



The District MTSS Behavior-Support Plan: A Model

This handout provides a skeletal narrative that schools are welcome to adapt as they write their own RTI/MTSS-Behavior District or School Plans. The sections below contain descriptions of Tiers 1, 2, and 3, as well as school-wide screening procedures. Included in each section are questions that your implementation team may want to consider as you develop your own MTSS plan.

Multi-Tier System of Supports for behavior (MTSS-Behavior) is a comprehensive model for providing student behavioral and social-emotional support in schools.

As the foundation of MTSS-Behavior, Anyplace School District has identified key positive behavioral expectations to be explicitly taught to all students as a universal (Tier 1) 'behavioral curriculum'. At the classroom level, teachers use effective whole-group management techniques to maintain positive learning environments. Teachers can also access a bank of research-based intervention strategies to manage challenging behaviors of individual students. Each of our schools has also set up a range of more intensive (Tier 2) behavior programs for students who display more significant behavior needs. For those learners presenting the most intensive behavior/social-emotional challenges, each of our schools maintains a (Tier 3) MTSS Problem-Solving Team table to develop highly individualized intervention plans.

This document describes the MTSS plan for multitiered behavioral/social-emotional support currently in place in the Anyplace School District.

Tier 1: District-Wide Behavioral Expectations

Each year, the Anyplace School District agrees upon shared universal behavioral expectations for all students and staff. Staff and students are trained in those behaviors as one part of the Social-Emotional Learning (SEL) curriculum. The district follows this annual calendar to develop, teach, and maintain behavioral expectations across all schools:

Essential Element	Questions for Your MTSS Plan	NOTES
<p><i>April-May: Update Behavioral Expectations.</i> The district MTSS Behavior Leadership Team meets with representatives from all schools. That team reviews the current set of universal behavioral expectations and updates them if needed. In the current plan, the district supports 4 positive behaviors under the acronym SOAR:</p> <p>S: I support my classmates.</p> <p>O: I obey school rules.</p> <p>A: I achieve to the best of my ability.</p> <p>R: I respect my teacher and other adults.</p>	<ul style="list-style-type: none"> <i>What process will your district/schools follow to establish school-wide positive behavioral expectations and to update them yearly?</i> 	
<p><i>June-September: Develop Site-Specific Rules.</i> In preparation for the next school year, each school:</p>	<ul style="list-style-type: none"> <i>How will your district/schools translate school-wide behavioral</i> 	



<ul style="list-style-type: none"> • compiles a list of classroom and common-area settings for students. • determines the adult(s) responsible for managing behavior in each of these settings, and • enlists these supervising adults to translate building-wide expectations for behavior into more detailed site-specific rules. • Displays a poster with rules in each location. 	<p><i>expectations into site-specific rules?</i></p>	
<p><i>September: Teach Positive Behaviors.</i> At the start of the academic year, positive behaviors are explicitly taught.</p> <ul style="list-style-type: none"> • Within the first week of school, each building convenes an assembly to teach the district-wide behavioral expectations. • Within the first month of school, all supervising adults teach site-specific rules for each building location. 	<ul style="list-style-type: none"> • <i>What is your district/schools' plan to teach behavioral expectations to all students?</i> • <i>Does your district or school teach a Social-Emotional Learning (SEL) curriculum that should be included in this section?</i> 	
<p><i>September-June: Review and Reinforce Positive Behaviors.</i> Throughout the school year, supervising adults in each setting regularly acknowledge and reinforce positive student behaviors:</p> <ul style="list-style-type: none"> • Each school provides every staff member with 'Power Ticket' tokens. • When staff observe a student engaging in noteworthy positive behaviors, they give the student a 'Power Ticket' while also describing and praising the positive behavior observed. • Students are able to redeem collected 'Power Tickets' for rewards at the school Positive Behavior store. 	<ul style="list-style-type: none"> • <i>How will your district/schools ensure that teachers/staff are acknowledging and reinforcing appropriate behaviors among students?</i> 	

Tier 1: Class-Wide Management

Teachers in all classrooms use positive classroom management practices to teach and reinforce appropriate student behaviors at the group level. These practices include posting and reinforcing classroom rules, instructing students to follow academic routines, and communicating expectations clearly.

Essential Element	Questions for Your MTSS Plan	NOTES
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<p>The handout <i>Resource 1. Tier 1: Class-Wide Management: MTSS-Behavior Intervention Pathways</i> in this document provides a list of specific class-wide management strategies that teachers are encouraged to use.</p>	<ul style="list-style-type: none"> • <i>What proactive, positive techniques do you expect teachers to use in managing their classrooms?</i> 	
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Tier 1: Classroom Intervention

The teacher is the Tier 1/classroom RTI/MTSS 'first responder' who can provide individualized behavioral and/or social-emotional support to specific students as needed.

Essential Element	Questions for Your MTSS Plan	NOTES
<p>Teachers are encouraged to provide Tier 1 interventions for behavior to any student who is likely to benefit.</p> <p>At minimum, however, it is expected that teachers will put Tier 1 interventions in place those students whose behaviors significantly disrupt instruction and/or whose social-emotional needs require the support of structured interventions.</p>	<ul style="list-style-type: none"> • <i>What are your school's 'non-negotiable' indicators that a student requires a Tier 1 behavioral intervention?</i> 	
<p>Teachers at our schools have two alternative ways to meet with colleagues to plan Tier 1 classroom interventions and to schedule follow-up meetings to evaluate student progress:</p> <ul style="list-style-type: none"> • <i>Consultant.</i> The school has compiled a list of behavioral consultants available to meet with individual teachers to help them to create and to document an intervention plan. • <i>Team.</i> Teachers can bring students to their regularly scheduled grade-level, instructional, or department teams to conduct meetings with their instructional colleagues to plan behavioral interventions. 	<ul style="list-style-type: none"> • <i>What is your school's solution to the requirement that teachers talk with colleague(s) as they put together a classroom behavioral intervention plan?</i> 	
<p>All teachers have access to a 'toolkit' of research-based interventions for behaviors and social-emotional support to use in assembling their Tier 1/classroom intervention plans. In addition, teachers are encouraged to consult <i>Resource 2: Tiers 1-3: Internet Sources for Research-Based Behavior Interventions</i> for additional district-approved internet sources of quality research-based intervention ideas.</p>	<ul style="list-style-type: none"> • <i>What is your school's timeline and workplan to create and deploy a classroom behavioral intervention 'toolkit'?</i> 	



<p>Tier 1 behavioral interventions are typically implemented for 4 to 8 instructional weeks, although intervention length can be adjusted downward or upward depending on the type and severity of student behaviors.</p> <p>Teachers put their classroom behavior plans into writing before implementing them, using the <i>Resource 3: Tier 1/Classroom Support Plan</i> form that appears elsewhere in this document.</p> <p>During interventions, teachers collect data (e.g., using behavior tallies, Behavior Report Cards, behavior logs, or other appropriate measures) at least weekly to judge whether those interventions are effective.</p>	<ul style="list-style-type: none"> • <i>What are your school's minimum expectations for high-quality classroom interventions?</i> 	
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Tier 2: Strategic Intervention

Our schools provide Tier 2/strategic services for students who require behavior and/or social-emotional support beyond that provided in the classroom. The purpose of Tier 2 behavior interventions is to improve students' social adjustment and promote academic success.

Essential Element	Questions for Your MTSS Plan	NOTES
<p>Students are recruited based on several data sources, including teacher nomination, Office Disciplinary Referrals, attendance, and grades.</p>	<ul style="list-style-type: none"> • <i>How does your school identify students eligible for Tier 2 services?</i> 	
<p>Tier 2 interventions are matched to the behavioral and social-emotional needs of each student and can take the form of small group programs, mentoring support, or individual counseling</p> <p>Our school uses intervention programs and practices in Tier 2 that have research evidence of their effectiveness. <i>Resource 4: Tier 2/3 Behavior Intervention Programs at a Glance</i> presents a list of the current evidence-based Tier 2 programs available at our school.</p>	<ul style="list-style-type: none"> • <i>How will your school inventory your existing programs and practices?</i> • <i>What standard are you adopting for 'evidence-based' or 'research-based'?</i> 	
<p>Tier 2 interventions are reviewed every 6-8 weeks to ensure that students are appropriately placed and are making adequate progress.</p>	<ul style="list-style-type: none"> • <i>How often does your school review Tier 2 intervention placements?</i> 	



Tier 3: Intensive Intervention

Students with significant behavioral and/or social-emotional needs who have failed to respond to lesser levels of support receive Tier 3 (intensive) interventions. A Tier 3 MTSS Problem-Solving Team ('MTSS Team') has been established at each of our schools to develop and oversee Tier 3 intervention plans for both academics and behavior. This team follows a problem-solving model, in which a particular student's unique needs are analyzed and a customized intervention program is developed to match that student's needs.

Essential Element	Questions for Your MTSS Plan	NOTES
<p>The MTSS Team is multi-disciplinary, made up of both teachers and support staff. The team:</p> <ul style="list-style-type: none"> • follows a consistent, structured problem-solving model during its meetings. • schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan is effective. • develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people. • builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns. 	<ul style="list-style-type: none"> • <i>Does your school's MTSS Team have a multi-disciplinary membership and follow a structured problem-solving process?</i> 	
<p>The MTSS Team follows clear guidelines for when to accept a Tier 3 student referral. Generally, the MTSS Team reserves its meetings for any student with serious academic and/or behavioral challenges that has failed previously to make appropriate progress with Tier 1 (classroom) and Tier 2 (strategic) intervention services.</p> <p>However, the MTSS Team can also take referrals for students in sudden crisis or otherwise requiring immediate attention.</p>	<ul style="list-style-type: none"> • <i>Does your MTSS Team have guidelines for determining when to accept a referral?</i> 	



Tiers 2/3: Data: School-Wide Screeners for Behavior Problems.

Our schools employ building-wide data and screening tools proactively to identify those students with behavioral or social/emotional concerns and provide them with appropriate classroom (Tier 1), early-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.

Essential Element	Questions for Your MTSS Plan	NOTES
Local Data Sources. Our school reviews the following 3 local data sources at 5-week intervals throughout the school year: (1) grades, (2) attendance, (3) Office Disciplinary Referrals. These data sources were selected because they are strong predictors of student success.	<ul style="list-style-type: none"> How frequently will your school examine these local data sources? Who will be responsible for running data reports on these data sources? 	
At each 5-week checkpoint, our school applies a matrix (see Resource 5: <i>Matrix: Local RTI/MTSS Screening Data</i>) to identify students needing an MTSS response and to define what MTSS behavioral support they require.	<ul style="list-style-type: none"> Do the school responses in your completed local-data matrix become progressively more intensive for students flagged multiple times for the same problem? 	

Essential Element	Questions for Your MTSS Plan	NOTES
<p>Behavioral/Social-Emotional Screening Process. At 3 points during the school year (Fall/Winter/Spring), our schools also use a multi-gating process to screen all students to identify individuals whose behavioral/social-emotional needs require MTSS interventions. Here are the steps ('gates') in that process:</p> <p>GATE 1: Teacher Nomination. Teachers identify students in their classrooms who display significant behavioral or socio-emotional concerns that negatively impact learning.</p> <p>GATE 2: Clinical Questionnaire. For each student they identify, teachers complete the Student Behavior Rating Questionnaire [fictional], a short (5-min) clinical rating scale to judge severity of symptoms.</p> <p>GATE 3: GATE 3: Observations. Support staff (i.e., psychologists, counselors, social workers) conduct</p>	<ul style="list-style-type: none"> How frequently will your school screen students for behavior concerns? Will your school use a behavior-evaluation questionnaire in its screening process? <p><i>NOTE: Schools can review behavior questionnaires and other MTSS data tools for behavior at the National Center on Intensive Intervention website:</i></p> <p><i>https://charts.intensiveintervention.org/</i></p>	



<p>follow-up classrooms observations of identified students who score in the clinical range on the clinical questionnaire.</p> <p>Based on information from this 3-step multi-gating process, our schools decide which students are eligible for behavioral support and then place them in appropriate interventions within the continuum of Tiers 1, 2, and 3.</p>	<p><i>chart/behavioral-progress-monitoring-tools</i></p>	
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Additional Resources



Resource 1: Tier 1: Class-Wide Management: MTSS-Behavior Intervention Pathways

Well-managed classrooms are built on a foundation that includes (1) teaching behavioral expectations to students; (2) providing strong instruction; (3) using proactive strategies to manage group behaviors; (4) building connections with students; and (5) responding flexibly and appropriately when individual behavior problems occur.

Teachers can use this checklist to build an 'intervention pathway' that promotes effective classroom management and ensures that they are using the right balance of behavior management practices with their students.

1. Behavioral Expectations. Students receive explicit training and guidance in expected classroom behaviors--to include:

[1.1] **Teaching Behavioral Expectations.** Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

[1.2] **Posting Positive Classroom Rules.** The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

[1.3] **Training Students in Basic Class Routines.** The teacher has clearly established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003; Sprick, Borgmeier, & Nolet, 2002). These routines include but are not limited to:

- Engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
- Assigning and collecting homework and classwork
- Transitioning students efficiently between activities
- Independent seatwork and cooperative learning groups
- Students leaving and reentering the classroom
- Dismissing students at the end of the period

2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:

- [2.1] **Delivering Effective Instruction.** The teacher's lesson and instructional activities include these components (Burns, VanDerHeyden, & Boice, 2008):
 - *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
 - *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
 - *High rate of student responding and engagement.* There are sufficient opportunities during the lesson for students to be actively engaged and 'show what they know'.



— *Timely performance feedback.* Students receive feedback about their performance on independent seatwork, as well as whole-group and small-group activities.

- [2.2] **Maintaining a Brisk Pace of Instruction.** The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during roll-taking or transitioning between activities) when student misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).
- [2.3] **Giving Clear Directions.** When delivering directions to the class, the teacher uses strategies that increase the likelihood that all students hear and clearly understand them (Ford, Olmi, Edwards, & Tingstrom, 2001). For large groups, such strategies might include using a general alerting cue (e.g., 'Eyes and ears on me') and ensuring group focus before giving directions. Multi-step directions are posted for later student review. For individual students, the teacher may make eye contact with the student before giving directions and ask the student to repeat those directions before starting the assignment.
- [2.4] **Offering Student Choice.** The teacher provides the class or individual students with appropriate choice-opportunities when completing in-class academic tasks (Jolivet, Wehby, Canale, & Massey, 2001). Offering choice options to students can increase academic motivation and focus while reducing problem behaviors. Examples include allowing students to choose (1) an assignment from among two or more alternative, equivalent offerings; (2) what books or other materials are to be used to complete an assignment; (3) who to work with on a collaborative task.
- [2.5] **Avoiding Instructional 'Dead Time'.** The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., during roll-taking or transitioning between activities) when student misbehavior can start (Gettinger & Ball, 2008).

3. **Group Behavior Management.** The teacher uses active, positive techniques to manage the classroom--to include:

- [3.1] **Employing Effective Verbal Commands.** The teacher delivers clear directives to students that (1) are delivered calmly, (2) are brief, (3) are stated when possible as DO statements rather than as DON'T statements, (4) use clear, simple language, and (5) are delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.
 - [3.2] **Providing Active Supervision.** The teacher frequently moves through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors, and praises examples of appropriate student behavior.
 - [3.3] **Using Group Prompts to Hold Attention.** The teacher gives brief reminders of expected behaviors at the 'point of performance'—the time when students will most benefit from them (DuPaul & Stoner, 2002). To prevent student call-outs, for example, a teacher may use a structured prompt such as: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student."
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4. **Student Relationships.** The teacher uses strategies to promote in students a sense of classroom connection and belonging--to include:

- **[4.1] Greeting Students at the Classroom Door.** A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007). The teacher spends a few moments greeting each student by name at the classroom door at the beginning of class.
- **[4.2] Shaping Behavior Through Praise.** To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior (Kern & Clemens, 2007). The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.
- **[4.3] Maintaining a High Rate of Positive Interactions** Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).

5. **Individual Behavior Management.** The teacher uses flexible, positive techniques to manage behaviors of particular students--to include:

- **[5.1] Giving Pre-Corrections as Behavioral Reminders.** The teacher heads off a problem behavior by proactively prompting or reminding the student to show appropriate behaviors (De Pry & Sugai, 2002). Just before a time, situation or setting when problem behaviors are most likely to occur, the teacher 'pre-corrects' by reminding the student of appropriate behavioral expectations.
- **[5.2] Emphasizing the Positive in Teacher Requests.** Whenever possible, the teacher states requests to individual students in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat") rather than with a negative spin (e.g., "I won't help you with your assignment until you return to your seat."). When an instructor's request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance (Braithwaite, 2001).
- **[5.3] Asking Open-Ended Questions to Understand the Problem.** The teacher asks neutral, open-ended questions to collect more information before responding to a student who is upset or appears confrontational (Lanceley, 1999). The teacher can pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions (e.g., "What do you think made you angry when you were talking with Billy?"). Teachers should avoid asking 'why' questions because they can imply that the teacher is blaming the student.
- **[5.4] Keeping Responses Calm and Brief.** The teacher responds to provocative or confrontational students in a 'neutral', business-like, calm voice and keeps responses brief (Sprick, Borgmeier, & Nolet, 2002; Walker &



Walker, 1991). The teacher avoids getting 'hooked' into a discussion or argument with that student. Instead the teacher repeats the request calmly and—if necessary-- imposes a pre-determined consequence for noncompliance.

- **[5.5] Accessing an Array of Supportive Responses to Problem Behavior.** The teacher employs a continuum of ascending positive-behavior responses when problem student behaviors occur—e.g., (1) give a non-verbal reminder; (2) give a verbal reminder; (3) offer assistance or modify the task; (4) provide a safe space for de-escalation (Leach & Helf, 2016).
- **[5.6] Selecting Behavior Management Strategies Matched to Student Need.** The teacher is able flexibly to match behavior management strategies to the needs of specific students, demonstrating their understanding that one type of intervention strategy cannot be expected to work with all learners. (Marzano, Marzano, & Pickering, 2003).
- **[5.7] Employing Negative Consequences Sparingly.** The teacher makes limited use of 'contingent' (negative) consequences to reduce inappropriate behavior. The instructor accesses negative consequences only after first (a) trying supportive consequences, and (b) ruling out explanations for the misbehavior that lie beyond the student's control (e.g., a skill deficit prevents the student from showing the desired replacement behavior). (Conroy & Sutherland, 2012).
- **[5.8] Documenting Classroom Removals.** Students may be removed from the classroom for disciplinary reasons or to help them to calm down or deescalate problem behaviors. All classroom removals are recorded, including information such as date and time/duration of the removal and a brief narrative of the event (Noltemeyer & Ward, 2015).
- **[5.9] Holding 'Reentry' Conferences.** Soon after any significant in-class incident of student non-compliance, defiance, or confrontation, the teacher makes a point to meet with the student individually to discuss the behavioral incident, identify the triggers in the classroom environment that may have led to the problem, and brainstorm with the student to create a plan to prevent the reoccurrence of such an incident. Throughout this conference, the teacher maintains a supportive, positive, polite, and respectful tone (Fields, 2004).



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Resource 2: Tier 1, 2, 3: Internet Sources for Research-Based Behavior Interventions

Listed below are Internet sources that meet the district's definition as 'research-based'. School staff can use these links to find or evaluate academic and behavioral intervention programs and strategies appropriate for Tiers 1-3.

Internet Intervention Source
Intervention Central (http://www.interventioncentral.org). The site includes a range of academic and behavioral intervention ideas suitable for classroom use.
Evidence-Based Intervention Network (http://ebi.missouri.edu). Sponsored by the School Psychology program at the University of Missouri, this site contains academic and behavioral intervention scripts suitable for classroom use.
What Works Clearinghouse (http://ies.ed.gov/ncee/wwc). Sponsored by the US Dept. of Education, this website hosts a series of teacher 'Practice Guides'. These free 60-100 page guides summarize current research for teachers on behavior and academic intervention topics.

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.

Progress-Monitoring. Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.	
Type of Data Used to Monitor:	
Baseline	Outcome Goal
How often will data be collected? (e.g., daily, every other day, weekly):	

Resource 4: Tier 2/3 Behavior Intervention Programs at a Glance

Listed below are MTSS-Behavior intervention programs available in our schools to support Tier 2 and Tier 3 interventions.

Tier 2/3 Behavior/Emotional Intervention Program	Grade Levels	Provider/Method of Program Delivery
<i>Solution-Focused Brief Counseling.</i> The student meets individually with a counselor for up to 6 weeks. Counselor and student agree on and work toward school-appropriate counseling goals.	4-12	Mental Health Provider (School Psychologist; Counselor; Social Worker)
<i>Behavior Contract.</i> The student meets with one or more teachers and a mental health professional. (Administrators and parents are often also invited to the meetings.) Student and adults create a contract to address challenging behaviors.	3-12	To develop and implement the Behavior Contract: Teachers; Mental Health Provider (School Psychologist; Counselor; Social Worker); Administrator; parent(s)

Resource 5: Matrix: Local RTI/MTSS Screening Data for Anyplace School District

These data sources will be reviewed every 5 weeks to identify at-risk students. The table (matrix) below includes the threshold for RTI/MTSS action and a listing of intervention actions for first, second, and third consecutive identification.

Data Sources

- **Office Disciplinary Referrals (ODRs).** Whenever a student is sent from the classroom for disciplinary reasons, a written incident report is completed. The event is entered into an electronic database.
- **Grades.** Course grades are updated during progress reports and issuing of report cards. For progress reports, teachers are to report a specific numeric grade for any student who is failing.
- **Attendance.** Attendance will be taken during each school period/day.

Data Source	5-Week Threshold Requiring RTI Intervention	RTI/MTSS Action: 1 st Time	RTI/MTSS Action: 2 nd Time	RTI/MTSS Action: 3 rd Time
Office Disciplinary Referrals (ODRs)				
Grades: At or Below _____				
Attendance/ Absences	4 absences	Student conference	Student conference/ parent contact/ check-in with teachers	Tier 3: RTI/MTSS Team Referral