Multi-Tiered Systems of Support (MTSS)

Tier 2 Toolkit for Behavior

BOSTON Public Schools
Focus on Children

Boston Public Schools
Every Child Deserves a Safe and Supportive School

Boston Children's Hospital
Until every child is well™

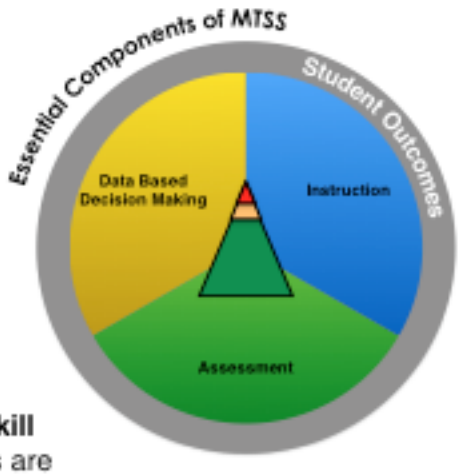
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MTSS Tier II Quick Guide

What is MTSS?

Multi-Tiered Systems of Support (MTSS) is a term used to describe an evidence-based model for education that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that students get the support they need, when they need it, so that all students can be successful at school.



What is Tier 2?

The goal of Tier 2 is to **intervene as soon as possible to address skill deficits.** While universal supports ensure that the majority of students are successful, there will always be some students who require more support. For these students, our goal is to provide targeted, solution focused instruction to address skill deficits before large gaps in learning appear.

Tier 2 Essential Components

for behavior / SEL

INSTRUCTION

Targeted, solution focused instruction around behavior and social emotional skill deficits.

Many Tier 2 instructional/ intervention programs can be delivered **within the classroom** through differentiated instruction & universal design for learning.

Some Tier 2 instructional/ intervention programs may be delivered **outside of the classroom** if necessary.

ASSESSMENT

Progress Monitoring includes the use of brief, repeated measures of a discrete skill to monitor progress over time.

For students in K2 through 12th grade, the BIMAS system allows for specific progress monitoring of social, emotional and behavioral skills.

DATA BASED DECISION MAKING

Problem Solving Protocols help school teams use screening and progress monitoring data to make decisions about core instructional programming

School teams should use a variety of data sources for problem solving

For example:

Universal Screening Data
Attendance Data
School Climate Data
Discipline Data

Want to know more?

www.interventioncentral.org
www.pbis.org
www.casel.org

BIMAS = Behavioral Intervention & Monitoring Assessment System

Problem Solving Process at Tier II



Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*. Ed. K.P. Boudett, E.A. City, R.J. Murnane. (Cambridge, MA: Harvard Education Press, 2013).

Examples of Tier II Problem Solving *for behavior / SEL*

IF throughout inquiry your team finds…	THEN potential "actions" could include…
BIMAS results show a large (>10%) of students with "high risk" in one or more area Discipline data indicates an increase in disciplinary referrals or suspensions A significant percentage of students (>40%) receive 1 or more office discipline referral TFI Tier 1 score is less than 80%	Consider modifying *universal* supports to improve overall system and "grow the green!" Examine fidelity of implementation of PBIS and SEL curricula across grade levels
Students demonstrate behavioral difficulty during classroom or school transition periods (e.g. dismissal)	Consider utilizing school PBIS lesson plans to reteach, model and reinforce behavioral expectations in school settings.
Students demonstrate difficulty mastering social emotional skills such as conflict resolution or anger management	Considering utilizing SEL curricula to explicitly teach, reteach and model social emotional competencies. Consider using school PBIS reinforcement system to recognize the students' development of the social emotional skills explicitly taught.
A student receives tier 2 targeted instruction/ intervention	Collect regular progress monitoring data regarding the student's skill development, as well as data regarding the implementation of that instruction/intervention
A student receives tier 2 targeted instruction/ intervention, and behaviors/skills show no improvement	Reflect on the implementation of the instruction/intervention. If the instruction/ intervention has been delivered consistently with fidelity, consider modifying the intervention

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INTRODUCTION

The Boston Public Schools' Comprehensive Behavioral Health Model (CBHM) is designed to provide a system-wide framework for the implementation of behavior intervention and supports, including tiered interventions and the collection of data to examine effectiveness. The CBHM is built on the premise that by integrating behavioral health services into schools, we will create safe and supportive learning environments that optimize academic outcomes for all students.

This model outlines strategies for the district to provide high-quality behavioral health services that can be equitably accessed by all students. It begins at the school level with universal instruction and screening to identify students with elevated risk for developing behavioral health issues, and then organizes and monitors targeted interventions for those with an elevated risk and/or behavioral health needs. Over time, this information will guide district-wide planning and will initiate more effective referral processes with partnering mental health agencies, particularly for those students with the greatest needs.

The Comprehensive Behavioral Health Model (CBHM) was developed in collaboration between Boston Public Schools' Behavioral Health Services Department, the Boston Children's Hospital (BCH) and UMASS Boston/School Psychology. The CBHM provides a district-wide framework for the implementation of behavior intervention and support. It is conducted within the context of a data-driven format of evidence-based service delivery with the goal of providing high quality behavioral health services to all students of the Boston Public Schools (BPS). This is accomplished in partnership with school staff, community agencies and parents.

ESSENTIAL COMPONENTS OF MTSS

CBHM is a Multi-Tiered System of Support for behavioral health. MTSS systems (sometimes called Response-to-Intervention or RTI) have essential components that are indicative of an MTSS framework. These essential components are present in academic models as well as behavioral models, and may help provide clarity for teachers, families and administrators.

These essential components include:

1. Instruction
2. Assessment
3. Data Based Decision Making

The combination of these three essential components is what drives student outcomes.

ORGANIZATION OF THIS TOOLKIT

This toolkit includes two sections to support school staff in understanding and implementing MTSS at a Tier 2 level.

OVERVIEW

In the first section, an overview of the **Essential Components of MTSS** at the Tier 2 level is provided. This section gives the reader an overall understanding of each essential component, as well as important background information.

IMPLEMENTATION

The next section provides much more specific information regarding the implementation of each essential component of MTSS at Tier 2.

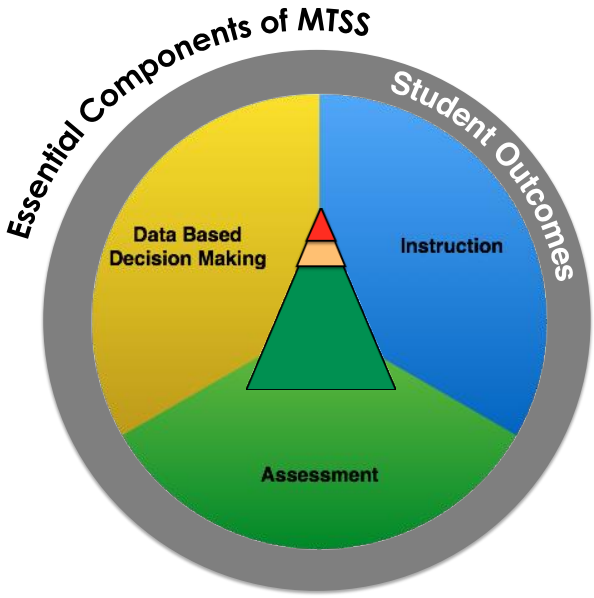
TEMPLATES

Examples of completed forms, as well as blank templates for school teams to use can be found in the Templates section of this document.

RESOURCES

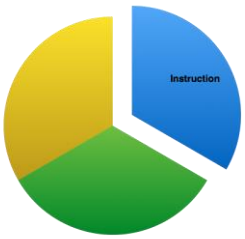
Finally, additional resources – including websites and related articles – are provided in the Resources section of this document.

OVERVIEW OF ESSENTIAL COMPONENTS



Tier 2 Essential Components At-A-Glance

	WHAT	WHY	HOW
INSTRUCTION	• Targeted and solution focused instruction around skill deficits	Provide assistance to those students who will require more support than core (tier 1) instruction provides.	Supplemental direct instruction/intervention designed to support students' acquisition of behavioral/social emotional skills.
ASSESSMENT	• Progress Monitoring	Teams need to understand how students are responding to instruction/ intervention provided and whether these supports are effective.	Collect brief, repeated data during the intervention period to measure effectiveness.
DATA BASED DECISION MAKING	• Grade Level & Student Support Team Problem Solving Protocols	Teams need to efficiently determine which students continue to demonstrate skill gaps following core (tier 1) instruction, and provide effective instruction/intervention to address these areas of concern.	Teams use problem solving protocols that allow them to both strengthen core instruction for *all* students, as well as address the individual learning needs of students who are struggling.



INSTRUCTION

Targeted & Solution Focused Instruction around Skill Deficits

The goal of Tier 2 is to intervene as soon as possible to address skill deficits. While universal supports (see Tier 1 Toolkit) ensure that the majority of students are successful, there will always be some students who require more support. For these students, our goal is to provide targeted & solution focused instruction to address skill deficits before large gaps in learning appear.

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…teach? …punish?

Why can't we finish the last sentence as automatically as we do the others?

Tom Herner

Behavior as a Learned Skill

The implementation of MTSS to support student behavior requires a fundamental shift in the way we view student behavior. Traditional approaches to education have used discipline as a means to addressing students who exhibit behavior problems. This approach assumes that students' behavior is indicative of a "problem" with the student himself, and the solution is punishment, or removal of the student from the environment.

In actuality, research has demonstrated why this approach will not work. Research has also explained how this approach contributes to the school-to-prison pipeline.

Behavior is learned. All behaviors serve a function. Behavior is very much dependent upon the environment and context. Human beings – children and adults alike – respond much more to positive reinforcement than punishment.

The Boston Public School's Code of Conduct emphasizes the use of "preventative and positive approaches to discipline" including "interventions and consequences aimed at addressing the causes of misbehavior, resolving conflict, meeting students' needs and keeping students in school."

In order to meet students' needs, we must recognize that behavior problems are indicative of skill gaps. In order to address those gaps, we must provide students with instruction and intervention so that they may be successful in the school environment.

Rationale for Short Term, Solution Focused Interventions

As stated in the Tier 1 Toolkit, instruction is crucial to students' development of healthy social emotional skills and competencies. For many students, universal instruction provided throughout the school and classroom will ensure positive skill development. However, there will always be students who continue to struggle or demonstrate a skill gap in some area of behavior. For these students, schools turn to Tier 2 Targeted Instruction or Interventions.

The goal of Tier 2 Instruction/Intervention is to address the skill or set of skills that a student has been identified as needing support in. Like any content area, children develop behavioral skills at different rates. In some cases, skill gaps in behavior can be quickly resolved through short-term (6 to 8 week) instruction and support. In other cases, students may require additional time to master the specific skills addressed.

Tier 2 Instruction at a glance	
Who?	Students in need of additional supports as identified by **universal screening** measures (e.g. BIMAS, BESS).
What?	**Evidence based** instruction/intervention programs are selected based on the students' identified area of need. **Progress monitoring** throughout the intervention period is necessary to determine whether or not the instruction/intervention is effectively addressing the skill at hand.
Where?	Many Tier 2 instructional/intervention programs can be delivered **within the classroom** through differentiated instruction & universal design for learning. Some Tier 2 instructional/intervention programs may be delivered **outside of the classroom** if necessary.
When?	Tier 2 instruction is provided as a **supplement** to (rather than a replacement for) rigorous core instruction. • Tier 2 instruction that is provided within the general education setting may occur simultaneously with core instruction. • Any Tier 2 interventions provided outside of the classroom model should be scheduled for a time outside of core instruction in the area the student is struggling.

WHO: Identifying Students in Need of Tier 2 Targeted Instruction/Interventions

Universal screening results should be reviewed with teachers to identify students in need of Tier 2 Targeted instruction/intervention. The team responsible for reviewing universal

screening data should include teachers familiar with the students, as well as specialists familiar with the targeted instruction/intervention supports.

To ensure equity among school resources, teams should identify entry and exit criteria that guide teams in identifying when students begin and end various intervention programs.

Universal screening data should be reviewed to determine different areas of need, and trends across buildings, grades and classrooms. If universal screening shows that a great deal of students are struggling with similar difficulties, school teams should identify procedures for enhancing tier 1 or universal supports.

WHAT: Selecting Appropriate Instruction/Interventions

Schools must choose programs that have the greatest probability of being effective. The best way to ensure that instruction/interventions are effective is to rely upon rigorous studies that have evaluated the outcomes of specific instructional programs, strategies or interventions.

Tier 2 Targeted Instruction/Intervention should be *specific* enough to address the specific skill or set of skills that a student is struggling with.

It is important to know whether or not a particular intervention is working. If there is evidence that it is not working, then a new intervention should be considered. Keeping a student in an ineffective intervention program will only serve to widen the skill gap that was present initially.

Tier 2 Instruction / Interventions should **always** be….
✓ Evidence Based
✓ Targeted
✓ Monitored For Progress

Tier 2 Targeted Interventions *can* be…	
Short Term	Long Term
Provided in the classroom	Provided outside of the classroom
Provided to a group of students	Provided individually to a student

WHERE & WHEN: Scheduling Tier 2 Instruction/Interventions

A number of effective Tier 2 instructional/intervention programs are designed to be delivered within the classroom, by the student's teacher.

In some cases, a pull out model may be deemed necessary to support the specific skill or set of skills that a student is struggling with. In these cases, it is important to make sure that the instruction/intervention does not put the student at risk of falling from missing core instruction in another content area.

Additional Considerations

Student, Parent & Family Engagement

Strong collaboration and communication between schools and families is crucial to students' ability to generalize social emotional skills across settings. Including students and parents/families in the decision making process is recommended to ensure a good fit between selected programs and communities served.

Parental Consent

MTSS systems can only be effective if families are involved in the process. Families should be consulted in the development of the system, as well as informed of the processes and timelines.

Since Tier 2 Targeted Instruction/Intervention is not provided to every student in the building, parental consent *may* be necessary:

If a Tier 2 intervention is provided **within the classroom**, parental consent is not necessary. In this situation, the instruction/intervention is essentially differentiated instruction.

However, if a student will be **removed from the classroom** for the instruction/intervention, parental consent should be obtained. Parents must be made aware of any changes to a student's schedule that may impact their learning.

Evidence Based Interventions

A number of resources exist to help school teams select programs and interventions that have already demonstrated effectiveness in similar school settings. It is recommended that teams consult with Behavioral Health Services Staff who are well versed in the strengths and limitations of different instructional/intervention programs. In addition, the following websites have registries or indexes that may be helpful in selecting programs.

- Intervention Central
  http://www.interventioncentral.org/

- Collaborative for Academic, Social and Emotional Learning
  http://www.casel.org/

- What Works Clearinghouse
  http://ies.ed.gov/ncee/wwc/

- National Institute of Justice, Office of Justice Programs
  https://www.crimesolutions.gov/resources.aspx

- Substance Abuse and Mental Health Services Administration, National Registry of Evidence Based Programs and Practices
  http://nrepp.samhsa.gov/

- Center for School Mental Health
  https://csmh.umaryland.edu/



ASSESSMENT

Progress Monitoring Students' Skill Development

Progress monitoring is a type of formative assessment designed to evaluate the effectiveness of instruction/intervention.

Formative assessment can be used class wide at the Tier 1 level to evaluate students' level of understanding, and identify concepts or lessons that should be revisited. However, formative assessment at the Tier 2 level should be very **specific** to the skill that has been identified for intervention.

Progress monitoring should be consistent. Teams should identify specific measures that can be **administered multiple times** for the purpose of **detecting small changes** over time. Progress monitoring measures should be aligned with the universal screening tool that schools use to identify students in need of Tier 2 support, as well as the curriculum or learning standards addressed through the Tier 2 instruction/intervention.

Monitoring Fidelity of Instruction/Intervention

Making sure that instruction/interventions were delivered appropriately is called *monitoring the fidelity of instruction/intervention*.

In order to truly know whether or not an intervention is effective, teams must have evidence that instruction/intervention was actually provided. One reason many interventions fail is because they are never delivered in the first place. Schools are busy places, and despite our best intentions, instruction/interventions may be erroneously found to be ineffective before they were even tried.

For example, a school may design a morning intervention for a student, but the student may frequently come to school late and miss the majority of sessions. Likewise, a team may design a classroom based Tier 2 Intervention, but the teacher may never fully implement the plan the way it was intended. In both of these cases, the instruction/intervention cannot be judged to be either ineffective or effective, since it was never implemented with fidelity.



DATA BASED DECISION-MAKING

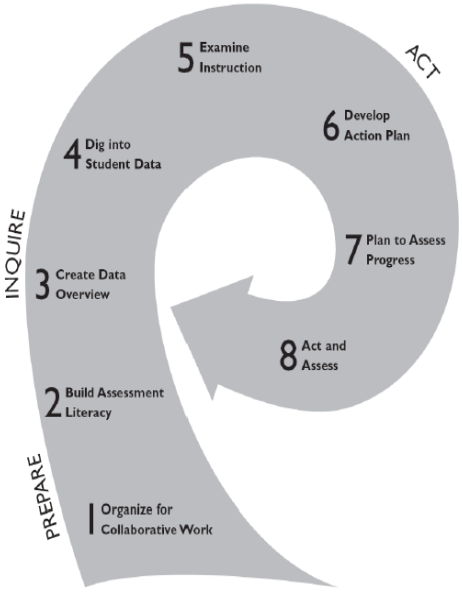
The final *Essential Component* of Tier 2 is aligning school teams to use a data based decision-making process to make data based decisions about Tier 2 Targeted Instruction/Interventions.

Multi-Tiered Systems of Support is a continuous improvement system for instruction that requires school teams to function as a collaborative opportunity to make data based decisions regarding student progress.

At the Tier 1 level, data based decision-making focused on the core instructional programming for all students. At the Tier 2 level, data based decision-making focuses on the students who continue to struggle with various skills.

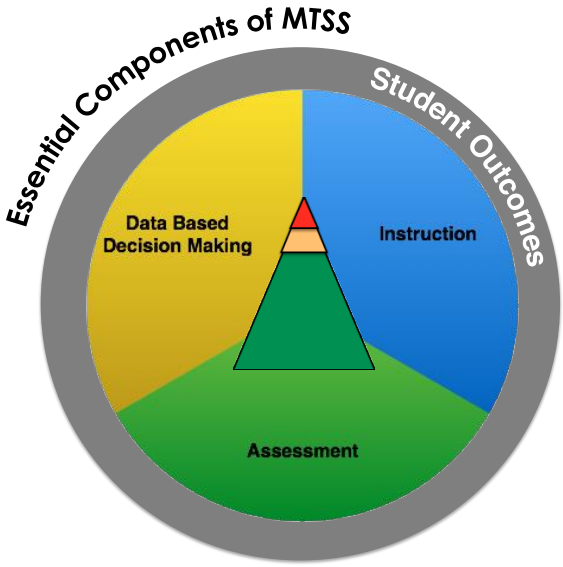
Given the number of content areas and skills that are being taught within the school building (e.g. reading, writing, math, social emotional, health & physical health), schools can expect that a large number of students will struggle with one or multiple skill areas. Given this reality, teams must be efficiently organized to make instructional moves that will most effectively address the breadth and depth of student concerns. Rather than trying to address all concerns one-at-a-time, teams will need processes, procedures, protocols, and effective communication methods to ensure that all students access the support required to be successful.

One example of a data based decision-making process that has been applied to many different teams within BPS is the data inquiry process.



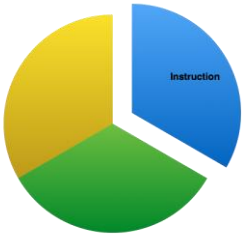
Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*. Ed. K.P. Boudett, E.A. City, R.J. Murnane. (Cambridge, MA: Harvard Education Press, 2013).

IMPLEMENTATION OF ESSENTIAL COMPONENTS



Tier 2 Essential Components At-A-Glance

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DATA BASED DECISION MAKING	• Grade Level & Student Support Team Problem Solving Protocols	Teams need to efficiently determine which students continue to demonstrate skill gaps following core (tier 1) instruction, and provide effective instruction/intervention to address these areas of concern.	Teams use problem solving protocols that allow them to both strengthen core instruction for *all* students, as well as address the individual learning needs of students who are struggling.



INSTRUCTION

What is it?	What do I need to do?	Helpful Resources
Targeted and solution focused instruction around skill deficits	✓ Inventory all instructional/ intervention programs available at your school ✓ Develop entry and exit criteria to determine how students are assigned to existing programs ✓ Clearly communicate selection/ referral procedures for all staff	-Intervention Grid for Resource mapping -Entry/Exit Criteria -Grow the Green Data Review Protocol -Record for Problem Solving and Progress Monitoring

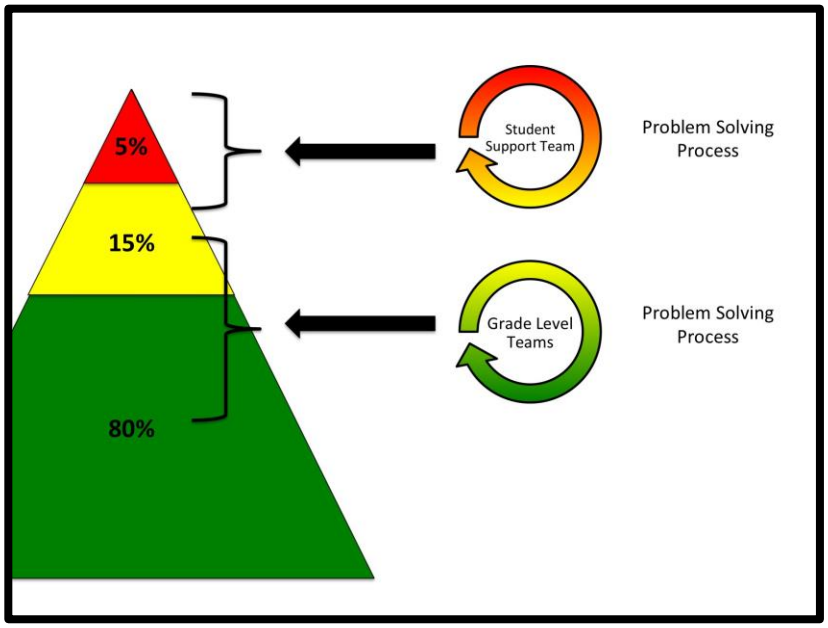
WHO: Identifying Students in Need of Tier 2 Targeted Instruction/Interventions

TEAM ALIGNMENT

School teams need to structure processes and procedures to support the identification of students in need of tier 2 targeted instruction/intervention. Since it is expected that at least 15% of students will require targeted instruction/intervention in at least one area (e.g. reading, math or behavior), school teams must identify effective and efficient ways to use universal screening data to make data based decisions on the best support for students.

The sheer number of student who will be discussed when considering tier 2 targeted instruction/intervention requires that teams address *groups* of students with similar concerns. For this reason, it is recommended grade level or department team meetings identify procedures for identifying groups of students in need of additional supports, and effective methods for providing those supports & monitoring progress.

It is impossible for every student in need of tier 2 targeted instruction/intervention to be addressed through an individualized student support team protocol. Instead, the first iteration of the problem solving process should begin within grade level or department team meetings. A visual representation of this process between teams can be seen below:



In order to align grade level teams (GLT) and student support team (SST) procedures, participants from both teams (e.g. classroom teachers & related service providers/specialists) must identify a common language in terms of assessment, instruction, intervention & supports. In addition, teams must be familiar with the procedures and protocols that other teams are using, in order to ensure that problem solving processes at GLT and SST do not become duplicative.

DATA REVIEW PROTOCOLS

Beyond a common language, both GLTs and SST must be familiar with universal screening measures. Protocols around interpreting universal screening results should be documented so that staff on each team can understand the process.

- "GROW THE GREEN"
  An example protocol for GLTs to review universal screening data and problem solving around tier 1 core instruction can be found on page 35. If universal screening shows that a great deal of students are struggling with similar difficulties, teams should identify procedures for enhancing tier 1 or universal supports. This protocol allows teams to identify strategies to support *all* students through universal / core instructional strategies.

- "RECORD OF PROBLEM SOVLING & PROGRESS MONITORING"
  In addition to "growing the green," GLTs may identify students with more severe risk who they believe need more targeted instruction or support. For these students, teams can use the Record of Problem Solving and Progress Monitoring do document individual student level interventions. It is recommended that GLTs and SSTs both use the same protocol (with slight modifications) to increase consistency and efficiency in decision making.

WHAT: Selecting Appropriate Instruction/Interventions

INVENTORY/RESOURCE MAPPING:
Schools should begin by creating an "Intervention Grid" that identifies all instructional/ intervention programs already available within your school for behavior. Think of all of the various supports that exist across grade levels. Be specific about the capacity of each instructional/intervention program that your students have access to.

- **Write it down**! Teams are strongly encouraged to take the extra time to write out what supports exist for each grade level. This information living on one document will help multiple team members visualize the existing supports, and identify gaps which can be addressed (e.g. ILT).

  For example:

TYPE	PROGRAM	GRADE LEVELS
Tier 1 Universal / Core	• PBIS • Second Step	• K-5 • K-5
Tier 2 Targeted	• Check In / Check Out • Strong Kids Social Skills Group	• 3-5 • K-5
Tier 3 Intensive	• Coping Cat	• 2-5

- **Update frequently**! This document is intended to be a living document. Updates should be made as additional instructional/intervention programs are identified, and teams need to be sure to share all updated versions with relevant school teams, including ILT and Tier 1 teams who may be able to make decisions based on identified gaps in areas addressed.

ENTRY & EXIT CRITERIA:
Once teams are familiar with the instruction/interventions available, it is import to identify entry & exit criteria for all tier 2 and 3 programs. Specifying entry and exit criteria helps ensure that both referrals and length of treatment are equitable, appropriate, and grounded in data.

PROGRAM	DESCRIPTION	ENTRY CRITERIA How do kids get into the program?	PROGRESS MONITORING	EXIT CRITERIA When are kids done?
Check in / Check out (CICO)	Designed for students with persistent behavior concerns that are not dangerous; provides a daily check-in/check-out system that helps teachers provide students with immediate feedback on behavior by completing a daily progress report and additional opportunities for positive adult interactions Parents participate by signing off on daily sheets; Students are assigned a staff member to check in and out with daily.	Some or High Risk on BIMAS Behavioral Concern Scales Behavior: More than 3 ODRs & student seeks adult attention (check motivation on referrals)	Daily progress reports collected by CICO staff member and viewed by parents/ guardians CICO fidelity checklists completed at least 3x/week	Meets goal on the daily progress report for 3 consecutive weeks – move to self monitoring phase Self-monitoring phase exited at the end of the next marking period as long as student continues to maintain behavior and is rated as low risk on the BIMAS progress monitoring.

COMMUNICATE:
Finally, teams must develop documents that communicate selection & referral process to all staff as well as other teams within the building (e.g. ILT). These documents will be crucial for orienting new staff to the programs and supports, and ensuring that students have equitable access to these supports.

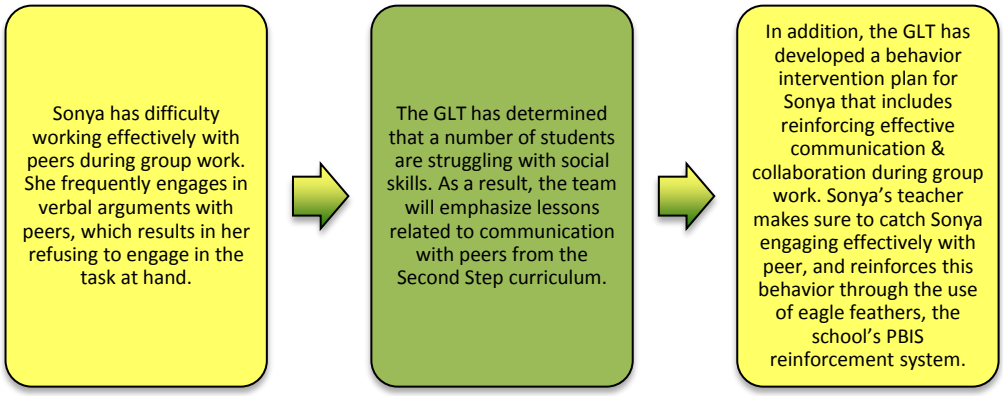
WHERE & WHEN: Scheduling Tier 2 Instruction/Interventions

Many Tier 2 instructional/intervention programs can be delivered **within the classroom** through differentiated instruction & universal design for learning. Some Tier 2 instructional/intervention programs may be delivered **outside of the classroom** if necessary.

Tier 2 instruction is provided as a **supplement** to (rather than a replacement for) rigorous core instruction.

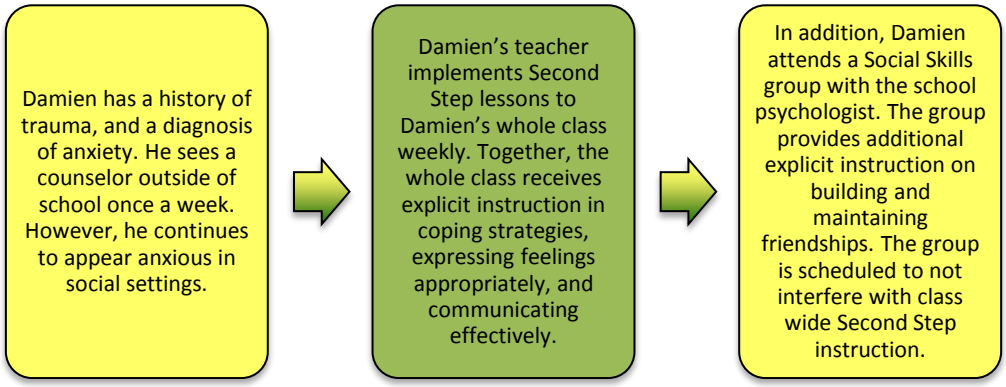
Tier 2 instruction that is provided within the general education setting may occur **simultaneously** with core instruction.

For example:



Any Tier 2 interventions provided outside of the classroom model should be scheduled for a time outside of core instruction in the area the student is struggling.

For Example:





ASSESSMENT

Progress Monitoring

Progress monitoring is a type of formative assessment designed to evaluate the effectiveness of instruction/intervention.

Progress monitoring at the Tier 2 level should be very **specific** to the skill that has been identified for intervention.

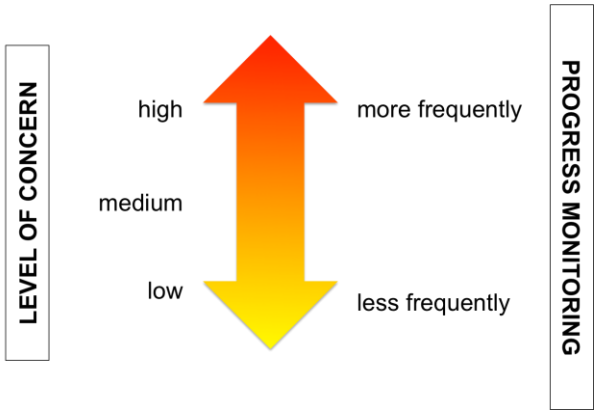
Progress monitoring should be consistent. Teams should identify specific measures that can be **administered multiple times** for the purpose of **detecting small changes** over time.

Progress monitoring measures should be aligned with the universal screening tool that schools use to identify students in need of Tier 2 support, as well as the curriculum or learning standards addressed through the Tier 2 instruction/intervention.

Identify Measure
As teams (e.g. Grade Level/CPT teams or Student Support Teams) develop plans for interventions and Tier 2 supports, they must also identify an appropriate method for monitoring progress. For behavior, there are two types of measures that may be appropriate:

- Direct observation of behavior frequencies
    - For example, if an intervention is designed to increase the number of times a student raises his/or her hand, then the progress monitoring measure could include an actual frequency count for hand raises.
- Goal Attainment Scaling
    - For example, if an intervention is designed to support a students' use of social skills with peers, then the progress monitoring measure could consist of a teachers' (or other staff members; or students, when applicable) rating of the behavior/skill.
    - ➢ Goal Attainment Scaling can be set up through **BIMAS** for any K2-12th student in CBHM Schools.
        - BIMAS Progress Monitoring can be set up for
            - All 5 BIMAS Scales (e.g. Conduct, Negative Affect, Cognitive/Attention, Social & Academic Functioning)
            - One BIMAS scale of interest
            - Individual items (items can be directly from the standard form, or individualized for the specific student)

Identify Frequency
In addition to selecting a measure, Teams (e.g. Grade Level/CPT or Student Support Teams) should identify an appropriate frequency for progress monitoring.



In general, the larger the greater the concern, the more frequent progress monitoring should occur. So, if the student has a low level concern around social skills, teams may elect to progress monitor every 2 to 3 weeks. Alternatively, students with higher levels of concern may require progress monitoring every week, or multiple times within one week.

Identify Goal

Next, teams should set realistic & developmentally appropriate goals for students' progress. Teams should consider:

- **the student's current performance (e.g. baseline)** based on the universal screening measure(s).
- **the length & frequency of the intervention/support**.
- **realistic time frames for skill development & improvement**. While it may not be realistic for a new skill to be *mastered* in 4 to 6 weeks, teams should discuss what reasonable progress might look like in that timeframe.

Setting a realistic goal ahead of time will allow teams to efficiently assess whether or not a student is making progress given the intervention/instruction provided. Teams will need efficient processes for revisiting students & adjusting/modifying interventions. Setting clear goals ahead of time will help teams use precious meeting time wisely and support data based decision making.

Review Data

The final step for progress monitoring is ensuring that teams schedule opportunities to review data together for students receiving tier 2 instruction/interventions. This review can occur during grade level/CPT meetings, or at Student Support Team meetings depending on the structure of your school teams. In addition to reviewing outcome data regarding the student's skill development, the team should consider implementation fidelity data regarding the extent to which the instruction/intervention was provided as planned.

Implementation Fidelity

As mentioned above, it is important that GLTs and SSTs consider implementation fidelity with regard to individual instruction/intervention plans using the Record of Problem Solving & Progress Monitoring. Additionally, school teams (e.g. ILT or Climate) must also consider implementation fidelity around Tier 2 procedures school wide.

School Teams (e.g. PBIS/Climate, SST, Administration, etc.) are required to complete the Tiered Fidelity Inventory three times throughout the academic year in order to monitor overall implementation fidelity.

"The primary purpose of the TFI is to guide implementation to support improved student outcomes as well as enhance the work of PBIS Teams" – Kelsey Morris

The TFI asks teams about implementation across all tiers. In order to collect the most accurate data, the TFI may require multiple teams to submit responses. For example, while the PBIS or Climate team at your school may be the most appropriate team to answer questions regarding Tier I/Universal supports, Grade Level Teams or Student Support Team (SST) may be called upon to answer questions about Tier 2/Targeted or Tier 3/Intensive supports. In these cases, it may be helpful to have teams complete their sections on paper, and have one person enter all responses online.

The TFI is completed online at www.pbisapps.org. Results are automatically graphed to give teams visual representations of their data to support action planning and data based decision-making around implementation goals.

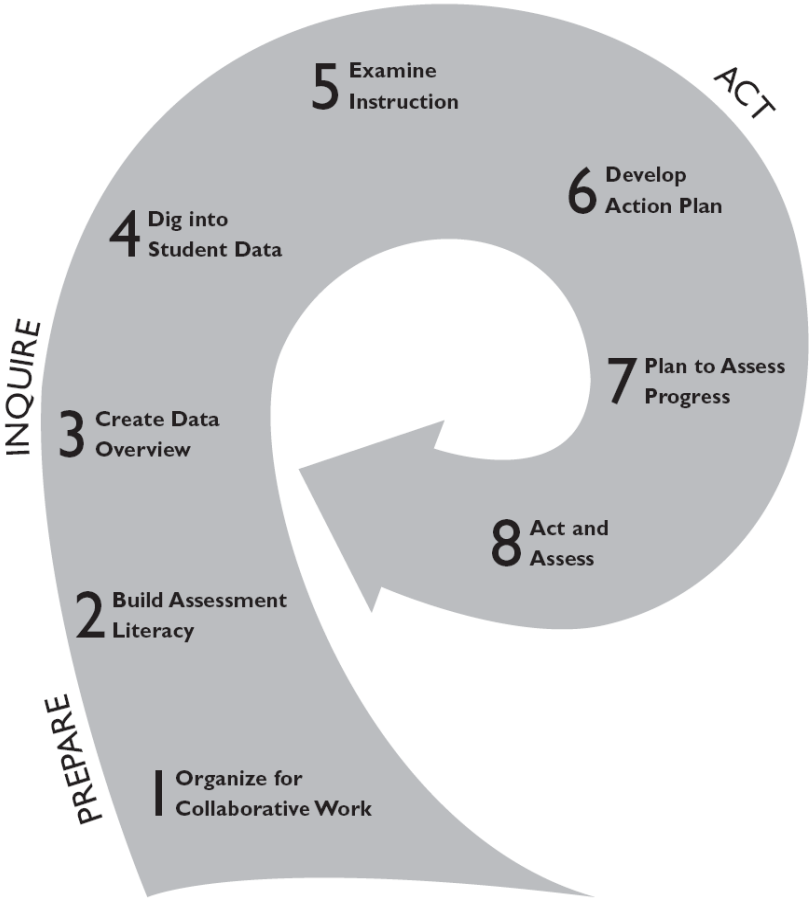


DATA BASED DECISION-MAKING

Data based decision-making and formal problem solving processes are the foundation of Multi-Tiered Systems of Support (MTSS).

While many problem-solving processes exist, we recommend the use of a Data Inquiry Process, as delineated in Data Wise, to integrate data with collaborative problem solving.

The Data Inquiry Process is represented by the following swoosh:



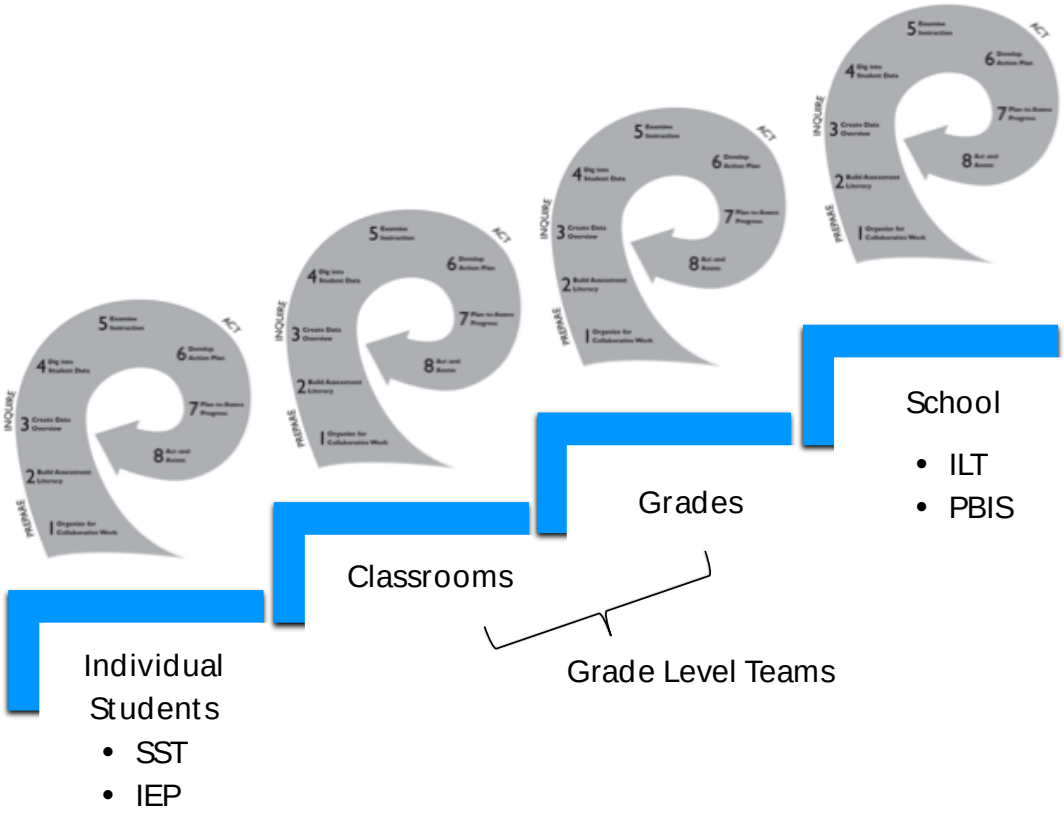
Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*. Ed. K.P. Boudett, E.A. City, R.J. Murnane. (Cambridge, MA: Harvard Education Press, 2013).

In addition to the Data Inquiry Process “swoosh”, data inquiry is supported by the ACE habits of mind:

Shared commitment to **A**ction, assessment and adjustment
Intentional **C**ollaboration
Relentless focus on **E**vidence

Many BPS schools may have received training for a specific team within their building in the Data Inquiry Model, through the Office of Data and Accountability. This training provides a unique opportunity for leaders within your building to share the data inquiry process with the rest of your staff and teams.

The goal of MTSS is for all school teams to be utilizing the Data Inquiry Model for various levels of school based decision-making. For example, while grade level teams may complete a data inquiry process based on math interim scores, your Instructional Learning Team (ILT) may choose to complete a data inquiry process on behavioral outcomes across the school. The image below explains how all school teams will eventually practice Data Inquiry Processes for various levels of school data:



As you can see, the data inquiry process becomes a common process through which all school teams can operate.

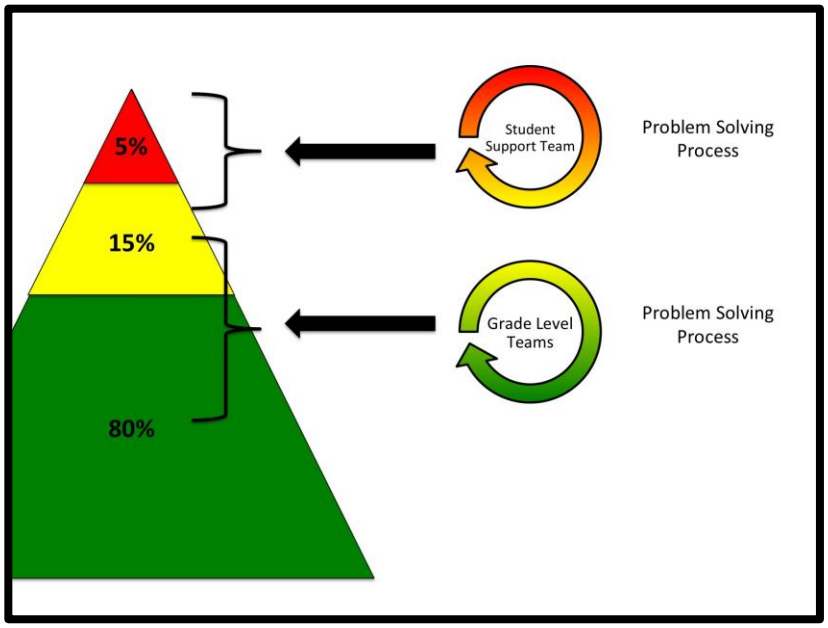
In order to effectively organize school teams to use a Data Inquiry model, it is helpful to clearly articulate the purpose of each school team, as well as the general structure for team meetings. For example:

Boston Elementary School
School Wide Team Matrix

Team Name	Purpose of Team	Structure of Meetings	Team Members
Instructional Leadership Team	Review school-wide trends to improve effectiveness of universal/core instruction.	Meets Monthly for 1 Hr. 30 min – academic data 30 min – behavioral data	Building Administrator Lead Teachers Parent Rep(s) Support Staff
Grade Level Team	Review grade and class level data to identify patterns, and design supports for groups of students.	Meets Weekly Alternate weekly between behavioral and academic data	Grade Level Teachers Special Education Teachers Support Staff
Student Support Team	Review individual student progress to develop individualized support plans for struggling learners.	Meets Weekly Meetings organized by grade level to discuss students identified through Grade Level Team process.	General Education Teachers Special Education Teachers Speech and Language Behavioral Health Staff Support Staff

Different school based teams will progress through a problem solving process at different rates based upon both their specific area of focus as well as their meeting structure/timelines. For example, an ILT may meet quarterly while an SST may meet twice a month. While these teams will progress through a problem solving process at different rates depending on the scope of their team, it is important to note that the overall process for collaborating and data based decision making is consistent throughout the school.

As described earlier in this document, data based decision making around tier 2 targeted instruction/interventions should take place initially through grade level or department team meetings. Grade level/department teams (GLTs) complete initial rounds of problem solving processes that identify and monitor targeted supports for a student. Depending upon a student's response to the identified supports, a referral to student support team (SST) may be warranted.



GRADE LEVEL TEAM PROTOCOLS

"Grow the Green"

The first step in analyzing class or grade level data is to identify opportunities to "grow the green," or modify universal / core instruction to more effectively meet the learning needs of all students. Particularly around behavior and social emotional skills, it is important that classroom teachers feel empowered to use instructional strategies and curricula/programs to explicitly teach these areas.

To support teachers' use of effective instructional strategies within universal / core instruction, a "grow the green" protocol has been developed. This protocol involves the following steps. The protocol itself can be seen on page 35 of this document or electronically at this link.

1. **Review Data**
   GLTs begin by looking at a summary of the grade level universal screening data (e.g. BIMAS). Teams are asked to identify first the area with the most kids "in the green," and celebrate the strategies that they are using which are effective in meeting the needs of that many students. Next, teams identify the areas with the fewest kids "in the green" as areas to address through universal / core instruction.

2. **Define the Problem**
   To make the data meaningful to each individual teacher or grade level, teams articulate specifically what each area of concern might look like in their classroom.

   For example:

The two areas of concern for my class/grade level are conduct and social skills. Conduct problems (arguments, fighting, and the time I have to spend navigating peer conflict) are usually the worst as students come back into class after recess. Students' inability to successfully solve conflicts with peers results in more conduct concerns in our classroom, making it hard to get to learning.

3. **Develop a Plan**
   To make plan development efficient and realistic, teachers are provided with a list of the top ten strategies to be used in universal/core instruction to support all students. Teams are asked to reflect upon which strategies they use consistently, and which others may be less frequently used. Either individually or as a grade level/department team, teachers identify a strategy that they would like to intentionally emphasize in order to "grow the green".

4. **Implement the Plan**
   The Grow the Green protocol includes a 6 week rating scale that teachers can use to easily gauge the effectiveness overall of the strategy that they've selected. Rather than individually progress monitoring each student, the teacher records at the end of each week any changes they observed in the specific problem they defined. They reflect on progress made using a 4 point scale: 0 = The same (e.g. no change), 1 = Slightly better (e.g. minimally improved), 2 = Somewhat better (e.g. moderately improved), 3 = A LOT better (e.g. significantly improved).

5. **Evaluation Progress**
   Following the implementation of the strategy for six weeks, teams review their ratings to evaluate the effectiveness of the strategy. Teams are prompted to discuss whether or not they stuck with the strategy they identified originally, and if they did, what changes they noticed. Based on the data, teams decide whether to continue with the identified strategy, modify the strategy in some way, or select a new strategy to address concerns.

This protocol is designed to support teachers' use of effective instructional strategies within universal/core instruction to support all students. The protocol itself is designed to provide a resource for teachers that they can use when reflecting on their own instruction, thereby feeling empowered to truly *teach* and support behavior and social emotional learning skills - whether explicitly through SEL curricula and PBIS, or embedded within other academic content areas.

"Record of Problem Solving and Progress Monitoring"

In addition to growing the green, GLTs must have protocols in place for identifying, supporting and progress monitoring students with greater levels of concern. The Record of Problem Solving and Progress Monitoring can be used within GLTs to identify appropriate supports for students with higher levels of concern, and strategies for monitoring progress.

The Record of Problem Solving and Progress Monitoring includes the following steps:

1. **Review student strengths.**

Effective instruction / intervention begins with an understanding of individual students' strengths & interests. This step grounds the team in developing a plan that will build upon these strengths and interests.

2. **Summarize data available through universal screening.**
   The purpose of collecting universal screening data is to identify potential concerns early, and intervene before small problems become big problems. As such, it is important to efficiently summarize the results form universal screening data, so that team members are familiar with the students' level of functioning across multiple areas.

3. **Identify specific area(s) of concern.**
   In order to effectively provide targeted instruction/intervention, teams will need to specifically identify the skill or set of skills that a student is struggling with. The record of problem solving and progress monitoring provides GLTs with a list of key areas within different content areas that students may demonstrate difficulty with. These areas align both with the *big ideas* emphasized through instruction as well as the areas measured through universal screening measures.

Reading	Math	Writing	Behavior / SEL
• reading readiness • phonological awareness • syllabication • word patterns • word attack • fluency • comprehension	• number sense • memory & strategy • comprehension for: conceptual understanding & word problems • language/communication skills (read, write, discuss)	• handwriting—control, attend to/recall shapes & processes • spelling: phonetics, linguistic rules, irregulars, encoding • expression/composition • fluency	• conduct • negative affect • cognitive/attention • social • academic functioning

4. **Reflect on universal / core instruction.**
   This protocol intentionally asks teams to reflect upon core instruction, so as to strengthen universal supports for all students, while also cueing teams to develop targeted supports that supplement – rather than replace – core instructional opportunities.

5. **Develop a Plan.**
   Identify specific instruction and/or supports to address this students' specific skill gap. Teams use this section to specifically describe the targeted instruction/intervention to be provided, the frequency or intensity of the intervention, as well as the way in which progress will be monitored to evaluate the effectiveness of the intervention. Finally, teams set a goal based on the progress monitoring tool selected.

6. **Implement the Plan.**
   This protocol includes a section for teams or individuals to record information regarding the implementation of the intervention.

7. **Evaluate.**
   The final step in the Record of Problem Solving and Progress Monitoring is for teams to evaluate the effectiveness of the targeted instruction/intervention provided. Based on progress monitoring data, teams discuss whether the student is making progress at an appropriate rate. If not, the team may decide to modify the instruction/intervention in some way. Modified instruction/intervention can be planned and monitored using the same protocol, with the team skipping those steps that have already been completed (e.g. steps 1 through 4).

STUDENT SUPPORT TEAM PROTOCOLS

In some cases, GLT's may develop a series of thorough targeted instruction/intervention for students, and remain highly concerned about student's progress. In these cases, the team may feel that a referral to the student support team is necessary.

In order to provide alignment between problem solving procedures and team processes, the Student Support Team may use the identical Record of Problem Solving and Progress Monitoring Protocol.

Teams may decide to modify the protocol by changing the amount of time dedicated to discuss each section, or the data indicators reviewed by the team. However, the structure and process overall can remain consistent. The more that procedures/processes are similar and everyone participating is familiar with the process, the more likely it is that everyone will feel that the process is productive and efficient.

TEMPLATES

TEMPLATE	EXAMPLE	BLANK FORM
Intervention Grid	✓	✓
Entry/Exit Criteria	✓	
Grow the Green Data Review Protocols		✓
Record of Problem Solving & Progress Monitoring		✓
Tiered Fidelity Inventory (TFI)		✓

TIER	PROGRAM	GRADE LEVELS
Tier 1 Universal / Core	• PBIS • Second Step	• K-5 • K-5
Tier 2 Targeted	• Check In / Check Out • Strong Kids Social Skills Group	• 3-5 • K-5
Tier 3 Intensive	• Coping Cat • Individual Cognitive Behavioral Therapy (CBT) with Clinicians	• 2-5 • K-5

INTERVENTION GRID		
TIER	**PROGRAM**	**GRADE LEVELS**
Tier 1 Universal / Core	•	•
Tier 2 Targeted	•	•
Tier 3 Intensive	•	•

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria (Decision Rules)
Check-in, Check-out (CICO)	Designed for students with persistent behavior concerns that are not dangerous; provides a daily check-in/check-out system that helps teachers provide students with immediate feedback on behavior by completing a daily progress report and additional opportunities for positive adult interactions Parents participate by signing off on daily sheets; students are assigned a staff member to check in and out with daily	Behavior: Multiple referrals Academic: Report cards: "N" on study skills	Daily progress reports	Meets goal on the daily progress report for 3 consecutive weeks – move to self monitoring phase Self-monitoring phase exited at the end of the next marking period as long as student continues to maintain behavior
Lunch Buddies	Volunteers recruited through the Communities in School program	Academics: Report cards: "N" on peer interactions SRSS-IE: Moderate risk level on the internalizing scale of the SRSS-IE	Treatment integrity checklist completed weekly	Meets goal on the Lunch Buddy progress report

Based off the work of:
Lane, K. L., Menzies, H. M, Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school.* New York, NY: Guilford Press.**!**

GROW THE GREEN!

BIMAS DATA REVIEW: CLASSROOM / GRADE LEVEL TEAMS

Purpose: The purpose of this form is to guide teachers & grade level teams on reviewing BIMAS data & action planning to support all students.

BIMAS LOG-IN INFORMATION

You can access BIMAS results for all of your students by logging into BIMAS (app.edumetrisis.com)

Username: BPS Email Address

Password: (if you've forgotten, click "forgot password" to reset.)

For detailed steps on viewing results in BIMAS, please refer to this document.

Step 1. Review Data. Consider the areas of greatest strength & concern on your BIMAS data scales.

- **Behavioral Concern Scales:**
  - **Strength:** Put a checkmark next to the scale that has the greatest percentage of student in green (low risk).
  - **Concern**: Circle the scale that has the lowest percentage of students in the green (low risk)

Conduct	Negative Affect	Cognitive/Attention
Externalizing concerns such as anger management, bullying, substance abuse, deviance	*Internalizing* concerns such as anxiety, depression, withdrawal	Concerns around attention, focus, organization, planning & memory

- **Adaptive Scales -** Academic Functioning, Social Functioning
  - **Strength:** Put a checkmark next to the scale that has the greatest percentage of student in green & blue (typical & strength combined).
  - **Concern**: Circle the scale that has the lowest percentage of students in the green & blue (typical & strength combined)

Social	Academic Functioning
Maintaining friendships, communication skills	Academic performance, attendance, following directions

Step 2. Define the Problem. For the area(s) of concern that you selected, describe what that looks like in your classroom/grade level. Are there times of day that are particularly worse? Or a certain subject/activity that typically intensifies those concerns?

Example: The two areas of concern for my class/grade level are conduct and social skills. Conduct problems (arguments, fighting, and the time I have to spend navigating peer conflict) are usually the worst as students come back into class after recess. Students' inability to successfully solve conflicts with peers results in more conduct concerns in our classroom, making it hard to get to learning.

The problem I'm interested in addressing is _____

_____

_____

Step 3: Develop a Plan. Start with this list of the top 10 classroom management strategies. Reflect on the ones that you already do consistently, and identify some that you may do less or more inconsistently.

As a grade level team (or independently), select **one practice** to emphasize over the next 6 weeks that will help address the area of concern you identified.

The strategy I've selected to address this problem is _____.

Step 4: Implement the plan.

Week 1: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 2: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 3: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 4: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 5: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 6: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Step 5. Evaluate the progress.

Week of **INSERT DATE** at Grade Level Team / Common Planning Time

Evaluate the effectiveness of the classroom strategy. Plot your data below:

3						
2						
1						
0						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Was the strategy implemented with fidelity? If not, include the reason or barrier

Was the strategy effective? Why or Why not? Consider the BIMAS scales that you are primarily concerned with; will this strategy help "grow the green" in your BIMAS triangles for the spring? What needs to happen to reach the goal of 80-90% of students in green (or blue & green)?

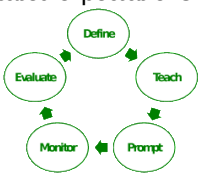
Does the data Indicate that you need to maintain, decrease or change the support?

IF	THEN
If the strategy indicated **no** improvement in classroom behavior	… consider choosing a different strategy.
If the strategy showed **some** success (e.g. three data points 2 or above)	… consider sticking with the strategy for another six week interval, perhaps increasing the frequency or intensity of the strategy.
If the strategy showed **great** success (e.g. four data points at 3)	… consider tackling another area of concern in the classroom.

CLASSROOM MANAGEMENT RECOMMENDED PRACTICES

(pbis.org)

Although a review of the literature on effective classroom management practices does not reveal a definitive list of evidence-based practices, a "short-list" of recommended best practices emerges from over 50 years of descriptive and evaluation research:

Classroom Practice	Description	Resources
1. Minimize crowding and distraction	• Design environment to elicit appropriate behavior: o Arrange furniture to allow easy traffic flow. o Ensure adequate supervision of all areas. o Designate staff & student areas. o Consider seating arrangements (classrooms, cafeteria, etc.)	
2. Maximize structure & predictability	• Teacher routines: o Volunteers o Communications o Movement o Planning o Grading, etc. • Student routines: o Personal needs o Transitions o Working in groups o Independent work o Instruction o Getting materials o Homework, etc.	• Visual schedules • Visual timers • PBIS Lesson Plans
3. State, teach, review & reinforce positively stated expectations 	• Establish behavioral expectations/rules. • Teach rules in context of routines. • Prompt or remind students of rule prior to entering natural context. • Monitor students' behavior in natural context & provide specific feedback. • Evaluate effect of instruction: o Review data o Make decisions o Follow up	• PBIS Lesson Plans • PBIS • Second Step (or other SEL) curricula
4. Provide more acknowledgements for appropriate than inappropriate behavior	• Maintain at least 4 to 1 ratio - 4 positive comments for every 1 corrective • Interact positively once every 5 minutes • Follow correction for violation of behavior expectations with positive reinforcement for rule following.	• PBIS Reinforcement System • Beads • Paper clips • Index Cards

5. Maximize varied opportunities to respond	• Vary individual v. group responding • Vary response type (Oral, written, gestural) • Increase participatory instruction • Questioning, materials	
6. Maximize Active Engagement	• Vary format • Written, choral, gestures • Specify observable engagements • Link engagement with outcome objectives	
7. Actively & Continuously Supervise	• Move • Scan • Interact • Remind/pre-correct • Positively acknowledge	• PBIS Reinforcement System • Mystery Reinforcer
8. Respond to Inappropriate Behavior Quickly, Positively, & Directly	• Respond efficiently • Attend to students who are displaying appropriate behavior • Follow school procedures for major problem behaviors objectively & anticipate next occurrence	• PBIS Consequence System • Second Step (or other SEL curriculum)
9. Establish Multiple Strategies for Acknowledging Appropriate Behavior	• Social, tangible, activity, etc. • Frequent v. infrequent • Predictably v. unpredictably • Immediate v. delayed	• PBIS Reinforcement system
10. Generally Provide Specific Feedback for Errors & Corrects	• Provide contingently • Always indicate correct behaviors • Link to context	• PBIS Consequence System • Second Step (or other SEL curriculum) • PBIS Lesson Plans

GROW THE GREEN!

BESS DATA REVIEW: CLASSROOM / GRADE LEVEL TEAMS

Purpose: The purpose of this form is to guide teachers & grade level teams on reviewing BESS data & action planning to support all students.

Step 1. Review Data. Consider the areas of greatest strength & concern on your BESS data scales.

- **BESS Scales:**
  - **Strength:** Put a checkmark next to the scale that has the greatest percentage of student in green (low risk).
  - **Concern**: Circle the scale that has the lowest percentage of students in the green (low risk)

ERI Externalizing Risk Index	IRI Internalizing Risk Index	ARI Adaptive Risk Index
Externalizing concerns such as hyperactivity, aggression, and disruptive interactions with peers and adults	*Internalizing* concerns such as anxiety, depression, withdrawal, and/or somatization	Concerns around adaptability, functional communication, social skills,

Step 2. Define the Problem. For the area(s) of concern that you selected, describe what that looks like in your classroom/grade level. Are there times of day that are particularly worse? Or a certain subject/activity that typically intensifies those concerns?

Example: The two areas of concern for my class/grade level are conduct and social skills. Conduct problems (arguments, fighting, and the time I have to spend navigating peer conflict) are usually the worst as students come back into class after recess. Students' inability to successfully solve conflicts with peers results in more conduct concerns in our classroom, making it hard to get to learning.

The problem I'm interested in addressing is _____

_____

_____

Step 3: Develop a Plan. Start with this list of the top 10 classroom management strategies. Reflect on the ones that you already do consistently, and identify some that you may do less or more inconsistently.

As a grade level team (or independently), select **one practice** to emphasize over the next 6 weeks that will help address the area of concern you identified.

The strategy I've selected to address this problem is _____.

Step 4: Implement the plan.

Week 1: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 2: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 3: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 4: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 5: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 6: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Step 5. Evaluate the progress.

Week of **INSERT DATE** at Grade Level Team / Common Planning Time

Evaluate the effectiveness of the classroom strategy. Plot your data below:

3						
2						
1						
0						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Was the strategy implemented with fidelity? If not, include the reason or barrier

Was the strategy effective? Why or Why not? Consider the BESS scales that you are primarily concerned with; will this strategy help "grow the green" in your BESS triangles for the spring? What needs to happen to reach the goal of 80-90% of students in green?

Does the data Indicate that you need to maintain, decrease or change the support?

IF	THEN
If the strategy indicated **no** improvement in classroom behavior	... consider choosing a different strategy.
If the strategy showed **some** success (e.g. three data points 2 or above)	... consider sticking with the strategy for another six week interval, perhaps increasing the frequency or intensity of the strategy.
If the strategy showed **great** success (e.g. four data points at 3)	... consider tackling another area of concern in the classroom.

BOSTON PUBLIC SCHOOLS MULTI-TIERED SYSTEM OF SUPPORT RECORD OF PROBLEM SOLVING AND PROGRESS MONITORING FORM

STUDENT NAME: GRADE: TEACHER: DATE PRESENTED:

	RECORD OF PROBLEM SOLVING AND PROGRESS MONITORING Part One: Background ***(teacher brings completed to meeting)***	
2 minutes	**Strengths** (*What is going well with the student?* Include both academic and social/emotional/behavioral areas):	**Student Profile**: ELD LEVEL: IEP (circle) YES NO AREA(S): 504 ACCOMMODATIONS: OTHER:
	Family Input (consider behavior at home, student strengths and interests, home environment, effective and ineffective prior partnering):	

	Data				
	Academic areas of concern	**Score**	**Target**	**Behavior areas of concern**	**Risk Category**
2 minutes	Benchmark - Reading		BOY: MOY: EOY:	Universal Screener/ODR's/other: *Conduct* (physical or verbal aggression)	· High · Medium · Low
	Benchmark – Math		BOY: MOY: EOY:	Universal Screener/ODR's/other: *Negative Affect* (sadness, anxiousness, negativity)	· High · Medium · Low
	Benchmark – Writing		BOY: MOY: EOY:	Universal Screener/ODR's/other: *Cognitive/Attention* (control of attention, distracted, loses interest quickly)	· High · Medium · Low
	Other data (Daily Attendance, Class Attendance, Medical Information, Individual Health Plan):			Universal Screener/ODR's/other: *Social* (social skills, friendship skills)	· Strength · Typical · Concern
				Universal Screener/ODR's/other: *Academic Functioning* (directions, working up to potential, prepared for class, absences)	· Strength · Typical · Concern

	AREAS OF CONCERN *(bold those that pertain to student)*				
	Reading · reading readiness · phonological awareness · syllabication · word patterns · word attack · fluency · comprehension	Math · number sense · memory & strategy · comprehension for: conceptual understanding & word problems · language/communication skills (read, write, discuss)	Writing · handwriting—control, attend to/recall shapes & processes · spelling: phonetics, linguistic rules, irregulars, encoding · expression/composition · fluency	Behavior (see above for descriptions) · conduct · negative affect · cognitive/attention · social · academic functioning	Other

BOSTON PUBLIC SCHOOLS MULTI-TIERED SYSTEM OF SUPPORT RECORD OF PROBLEM SOLVING AND PROGRESS MONITORING FORM

STUDENT NAME: GRADE: TEACHER: DATE PRESENTED:

	TIERED LEVELS OF SUPPORT							
2 minutes	How is Tier 1 (CORE) going? Note student/teacher absences, interruptions to CORE, fidelity, etc.)							
	Part Two: Action Plan *(team completes together at meeting)*							
4 minutes	What level of intervention does the student need? ____*Tier 2 (____ per week)* ____ *Tier 3 (____ per week)*	What intervention will be delivered and by whom? *Intervention by:* *Intervention tool:* Who will progress monitor and with what tool? *PM by:* *PM tool:* *PM frequency (bold):* · *Weekly* · *Biweekly*	How will progress be communicated with family? What is best form and schedule of contact? *(e.g., weekly letter sent home, email, daily report card, etc.)*	**1 minute**	What is the timeframe for the intervention (6-8 weeks)? ___ weeks *Start Date:* *End Date:* What specific quantifiable goal or objective is required to have been met to discontinue intervention?			
	Part Three: Progress Monitoring *(teacher brings completed to follow-up meeting)*							
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7 *Optional*	WEEK 8 *Optional*
2 minutes	Fidelity *(was intervention delivered?)*								
	Core *(student/teacher absences, other disruptions)*								
	Progress Monitoring Data								
	Contact home								
	Part Four: Intervention Evaluation *(team completes together at meeting)*								
5 minutes	**Evaluate Intervention** · Did the intervention lead to the expected growth? Does progress monitoring data indicate the student is responding to the intervention? *If yes (to both) cease intervention.* · Does the tiered intervention need to be maintained, increased, or decreased? *If yes, create new Action Plan (Part Two), above.* · Who will share outcomes with parent(s)?								

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
2.1 **Team Composition:** Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	• School organizational chart • Tier II team meeting minutes	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%
2.2 **Team Operating Procedures:** Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan	0 = Tier II team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.3 **Screening:** 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.	• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric • Team meeting minutes • School policy	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports
2.4 **Request for Assistance:** Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	• School handbook • Request for assistance form • Family handbook	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days
Subscale: Interventions		
2.5 **Options for Tier II Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	• School Tier II handbook • Targeted Interventions Reference Guide	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.6 **Tier II Critical Features:** 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).	• Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook	0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback 1 = All Tier II interventions provide some but not all 3 core Tier II features 2 = All Tier II interventions include all 3 core Tier II features
2.7 **Practices Matched to Student Need:** 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).	• Data sources used to identify interventions • School policy • Tier II handbook • Needs assessment • Targeted Interventions Reference Guide	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)
2.8 **Access to Tier I Supports:** 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.	• Universal lesson plans and teaching schedule • Tier II lesson plans • Acknowledgement system • Student of the month documentation • Family communication	0 = No evidence that students receiving Tier II interventions have access to Tier I supports 1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports 2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.9 **Professional Development:** A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress
Subscale: Evaluation		
2.10 **Level of Use:** 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	0 = Team does not track number of students responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled 2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports
2.11 **Student Performance Data:** 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.	• Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool • Daily/Weekly Progress Report sheets • Family communication	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.12 **Fidelity Data:** Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	• Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions 2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions
2.13 **Annual Evaluation:** 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	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

RESOURCES

WEBSITES

Collaborative for Academic, Social and Emotional Learning (CASEL)
http://www.casel.org/

Positive Behavioral Interventions and Supports, OSEP Technical Assistance Center
http://www.pbis.org/

Kentucky Tier 2 Behavior Toolbox
http://www.kentuckybehaviorrti.com/uploads/2/6/4/3/26435392/rti_behavior_tier_2_intervention_toolbox.pdf

VIDEOS

TFI Walkthrough Video
https://www.pbisapps.org/Resources/Pages/School-Wide-Tiered-Fidelity-Inventory-(TFI)-Walkthrough.aspx

RECOMMENDED ARTICLES

Educators' social and emotional skills vital to learning
http://www.garrisoninstitute.org/component/docman/doc_download/1007-jones-2013-educators-social-and-emotional-skills-vital-to-learning?Itemid=243