Quitman Upper Elementary



Multi-Tiered System of Supports (MTSS) Process

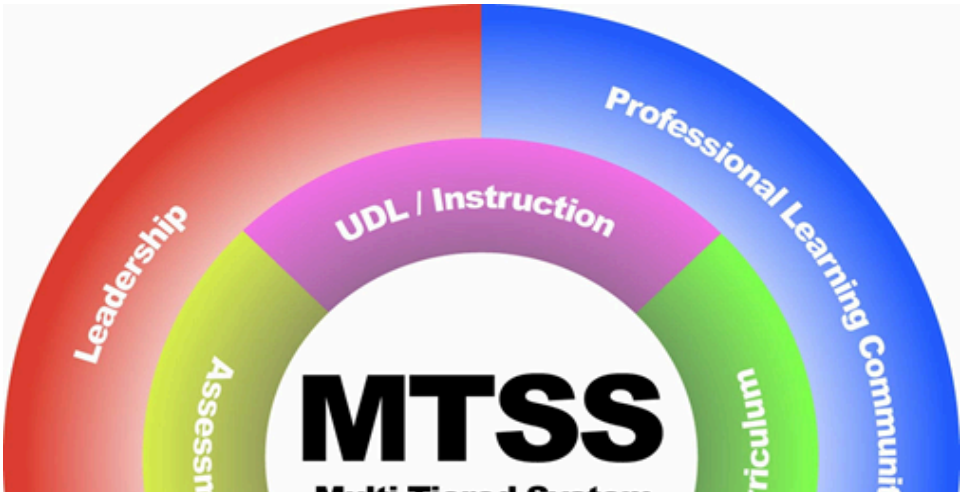
Updated on June 25, 2019

What is MTSS?

Multi-Tiered System of Supports (MTSS) is a system of supports that is focused on improving academic and behavioral outcomes for all students, including students who are learning English as a second language and students with disabilities. The overall goal of this tiered process is to ensure all students graduate high school ready for college and career.

The goals of MTSS are:

- Being prevention oriented: knowing who needs support as early as possible each year and putting those supports in place
- Implementing evidence-based interventions for all students and tailoring interventions based on students' 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



MTSS FLOWCHART FOR PreK-12

To meet the academic and behavioral needs of ALL students

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

TIER I

- ALL students receive high quality classroom instruction and supports
- Universal screener data should be used to guide instruction, including dyslexia screener at kindergarten and first grade
- Provide evidence-based researched curriculum instruction that is aligned to Mississippi state standards
- Differentiated instruction to meet the diverse needs of all learners
- Utilize a decision making process that is based on multiple data points when determining the need for additional student supports

TIER II

- ALL students continue to receive Tier I high quality classroom instruction and supports
- Offer supplemental instruction that includes evidence-based, targeted, skill building interventions for identified skill deficit(s)
- Utilize progress monitoring that is aligned to the supplemental intervention and the student goals
- Provide individual or small group targeted instruction/intervention and supplemental supports to meet the academic or behavioral needs
- Employ a decision making process that is based on multiple data points when determining the need for additional student supports or returning a student to Tier I, adjusting or changing the Tier II intervention, or referral to the Teacher Support Team

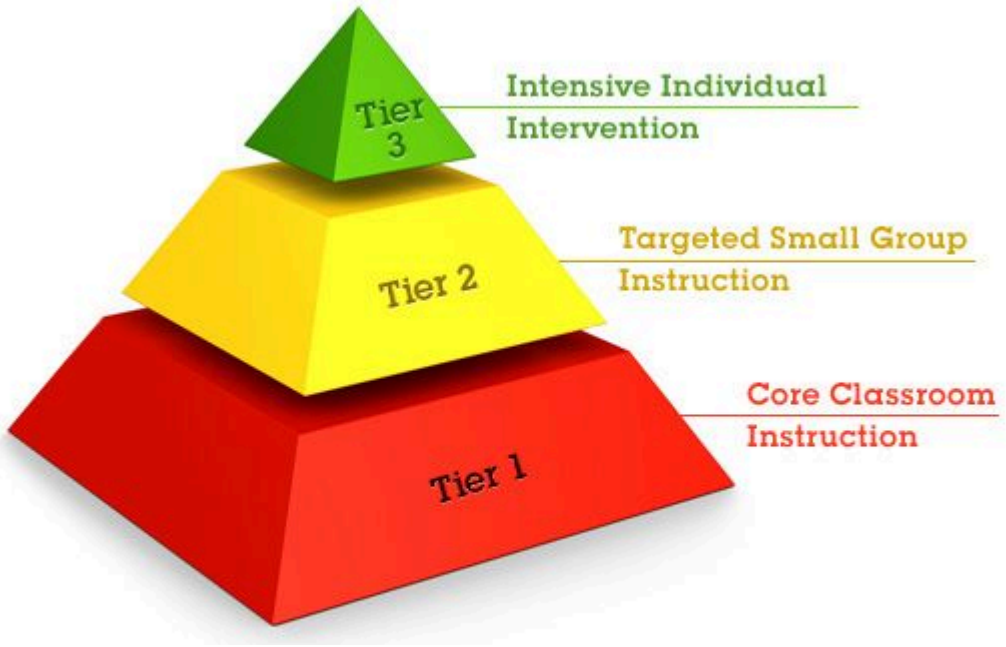
TIER III

- ALL students continue to receive Tier I high quality classroom instruction and supports
- Offer intensive intervention that includes evidence-based, targeted, skill building interventions for the identified skill deficit(s) (increased intensity and frequency and smaller group size)
- Utilize progress monitoring that is aligned to the intensive intervention and the student goals
- Employ a decision making process that is based on multiple data points when determining the need for additional student supports. This may include: continuing Tier III with the same intervention, with an additional intervention attempted, or a change in intervention; returning to Tier II; returning to Tier I – **OR** – be referred to the Multi-disciplinary evaluation team (MET) to determine the need for a comprehensive assessment through the child find process

CHILD FIND

- Students suspected of having a disability continue to receive high quality classroom instruction and supports
- Request (written or verbal) a comprehensive assessment for children suspected of having a disability immediately to school personnel
- Obtain written consent for the evaluation from the parent prior to the assessment
- Do NOT allow the MTSS process to delay nor deny the appropriate evaluation of a child suspected of having a disability
- Understand the MTSS process is not a prerequisite for a comprehensive assessment request
- Develop an Individualized Educational Program (IEP) for students eligible for special education services
- Determine if students not eligible for an IEP should return to the MTSS process and if they are eligible for a 504 plan

MTSS
Multi-Tiered System of Supports



Positive Behavioral Interventions and Supports (PBIS) Process

What is PBIS?

PBIS is an implementation **framework** for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. PBIS is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual). The interplay of 4 implementation elements is considered in all decisions:

1. **Data** – What information is needed to improve decision making
2. **Outcomes** – What students need to do for academic and behavior success
3. **Practices** – What students experience to support the learning and improvement of their academic and behavior success, e.g., teaching, prompting, and recognizing expected social behaviors
4. **Systems** – What do educators experience to support their use of evidence-based academic and behavior practices (e.g., leadership teams, data-based decision making, professional development)

The multi-tiered "**continuum**" is comprised of carefully selected, evidence-based practices at three different levels of support intensity. Specific practices are to the level of support need, and the local cultural context

- **Tier 1**: Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe climate
- **Tier 2**: Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone
- **Tier 3**: Indicated practices are more intense and individualized to meet the challenges of students who need more than Tiers 1 and 2 alone

QSD Panther Expectations

Panthers are:

	Be Proactive. Put First Things First.
	Seek First to Understand Then to Be Understood. Think Win-Win.
	Begin with the End in Mind. Think Win-Win. Synergize. Sharpen the Saw. Find your Voice.
	Put First Things First. Begin with the End in Mind. Find your Voice.

Teaching Matrix

QUE	Classroom	Cafeteria	HALLWAY	Restroom	RECESS	BUS	DISMISSAL	ASSEMBLIES
P PROACTIVE	Be prepared for class	Get all lunch items before sitting down and leave your area clean	Walk facing forward on blue line	Wait patiently for your turn	Use equipment for intended purpose	Enter and exit quietly and orderly	Take care of all transportation changes before the end of the day	Enter and exit calmly and quietly
A ALWAYS RESPECTFUL	Treat others kindly	Practice good table manners and use a soft voice	Use appropriate language, tone and gestures	Give each other privacy	Use kind words and actions and include others	Use appropriate language, tone, and gestures	Wait to be dismissed and go directly to bus or car riders	Stay silent awaiting directions
W WELL ROUNDED	Complete all assignments	Eat in a timely manner and stay in assigned area	Avoid being a distraction to other classrooms	ALWAYS flush, wash hands, dry hands with paper towels, and place used paper towels into the garbage can	Take turns and help others	Stay seated facing forward	Leave in a calm, quick, and orderly manner	Pay attention to presenter (Eyes and ears on speaker)
S SAFE	Keep your hands, feet, and objects to self	Keep your hands, feet, and objects to self	Keep your hands, feet, and objects to self	Keep your hands, feet, and objects to self	Keep your hands, feet, and objects to self	Keep your hands, feet, and objects to self	Keep your hands, feet, and objects to self	Keep your hands, feet, and objects to self

Reinforcements for Students

Various Reinforcements

1. PAWSitive Office Referrals

Criteria for:

- Any staff member can issue these to individual students
- Students are eligible based on any of the following:
    - Inclusion of Others, Honesty, Being Respectful, Showing Effort, Being Responsible, Being Kind to Others, Being Proactive, Beginning with the End in Mind, Putting First Things First, Thinking Win-Win, Seeking First to Understand, and Synergizing

2. School Store (bi-weekly) using individual points earned through the House System

Criteria for:

- Having individual points needed to purchase wanted items from the School Store

Weekly Panther Party

Criteria for:

- Bringing back signed papers and being prepared for class
- Perfect Attendance for the Week (no absences, check-ins, or check-outs)
- 2 or less Minor Behavior Infractions for the Week
- No Office or Bus Referrals for the Week

Options for Weekly Panther Party:

Popcorn, Popsicles, Spa Day, Kickball, Computer Games, Craft Day, Hang Out with Friends, Office Helpers, Sweet Tea, Slides

Model PAWS Party

Criteria for:

- Bringing back signed papers and being prepared for class for the month
- Perfect Attendance for the Month (no absences, check-ins, or check-outs)
- 2 or less Minor Behavior Infractions for each Week within the Month
- No Office or Bus Referrals for the Month

Options for Monthly Panther Party:

Hat Day, Bitmoji Bash, Battleball Blitz, Movie Day, Color Party, Basketball/Cheer, Dance Party, Mad Scientist Party, Walking Trail Adventure

Nine Week Bash

Behavior Bash, Prize Raffle Drawing, Citizenship Certificate

Criteria for 1st Nine Week Period (Focus is on Responsibility):

- Bringing back signed papers and being prepared for class
- No Office or Bus Referrals for the Nine Week Period

Criteria for 2nd Nine Week Period (Focus is on Perfect Attendance):

- Perfect Attendance for the Nine Week Period (no absences, check-ins, or check-outs)

Criteria for 3rd Nine Week Period (Focus is on Positive Behavior):

- No Office or Bus Referrals for the Nine Week Period
- No more than Step 3 twice during the Nine Week Period

Criteria for 4th Nine Week Period (Focus is on Responsibility, Perfect Attendance, and Positive Behavior):

- Bringing back signed papers and being prepared for class
- Perfect Attendance for the Nine Week Period (no absences, check-ins, or check-outs)
- No Office or Bus Referrals for the Nine Week Period
- No more than Step 3 twice during the Nine Week Period

Options for Nine Week Bash:

Fall Break Bash (rotations through various stations) (Christmas Bash (rotations through hot chocolate, making ornaments, and decorating cookies), Spring Break Bash (rotations through various stations), End of Year Bash (Water Slides and Snow cones)



Reinforcements for Staff Members



Various Reinforcements

1. Golden Tickets

Tickets will have a menu of options to choose from within 2 categories:

A. Spend Right Now (office supply, favorite snack, favorite drink, jean day)
B. Supervised Break (arrive late, leave early, lunch off campus)
    - These must be turned in no later than 2 days before the date of use in order to plan for supervision of students.

Criteria for:

- Staff members are eligible based on any of the following:
    - Using Leader in Me language, using PBIS language, on duty post on-time and being effective, being on-time to arrive, not leaving early, or turning in paperwork on time

2. Room Service on Campus

Criteria for:

- Staff members are eligible based on all of the following:
    - Using Leader in Me language, using PBIS language, on duty post on-time and being effective, being on-time to arrive, not leaving early, and turning in paperwork on time

Options for Room Service:

Grits and Bacon Breakfast, Cake and Pie Dessert, Catered Lunch on Campus, Massage on Campus, Manicure on Campus

Nine Week Raffle

Golden Tickets used will be placed in a Nine Week Raffle. Staff members that receive Room Service on Campus will have 2 tickets entered into the Nine Week Raffle.

Options for Nine Week Raffle:

Gift Certificate to Restaurant, School Supply Basket, Skip a Staff Meeting Ticket, Grading Papers Pass for a Day, Gift Certificate for Massage, Gift Certificate for Manicure, Reserved Parking Spot, Extra Planning Period for a Day, Free Car Wash during the Day

Behavior Flow Chart

Minor Behavior Infractions

- Defiance
- Dishonest Behavior
- Disruptive
- Dress Code Violation
- Inappropriate Action or Gesture
- Inappropriate Verbal Communication
- Not Doing Classwork
- Note Passing
- Off Task
- Other Behavior
- Out of Seat
- Running in Hallway
- Sleeping
- Talking without Permission
- Technology Violation

Major Behavior Infractions

- Bullying or Cyberbullying
- Chronic Minor Infractions *(Complete Minor Infraction procedures before Major Infraction procedures can be followed.)*
- Defiance
- Fighting
- Harassment
- Inappropriate Touching
- Other Behavior
- Serious Disruption
- Stealing
- Threat
- Vandalism
- Weapon





Minor Infraction Procedures:

Step 1-Restate and Re-Teach Expectation

Step 2- Alternate Assignment during

Major Infraction Procedures:

Step 1-Complete Office Discipline Referral.

Minor and Major Behaviors and Definitions

Minor Problem Behavior	**Definition**
Defiance	Student engages in brief or low-intensity failure to respond to adult requests.
Dishonest Behavior	Student delivers message or action that is untrue and/or deliberately violates rules.
Disruptive	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Action or Gesture	Student delivers an inappropriate action or gesture.
Inappropriate Verbal Communication	Student engages in low-intensity of inappropriate language.
Not doing Classwork	Student not completing classwork.

Note Passing	Student engages in passing notes during instructional time.
Off Task	Student engages in brief activity not focused on the assigned task.
Other Behavior	Student engages in any other minor problem behavior that do not fall within the other listed categories.
Out of Seat	Student sits in unassigned seat.
Running in Hallway	Student fails to walk while in the hallway.
Sleeping	Student sleeping during class.
Talking without Permission	Student engages in brief and low intensity conversation during inappropriate times.
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video player, camera, and/or computer.

Major Problem Behavior	**Definition**
Bullying	Student delivers disrespectful messages* (verbal or gestural) multiple times that includes threats and intimidation, obscene gestures, pictures, and/or written notes. **Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.*
Chronic Minor Behavior Infractions	Student receives four minor behavior infractions.
Cyberbullying	Student delivers disrespectful messages to another person that include threats and intimidation using electronic communication devices. **Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense attacks based on ethnic origin, disabilities or other personal matters.*
Defiance	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
Fighting	Student is involved in mutual participation in an incident involving physical violence.

Harassment	Student delivers disrespectful message* (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes. **Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.*
Inappropriate Touching	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Other Behavior	Student engages in any other major problem behavior that do not fall within the other listed categories.
Serious Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with material; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Stealing	Student is in possession of, having passed on, or being responsible for removing someone else's property.
Threat	Student delivers a message of possible harm to another person.
Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Weapon	Student is in possession of knife, gun (real or look alike), or other object readily capable of causing bodily harm.

The Big "5"

The TST team will meet on the first Tuesday of each month to review data. Our data specialist will pull the discipline data reports from SAM prior to the meeting.

1. How Much- Office Discipline Referrals (ODR)
2. What- ODR by type of problem behavior
3. Where- ODR by location
4. When- ODR by time of day
5. Who- ODR by student

MTSS/PBIS Tier 2
Roles and Responsibilities

Tier 2 is designed as strategic/targeted intervention and/or supplemental instruction for those students who are not progressing or responding to Tier 1 efforts as expected and need more structure, feedback, instruction, and support.

Role	Responsibilities	Team Member
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	Chelsea Davis
Administrator	1. Supports process by attending meetings 2. Restructures resources (time and staff) 3. Communicates with faculty, staff, and family members about the process	Debbie Chapman

Intervention Coordinator *(May be more than one person)*	1. Establishes and manages logistics of intervention (e.g., location, personnel, etc.) 2. Assists 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	Madeline Andrews
Recorder	1. Notify/reminds team members of meeting time and location. 2. Keeps minutes of decisions/actions/tasks including students eligible, intervention applied, and results of intervention	Chelsea Davis
Intervention Facilitator *(May be more than one person)*	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	Teachers
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 synthesize information to make intervention decision	Emily Gibson Chelsea Davis

The purpose of universal screening for behavior is to identify those students within the entire student population who are at risk for developing behavioral or mental health problems.

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

Universal Screener

1. Office Discipline Referrals
2. Teacher Nomination Forms
    a. Beginning of Year Screener - September 16-20, 2019
    a. Middle of Year Screener - January 13-17, 2019
    b. End of Year Screener - April 6-9, 2019

- Teacher will be given the Teacher Nomination Forms during a Faculty Meeting where directions for completing the form are given and discussed. The teacher will complete the Teacher Nomination Forms

for their homeroom class. Classes that have multiple teachers will have Teacher Nomination Form completed by both teachers that teach the main subject areas. Encore and special education teachers will review completed Teacher Nomination Forms afterwards to add any additional information. Teachers will return completed Teacher Nomination Forms to the school counselor by the deadline.

- After Teacher Nomination Forms are turned in, the Tier 2 Team will meet to complete the Post Teacher Nomination Forms on identified students to determine next steps.
    - Who will “dig down” to determine the “Big 5” for individual students?
    - Who will share goals and interventions on students with the remainder of the faculty and parents/guardians

CICO (Check-In Check-Out)

What is CICO?

Core Features: Can be implemented at Tier 2. A CICO behavior chart can be used to monitor progress. CICO can be implemented in a matter of minutes at the start and end of each day. Replacement behaviors are defined based on the school-wide expectations for Tier 2.

Function: Designed to provide support and monitoring for students at-risk of developing serious or chronic behavior problems. (Re*ach M*S)

System: A positive adult mentor will meet with the student at Tier 2 (at least 2-3 times per week) at the beginning of the school day to define and review targeted behaviors and at the end of the day to review the student's progress. The staff member will keep track of the student's progress through a CICO behavior chart,

which can be reviewed with the student at each meeting. In addition to the attention and praise from the adult, the student may also receive additional reinforcement, such as a token or other meaningful reward.

How do I implement CICO?

1. Gather Baseline data:
The school counselor will notify you that you have a student in consideration for Tier 2 interventions.

- Upon choosing CICO as your intervention of choice for the specific student, you will collect baseline data based on the criteria the student will be using to meet their goal once the intervention is fully in place.
- The student will not be involved in baseline data gathering but the teacher will bring this information with them to Tier 2/Discipline committee meeting prior to the student being formally placed in Tier 2.

2. Check in with your student at the beginning of each day.
Topics of morning discussions can be:

- What did you do last night? What time did you go to bed? Did you eat breakfast this morning? Do you have your homework completed and ready to turn in?

Discuss replacement behaviors:

- Replacement behaviors at the Tier 2 level will always be our school's four expectations: Panthers are proactive, always respectful, well-rounded, and safe.
    - These expectations can be tailored to fit classroom rules or target problem areas.
    - Example of classroom expectations: How can you be ready? ("Listen to the teacher," which is a classroom expectation.)
    - Example of target problem: How can you be responsible? ("Complete my work.")

3. Check out with your student at the end of the day.
Topics of afternoon discussions can be:

- How was your day? Do you have your homework ready to do at home?

Discuss replacement behaviors:

- How *w*ere you respectful today? (obeyed my teacher when she told me to get out my homework...etc.) - How *we*re you responsible today? (I had my homework. I had my pencil. I finished my classwork on time....etc.) How were you ready today? (I obeyed my teacher the first time. I was looking at my teacher while she was speaking.)

If you were not able to check out with the student, ask the student how they showed the PAWS the day before.

How do I determine if the student is responding to this intervention?

We will use two data points to review how the student is responding to the intervention: Behavior Chart and ODRs.

Behavior Chart to Progress Monitor:

- 4-Week Review (Tier 2): Meeting a goal established by the MTSS team
- 8-Week Review (Tier 2): *M*eeting a goal established by the MTSS team

Behavior Charts will be turned in at the end of each week to the school counselor.

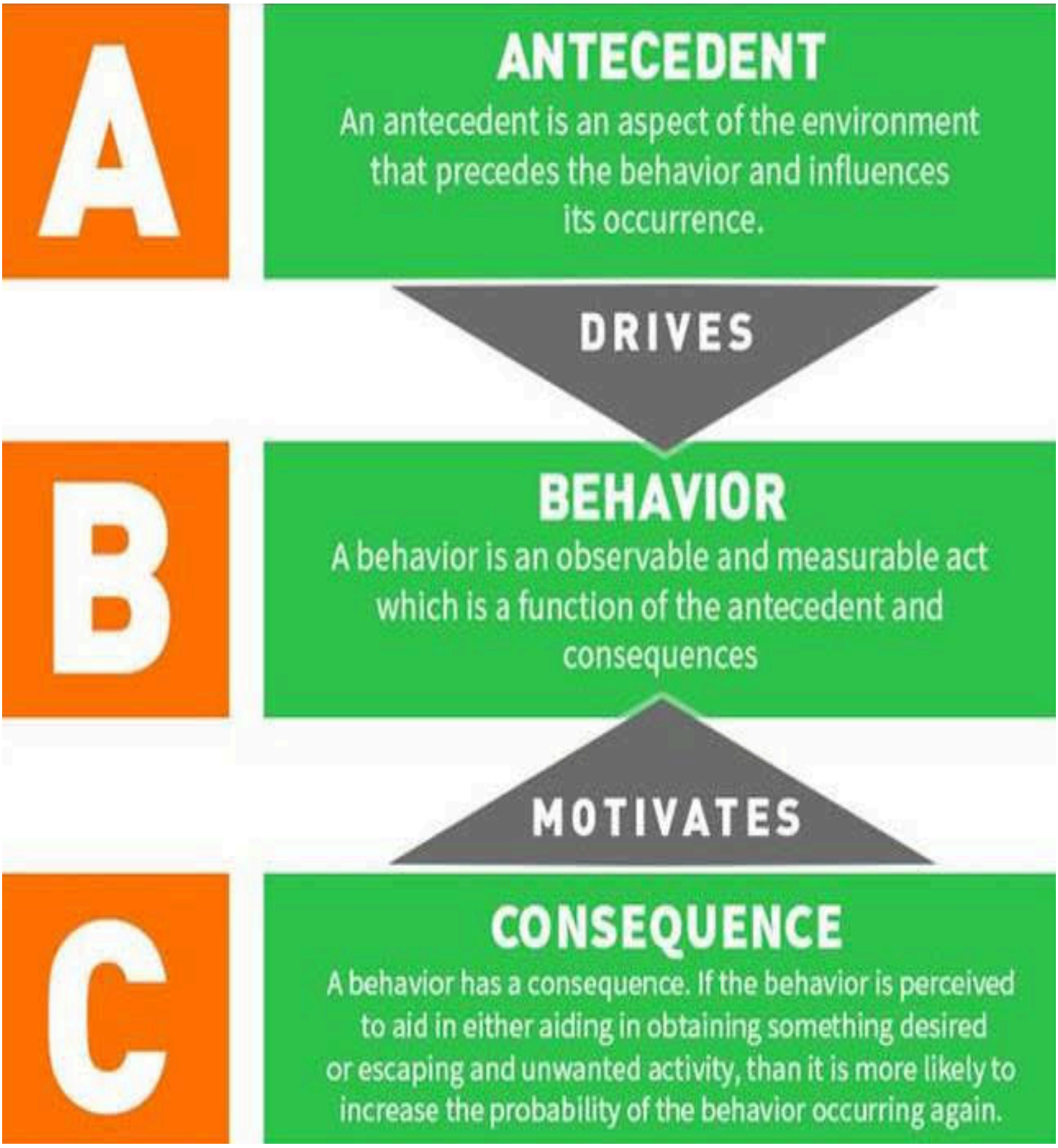
ODRs to Progress Monitor:

- 4-Week Review: Decrease in percentage of ODRs for that time period.

- 8-Week Review: Decrease in percentage of ODRs for that time period.

ODRs will be pulled from SAM at the end of each week by the MTSS team administrator.

Fidelity checks will be completed by the MTSS Team Leader and Administrator at the 3rd and 6th week periods.



Behavior Contract

What is a Behavior Contract?

Core Features: Can be implemented at the Tier 2 or Tier 3 level. Behavior contracts can be used alongside other behavioral interventions as supplemental aid, or as an intervention by itself.

Function: Designed to provide students with more one on one help, support, and intervention. It holds students accountable; provides structure, routine, consistency, and organization; and promotes self-responsibility. (*P*BISW*orld.com*)

System: Behavior contracts are written agreements between a student and an adult mentor. The contract should include what is expected of the student. It also includes positive consequences for following through or negative consequences for breaking the agreement. Both parties should sign the contract.

How do I implement a behavior contract?

1. Use a template or create your own.
Behavior contract templates will be available for MTSS meetings.
2. Gather Baseline data:
The MTSS member responsible for communications will notify you that you have a student in consideration for Tier 2 interventions.

- Upon choosing the behavior contract as your intervention of choice for the specific student, you will collect baseline data.
- The teacher will bring this information with them to Tier 2 Behavior Committee Meeting prior to the student being formerly placed on Tier 2.

3. Check in with your student daily (review behavior goals).
4. Complete your end of the contract (reward student for meeting goals and follow through with consequences).

How do I determine if the student is responding to this intervention?

We will use two data points to review how the student is responding to the intervention: Behavior Chart and ODRs.

Behavior Chart to Progress Monitor:

- 4-Week Review (Tier 2): Meeting a goal established by the MTSS team
- 8-Week Review (Tier 2): *M*eeting a goal established by the MTSS team

Behavior Charts will be turned in at the end of each week to the school counselor.

ODRs to Progress Monitor:

- 4-Week Review: Decrease in percentage of ODRs for that time period.
- 8-Week Review: Decrease in percentage of ODRs for that time period.

ODRs will be pulled from SAM at the end of each week by the MTSS team administrator.

Fidelity checks will be completed by the MTSS Team Leader and Administrator at the 3rd and 6th week periods.

Individual and Small Group Counseling

What is Individual or Small Group Counseling?

Core Features: Can be implemented for students at Tier 2 or 3. A behavior chart can be used to monitor progress. Individual or small group counseling can be administered by the school counselor or support personnel.

Function: The Counselor or support personnel meets with students individually or in a small group to work on personal, social, career, or educational development. There are different types of groups, ranging from anger management to school survival/success. Other groups might be social and academic skills, grief and loss, divorce, and self-esteem.

System: Individual or small group counseling will be implemented most commonly on a weekly basis (more frequentl*y/*less frequently as determined by need).

How do I implement Individual or Small Group Counseling?

1. Fill out a counseling referral form.
2. Turn in to the school counselor.
3. Gather Baseline data:

The MTSS member responsible for communication will notify you that you have student in consideration for Tier 2 interventions.

- Upon choosing individual/small group counseling as your intervention of choice for the specific student, you will collect baseline data.
- The teacher will bring this information with them to Tier 2 Behavior Committee Meeting prior to the student being formerly placed on Tier 2.

The school counselor or support personnel will implement social skills instruction, and the homeroom teacher will be responsible for monitoring progress through a behavior chart and ODRs.

How do I determine if the student is responding to this intervention?

We will use two data points to review how the student is responding to the intervention: Behavior Chart and ODRs.

Behavior Chart to Progress Monitor:

- 4-Week Review (Tier 2): Meeting a goal established by the MTSS team
- 8-Week Review (Tier 2): *M*eeting a goal established by the MTSS team

Behavior Charts will be turned in at the end of each week to the school counselor.

ODRs to Progress Monitor:

- 4-Week Review: Decrease in percentage of ODRs for that time period.
- 8-Week Review: Decrease in percentage of ODRs for that time period.

ODRs will be pulled from SAM at the end of each week by the MTSS team administrator.

Fidelity checks will be completed by the MTSS Team Leader and Administrator at the 3rd and 6th week periods.

Social Skills Instruction

What is Social Skills Instruction?

Core Features: Can be implemented for students at Tier 2. A behavior chart can be used to monitor progress. Social skills instruction can be administered by any staff member, but most commonly will be implemented by the school counselor or support personnel.

Function: The counselor or support personnel meets with students individually or in a small group to instruct students on accepting rules and authority at school, relating to peers, and developing positive social skills.

System: Social skills instructions will be implemented most commonly on a weekly basis (more frequently/less frequently as determined by need) in individual or small group settings.

How do I implement Social Skills Instruction?

1. Fill out a counseling referral form.
2. Turn in to the school counselor.
3. Gather Baseline data:
The MTSS member responsible for communication will notify you that you have student in consideration for Tier 2 interventions.

- Upon choosing social skills instruction as your intervention of choice for the specific student, you will collect baseline data.
- The teacher will bring this information with them to Tier 2 Behavior Committee Meeting prior to the student being formerly placed on Tier 2.

The school counselor or support personnel will implement social skills instruction, and the homeroom teacher will be responsible for monitoring progress through a behavior chart and ODRs.

How do I determine if the student is responding to this intervention?

We will use two data points to review how the student is responding to the intervention: Behavior Chart and ODRs.

Behavior Chart to Progress Monitor:

- 4-Week Review (Tier 2): Meeting a goal established by the MTSS team

- 8-Week Review (Tier 2): *M*eeting a goal established by the MTSS team

Behavior Charts will be turned in at the end of each week to the school counselor.

ODRs to Progress Monitor:

- 4-Week Review: Decrease in percentage of ODRs for that time period.
- 8-Week Review: Decrease in percentage of ODRs for that time period.

ODRs will be pulled from SAM at the end of each week by the MTSS team administrator.

Fidelity checks will be completed by the MTSS Team Leader and Administrator at the 3rd and 6th week periods.