Kansas Multi-Tier System of Supports & Alignment

Preschool Behavior-Social Emotional Learning Guide

2022-2023 Academic Year

Introduction to Document
The *Kansas Multi-Tier System of Supports and Alignment Guides* have been created to assist teams in documenting the structures necessary to begin the implementation of a Kansas Multi-Tier System of Supports (MTSS). This document contains tools that are to be used in conjunction with content-area-specific documents for reading, mathematics, behavior, and social-emotional content areas. All Kansas MTSS and Alignment documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of an MTSS, the features of a fully implemented MTSS, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for the MTSS.

https://ksdetasn.org/

Table of Contents

Introduction

In Kansas, there is a belief that all children can learn. Fundamentally, every student should be challenged to achieve high standards, both academically and behaviorally. An aligned, systemic framework for ensuring that all students have this experience is referred to as the Kansas Multi-Tier System of Supports (MTSS). Simply put, the Kansas MTSS and Alignment is a set of evidence-based practices implemented across a system to meet the needs of all learners. The Kansas MTSS and Alignment builds a system of prevention, early intervention, and support to ensure that all children learn. Additionally, the Kansas MTSS establishes a system that intentionally focuses on leadership, professional development, and an empowering culture in addition to a focus on student learning.

The Kansas MTSS and Alignment incorporates a continuum of assessment, curriculum, and instruction. This systemic approach supports both struggling and advanced learners through the selection and implementation of increasingly intense evidence-based interventions in response to both academic and behavioral needs. The Kansas MTSS System of Alignment establishes a self-correcting feedback loop that includes ongoing monitoring of the effectiveness of instruction to ensure that each Kansas student achieves high standards.

Across the nation, schools use a variety of curricula, interventions, and methods to monitor student learning, both academically and socially. The goal of the Kansas MTSS and Alignment is to provide a systemic approach to meet the needs of all students. To achieve this, resources must be used in an effective and efficient manner. While the Kansas MTSS and Alignment does not necessarily require any additional resources or addition to existing practices, it does involve evaluating current practices to identify those that yield evidence of effectiveness, addressing areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research evidence. The Kansas MTSS and Alignment is a guiding framework for school improvement and accreditation activities to address the academic and behavioral achievement of all students.

After spending time with intentional planning and building the structures of your Multi-Tiered System of Supports and Alignment (MTSS), your preschool program is ready to implement the plans you have put in place. For an MTSS structure to function at an optimal level, system-level supports continue to be necessary during the implementation phase of your plan. This guide is intended to provide assistance regarding the implementation of a preschool behavior and social-emotional learning MTSS; however, it is critical for your teams to develop an ongoing process for reflection and revision of their MTSS structures to ensure that the MTSS is sustainable over time and not dependent on any single person working within the system.

The Kansas MTSS and Alignment is graphically represented by three arcs around the outside of a triangle. Each element represents a foundational concept that supports all of the work within the system.

Leadership: Strong and functioning leadership across the *Self-Correcting Feedback Loop* ensures information consistency, refined decision making, fidelity of implementation, and the support of stakeholders.

Professional Development: Supporting ongoing professional development within the Kansas MTSS and Alignment requires a carefully designed and executed plan. The comprehensive professional development tied to your MTSS must be planned and monitored for fidelity to ensure that all staff members receive initial and ongoing training and support for selected assessments, curriculum, and interventions.

Empowering Culture: In a sustainable system, it is important that stakeholders be actively involved in the process of school improvement. Leadership teams must not only plan differentiated professional development opportunities for the entire staff, but also train collaborative teams to be effective problem solvers. Other stakeholders' active involvement should be encouraged and recognized in the decision-making process.

Curriculum: Curricular materials should be evidence-based and align with the *Kansas Early Learning Standards*. The particular curriculum you use is not as important as ensuring that all essential literacy components are addressed, materials are readily available, and staff members are trained and use the curriculum with fidelity.

Instruction: An evidence-based instructional design ensures that instruction is developmentally appropriate, explicit when necessary, differentiated, systematic, and scaffolded.

Assessment: In a multi-tier system, a comprehensive assessment system allows staff members to make essential instructional decisions based on valid and reliable data. In preschool, multiple assessments are used for a variety of purposes, which can lead to misunderstanding and misinterpretation. It is important that those administering and interpreting assessments have a good understanding of the purposes and uses of each assessment.

Preschool MTSS for Behavior and Social Emotional Learning

The Council for Exceptional Children's Division of Early Childhood (DEC) advocates that, to support young children's social-emotional development and effectively address challenging behavior, educators must promote the use of culturally responsive, evidence-based practices in the context of program-wide, multi-tiered systems of support (Allen & Steed, 2016; U.S. Departments of Health and Human Services and Education, 2015a; DEC, 2017). Positive social and emotional development during preschool provides an essential foundation for both cognitive and academic success. Children who have strong social-emotional skills have higher academic achievement, are more likely to stay in school, and have stronger economic and educational outcomes in adulthood (Durlak et al., 2011; Jones et al., 2015). Unfortunately, emphasis on cognitive and academic preparation too often takes precedence over social-emotional development in early school settings (Raver, 2002). To ensure that students have the skills they need to be successful, preschool programs must equally emphasize social-emotional development with academics.

When concerns arise about a young child's social-emotional competence, a number of negative consequences might follow: Children's relationships with peers and family members are hindered, their cognitive development can be at risk, and they are more likely to experience poor educational outcomes and higher rates of delinquency later in life (DEC, 2017). In the absence of support and intervention, children who experience early emotional or social difficulties can also develop more serious mental health disorders over time (NSCDC, 2004). However, when children are in supportive and nurturing environments and are able to build social and emotional competence, many positive results arise: Children are more likely to be prosocial and considerate of others, they are less likely to be overwhelmed by stress, they are more likely to know how to communicate their emotions effectively, and they are more capable of approaching learning positively, even when faced with difficult problem-solving situations (Copple & Bredekamp, 2009).

Children learn social behaviors within social contexts; therefore, it is important that young children with challenging behaviors, including those with disabilities, be given opportunities regularly to interact with and learn from peers who have already acquired the ability to positively interact with others (Dunlap et al., 2013). Teaching social-emotional skills to young children with and without disabilities in inclusive settings supports all children's emotional literacy, encourages friendships, facilitates problem-solving skills, helps all children navigate the expectations of different environments, and builds community (Holahan & Costenbader, 2000; Henninger & Gupta, 2014). Additionally, young children with disabilities who receive high-quality, inclusive instruction are more likely to develop stronger social skills, have more friends, and are better adjusted to school climates (Guralnick, 2001; Odom, Buysse, & Soukakou, 2011; Rafferty & Griffin, 2005; Holahan & Costenbader, 2000; Strain, Bovey, Wilson, & Roybal, 2009; Banda, Hart, & Liu-Gitz, 2010).

Creating the Structure for a Preschool MTSS
The guidance for creating the necessary structure for a preschool MTSS currently focuses on the following:

- Implementation of an evidence-based core curriculum that supports the acquisition of early social-emotional/behavior skills and serves as the foundation for meeting the needs of ALL children.
- Instructional strategies and interventions that support the acquisition of early social-emotional/behavior skills through differentiated instruction (e.g., small flexible groups, embedded learning opportunities).
- Determination of preschool end-of-the-year learning targets based on the information gathered from early social-emotional/behavior screening tools, attendance, and behavior tracking methods as identified by your leadership team.
- Universal screening and progress-monitoring activities that assess areas of early social-emotional/behavior development, particularly those in the areas of self-awareness, self-management, character development, and problem solving.
- Identification of young children for whom the core curriculum and instruction do not appear to be sufficient and who might need more intensive instruction.
- Provision of tiered support (Tier 2/3) through more targeted instruction on specific skills, opportunities for practice, and corrective feedback.

Tier 1/Curriculum and Instruction for Behavior and Social-Emotional Learning
From birth, young children begin developing knowledge and skills that build a foundation for later social-emotional success. These skills do not develop in isolation but are intertwined with other developmental domains (Copple & Bredekamp, 2009). As young children explore their world, specific interests spark in-depth investigations, and playtime provides meaningful opportunities to practice and become proficient. Teachers of young children must intentionally create environments and utilize instructional strategies that build children's social-emotional abilities while also promoting the capacity for self-reflection, exploration of emotions, and nurturing relationships.

"The intent of Tier 1 efforts is to level the playing field by providing a consistent experience for all learners" (Lane, 2013). This is done by providing consistent and intentional instruction and opportunities for children to process, through play, the necessary skills to grow social competence. In preschool, the key abilities children need as they enter school include confidence, a capacity to develop good relationships with peers and adults, concentration and persistence for difficult tasks, the ability to effectively communicate emotions, problem-solving skills, and the ability to listen to instructions and be attentive while others speak (CSEFEL, 2010). An effective social-emotional curriculum occurs throughout the preschool day and across all curriculum areas and routines. While specific lessons should be intentionally taught, social-emotional skills must also be practiced and reinforced in natural settings.

Early Childhood Mental Health
Many of our youngest learners have had traumatic experiences, which can impact learning, behavior, and relationships. Social and emotional development is critical to school readiness and positive long-term outcomes (Raver & Knitzer, 2002; Thompson & Raikes, 2007). Although most

children progress in their development without any significant challenges, research on the high rates of preschool expulsion due to challenging behaviors (Gilliam, 2005) suggests that 1 in 10 young children exhibit problem behaviors (Raver & Knitzer, 2002). In fact, early childhood providers have increasingly voiced concerns about young children showing signs of serious emotional distress and have expressed the need for more training and assistance with managing challenging behaviors (Hemmeter, Corso, & Cheatham, 2006).

Young children's mental health must be addressed within the context of their families and daily environments. Young children need relationships that are supportive and environments that are predictable and encouraging. Trauma-sensitive early childhood programs help children feel safe and help educators understand the cycle of trauma (Bartlett, Smith, & Bringewatt, 2017). Due to the rising concerns regarding trauma in preschool and issues related to early childhood mental health, a strong Tier 1 curriculum must provide many of the necessary supports children need.

Prevention is the first line of defense when it comes to managing challenging behaviors and creating safe environments for young children. In preschool classrooms, social-emotional instruction and prevention require an engaging environment, predictable schedules and routines, well-planned transitions, teaching of behavioral expectations, building of positive relationships, acknowledgment of students meeting behavioral expectations, visual supports, and the use of an evidenced-based social-emotional curriculum with lessons specifically taught and reinforced throughout the day.

Engaging Environments

Environments that are engaging, predictable, and characterized by ongoing positive adult-child interactions are essential for promoting children's social-emotional development and preventing challenging behavior (Hemmeter et al., 2006). The first step in creating an engaging environment is consideration of the physical aspects of the room.

- Are all areas of the room visible by adults?
- Is the traffic flow controlled? Is there ease in maneuvering, yet a limit to open spaces to prevent running?
- Are areas clearly defined and appropriate for their purpose and workstations organized?
- Are materials easily accessible to children?
- Does the room have a warm and welcoming feel, without too much clutter or color that might overwhelm some children?

In addition to the physical room arrangement, it's important to consider the types of activities and materials provided within the environment. This includes providing appropriately timed activities that are not too long or too short, optimizing student engagement and opportunities to respond and interact, and changing and adapting activities when students become inattentive and distractible. It is important to ensure that classroom materials are engaging and inviting for young children, create novelty by adding and taking away materials, and guarantee that there are enough materials for each

child to complete projects (Sprick, 2009).

Predictable Schedules/Transitions
How teachers structure time in the classroom has a significant impact on the development of relationships and children's learning. Schedules should be flexible in length yet consistent in the flow of activities. Teachers must consider the length of time as well as the balance between quiet/active and teacher/child-directed activities when designing a classroom schedule (Denno, Carr, & Bell, 2010). Preschoolers need extended time to interact with one another to become socially competent, which means it is important that teachers plan for large blocks of time for children to play and work together (Copple & Bredekamp, 2009).

An evidence-based practice that can significantly impact classroom behavior is the use of a visual daily schedule (Denno, Carr, & Bell, 2010). Visual schedules help children track their daily progression through activities, when adults refer to it to indicate a change in activity. The use of a visual schedule provides security for young children and helps them develop an understanding of what will come next in their day. By posting and referring to a visual schedule, teachers also help children stay engaged in a current activity without anxiety about what or if a favorite activity might occur later. Visual schedules of routines can also help children who struggle to complete the steps of an activity or need help to participate and engage more independently (e.g., the steps to a bathroom routine or the sequence of activities during a large group time) (Dunlap et al., 2013).

Educators should also consider and limit the number of transitions within any day/activity and develop strategies to maximize the time children spend in planned activities (Hemmeter et al., 2008). An important issue for consideration is the amount of wait time that occurs during transitions, because behavioral issues tend to rise when children's wait time is too long. Children become more restless, noisy, and distracted while they are waiting. Teachers are often not aware of the large amount of time their students spend waiting (Denno, Carr, & Bell, 2010). By reviewing their schedule objectively and creatively, teachers can create a schedule with fewer transitions and shorter wait times. One example is waiting for everyone to put on a coat to go outside to play; in a classroom with two adults, one adult could take a small group of those who are ready quickly to go out to play, while the second adult waits with the children who need more time to put on their coats, hats, and gloves.

Finally, teachers should consider how the activities within their schedule flow from one to another. When an active activity, such as recess, is followed by a quiet activity such as story time, transitions must be thoughtfully planned to help children move from active to quiet and be ready for a story (Copple & Bredekamp, 2009).

Teaching Expectations
Young children come to school with a variety of experiences and understanding of acceptable behavior and social interactions based on their home and cultural environments (Bireda, 2002).

They are just beginning to recognize that adult expectations might differ from one setting to the next; therefore, the development of a set of program-wide specific behavioral expectations can help clarify the expected behaviors for students and staff members and provide more consistency for young children. For programs with more than one classroom, teams should work together to create a set of common expectations and definitions for, at a minimum, the common areas shared between classrooms.

A behavioral matrix is a grid that identifies specific positive behaviors for each behavioral expectation within specific settings and contexts. A behavior expectation matrix lists broad expectations (e.g., be safe, be respectful, be responsible, be kind) along one axis and the classroom areas/activities along the other axis. Staff members work together to define what is meant by each expectation in each area/activity. For example, being respectful in a hallway might be defined as using a quiet voice and keeping your hands to yourself. Expectations should be limited to a small number per area and stated positively and in observable terms. The intent behind using positive terms (the behavior you want to see) is to make a simple and clear list of what behaviors students should be engaging in rather than an extensive list of negative behaviors you do not want to see (Sprick, 2009). If working in a school or center, it is important that expectations be consistent throughout the building.

An example of a behavior matrix is included below:

	Classroom	Bathroom	Playground
Be Safe	•Keep feet on ground •Use walking feet •Use inside voice	•Wash hands with soap and water •One person in a stall	•Go down slide on bottom •Rocks and wood chips stay on ground
Be Kind	•Share with others •Use listening ears	•Use inside voice •Keep hands to self	•Let others play •Keep body to self •Share

Bathroom Expectations

Visuals of area-specific matrices can be created from a larger matrix and posted where they are relevant, such as in the bathroom and by the door leading out to the playground. Younger children, especially preschoolers and kindergartners, might benefit from clear and colorful pictures that show or demonstrate the expected behaviors in addition to text. Below is an example of a bathroom-specific matrix.

Once a matrix is developed, students must be taught what each expectation looks like, sounds like, and feels like. It is important for students to know how to follow behavioral expectations and when they are correctly meeting the expectations. Therefore, along with the creation and teaching of expectations, educators must provide behavior-specific praise when children meet the behavioral expectations. Expectations should not be to be taught once but should be revisited multiple times per year when issues arise.

Positive Interactions

Preschoolers who have developed close relationships with their teachers tend to continue to have close relationships later in life (Copple & Bredekamp, 2009). It is essential for teachers of young children to foster non-contingent relationships with their students. This means the relationship between the teacher and student does not rely on the child's performance with school-related tasks, but rather is nurturing of the whole child, their interests, and their life outside the classroom. Teachers can build these relationships by communicating true care and concern for each student, listening and engaging young children in conversations about their interests and topics important to

them, and establishing personal and positive relationships that go beyond academics (Sprick, 2009).

Teachers should strive to achieve a high ratio of positive to negative interactions with students. Children tend to be better behaved when adults spend the majority of their time attending to their positive behavior and not their challenging behavior (Dunlap et al., 2013). Early childhood research suggests that a ratio of 5 positive interactions (e.g., friendly conversations, nonverbal acknowledgment, praise) to one negative interaction (e.g., punishment, criticism, directives) is a critical ratio to best support and sustain constructive student-teacher relationships (Fredrickson & Losada, 2005). While this is true for most children, children with challenging behavior might need the positive to negative ratio to rise from 5:1 to possibly 8:1 or 10:1 (Sprick, 2009).

Recognition Systems
Along with the use of the 5:1 ratio for positive interactions, creating class- or program-wide recognition systems can also help to support children's understanding of classroom rules and expectations as well as teach them appropriate social skills. Recognition systems need to be targeted, specific, and timely. When creating a recognition system for young children, it is important to consider children's developmental abilities. Delayed recognition is generally ineffective for young children because they cannot yet connect a delayed reward with previous behavior. Recognition systems for young children should focus only on positive behavior. Recognition systems that also highlight negative behavior (e.g., clip up, clip down) can create a climate of public shaming instead of encouragement.

The chart on the following page lists some common teaching strategies for rules and expectations along with recognition systems appropriate for children of different developmental levels. This chart has been taken from the Positive Environments, Network of Trainers website.

Behavior Strategy	12-18 months	18-24 months	2-4 years	4-7 years
First/Then Structuring (Premack)	Yes	Yes	Yes	Yes
Immediate Reinforcers a. Social b. Food	Yes	Yes	Yes	Yes
Teach Routines	Yes	Yes	Yes	Yes
Teach "The rule is.."	No	No	Yes	Yes
Script Training (i.e., what to say in a specific situation)	No	No	Yes	Yes
Peer Modeling	No	No	Yes	Yes
Points for specific behaviors earned for future reinforcer	No	No	No	Yes
"Caught Being Good Tickets" (non-specified behaviors)	No	No	No	Yes (at end of stage)
Points and Levels of Access	No	No	No	No
Behavior Contracts	No	No	No	No
Earn points as table/ any other "group oriented" reinforcers	No	No	No	No
Attempt to elicit intrinsic reinforcement, Self-Evaluation	No	No	No	No

Visual Supports

Visual supports can help young children complete tasks independently, show them how to interact with friends and the environment, provide choices for tasks, and support children's completion of the steps within their routines. All young children can benefit from the use of visual support. They add clarification and visual information to teachers' verbal explanations (Blagojevic et al., 2017). While not limited to expectations and schedules, visual displays of both classroom expectations and the daily schedule are important and should be accessible to young children. Visual supports can include a picture on a hook to show where they should hang a backpack, a stop sign on a door to remind children of safety, feet on the floor to show children where to line up, tape on a table to show the space for completing a puzzle, and step-by-step directions to complete a routine or use materials in a center.

Physical objects such as a tray or a carpet square that define spaces for activities and help children organize themselves can also be used as visual supports (CSEFEL, 2010).

Standards and Curriculum

The [Kansas Early Learning Standards (KELS)](#) document provides a starting point for teachers and curriculum committees. The KELS document offers information and guidance to preschool providers on the developmental sequence of learning for children from birth through kindergarten. Aligned with the Kansas K-12 Standards, the KELS are structured around domains for learning that include a whole-child perspective.

The KELS were not designed to serve as an assessment or a curriculum. Rather, they were designed to guide educators in selecting curricula and assessments focused on the skills and knowledge young children should have as a result of participating in high-quality preschool programs. An understanding of social-emotional development and evidence-based instructional strategies are fundamental considerations when selecting preschool social-emotional curriculum materials.

The Kansas MTSS system of alignment advocates for the selection of a comprehensive, evidence-based preschool curriculum that addresses all domains of learning outlined in the *Kansas Early Learning Standards*. While your MTSS efforts are focused on academics and/or social behavior, when it comes to intervention, it is important that programs use curricula that address the needs of the whole child. Programs are encouraged to use resources such as the [Head Start Preschool Consumer Reports](#) and/or the [What Works Clearinghouse](#) to examine the evidence-base of different preschool curricula.

In addition, programs should examine their selected curriculum to determine whether social-emotional learning is adequately addressed. Some comprehensive curricula provide strong support for social-emotional learning, while others might not. If this is the case, supplemental social-emotional learning materials might also be needed to strengthen the overall program and ensure that students' outcomes are maximized.

Behavioral Response Strategy

In addition to creating a supportive classroom climate, teaching expectations, and social-emotional learning, educators need to understand how to respond when challenging behaviors occur.

Punishment alone is ineffective at preventing challenging behavior from happening again. Discipline without learning is a missed opportunity to apply critical thinking and problem-solving skills to social and behavioral missteps. The goal is to keep the focus on learning while maintaining a safe environment for all students. When children begin to display minor negative behavior, they need feedback to keep misbehavior from escalating into more serious actions. When serious behaviors occur, educators need to know the steps they should take to de-escalate and respond in ways that help to reintegrate the child back into classroom activities. Leadership teams should develop a response strategy flowchart (see appendix for an example) to outline the steps staff members are expected to follow when challenging behavior arises.

Professional Development, Curriculum Fidelity, and Communication
Once a program has determined what its social-emotional learning curriculum will be during the implementation of their beginning MTSS efforts, the leadership team will want to record this information on their Preschool Integrated Protocol with enough specificity to ensure that all teachers can implement the curriculum with fidelity. Typically, curricula contain more components/content/days than can be implemented within a classroom day or year. Leadership teams should decide what parts of their curriculum are must-have elements and what are left up to teacher discretion. When comparing data across classrooms, it is important to ensure some consistency regarding what and how the preschool curriculum is taught. It is also important to keep in mind what the curriculum itself considers critical elements. For research-based curricula that have demonstrated positive outcomes, decisions to eliminate or reduce the time spent on an essential element can impact the results your program might have.

As noted above, an important part of social emotional learning is the daily schedule. Leadership teams can make decisions about their expectations regarding the daily schedule. A preschool program's daily schedule is a critical component of curriculum and instruction. Depending on your program's philosophy and/or requirements, you might determine how much time children should be expected to have for self-directed learning, how much time should be teacher directed, the maximum duration of a teacher-directed activity, etc. This step will ensure that leadership teams have outlined an achievable and developmentally appropriately expected use of their preschool curricula and also help provide consistency in implementation across classrooms. Teams should create a sample schedule with expected time allotments for a day. Decisions about what parts of the curriculum must be implemented and in what types of settings (whole group, small group, play) and for how long (How long should a typical whole group last? How much time should be spent outside or in play?) should then be documented and communicated to teachers.

Whether implementing a new curriculum or refining the use of a current curriculum, professional development is another task that leadership teams should take time to consider and plan. Creating a plan for professional development is a critical step to ensuring fidelity and sustainability. Teams should consider the following:
- What training will staff members need in order to implement curriculum expectations?
- Who needs to know the expectations?
- When and how will the curriculum expectations be communicated to staff?
- What type of follow-up will be needed?
- Who will communicate the expectations to new staff?
- How and when will new staff members receive training on the curriculum?

Leadership teams can plan for both their communication and professional development needs each time they meet. Communication is an important aspect of achieving staff buy-in and sustaining change. Therefore, while developing your communication and professional

development plan, teams should ensure bidirectional communication. A one-way communication plan can get the message out, but it does not allow messages to come back easily. Reciprocal communication is critical if the leadership team is to create a plan that will be supported by staff.

Once these decisions have been made and documented, leadership teams should also consider how they will monitor the fidelity of the implementation of their plan. Monitoring fidelity of curriculum implementation is not meant to be punitive; rather, it is intended to provide information for leadership teams to use when making data-based decisions regarding their MTSS. Curriculum fidelity data can provide insight into needed professional development, assist teams in making determinations about curriculum, and/or help leadership teams decide whether the expectations they outlined are appropriate and possible. Using the expectations that were outlined for teachers regarding the Preschool Integrated Protocol, a checklist can be created outlining curriculum expectations. This checklist could be used by an administrator during walkthroughs as a reflective self-assessment or as a peer-mentoring tool. How the fidelity checklist will be used and how fidelity will be monitored is up to the leadership team based on the needs of their system.

Assessment

Comprehensive Assessment Plan and Data-Based Decision Making
Preschool programs already use several assessment tools for a variety of purposes. Developmental screening tools (e.g., DIAL, ASQ) are used to determine which students might have developmental delays and might need further assessment. Diagnostic assessments (e.g., DECA, Brigance, PLS, Peabody Motor Scales) often compare children to a standardized sample and are most generally used to determine whether a child might qualify for special education or other services. Curriculum-based assessments (e.g., AEPS, Carolina, Teaching Strategies Gold) are used multiple times per year to measure a child's progress over time and help teachers in planning core curriculum. Funders require program assessments (e.g., ECO, Kindergarten Readiness Snapshot), which are measures used to evaluate the overall effectiveness of programs. In the Kansas MTSS and Alignment process, the first step to creating a comprehensive assessment plan is to consider the assessment tools you are already using, the purposes for which you are using these tools, and whether there are tools or practices that are duplicative in purpose or are no longer necessary. This information should be documented on your Comprehensive Assessment Plan along with other decisions your leadership team makes about the assessments that will be used in your program.

When screening students for their behavior and social-emotional needs, the type of data needed extends slightly beyond the singular concept of one universal screening tool. There are three foundational data sources needed to successfully identify students at risk for social-emotional and behavioral needs that are also reliable for assessing the overall climate of the school environment. They include a universal screening tool, attendance, and behavioral referrals.

Universal Screening
The next step in the MTSS process is to determine what your program will use as a universal screening tool. Unlike developmental screening tools, a universal screening tool is used to compare students to a normative sample or standard for the purposes of identifying which students are at risk for later learning difficulties based on indicators that are predictive of later achievement. A developmental screening tool identifies children who might have a developmental delay, while a universal screening tool identifies students who might be at risk and ranks them based on that risk into levels/tiers. This distinct difference makes the data from a universal screening tool particularly helpful for examining the effectiveness of your curriculum and supports a process for tiered intervention.

Universal screening tools appropriate for assessing young children in the area of social-emotional development assess skills related to overall social-emotional wellbeing. Typically, these skills fall into categories, such as self-regulation, compliance, affect, and interactions with others. They are valid and reliable for this purpose, can be used with confidence to make instructional decisions, and can be given at least three times per school year. To assist teams in selecting universal screening tools appropriate for preschool programs, the document "Preschool Universal Screening Tools" can be found in the appendix.

Creating a comprehensive assessment system is one of the major structuring tasks that must be completed by your leadership team. The Kansas MTSS and Alignment recommends screening preschool students at least two times per year using a universal social-emotional screening tool. This information should be reviewed alongside elementary universal screening data to support discussions related to the adequacy of your preschool curriculum, the match between your preschool and kindergarten scope and sequence, and the information necessary to meet the needs of individual students. However, when comparing preschool and elementary data, leadership teams should keep in mind the makeup of their preschool population. In most school systems, all preschool students do not attend a public-school preschool program. In addition, the students who do attend preschool in a public school often qualified for that program because they met at-risk criteria or were receiving preschool special education services.

Your leadership team will use universal screening data to examine the adequacy of your curriculum and your system's need for professional development. Classroom staff members will use a universal screening data to plan for differentiated instruction with the core curriculum, to identify students in need of additional support for social-emotional/behavioral skills, and to determine the focus of that intervention. Each universal screening tool sets the criteria for determining which students are at or above benchmark and which students need Tier 2/3 support. Programs should follow the decision rules for the tool they select when using this information to group students into levels of tiered support.

Attendance
Intuitively, we know it is important for students' learning that they are in school. Students must

attend school regularly to benefit from what is taught there. However, each year, an estimated 5 to 7.5 million U.S. students miss nearly a month of school with both excused and unexcused absences (Jensen, Sprick, Sprick, Majszak, & Phosaly, 2013). This lost instructional time erodes the promise of early education. In a study by Ehrlich, Gwynne, Pareja, and Allensworh (2014), Chicago Public School students in preschool, kindergarten, and first grade who were absent more than 10% of the time were more likely to have moderate to significant reading risk, thus reinforcing the relationship between attendance and achievement.

Too often, however, preschool programs overlook this problem because they simply aren't looking at the right data. They calculate the number of students who show up for school every day, and they tabulate how many students have unexcused absences. They often don't add up all absences, including both excused and unexcused absences, to see how many days a student has actually missed instruction. Chronic absenteeism is defined by Attendance Works (2017) as missing 10% or more of school days (both excused and unexcused).

The Kansas MTSS and Alignment recommends collecting and examining attendance data on a quarterly basis to evaluate whether there are young children absent more than 10% of the total number of school days.

Behavior Referrals
Another data source for social-emotional behavior comes from the documentation of behavioral incidents that occur in and across classrooms. The use of a common form such as a Behavior Incident Report (BIR, see appendix for an example) or other behavior-tracking documentation allows preschool programs to look at building, classroom, and student-level needs around core curriculum and instruction. When teams analyze behavior referrals, they often see trends in program-wide needs such as re-teaching of playground expectations when the BIRs indicate a spike in referrals from that setting.

The critical components of BIR data tracked within the Kansas MTSS and Alignment are:
- What behavior?
- Which student?
- Where (location of incident)?
- When (time of incident, day of week)?
- Who made the referral?
- Why did the behavior occur (function)?
- What activity (e.g., arrival, snack, transition, story, dramatic play)?
- What grouping (e.g., independent, small group, large group)?
- Which adult noted the behavior (in classrooms where more than one adult might be included)?

Progress Monitoring
Progress monitoring is conducted within the Kansas MTSS and Alignment to inform staff of

students' growth in knowledge and skills. Monitoring progress regularly and using the data to make instructional decisions results in students making more social-emotional growth than when teachers do not use progress monitoring. Teachers' accuracy in judging student progress increases when progress monitoring strategies are used consistently (Stecker & Fuchs, 2000).

For preschool students in the core (Tier 1), progress monitoring is often done through the use of curriculum-based assessments (e.g., AEPS, Teaching Strategies Gold) administered three to four times per year. These assessments are tied to content-area instruction and help teachers determine whether students have learned the concepts and skills taught so that instruction can be adjusted to re-teach concepts or provide additional practice on skills not yet mastered.

For students receiving supplemental (Tier 2) and intensive (Tier 3) instruction, progress-monitoring data are used to chart the growth of individual students on targeted skills. Progress monitoring for students receiving supplemental or intensive instruction answers two questions:
1. Is the intervention working?
2. Does the effectiveness of the intervention warrant continued, increased, or decreased support?

Social-emotional universal screening tools cannot also be used as progress monitoring tools because they cannot be applied with enough frequency to monitor intervention effectiveness and be used to make changes to the level of intervention a student receives. Instead, preschool programs are encouraged to use mastery-monitoring strategies as a means to assess and monitor the progress of students receiving tiered intervention. Mastery-monitoring strategies are teacher designed and involve directly collecting data on a student's mastery of the specific skills being taught in intervention. Typically, changes to the level of tiered instruction a preschool student receives will only happen after each universal screening benchmark period; however, teachers can use the data they collect through mastery monitoring, and their knowledge of the child to make changes when the intervention efforts do not seem to be effective or indicate that a change is needed.

Collecting and graphing progress-monitoring data over a series of weeks will provide a visual pattern of skill acquisition for students receiving additional support. The Kansas MTSS and Alignment recommends that mastery monitoring data collection in preschool occur at least one time every two weeks for students receiving Tier 2 support and once a week for students receiving Tier 3 support.

Diagnostic Assessments
It is not generally necessary for leadership teams to identify a formal diagnostic process to determine instructional focus in preschool. Preschool early social-emotional learning intervention will focus on class-wide environmental strategies at Tier 2; however, an analysis of the function

of the behavior at Tier 3 might be needed. A formal or informal functional behavior analysis (FBA) process involves an observational examination of what precedes a student's behavior (known as the antecedent) and what happens immediately afterward that reinforces the behavior (the consequence). Strung together, this creates a pattern of antecedent (A), behavior (B), and consequence (C) that can be used to determine a student's behavioral tendencies and motivations. These tendencies and motivations can then be used to create a hypothesized function of the student's behavior to more accurately predict and determine why the behavior is happening. Once an FBA is completed, a behavior intervention plan (BIP) or a behavior support plan (BSP) is created to organize a highly personalized Tier 3 intervention plan for a student.

Professional Development, Assessment Fidelity, and Communication
Once assessments have been selected, your leadership team should plan for appropriate professional development and ongoing support to all staff members expected to use these tools and processes. Decisions need to be made about who will administer the universal screening, score, and enter data into your database. For social-emotional universal screening tools used with young children, teachers and/or parents will complete the assessment. Regardless of whether every staff member administers the assessment or only classroom teachers, all staff members need to understand the purpose, rationale, and uses of the assessment and how to interpret the instructional implications of data. Initial and ongoing training should be differentiated according to the expected use, alignment of practices, and each staff member's prior knowledge.

It is important to monitor the fidelity of assessment administration, especially when it is new for staff. Fidelity monitoring ensures that all data are valid and reliable. The following are three main areas to be considered:
1. Are assessments administered and scored by staff members who have been trained to do so?
2. Are assessments administered according to the assessment calendar?
3. Are assessment results correctly interpreted and used to guide intervention?

Effective techniques to minimize scoring errors while ensuring fidelity include making sure examiners have the following:
- Excellent training
- Opportunities to practice
- Periodic training review
- Experienced examiners mentor/check first-time examiners scoring
- Opportunities for shadow scoring (two examiners score the same student, thereby allowing them to compare scores)

Within the framework of professional development, having new examiners work with experienced examiners and providing opportunities for shadow scoring offer the best opportunities for ongoing professional development of staff. Such opportunities need to be included within the larger professional development plan being implemented and monitored by

your leadership team.

In planning for professional development, it is helpful for leadership teams to consider the following questions specific to each assessment method:
- Which staff members are expected to administer the assessment?
- Which staff members will not be administering the assessment, but will be involved in interpreting instructional implications of the results?
- Which staff members, if any, have experience with or have previously received professional development on the assessment?
- Which staff members need to attend the initial professional development on the administration of the assessment?
- Which staff members need to attend the initial professional development on the interpretation of the assessment?
- When (date) will staff members first be expected to administer the assessment?
- When (date) will the initial professional development be provided?
- Who will provide the professional development?
- Who will monitor the correct administration (fidelity) of the assessment?
- What method will be used to monitor the correct administration (fidelity) of the assessment?
- How frequently will the administration (fidelity) of the assessment be monitored?
- When and how will ongoing professional development for staff members be provided?
- When and how will professional development for staff members needing additional support in effective assessment administration of the assessment be provided?
- Who will provide professional development for new staff members, and how will it be provided?

These questions are designed to help leadership teams as they begin the development of an overall professional development plan. Once specific decisions are made, the leadership team should record the results on the staff development plan and design a process for how these decisions will be communicated with staff. Once again, it is important to remember that communication is a key aspect of achieving buy-in and sustainability. Therefore, procedures are designed and executed to ensure regular and consistent communication about what is happening with regard to your MTSS efforts, not only among the leadership team, but also with all stakeholders. It does not have to be a large formal plan; it only needs to be as large and formal as necessary for the leadership team to ensure that bi-directional communication occurs.

Leadership teams should consider communication with various stakeholders regarding how, when, and what assessments are given. Staff members will need to know about the decisions made regarding changes in assessment practices. Parents are also interested in assessments in which their children will be participating, and leadership teams will need to discuss how the results of assessments will be shared with parents. The leadership team should make decisions regarding what information is appropriate to share with which stakeholders and when that

information should be shared.
- Who needs the information about assessments?
- What information do they need?
- When will communication occur?
- Who will provide the information?
- How will the communication be provided?
- What feedback or input will be requested?
- How will the feedback/input be used?

Once the leadership team develops a communication plan regarding assessment, the plan should be implemented and then regularly reviewed at leadership team meetings. Any communications that have occurred or feedback that has been received can be shared with team members, and any needed revisions can be planned and implemented. In this way, consistent communication between the leadership team and stakeholders is ensured.

Tier 2/3

Grouping for Preschool Social Emotional Learning Intervention

Preschool populations by their very nature include children with a wide variety of skill levels. Therefore, preschool daily schedules are designed to provide multiple opportunities for differentiated instruction along the developmental continuum. ALL children, including those needing Tier 1, 2, or 3 support, should participate in the core social emotional curriculum with differentiation provided. Differentiation of core curriculum is considered Tier 1 for all students.

When grouping students for tiered interventions for social-emotional/behavioral needs, collaborative teams will consider 3 data sources: 1) your universal screener, 2) attendance, and 3) BIR information.

Intervention for social-emotional/behavior in preschool is typically provided within the classroom across the daily schedule and does not often require additional time/small-group instruction. How an intervention will be implemented depends on the interventions a leadership team selects to include on its Tier 2/3 protocols.

Interventions at Tier 2 can be taught to the entire class (e.g., use of a solution suitcase) and then coached and modeled when issues arise. Other strategies might require a student to reflect after each activity through the use of an individual schedule or recognition chart. Teachers can foster friendship skills by coaching children during self-directed play or designing small-group lessons around selected social skills. Whichever interventions are chosen, a combination of strategies that include direct instruction and embedded learning will be needed. It is also important for leadership teams to be specific about the social emotional/behavior interventions to be used by collaborative teams to ensure that social emotional interventions are intentionally provided to students who require this level of support.

Preschool behavior/social-emotional interventions at Tier 3 will also require a combination of direct instruction and embedded learning; however, at Tier 3, teams more intentionally examine and determine the function of a student's behavior to individualize interventions for each student in need of Tier 3 support.

Tier 2/3 Protocols

Leadership teams will develop a Preschool Integrated Protocol that includes social-emotional/behavior. A protocol outlines a procedure or system of rules that govern the selection of intervention methods and materials based on the intervention area. Just as leadership teams determine the core curriculum, it is crucial that they consider what the staff members will use to provide social-emotional/behavior interventions. Protocols make it easier for staff members to implement interventions because they do not need to design individualized interventions for each student. It also helps leadership teams as they examine data. If teachers are selecting from the same few interventions and students are not making the progress expected, leadership teams have documentation that different intervention materials and approaches are needed.

Leadership teams should identify their current materials and critically evaluate them to ensure that essential skills are represented and that materials will support targeted areas. Leadership teams must also consider the evidence base of different interventions and instructional approaches. Prior to selecting, purchasing, or using any instructional materials, it is critical to carefully review the research base and match it to the needs of your student population. A variety of evidence-based interventions can be found to match learner needs. To assist teams in selecting early social-emotional/behavioral interventions appropriate for young children, the document "Preschool Social Emotional Intervention Ideas" can be found in the appendix.

In the Kansas MTSS and Alignment, the intervention curriculum protocol incorporates a portion of the protocol methodology and the problem-solving model. This is referred to as a hybrid model. With a hybrid model, a set group of interventions is defined to be used throughout the system. The interventions are chosen from a list of research-based approaches designed for specific areas of concern. Collaborative teams determine which intervention is to be used first, based on universal screening data. Once the intervention begins, progress monitoring data are used to determine whether the intervention needs to be adjusted, intensified, or customized, based on pre-established decision rules (McCook, 2006). Once the curriculum protocols are developed, leadership teams should determine a management system for organizing and using the materials selected to ensure that all staff members providing supplemental and intensive intervention know where materials are located and how they are organized, thereby allowing for efficient planning for instruction.

The goal of interventions should always be to accelerate learning and close learning gaps. If a student's performance indicates that this is not happening, the intervention needs to be adjusted. The intensity of instruction might be needed to make the interventions effective. Torgesen (2006)

proposes that, for intervention groups to work properly, intervention systems require program-level monitoring and regular adjustments. This is accomplished in the Kansas MTSS and Alignment, as collaborative teams meet on a regular basis to analyze students' progress, make adjustments to instruction, and use the self-correcting feedback loop for communication. At least eight key aspects are involved in developing and maintaining an effective intervention system:

- Strong motivation on the part of teachers and school leaders to be relentless in their efforts to leave no child behind.
- A psychometrically reliable system for identifying students who need interventions in order to make normal progress in learning math.
- A reliable system for monitoring the effectiveness of interventions.
- Regular team meetings and leadership to enforce and enable the use of data to adjust interventions as needed.
- Regular adjustments to interventions based on student progress.
- Enough personnel to provide interventions with sufficient intensity.
- Programs and materials to guide interventions that are consistent with evidence-based research.
- Training, support, and monitoring to ensure that intervention programs are implemented with high fidelity and quality (Torgesen, 2006).

Professional Development, Assessment Fidelity, and Communication
Once intervention materials/approaches have been selected, it will be necessary to provide professional development that is comprehensive, sustained, and intensive enough to support all staff members who are expected to use the curricula/approaches to provide instruction. Simply having a protocol plan available does not ensure appropriate use. Staff members must have a working knowledge of the content and materials as well as an understanding of the planning and pacing required. Leadership teams must set clear expectations that curricular materials/approaches be implemented and used with fidelity and provide professional development to support such outcomes.

Ensuring Fidelity of Intervention
The professional development plan for intervention curriculum implementation is dynamic in nature and facilitates the curriculum being implemented with fidelity. This plan proactively identifies activities based on individual staff learning needs and will result in the knowledge and skills necessary to utilize the curriculum. It ensures that staff members are accessing and utilizing curricular materials in the expected matter by planning for and conducting intermediate and follow-up activities. To accomplish this, leadership teams should establish methods for monitoring the use of the curriculum by individual teachers from whom information is collected and utilized to differentiate between ongoing professional development and support for each staff member.

Activities for monitoring the fidelity of the curriculum implementation are not intended to be

punitive, but rather should be understood as a piece of the overall professional development plan, resulting in further staff support as needed. To accomplish this, a method to check for the correct use of the curriculum materials needs to be established. Leadership teams are responsible for establishing a plan to monitor and support the correct and effective use of curriculum materials.

In planning professional development, it is helpful for a leadership team to consider the following questions specific to each intervention selected:
1. Which staff members are expected to implement the intervention?
2. Which staff members, if any, have experience with or have previously received professional development on the intervention?
3. Which staff will not be implementing the intervention, but will be expected to align instruction with it?
4. Which staff members need to attend initial professional development on the intervention?
5. When (date) will staff members be first expected to use the intervention?
6. When (date) will initial professional development be provided?
7. Who will provide the professional development?
8. Who and how will leadership ensure that staff members have all materials necessary to implement the intervention?
9. Who will monitor the use/implementation (fidelity) of the intervention?
10. What method will be used to monitor the use/implementation (fidelity) of the intervention?
11. How frequently will the use/implementation (fidelity) of the intervention be monitored?
12. When and how will ongoing professional development for staff members using the intervention be provided?
13. When and how will professional development for staff members needing additional support to use the intervention effectively be provided?
14. Who and how will professional development for new staff members be provided?

As in each of the previous steps, once decisions have been made and documented for Tier 2/3 intervention, leadership teams should create a plan for communication/dissemination. Collaborative and district-level teams will need to know the plan so it can be carried out with fidelity. Leadership teams should consider the following:
- Does the communication plan need to be modified?
- Are there steps that need to be modified?
- Did the discussion of a communication plan for intervention lead to a need to develop an action plan or to add any items to the Stop-Doing List?

Step 1: Review and Validate Behavior and Social-Emotional Data

Critical Components:

- Who: District leadership team, building/program leadership team, and collaborative teams
- What: Behavior and social-emotional data
- When: After **EVERY** universal screening
- Why: To ensure that the data collected are valid and reliable in order to make the most accurate instructional decisions

Gather and Organize Behavioral and Social-Emotional Data

When considering the social, emotional, and behavioral needs of your preschool students and the adequacy of your Tier 1 social-emotional curriculum and instruction, teams will need to view more than one data source. During Phase 1, the district/program identified a universal social-emotional screening tool. In addition to the universal screening data, the district/program should also consider attendance records, behavior incident reports (BIR), another behavior tracking system, and any other relevant referral source (e.g., teacher nomination, curriculum-based assessment data). These multiple data sources help identify students who might have social-emotional needs and are at risk in terms of behavior/social concerns. The data should be reviewed at least 3 times a year; however, some social-emotional universal screeners only need to be given 2 times a school year, once at the beginning and again at the end of the year. Organizing these data for analysis at multiple levels is important to facilitate data-based decision-making. To begin step 1, leadership teams will need data from all of their sources compiled and easily accessible. They will then need to enter the data into a data repository such as the Kansas MTSS and Alignment-created *Preschool Behavior and Social Tiered Transition Report* in Excel. The chart below identifies cut scores for different data sources for use when entering data into a data repository.

	Attendance	Behavior Referrals (BIR's)	Universal Screener Behavior/Social	Other Data Sources
Tier 1	Missed 9% or less of school	0-1 referrals	No Risk	Locally Determined*
Tier 2	Missed 10% or more of school	2-5 referrals	At Risk or Moderate Risk	Locally Determined*
Tier 3		6 or more	High Risk	Locally Determined*

While your universal screening tool might come with an accompanying database, many preschool universal screening tool databases do not allow teams to adequately evaluate the data from district, program, classroom, and child perspectives or show multiple data sources together. Therefore, it might be necessary for leadership teams to place the data into a different format, such as an Excel spreadsheet, to make the data useful for data-based decision-making. To assist teams, the Kansas MTSS and Alignment has created *the Preschool Behavior and Social-Emotional Tiered Transition Report* Excel spreadsheet, which computes a tiered report from raw data entered into the fields and allows teams to look at the data from the district, building/program, and classroom levels. Often child-level data can be viewed and used within the universal screening tool's accompanying database.

Organizing and Viewing Behavioral and Social-Emotional Data

There are a few necessary steps to enter data into the *Preschool Behavior and Social-Emotional Transition Report* in Excel. You will need to have the child-level data to enter into the spreadsheet.

For each data source, follow each of these steps:

1. Open the spreadsheet and find the tab at the bottom of the spreadsheet that corresponds to each source.
2. Use assessment cut scores and the cut scores above for attendance and BIR data to record the total number of students in each class for each data source identified as at Tier 1 (green), Tier 2 (yellow), or Tier 3 (red).
3. Enter a name for each class (e.g., Michelle AM, Michelle PM) and the actual number of students in each group, making sure to place data within the **red boxes**.
4. Place zeros in the **red boxes** when appropriate.
5. Save this spreadsheet in a location that can be shared with teams, renaming it with your school/district and the year.
6. To view the data, click on tabs at the bottom to view graphs from the classroom and program/district levels.

The *Preschool Behavior and Social-Emotional Tiered Transition Report* is protected to prevent users unfamiliar with Excel from making unwanted changes to the formulas. For those needing to unprotect and make changes to a sheet, the password is "MT55!".

Data collection and preparation fidelity questions. Before making decisions based on universal screening data, attendance, and BIRs or other behavior tracking system, programs must first consider the fidelity of their data collection and the validity of the data they have collected. The questions below are designed to assist leadership teams in this process. Teams should ask the following questions to assess whether the data were collected and prepared with fidelity:

- Did ALL children who attend your program participate in the universal screening, including children with disabilities and those who are dual-language learners?
- Were the directions for the administration of the screening assessment followed exactly? How do you know?
- Were assessments given within the window for administration as outlined on your assessment calendar?
- Were all staff members who administered the assessment adequately trained?
- Has someone collected/organized the data for analysis?
- Is the data organized so your leadership teams can view it at a district/building/program level?
- Were there any barriers that arose in collecting the data?
- What, if anything, are you using for other data sources, and how are you collecting those data?

Validate the Data

Now that the team has all the data collected and entered into a viewing system such as the *Preschool Behavior and Social-Emotional Tiered Transition Report*, the team will need to view the three data sources side by side and look for congruency across the data. Congruence in this sense means that the triangles should look similar, with a similar percentage in the green across the data sources. The **example triangles below** demonstrate incongruence. There is variance among the data sources.

SDQ

Attendance

BIR's
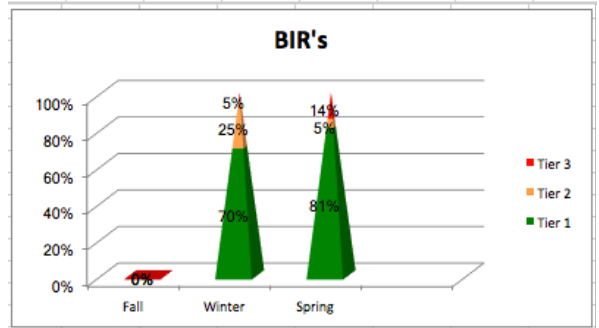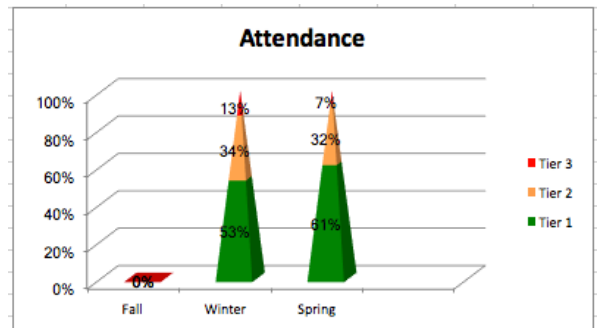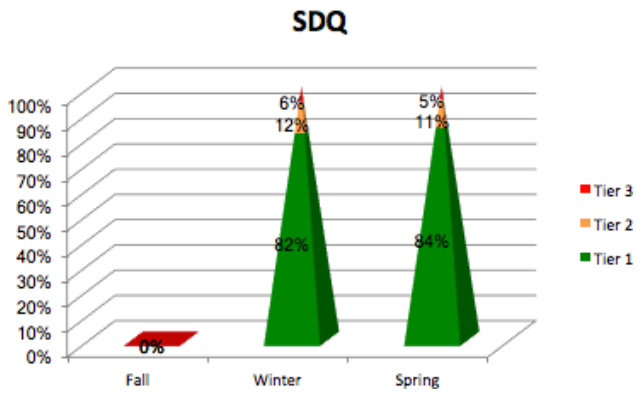
The triangles should be similar enough that you can make valid interpretations. If the triangles of data are represented as incongruent as in the example above, the team will need to ask some questions about the fidelity of data collection and the validity of the data presented.

Below are some helpful questions a team might ask if the data appears incongruent. In the example above, the BIRs, attendance, and SDQ were not similar. These sets of data are generally very similar in nature, as they are uniquely related. The questions below support a team in evaluating the training of procedures for data collection, the implementation of the assessment procedures for each of the data sources, and the interrelationships between the BIRs, the universal screener, and attendance.

- Have staff members been explicitly trained on the procedures and policies for using the screener, the behavior tracking method, and collecting attendance?
- In what ways does the team review definitions, procedures, and policies with all staff members?
- In what ways does the team monitor whether staff members are following procedures?
- Did all staff members complete the universal screener?
- How well did you teach the scoring of the universal screener?
- Did all staff members complete the screener within the same time window?
- Is the data window realistic and achievable?
- How well did we teach the language of the behavior tracking method?
- Are a majority of staff members completing behavior-tracking documentation when indicated?
- How consistently are staff members recording absences/tardies?

Using these questions to analyze incongruent data can assist teams in determining areas of administrative fidelity that need improvement. Once a team has completed these questions, the answers that were of concern need to transfer to an action and/or communication plan as steps to address data validity in the future.

Step 2: Analyze Data
Critical Components:
- Who: District leadership team, building/program leadership team, and possibly collaborative teams
- What: Social-emotional data at the district/program/classroom level
- When: **EVERY** fall, winter, and spring, although some social-emotional screeners might

only be required in the fall and spring
- Why: To make district-/program-level decisions regarding curriculum, intervention, instruction, assessment, and professional development.

Three times per year, leadership teams should set aside time to examine their data from the district/program/classroom levels to evaluate the current social-emotional and behavioral strengths and needs of their students and to inform decisions regarding curriculum, intervention, instruction, assessment, and the professional development needs of their program. For preschool programs, spring universal screening data provide the best estimate of how well your social-emotional curriculum and interventions are meeting the needs of your students. However, as programs collect and compare data across years, they might see trends or changes that also need to be addressed.

As leadership teams examine their social-emotional and behavior data sources, the questions below provide some areas for consideration.

- Were 80% or more of your students in the Tier 1 category for universal screening subtests in your prior year's spring data? If not, focus your efforts on increasing support at Tier 1.
- Are there fewer students in the Tier 2/3 categories in each subsequent data set?
- Are there more students in the Tier 1 categories in each subsequent data set?
- Are there differences across classrooms? Are there classroom differences that can account for the difference in classroom data?
- Does your program use an evidence-based social-emotional curriculum that addresses all of the *Kansas Early Learning Standards*?
- Does the teaching staff demonstrate intentional planning and teaching strategies that promote social-emotional skill building and learning during child-initiated play?
- Does the teaching staff use evidence-based instructional strategies to promote children's growth and development?
- Is there an appropriate balance between teacher-directed and child-initiated activities?
- Do all classrooms have a clear schedule and lesson plans that are connected to the curriculum?
- Are social-emotional opportunities planned for the minimum number of minutes per each Tier 1 protocol?
- Do all preschool children, regardless of skill level, get an equitable amount of time for social emotional learning and skill building?
- Are 80% to 90% of students engaged 80% to 90% of the time?

- Are expectations posted and explicitly taught?

Preschool programs that serve primarily students considered at risk might find that less than 80% of their students are at benchmark in the fall. When any data source indicates that less than 80% of students are at Tier 1 during any screening period, leadership teams should develop a plan for implementing classwide interventions. For those data sources with less than 80% in Tier 1, answering the following questions with as much specificity as possible for each data source not at 80% might help identify patterns and connections:

- **What** is the problem?
- **Where** is it occurring?
- **When** is the problem occurring?
- **How often** is the problem occurring?
- **Who** (student/s and staff) is involved?
- **Why** is the problem occurring?

Once those questions are answered, teams can use the information to determine ways to involve all staff members in adjusting the components of Tier 1. Teams can use *Table 1* in the Appendix as an example.

Step 3: Use Data to Group Students
Critical Components:
- Who: Collaborative teams

- What: Behavior social-emotional data at the classroom/student level
- When: **EVERY** fall, winter, and spring, although some social-emotional screeners might only be required in the fall and spring.
- Why: To make child-level instructional decisions regarding social-emotional and behavioral interventions

The use of multiple data sources casts a wide net for identifying students who might need Tier 2/3 supports; therefore, a large group of students might initially be identified for consideration for tiered supports, but not everyone on the list of potential students will actually need them. Many student needs can be met within the capacities and supports of Tier 1. It is important not to miss students who might need Tier 2/3 supports, but it is also important to follow the team's decision rules when making the final determination of student need for those supports.

Steps 3 through 6 might become highly individualized based on the features of each program's MTSS. Specifically, the details in Steps 3 and 4 below represent recommendations from the

Kansas MTSS and Alignment team on how to effectively and efficiently match students to interventions and create the conditions for successful implementation and outcomes. Your team should continually consider ways to improve and streamline these steps based on the typical needs of your students and the current processes and procedures in your building, program, and/or district.

To group individual students, complete the following:

1. Using the same data threshold used in Steps 1 and 2, identify which students are at risk in attendance, behavior incident reports, universal screener, and other referrals.
2. Use the student data to match student needs to their appropriate skill area (attendance only, Tier 2 or Tier 3). These decision rules can be altered at the discretion of the leadership team based on student need and availability of interventions as long as they are used consistently.

    The recommended decision rules are as follows:
    - **Any** data source with risk levels exceeding Tier 2 levels go to Tier 3.
    - When only attendance is at risk, work with families to determine the root cause of attendance issues and find a resolution.
    - When 3 or more data sources are at a Tier 2 level of risk, place the student into Tier 3 for further analysis at Step 4.

3. Place one student at a time into the corresponding skill group until all students with at-risk data have been grouped.
4. It is important to keep in mind that there are occasional false positives in the data sources, and not every student who is placed in an intervention group will need an intervention. Step 4 will provide a filter for students who might have been incidentally flagged by the data to control for errors in over-identification.

Step 4: Determine Focus of Intervention
Critical Components:
- Who: Collaborative teams
- What: Social-emotional and behavior data sources
- When: **EVERY** fall, winter, and spring, although some social-emotional screeners might only be required in the fall and spring
- Why: To make child-level instructional decisions regarding social-emotional and behavioral interventions

Once groups have been completed, teams will determine the focus of interventions based on the

needs targeted by the data. When considering how to provide interventions for students needing Tier 2 support for social-emotional skills, the Kansas MTSS and Alignment recommends that preschool programs provide class-wide intervention strategies for teaching and practicing specific social skills and examining the fidelity to which Tier 1 is being implemented. In addition, teams should consider the intensity to which individual students demonstrating a need for Tier 2 or Tier 3 intervention are receiving Tier 1 supports. For example, if class-wide data suggests that the implementation of 5:1 behavior-specific praise is occurring, but the data also show that a particular student in need of Tier 2 or 3 intervention is not receiving 5:1 behavior-specific praise, teams should determine ways to provide focus and intensity of Tier 1 support to students needing Tier 2 before looking at more intensive interventions. Preschool teacher-child relationships play a significant role in influencing young children's social and emotional development (Fox & Hemmeter, 2009), which highlights the importance of providing specific Tier 1 supports for students needing social and emotional skill development. Students needing Tier 3 interventions might require more comprehensive and individualized interventions; however, prior to implementing an individualized behavior plan (e.g., *Prevent Teach Reinforce-Young Children (PTR-YC)* or a *Function Based Behavior Support Plan* (BSP) for a student needing Tier 3 support, it is recommended that the program consider the classroom's level of fidelity to Tier 1. It is critical that Tier 1 supports be implemented with greater intensity and intentionality for students needing Tier 2 and 3 interventions. For each student identified as at risk, verify the accuracy of their data and follow the processes below.

For Attendance:
1. Verify that the individual student's data are accurate and do not exhibit an input error or false positive.
2. Consult with family.
   a. If the student and family can independently correct the behavior, close monitoring of the at-risk data source might be all that is needed.
   b. If the student and family need help to correct the attendance issue, use your decision rules from Step 3 and the Tier 2 protocol.
3. Complete Step 4 for this student by documenting the decision on the intervention placement log.
4. Complete Steps 5 and 6 by completing each of the columns on the intervention placement log.

For Students Needing Tier 2 Support:
1. Verify that the individual student's data are accurate and do not exhibit input errors or false positives.
2. Implement a fidelity checklist for Tier 1 supports, such as the one found in *PTR-YC* or the sample included in the Appendix and develop a plan to strengthen Tier 1 support specific to the needs of students.

3. Teach additional whole-class strategies, if needed, such as the [Center on the Social Emotional Foundations for Early Learning (CSEFEL)](#) Turtle Technique or the use of the Problem-Solving Toolkit.
4. Complete Step 4 for this student by documenting the decision in the intervention placement log.
5. Complete Steps 5 and 6 by completing each of the columns in the intervention placement log.

For Students Needing Tier 3 Support:
1. Verify that the individual student's data are accurate and do not exhibit input errors or false positives.
2. Confirm fidelity to Tier 1 strategies, document class-wide interventions and behavior-specific praise utilized for the individual needing Tier 3, and monitor progress for improvement.
   If Tier 1 and Tier 2 strategies are in place and progress monitoring shows little improvement, then:
3. Examine all of the student's data and answer as many of the 5 W's + 1 (see below) as you can based on the data. Look at the details of behavior referrals, screener sub scores, etc., to better address the 5 W questions. Consider a behavior planning process, such as *PTR-YC* or a *Function-Based Assessment*.
   a. **What** is the problem?
   b. **Where** is it occurring?
   c. **When** is the problem occurring?
   d. **How often** is the problem occurring?
   e. **Who** (student/s and staff) are involved?
   f. **Why** is the problem occurring?
4. With this additional information and your Tier 3 protocol, make a preliminary intervention placement based on the function of the behavior.
5. Consult with families about the data and preliminary intervention placement.
6. Based on all of this information, place the student officially into the appropriate intervention according to the Tier 3 protocol.
7. Complete Step 4 for this student by documenting the decision on the Intervention Placement Log.
8. Complete Steps 5 and 6 by completing each of the columns on the Intervention Placement Log.
9. In the case of a Tier 3 intervention, follow any additional requirements for the intervention as needed.

In order for staff members to be active participants in an intervention, communication is crucial. All staff members must be aware of the interventions and their own role in promoting students'

skills. Collaborative teams are asked to begin with the protocol interventions from the Tier 2/3 protocols and to keep progress monitoring data regarding the effectiveness of the intervention for each student. If a student is not making progress, collaborative teams will then move to a problem-solving process to ensure that each student is making progress toward his or her goal. Additionally, it is helpful for the building leadership team to plan ways to ensure the fidelity of implementation of Tier 1, 2, and 3 interventions.

Step 5: Progress Monitoring
Critical Components:
- Who: Building/program leadership team and collaborative teams
- What: Data regarding the progress students are making during intervention
- When: For students receiving Tier 2 intervention, at least once every other week. For students receiving Tier 3 intervention, at least once a week.
- Why: To make child-level instructional decisions regarding social-emotional and behavioral interventions.

Progress monitoring is conducted within the Kansas MTSS and Alignment to inform educators of students' growth related to intervention content knowledge and skills. Regular progress monitoring and review of data "may reflect the effectiveness and efficiency of the core instruction" (Carta, Young, p. 5, 2019).

Buildings/programs should consider using progress monitoring to measure the amount of behavior and social-emotional growth that occurs and identify where support is still needed. For example, if a student has been identified as at risk due to a high number of social development risk factors, then monitoring of these factors will inform the scope of the intervention as the student is supported from skills instruction through focused support and generalization.

Any of the data sources (attendance, behavior referrals, screener, and other referrals) can be used as part of the progress monitoring process. Depending on the presenting concern and the needed frequency of data collection, additional data sources that could be used include:
- Mastery monitoring
- Work completion
- Recognition
- Daily or weekly progress reports

For students receiving supplemental (Tier 2) and intensive (Tier 3) instruction, progress-monitoring data are used to chart the growth of individual students regarding the skills being targeted in intervention. Progress monitoring for students receiving Tier 2 or Tier 3 instruction should address two questions:
1. Is the intervention working?

2. Does the effectiveness of the intervention warrant continued, increased, or decreased support?

Collecting and graphing progress-monitoring data over a series of weeks provides a visual pattern of skill acquisition for students receiving additional support.

The building/program leadership team continues to have responsibility for conducting fidelity checks to ensure that collaborative teams are following the guidelines for collecting progress monitoring data and regular discussion by the collaborative team regarding students' progress.

Step 6: Document Interventions
Critical Components:
- Who: Building/program leadership team and collaborative teams
- What: Data regarding the progress students are making during intervention
- When: For students receiving Tier 2/3 intervention daily.
- Why: To ensure that the MTSS system is working efficiently.

Maintaining documentation of interventions is a critical step in documenting implementation fidelity and should be the first place checked if students are not making progress. Additionally, an intervention log provides a record of any changes made to a student's Tier 2 or Tier 3 intervention. Your teams should follow the decision rules and protocols created by the building/program leadership team to ensure that your MTSS consistently and efficiently meets the dynamic needs of your students.

References

Allen, R., & Steed, E. A. (2016*). Culturally Responsive Pyramid Model Practices: Program-Wide Positive Behavior Support for Young Children. Topics in Early Childhood Special Education*, *36*, 165-175.

Banda, D. R., Hart, S. L., & Liu-Gitz, L. (2010). Impact of training peers and children with autism on social skills during center time activities in inclusive classrooms. *Research in Autism Spectrum Disorders, 4*, 619-625.

Bartlett, J. D., Smith, S., & Bringewatt, E. (2017*). Helping young children who have experienced trauma: Policies and strategies for early care and education.* New York, NY: Columbia University, National Center for Child Poverty. Retrieved from http://www.nccp.org/publications/pdf/text_1180.pdf

Bireda, M. R. (2002) *Eliminating racial profiling in school discipline: Cultures in conflict*. Lanham, MD: Scarecrow Education.

Blagojevic, B., Logue, M. E., Bennett-Armistead, V. S., Taylor, B., Neal, E. (2017). Take a look! Visual supports for learning. *Teaching Young Children*. Retrieved from: https://www.naeyc.org/tyc/files/tyc/file/V4N5/Take_a_look_visual_supports_for_learning.pdf

Browning Wright, D. (2003). Rating development to common behavior strategies.

Behavior/Discipline Trainings. (2003). Retrieved from: http://www.pent.ca.gov/beh/dev/relatingdevelopment.pdf

Carta, J. J., & Young, R. M. (2019). *Multi-tiered systems of support for young children: driving change in early education*. Paul H. Brookes Publishing Co.

Copple, C., Bredekamp, B., ed. (2009*). Developmentally appropriate practice in early childhood programs serving children from birth through eight*. Washington: National Association for the Education of Young Children

CSEFEL. (2010). Training module 1. Retrieved from: http://csefel.vanderbilt.edu/resources/training_preschool.html

CSEFEL. (2010). Tips and ideas for making visuals to support young children with challenging behavior. Retrieved from: http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf.

Denno, D. M., Carr, V., Bell, S. H. (2010). *Addressing challenging behaviors in early childhood settings: A teacher's guide*. Baltimore: Brookes.

Division for Early Childhood. (2017). DEC position statement on challenging behavior and young children. Retrieved from http://www.dec-sped.org/position-statements.

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K., (2013). *Prevent-teach-reinforce for young*

children. The early childhood model of individualized positive behavior support. Baltimore: Brookes

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Ehrlich, S. B., Gwynne, J. A., Pareja, A. S., & Allensworth, E. M. (2014). *Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences.* Chicago: University of Chicago Consortium on Chicago School Research.

Fox, L., & Hemmeter, M. L. (2009). A program-wide model for supporting social emotional development and addressing challenging behavior in early childhood settings. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of Positive Behavior Support.* New York: Springer. 177-202.

Fredrickson, B. L., & Losada, M. F. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist, 60*(7), 678.

Gilliam W. S. (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten programs*. New York, NY: Foundation for Child Development.

Guralnick, M. J. (2001). *Early childhood inclusion: Focus on change*. Baltimore, MD: Brookes.

Hemmeter, M. L., Corso, R., & Cheatham, G. (2006, February). *Issues in addressing challenging behaviors in young children: A national survey of early childhood educators*. Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.

Henninger, W. R., & Gupta, S. S. (2014). *How do children benefit from inclusion?* In S. S. Gupta (Ed.), First steps to preschool inclusion. Baltimore, MD: Brookes. 33–57.

Holahan, A., & Costenbader, V. (2000). A comparison of developmental gains for preschool children with disabilities in inclusive and self-contained classrooms. *Topics in Early Childhood Special Education*, *20*, 224-235.

Jensen, W. R., Sprick, R. J., Sprick, J., Majszak, H., & Phosaly, L. (2013). *Absenteeism & Truancy: Interventions and Universal Procedures*. Eugene, OR: Pacific Northwest Publishing.

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*, 2283-2290.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). School-wide Systems to Promote Positive Behaviors and Facilitate Instruction. *Journal of Curriculum and Instruction, 7*(1), 6-31.

Lyons, A., & Pretti-Frontczak, K. (2015). *B2K practice point: Effective feedback*. Retrieved from: https://prekteachandplay.com/category/podcast

McCook, J. E. (2006). *The RtI guide: Developing and implementing a model in your schools*. Arlington, VA: LRP Publications.

Odom, S. L., Buysse, V., & Soukakou, E. (2011)*. Inclusion for young children with disabilities: A quarter century of research perspectives. *Journal of Early Intervention, 33*, 344-356.

Rafferty, Y., & Griffin, K. W. (2005). Benefits and risks of reverse inclusion for preschoolers with and without disabilities: Perspectives of parents and providers. *Journal of Early Intervention, 27*, 173-192.

Raver, C. C., & Knitzer, J. (2002). *Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-olds* (No. 0205).

Sprick, R. (2009) CHAMPS: *A proactive and positive approach to classroom management*. 2nd ed. Eugene: Pacific Northwest Publishing. CHAMPS: A Proactive & Positive Approach to Classroom Management, 2nd ed. CHAMPS: A Proactive & Positive Approach to Classroom Management, 2nd ed.

Stecker, P., & Fuchs, L. (2000). Effecting superior achievement using curriculum-based measurement: The importance of individual progress monitoring. *Learning Disabilities Research and Practice*, 128-134.

Strain, P. S., Bovey, E. H., Wilson, K., & Roybal, R. (2009). LEAP preschool: Lessons learned of over 28 years of inclusive services for young children with autism. *Young Exceptional Children, Monograph Series, 11*, 49-68.

Thompson, R. A., & Raikes, H. A. (2007). Early socioemotional development and the roots of school readiness. In J. Knitzer, R. Kaufmann, & D. Perry (Eds.), *Early Childhood Mental Health* (pp.13-35). Baltimore, MD: Paul H. Brookes Publishing Co.

Torgesen, J. K. (2006). *Intensive reading interventions for struggling readers in early elementary school: A principal's guide*. Portsmouth, NH. RMC Research Corporation, Center on Instruction.

U.S. Departments of Health and Human Services and Education (2015a). *Policy statement on expulsion and suspension policies in early childhood settings.* Washington, D.C.: Author. Retrieved from https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf

Appendix

Preschool Universal Screening Tools			
Screener	**Description**	**Target Group**	**Additional Information**
Academic Screeners			
myIGDI's (Individual Growth & Development Indicators)	● The myIGDI's early literacy+ includes measures for vocabulary, comprehension, phonological awareness and alphabet knowledge. An alternate Spanish version is available for literacy. Also available on the iPad. ● The myIGDI's early numeracy includes measures for numbers and operations.	4- and 5-year-olds	Pricing available at: http://www.myigdis.com
Preschool Early Literacy Indicators (PELI)	● The PELI measures early literacy through a storybook format and includes measures for alphabet knowledge, vocabulary and oral language, phonological awareness, and listening comprehension.	3- to 5-year-olds	Pricing available at: https://acadiencelearning.org/acadience-reading/prek-peli/ or email info@acadiencelearning.org
FastBridge	● earlyReading composite measures alphabet knowledge and phonological awareness ● earlyMath composite includes measures for numbers and operations.	4- and 5-year-olds	Available from Illuminate Education. Those interested should contact FastBridge for pricing and availability http://www.fastbridge.org/assessments/
PALS-PreK	● PALS-PreK includes 6 tasks: name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. It does not include an oral language measure.	4- to 5-year-olds	Pricing is on a per-student basis with online scoring available at an additional const. Pricing is available at https://palsresource.info/new-to-pals/

Behavior and Social Emotional Screeners			
Early Screening Project:	● The ESP is a screening tool that assesses the frequency and intensity of behavior problems in young children. There are three stages of assessment: teacher rankings and ratings and direct observations of behavior.	Preschool	Free paper questionnaires (pen and paper) http://sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz(USA) Online scoring ($0.25 per SDQ scored) https://admin.sdqscore.org/ Online administration of SDQ requires license or fee sdq.scoring@gmail.com
Strengths and Difficulties Questionnaire	● Use to assess students on five behavioral domains: conduct problems, hyperactivity, peer problems, emotional symptoms, and prosocial behavior	3- to 16-year-olds	https://www.sdqinfo.org/a0.html Free – Download online and score by hand (SDQ; Goodman, 1997) or access web-based administering and scoring for a nominal price
BASC-2 Behavioral and Emotional Screening System	● Use to identify children who might be experiencing behavioral or emotional issues that negatively impact their academic achievement or social relationships.	Preschool (starting at age 3) School-age through 12th grade	Pricing available at: www.pearsonassessments.com
Social Skills Improvement System: Performance Screening Guide (SSiS)	● Use to gather information about students in four domains: prosocial behavior, motivation to learn, reading skills, and math skills.	Age range: 3-18 years old	Pricing available at: https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Social-Skills-Improvement-System-Performance-Screening-Guide/p/100000356.html?tab=product-details
Student Risk Screening Scale-Early Childhood (SRSS-EC)	● 11 items split across two subscales representing characteristics of externalizing and internalizing behaviors.	Preschool	http://www.ci3t.org/screening#srssec Free

Kansas MTSS and Alignment

Preschool Behavior and Social Emotional Intervention Ideas

Tier 1
Curricula
- Choosing a Comprehensive or Social Emotional Learning Curriculum
  - Head Start Preschool Curriculum Consumer Reports
- Second Step Early Learning
- PATHS Preschool/Kindergarten Classroom Module
- Incredible Years Classroom Dinosaur Curriculum
- I Can Problem Solve
- Als Pals: Kids Making Healthy Choices

Evidence-Based Instructional Practices
- Predictable schedules (visual)
- Visual supports
- Establish and teach routines
- Explicit instruction of behavioral expectations
- Explicitly teach peer-related social skills
- 5:1 Behavior-specific praise
- Active supervision
- Balanced schedule (teacher directed/child initiated)
- Embed choice into activities
- Intersperse difficult non-preferred tasks with easy or preferred tasks
- Classroom visuals and supports
- Prevent-Teach-Reinforce for Young Children
- Banking Time
- Check in, Check Out (CICO)

Tier 2
Chronic absenteeism preschool
- Chronic Absenteeism in the Nation's Schools
- Insights into Absenteeism in DCPS Early Childhood Program
- CEELO-fast FACT PreK Attendance - Why It's Important and How to Support It
- Education Week – Districts Work with Families to Curb PreK Absenteeism

Personal Development (Safety and self-management – recognize one's emotions and one's strengths and limitations. The ability to regulate one's emotions, thoughts, and behaviors.)
- Check in, Check Out (CICO)
- Self-monitoring
- Banking Time
- Family Education
- Providing Choice (PTR-YC)
- Intersperse difficult or non-preferred tasks with easy or preferred tasks (PTR-YC)
- Self-regulation
- Tucker the Turtle
- Belly Breath Song - Sesame Street
- Sit and Watch
- Conscious Discipline Breathing strategies
- Scripted Stories

Social Development (interpersonal skills – empathize with others, emotional literacy, establish and maintain relationships, friendship skills)
- Check in, Check Out (CICO)
- Friendship/play skills
  - Super Friend
- Reinforce desirable behavior (PTR-YC)
- Communication skills (PTR-YC)
- Scripted Stories

Character Development (responsibility and decision-making – make choices, social norms, problem-solving)
- Individual schedules
- Conflict resolution
- Solution kit
- Problem-solving steps
  http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills
- Scripted Stories

Tier 3
- Prevent-Teach-Reinforce for Young Children
- Functional Behavior Assessment
- Mental health supports

Other Resources
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- Kansas MTSS & Alignment Preschool Repository

BIR Example

Behavior Incident Report

Child's Name:	Does Child have IEP? (circle one) Yes No
Date:	Time of Occurrence:
Staff Completing Form:	
Behavior Description:	

Problem Behavior (check most intrusive)

☐☐ Physical aggression	☐☐ Inconsolable Crying	☐ Running Away
☐☐ Self Injury	Inappropriate Language	☐ Property Damage
☐☐ Stereotypic Behavior	☐☐ Verbal Aggression	☐ Unsafe Behaviors
☐☐ Disruption/Tantrums	☐☐ Non-compliance	☐ Trouble Staying Awake
	☐☐ Social withdrawal/isolation	☐ Other _____

Activity (check one)

☐☐☐ Arrival	☐☐ Diapering	☐ Departure
☐☐☐ Classroom Jobs	☐☐ Meals/Snack	☐ Clean-Up
☐☐☐ Circle/Large Group Activity	☐☐ Outdoor Play	☐ Therapy
☐☐☐ Small Group Activity	☐☐ Special Activity/Field Trip	☐ Individual Activity
☐☐☐ Centers/Indoor Play	☐☐ Self-Care/Bathroom	☐ Other _____
	☐☐ Transition	

Others Involved (check all that apply)

☐☐☐ Teacher	☐☐ PT	☐ Substitute
☐☐☐ Paraprofessional	☐☐ SLP	☐ Peers
☐☐☐ Student Teacher	☐☐ Family member	☐ None
☐☐☐☐ OT	☐☐ Other Support Staff	☐ Other _____

Possible Motivation (check one)

☐☐ Obtain desired item	☐☐ Gain adult attention/comfort	☐ Obtain Sensory
☐☐ Obtain desired activity	☐☐ Avoid adults	☐ Avoid Sensory
☐☐ Gain peer attention	☐☐ Avoid task	☐ Don't Know
☐☐ Avoid peers		☐ Other _____

Strategy/Response (check one or the most intrusive)

☐☐☐ Verbal reminder	☐☐ Time with teacher	☐ Family contact
☐☐☐ Curriculum modification	☐☐ Re-teach/practice expected	☐ Loss of item/privilege
☐☐☐ Move within group	behavior	☐ Physical guidance
☐☐☐ Remove from activity	☐☐ Time in different classroom	☐ Physical hold/restrain
☐☐☐ Remove from area	☐☐ Time with support staff	☐ Other _____
☐☐☐ Provide physical comfort	☐☐ Redirect to different	
	activity/toy	

If applicable, administrative follow-up (check one or most intrusive)

☐☐☐ Non-applicable	☐☐ Arrange behavioral	☐ Transfer to another program
☐☐☐ Talk with child	consultation/team	☐ Reduce hours in program
☐☐☐ Contact with family	☐☐ Targeted group intervention	☐ Other _____
☐☐ Family meeting		

Comments:

Fidelity Checklist for Tier 1 Universal Classroom Practices Providing Positive Social/Emotional and Behavioral Support

This checklist is intended to help programs and classrooms reflect on their fidelity to Tier 1 practices in an effort to better support those students demonstrating a possible need for Tier 2/3 interventions. These items should be carefully considered and in place prior to moving to a Tier 3 intervention for an individual student demonstrating the need for more intensive intervention.

Universal Practice	Yes	Evidence	No	Next Steps	Additional Comments
Social emotional curriculum is:					
adopted and materials are available.					
allotted a specific time in the daily schedule.					
being taught with fidelity.					
Behavior specific praise is being used more frequently than corrections (which include directions and requests). The ratio in the classroom is:					
5:1					
3:1					
3:<3					
Ratio of behavior-specific praise for students needing Tier 2 support is:					
5:1					
3:1					
3:<3					
The expectation matrix is:					
stated positively.					
posted at the children's eye level.					
explicitly taught.					
reviewed regularly.					

Universal Practice	Yes	Evidence	No	Next Steps	Additional Comments
The daily schedule is:					
predictable.					
well balanced.					
referred to throughout the day.					
posted at child's eye level.					
Transitions are well planned as demonstrated by:					
whole-class warnings provided prior to the majority of transitions.					
strategies are in place to ensure that children are actively engaged in the transition and wait time is limited.					
Caring, non-contingent relationships are fostered between adults and children by:					
greeting children at the door.					
adults who listen with interest in children's conversations and extend those conversations.					
adults who validate the emotions of the children and provide					

Universal Practice	Yes	Evidence	No	Next Steps	Additional Comments
them with labels for those emotions when needed.					
Classroom environment is inviting and organized with:					
clearly defined activity areas.					
unobstructed site lines.					
easily accessible materials.					
Additional Considerations:					
Peers					
Routines are developed within routines					

Table 1:

Directions: When any behavioral, social, or emotional data sources are less than 80% in Tier 1, use the table below to determine adjustments to enhance the functioning of Tier 1. In the boxes below, provide a brief description of how your staff will adjust each Tier 1 component to improve the data from now until at least the next benchmark period.

	Prevent and Teach using: **Schoolwide Expectations**	Prevent and Teach using: **Social Emotional Curriculum/Framework**	Reinforce using: **Recognition System**	Prevent and Teach using **Instructional Practices**	Correct using: **Discipline Response System**
Attendance					
Behavior Referrals or Incident Reports				→	→
Screener				*Increase usage and consistency during instruction to reduce problem behaviors and increase engagement* ←	*Increase consistency across staff and settings to support existing processes and policy. Not Applicable for high Screener - Internalizing rates* ←
Other Data Sources					

Steps 4, 5, and 6: Intervention Placement Log

Student Name	Intervention Selected	Data to Progress Monitor	Frequency of Data Collection	Goal/Exit Criteria	Person/Team Assigned to Monitor Intervention Fidelity