

Kansas Multi-Tier System of Supports & Alignment



Behavior and
Social Emotional
Learning
Implementation

Implementation Guide for Behavior & Social Emotional Learning

2021-2022 Academic Year

Introduction to Document

The *Kansas Multi-Tier System of Supports: Behavior and Social Emotional Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document provides an explanation of each component and its importance within the MTSS process. The guide also provides steps to support districts in successfully completing the tasks and decision-making necessary for a sustainable system. Documents specific to reading, math, and early childhood content areas as well as the Systems Implementation Guide are companion documents to this guide.

Readiness for implementation includes having the following structures in place:

Standards and Curriculum:

School-wide Culture and Environment

- School-wide Norms or Behavioral Expectations

- Evidence-based Social Emotional Learning Curriculum

Instruction:

Systemic Positive Relationships

- Continuum of Positive Feedback

Universal Instructional Practices for Behavior and Social Emotional Learning

Response System

Tier 2 & 3 Interventions and Supports

- Behavior and Social Emotional Learning Protocols for Tier 2 and 3 Interventions/Supports

Assessment:

Data-Based Decision Making

- Social Emotional Competency Measures

- Universal Risk Screening

- Early Warning Indicators (ABCS)

A significant commitment of time and energy from numerous Kansas educators and their districts, organizations, and partners made this document possible. Their efforts to learn and help others understand what it takes to make an MTSS a reality within schools is reflected herein. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS and Alignment documents.

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Assessing Social-Emotional Learning

In response to widespread consensus on the value of social-emotional development and skills, the Kansas curricular standards for Social-Emotional and Character Development (SECD, 2018), and the Kansas State Board of Education’s goal of measuring social-emotional growth locally, Kansas schools have started to develop and track students’ social and emotional learning as an indicator of student success.

National organizations such as the Collaborative for Academic and Social Emotional Learning (CASEL) advise that these assessments be strength based, **focusing on knowledge and the use of skills that are actively taught and supported in the school setting** (Nov. 2018). Prior to this implementation phase, Kansas MTSS and Alignment schools will have adopted an evidence-based curriculum through which to teach those skills and will have determined instructional practices that foster and reinforce those skills. Additionally, they will have identified values and norms (or expectations) and approach the reinforcement of those in a trauma-informed, restorative manner that developmentally reinforces core social-emotional skills (Denham, 2018).

Keep in mind that measuring growth using skills as a goal of assessment is distinct from screening for risk for behavioral and mental health needs. A strength-based approach proactively builds on the strengths and skills individuals possess to foster further development of competencies, just as educators do for any other academic content area. These measures would help confirm that Kansas SECD standards are being met.

Assessment of social and emotional competencies helps paint a more complete picture of students’ capabilities and needs, while an assessment of adult SE competencies and practices, as well as school climate and culture, paint a more complete picture of the support youth are given to develop and demonstrate these competencies. A reciprocal relationship exists between these two. Student development can be limited by culture, climate, and adult development. Therefore, the assessment of adult-driven SEL practices should also be strength based, focusing on methods for being proactive in holistically supporting young people’s social, emotional, and academic development in a manner that promotes equity and inclusion (Jagers, 2018).

<p>CASEL SE Competencies: Self Awareness Social Awareness Self Management Relationships Decision-Making</p>
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As CASEL notes in its guidance on competency assessment (Nov. 2018), widespread implementation of SEL practices is gaining traction, and SEL data are increasingly available in multiple forms. These forms include data highlighting the culture and climate of settings, effective implementation of SEL programs and practices, and growth in individuals' (both staff and students') development of social and emotional skills and competencies.

This manual will highlight the important activity of SEL skill assessment, putting it into context with other data that are part of the data-based decision-making process of Kansas MTSS and Alignment. The journey begins with *preparing* for data analysis, then moves onto the first step of *reviewing and validating* the data, followed by the second step of *analyzing* the data to determine the strength of the core, making any needed adjustments. The final steps of the process focus on preparing for individual and small-group intervention. This includes how to use the data to assign appropriate interventions and support the 20% or less students who need them in addition to the core and how to document and monitor their progress.

Preparing for Data Analysis and Data-Based Decision-Making

Data-Based Decision-Making

When it comes to Behavior and Social Emotional Learning (BSEL) data, districts and BLTs should become proficient in:

- Understanding the sources and types of data available and their appropriate use;
- Collecting, interpreting, and analyzing data;
- Utilizing multiple measures;
- Implementing programs that are evidence based;
- Screening for risk and need;
- Showing how intentional interventions increase skill acquisition;
- Measuring growth in Social Emotional Learning and in their robust, responsive MTSS system.

We recommend that school teams collaborate with their local experts, such as counselors, social workers, school psychologists, and early childhood educators, as they are uniquely trained in social emotional development and the impact of nurturing such development. These professionals are positioned to help educational communities build capacity in adult SEL competencies and teaching SEL skills.

A dashboard approach is recommended. Social emotional growth (SEG) results from the interaction of (a) proactive teaching and learning of social emotional skills and competencies, (b) a supportive culture and climate, and (c) a clear improvement cycle used by schools. Skills can be taught, but if the culture allows little opportunity for practice throughout the day, if the climate is conflictual and deficit-focused, or if the school fails to address behavioral or mental health

needs, those skills can be difficult for students to put into action. Therefore, aligned with CASEL’s (Nov. 2018) best-practice recommendations, **three key categories** of data are recommended for your dashboard when developing a robust approach to measuring SEG locally.

We first give an overview of the three categories, discuss how to set up a repository, and then walk through the step-by-step process used in Kansas MTSS and Alignment for analyzing the data.



School Climate & Culture Data	SEL Skills Assessment	Risk Screening Data for Tiered Supports
<i>Also see Step 1a on pg. 6</i>	<i>Also see Step 1b on pg. 7</i>	<i>Also see Step 1c on pg. 10</i>

- a.) **School Climate and Culture Data.** An example of climate data we recommend is the Kansas Communities That Care ([KCTC](#)) survey. This survey obtains student *perception data* about school climate; likewise, the Kansas Family Engagement Survey ([FES](#)) obtains caregiver *perception data* about school climate. **School Culture Data** is often represented by “On-Track” Indicators, such as attendance, office discipline referrals and suspensions/expulsions, and course grades. **Implementation fidelity measures** from your SEL curriculum provide evidence of strong implementation, which is a measure of culture. Data from this climate and culture category can be compared with growth measures and risk screening to help conceptualize to identify how climate and culture can impact student progress; to provide a broad view of student needs based on their voice; and to improve practices, programs, and systems.
- b.) **Social-Emotional Learning (SEL) Skills Assessment:** *Validated Strength-based Measures* often come with an evidence-based SEL curriculum to show attainment of the knowledge, skills, and behaviors being taught. These measures are usually either in the form of perception data or outcomes data focused on knowledge or performance of skills/behavior. For examples, see the [Toolkit](#) for Measuring Social Emotional Growth Locally from the Kansas Department of Education.
- c.) **Risk Screening Data for Tiered Supports.** The ABCS data sources identify risks for behavior and social emotional concerns: Attendance, Behavior Referrals, Course Grades (for grades 5th and up), and Screener for Behavior and Social Emotional Risk. These four data sources offer information to assist with identifying tiered supports. A general rule of thumb is if more than 20% of students show risk, the improvement cycle focuses mostly on class-wide interventions to strengthen the Tier 1 core. When less than 20% of students show risk, many schools will be able to provide interventions to address specific

needs. Throughout this guide, we refer to the Green and Yellow Supports Tool. This tool can provide you with multiple ideas to provide class-wide interventions.

Creating Your “Data Dashboard” Repository

To prepare for data analysis and data-based decision-making, leadership teams will need to ensure that systemic tools are in place to support the effort. This can consist of subscriptions or the purchase of online data systems, the creation of electronic repositories such as Google spreadsheets, or a combination of the two.

We most often see schools use the following:

1	The school’s student information system (SIS), which provides Attendance, Behavior Referrals, Course Grades, and other relevant information, PLUS:	
	<i>Either:</i>	<i>Or:</i>
2	A robust online assessment system for SE Skills:	Paper / Pencil or Electronic SEL Curriculum Unit test results
3	A robust online risk screening system:	Paper / Pencil or Electronic Spreadsheet approach to screening:
4	Depending on the online system being used, a data repository document such as the Kansas MTSS ABCS Tiered Report in Excel and additional climate survey results	A data repository document such as the Kansas MTSS tiered triangle report in Excel and additional climate survey results

Examples: (1) Infinite Campus, Powerschool, Skyward (2) Aperture, Panorama, Satchel Pulse, SELweb (3) BASC-BESS in Aimsweb, SAEBRS in Fastbridge, (4) Educlimber. These systems can vary significantly in the types of data collected and available for analysis, from climate data to skills assessment to risk screening. Some systems connect the SIS information to support seamless analysis. Note that these are examples, not a comprehensive list.

Step 1: Review and Validate Your Data

Step 1a: Review Previous Year’s Climate and Culture Data.

One of the first steps to take in early fall can be to review school climate and culture data from the previous school year, which is available before schools have access to growth measures and universal risk-screening measures.

Most Kansas schools implement the Kansas Communities That Care (KCTC) Survey. An MTSS Climate Types Report developed from the KCTC survey promotes clear pre-planning and decisions related to the types of MTSS practices that can improve school climates and social emotional outcomes for students. Schools can determine the strengths and challenges related to relationships, voice and agency, and wellbeing (depression, anxiety, and conflict). For example, if students reported a low level of relational connectedness, teams could plan to ensure positive hallway greetings, conducting a “dot activity” to identify students who have few or no

connections with adults in the building, and using the 2x10 strategy right away at the beginning of the year to increase positive and safe teacher/student relationships. These initial steps can reap large benefits. Laying this kind of groundwork is also known as establishing and improving the Conditions for Learning and Development. Kansas MTSS and Alignment Schools can access a short video with activities to analyze their MTSS Climate Types KCTC Report data and set priorities.

[Figure 1: Early Warning Data Cut Scores]

	Attendance	Behavior (ODRs/BIRs)	Course Grades
Tier 1	Missed 0-9% of school	0-1 referral	Failing 0 courses
Tier 2	Missed 10-14% of school	2-5 referrals	Failing 1 course
Tier 3	Missed 15% or more of school	6 or more	Failing 2 or more courses

Review of last year’s “Early Warning Data” (Figure 1: Attendance, Behavior Referrals (ODRs), and Course Grades for 5th grade on up), in tandem with the school climate data, enables grade-level teams to set goals and priorities for early, high-leverage practices. Examples, depending upon data-based needs, include providing positive early parent feedback about their student’s engagement/attendance, holding class circles or discussions about key norms or behavioral expectations, and emphasizing SEL lessons around organizational and goal-setting skills for maintaining course progress. Kansas MTSS and Alignment encourages schools to stay on top of attendance and course grade concerns from the beginning of the school year to build connections with these students and families early and create positive behavioral momentum for a strong start to the school year. This is why it is recommended that teachers pull this data regularly to keep kids on track and create a strong school year throughout. This is also the time to ensure that your Family Engagement Plan addresses the feedback parents provided on the most recent survey.

See the Green and Yellow Supports Tool for more ideas about core practices and in-class supports to start your year off in a way that is most responsive to the student body’s needs. Be sure to update your choices around instructional practices on your protocol to maintain it as a living, responsive document. These practices will likely be listed in the Tier 1 table or the first few pages about the data measurements the teams use.

Step 1b: Social Emotional Growth: Routine Strength-Based Skill Assessment.

The skills assessment you use will depend upon on your curriculum and assessment system. It will also provide some context for how a strength-based skills assessment works with the other two parts of your dashboard to measure social-emotional growth.

Choosing a Strength-Based Skills Assessment. A variety of resources exist to help schools review, compare, and choose validated strength-based skills assessments. Schools can access [The Rand Assessment Finder](#), a web-based tool that allows users to explore and compare the different assessments available out there, what they are designed to measure, and the resources they require to implement. KSDE also offers a [Toolkit](#) for Measuring Social Emotional Growth Locally, with appendices containing literature and examples of several assessment systems.

The following are four vignettes based on common curricula and assessments used in some Kansas schools. These illustrate examples of use and do not represent endorsement of any system or curriculum by Kansas MTSS and Alignment.

School 1 is implementing an evidence-based SEL curriculum and utilizes an Online Assessment System. As part of this system, classroom teachers will complete a short 8-item skills assessment for each student. This 1-minute validated **skills** assessment is specifically aligned to the curriculum and allows staff members to see if at least 80% of students in their classroom are meeting the SE skill benchmark. The 3rd grade collaborative team discovered that only 70% of their students met the skills benchmark. Upon further analysis, they also recorded elevated ODRs for conflict and decided to make adjustments to the core. The 3rd grade classrooms used brain-builder activities and short exercises that focused on identifying emotions and practicing mindfulness. They consistently practiced calm-down skills after recess and used weekly class circles for routine problem-solving practice. In addition, they continued with the scope and sequence of the SEL curriculum. By winter, 87% of these 3rd grade students met the SE skills benchmarks on the quick skills assessment. Therefore, for the remaining 13% of students, the teachers completed the full SE skills assessment using the online system to better understand which skills need additional targeted support or intervention for each of those students.

Grades 4 through 6 experienced a similar situation, with one exception. School leaders discovered that a subgroup of Grade 5 actually had a lower percentage of students meeting the benchmark on the quick skills assessment. The social worker agreed to conduct a focus group to learn more about this discrepancy. After obtaining student and family feedback, eliciting teacher feedback, and looking more closely at climate and early warning data, teachers and administrators agreed it was important to start “an intervention” with their own adult SE skills, and they initiated a book study. Although this level of vulnerability was difficult in the beginning, the educators stayed committed to their learning throughout the winter, and by spring, they began to notice a subtle positive morale ripple effect taking place in the upper elementary grades. This was an unexpected bonus along with the increasing percent of students from the subgroup, meeting both social emotional and math skills benchmarks in the subsequent assessment windows.

In grades K-2, at least 80% or more of students were meeting skills benchmarks for fall, winter, and spring. For those not meeting the benchmarks, teachers used the full SE skills assessment from the online system to determine the skill gaps that needed support. In first grade, since only two students needed extra skill support, and they had no additional risk factors, the teachers found that they could easily address those needs entirely in the classroom. One gave a student the job of taking care of the classroom hamster, which provided the opportunity to practice several skill gaps in a way that appealed strongly to the student. In second grade, two students had both skill gaps and showed up on the risk screener. Their story will be highlighted in the risk screener section. Two kindergarteners with skill gaps also showed risks on the screener, and so the counselor pushed in some supports to the classroom to help address those needs. Meanwhile, the kindergarten teacher connected with parents around home link activities that would foster and reinforce these skills.

School 2 is also implementing an evidence-based social emotional learning curriculum, but it does not have a built-in skill assessment system. Rather, it is using an academic assessment system that only provides universal risk screening for behavioral and social emotional needs. The staff have decided to use the curriculum unit tests for their strength-based skills assessment. When less than 80% of students are meeting the unit test skills benchmarks, the collaborative team looks for patterns in missing skills and bolsters the Core with more opportunities to practice those skills throughout the day.

School 3 is a high school implementing an evidence-based SEL curriculum and using an online assessment system. Within this online assessment system are numerous skill and mindset assessments. Since only skills that are actually taught should be assessed, the staff analyzed and cross-walked the various assessments with their evidence-based SEL curriculum and SECD standards. They narrowed down which assessments would be completed at the fall, spring, and winter benchmarks in the online assessment system to ensure that they matched the scope and sequence of the SEL curriculum teaching plan. They then planned to follow the typical MTSS path of adjusting the core approach in grade levels in which less than 80% of students are meeting the skills benchmark. (Incidentally, this district's middle school is using a companion evidence-based SEL curriculum, which already offers a crosswalk with the online assessment system for measuring strength-based skills growth.)

By winter, the high school discovered that the core benchmark was met, and it began to pinpoint skill gaps for the smaller percentage of students who were not meeting the benchmark. A multidisciplinary team looked at this smaller subset of assessments to look for patterns in skill gaps. The counselor participated and came up with a basic outline for connecting IPS goals and student interests with the value that this particular social-emotional skill would provide the student in pursuing her/his interests. This enabled the team to engage the student to help make an efficient intervention and support plan that reflected the student's voice and choice in learning and applying these skills. In one community employment partnership, a student was provided a highly desirable assignment for her work-based learning experience that allowed her to build and practice a key skill set she had struggled with in the school context. The job site

“mentor” helped the student see how to apply these same skills in the school context, boosting both academic and SE outcomes.

As the team progress monitored students, the social worker noticed a few who were not making the expected progress. Looking more closely, she discovered that these students also showed up on the risk screener and had at least one piece of data showing risk. This alerted the team to adjust its approach to intervention and supports. Once students were receiving more intensive support to address risk, whether for unmet basic needs, or mental health supports, 75% of them started making larger gains in SE skills. By the end of the year, 50% were also showing lower risk data.

School 4 is implementing the Kansans Can Competency Framework (CCCF). The school does not subscribe to a system with a built-in skill assessment system; rather, the school uses the universal risk screener only. However, CCCF offers a range of formative questionnaires, knowledge and situational judgement assessments, and performance-based reflections that measure gains at the individual level as well as composite results across classrooms, grades, and schools. Therefore, the school is using these measures for the strength-based SE skills assessment.

With these illustrations, it is our hope that you can begin to see how different layers of data connect and the critical importance of measuring SE skills.

Step 1c: 1st Quarter Risk Screening Data for Support and Intervention.

Most risk screeners advise that it takes 4 to 6 weeks into the fall quarter for students to settle in and for teachers to gain enough familiarity with their students for a risk screener to be valid.

Universal screener. During the structuring phase of Kansas MTSS, the district identified a universal screener for behavioral and social-emotional needs. Some professional development should have occurred after choosing a screener regarding how to use it and how to compile it into one viewable system. It will be important for the BLT to communicate with the individuals trained on the screener about how to administer, gather, and view it when they are ready to complete Step 1c. Organizing screening and Early Warning ABC data for tiered viewing will be important for teams to problem solve.

Refer to the chart on page 6 for the ABC cut scores. Refer to your adopted screener for its specific cut scores. Some screeners are binary, determining only “at risk” or “no/low risk.” Others follow the three-tiered model of “low, moderate and high risk.” Kansas MTSS currently recommends using the “ABCS” of behavioral and social emotional data – **A**ttendance, **B**ehavior Referrals (ODR/BIRs), **C**ourse Grades, and the **S**creener – as a robust way to determine which students are at risk and in need of additional support and/or intervention.

Organizing Data into a Repository & Visualizing your Data. If you have an online assessment or

screening system, the process for organizing and visualizing your data can be fairly automated, as discussed on page 5. You might only need to enter cut scores, if this is allowed, for the ABC data sources, and the program will graph and tier out the data.

If do not have an online assessment or screening system and you want the data visualized in a triangle report for each grade level similar to what AIMSWeb and DIBELs produce, Kansas MTSS has created an Excel spreadsheet that can compile all of the data into a tiered report with auto-populated triangles or bars. For further information on the Kansas MTSS ABCS Tiered Report Spreadsheet, please refer Appendix 1.

Guidance on the Kansas MTSS Excel Spreadsheet. There are a few necessary steps to enter the data into the Kansas MTSS ABCS Tiered Report in Excel. You will need the following items from your SIS and your screener data in order to enter the correct raw data into the spreadsheet. Note that this report only calculates triangles for four of the five data sources (attendance, behavior office discipline referrals, course grades, and screener). The fifth data source is compiled in greater depth later in the implementation steps.

For each data source, you will perform the following:

1. Use cut scores from Figure 1 above to calculate the total number of students identified as “at-risk” for each grade level. Some screeners have 2 tiers of risk at Tier 2 (yellow) and Tier 3 (red), while some have one, indicating at-risk. You can adjust the triangles to represent that accurately. Consult with a Kansas MTSS Trainer to learn how to adjust this.
2. Subtract the total number of students identified as at-risk in each grade level from the total number of students in that grade level, and this final number is the total number identified as low risk or meeting benchmark for each grade level = Tier 1 (green).

Follow these directions to enter data into the Kansas MTSS ABCS Triangle Report.

1. Open the spreadsheet
2. Locate and click the directions tab at the bottom of the spreadsheet
3. Follow the directions on the directions tab when you click on each grade level tab
4. Click a grade-level tab at the bottom of the spreadsheet
5. Enter the raw data for each data source for that grade level, making sure to place the data in the **red box** based on quarter and tier
6. Place zeros in the **red boxes** later in the year
7. Locate the final tab of the spreadsheet labeled K-6 Reports or 7-8 Reports or 9-12

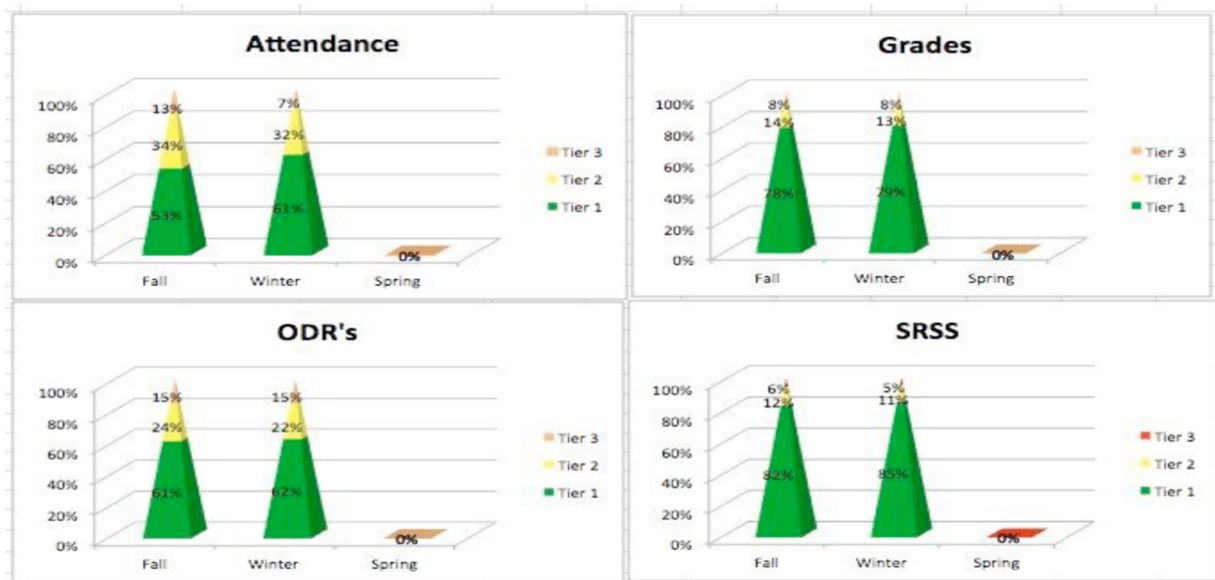
Reports

8. Print this report to bring to your Training Day or Leadership Meeting
9. Save this spreadsheet and rename it with your school and the year
10. To unlock the sheet, consult with a Kansas MTSS Trainer

Validate the Data. Once the team has all the data collected and entered into the dashboard repository, they can view them side by side for each grade level. The team will look for validity and congruency across the data sets. Validity indicates that the data accurately depict the building’s needs and do not contain significant errors that will skew later decision-making. Because the data sets will influence one another theoretically, you must look for congruency. If the graphs appear quite different from one another, this will raise questions about the coherence of your system. The graphs should be similar enough that you can make valid interpretations.

Let’s walk through an example. In Figure 2 we have visualized the various data sets. Do these sets of data appear to be congruent?

[Figure 2: ABCS triangle chart]



Examination of the example triangles in Figure 2 tells us the data are incongruent. There are large differences between attendance and grades and between attendance and risk screener. One might expect attendance to impact learning and grades, and the lack of engagement to be a signal of risk. Similarly, the behavior referral or ODR data is also quite different from course grades and from the risk screener. At a minimum, one might expect office referrals also to be a signal of risk. Therefore, this could be *potentially* invalid data. Since each of the ABCS data sources essentially tell a different side of the behavior and social emotional story in your building, there will likely be some degree of difference between data sources. This is common, but it needs to be discussed and examined early on in the data conversation to avoid proceeding with invalid data. The team will need to ask some questions about the fidelity of data collection and the validity of the data presented.

Validity questions. In the example above, ODRs and the SRSS are **not** similar, even though they should be, since they are related. Attendance and grades are not similar, but we might expect them to impact each other. Therefore, the team would look at the validity questions below and check any items they suspect are an issue in their building. Likewise, for whatever areas **your** triangles are incongruent, use the questions below to evaluate whether any barriers of implementation affect your data.

VALIDITY QUESTIONS: Check if you suspect that your building/grade level exhibits any item that represents an issue:	
<p>Social Emotional Growth</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implemented with fidelity? <input type="checkbox"/> Followed scope and sequence? <input type="checkbox"/> Has a regular place on the schedule that is adhered to? 	
<p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do we have clear policies for attendance? <input type="checkbox"/> How consistently are staff members counting all absences and tardies? <input type="checkbox"/> How often do we review definitions, procedures, and policies with all staff members? 	<p>Behavior Referrals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have staff been explicitly trained on major/minor definitions? <input type="checkbox"/> What kind of Office Disciplinary Referral (ODR) form are we using? Is it systematic and used consistently across the school? <input type="checkbox"/> How well did we teach the majors (office-managed) and minors (classroom-managed) language? <input type="checkbox"/> Are the majority of staff consistently referring only majors to the office? <input type="checkbox"/> Are the majority of staff members handling minors in the classroom? <input type="checkbox"/> Is part of the difference attributable to the subscores of the screener itself (i.e. ODR rates match the Externalizing or Social subscores, but not the Internalizing or Emotional subscores)? If so, how does that change your building's response to this situation?
<p>Course Grades</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policies for grades? <input type="checkbox"/> How are assignments and tests weighted as grades in classes? <input type="checkbox"/> How widely varied are the grading practices across the school? Department to department? Within departments? <input type="checkbox"/> How are staff members grading students on assignments when they are present/not present in class? 	<p>Risk Screener</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the procedures for using the screener? <input type="checkbox"/> Have all staff members completed the universal screener? <input type="checkbox"/> How well did we teach the scoring of the universal screener? <input type="checkbox"/> Did all staff members complete the screener in the proper window?

<input type="checkbox"/> How are missing assignments being accounted for in grades when students are absent? <input type="checkbox"/> What practices are being used to assist students to improve their grades?	<input type="checkbox"/> How do we know that all staff members considered each student individually? <input type="checkbox"/> How do we know they based their ratings on their own experiences and observations?
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Questions adapted from Michigan's Early Warning Systems Tool found at https://www.michigan.gov/mde/0,4615,7-140-81376_83587---,00.html (Bowles Therriault, 2017).

Using these questions to analyze the incongruent data can assist a team with determining the areas of administrative fidelity that need improvement. Once a team has completed these questions, the responses that raised concern must lead to a transfer to the action communication plan for the steps to take to address the incongruence.

A team can consider administering the screener again if it was invalidly administered, and it is still within the window for the benchmark period. If not, the team will need to fix the validity problems for the next administration. With the SIS reports, if there were errors in reporting, those can be fixed, and the reports can be run a second time.

Next Steps/Possible Outcomes in Validating Your Data:

- (1) If you have an invalid data set(s) then you will either:
 - a) Create a goal with the data set(s) to gain greater consistency in data collection, or
 - b) Re-administer the universal screener before the benchmark period closes.

- (2) If you have a valid data set, then proceed to Step 2.

Step 2: Analyze the Data

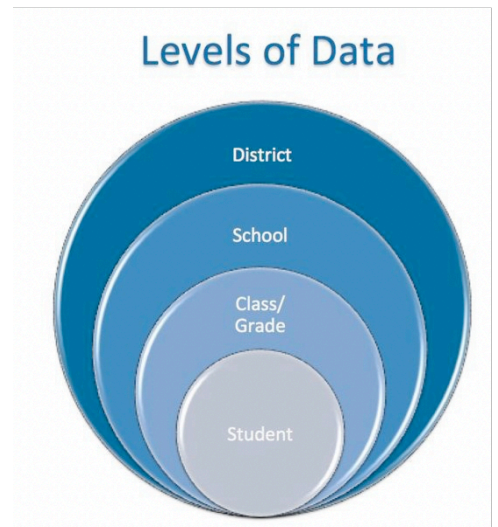
Goal. Every fall, winter, and spring, leadership teams determine which component(s) of Tier 1 are being implemented with fidelity and are meeting the needs of the students. If Tier 1 needs improvement, the leadership teams use the data to create and implement a comprehensive plan to improve Tier 1.

Overview. Using the district or building's assessment plan, Leadership Teams (DLT, BLT, and CT) analyze the ABCS data sources, along with your strength-based skills assessment, if you have one, to establish whether the Tier 1 Behavior and Social Emotional components are adequately meeting the needs of at least 80% of students (Bowles Therriault, 2017).

A good place to start looking at these data sources is from the grade-level perspective. This will enable leadership teams to evaluate how each grade level is performing and directly compare that to social emotional learning, reading, and math academic results as well. District Leadership Teams (DLTs) can use this process to analyze data from the district and school levels, Building Leadership Teams (BLTs) can analyze the data from the school and grade levels, and Collaborative Teams or PLCs can analyze them from the classroom level.

If the BLT finds that all of the grade-level data indicate that Tier 1 is being implemented with fidelity and is sufficient in meeting the needs of 80% or more of their students, the team can quickly move forward to Step 3 and begin matching students to behavioral and social emotional interventions at Tiers 2 and 3 (Young et al., 2012; <http://www.pbis.org/>). If data sources are not at 80% in Tier 1, the BLT will need to work on numbers 3-9 of Step 2 process (see below) in conjunction with grouping the individual data to identify what kinds of supports and interventions the building has the *capacity* to address for students at risk for behavior and social-emotional concerns.

[Figure 3: Levels of Data]



Step 2 Process

Select the level of data you are evaluating

- District Level
- Building Level
- Grade Level
- Classroom Level

Using your data thresholds and sources in Step 1, do all of your data sources indicate that at least 80% of your students are successful with the current Tier 1 supports?

Yes – Proceed to Step 3

No – Continue with numbers 3-9 to complete the Tier 1 Improvement Plan and begin Steps 3-6 to determine your *capacity* for addressing Tiers 2 and 3.

For data sources with less than 80% at Tier 1, answer the following questions with as much specificity as possible. If you have multiple data sources at less than 80% at Tier 1, then it may be helpful to answer these questions independently first to help discover patterns and connections later. Utilizing the capabilities of a repository spreadsheet or your Student Information System will enhance your ability to efficiently sort the data and aid in answering as many of these questions as possible.

What is the problem?

Where is it occurring?

When is the problem occurring?

How often is the problem occurring?

Who (students and staff) is involved?

Why is the problem occurring?

Use the answers to these questions to form a **Precision Problem Statement**. A Precision Problem Statement serves as a targeted summary that the team will use to help plan for adjustments of

the Tier 1 behavior and social emotional components. Write the Statement answering the What, Where, When, How Often, Who, and Why of the data source(s) in question.

Using the data source(s) in question, fill out the **Components Organizations Chart** in Appendix 1 to determine ways that you can involve all staff members in adjusting the components of your Tier 1 system to better meet the data demonstrated need.

You can use this information to create a **Tier 1 Improvement Plan**, which is also in Appendix 1.

Establish a goal and means of measuring fidelity for the Tier 1 Improvement Plan and monitor results until at least the next benchmark period.

Use the Self-Correcting Feedback Loop to communicate to other leadership teams the results of your Tier 1 Improvement Plan. Continue with Steps 3-6 while also addressing your Tier 1 Improvement Plan.

Preparing for Intervention: Steps 3 through 6

The following are the step-by-step directions on how to identify students who need Tier 2 and 3 Interventions/Supports for Behavior and/or Social Emotional Learning needs and how to establish protocols for applying supports and interventions in an efficient and effective manner.

Prior to placing students in supports and interventions, it is recommended that Building Leadership Teams (BLTs) and District Leadership Teams (DLTs) analyze their attendance, behavior referrals, course grade, and BSEL screener (ABCS) data to identify if there are any school-wide or district-wide areas of Tier 1 need. The full *BSEL Implementation Guide* provides sufficient information for conducting this analysis and developing a plan to address Tier 1 concerns and develop a Tier 1 Improvement Plan (if needed). Kansas MTSS and Alignment recommends that if you have less than 80% of students meeting benchmark on any of the ABCS, that you address Tier 1 Improvement **simultaneously with** implementing Tier 2 supports in classrooms and Tier 3 interventions and supports for students with high risk needs so that as many students as possible can receive supports in their classroom environments.

Capacity for Tiers 2 and 3 In-Class Supports

To build capacity for addressing intervention while improving school-wide Tier 1 efforts, a school system will want to review what Tier 2 and 3 interventions and supports look like for behavioral and social emotional needs. Among the most important and frequent considerations are teacher-delivered supports and classroom-based instructional practices that address skill building, a missing social emotional need, a hypothesized function of behavior, or any combination of these.

How teachers interact daily with students impacts growth and success, including

accommodations and supports that assist the student in regulating their emotions and/or the adaptations to the environment and settings to reduce behavioral triggers. This is because students will need ample real-world practice with these skills and will display needs in different ways across various settings. In-class supports should be known and used by all staff. Instructional strategies like pre-correct, remind, reinforce; a high rate of positive interactions; and visual supports are examples of tools that all staff should be aware of and use to promote growth and to prevent more high-intensity concerns. Below are the considerations for what constitutes research-based Tier 2 and 3 supports for BSEL that *all staff* should be trained on and have the capacity to enact:

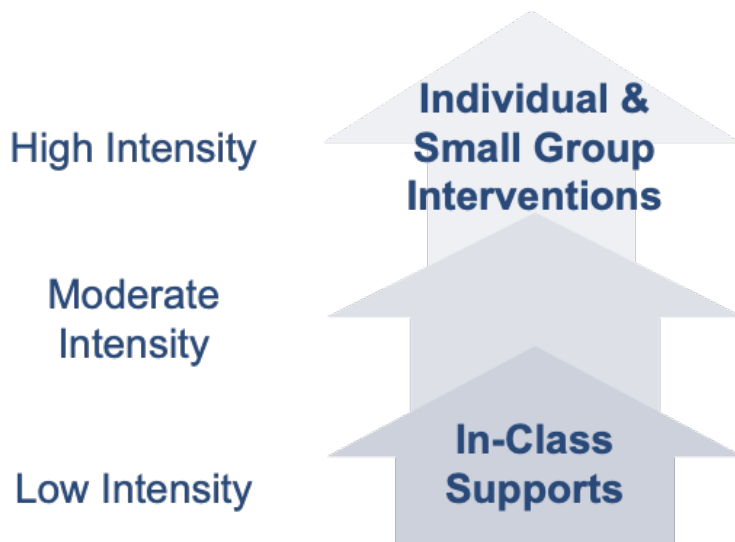
- Primarily In-class supports
- Provided along a continuum of intensity levels
- Matched to student needs
- Reinforces relationships
- Supports skill-building

Continuum of BSEL Supports and Interventions

Additionally, prior to applying supports and interventions, it is important to review three resources introduced on pages 44-47 of the BSEL Structuring Guide (<https://www.ksdetasn.org/resources/2364>): (a) the continuum of BSEL supports and interventions, (b) the Green and Yellow Checklist, and (c) the BSEL Implementation Protocol.

Kansas MTSS and Alignment recommends that in-class supports be balanced with packaged or evidence-based, small-group interventions when compiling a protocol of interventions. In-class supports and small group interventions together are the most effective at supporting students' behavioral and social emotional needs. Identifying the full continuum of resources will be essential in helping your team adequately sort and group students into interventions and supports that are best matched to the students' needs. The following examples explicitly illustrate the continuum of in-class and more intensive supports and interventions.

Figure 1: Continuum of Intensity of Supports and Interventions for BSEL Needs:



The continuum of intensity displayed in Figure 1 indicates that in-class supports are your “low-hanging fruit,” so to speak. Low-intensity supports are a great place to start early in the implementation process, because you can meet low intensity social emotional needs and reduce the occurrence of minor skill lapses and behaviors with just a few simple adjustments here and there in the classroom setting. Below are the defining characteristics of each of the levels of intensity (Gist, 2019, Cox et al., 2017).

Intensity Level Definitions

LOW = often this is an in-class support that requires low effort and almost no additional instruction.

In-class supports such as visual supports or high rates of positive feedback can be used either for individual students, during small group intervention time, or as a class-wide intervention.

MODERATE = Usually this constitutes a combination of an in-class supports and some instruction happening throughout the day.

Moderate interventions often occur throughout the school day, like Check in Check out, and do require a small amount of instruction each day to make sure the student understands the target goal area to work on.

HIGH = Primarily this involves a small group or individualized intervention that requires regular instruction happening repeatedly throughout the day or week. Most often these high-intensity interventions are accompanied by a resource or lesson plan such as in a social skills group.

High-intensity interventions require small-group direct instruction or individualized interventions that occur once a week or daily, while moderate and low intensity supports are often delivered

in-class daily or as needed. Supports and interventions can be applied to individual students or as a class-wide intervention.

The Green and Yellow Checklist

Figure 3: Yellow Side of Green and Yellow Checklist (full version found at: <https://www.ksdetasn.org/resources/1811>)

Tier 1 Universal Practice	No? Do This 1 st	Yes? Try→	Amplified Tier 2 In-Class Support
Social Emotional Learning			
Social emotional curriculum is:		Social emotional skills for students needing T2 support:	
Adopted and materials are available.			SEL lessons are being referred to daily using the “pre-correct, remind, reinforce” sequence
Allotted a specific time in the schedule.			
Embedded throughout the week.			
Being taught with fidelity.			
Expectation Matrix			
The expectation matrix is:		Expectations for students needing T2 supports are	
Stated positively.			Referred to daily using the Matrix and the “pre-correct, remind, reinforce” sequence
Visible and accessible.			
Explicitly taught.			
Reviewed regularly.			
Measurable, observable, and applicable			
Behavior Specific Feedback / Praise			

When identifying in-class, low-intensity supports, the yellow side of the Green and Yellow Support Tool (see Figure 3) can be a very beneficial resource. It provides the team with 15-20 different types of in-class supports that they can start immediately to reduce disruptions and increase engagement and achievement. After sorting and grouping, the team will identify interventions or supports; this tool will assist with that identification (Wehby & Staubitz, 2018).

The BSEL Implementation Protocol

Finally, as teams prepare to sort, group, and place students into interventions, they should have the school’s BSEL Implementation Protocol handy to see what supports and interventions are listed in the Tier 2/ 3 chart (see Figure 4). Often, this protocol has a few items listed; notably, though, this document is an ongoing document that should be reviewed and updated regularly, as interventions and supports in a district or building evolve over time. The sorting, grouping, and placement process is an excellent time to identify any additional supports and interventions that (a) staff in the building use but were not placed on the protocol, or (b) the team has received professional learning on and wants to use with students in the building.

Figure 4: Example Tier 2 / 3 Interventions & Supports Chart from BSEL Implementation Protocol.

Intervention/ Support	Intensity Level	Progress Monitoring Procedures	Exit Criteria
Check in Check out	Moderate	Scores from daily progress reports (DPR) compiled weekly	After 6 weeks of intervention, revisit weekly DPRs - 3 consecutive data pts above or below the aim line.
Social Skills Group	High	Direct Behavior Rating (DBR) Scale once a week in two settings	After 6 weeks of intervention, view DBR scales - 3 consecutive data pts above or below the aim line.

Intervention and Support Placement Examples

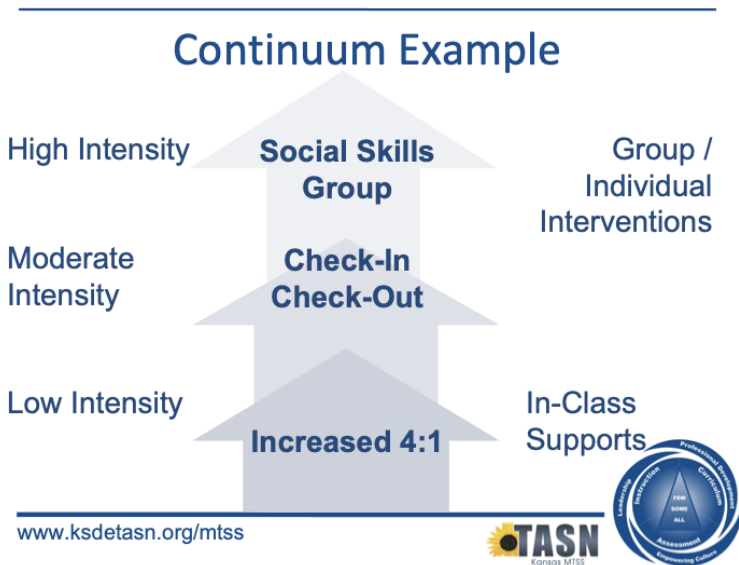
Class-wide Intervention Example

A 3rd grade team analyzed its ABCS data and identified that 30% of the students did not meet benchmark on the BSEL Screener and showed risk in their Behavior Referral data (70% of students were in the green, or the core was meeting the needs of 70% of the students). The team chose to begin a class-wide intervention by emphasizing calm-down skills from their SEL curriculum and reteaching expectations with high rates of reinforcement to increase the number of students practicing and attaining missing skills. These class-wide interventions used low-intensity, in-class supports to increase engagement and skill growth and reduce disruptions.

Individual Student Examples

In this section, we provide an example of a continuum of supports and interventions you might have in your protocol and how they can be individualized to meet a range of needs. The continuum of supports and interventions is determined through a sorting and grouping problem-solving process that uses the ABCS risk data to both identify which students have needs and determine the intensity level of those needs. You'll work through two specific examples using Figures 3a and 3b to describe how the continuum works to address the BSEL needs for a particular student and then move to the sorting and grouping problem-solving process.

Figure 2: Example Continuum of BSEL Supports and Interventions



Each of the supports and interventions listed in Figure 2 are considered evidence-based practices, moving from low to high intensity. In this example, Increased 4:1, which is the ratio of positive to negative interactions, is a low-intensity support. Check in Check out (CICO) is a moderate intensity intervention and is both an in-class support and an intervention. The CICO coordinator meets individually with the student to set goals and teach the needed skills, and the student meets with the teacher at the end of every class period or content area transition to evaluate progress (Crone et al., 2010). Finally, a social skills group is a high-intensity intervention. It is often delivered in a small group by a counselor, social worker, or behavior specialist and teaches social skills that can be generalized to the classroom (Walker & Barry, 2018; Young et al., 2017).

While our protocol might list CICO or Social Skills Group as interventions, keep in mind that these tools can be customized to meet each students' needs. Therefore, staff will need to have at least enough knowledge about the interventions and supports to individualize them as appropriate. Since the CICO Daily Progress Report (DPR) will be seen by each teacher a student has, it is important for the teachers to understand how to evaluate the student's progress, how to have a quick discussion with the student about their goals and progress, and how to individualize the progress for the student.

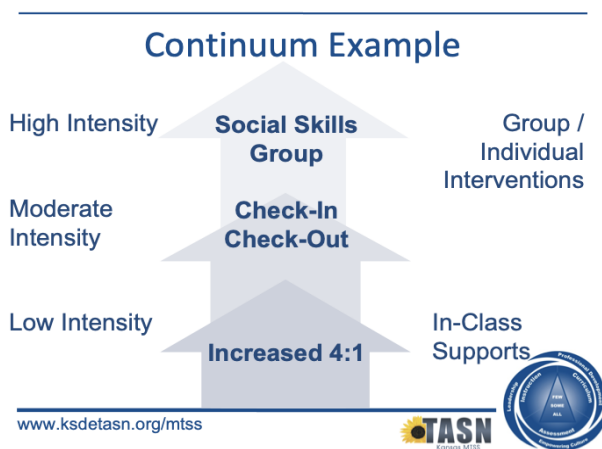
For example, one student's CICO goals and focus of training might be safe behavior during passing periods and small group work. Another student's CICO goals might be responsible behavior during whole group and independent work time. Yet another student might be engaged in a social skills group once a week to develop the missing skills that translate into goals on the DPR. When the teacher meets with each of these three students, he or she needs enough knowledge of the CICO goals and the student's needs in order to individually evaluate progress.

The third example demonstrates how important it can be to layer supports and interventions for students with more intensive needs. When a student is both in a social skills group and receiving

CICO, it is important to engage in active communication between the social skills teacher and the classroom teacher so both can evaluate consistently the skills the student is working on. This ensures that students receive adequate opportunities to practice and obtain feedback so that they develop enough fluency with these skills and behaviors to truly own them.

This brings us to a final point critical for successful outcomes: we do interventions *with* kids, not to them! Engaging students in the planning process to discuss barriers they're experiencing and what they might like to see happening differently is a way to increase a student's voice and agency. As they understand how interventions such as CICO or a social skills group can help them achieve that, they become empowered participants of their own learning. Check in Check out Webinar Link: <https://www.ksdetasn.org/resources/680>

Figure 3a: Elementary Example



After starting the class-wide intervention of calm-down skills and reteaching responsibility expectations with high rates of reinforcement (as in the previous class-wide intervention example), the 3rd grade team met and identified a particular student whose data revealed some concerns with:

- blurting out in class,
- foul language on the playground,
- at least 1 physical altercation with a peer in PE.

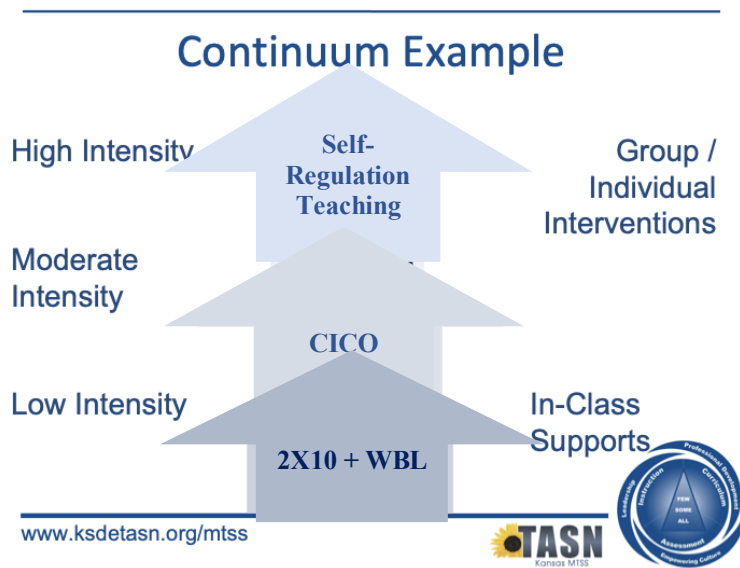
Looking at the continuum example in Figure 3a above, which of these supports/interventions could be best for the 3rd grade team to start with this student?

- **If you said Low and Moderate**, you are correct. It is also reasonable to start with increased 4:1, which would individualize the high rate of reinforcement this team used in the class-wide intervention and CICO at the initial signs of blurting out and foul language to reduce their frequency and address the possible function of the behavior (attention seeking). Then, if the previous two supports are only helping in the class setting but not generalizing outside of class, resulting in more physical altercations with peers occurring in other settings, it may be beneficial to layer in social skills.

- **If you said ALL**, that could work as well. This student might need all three of these supports and interventions happening simultaneously due to multiple different behavioral concerns being present and multiple settings being impacted; however, if identified early, it is best to start with low and moderate first.

Either way, the supports and interventions fall along the continuum of intensity. The intensity applies to both the type of intervention and the level of need *identified by the data*.

Figure 3b: Secondary Example



In this example, a high school focused its school-wide efforts on work-based learning and aligning students’ interests from their Individual Plan of Study with the social emotional success skills they needed to learn to be successful as adults. As the SEL collaborative team reviewed data on individual students, they identified a 10th grade student who has shown some disengagement concerns, such as:

- struggling to complete assignments on time in Math and English,
- skipping Math to visit with a favorite teacher when stressed
- using foul language when frustrated with an English assignment and then ripping it up and throwing it away
- having difficulty connecting with adults in general other than the favorite teacher

Looking at this adjusted continuum in Figure 3b, which of these supports/interventions could be best for the student?

- **If you said ALL, you are correct!** All three of these supports and interventions might need to happen simultaneously to help the student connect with staff members in addition to the favorite teacher while maintaining the favorite teacher relationship. All of these also support improvement of his/her study skills to turn in assignments on time and receive some direct instruction on ways to self-regulate in times of stress and anxiety.

Specifically, try the following applications:

- Using 2X10 (2 minutes a day for 10 days of positive interactions with student) with the Math and English teachers will build positive connections and provide opportunities for authentic feedback.
- Work-based learning, also a low intensity support, could provide opportunities for the student to connect with a community mentor as well through a job-site or job-shadowing experience.
- CICO would be focused on daily study and/or organizational skills support, possibly with the favorite teacher, to achieve some momentum and trust.
- The self-regulation instruction would occur during seminar with the social worker

Again, the supports and interventions fall along the continuum of intensity. The intensity applies to both the type of intervention and the level of behavioral or skill need *identified by the data*.

Tier 2 and 3 supports and interventions teach and reteach skills and behaviors that are pro-social, relational, and focused on the norms of the school and society. Punitive responses such as ISS, OSS, and detentions are NOT listed as interventions, because they do not teach or reteach skills or prosocial behaviors. ISS, if it is used as a teachable environment instead of a consequence or punishment, *might be* considered, but only after assessing whether teaching of replacement behaviors or calming strategies is actually occurring.

Step 3: Grouping Students for Intervention Placement

Essential Tools and Resources for Grouping Students for Intervention Placement:

- BSEL Placement Decisions Flowchart (Appendix 2)
- BSEL Placement Decision Questions (Appendix 3)
- BSEL Student Level Data Spreadsheet (<https://tinyurl.com/4sht645h>)
- Access to your district's ABCS data sources

BSEL Placement Decisions Flowchart and Questions:

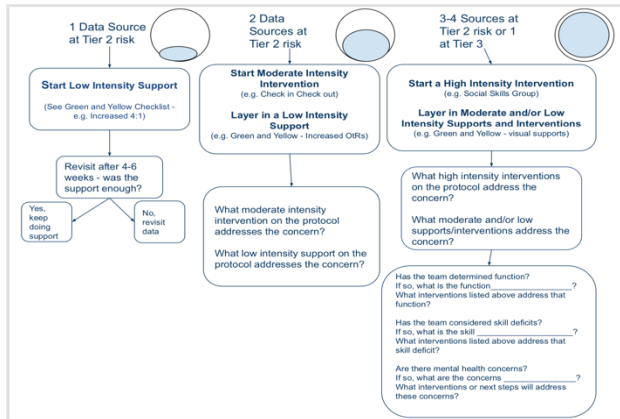
Much like the continuum of intensity, the BSEL Flowchart (Figure 5) provides a system for moving from low-intensity in-class supports for a low-intensity BSEL concern such as a minor classroom disruptions to moderate- and high-intensity supports that address more intense BSEL concerns. It is recommended that teachers print out the flowchart and the accompanying placement decision questions from Appendix 2 in this manual and review the process before beginning grouping students. The purpose of the flowchart is to visually demonstrate four important considerations when placing students into BSEL supports and interventions:

- The interaction between the intensity levels and the ABCS data sources.
- Minor BSEL concerns should be addressed and reduced through early use of the Green and Yellow Support Tool,
- When a student receives a moderate- or high-intensity intervention, it is most often accompanied by one or more low-intensity supports as well

- The more intense the concerns and the larger number of data sources at risk, the more in-depth questioning regarding function, social-emotional skill deficits, and mental health needs to occur.

When teams are assessing which supports or interventions could be best for each student, keeping these four considerations in mind will help to simplify the decision-making process.

Figure 5: BSEL Flowchart



BSEL Student-Level Data Spreadsheet

- To organize the ABCS data for BSEL and the placement of interventions, teams will need to open the **BSEL Student Level Data Spreadsheet** (<https://tinyurl.com/4sht645h>) that is associated with the district’s BSEL Risk Screener. Some screeners have two tiers of risk (risk or no risk), some have three tiers (low, moderate, or high), and some have four tiers (low, moderate, high, extremely high). The spreadsheets in the link above accounts for each of these types of screeners. View your district’s BSEL Risk Screener to determine how many tiers it produces and then use the associated spreadsheet on the TASN site for that number of tiers. However, districts can choose to create their own spreadsheet that follows the same procedures, guidelines, and thresholds as the one linked above.

On the BSEL Student Level Data spreadsheet, there are multiple titled tabs at the bottom; the directions and example tabs will be helpful to view first to understand the color coding and conditional formatting of the data. Then it’s helpful to test out the process with a small sample of data first with both the flowchart handy and toggling between the directions tab and the template tabs associated with your building’s grade level in order to understand the process.

Figure 6 shows the data side of a two-tiered BSEL Risk Screener spreadsheet. It is important to note that the cells format to the colors associated with the risk level for each data sources. Here, this screener is two-tiered, so it only has not at risk (Tier 1) and at risk (Tiers 2 and 3). As a result, orange (a combination of yellow and red) appears if there is risk, and it is clear if there is no risk. The ABC data sources have three colors: clear for Tier 1, yellow for tier 2, and red for tier 3. You will start the placement process by entering data first.

Figure 6: Spreadsheet Data Columns Explanation and Example

Grade Level:		Middle School/High School			
Data Source Organization					
Last Name	First Name	Screener Risk	Absences %	Behavior Referrals (ODRs)	Course Grade # of Fs
Deane	Jeff	average	0	2	1
Dama	Joe	average	12	0	1
Deane	Beth	slight risk	6	1	0
Choi	Hun	high	15	0	2

Example Data

Tabs

Student-Level Data Entry

Now let’s enter student data into the spreadsheet using your BSEL ABCS (Attendance, Behavior Referral, Course Grade [if secondary] and Screener) data, the BSEL spreadsheet, and the BSEL flowchart. It is recommended that the Building Leadership Team (BLT) and Collaborative Teams (CTs) work together to enter these data for the school. Shared responsibility of collecting and analyzing BSEL Student Level data is critical to impact school-wide supports for all students and improves the use of in-class supports across multiple classrooms. It also emphasizes that this data are owned by all grade levels and/or building staff and don’t just rest with a counselor or social worker.

1. **Tabs:** Locate the *Directions Tab* and the *District Template Tab* (based on your grade levels)
 - a. *Caution Conditionally Formatted Cells:* As you can see from Figure 6, each data cell has color coding in it. The cell fields are conditionally formatted for the correctly tiered colors based on the data source information you will be entering. Therefore, you will **toggle** back and forth between the **district template tab** and **the directions tab** to enter data correctly. The *directions tab* tells you *what to type in* for the data source to make the conditional formatting work on your template tab.
2. **A Few Students First:** Locate **ABCS data for 5 students** in your building or grade level with BSEL concerns
 - a. It is recommended that BLTs start with about 5 students’ data. This way the team has tried out the directions a few times before entering all of their students and hopefully had a chance to troubleshoot any data-entry challenges.
3. **Enter Data:** Enter 5 students’ names and their corresponding ABCS data in the district

template tab associated with those students' grade level(s).

Step 4: Procedures for Intervention Decision Making

Once the team has entered 5 students' data and the appropriate color coding has appeared, it is time to move to the **intervention decision making** columns. Figure 7 gives you a snapshot of the columns associated with intervention decision making. With these columns, you will **also need the Flowchart and Decision-Making Questions** from Appendix 2 (and Figure 5). You can also use just the Decision Making Questions from Appendix 3.

Figure 7: Intervention Decision Making

Intensity Level Problem Solving			Intervention Placement Decisions		
Intensity Level (click the arrow for drop down)	For high intensity needs, cell will open and you can enter what the sources suggest the concerns are. This will help determine proper interventions for high intensity needs. Cell will stay blacked out for low and	Academic screener risk? (drop-down: reading, math, both)	Name of Supports and/or Interventions	Additional Layered Supports (if needed)	Other notes (e.g. function, skill deficits, mental health concerns)

4. **Intensity Level Problem Solving:** For each student, you will follow the guidance on the flowchart to **determine the number and type of data sources at risk** (e.g., one data source at Tier 2 risk requires low-intensity intervention).
5. **Intensity Level Column:** Once you have the number and type of data sources at risk for each of the 5 students, you will **click the drop-down arrow in the Intensity Level column** (See Figure 7 first column) and pick whether the student needs a low-, moderate-, or high-level intervention or support.
 - a. **High-Intensity Notes Column:** If you choose **high**, the next column (the one blacked out in the snapshot) will open up where your **answers to the additional questions on the flowchart can be entered**, such as: what concerns the sources suggest, which function or skill deficits are hypothesized, and whether there are any mental health concerns that need to be noted.
 - i. **This cell will stay blacked out if low or moderate** is chosen in the drop-down arrow. If this occurs, it is beneficial to skip the blacked-out column and proceed to the next columns and answer those associated questions to determine interventions.
6. **Academic Concerns Column:** The next column is **titled academic concerns**. This particular cell helps teams determine whether there is an association between a BSEL-related concern and an academic concern.
 - a. An example of this could be the secondary 9th grade example from earlier, in which the student was struggling in Math and English. If those course grades were

showing as failing and there is a related Tier 2 or 3 math and/or reading need, the BSEL intervention (e.g., increased behavior specific praise and feedback accompanying 2X10) can be coupled directly with the math and reading intervention and/or the core Math and English class to assist with bringing up those grades.

7. **Intervention Decisions Columns:** After determining academic concerns, the next set of columns focus on what interventions and supports would be the most beneficial for this student.
 - a. This is where your BSEL Implementation Protocol (Figure 4 previously) will be helpful.
 - b. Based on the intensity level and the need, which support(s) or intervention(s) would be the most beneficial.
 - i. On your protocol chart, there is a column for intensity level; this will help you match the intervention or support with the intensity level you just determined in step 5.
 - c. Then consider the next column, are there any additional layered in supports that may be helpful as well (remember the continuum of intensity in Figure 1 and 2).
8. **Other Notes:** Finally, are there any other notes to expand on in the last column?
 - a. An example here would be if the student has high-intensity needs and mental health concerns were identified in the blacked-out column, the team may want to expand on those concerns here with something like “case manager comes to school twice a week to meet with student,” or “parents have begun implementing a system for self-regulation at home that could be used at school as well.”
 - b. It is important here to remember that these statements should be factual, current, and objective statements that are succinct. This section should not be long paragraphs of information on a student nor long historical references to the student’s needs.
9. **Questions to Verify Accurate Placement:** Finally, once your team has entered the first 5 students onto the spreadsheet, it may be helpful to pause and answer a few verification questions, just to make sure the team followed the procedures and the decisions made were the right ones for the students.
 - a. Were the intervention placement flowchart procedures and decision-making questions followed?
 - b. What additional information is needed to answer the questions?
 - i. Do we need to have this information handy to enter any other students?
 - c. What resources did the team have to tap into to answer the intervention placement questions (e.g. additional observation data, social worker, mental health information)?
 - i. What did the additional information suggest?
 - d. Should we make these resources and additional information a regular part of this placement process?
10. **Enter All Students into the Spreadsheet**
 - a. Now that you have entered and evaluated the first 5 students, follow the same procedures for all students that generate concerns and begin interventions as

soon as possible.

Steps 5 & 6: Progress Monitoring and Documenting Interventions

Any time a student receives an intervention or support at the Tier 2 or Tier 3 level, progress monitoring should be used to track whether improvement is occurring. As Lane and colleagues noted, “data collected as part of each support can be used to determine whether the given strategy, practice, or intervention program adequately addressed the student’s identified need” (2014, p.178). Unlike the academic universal screening tools, the majority of BSEL universal screeners do not have built-in progress monitoring components. This link (<https://www.ksdetasn.org/resources/1813>) provides information on various BSEL screeners. If your district has one of the few screening systems that does include a Progress Monitor measure, then you would use that tool. In the event that your district’s screening system or BSEL screener does not have a progress monitoring tool associated with it, you will need to identify the right tool from the ones we describe in this section to progress monitor your student’s behavior and the intervention or support associated with the need.

Generally speaking, the intensity of the intervention or support should match the intensity required for data collection. Lower-intensity interventions and supports should rely on simpler data collection methods that monitor the use of the supports in Tier 1 settings. Likewise, moderate intensity interventions and supports should utilize slightly more complicated data collection tools that might require some frequency collection or daily progress points tabulation by staff. Finally, higher intensity interventions and supports usually result in daily data collection that accurately measures the student’s behavior and social emotional changes. This creates a progress monitoring system that is optimized for both efficiency and sensitivity. It is important to spend time considering the match between the intensity level of your interventions and supports and the progress monitoring method to determine the right fit. Once completing this match, it will be important to communicate this to the district leadership team to update the district-wide assessment plan.

Many students will have multiple interventions and supports that are being used to assist them in managing their behavior and social-emotional needs. This is very common and another unique aspect of BSEL needs. You can elect to use more than one method of data collection to monitor progress for students. This is not required; however, if we go back to the previous 3rd grade student example, the student using check in check out (CICO) will have daily points from his/her Daily Progress Report that can be used for progress monitoring. The increased behavior-specific praise can be monitored by the teacher tallying how often he/she is giving the student behavior specific praise during certain times of the day as well as how often the blurting-out behavior is

occurring when behavior specific praise is used. This can be as simple as a T-chart tally sheet that the teacher uses during the reading and math blocks where blurting out seems to be the most prevalent. Both of these sets of data provide helpful information as to whether the student is making progress in their areas of need. It is permissible, however, to just use one data collection method, such as the daily progress reports. If a student has multiple interventions and the team wants to use just one data collection method, it is recommended that the team members use the one associated with the more intensified intervention, as it will be the more rigorous method.

It is important to note that progress monitoring for BSEL should include the tracking of the appropriate behavior as often as possible. To use the above example again, the teacher can choose to tally how often the student raises his/her hand quietly instead of blurting out during the time she is tallying her use of behavior-specific praise. It is equally important to tally how often a student blurts out as well as how often the student raises his/her hand quietly; either option is appropriate. The benefit of tracking the appropriate behavior is that it directs the teacher's attention towards supporting the behavior he/she wants to see. This helps to reduce the focus on what is incorrect and instead focuses the teacher's attention on teaching and reinforcing the expected behavior. Ultimately, progress monitoring both the expected behavior and the problem behavior gives the team the most robust information; however, since this is a simple support and progress monitoring data tool, just one is sufficient. Not every behavior or social emotional skill can or should be tracked in this way, but it is an important consideration for your team to have when determining which type of data collection method to utilize.

Figure 6 offers a chart and brief description of several progress monitoring methods that will aid your team in determining the best fit. The progress monitoring methods are in the far-left column; the other five columns represent the various levels of intensity. A "Yes" in the chart indicates that the progress monitoring method would be an appropriate fit for an intervention or support of that intensity level. A gray box indicates that the progress monitoring method may be ill-suited for that intervention or support stage. Each intervention and support stage has multiple methods that can be utilized, so it is up to the collaborative teams to determine which progress-monitoring methods best match the needs and data collection capabilities of their system based on the current interventions available.

Figure 6: Progress Monitoring Options

<u>Progress Monitoring Method</u>	<u>Attendance</u>	<u>Low Intensity</u>	<u>Moderate Intensity</u>	<u>High Intensity</u>
Attendance, Behavior Referral, and Course Grade Data	Yes	Yes	Yes	Yes
Green and Yellow Support Tool or Basic 5 Monitoring		Yes	Yes	Yes
Self-Monitoring*	Yes	Yes	Yes	
Daily Progress Report		Yes	Yes	Yes
Direct Behavior Rating			Yes	Yes
Universal Screening Systems with Behavior PM			Yes	Yes
Behavior Rating Scale			Yes	Yes
Direct Observations				Yes

*requires validation of progress from an additional data source above

Attendance, Behavior Referrals, and Course Grades

These data sources are already collected for all students within your system and can be used both for progress monitoring and outcomes data. As they are readily available and simple to use, they make excellent options for progress monitoring of low-intensity, in-class supports. For example, in the case of a student who is struggling with attendance, it makes sense to progress monitor them with attendance data once an attendance intervention or support has been put into place. In reality, improving their attendance at school should be the first intervention priority, because applying any other interventions would likely produce inconsistent data until the student is regularly in attendance. It is recommended that, in the case of simple, low-intensity needs, teams use the data that indicated the student was at risk in the first place. For students with moderate- to high-intensity needs, these data collection methods may be too insensitive to change. Instead, other data collection methods (see below) should be utilized for progress monitoring moderate and high-intensity needs, and these data can be used to verify or triangulate progress.

Green and Yellow Support Tool or Basic 5

These tools are typically used by teachers and administrators to measure the implementation of evidence-based instructional practices such as increased opportunities to respond, increased 4:1 ratio of positive to negative interactions, and 2x10 at the Tier 1 level. When these instructional

practices are utilized in a targeted sense with students needing low-intensity, in-class supports, the tool can often be used to collect progress monitoring data for the student. These can range from more informal data collection (such as counting paperclips corresponding to the number of opportunities a student had to respond during class) to more formal (such as the use of the Basic 5 Observation Form, Sprick et al., 2006, or the Green and Yellow Support Tool).

Self-Monitoring

This is a data collection method that directly involves students in documenting their own behavior. This is an especially useful progress monitoring method in that it helps students become more self-aware and self-regulatory of their own behaviors and transfers most data collection responsibilities to the student. In order to effectively use self-monitoring as a progress monitoring tool, students must first be taught how to complete the form with accuracy. This typically requires direct instruction on how to complete the form as well as concurrent completion of the form by a staff member and the student in order to establish inter-rater reliability. A gradual fading of staff support to complete the progress monitoring form and periodic checks for continued inter-rater reliability between staff and the student would follow. It is important to pair self-monitoring with other data sources to verify that the self-monitoring data are valid and matched to more objective data changes as well. Since this type of progress monitoring requires a great deal of student autonomy and independence, it is not recommended for use at the high-intensity level. At this level, interventions are focused on providing ample support, direct instruction, and frequent feedback on skills from school staff to help students succeed. As Sprague and Golly noted, “self-monitoring assumes that the student can differentiate between expected or desired behaviors and other behaviors” (2013, 282). Pushing students to self-monitoring too soon is akin to taking off training wheels too early and sending them down a big hill – it will likely result in a lot of crashes and residual issues. Still, self-monitoring is an important aspect of many interventions and can effectively be used as a progress monitoring method. PBISworld.com has multiple examples of self-monitoring sheets for teachers to use: <http://www.pbisworld.com/tier-2/self-monitoring/>.

Daily Progress Report

A Daily Progress Report (DPR) is a progress monitoring tool that can be used to track student performance throughout the entire school day by having teachers complete a brief rating at predetermined times of the day. This often looks like the teacher providing ratings to the student using a Likert scale (0-2) to give the student feedback on their behavior based on the building-wide expectations (e.g., safe, respectful, responsible) throughout the school day. Some interventions like Check-In/Check-Out (CICO) have a DPR in which the data are aggregated and charted to see what kinds of long-term trends are emerging and to see whether the student is making progress toward his/her goal. This type of progress monitoring is helpful to improve student-teacher relationships, increase the visibility of progress monitoring, increase frequency in behavior specific feedback, and transition easily into the self-monitoring progress monitoring method. The following Check in Check out Webinar provides some examples of DPRs: <https://www.ksdetasn.org/resources/680>.

Universal Screening Systems with Progress Monitors for Behavior

Some universal screeners have a progress monitoring option within their system. For example, DBR (see further description below) is within Fastbridge, and the DESSA-Mini is within Aperture. If your universal screening system has an option to monitor progress for Behavior and Social Emotional Learning needs, it is recommended that you use that system, as it will be valid and reliable in progress monitoring the specific skill deficits that were identified from the BSEL universal screening. In this sense, these universal screening systems are most similar to academic screening tools. If your district is using one of these screening systems, using the associated progress monitoring tool will be the most efficient and aligned way to progress monitor behavioral and social emotional needs.

Direct Behavior Rating

Direct Behavior Ratings (DBRs) involve a teacher filling out a rating of a student's behavior at the end of a predetermined time period (for at least one class period per day) using a ten-point scale to rate the student's behavior status, such as academically engaged, respectful, or disruptive. These data can be aggregated by time, date, location, staff, etc., to examine trends. One key difference between the Daily Progress Reports mentioned previously and DBRs is that DBRs do not directly involve students in the data collection and conversation related to the data, which results in more objective data collection but less student involvement (Kilgus, 2017). This difference, coupled with the rating occurring at the end of a predetermined time period, facilitates accuracy and limits bias (Kilgus, 2013). Another key difference is that the DBR is only required to be completed for at least one class period a day and is often quick and simple to complete. It combines the idea of observing the student's behavior with the concept of rating the behavior on average. This combination increases its ease and simplicity. The Daily Progress Report, on the other hand, is completed every class period, and the student often turns it in at the end of the school day in exchange for recognition system points. For more information on DBRs, go to <https://dbr.education.uconn.edu>.

Behavior Rating Scale

A Behavior Rating Scale is a blend of data collection methods including a Direct Behavior Rating (above section) and a Direct Observation (below section). More personalized than a DBR, Behavior Rating Scales incorporate some of the unique characteristics of a student's behavior into an individualized rating scale, which teachers complete at set intervals of time (such as a class period). For instance, for the student who demonstrates a problem behavior of "hitting and touching others" to gain peer attention and has an intervention plan that teaches the student to "say the classmate's name to gain peer attention," he/she could have a rating scale that looks similar to Figure 7 below. This data collection method allows the teacher to rate both the problem behavior and the behavior he/she wants to see.

Figure 7: Behavior Rating Scale Example

<u>Problem Behavior: "Hitting and Touching Others"</u>	<u>Scale</u>	<u>Replacement Behavior: "Say classmate's name to gain peer attention"</u>	<u>Scale</u>
11+ Times	5	81-100% of Opportunities	5
8-10 Times	4	61-80% of Opportunities	4
5-7 Times	3	41-60% of Opportunities	3
2-4 Times	2	21-40% of Opportunities	2
0-1 Time	1	0-20% of Opportunities	1

Direct Observations

The most direct and accurate type of data collection for progress monitoring is direct observations of students; however, it is also the most time-consuming and individualized method (Young, Calderella et al., 2012). It requires a staff member to watch and keep track of a student's behavior(s) multiple times over multiple days, yet it can yield incredibly accurate and helpful information to help teams determine if the intervention and/or supports are improving behavior. KSDE-TASN has produced a series of training videos to support educators in using these data collection methods. Data collection methods include [Momentary Time Sampling](#), [Interval Recording](#), [Frequency Recording](#), [Duration](#), [Latency](#), [Opportunity Recording](#), and [Trials to Criterion](#). Because of the complexity of data collection and the staffing resources required to complete on a regular basis, teachers are advised to reserve this type of data collection for only high-intensity situations.

Concluding Tips on Progress Monitoring

Keep the following tips in mind when seeking to improve your progress monitoring process:

- The more complicated the progress monitoring method, the more sensitive it will be to change. Your leadership team must balance the desire for specificity in individual student data collection with the need to make data collection manageable within your MTSS framework.
- As a general rule, the more complex the intervention and/or support, the more detailed the progress monitoring should be to properly measure the changes.
- Whenever possible, try to track the replacement behavior along with the problem behavior. This will help keep your eye on teaching and reinforcing the replacement behaviors you want to see from the student.
- Consider using more than one data collection method simultaneously to help ensure that progress is showing up across the board.

Data-based decision making is performed with progress monitoring data. Regardless of which data collection method you are using for progress monitoring, the data sources will tell you the following:

- Is the intervention working?
- Does the effectiveness of the intervention warrant continued/increased/decreased

support?

Exit Rules

For consistency, teams can quickly jump to use their academic progress monitor change rules (i.e. three to four consecutive data points above or below aimline) as a guideline to help determine their change rules. We recommend that teams consider the progress monitoring method instead of deciding on a universal set of exit rules and then elect to independently select change rules and/or guidelines. Behavior and social emotional change can often be slow, which is why teams should be thoughtful about which progress monitoring method is being used to help determine when change rules/guidelines should go into effect. For example, for a student who is struggling with attendance, the team might choose to progress monitor the student's daily attendance. If the team were to use four data points to determine the effectiveness of the intervention, then the team would be reconvening after only 4 days of intervention. There is not likely enough time for the intervention to be fully effective and stable, even though technically the team has an adequate number of data points to make a decision. Instead, it might be better to either set a goal of daily attendance progress monitoring for 6 weeks or to collect a weekly attendance average as the progress monitoring data point and then apply the four data points rule. As is noticeable, careful consideration of the progress monitoring method and concern are recommended to determine exit criteria, as each method can have a different procedure for determining change. This is another example of why Kansas MTSS is a hybrid model involving equal amounts of protocolized decision-making and problem-solving approaches.

Documenting the Intervention

Intervention Logs

Maintaining an intervention log much like the ones used in academics is critical for documenting implementation fidelity and should be the first source checked if a student is not making progress. Any changes to a Tier 2 or Tier 3 intervention or support should be based on the results of the progress monitoring data and documentation in the intervention log. This will help to notice both student and system patterns and help to inform future decision-making.

Conclusion

After you have completed these steps for each of the students in need of intervention, you are now ready to begin implementing and monitoring the interventions and supports. Remember to follow your decision rules and protocols in order to consistently and sufficiently meet the needs of your students, all while utilizing a problem-solving approach for the unique situations that invariably arise. You will repeat the process of validating and analyzing your school-wide data during every benchmark period as well as the individual student level data for intervention placement. Having regular conversations (at least quarterly) about your ABC data to catch concerns in between benchmark periods is recommended as well. Some good rules of thumb with BSEL data are:

- Analyze your ABCS data in the fall, winter, and spring for school-wide needs,
- Analyze your ABC data additionally during the 2nd and 3rd quarters to identify any students who have risk factors between benchmark periods,
- Analyze your ABCS data at screener intervals and ABC data in the 2nd and 3rd quarters for sorting and grouping individual student needs,
- Analyze your student progress monitoring data at least monthly in PLCs to identify effectiveness of the intervention.

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Appendix 1: Components Organization Chart, Precision Problem Statement, and Green & Yellow Support Tool

Kansas MTSS and Alignment Supporting Tools and Resources

To access the Kansas MTSS ABCS Tiered Report Spreadsheet, go to [insert link]

The following tools are found in this appendix:

Components Organizations Chart

Precision Problem Statement

Green and Yellow Supports Tool

The [Green and Yellow Support Tool](#) is also updated periodically, and the latest version is accessible at <https://www.ksdetasn.org/resources/1811>

Appendix 1: Step 2 Templates and Example

Tier 1 Components Organization Chart

Directions: When any data sources are less than 80% in Tier 1, use the table below to determine adjustments to enhance the function 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 the SW Expectations	Prevent and <u>Teach</u> using the Social Emotional Curriculum/ Framework	Reinforce using the Recognition System	Prevent and Teach using Instructional Practices	Correct using Discipline Response System
Attendance				↑ <i>Increase usage and consistency during instruction to reduce problem behaviors and increase engagement</i> ↓	↑ <i>Increase consistency across staff and settings to support existing processes and policy</i> Not Applicable for high Screener - Internalizing rate ↓
Behavior Referrals or Incident Reports					
Course Grades					
Screener					
Other Data Sources					

Combine the results from the table above with the Precision Problem Statement to complete the Tier 1 Improvement Plan below

Tier 1 Improvement Plan

Precision Problem Statement:

Goal:

Prevent and Teach	
Reinforce	
Correct	
Data Collection, Monitoring, and Fidelity Measurement	

Green and Yellow Support Tool
Amplifying Tier 1 Practices for Tier 2 In-Class Supports



This guidance document helps schools reflect on their Tier 1 universal practices to ensure best practices are being applied in the classroom. As these Tier 1 thresholds become routine, they create a culture in which many Tier 2 needs can be met efficiently and effectively by simply amplifying these actions within the classroom for specific students. Most practices can also be very useful within the academic intervention time to accelerate progress.

Tier 1 Universal Practice	No? Do This 1 st	Yes? Try:	Amplified Tier 2 In-Class Support
Social Emotional Learning			
Social emotional curriculum is:		For students needing T2 support:	
Adopted and materials are available			SEL lessons are being referred to daily using the “pre-correct, remind, reinforce” sequence
Allotted a specific time in the schedule			
Embedded throughout the week			
Being taught with fidelity			
Norms <i>OR</i> Expectations			
Norms, Expectations or Rules are:		For students needing T2 supports, they are	
Stated positively			Referred to daily using the visual reference and the “pre-correct, remind, reinforce” sequence
Visible and accessible			
Explicitly taught			
Reviewed regularly			
Measurable, observable, and applicable			
Systemic Positive Relationships			
Caring and safe relationships are fostered between adults and students by:		Caring and safe relationships for students needing T2 supports are fostered by:	
developing warmth in the classroom (kind eyes, prosodic voice, attuned responsiveness) Examples: when greeting students at the door, when offering feedback, and during class discussions.			teachers setting aside 2 minutes per day to visit with the student about student-friendly topics (e.g. recent movies, how are things at home, sports played). This is called the 2X10 strategy = 2 minutes/day @ 10 days.
being supportive through listening with interest to student’s conversations and extending those conversations			
validating the emotions of the students and providing them with labels for those emotions when needed			teachers check with the student during independent practice or cooperative learning to make sure the student is comfortable and prepared for the task
Feedback Continuum: Behavior Specific Praise, Effective Feedback, Relational Growth-Promoting Feedback			
Teachers engage more frequently during on-track vs. off-track behavior using feedback that:		Positive feedback for students needing T2 support:	
is provided in a ratio of 3:1, 4:1, or 5:1 positive to corrective			is given at an increased ratio of 5:1, 6:1, or 8:1 positive to corrective

considers the strength of the student-teacher relationship			Works to strengthen student-teacher relationship and meet functional need
Matches the students’/ class’s developmental readiness for intrinsic or extrinsic focus			Matches students’ functional need for intrinsic or extrinsic focus
Classroom Environments			
Classroom environments are designed to:		For students needing T2 support, the classroom:	
provide safe experiences for all students			environment is individualized to the students’ needs (e.g. priority seating)
develop clear routines for activities and transitions			
organize the layout of the classroom for ease and access			offers visual supports
provide brain breaks and movement			offers a “peace corner”/options for breaks
Classroom activities are organized to:		For students needing T2 supports, activities are:	
foster cooperative learning			offered with visual supports to reinforce verbal instructions
encourage class discussions			
engage students in self-reflection and self-assessment			prompted using the pre-correct, remind, reinforce sequence
Opportunities to Respond			
Opportunities to Respond are:		For students needing T2 supports, OTRs are:	
occurring 3 per minute during the whole group instruction			individualized to student response preference (e.g. non-verbal versus verbal, with proximity versus across the room).
immediate feedback given to students.			
occurring more than 3 per minute in small group instruction.			simple responses the student can answer to build behavior momentum
quick 1- to 3-word phrases with only one right answer.			
used as whole-group responses (e.g. choral responses) more than individual student responses (e.g. one student raising hand to answer).			followed by immediate individual feedback along the continuum that best matches student needs (see Feedback Continuum section)
either verbal or non-verbal responses that the whole class can do			
increasing the pace and active engagement of the classroom			
increasing student talk and decreasing teacher talk			
Active Supervision			
Active supervision is:		For students needing T2 support, AS is:	
occurring regularly during both guided and independent practice			used to increase individualized, positive interactions with proximity for the student with Tier 2 supports
leveraging established routines and procedures			
happening by moving, scanning, and interacting positively with proximity to students during guided and independent practice			used to offer equitable, student-selected, and easily accessible instructional choices with proximity to student

also occurring in non-classroom settings such as hallway, cafeteria, arrival, and dismissal.			used to proactively greet, acknowledge, or relate to students needing T2 support in unstructured areas/settings
Choice Making			
Choice making is designed to:		For students needing T2 support:	
Elicit awareness of what draws the student’s attention or curiosity; what excites, energizes, or interests the student			pre-identify a menu of choices relevant to the student and which can be used across classrooms and projects
Connect to what the student values as well as to their short- and long-term goals			Choices are designed to meet a goal, increase engagement, and diffuse behavior
Limit alternatives to prevent overwhelm or dissatisfaction			Limit to 2 or 3 choices to prevent overwhelm and to promote fluency
Provide choice related to content, product, or process			Pre-identify some choices for brain breaks the student can use to diffuse fight-flight-freeze responses and invite self-regulation
Engage in feedback that evokes reflection and awareness of one’s choice and agency			
Teacher Clarity			
Teacher Clarity helps students plan, predict and set goals:		For students needing T2 supports:	
Learning intentions answer to “Where am I going?”			Precorrect, remind, and reinforce student to refer back to learning intentions, success criteria, and/or learning progressions to revisit background knowledge, increase engagement, and decrease distractibility
Success criteria that answers “how am I doing?”			
Learning progressions that answer “what to do next?”			
Clear explanations, demonstrations, and examples/non-examples along with guided practice for the skills, knowledge, or applications to be learned			Graphic organizers, self-monitoring tools, check-in-check-out process may assist the student in tracking and making progress
			Scaffold explanations and demonstrations with concrete examples, illustrations, or videos to increase student focus and understanding.

Appendix 2: BSEL Intervention Placement Flowchart

BSEL Intervention Placement Decision Questions and System

1. Have the completed data section of SAEBRS Student Level Data Spreadsheet available with this document.
2. For each student, answer the corresponding questions and follow the flowchart sequence to determine what type of support or intervention the student will need.
3. Once the appropriate set of questions for each student is completed and an intervention or support is determined, enter corresponding decisions into SAEBRS Student Level Data Spreadsheet on the Intervention Matching side.

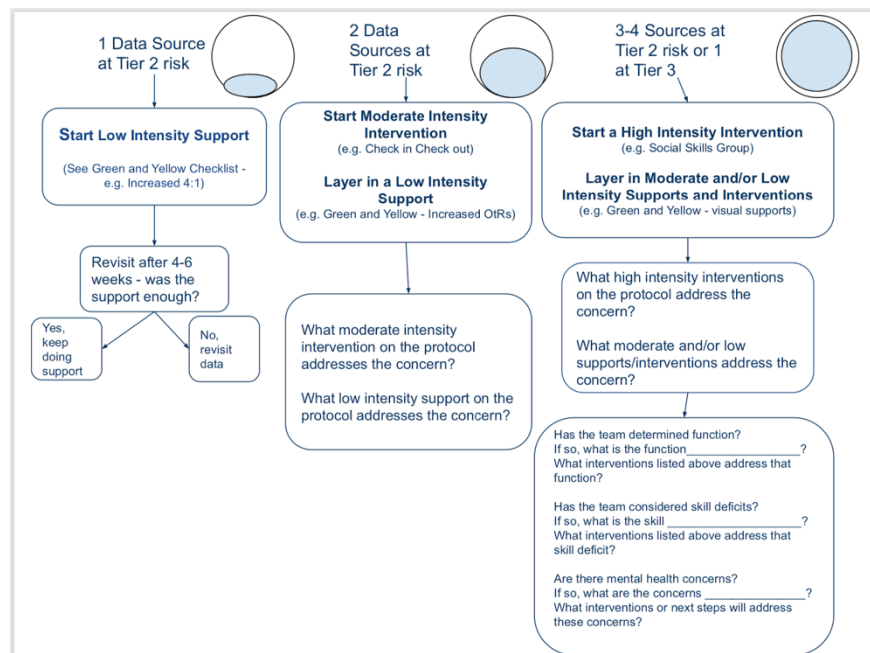
For each student, begin with:

- What data source(s) is showing risk?

If there is just one or two data sources showing risk, go right to the flowchart below.

If 3 or more show risk or there is one at Tier 3, ask this first:

- What does the data source suggest about the concern?
 - **Note:** teams will likely consult with the primary teacher while viewing the ODR/attendance reason, other referrals such as counseling referrals, or sub-categories of the screener to look deeper at possible underlying externalizing or internalizing concern that needs attention.
- Now proceed to the flowchart below.



Appendix 3: BSEL Intervention Placement Decisions Questions

BSEL Intervention Placement Decision Questions and System

Follow these steps based on how many data sources show risk for a student.

1. Have the completed data section of the SAEBRS Student Level Data Spreadsheet available with this document.
2. For each student, follow the sequence below and answer the corresponding questions to determine what type of support or intervention the student will need.
3. Once the appropriate set of questions for each student is completed and an intervention or support is determined, enter corresponding decisions into SAEBRS Student Level Data Spreadsheet on the Intervention Matching side.

If 1 data source shows Tier 2 risk, then:

1. What Low Intensity, In-Class Support on the protocol addresses this concern (e.g. Increased 4:1)?
2. Start that support immediately.

If 2 data sources show Tier 2 risk, then:

1. What Moderate Intensity Intervention on the protocol addresses this concern (e.g. Check in Check out)?
2. Are there any low-intensity supports that could also address this concern?
3. Start these approaches immediately.

If 3 or more show risk or there is one at Tier 3, ask this first:

1. What does the data source suggest about the concern?
 - o **Note:** teams will likely consult with the primary teacher and view the ODR/attendance reason, the other referrals such as counseling referrals, or the sub-categories of the screener to look deeper at what may be the underlying externalizing or internalizing concern that needs attention.

Then proceed to the questions below:

1. What High-Intensity Intervention addresses this concern (e.g. Social Skills Group)?
2. Are there any moderate- or low-intensity supports that could also address this concern?
3. Has the team considered the function of the behavior?
 - o If so, what is the function _____?
 - o What supports or interventions listed above address this function?
4. Has the team identified any social emotional skill deficits?
 - o If so, what are the deficits _____?
 - o What supports or interventions listed above address these deficits?
5. Are there any mental health concerns that need attention?
 - o If so, what are the concerns _____?
 - o What interventions or next steps will be taken to address these concerns? (e.g. referral to mental health).

