interventions
- Work with team to develop a plan to provide professional development to staff regarding the identified Tier II interventions
- Work with coach and principal to plan professional development for staff regarding the identified Tier II interventions

### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
### Tiered Fidelity Inventory (TFI):

2.6 Tier II behavior support interventions provide:
- (a) additional instruction/time for student skill development,
- (b) additional structure/predictability, and/or
- (c) increased opportunity for feedback (e.g., daily progress report).

### Implementation Products and Outcomes:
- SWPBIS lesson plans
- Tier II lesson plans
- Daily/weekly progress report
- School schedule
- School Tier II handbook

### What Is It?

Tier II behavior interventions should focus on improving the skills needed for student success. In order to meet this goal, each Tier II intervention should include all core Tier II features.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to assist in identifying Tier II interventions that include all core features
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Work with team to identify Tier II interventions that include all core features

#### Role of Tier II Systems Coordinator:
- Work with team to identify Tier II interventions that include all core features
- Work as a partner with administration to provide necessary resources for the implementation on Tier II systems
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Identify Tier II interventions that include all core features
- Work with coach and principal to plan professional learning for staff regarding the identification of students needing Tier 2 supports

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
Snapshot: Practices Matched to Student Need

Tiered Fidelity Inventory (TFI):

2.7 A formal process is in place to select Tier II interventions that are:
(a) matched to student need (e.g., behavioral function), and
(b) adapted to improve contextual fit (e.g., culture, developmental level).

Implementation Products and Outcomes:
- School Policy
- Tier II Handbook
- Needs assessment
- Targeted Interventions Reference Guide

What Is It?
Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate). Tier II interventions must be evidence-based and selected based on assessment information (or assumptions) about student need.

Research:

Additional Team Roles and Responsibilities:

Role of District Coordinator:
- Meet with coordinators to assist team in developing a system to match interventions to student needs
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

Role of Administrator:
- Work with team to develop a system to match interventions to student needs
- Provide time on school calendar for Tier II professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

Role of Tier II Systems Coordinator:
- Work with team to develop a system to match interventions to student needs
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

Role of Team:
- Develop a system to match interventions to student needs
- Work with coach and principal to plan professional learning for staff regarding the necessity of matching interventions to student need

Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
### Tiered Fidelity Inventory (TFI):

2.8 Tier II supports are explicitly linked to Tier I supports and students receiving Tier II supports have access to, and are included in, Tier I supports.

### Implementation Products and Outcomes:
- Universal Lesson plans & teaching schedule
- Acknowledgement system
- Student of the month documentation
- Family communication

### What Is It?

Tier II supports are more effective when implemented in conjunction with Tier I supports. Students receiving Tier II supports should have access to all facets of the Tier I system.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to ensure that systems are in place for students receiving Tier II supports to also continue receiving Tier I supports
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Work with team to develop a procedure to ensure that systems are in place for students receiving Tier II supports to also continue receiving Tier I supports
- Provide time on school calendar for professional development regarding the importance of students receiving Tier II supports to also continue receiving Tier I supports

#### Role of Tier II Systems Coordinator:
- Work with team to develop a procedure to ensure that systems are in place for students receiving Tier II supports to also continue receiving Tier I supports
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Develop a procedure to ensure that systems are in place for students receiving Tier II supports to also continue receiving Tier I supports
- Work with coach and principal to plan professional learning for staff

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
**Tiered Fidelity Inventory (TFI):**

2.9 A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.

---

**Implementation Products and Outcomes:**

- Professional Development Calendar
- Staff Handbook
- Lesson plans for teacher trainings
- School policy

---

**What Is It?**

Many adults within the school environment are needed to ensure Tier II interventions are implemented with fidelity. A written process should be in place to teach and coach all relevant staff in all aspects of each intervention, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress.

---

**Research:**


---

**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**

- Meet with coordinators to assist in developing an action plan for professional development regarding Tier II interventions
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

**Role of Administrator:**

- Work with team to develop an action plan for professional development regarding Tier II interventions
- Provide time on school calendar for Tier II professional development

---

**Role of Tier II Systems Coordinator:**

- Work with team to develop an action plan for professional development regarding Tier II interventions
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

**Role of Team:**

- Develop an action plan for professional development regarding Tier II interventions
- Work with coach and principal to plan professional learning for staff regarding the process to request assistance and how to implement Tier II interventions

**Role of Staff:**

- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

**Role of Student, Family, Community**

- Provide honest feedback to leadership team
- Be aware of team purpose and mission
<table>
<thead>
<tr>
<th><strong>Snapshot: Level of Use</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tiered Fidelity Inventory (TFI):</strong></td>
<td><strong>Implementation Products and Outcomes:</strong></td>
</tr>
</tbody>
</table>
| 2.10 Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate. | - Tier II enrollment data  
- Tier II team meeting minutes  
- Progress monitoring tool |

**What Is It?**
- Tier II supports cannot be sustained if they are used too much or too infrequently.
- The level of Tier II supports should be between 3% and 17% to be effective.
- At least 70% of students should succeed on initial Tier II supports. If success rate is lower, elements of the Tier II interventions may be missing or ineffective.

**Research:**

**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Meet with coordinators to develop a plan to monitor the level of use of Tier II supports
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

**Role of Administrator:**
- Work with team to develop a plan to monitor the level of use of Tier II supports

**Role of Tier II Systems Coordinator:**
- Work with team to develop a plan to monitor the level of use of Tier II supports
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

**Role of Team:**
- Develop a plan to monitor the level of use of Tier II supports

**Role of Staff:**
- Provide honest feedback to leadership team

**Role of Student, Family, Community**
- Provide honest feedback to leadership team
## Tiered Fidelity Inventory (TFI):

2.11 Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.

### Implementation Products and Outcomes:
- Student progress data (e.g., % of students meeting goals)
- Intervention Tracking Tool
- Daily/Weekly Progress Report sheets
- Family communication

### What Is It?
The team must review the success rate of the interventions on a regular basis in order to modify and improve the interventions. The team should develop data decision rules and review this data monthly to make modifications as necessary to ensure the effectiveness of the interventions. In addition, the team should share this data with stakeholders.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to develop data decision rules and plan for review of success rate data
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Work with team to develop data decision rules and plan for review of success rate data
- Provide time in staff meetings once a month for team to review success rate data with staff

#### Role of Tier II Systems Coordinator:
- Work with team to develop data decision rules and plan for review of success rate data
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Ensure that the success data of each Tier II intervention is available and reviewed on a monthly basis
- Develop data decision rules based on the success rate data
- Work with coach and principal to provide a review of the success rate data monthly during staff meetings

#### Role of Staff:
- Provide honest feedback to leadership team

#### Role of Student, Family, Community
- Provide honest feedback to leadership team
### Tiered Fidelity Inventory (TFI):

**2.12 Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.**

### Implementation Products and Outcomes:
- Tier II team minutes
- Fidelity probes

### What Is It?
Tier II teams should be monitoring the fidelity of the Tier II interventions. Are they being implemented the way they were designed? Most evidence-based program or strategy should come with a protocol for monitoring fidelity. Measuring fidelity should be done more frequently when first adopting, but at least annually once adoption meets criterion.

### Research:

### Additional Team Roles and Responsibilities:

<table>
<thead>
<tr>
<th>Role of District Coordinator:</th>
<th>Role of Tier II Systems Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with coordinators to action plan procedures for monitoring fidelity of Tier II interventions</td>
<td>Work with team to develop procedures for monitoring fidelity of Tier II interventions</td>
</tr>
<tr>
<td>Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs</td>
<td>Ensure that the team is monitoring fidelity on a monthly basis in the beginning of the implementation of a new Tier II</td>
</tr>
<tr>
<td></td>
<td>Work as a partner with administration to provide necessary resources</td>
</tr>
<tr>
<td></td>
<td>Communicate with district coordinator for necessary resources</td>
</tr>
<tr>
<td></td>
<td>Review TFI and relevant training tools to ensure fidelity</td>
</tr>
<tr>
<td></td>
<td>Share implementation products and outcomes with district coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Administrator:</th>
<th>Role of Team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with team to develop procedures for monitoring fidelity of Tier II interventions</td>
<td>Develop procedures for monitoring fidelity of Tier II interventions</td>
</tr>
<tr>
<td>Provide time on school calendar for Tier II professional development and updates based on the fidelity assessments</td>
<td>Ensure that fidelity is assessed on a monthly basis in the beginning of the implementation of a new Tier II</td>
</tr>
<tr>
<td></td>
<td>Work with coach and principal to plan and implement professional development and updates based on the fidelity assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Staff:</th>
<th>Role of Student, Family, Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide honest feedback to leadership team</td>
<td>Provide honest feedback to leadership team</td>
</tr>
<tr>
<td>Attend professional development related to Tier II systems and interventions</td>
<td></td>
</tr>
</tbody>
</table>
### Snapshot: Evaluation

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
</table>
| 2.13 At least annually, Tier II team assesses overall effectiveness and efficiency of strategies including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers, and evaluations are shared with staff and district leadership. | ▪ Staff and student surveys  
▪ Tier II handbook  
▪ Fidelity tools  
▪ School Policy  
▪ Student outcomes  
▪ District Reports |

**What Is It?**
Tier II systems and interventions should be reviewed at least annually. Evaluation results should be used to revise systems and interventions to ensure they remain effective in light of any changes in the school. The evaluation results should be shared with stakeholders.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to action plan how and when to conduct an evaluation of Tier II systems.
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs.

#### Role of Administrator:
- Work with team to develop a plan for the evaluation of Tier II systems.
- Provide time on school calendar for a discussion of Tier II evaluation results.

#### Role of Tier II Systems Coordinator:
- Work with team to develop a plan for the evaluation of Tier II systems.
- Work as a partner with administration to provide necessary resources.
- Communicate with district coordinator for necessary resources.
- Review TFI and relevant training tools to ensure fidelity.
- Share implementation products and outcomes with district coordinator.

#### Role of Team:
- Develop a plan for the evaluation of Tier II systems on an annual basis.
- Work with coach and principal to plan professional development for staff regarding the Tier II evaluation results.

#### Role of Staff:
- Provide honest feedback to leadership team.
- Attend professional development related to evaluation of Tier II systems and interventions.

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team.
- Attend meetings that include a review of Tier II evaluation data.
Implementation Snapshots: Tier 3

Tier 3 interventions are behavioral strategies developed for students who are having significant difficulties with emotion, behavior, and/or social interactions and who failed to make progress while receiving Tier 2 interventions or have not narrowed the performance gaps. Tier 3 interventions are more intensive than those in Tier 2 and are developed specifically for individual students in order to weaken inappropriate behaviors and strength appropriate replacement behaviors.
**Tiered Fidelity Inventory (TFI):**

**3.1 Team Composition:** Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide:
(a) applied behavioral expertise  
(b) administrative authority  
(c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise  
(d) knowledge of students  
(e) knowledge about the operations of the school across grade levels and programs

**3.2 Team Operating Procedures:** Tier III team meets at least monthly and has:
(a) regular meeting format/agenda  
(b) minutes  
(c) defined meeting roles  
(d) a current action plan

**3.4 Student Support Team:** For each individual student support plan a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan

**3.5 Staffing:** An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports

**Implementation Products and Outcomes:**
- Complete team roles and responsibilities  
- All team members have 80% attendance at scheduled team meetings  
- Uses a Problem Solving Model and Agenda  
- Identifies meeting schedule and meeting times on school calendar  
- Complete minutes for each monthly meeting and distribute to team members  
- Complete action plan based on most recently completed TFI  
- Written request form and process for Tier III assistance

**What Is It?**
The Leadership team is a group of representative stakeholders (administrator, general and/or special education teachers, school support staff, etc.) with specific skills and perspectives that increase the likelihood that Tier III interventions and supports will be implemented effectively. This team meets at least monthly, reviews Tier III data, develops interventions and monitors progress. In addition, each student receiving Tier III supports should have a unique team membership linked to the student’s strengths and needs and one staff who is responsible for coordinating the implementation of the student’s Tier III plan.

**Research:** The research supports the use of problem solving teams to guide implementation

**Additional Team Roles and Responsibilities**

**Role of District Coordinator:**
- Provide resources for teams to attend trainings and support school staff with district professional development time  
- Meet with coordinators to action plan  
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

**Role of Administrator:**
- Attend and participate in all team trainings  
- Empower team to lead effort  
- Examine current team structures (Working Smarter)  
- Study data, allow team access to data  
- Identify protected team meeting times  
- Provide time on school calendar for Tier III professional development updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)  
- Ensure one staff is assigned to coordinate the implementation of each Tier III plan

**Role of Tier III Systems Coordinator:**
- Attend team trainings with team  
- Support team action planning  
- Work as a partner with administration to provide necessary resources  
- Communicate with district coordinator for necessary resources  
- Review TFI and relevant training tools to ensure fidelity  
- Share implementation products and outcomes with district coordinator  
- Work with principal to ensure Tier III teams are unique to each Tier III student and that one staff is assigned to coordinate implementation of each plan.

**Role of Team:**
- Attend team training and follow up with action planning after training  
- Work with coach and principal to plan professional development for staff

**Role of Staff:**
- Provide honest feedback to leadership team  
- Attend professional development related to Tier III systems and interventions

**Role of Student, Family, Community:**
- Provide honest feedback to leadership team  
- Be aware of team purpose and mission  
- Student and family should be a member of the Tier III team and attend all meetings
### Tiered Fidelity Inventory (TFI):

3.3 Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.

### Implementation Products and Outcomes:

- Multiple data sources used (*Tier II progress monitoring data, ODRs/time out of instruction, attendance, academic performance*).
- Team decision rubric.
- Team meeting minutes.
- School policy.

### What Is It?

A written system should be in place for identification of students who need additional support beyond Tier II. Multiple data sources should be used such as Office Referrals, Tier II progress monitoring, academic progress, attendance, etc. The system should include a process for notifying families when a student enters Tier III supports.

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to action plan.
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs.

#### Role of Administrator:
- Work with team to develop a written system or rubric for identification of students needing Tier III supports.
- Work with team to ensure multiple data sources are utilized for the identification of students needing Tier III supports.
- Work with team to develop a plan for notification of parents/guardians when a student enters Tier III supports.
- Provide time on school calendar for Tier III professional development updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues).

#### Role of Tier III Systems Coordinator:
- Work with team to develop a written system or rubric for identification of students needing Tier III support.
- Work with team to ensure multiple data sources are utilized for the identification of students needing Tier III supports.
- Work with team to develop a plan for notification of parents/guardians when a student enters Tier III supports.
- Work as a partner with administration to provide necessary resources.
- Communicate with district coordinator for necessary resources.
- Review TFI and relevant training tools to ensure fidelity.
- Share implementation products and outcomes with district coordinator.

#### Role of Team:
- Develop a written system or rubric for identification of students needing Tier III support.
- Ensure multiple data sources are utilized for the identification of students needing Tier III supports.
- Develop a plan for notification of parents/guardians when a student enters Tier III supports.
- Work with coach and principal to plan professional development for staff regarding the identification of students needing Tier III supports.

#### Role of Staff:
- Provide honest feedback to leadership team.
- Attend professional development related to Tier III systems and interventions.

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team.
- Be aware of team purpose and mission.

---

**Snapshot: Screening**

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.</td>
<td>- Multiple data sources used (<em>Tier II progress monitoring data, ODRs/time out of instruction, attendance, academic performance</em>).</td>
</tr>
<tr>
<td></td>
<td>- Team decision rubric.</td>
</tr>
<tr>
<td></td>
<td>- Team meeting minutes.</td>
</tr>
<tr>
<td></td>
<td>- School policy.</td>
</tr>
</tbody>
</table>

**Research:**
### Tiered Fidelity Inventory (TFI):

3.6 Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.

### Implementation Products and Outcomes:

- Tier III manual
- Three randomly selected Tier III plans

### What Is It?
Utilizing external resources can enhance individual student support plans. Contact should be developed and maintained so that supports are available when needed.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Develop and maintain contacts with external resources
- Ensure teams are familiar with the external resources that are available

#### Role of Administrator:
- Work with teams to ensure external resources are utilized when needed for individual students receiving Tier III supports

#### Role of Tier III Systems Coordinator:
- Work with teams to ensure external resources are utilized when needed for individual students receiving Tier III supports
- Ensure teams are familiar with the external resources that are available

#### Role of Team:
- Work with teams to ensure external resources are utilized when needed for individual students receiving Tier III support
- Ensure multiple data sources are utilized for the identification of students needing Tier III supports
- Ensure familiarity with external resources that are available

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware external resources that are available if needed
**Snapshot: Professional Development**

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
</table>
| 3.7 A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention | - Professional Development Calendar  
- Staff Handbook  
- Lesson plans for teacher trainings  
- School policy |

**What is it?**
Many adults within the school environment are needed to ensure Tier III interventions are implemented with fidelity. A written process should be in place to teach and coach all relevant staff in all aspects of each intervention, including behavior theory, function of behavior and function-based interventions.

**Research:**

**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Meet with coordinators to assist in developing an action plan for professional development regarding Tier III interventions  
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

**Role of Administrator:**
- Work with team to develop an action plan for professional development regarding Tier III interventions  
- Provide time on school calendar for Tier III professional development

**Role of Tier II Systems Coordinator:**
- Work with team to develop an action plan for professional development regarding Tier III interventions  
- Work as a partner with administration to provide necessary resources  
- Communicate with district coordinator for necessary resources  
- Review TFI and relevant training tools to ensure fidelity  
- Share implementation products and outcomes with district coordinator

**Role of Team:**
- Develop an action plan for professional development regarding Tier III interventions  
- Work with coach and principal to plan professional learning for staff regarding the process to request assistance and how to implement Tier III interventions.

**Role of Staff:**
- Provide honest feedback to leadership team  
- Attend professional development related to Tier III systems and interventions

**Role of Student and Family**
- Provide honest feedback to leadership team  
- Be aware of team purpose and mission

**Role of Student, Family, Community**
- Provide honest feedback to leadership team  
- Be aware of team purpose and mission
### Tiered Fidelity Inventory (TFI):

3.8 Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).

### Implementation Products and Outcomes:

- Assessment data
- Team minutes
- Tier III policies and procedures

### What is it?

Tier III student support plans should utilize student’s skill strengths and include student/family perspectives regarding academic, health, career and social goals. A strengths-based approach that includes the families’ involvement leads to a more positive support plan.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Work with teams to ensure that student strengths and quality of life goals are defined during the assessment phase

#### Role of Administrator:
- Work with teams to ensure that student strengths and quality of life goals are defined during the assessment phase
- Ensure team has necessary information and resources to assess strengths and quality of life goals

#### Role of Tier II Systems Coordinator:
- Work with teams to ensure that student strengths and quality of life goals are defined during the assessment phase
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Ensure that student strengths and quality of life goals are defined during the assessment phase

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student and Family
- Assist in identifying strengths and quality of life goals
- Maintain open and honest communication with team

#### Role of Student, Family, Community
- Provide honest feedback to leadership team
- Be aware of team purpose and mission

### Snapshot: Quality of Life Indicators

| REACH MS 10/16 |
### Tiered Fidelity Inventory (TFI):

3.9 Assessment data are available for academic (reading, math, writing), behavioral (attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs across life domains where relevant.

### Implementation Products and Outcomes:

- Assessment data
- Team minutes
- Tier III policies and procedures

### What is it?

Tier III student support plans should utilize student’s skill strengths and needs in the following areas: academic, behavior, medical, and mental health. Measurable goals are more likely to be developed when team utilize data from multiple skill domains.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Work with teams to ensure that student strengths and needs are assessed and defined in life areas such as academics, behavior, medical and mental health

#### Role of Administrator:
- Work with teams to ensure that student strengths and needs are assessed and defined in life areas such as academics, behavior, medical and mental health during the assessment phase
- Ensure team has necessary information and resources to assess strengths and needs in the different life areas

#### Role of Tier II Systems Coordinator:
- Work with teams to ensure that student strengths and needs are assessed and defined in life areas such as academics, behavior, medical and mental health
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Ensure that student strengths and needs are assessed and defined in life areas such as academics, behavior, medical and mental health. during the assessment phase

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student and Family
- Assist in identifying strengths and needs in academics, behavior, medical, and mental health areas.
- Maintain open and honest communication with team

#### Role of Student, Family, Community
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
### Snapshot: Hypothesis Statement

#### Tiered Fidelity Inventory (TFI):

3.10 Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.

#### Implementation Products and Outcomes:

- Behavior Support Plans
- Tier III Policies and Procedures

**What is it?**
An accurate hypothesis statement is critical in determining the effectiveness of the intervention(s).

#### Research:

#### Additional Team Roles and Responsibilities:

**Role of District Coordinator:**
- Work with teams to ensure that hypothesis statements are developed that include all necessary information.

**Role of Administrator:**
- Work with teams to ensure that hypothesis statements are developed that include all necessary information.
- Ensure team has necessary information and resources to develop hypothesis statements for each Tier III FBA.

**Role of Tier II Systems Coordinator:**
- Work with teams to ensure that hypothesis statements are developed that include all necessary information.
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources

**Role of Team:**
- Ensure that hypothesis statements are developed for each Tier III FBA and that all necessary information in included.

**Role of Staff:**
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

**Role of Student and Family**
- Maintain open and honest communication with team

**Role of Student, Family, Community**
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
## Snapshot: Comprehensive Support

### Tiered Fidelity Inventory (TFI):

**3.11 Behavior support plans include or consider**
- (a) prevention strategies
- (b) teaching strategies
- (c) strategies for removing rewards for problem behavior
- (d) specific rewards for desired behavior
- (e) safety elements where needed
- (f) a systematic process for assessing fidelity and impact
- (g) the action plan for putting the support plan in place.

### Implementation Products and Outcomes:
- Behavior Support Plans
- Tier III policies and procedures

**What is it?**
Tier 3 Behavior support plans require these specific components in order to be most effective.

### Research:

### Additional Team Roles and Responsibilities:

**Role of District Coordinator:**
- Work with teams to ensure that behavior support plans include all necessary components

**Role of Administrator:**
- Work with teams to ensure that behavior support plans include all necessary components
- Ensure team has time necessary to obtain all necessary information in order to develop the components of the behavior support plans
- Allow team to attend professional development pertaining to functional behavior assessment and behavior support planning

**Role of Tier II Systems Coordinator:**
- Work with teams to ensure that behavior support plans include all necessary components
- Work as a partner with administration to provide necessary resources and time for professional development and behavior support planning
- Communicate with district coordinator for necessary resources

**Role of Team:**
- Ensure that all behavior support plans include all necessary components

**Role of Staff:**
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

**Role of Student and Family**
- Maintain open and honest communication with team

**Role of Student, Family, Community**
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
### Tiered Fidelity Inventory (TFI):

3.12 Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters

### Data Source:
- At least one Tier III behavior support plan requiring extensive support

### What is it?
Some intensive behavior support plans may need information from professionals, service providers, as well as family members who are familiar with the strengths and needs of the student.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Work with teams to ensure that plans include specific actions that are linked to the quality of life needs and include natural supports
- Identify and develop relationships with professionals in the area who are available to assist in behavior support planning for students needing more coordinated supports
- Ensure teams include family members in the Tier 3 process

#### Role of Administrator:
- Work with teams to ensure that plans include specific actions that are linked to the quality of life needs and include natural supports
- Ensure team has time necessary to work with professionals and family members in order to develop more coordinated supports, when needed
- Allow team to attend professional development pertaining to functional behavior assessment and behavior support planning

#### Role of Tier II Systems Coordinator:
- Work with teams to ensure that plans includes specific actions that are linked to the quality of life needs and include natural supports
- Work as a partner with administration to provide necessary resources and time for professional development and behavior support planning
- Communicate with district coordinator for necessary resources

#### Role of Team:
- Ensure that plans include specific actions that are linked to the quality of life needs and include natural supports
- Ensure that family members and necessary professionals participate in behavior support planning for students who need more coordinated supports

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student and Family
- Participate in the development of student’s behavior support plan
### Tiered Fidelity Inventory (TFI):

3.13 Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.

### Implementation Products and Outcomes:

- Behavior Support Plans
- SWPBIS Policies and Procedures

**What is it?**
Tier III supports include full access to any appropriate Tier I and Tier II supports. Intensive interventions are more effective when layered with Tiers I and II.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Work with teams to ensure that Tier III plans include documentation of how Tier I and Tier II systems will be accessed

#### Role of Administrator:
- Work with teams to ensure that Tier III plans include documentation of how I and Tier II systems will be accessed
- Work with teams to ensure that Tier III plans are linked or aligned with Tier I systems

#### Role of Tier II Systems Coordinator:
- Work with teams to ensure that Tier III plans include documentation of how Tier I and Tier II systems will be accessed
- Work with teams to ensure that Tier III plans are linked or aligned with Tier I systems
- Work as a partner with administration to provide necessary resources and time for professional development and behavior support planning
- Communicate with district coordinator for necessary resources

#### Role of Team:
- Ensure that plans include documentation of how students receiving Tier III interventions will access Tier 1 and Tier 2 interventions
- Ensure that Tier III plans are linked or aligned with Tier I systems

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student and Family:
- Participate in the development of student's behavior support plan
### Tiered Fidelity Inventory (TFI):

3.14 Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on:
- (a) fidelity of support plan implementation, and
- (b) impact on student outcomes.

### Implementation Products and Outcomes:

- Tier III Policies and Procedures
- Staff Meeting Minutes
- Team Meeting Minutes

### What is it?

Decisions are more effective when based on the right data. Student outcomes and fidelity of Tier III implementation are important pieces of data to review monthly as a team. Sharing data with staff on a regular basis increases staff buy-in and their willingness to implement interventions with fidelity.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Ensure that teams have a data collection system in place to gather and organize fidelity and student outcome data

#### Role of Administrator:
- Ensure that teams have a data collection system in place to gather and organize fidelity and student outcome data
- Work with teams to ensure that data is shared with staff on a monthly basis

#### Role of Tier II Systems Coordinator:
- Ensure that teams have a data collection system in place to gather and organize fidelity and student outcome data
- Ensure that teams are collecting fidelity data on a regular basis
- Ensure that teams are utilizing student outcome and fidelity data to make decisions and action plans
- Ensure that aggregated fidelity and student outcome data are being shared with staff on a monthly basis

#### Role of Team:
- Utilize a data collection system to gather and organize fidelity and student outcome data
- Ensure that fidelity data are collected on a regular basis
- Utilizing student outcome and fidelity data to make decisions and action plans
- Ensure that aggregated fidelity and student outcome data are being shared with staff on a monthly basis

#### Role of Staff:
- Provide honest feedback when data is shared monthly
- Attend professional development related to Tier III systems and interventions

#### Role of Student and Family:
- Provide honest feedback to leadership team
### Tiered Fidelity Inventory (TFI):

**3.15** Each student’s individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.

### Implementation Products and Outcomes:

- Behavior Support Plans
- Tier III Policies and Procedures
- Team Meeting Minutes

### What is it?

Regular review of student fidelity/outcome data is necessary in order to determine how best to modify Tier III supports.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:

- Ensure that teams have access to student outcome and fidelity data in order to make effective modifications to the Tier III plans
- Ensure schools teams have scheduled monthly meetings

#### Role of Administrator:

- Ensure that teams have access to student outcome and fidelity data in order to make effective modifications to the Tier III plans
- Ensure schools teams have scheduled monthly meetings

#### Role of Tier III Systems Coordinator:

- Ensure that teams have access to student outcome and fidelity data in order to make effective modifications to the Tier III plans
- Ensure schools teams are meeting at least monthly

#### Role of Team:

- Review student fidelity and outcome data in order to make effective modifications to the student’s plan
- Schedule monthly meetings to monitor student data

#### Role of Staff:

- Provide honest feedback to leadership team regarding Tier III support plans

#### Role of Student and Family:

- Provide honest feedback to leadership team
# Tiered Fidelity Inventory (TFI):

**3.16 Level of Use:** Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.

## Implementation Products and Outcomes:
- Tier III Policies and Procedures
- Team Minutes

### What is it?
Students who need Tier III support (at least 1% of the school population) have Tier III plans in place. Tier III supports systems that are used too little (e.g. fewer than 1%) or too much (e.g. more than 5%) will not be sustainable.

## Research:

## Additional Team Roles and Responsibilities:

### Role of District Coordinator:
- Ensure that teams have access to a data collection system that generates proportionality data (percentage of students receiving Tier III supports out of the entire student population)
- Ensure schools have the resources needed to sustain Tier III supports

### Role of Administrator:
- Ensure that teams are reviewing proportionality data on a regular basis
- Ensure schools have the resources needed to sustain Tier III supports

### Role of Tier II Systems Coordinator:
- Ensure that teams have access to a data collection system that generates proportionality data (percentage of students receiving Tier III supports out of the entire student population)
- Ensure schools have the resources needed to sustain Tier III supports

### Role of Team:
- Review Tier III proportions in order to ensure that 1%-5% of the student body is receiving Tier III supports

### Role of Staff:
- Provide honest feedback to leadership team regarding Tier III support plans

### Role of Student and Family:
- Provide honest feedback to leadership team
### Snapshot: Annual Evaluation

#### Tiered Fidelity Inventory (TFI):

3.17 At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.

#### Implementation Products and Outcomes:
- Tier III Policies and Procedures
- Team Minutes
- Annual Evaluation data

#### What is it?
Tier III systems need to be reviewed at least annually in order to identify modifications that are necessary to remain effective.

#### Research:

#### Additional Team Roles and Responsibilities:

**Role of District Coordinator:**
- Ensure that teams have received professional development regarding annual evaluation tools and action planning
- Ensure school teams have scheduled annual evaluation
- Participate in the annual evaluation as needed

**Role of Administrator:**
- Ensure that team is allowed time for professional development around annual evaluation and action planning
- Ensure school team has scheduled an annual evaluation
- Participate in the annual evaluation as needed

**Role of Tier III Systems Coordinator:**
- Ensure that team is allowed time for professional development around annual evaluation and action planning
- Ensure school team has scheduled an annual evaluation
- Participate in the annual evaluation as needed

**Role of Team:**
- Attend professional development regarding annual evaluation tools and action planning
- Schedule and implement annual evaluation
- Develop an action plan based on the annual evaluation

**Role of Staff:**
- Provide honest feedback to leadership team regarding Tier III systems

**Role of Student and Family:**
- Provide honest feedback to leadership team regarding effectiveness of plan
Tiered Fidelity Inventory (TFI)

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS) at Tier 1, Tier 2 and Tier 3.

- Utilized by teams to identify areas of success and areas for improvement
- TFI is used by teams to guide action planning process
- All 3 tiers can be assessed at the same time or individual tiers.
- Completed each quarter until fidelity on a tier is met, then it may be completed annually
- Different schools will have different profiles
- So, it is okay to not have all the elements in place... as long as we are focused on improving!


Tiered Fidelity Inventory Video

This video provides a walkthrough of administering the TFI.

https://www.pbisapps.org/About-Us/Pages/TFI-Administration-Video-Series.aspx
The Mississippi Department of Education, with the support of the Intervention Services Advisory Panel, developed an All-Inclusive Intervention Documentation (AID) packet to assist districts, schools, and educators with the documentation and implementation of interventions. The AID packet provides the means to reflect on policies and practices at the classroom, school, and district level in order to continually improve student outcomes. The AID packet is organized according to the following sections:

- **Section 1A: Pre-K Student Profile or K-12 Student Profile** – Provides a means of collecting detailed student information that can be used to determine recommendations for interventions, screenings, assessments and classroom instruction. All students receiving academic or behavioral interventions must have a student profile completed.

- **Section 1B: Tier I High-Quality Classroom Observation** – Includes elements of Tier I instruction aligned to the M-STAR Teacher Evaluation Domains and Standards that should be observed and verified by a school administrator to ensure appropriate classroom instruction, classroom management, and differentiated instruction with the general education core curriculum as well as social/behavioral supports.

- **Section 2A & 2B: Tier II (Supplemental Instruction) Documentation** – Provides an efficient means of collecting and documenting information regarding classroom instruction, progress monitoring, parent notification, supplemental instruction, and social/behavioral interventions used to support and extend the critical elements of core instruction.

- **Section 3A: Teacher Support Team (TST) Referral and Meeting** – Provides an efficient means of requesting or recommending further supports needed due to the student’s lack of progress with Tier II interventions, as well as documentation of meetings held and decisions made by the TST.

- **Section 3B & 3C: Tier III (Intensive Intervention) Documentation** – Provides an efficient means of collecting and documenting information regarding intensive interventions and progress monitoring for all students who fail to respond adequately to Tier I and Tier II instruction and supports.

Additional documents were added as an appendix to the AID packet to assist with the effective implementation, notification, and documentation of intervention services for all students. The appendix is organized according to the following sections:

- **Appendix A: Social/Emotional Worksheet** – Provides a checklist to aid in collecting information to identify potential deficit areas where Tier II or Tier III intervention may be needed.

- **Appendix B: Language Service Plan (for Students with Limited English Proficiency)** – Provides an efficient means of collecting information to determine student’s knowledge and skills in their first language and then understanding their performance in their second language.

- **Appendix C: Dyslexia Checklist for Teachers and Parent Interview** – Provides a checklist for elementary, middle and high school teachers, as well as a Parent Interview Form that can be completed to aid in the decision making process of intervention selection.

- **Appendix D: Sample Parent Notification of Intervention Services** – Provides a sample letter that can easily be adapted by districts to inform parents of the intervention process, progress monitoring results, and decisions relevant to their individual child.

- **Appendix E: Literacy-Based Promotion Act Documentation** – Provides the required documentation of parent notification regarding deficiency, date read at home plan was shared, qualifying determination of good cause, adherence to process, and final decision of superintendent.

- **Appendix F: The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist** – Provides a checklist of competencies and objectives that are aligned to the College and Career Readiness Standards and Domains for four-year-old children. The checklist can be used in the fall, winter, and spring to track student progress and plan appropriate classroom instruction and intervention.
### Recommendations for Documentation

The chart below provides recommended guidance for selecting the appropriate forms needed to document a Multi-Tiered System of Supports.

<table>
<thead>
<tr>
<th>Special Population Served</th>
<th>Required Components</th>
<th>Recommended Data Collector</th>
</tr>
</thead>
</table>
| **Students in General Education** | 1. Section 1A  
2. Section 1B  
3. Section 2A & 2B  
4. Appendix A  
5. Appendix D  
6. Appendix F | 1. Classroom Teacher/Counselor  
2. School Administrator  
3. Classroom Teacher/Interventionist  
4. Classroom Teacher/Interventionist  
   * NOTE: Complete social emotional/behavior checklist only if needed  
5. Classroom Teacher/Interventionist  
6. Classroom Teacher/Interventionist  
   * NOTE: Complete checklist for Pre-K students only if needed |
| **Students in General Education** | 1. Section 1A  
2. Section 1B  
3. Section 2A & 2B  
4. Section 3A  
5. Section 3B & 3C  
6. Appendix A  
7. Appendix D | 1. Classroom Teacher/Counselor  
2. School Administrator  
3. Classroom Teacher/Interventionist  
4. Classroom Teacher/Interventionist  
5. Classroom Teacher/TST  
   * NOTE: Skip IEP section  
6. Classroom Teacher/Interventionist  
   * NOTE: Complete social emotional/behavior checklist only if behavior is identified as deficit area.  
7. Classroom Teacher/Interventionist |
| **Students in Special Education** | 1. Section 1A  
2. Section 1B  
3. Section 3B & 3C  
4. Appendix D  
5. Appendix E | 1. Classroom Teacher/Counselor  
2. School Administrator  
3. Classroom Teacher/TST/IEP Team  
   * NOTE: Include IEP section Template  
4. Classroom Teacher/TST/IEP Team  
5. Classroom Teacher/Interventionist  
   * Note: Complete only if 3rd grade student applying for Good Cause Exemption |
| **Students with Dyslexia** | 1. Section 1A  
2. Section 1B  
3. Section 2A & 2B  
4. Section 3A  
5. Section 3B & 3C  
6. Appendix C | 1. Classroom Teacher/Counselor  
2. School Administrator  
3. Classroom Teacher/Interventionist  
4. Classroom Teacher/Interventionist  
5. Classroom Teacher/TST  
6. Teacher and Parent |
| **English Language Learners (ELL)** | 1. Section 1A  
2. Section 1B  
3. Appendix B | 1. Classroom Teacher/Counselor  
2. School Administrator  
3. ELL Teacher |
### Section 1A: Pre-K Student Profile

<table>
<thead>
<tr>
<th>MSIS Number/ID:</th>
<th>School/Site:</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>Teacher:</td>
<td>Gender:</td>
</tr>
<tr>
<td>Parent/Guardian Name:</td>
<td>Phone:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

### Street Address:

#### College and Career Readiness Anchor Standards Performance

*Instructions:* Indicate the total number of performance standards that were indicated as code 1 (needs development) in each domain on the College and Career Readiness Anchor Standards Observational and Performance Based Checklist for Four Year Old Children (Appendix F).

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Emotional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Behavior

*Instructions:* Check if documentation is applicable & available.

- Social Emotional Issues ([Appendix A](#))
- Discipline Record
- Total Number of Discipline Reports: ______
- Total Number of Classroom Removals: ______
- Parent Conference(s)  
  Date(s): ______, ______, ______, ______
- Additional behaviors that may impact performance
  __________________________________________

#### Attendance

<table>
<thead>
<tr>
<th>School Year</th>
<th>Days Present / Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List last 3 schools attended and dates.

1. __________________________    _____________
2. __________________________    _____________
3. __________________________    _____________

#### Kindergarten Readiness Assessment Scores

*Instructions:* Fill in the chart below based on student scores on the MKAS2 Assessment. Recommended Score: 498

<table>
<thead>
<tr>
<th>Score</th>
<th>Date (MM/DD/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Date (MM/DD/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Date (MM/DD/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Special Population

*Instructions:* Check if applicable to student.

- Special Education / IEP
  - Initial Eligibility Date: ________
  - Eligibility Category: __________
- 504
- ELI ([Appendix B](#))
- Other __________

#### Screener(s)

*Instructions:* Indicate the name of each screener used in the classroom and the screener’s recommended cut score. Indicate the date of the screener and the student’s score.

<table>
<thead>
<tr>
<th>Screener Name:</th>
<th>Recommended Cut Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

#### Hearing/Vision Screener

<table>
<thead>
<tr>
<th>Hearing</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

Form Completed By: __________________________    Date of Completion: ___________
### Section 1A: K-12 Student Profile

<table>
<thead>
<tr>
<th>MSIS Number:</th>
<th>School:</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Birth:</th>
<th>Grade Level:</th>
<th>Gender:</th>
<th>Race:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian Name:</th>
<th>Phone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

#### Course Performance

*Instructions:* If student is elementary: Indicate recent term grades in this table.

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Instructions:* If student is secondary: Indicate recent SATP course grades.

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Behavior

*Instructions:* Check if documentation is applicable & available.

- [ ] Social Emotional Issues (Appendix A)
- [ ] Discipline Record
- [ ] Total Number of Discipline Reports: _____
- [ ] Total Number of Suspensions: _____
  - [ ] In School: _____
  - [ ] Out of School: _____
- [ ] Additional behaviors that may impact performance

#### Attendance

<table>
<thead>
<tr>
<th>School Year</th>
<th>Days Present / Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List last 3 schools attended and dates.

1. _______________   ___________
2. _______________   ___________
3. _______________   ___________

4. _______________   ___________
5. _______________   ___________
6. _______________   ___________

#### Retention

*Instructions:* If applicable, indicate grade(s) and school year(s) below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Special Population

*Instructions:* Check if applicable to student.

- [ ] Special Education / IEP
  - Initial Eligibility Date: __________
  - Eligibility Category: __________
- [ ] 504
- [ ] ELL (Appendix B)
- [ ] Dyslexia
- [ ] Other __________

#### Literacy-Based Promotion Act

*Instructions:* Complete this section only if the student completed 3rd grade after implementation of Literacy-Based Promotion Act (2014-2015)

<table>
<thead>
<tr>
<th>Attempts</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Attempt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Retest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Retest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(If the student fails all three attempts, reference Appendix E to see if student qualifies for Good Cause Exemptions)

#### Dyslexia Screener

*Instructions:* Indicate pass/fail and date of screening. If the student fails, begin interventions.

<table>
<thead>
<tr>
<th>K-Readiness Assessment</th>
<th>Recommended Score: 530</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale Score</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Universal Screener

(K-8)

*Instructions:* Indicate score and screener used for each.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Universal Screener

(9 - 12)

- Algebra 1
  - Test Date: Score: |
  - Test Date: Score: |
  - Test Date: Score: |

- English II
  - Test Date: Score: |
  - Test Date: Score: |
  - Test Date: Score: |

- Biology
  - Test Date: Score: |
  - Test Date: Score: |
  - Test Date: Score: |

- U.S. History
  - Test Date: Score: |
  - Test Date: Score: |
  - Test Date: Score: |

- Reading
  - Test Date: Score: |
  - Test Date: Score: |
  - Test Date: Score: |

If additional district screener(s) were used, please attach student score reports.

If additional district screener(s) were used, please attach student score reports.

Form Completed By: Date of Completion:

138
## Section 1B: Tier I High-Quality Classroom Observation Form (Aligned with MSTAR)

**Instructions:** Prior to students entering Tier II, **school administrators** should complete this form by placing a check mark only in the boxes by the traits that are observed. It is recommended that this form be completed a minimum of three (3) times per school year. This form may be reproduced as needed.

**Teacher Name:** ________________________________  **Grade/Subject:** ________________________________

**Observed by:** ___________________________________________________  **Date of Observation:** ______________________

### Classroom Instruction

- Students actively engaged in material.  **Domain 3, Standard 8**
- Content is at instructional level.  **Domain 3, Standard 8**
- Students answering questions correctly.  **Domain 3, Standard 9**
- Students ask questions.  **Domain 4, Standard 13**
- Teacher communicates expectations of lesson.  **Domain 3, Standard 11**
- Teacher questioning measures students’ understanding of the prerequisite concepts.  **Domain 3, Standard 7**
- Teacher questioning measures students’ understanding of new concepts  **Domain 3, Standard 9**
- Teacher encourages students to think critically concerning previous concepts.  **Domain 3, Standard 9**
- Teacher encourages students to think critically concerning new concepts.  **Domain 3, Standard 9**
- Teacher reviews prerequisite knowledge needed for the lesson.  **Domain 3, Standard 7**

### Differentiated Instruction

- Teacher uses activities to support instruction (i.e., advanced organizer, intro to lesson, or closure).  **Domain 3, Standard 10**
- Teacher aligns tasks to learning goals.  **Domain 3, Standard 7 (mostly measured in planning domain)**
- Teacher engagement with students varies as the needs of the students differ.  **Domain 3, Standard 8**
- Teacher provides guided practice and modeling in learning new concepts.  **Domain 3, Standard 10**
- Teacher uses concepts to support instruction (i.e., broad based ideas or principles).  **Domain 3, Standard 7**
- Teacher uses content to support instruction (i.e., incremental steps to an objective).  **Domain 3, Standard 7**
- Teacher groups students to work on instructional component.  **Domain 3, Standard 8**
- Teacher provides prompt feedback to students concerning performance.  *(Addressed in Domain 5 – not observed domain)*  **Domain 3, Standard 9**
- Teacher assists students in preparation for assignments, long-range projects, and tests.  **Domain 4, Standard 15**

### Classroom Management

- Use of smooth transitions: providing transition activities for students.  **Domain 4, Standard 14**
- Rules are communicated in the classroom.  **Domain 4, Standard 16**
- Procedures are communicated in the classroom.  **Domain 3, Standard 11**
- Use of active supervision component: scanning to monitor student behavior.  **Domain 4, Standard 16**
- Use of active supervision component: moving around the room to monitor student behavior.  **Domain 4, Standard 11 and 16**
- Use of active supervision component: interacting to monitor student behavior.  **Domain 4, Standard 16**
- Consequences for positive behavior.  **Domain 4, Standard 16**
- Consequences for negative behavior.  **Domain 4, Standard 16**

### Observation Summary

**Instructions:** **School administrators**, check the appropriate box below and identify recommendations if needed.

- Teacher demonstrated traits of high-quality classroom instruction.
- Teacher demonstrated some traits of high-quality classroom instruction, and should implement the following recommendation(s) to enhance Tier I Instruction:

<table>
<thead>
<tr>
<th>Description of recommendation(s):</th>
<th>Date to begin recommendation(s):</th>
</tr>
</thead>
</table>

| Date to evaluate recommendation(s): |
## Details of Intervention:

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Describe supplemental and/or small group strategies utilized – should be evidenced-based:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide specific evaluation criteria, in measurable terms, utilized to determine effectiveness and monitor progress:</td>
</tr>
<tr>
<td></td>
<td>Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention start date:</th>
<th>Duration of intervention (in weeks):</th>
<th>Frequency of intervention:</th>
<th>Frequency of progress monitoring (Section 2B):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(MDE recommendation: 2x per month)</td>
</tr>
</tbody>
</table>

Name(s) and role(s) of individual(s) responsible for delivering intervention(s): Based on progress monitoring data (Section 2B), student progress will be cumulatively reviewed on: (MDE policy: no later than 8 weeks after start date)

## Parental Notification:

Parent(s) notified of Tier II intervention (circle one): Yes / No Date Notified: ___________________

(For parent letter template, see Appendix D)

## Integrity Checks for Tier II Intervention(s)

Instructions: School administrators, check the box next to each trait of quality implementation demonstrated during observation. Complete at least two (2) integrity checks at equal intervals during course of intervention.

<table>
<thead>
<tr>
<th>Integrity Check #1 Date:</th>
<th>Integrity Check #2 Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intervention is described in specific, measurable terms that can be progress monitored and evaluated.</td>
<td>The intervention is described in specific, measurable terms that can be progress monitored and evaluated.</td>
</tr>
<tr>
<td>The intervention is being delivered in a manner which is consistent with the intervention details as described above.</td>
<td>The intervention is being delivered in a manner which is consistent with the intervention details as described above.</td>
</tr>
<tr>
<td>The intervention seems appropriate for the needs of this student.</td>
<td>The intervention seems appropriate for the needs of this student.</td>
</tr>
<tr>
<td>The individual(s) responsible for delivering intervention has the materials and support he/she needs.</td>
<td>The individual(s) responsible for delivering intervention has the materials and support he/she needs.</td>
</tr>
<tr>
<td>The student’s attendance has not been a significant factor in hindering his/her progress.</td>
<td>The student’s attendance has not been a significant factor in hindering his/her progress.</td>
</tr>
<tr>
<td>The parent/guardian(s) of student received notification of the intervention plan.</td>
<td>The parent/guardian(s) of student received notification of the intervention plan.</td>
</tr>
</tbody>
</table>

(Signature and title of person completing integrity check) (Signature and title of person completing integrity check)
**Section 2B: Progress Monitoring and Evaluation for Tier II Interventions**

*Instructions: Teachers* should complete progress monitoring for interventions. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

<table>
<thead>
<tr>
<th>Name of Probe/Trial</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
</table>

### Documented Reviews for Tier II

**NOTE:** MDE policy requires two (2) Tier II documented reviews, with the first documented review conducted no later than five (4) weeks after implementation and the cumulative documented review no later than 8 weeks after implementation.

*Instructions: Teachers*, use the graph above and documented review boxes below to record the effectiveness of the intervention(s) and to determine the next steps of this student’s intervention based on his/her progress.

<table>
<thead>
<tr>
<th>1st Documented Review: Date: __________________________</th>
<th>Sufficient Progress Made? (circle one): <strong>Yes</strong> / <strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(to be completed no later than 4 weeks after starting intervention)</td>
<td>(if no, an additional intervention form should be completed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cumulative Documented Review: Date: ______________________</th>
<th>Sufficient Progress Made? (circle one): <strong>Yes</strong> / <strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(to be completed no later than 8 weeks after starting intervention)</td>
<td>(check one of the boxes below for final decision)</td>
</tr>
</tbody>
</table>

- □ Adequate progress **was not** made; intervention was somewhat successful in meeting student’s needs. Student will continue at Tier II and an additional intervention will be attempted (Complete an additional Section 2A & 2B - Tier II documentation form).
- □ Adequate progress **was not** made; intervention did not meet student’s needs. Student will be referred to Teacher Support Team (TST) for consideration. (Complete Section 3A - TST Referral and Meeting form and attach documentation.
- □ Adequate progress **was not** made; intervention was somewhat successful in meeting student’s needs. Intervention will continue and be re-evaluated on: _______.
- □ Adequate progress **was made**; intervention was successful in meeting student’s needs. This student will be returned to Tier 1 (core instruction).

Classroom Teacher Signature __________________ Date ____________ School Administrator Signature __________________ Date ____________
Section 3A: Teacher Support Team Referral and Meeting

Instructions: Teachers, complete this form if progress monitoring data does not show adequate student progress at the end of the scheduled Tier II intervention(s) and further support is needed. Attach completed Section 1A, 1B, 2A & 2B (if applicable).

TO: Teacher Support Team Chair or LSC

I request that _________________________ [student name] be reviewed by the TST to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s):

☐ Academic performance, low or failing grades
☐ Behavior and/or discipline
☐ Other, specify _______________________________________________

OR

Referral of the student is made based upon Mississippi State Board Policy 4300. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:

☐ Grades 1–3: Student has failed one grade.
☐ Grades 4–12: Student has failed two grades.
☐ Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
☐ Student scored at the “lowest level” on the grade 3 or grade 7 state assessment.
☐ A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix E)

Signature of teacher submitting referral: __________________________ Signature of TST Chair acknowledging receipt: __________________________ Date of receipt of referral: ______________ Date of TST Meeting to discuss referral (must be within 2 weeks): ______________

Referral Meeting Details:

NOTE: By signing here, TST members agree that all information discussed pertaining to the TST process will be held in strict confidence. They shall neither contact anyone outside the official function of this TST process nor make any notes or copies of any documents utilized during the process.

Summary of Discussion (continue on back if needed): __________________________

Signature of TST Members

Title

Principal

TST Recommendations:

☐ Contact parents
☐ Implement academic Tier III intervention in area(s) needed:
  Reading _____ / Math ______
  Language Arts ______ / Other ______
☐ Implement behavior Tier III intervention
☐ Conduct student conference
☐ Perform behavior observation
☐ Intervention(s) not successful
☐ Modify current plan and continue intervention(s) in Tier II
☐ Other:

☐ Return to Tier I general education classroom
☐ Continue instructional intervention(s) in General Education Classroom (Tier II)
☐ Administer developmental screener (5 yr. old, in-school)
☐ Administer hearing/vision screening
☐ Request medical follow-up
☐ Refer to school counselor
☐ Refer to community agency
☐ Complete Teacher Narrative Packet
☐ Refer for Child Study (Multidisciplinary Evaluation Team chairperson will determine meeting date.)
Section 3B: Tier III (Intensive Intervention) Documentation

Instructions: TST members, classroom teachers, and interventionists should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Language Learners (ELLs).


- Student name:
- Describe intensive intervention strategies utilized – should be evidence-based
- Provide specific evaluation criteria, in measurable terms, utilized to determine effectiveness and monitor progress:

- Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:

- Intervention start date:
- Duration of intervention (in weeks): 
- Frequency of intervention:
- Frequency of progress monitoring (Section 2B):
  (MDE recommendation: weekly)

Name(s) and role(s) of individual(s) responsible for delivering intervention(s):
Based on progress monitoring data (Section 2B), student progress will be cumulatively reviewed on:
(MDE policy: no later than 16 weeks after start date)

Parental Notification:
Parent(s) notified of Tier III intervention (circle one): Yes / No
(For parent letter template, see Appendix D)
Date Notified: __________________

Integrity Checks for Tier III Intervention(s)
Instructions: School administrators, check the box next to each trait of quality implementation demonstrated during observation. Complete at least two (2) integrity checks at equal intervals during course of intervention.

<table>
<thead>
<tr>
<th>Integrity Check #1</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The intervention is described in specific, measurable terms that can be progress monitored and evaluated.</td>
<td></td>
</tr>
<tr>
<td>□ The intervention is being delivered in a manner which is consistent with the intervention details as described above.</td>
<td></td>
</tr>
<tr>
<td>□ The intervention seems appropriate for the needs of this student.</td>
<td></td>
</tr>
<tr>
<td>□ The individual(s) responsible for delivering intervention has the materials and support he/she needs.</td>
<td></td>
</tr>
<tr>
<td>□ The student’s attendance has not been a significant factor in hindering his/her progress.</td>
<td></td>
</tr>
<tr>
<td>□ The parent/guardian(s) of student received notification of the intervention plan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrity Check #2</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The intervention is described in specific, measurable terms that can be progress monitored and evaluated.</td>
<td></td>
</tr>
<tr>
<td>□ The intervention is being delivered in a manner which is consistent with the intervention details as described above.</td>
<td></td>
</tr>
<tr>
<td>□ The intervention seems appropriate for the needs of this student.</td>
<td></td>
</tr>
<tr>
<td>□ The individual(s) responsible for delivering intervention has the materials and support he/she needs.</td>
<td></td>
</tr>
<tr>
<td>□ The student’s attendance has not been a significant factor in hindering his/her progress.</td>
<td></td>
</tr>
<tr>
<td>□ The parent/guardian(s) of student received notification of the intervention plan.</td>
<td></td>
</tr>
</tbody>
</table>

(Signature and title of person completing integrity check) (Signature and title of person completing integrity check)
**Baseline Intensive Intervention**

**Documented Reviews for Tier III**

**NOTE:** MDE policy requires two (2) Tier III documented reviews, with the first documented review conducted no later than eight (8) weeks after implementation and the cumulative documented review no later than 16 weeks after implementation.

**Instructions:** TST members, use the graph above and documented reviews boxes below to evaluate the effectiveness of the intervention(s) and to determine the next steps of this student’s intervention based on his/her progress.

<table>
<thead>
<tr>
<th>1st Documented Review</th>
<th>Date: __________________</th>
<th>Sufficient Progress Made? (circle one): Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to be completed no later than 8 weeks after starting intervention)</td>
<td>(if no, an additional intervention form should be completed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cumulative Documented Review</th>
<th>Date: __________________</th>
<th>Sufficient Progress Made? (circle one): Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to be completed no later than 16 weeks after starting intervention)</td>
<td>(check one of the boxes below for final decision)</td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Adequate progress was made; intervention was successful in meeting student’s needs. This student will be returned to the following tier:  
  - [ ] Tier I  
  - [ ] Tier II  
  and will be re-evaluated on (date):

- [ ] Adequate progress was not made; intervention was somewhat successful in meeting student’s needs. Student will continue at Tier III and additional intervention will be attempted (additional form – both Sections 3B & 3C - should be completed).

- [ ] Adequate progress was not made; intervention was not successful in meeting student’s needs. Referral to child study on (date):

- [ ] Student currently has an IEP. Complete the information in the box below.

  Enter Eligibility Category

  ____________________________

TST Chair Signature Date School Administrator Signature Date
STUDENT IS DISRUPTIVE IN CLASS:
- fidgets
- is overly active
- does not remain in seat
- talks out of turn
- disturbs others when they are working
- constantly seeks attention
- overly aggressive with others (i.e., physical fights)
- belligerent towards teachers and others in authority
- defiant or stubborn
- impulsive
- can’t wait his/her turn
- acts without thinking of the consequences

STUDENT IS WITHDRAWN:
- shy, timid
- has difficulty making friends
- sits alone in cafeteria
- does not join in classroom group activities
- overly conforms to rules
- appears to daydream or be out of touch with the class
- has difficulty expressing feelings

STUDENT IS ANXIOUS:
- appears depressed
- rarely smiles
- appears to be tense
- appears frightened or worried
- cries easily
- does not trust others
- reports fears or phobias (such as fear of coming to school)

OTHER SOCIAL/EMOTIONAL BEHAVIORS:
- lacks self-confidence
- says “can’t do” even before attempting
- reacts poorly to disappointment
- is overly sensitive to disappointment
- depends on others
- clings to adults
- pretends to be ill
- has poor grooming or personal hygiene

STUDENT HAS:
- been on runaway status
- been caught stealing at school
- left class without permission
- cursed school personnel
- threatened to harm school personnel or wished school personnel harm
- been suspended for fighting
- attempted suicide
- received tobacco violations at school
- received drug/alcohol violations at school

CLASSROOM INTEREST:
- High
- Average
- Low
- Other, Please Specify

CLASSROOM PARTICIPATION:
- almost always
- frequently
- occasionally
- seldom

CLASSROOM PREPAREDNESS:
- always brings necessary supplies
- usually brings supplies
- seldom comes to class with supplies
- never comes to class with supplies

MOTIVATION:
- completes homework
- completes about half of the assignment
- tends to give up easily
- has difficulty getting started on assignments

TO THE BEST OF YOUR KNOWLEDGE:
- This student is involved with the court system.
- This student is in counseling.
- This student is on medication.
**Appendix B: Language Service Plan (for Students with Limited English Proficiency)**

*Instructions:* This form should be completed by the individual responsible for providing the instruction program for the LEP students and the classroom teacher.

<table>
<thead>
<tr>
<th>Language first spoken</th>
<th>Language spoken in home</th>
<th>Additional languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of entry into U.S.</td>
<td>Immigrant Status (&lt; 3 years)</td>
<td></td>
</tr>
</tbody>
</table>

Parent/guardian name

<table>
<thead>
<tr>
<th>Phone</th>
<th>Home</th>
<th>Work</th>
<th>Cell</th>
</tr>
</thead>
</table>

Home/School communication to parent/guardian requested in: English Native Language Oral Written

### Academic History Prior to Entering Current District

<table>
<thead>
<tr>
<th>Age Started School</th>
<th>Years in Preschool/K</th>
<th>Years in 1-5</th>
<th>Retained in grades</th>
</tr>
</thead>
</table>

Last Grade Completed

Interrupted Education Limited Schooling No formal Schooling

<table>
<thead>
<tr>
<th>Has the student been referred for Special Education?</th>
<th>Does the child have an IEP?</th>
</tr>
</thead>
</table>

### Academic Achievement Level History

<table>
<thead>
<tr>
<th>Subject</th>
<th>Below Level</th>
<th>On or Above Level</th>
<th>Method Used to Determine Level</th>
<th>Information Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Language Proficiency Test Information

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Score</th>
<th>Level</th>
<th>Date</th>
<th>Score</th>
<th>Level</th>
<th>Date</th>
<th>Score</th>
<th>Level</th>
<th>Date</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS LINK Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS LINK Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS LINK Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS LINK Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite SCORE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ELL Service

<table>
<thead>
<tr>
<th>Date Identified LEP</th>
<th>Date Entered ELL Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will receive Direct ESL Pull-out Services for</td>
<td>Minutes</td>
</tr>
<tr>
<td>Student will be placed in an ESL English Class for on Credit (Grades 6-12 only)</td>
<td>Year</td>
</tr>
<tr>
<td>Student will be placed on monitoring Status</td>
<td>Comments:</td>
</tr>
<tr>
<td>Parents Declined Services (school is still obligated to serve)</td>
<td>Comments:</td>
</tr>
</tbody>
</table>

**With regular school attendance and parental support** it is anticipated that the student will exit from services for Limited English Proficiency to **monitoring status** in ____ years. (This is a goal not a required exit date.)

Comments:

<table>
<thead>
<tr>
<th>Date Exit from LEP Status</th>
<th>Expected Date of Graduation (Grades 9-12 only)</th>
</tr>
</thead>
</table>

146
## Participation in the state-required assessment and accountability system

<table>
<thead>
<tr>
<th>Date of entry to an English Speaking School</th>
<th></th>
</tr>
</thead>
</table>

**The student will participate in the following:**

<table>
<thead>
<tr>
<th>LAS LINKS Screener</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual English Language Proficiency Assessment</td>
<td></td>
</tr>
<tr>
<td>State-Required Assessment and Accountability Program</td>
<td></td>
</tr>
<tr>
<td>Accommodations will be Provided *</td>
<td></td>
</tr>
<tr>
<td>Accommodations will no longer be provided when the student is proficient on the state adopted English Language Proficiency Test (ELPT) and the state administered exams.</td>
<td></td>
</tr>
</tbody>
</table>

*The Accommodations/ Modifications below are appropriate if consistent with the ongoing normal delivery of classroom instruction.

<table>
<thead>
<tr>
<th>Accommodations:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of memory aids, fact charts, resource sheets, and/or abacus</td>
<td></td>
</tr>
<tr>
<td>Provide cues (e.g., arrows and stop signs) on answer document in pencil</td>
<td></td>
</tr>
<tr>
<td>Highlight key words or phrases in directions (e.g., complete sentences, show your work)</td>
<td></td>
</tr>
<tr>
<td>Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.</td>
<td></td>
</tr>
<tr>
<td>Dictation of answers to test administrator/proctor (scribe) in English only</td>
<td></td>
</tr>
<tr>
<td>Administer the test over several days</td>
<td></td>
</tr>
<tr>
<td>Native language word-to-word dictionaries (no definitions)</td>
<td></td>
</tr>
<tr>
<td>Individual test administration</td>
<td></td>
</tr>
<tr>
<td>OTHER:</td>
<td></td>
</tr>
</tbody>
</table>

* See English Language Learner Testing Accommodations Manual for further guidance.

### Instructional Methods in the Regular Classroom

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

| "Paraphrasing or repeating directions in English" | Print instead of using cursive; Type all notes, tests, handouts |
| "Personal cueing*" | Use high interest/low vocabulary text material |
| "Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed." | Use overhead and provide students with copies of teacher transparencies/notes/lectures |
| "Dictation of answers to test administrator/proctor (scribe) in English only" | Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding |
| "Reader (oral administration)" | Highlight/color code tasks, directions, letters home |
| "Native language word-to-word dictionaries /Electronic word-to-word dictionaries (no definitions)" | Pair ELs with English speaking “Study Buddy” for assistance |
| OTHER*: | Seat student in close proximity to teacher, w/ Study Buddy |
| Present questions in same phrasing as learning/review | Check for comprehension often |
| Reduced and/or modified class & homework assignments | Ask questions that allow student to answer successfully |
| Modified assessments (i.e. oral) | Allow student opportunities to read aloud successfully |
| Break tasks/directions into subtasks | Use manipulatives |
| Increase wait time | Use books on tape |
| Additional time to complete assignments and tests | Record material for student listening |
| ESS (Extended School Services) | Vocabulary matching/fill-in-the-blank exercises w/ words |
| Face student when speaking – speak slowly | Label items in the room |

Other programming accommodations to address individual strengths and needs:

### Persons involved in the development of the Language Service Plan:

<table>
<thead>
<tr>
<th>Principal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School/District ELL Coordinator</td>
<td></td>
</tr>
<tr>
<td>ELL Teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Interpreter</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix C: Elementary School Dyslexia Checklist For Teachers

*Instructions:* Teachers complete this form to assist with the decision making process of intervention selection and implementation.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

## Academic Potential

1. Does the student seem to have the academic ability to develop reading, writing, and spelling skills?

2. Are the student’s reading, spelling, or writing skills below what you would expect based on his/her academic potential?

3. Does the student have a history of inconsistent success when completing assessments and or assignments related to reading, writing, or spelling?

## Reading

4. Does the student have difficulty acquiring phonological processing skills such as blending, segmenting, rhyming, and manipulating sounds?

5. Does the student have difficulty remembering a sequence of unfamiliar sounds?

6. Does the student have difficulty effectively recalling basic sight words?

7. Does the student have difficulty sounding out words?

8. Does the student comprehend text when read aloud by others?

9. Does the student lack fluency when reading aloud?

## Alphabet and Spelling

10. Does the student have difficulty writing the letters of the alphabet in sequence without a model?

11. Does the student have difficulty naming the vowels?

12. Does the student have difficulty using the correct short vowels in spelling words?

13. Does the student have difficulty with spelling?

14. Does the student make frequent spelling errors that involve changing the order of the letters within the word?

## Handwriting Skills

15. Is the student’s handwriting often illegible or messy?

16. Does the student have problems with spatial orientation (e.g., before/after, left/right, top/bottom)?

## Other

17. Does the student have problems with organization or memory?

18. Does the student have problems with spatial orientation e.g., before/after?

19. Does the student have difficulty “finding the right word” or seem to hesitate when trying to answer direct questions?
### Appendix C: Middle and High School Dyslexia Checklist For Teachers

*Instructions:* Teachers complete this form to assist with the decision making process of intervention selection and implementation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>Academic Potential</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Does the student seem to have the academic ability to develop reading, writing, and spelling skills?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Are the student’s reading, spelling, or writing skills below what you would expect based on his/her academic potential?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Does the student have a history of inconsistent success when completing assessments and or assignments related to reading, writing, or spelling?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Does the student have difficulty decoding words with multiple prefixes and suffixes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Does the student have difficulty remembering a sequence of unfamiliar sounds?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Does the student have difficulty effectively recalling basic sight words?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Does the student have difficulty sounding out words?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Does the student comprehends text when read aloud by others?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Does the student lack fluency when reading aloud?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Alphabet and Spelling</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Does the student have difficulty spelling?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Does the student often spell the same word differently in an assignment?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Does the student have difficulty using the correct short vowels when spelling?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Does the student make frequent spelling errors that involve changing the order of the letters within the word?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Handwriting Skills</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Does the student avoid writing?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Is the student’s handwriting often ineligible?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. Does the student have problems summarizing and outlining?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Other</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Does the student have problems with organization or memory?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. Does the student have problems with spatial orientation (e.g., before/after)?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. Does the student have difficulty “finding the right word” or hesitate when answering direct questions?</td>
</tr>
</tbody>
</table>
### Appendix C: Dyslexia Parent Information Questionnaire

*Instructions:* Parents complete this form to assist the teacher in determining classroom supports and instruction, intervention selection, implementation, and resources needed to ensure successful outcomes for your child.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Are you concerned about your child’s schoolwork? If yes, explain.</td>
<td></td>
</tr>
<tr>
<td>3. Does your child receive any special instruction at school? If yes, explain.</td>
<td></td>
</tr>
<tr>
<td>4. Does your child have difficulty following directions? If yes, explain.</td>
<td></td>
</tr>
<tr>
<td>5. Has your child ever repeated a grade? If yes, what grade? ______</td>
<td></td>
</tr>
<tr>
<td>6. Has your child had a speech or language problem? If yes, explain.</td>
<td></td>
</tr>
<tr>
<td>7. Does your child need excessive amounts of assistance with homework?</td>
<td></td>
</tr>
<tr>
<td>8. Does your child spend an extraordinary amount of time completing homework?</td>
<td></td>
</tr>
<tr>
<td>9. Does your child seem to struggle in reading, writing, and spelling more than other subjects?</td>
<td></td>
</tr>
<tr>
<td>10. Does your child like to be read to but does not want to read to you?</td>
<td></td>
</tr>
<tr>
<td>11. Does your child have difficulty with writing, copying, and with spelling?</td>
<td></td>
</tr>
<tr>
<td>12. Has your child ever been critically or chronically ill? If yes, explain.</td>
<td></td>
</tr>
<tr>
<td>13. Does your child have any physical problems that may interfere with learning? If yes, explain.</td>
<td></td>
</tr>
</tbody>
</table>
Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, [insert school district name] works to consistently track your student’s progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RtI).

Based on academic testing results, classroom performance, and/or teacher recommendation, [child’s name] has been identified as a student who could benefit from intervention services. This letter is to notify you of your child’s placement in:

□ Tier II, best described as supplemental or small group instruction that your child will receive in addition to core curriculum instruction provided by his/her classroom teacher. Your child will be in this tier for up to 10 weeks before final progress is determined and further support is provided, if needed.

□ Tier III, best described as intensive interventions that occur daily and with the guidance of the Teacher Support Team. Your child will be in this tier for 8-16 weeks before final progress is determined and further support is provided, if needed.

The additional support that your child will be provided includes:

□ [add Intervention #1 here]

□ [add Intervention #2 here, if applicable]

□ [add Intervention #3 here, if applicable]

[If referring to Tier III]  The Teacher Support Team (TST) would like to invite you to a meeting regarding your child’s progress in school. The TST’s purpose is to review and consider all available information and to recommend additional educational strategies and interventions to further assist your child. We welcome and desire your participation in the decision making process through your attendance.

Date: ____________________  Time: ____________________  Location: ____________________

If you have any questions or concerns or are unable to attend the meeting, please contact us at:

Phone number: ____________________  E-mail address: ____________________

Please understand that ongoing assessment and progress monitoring of interventions throughout the year aid in determining the need to continue, change, or discontinue intervention services. Our goal for providing interventions to your child is to ensure that [child’s name] will be successful in meeting the Mississippi grade level expectations and requirements. If you have any questions, please contact your child’s classroom teacher or counselor.

Sincerely,

[Insert school administrator/TST chair signature and title here]
## Appendix E: Literacy-Based Promotion Act Documentation

### Notification sent to parents/guardians stating the student was identified with a reading deficiency and with each quarterly progress report.

<table>
<thead>
<tr>
<th>Date: ______________</th>
<th>Date: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ______________</td>
<td>Date: ______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date: ______________</th>
</tr>
</thead>
</table>

### Read at Home Plan sent to parents/guardians.

### Good Cause Exemptions Determination and Documentation

The student qualifies for promotion based on the following good cause exemptions (check the appropriate exemption)

<table>
<thead>
<tr>
<th>A. Limited English proficient student who has less than 2 years of instruction in an English Language Learner program</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Student with a disability whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law</td>
</tr>
<tr>
<td>C. Student with a disability who participates in the state annual accountability assessment and who has an IEP or a section 504 plan that reflects that the individual student has received intensive remediation for 2 years but still demonstrates a deficiency in reading and was previously retained in Kindergarten or First, Second, or Third Grade</td>
</tr>
<tr>
<td>D. Student who demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education</td>
</tr>
<tr>
<td>E. Student who received intensive intervention in reading for two or more years but still demonstrates a deficiency in reading and who previously was retained in kindergarten or first, second, or third grade for a total of two years and has not met exceptional education criteria</td>
</tr>
</tbody>
</table>

### Teacher requested and submitted Good Cause Exemption documentation to the principal.

<table>
<thead>
<tr>
<th>Date: ______________</th>
</tr>
</thead>
</table>

### Principal reviewed and discussed recommendations with the teacher and parent.

| Date: ______________ |

### Principal submitted documentation to superintendent.

| Date: ______________ |

### Decision of Superintendent:

| Accept / Reject |

Instructions: Check if retained or promoted.

**Decision:** ☐ Retain ☐ Promote Based on Good Cause Exemption

Comments:

Completed by: _____________________________ Position: __________________ Date: ______________

<table>
<thead>
<tr>
<th>Parent/Guardian (Print)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher (Print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Principal (Print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Superintendent (Print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
### Competencies and Objectives

**READING STANDARDS FOR LITERATURE**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.</td>
<td>Fall</td>
</tr>
<tr>
<td>2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.</td>
<td></td>
</tr>
<tr>
<td>3. With prompting and support, identify some characters, settings, and/or major events in a story.</td>
<td></td>
</tr>
<tr>
<td>4. Exhibit curiosity and interest in learning words in print.</td>
<td></td>
</tr>
<tr>
<td>a. Develop new vocabulary from stories.</td>
<td></td>
</tr>
<tr>
<td>b. Identify environmental print.</td>
<td></td>
</tr>
<tr>
<td>5. With prompting and support, interact with common types of texts.</td>
<td></td>
</tr>
<tr>
<td>6. With prompting and support, identify the role of the author and illustrator.</td>
<td></td>
</tr>
<tr>
<td>7. With prompting and support, make connections among self, illustrations, and the story.</td>
<td></td>
</tr>
<tr>
<td>8. No developmentally appropriate standard.</td>
<td></td>
</tr>
<tr>
<td>9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.</td>
<td></td>
</tr>
<tr>
<td>10. Actively engage in a variety of shared reading experiences (e.g. small group, whole group, with a peer or teacher) with purpose and understanding through extension activities.</td>
<td></td>
</tr>
</tbody>
</table>

**READING STANDARDS FOR INFORMATIONAL TEXT**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.</td>
<td>Fall</td>
</tr>
</tbody>
</table>
### Competencies and Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. With prompting and support, identify the main topic/idea and retell some details using diverse media.</td>
<td></td>
</tr>
<tr>
<td>3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g. art, dramatic play, creative writing, and conversation).</td>
<td></td>
</tr>
<tr>
<td>4. Exhibit curiosity and interest about words in a variety of informational texts.</td>
<td></td>
</tr>
<tr>
<td>5. With prompting and support, identify the front cover, back cover, and title page of a book.</td>
<td></td>
</tr>
<tr>
<td>6. With prompting and support, identify the role of the author and illustrator in informational text.</td>
<td></td>
</tr>
<tr>
<td>7. With prompting and support, make connections between self and text and/or information and text.</td>
<td></td>
</tr>
<tr>
<td>8. With prompting and support, explore the purpose of the informational text as it relates to self.</td>
<td></td>
</tr>
<tr>
<td>9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.</td>
<td></td>
</tr>
<tr>
<td>10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g. experiments, observations, topic studies, conversations, illustrated journals).</td>
<td></td>
</tr>
</tbody>
</table>

### Reading Standards: Foundational Skills

#### Print Concepts

<table>
<thead>
<tr>
<th>Standard</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With prompting and support, demonstrate understanding of conventions of print.</td>
<td></td>
</tr>
<tr>
<td>a. Recognize an association between spoken and written words.</td>
<td></td>
</tr>
<tr>
<td>b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</td>
<td></td>
</tr>
<tr>
<td>c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</td>
<td></td>
</tr>
<tr>
<td>d. Differentiate letters from numbers.</td>
<td></td>
</tr>
<tr>
<td>e. Recognize words as a unit of print and understand that letters are grouped to form words.</td>
<td></td>
</tr>
<tr>
<td>f. Understand that print moves from left to right, top to bottom, and page by page.</td>
<td></td>
</tr>
<tr>
<td>g. Understand that words are separated by spaces in print.</td>
<td></td>
</tr>
</tbody>
</table>
### Competencies and Objectives

<table>
<thead>
<tr>
<th>Observations</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Engage in language play.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Explore and recognize rhyming words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Demonstrate awareness of the relationship between sounds and letters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. With prompting and support, isolate and pronounce initial sounds in words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Demonstrate an awareness of ending sounds in words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Recognize own name, environmental print, and some common high-frequency sight words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WRITING STANDARDS

**Text types and purposes**

1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.
   a. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to express an opinion.
   b. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) and describe own writing.
   c. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to tell about events or stories.

2. No developmentally appropriate standard.

3. No developmentally appropriate standard.
<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td><strong>Production and distribution of writing</strong></td>
<td></td>
</tr>
<tr>
<td>4. No developmentally appropriate standard.</td>
<td></td>
</tr>
<tr>
<td>5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.</td>
<td></td>
</tr>
<tr>
<td>6. With prompting and support, use a variety of tools (e.g. digital media, art materials) to share in the creation and publication of creative writing.</td>
<td></td>
</tr>
<tr>
<td><strong>Research to build and present knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g. explore a number of books by a favorite author on the same topic) and express opinions about them.</td>
<td></td>
</tr>
<tr>
<td>8. With prompting and support, recall information from experiences to answer questions.</td>
<td></td>
</tr>
<tr>
<td>9. No developmentally appropriate standard.</td>
<td></td>
</tr>
<tr>
<td><strong>Range of Writing</strong></td>
<td></td>
</tr>
<tr>
<td>10. No developmentally appropriate standard.</td>
<td></td>
</tr>
<tr>
<td><strong>SPEAKING AND LISTENING SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td></td>
</tr>
<tr>
<td>1. With guidance and support, participate in small-group as well as large group shared conversations about pre-kindergarten topics and texts with peers and adults.</td>
<td></td>
</tr>
<tr>
<td>a. Engage in voluntary conversations (e.g. turn-taking, listening attentively, being aware of others’ feelings).</td>
<td></td>
</tr>
<tr>
<td>b. Engage in extended conversations.</td>
<td></td>
</tr>
<tr>
<td>2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.</td>
<td></td>
</tr>
<tr>
<td>3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of knowledge and ideas</strong></td>
<td></td>
</tr>
<tr>
<td>4. With prompting and support, describe familiar people, places, things, and events.</td>
<td></td>
</tr>
<tr>
<td>5. With prompting and support, add drawings or other visual displays to descriptions.</td>
<td></td>
</tr>
<tr>
<td>Competencies and Objectives</td>
<td>Observations</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.</td>
<td>Fall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE STANDARDS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Conventions of Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.</td>
</tr>
<tr>
<td>a. Use frequently occurring nouns and verbs.</td>
</tr>
<tr>
<td>b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).</td>
</tr>
<tr>
<td>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
</tr>
<tr>
<td>d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).</td>
</tr>
<tr>
<td>e. Produce and expand complete sentences in shared language activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. With prompting and support, demonstrate awareness of the conventions of standard English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Write first name, capitalizing the first letter.</td>
</tr>
<tr>
<td>b. Attempt to write a letter or letters to represent a word.</td>
</tr>
<tr>
<td>c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. No developmentally appropriate standard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</td>
</tr>
<tr>
<td>a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. With guidance and support, explore word relationships and word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
</tr>
<tr>
<td>b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).</td>
</tr>
<tr>
<td>c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).</td>
</tr>
<tr>
<td>Competencies and Objectives</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth)</td>
</tr>
<tr>
<td>5. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.</td>
</tr>
</tbody>
</table>

### College and Career Readiness Anchor Standards for Mathematics

**Use the designated number codes below to indicate the student’s current level of performance.**

1 = Needs Development  
2 = Developing as Expected  
3 = Advanced Development

<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
</tbody>
</table>

#### COUNTING AND CARDINALITY DOMAIN

**Know number names and the count sequence.**

1. With prompting and support, recite numbers 1 to 30 in the correct order.
2. With prompting and support, recognize, name, and attempt writing numerals 0-10.

**Count to tell the number of objects.**

3. With guidance and support, understand the relationship between numerals and quantities.
   - a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
   - b. Match quantities and numerals 0-5.
4. Count many kinds of concrete objects and actions up to 10, using one to one correspondence; and, with guidance and support, count up to 7 things in a scattered design.
   - a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

**Compare numbers.**

5. Use comparative language (e.g., *more than*, *less than*, *equal to*, *same*, and *different*) to compare objects, using developmentally appropriate pre-kindergarten materials.

#### OPERATIONS AND ALGEBRAIC THINKING DOMAIN

**Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.**

1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
### Competencies and Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</td>
<td>Fall</td>
</tr>
<tr>
<td>3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials</td>
<td></td>
</tr>
<tr>
<td>a. Duplicate and extend simple patterns using concrete objects.</td>
<td></td>
</tr>
</tbody>
</table>

### MEASUREMENT AND DATA DOMAIN

**Describe and compare measurable attributes.**

1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).

2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).

   a. Use nonstandard units of measurement.

   b. Explore standard tools of measurement.

**Classify objects and count the number of objects in each category.**

3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

### GEOMETRY DOMAIN

**Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

1. With guidance and support, correctly name shapes.

2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.

3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

**Analyze, compare, create, and compose shapes.**

4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, and pattern blocks).

5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).
<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td><strong>PLAY DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Engage in play.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.</td>
<td></td>
</tr>
<tr>
<td>2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</td>
<td></td>
</tr>
<tr>
<td>3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate active engagement in play.</td>
<td></td>
</tr>
<tr>
<td><strong>CURIOSITY AND INITIATIVE DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate curiosity and initiative.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.</td>
<td></td>
</tr>
<tr>
<td>2. Ask questions to seek new information.</td>
<td></td>
</tr>
<tr>
<td>3. Make independent choices.</td>
<td></td>
</tr>
<tr>
<td><strong>PERSISTENCE AND ATTENTIVENESS DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate persistence and attentiveness.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Follow through to complete a task or activity.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate the ability to remain engaged in an activity or experience.</td>
<td></td>
</tr>
<tr>
<td>3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).</td>
<td></td>
</tr>
<tr>
<td><strong>PROBLEM-SOLVING SKILLS DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate problem-solving skills.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Identify a problem or ask a question.</td>
<td></td>
</tr>
<tr>
<td>2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).</td>
<td></td>
</tr>
<tr>
<td>3. Apply prior learning and experiences to build new knowledge.</td>
<td></td>
</tr>
</tbody>
</table>
College and Career Readiness Anchor Standards for Social and Emotional Development

Use the designated number codes below to indicate the student’s current level of performance.
1 = Needs Development  2 = Developing as Expected  3 = Advanced Development

<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>SOCIAL DEVELOPMENT DOMAIN</td>
<td></td>
</tr>
<tr>
<td><strong>Build and maintain relationships with others.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Interact appropriately with familiar adults.</td>
<td></td>
</tr>
<tr>
<td>a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.</td>
<td></td>
</tr>
<tr>
<td>b. Engage with a variety of familiar adults for a specific purpose.</td>
<td></td>
</tr>
<tr>
<td>2. Interact appropriately with other children.</td>
<td></td>
</tr>
<tr>
<td>a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).</td>
<td></td>
</tr>
<tr>
<td>b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</td>
<td></td>
</tr>
<tr>
<td>c. Ask permission to use items or materials of others.</td>
<td></td>
</tr>
<tr>
<td>d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”)</td>
<td></td>
</tr>
<tr>
<td>3. Express empathy and care for others.</td>
<td></td>
</tr>
<tr>
<td>a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).</td>
<td></td>
</tr>
<tr>
<td>b. Offer and accept encouraging and courteous words to demonstrate kindness.</td>
<td></td>
</tr>
<tr>
<td>c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).</td>
<td></td>
</tr>
<tr>
<td><strong>Work productively toward common goal and activities.</strong></td>
<td></td>
</tr>
<tr>
<td>4. Participate successfully as a member of a group.</td>
<td></td>
</tr>
<tr>
<td>a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</td>
<td></td>
</tr>
<tr>
<td>b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).</td>
<td></td>
</tr>
<tr>
<td>c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</td>
<td></td>
</tr>
</tbody>
</table>
### Competencies and Objectives

<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Join ongoing activities in an acceptable way.</td>
<td>Fall</td>
</tr>
<tr>
<td>a. Express to others a desire to play (e.g., say, “I want to play.”).</td>
<td></td>
</tr>
<tr>
<td>b. Lead and follow.</td>
<td></td>
</tr>
<tr>
<td>c. Move into group with ease.</td>
<td></td>
</tr>
<tr>
<td>6. Resolve conflict with others.</td>
<td></td>
</tr>
<tr>
<td>a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).</td>
<td></td>
</tr>
<tr>
<td>b. With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).</td>
<td></td>
</tr>
</tbody>
</table>

### EMOTIONAL DEVELOPMENT DOMAIN

**Demonstrate awareness of self and capabilities.**

<table>
<thead>
<tr>
<th>Demonstrate trust in self.</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can...”, “I will...”, “I did...”).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Identify own emotions (e.g., say, “I feel...”) and express pride in accomplishments (e.g., “I did it!”).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop personal preferences.</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Express independence, interest, and curiosity (e.g., say, “I can...”, “I choose...” “I want...”).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Select and complete tasks (e.g., finish a puzzle or drawing).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Show flexibility, inventiveness, and interest in solving problems.</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Make alternative choices (e.g., move to another area when a center is full).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Know personal information.</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe self, using several basic characteristics (e.g., gender, age, hair color, eye color).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Refer to self by first and last name.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Know parents’/guardians’ names</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competencies and Objectives

<table>
<thead>
<tr>
<th>Observations</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
</table>

#### Recognize and adapt expressions, behaviors, and actions.

5. Show impulse control with body and actions.

- a. Control own body in space (e.g., move safely through room without harm to self or others).

- b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

- c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).

6. Manage emotions.

- a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).

- b. With prompting and support, recognize emotions (e.g., “I am really mad.”).

- c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).

- d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).

7. Follow procedures and routines with teacher support.

- a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).

- b. Use materials with care and safety (e.g., use scissors to cut paper).

- c. Take turns sharing information with others (e.g., interact during group time).

8. Demonstrate flexibility in adapting to different environments.

- a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).

- b. Follow rules (e.g., use outside voice, use inside voice) in different settings.
<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCIENTIFIC METHOD AND INQUIRY DOMAIN</strong></td>
<td>Fall</td>
</tr>
<tr>
<td><strong>Engage in simple investigations.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Interact appropriately with familiar adults.</td>
<td></td>
</tr>
<tr>
<td>2. Describe, compare, sort and classify, and order objects.</td>
<td></td>
</tr>
<tr>
<td>3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).</td>
<td></td>
</tr>
<tr>
<td>4. Explore materials, objects, and events and notice cause and effect.</td>
<td></td>
</tr>
<tr>
<td>5. Describe and communicate observations, results, and ideas.</td>
<td></td>
</tr>
<tr>
<td>6. Work collaboratively with others.</td>
<td></td>
</tr>
<tr>
<td><strong>Use the five senses to explore and investigate the environment.</strong></td>
<td></td>
</tr>
<tr>
<td>7. Name and identify the body parts associated with the use of each of the five senses.</td>
<td></td>
</tr>
<tr>
<td>8. Describe similarities and differences in the environment using the five senses.</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL SCIENCE DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Develop awareness of observable properties of objects and materials.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Manipulate and explore a wide variety of objects and materials.</td>
<td></td>
</tr>
<tr>
<td>2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).</td>
<td></td>
</tr>
<tr>
<td>3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).</td>
<td></td>
</tr>
<tr>
<td>4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).</td>
<td></td>
</tr>
<tr>
<td><strong>LIFE SCIENCE DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Acquire scientific knowledge related to life science.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Name, describe, and distinguish plants, animals, and people by observable characteristics.</td>
<td></td>
</tr>
<tr>
<td>2. Describe plant, animal, and human life cycles.</td>
<td></td>
</tr>
<tr>
<td>3. Describe the needs of living things.</td>
<td></td>
</tr>
<tr>
<td>4. Compare and contrast characteristics of living and nonliving things.</td>
<td></td>
</tr>
</tbody>
</table>
## Competencies and Objectives

<table>
<thead>
<tr>
<th>EARTH SCIENCE DOMAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply scientific knowledge related to earth science and space.</strong></td>
</tr>
<tr>
<td>1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).</td>
</tr>
<tr>
<td>2. Identify characteristics of the clouds, sun, moon, and stars.</td>
</tr>
<tr>
<td>3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNOLOGY DOMAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and explore a variety of technology tools.</strong></td>
</tr>
<tr>
<td>1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.</td>
</tr>
<tr>
<td>2. Use technology tools to gather and/or communicate information.</td>
</tr>
<tr>
<td>3. With prompting and support, invent and construct simple objects or structures using technology tools.</td>
</tr>
</tbody>
</table>

## College and Career Readiness Anchor Standards for Physical Development

Use the designated number codes below to indicate the student’s current level of performance.

1= Needs Development 2= Developing as Expected 3= Advanced Development

<table>
<thead>
<tr>
<th>GROSS MOTOR SKILLS DOMAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</strong></td>
</tr>
<tr>
<td>1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).</td>
</tr>
<tr>
<td>2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).</td>
</tr>
</tbody>
</table>

**Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.**

3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).

4. Use various types of equipment (e.g., playground equipment, tricycles, slides).
### Competencies and Objectives

<table>
<thead>
<tr>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
</tbody>
</table>

5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).

### FINE MOTOR SKILLS DOMAIN

#### Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).

#### Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).

3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).

#### Participate in fine motor activity for self-expression and/or social interaction.

4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).

5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).

#### Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.

6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

### SELF-CARE, HEALTH, AND SAFETY SKILLS

#### Demonstrate an awareness and practice of safety rules.

1. With prompting and support, identify safety rules (e.g., classroom, home, community).

2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.

3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

#### Demonstrate an emerging (developing) use of standard health practices.

4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>5. With prompting and support, participate in a variety of physical activities.</td>
<td></td>
</tr>
<tr>
<td>6. With prompting and support, identify nutritious foods.</td>
<td></td>
</tr>
</tbody>
</table>

**College and Career Readiness Anchor Standards for Creative Expression**

Use the designated number codes below to indicate the student’s current level of performance.  
1= Needs Development  2= Developing as Expected  3= Advanced Development

<table>
<thead>
<tr>
<th>Competencies and Objectives</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td><strong>MUSIC DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td>Participate in music-related activities.</td>
<td></td>
</tr>
<tr>
<td>1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.</td>
<td></td>
</tr>
<tr>
<td>2. Sing a variety of short songs</td>
<td></td>
</tr>
<tr>
<td>3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).</td>
<td></td>
</tr>
<tr>
<td>4. With prompting and support, identify fast and slow tempos and simple elements of music.</td>
<td></td>
</tr>
<tr>
<td>5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.</td>
<td></td>
</tr>
<tr>
<td><strong>DANCE AND MOVEMENT DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding through the use of movement.</td>
<td></td>
</tr>
<tr>
<td>1. Create simple movements (e.g., twirl, turn around, skip, shake).</td>
<td></td>
</tr>
<tr>
<td>2. Respond rhythmically to different types of music (e.g., fast, slow).</td>
<td></td>
</tr>
<tr>
<td><strong>THEATRE AND DRAMATIC PLAY DOMAIN</strong></td>
<td></td>
</tr>
<tr>
<td>Engage in dramatic play throughout the day in a variety of centers.</td>
<td></td>
</tr>
<tr>
<td>1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.</td>
<td></td>
</tr>
<tr>
<td>2. Use available materials as either realistic or symbolic props.</td>
<td></td>
</tr>
<tr>
<td>3. Make up new roles from experiences and/or familiar stories.</td>
<td></td>
</tr>
<tr>
<td>4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.</td>
<td></td>
</tr>
</tbody>
</table>
## Visual Arts Domain

### Create and respond to visual art.

1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.

2. Create artwork that reflects an idea, theme, or story.

3. Describe own artwork.

## College and Career Readiness Anchor Standards for Social Studies

Use the designated number codes below to indicate the student’s current level of performance.  
1= Needs Development  
2= Developing as Expected  
3= Advanced Development

### Family and Community Domain

**Understand self in relation to the family and the community.**

1. Identify self as a member of a family, the learning community, and local community.

2. With prompting and support, identify similarities and differences in people.

3. With prompting and support, describe some family traditions.

4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.

**Understand the concept of individual rights and responsibilities.**

5. With prompting and support, demonstrate responsible behavior related to daily routines.

6. With prompting and support, explain some rules in the home and in the classroom.
   
   a. Identify some rules for different settings.
   
   b. Identify appropriate choices to promote positive interactions.

7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).

8. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).

9. With prompting and support, describe a simple sequence of familiar events.
### OUR WORLD DOMAIN

Understand the importance of people, resources, and the environment.

1. Treat classroom materials and the belongings of others with care.

2. With prompting and support, identify location and some physical features of familiar places in the environment.

3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).

4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, and conserving water).

### HISTORY AND EVENTS DOMAIN

Understand events that happened in the past.

1. With prompting and support, describe a simple series of familiar events.

2. Recognize events that happened in the past.
REACH MS: MISSISSIPPI’S STATE PERSONNEL DEVELOPMENT GRANT
DEPARTMENT OF CURRICULUM, INSTRUCTION AND SPECIAL EDUCATION

118 College Drive #5057
Hattiesburg, MS 39406-0001
Phone: 601.266.4693
Fax: 601.266.4691
Website: usm.edu/reachms
Email: REACHMS@usm.edu

REACH MS (Realizing Excellence for All Children in Mississippi)
Multi-Tiered System of Support (MTSS)
Positive Behavior Interventions and Supports (PBIS)

REACH MS MTSS PBIS Resource Guide 2017

RESOURCE GUIDE
2017