KANSAS

MULTI-TIER SYSTEMS OF SUPPORTS (MTSS) & ALIGNMENT

BEHAVIOR & SOCIAL EMOTIONAL LEARNING GUIDE

PRE-K THROUGH 12TH GRADE

TASN
KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK
www.ksdetasn.org

Table of Contents

Acknowledgements

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.

Introduction to Behavior and Social-Emotional Learning

The Kansas Multi-Tier System of Supports: Behavior and Social-Emotional Learning (BSEL) Guide has been created to assist schools in implementing a Multi-Tier System of Supports (MTSS). This document provides an explanation of each component in BSEL 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.

Companion documents to this guide will include those specific to any documentation system a district may choose as well as the Kansas MTSS and Alignment guides for reading, math, systems, and preschool content.

An MTSS framework of necessity has a tiered approach. As our logo depicts, Kansas also attends to systems components for leadership, empowering culture, and professional development. In this guide, we specifically address the framework's three interconnected core areas of curriculum, instruction, and assessment. Within those areas, the BSEL components are as follows:

Curriculum

Core School-wide Culture:
Positive Relationships
Structured Expectations
Evidence-based Social-Emotional Learning Curriculum

Instruction:

Core Instructional Practices:
Continuum of Positive Feedback
Response Continuum
Tiered Supports & Interventions:
Menu of Behavior and Social-Emotional Learning Tier 2 and 3 Interventions/Supports

Assessment:

Data-Based Decision Making:
Setting Priorities using Annual Stakeholder Measures: School Climate, Family Engagement Survey, Inclusive MTSS Implementation Scale
Showing Growth with Social-Emotional Competency Measures
Screening for Risk with Attendance, Behavior Referrals, Course Grades, and Universal Risk Screening (ABCS)

Standards and Curriculum

Standards and Curriculum:

Core BSEL School-wide Culture

Positive Relationships
Structured Expectations
Evidence-based Social-Emotional Learning Curriculum

Tier 1, or the core curriculum, lays out a college and career-ready path for achieving the academic, social-emotional, and behavioral gains that districts desire for all students. Efforts at the Tier-1 level provide the opportunity for all learners to benefit from the instructional experience (Lane, Menzies, Ennis, & Oakes, 2013). In setting the course, Tier 1 uses data collection mechanisms to detect students' needs and identify parts of the educational system that inhibit the district's realization of its objectives.

At all grade levels, staff members need to consider what core skills and knowledge will be required of all students and the core curriculum materials they will use to provide relevant instruction. This typically takes the form of the systematic instruction of social-emotional learning (SEL) as well as teaching and reviewing behavioral expectations consistently across the building. These instructional efforts should be embedded within the curriculum and throughout the school day.

Culture and Climate

Goal: All staff members systematically work to build a school culture in which relationships, safe and predictable environments, and a focus on social-emotional skill building are approached in an interrelated manner, resulting in a positive climate.

School *culture* reflects how we do business. It involves relating to one another through shared agreements or expectations (both explicit and hidden, the level of rigidity and flexibility in the system of school practices, and the outward skills and behaviors that schools promote.

School *climate* reflects how various stakeholders *feel* about their environment and relationships. Perceptions largely shape our experience of reality. Therefore, our perception of the climate can have powerful effects on our well-being and growth. By examining culture and climate together, schools can

pinpoint the focus needed in relationships in the system to improve either climate or culture or both (Jones & Bouffard, 2012).

The Kansas Communities that Care Survey (KCTC) school climate data has revealed a pattern of rising rates of depression and suicidality among children and adolescents in recent years. Data from the U.S. Center for Disease Control ranks Kansas 5th in the nation in steepest rate of rising suicide since 1999. Up to 40% of students in some Kansas counties endorse one of the key diagnostic indicators of depression on the climate survey. The addition of student voice via the climate survey, along with other data such as chronic absenteeism, office discipline referrals, course grades, and social-emotional growth measures, help shape a school's overall data profile for behavior and social-emotional learning. Schools will want to factor in the range of climate, attendance, office discipline referrals, and similar data to develop a strong Tier 1 Core that is responsive to the needs of the students in their buildings in order to achieve their social, emotional, and academic goals most effectively.

The Interrelated Elements of Positive School Climate and Culture.

Kansas MTSS and Alignment helps schools examine at least three interrelated areas of positive school culture: (1) positive relationships that foster connection and belonging, (2) environments that are safe and predictable, and (3) learning and practice of social-emotional competencies that build agency and positive engagement. While each of these elements can and will be studied separately, it is important to emphasize that they operate in an interrelated fashion.

First, we will review two foundational relationship processes that foster connection and belonging and which must be in place for healthy brain and nervous system development. Those two processes run through every element of the MTSS framework. Relationships are the vehicle for fostering social-emotional *skill* growth: "teacher-student relationships, peer relationships, and staff-student relationships form the first and foremost platform for developing and practicing social-emotional skills in the school context" (Oberle, Domitrovich, Meyers, & Weissberg, 2016).

The second element of positive culture is safe and predictable environments. Like relationships, safe and predictable environments are also the result of structure in the school culture. This often takes the shape of policies, practices, routines, rules, expectations, and norms. From a student development perspective, the intention of the structure is to create safe and predictable environments in which growth is optimized and equitable. Such structures range from rigid to flexible, depending on their

purpose, the culture and climate needs, and the developmental status of the students involved.

For example, clear definitions, rules, and protocols for major behaviors that must be reported to the state require specificity because they involve issues of safety. Expectations for daily behavior in different locations of the school need to be clear yet show some flexibility for the different contexts involved. A more highly structured routine for teaching expectations may be needed for younger children, for heterogeneous groups, or for problem areas illuminated by data. Depending on how students mature, norms that express their values and needs for working effectively on a group project may be more appropriate. Norms, like adult group/team norms, may look more like principles which they learn to flexibly apply to various situations, holding each other accountable to their shared agreements. Teachers can regularly prompt reflection on group norms as a structured practice, much like they might regularly prompt the use of expectations before entering a challenging setting.

The third element of positive school culture is the practice of social-emotional competencies, both in the context of explicit social-emotional learning instruction and in the context of academic discussions, projects, and group work. Embedded throughout the school day, practice with a range of social-emotional skills builds students' agency and efficacy as they mature, enables them to extract meaning and relevance from the topics being explored, develops their ability to build relationships and effectively problem solve, and strengthens their engagement in their education.

Each of these elements of positive school culture is reflected in the traditional areas of standards and curriculum, instruction, assessment, and intervention. This guide assists teams to further explore these elements within that traditional context.

Positive Relationships

Goal: All staff members understand relational fundamentals and use strategies to increase their capacity to co-regulate, connect with students, and foster student voices.

Description and Research

The following list outlines research that provides support for the importance of building a system grounded in relationships:

- Healthy brain and nervous system development is fundamental to social, emotional, and

academic learning and well-being (Immordino-Yang, Darling-Hammond & Krone, 2018).

- The brain and nervous systems have a long developmental window, from birth to the late 20s, with especially sensitive periods during early childhood and adolescence (Cantor, Osher, Berg, Steyer & Rose, 2018).
- Healthy relationships are a *key* vehicle for supporting the brain and nervous system's ability to organize, regulate, and integrate throughout this developmental window (Osher, Cantor, Berg, Steyer & Rose, 2018; Porges, 2015).
- Two primary relational processes form the core of healthy relationships: serve and return interaction and co-regulation (National Scientific Council on the Developing Child, 2004; Osher et al., 2018).
- Strategies that build adults' capacity to co-regulate enhance both their own and students' health, well-being, and resiliency (Fredrickson, 2013; Kolk et al., 2013; Kolk & Singer, 2016).

An explosion of knowledge and the convergence of research from diverse fields are helping to identify the power of developmentally positive relationships to shape brain architecture and nervous system development in ways that foster learning, growth, and well-being (Cantor, Osher, Berg, Steyer & Rose, 2018). Evidence has recently clarified that learning is fundamentally social and emotional in nature and that academic, linguistic, cognitive, social, and emotional development are deeply intertwined (Jones & Kahn, 2017). Key insights from research support the design of school and classroom structures and practices that foster positive, long-term relationships in which people feel seen, known, and valued. A culture grounded in positive, supportive relationships with a focus on developmentally integrative academic and emotional support encourages student agency, connectedness, engagement, and efficacy (Cantor, Osher, Berg, Steyer & Rose, 2018).

The process known as "serve and return" is at the heart of integrated learning, because it is the fundamental relational interaction that shapes brain architecture. When practicing serve and return, one simply makes a bid for attention or an interaction (a serve), and the other person shares his or her point of attention and responds (a return) (National Scientific Council on the Developing Child, 2004). This approach requires individuals to be available and able to notice and tune into students' developmental and cultural expressions (serves) and be willing and able to create responses (returns) that strengthen

trust and connections while supporting, celebrating, and/or extending the next step in their development to promote agency. The process involves paying close attention to verbal and nonverbal cues, using just the right amount of support, and responding consistently over time and based on the context of the situation. For a compelling illustration of this interaction and what happens when it does not occur, watch "The Still Face Experiment" by Dr. Ed Tronick here: https://bit.ly/3cZsMjB

Noticing bids for connection and performing developmentally appropriate serve-and-return practice is foundational to relationships and applies to every age and stage of life. In Kansas MTSS and Alignment, we also specifically embed it within the instructional practice of positive feedback, as discussed in the Feedback Continuum section. For an example of how this practice is applied even between adults, watch a short video from the Dr. John Gottman Institute about the importance of responding to bids for connection in partner relationships at https://bit.ly/3ztxfCq, or read this blog post: https://bit.ly/3Jt1LBk

Serve and return is an outward, explicit relationship in action, and it pairs with the deeper, implicit process playing out at the nervous system level, called co-regulation. Co-regulation occurs when the regulated nervous system of the adult sends cues of safety and connection to the child's nervous system. These cues act like food for the developing nervous system, fostering its ability to increasingly regulate over time. When deprived of this "nutrition," children's nervous systems enter a stress response, making them more susceptible to fight-flight-freeze behaviors such as arguing, yelling, cussing, fighting, elopement, skipping class, spacing out, or disengagement. A lack of connection and safety results in repeated exposure to the stress response, which can impede the nervous system's ability to organize and regulate, erode health and resiliency, and contribute to issues such as anxiety and depression. Co-regulation provides the tools to offset this stress and build a healthy nervous system. "Individuals co-regulate each other's physiology, which means that the quality of a person's relationships and social interactions shapes their development and health, both of the body and brain" (Immordino-Yang, Darling-Hammond & Krone, 2018).

What are the cues that nourish the nervous system through coregulation? When an adult is in a regulated state, the ventral vagus nerve creates a circuit that connects the heart, larynx, middle ear, and the upper facial muscles, especially around the eyes and the brain. Just as we digest and breathe without conscious effort, the regulated heart organizes this circuit automatically so that our voice is soft and inviting (rather than gruff or shrill), the middle ear opens up to detect the wide range of sound for tuned-

in listening, and the eye gaze becomes kind and warm (Porges, 2015). As with our breath, we can become aware of this process and use it more intentionally to connect with others and benefit our health.

Relational processes are important throughout life, and they underpin all subsequent structures in the social-emotional and behavioral content of the Kansas MTSS and Alignment framework. It is also important to be aware of periods of dramatic brain development when sensitivity to relationships and the environment trigger both great plasticity and growth as well as real vulnerabilities. Dramatic growth periods occur in infancy and early childhood and again during adolescence. Providing strong, positive relational interactions, especially during these windows; buffering the effects of stress; supporting assertiveness and conflict resolution skills; and bolstering basic self-care like sleep, nutrition, movement, and nature are critically important actions to minimize vulnerability to mental health concerns (Immordino-Yang, Darling-Hammond & Krone, 2018). Indeed, Kansas students themselves speak to the critical importance a caring adult relationship can provide in the school context. A longitudinal study of over 700 Kansas students with disabilities one year post-graduation showed that the most salient positive experience that helped them reach their goals was a supportive staff member (Clavenna-Deane & Coates, 2019).

Schools should examine student climate data to discern the strengths and needs of the student body based on their feedback and perceptions. Staff members can amplify the foundational relational processes in each element of their MTSS to meet these needs as part of a responsive and robust Tier 1. Examples of common practices that offer serve-and-return interactions and opportunities to intentionally co-regulate include morning greetings, class meetings, and relationship mapping paired with the 2X10 strategy. In addition, Kansas MTSS and Alignment strongly recommends that every school adopt the Continuum of Positive Feedback as an instructional practice.

Elements of Positive Relationships
1. Staff members are trained and understand the foundational relational processes of serve and return and co-regulation.
2. Staff members use strategies to increase their capacity to co-regulate, connect with students, and foster student voices.

3. Climate data is examined to discern the strengths and needs of the students.

Final steps

These questions culminate your activities with positive relationships.

- Does your plan address all of the relational system elements?
- How will you document this component? (KESA Connection)
- Which stakeholders do you need feedback from? (Empowering Culture and Leadership Connection)
- What are your professional development needs? (Professional Development Connection)

Structured Expectations

Goal: All staff members provide a positive, safe, and predictable environment, with a focus on relationship building.

Description and Research

In framing thoughts on behavior, consider the following quote:

---

*"If a child doesn't know how to read, we **teach**. If a child doesn't know how to swim, we **teach**.*

*If a child doesn't know how to multiply, we **teach**. If a child doesn't know how to drive, we **teach.***

If a child doesn't know how to behave, we… teach? …punish?"

(Herner, 1998, p.2)

Why is it so hard to finish that last line as quickly as the others? In many schools across the country, schools have already begun to take a more instructional and preventative approach to behavior.

In fact, research from fields such as Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) indicates that establishing common expectations for the students leads to a more positive, safe, and predictable school environment, which enables student learning and creativity to flourish (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Sprick, Knight, Reinke, & Mckale, 2006).

When creating a positive culture and environment, a good starting place is teaching what behaviors we expect to see from students. If we want students to have an intrinsic understanding and an ability to exhibit these expected behaviors, we have to build relationships with them and explicitly teach expectations. The previous section on establishing positive relationships lays the groundwork for reshaping the culture and climate in the school. When we promote a positive culture and environment, schools communicate to their stakeholders that they value each of the unique experiences and challenges that each student brings to their school.

We know that providing consistency and predictability is key to successfully achieving a positive culture. One way to provide these aspects is to create meaningful, proactive, and relevant rules or expectations that students can adhere to in order to have the best chance at success. Some refer to this in broader terms as norms. Norms are specific expectations that teachers and students establish together to manage behavior toward one another and within the school environment (Bisson, 2018). Sturgis and Casey stated that, based on research in the learning sciences, students need physical and emotional safety to learn (Bisson, 2018). In other words, if we want students to be more available for learning, we need to create an environment in which they feel safe to take chances and make mistakes. Norming can help promote this environment through creating a sense of belonging, teaching cooperation and communication, and encouraging empathy and caring (Bisson, 2018). The following process illustrates a way to create norms for students and staff:

1. Start with a discussion with the students about how they want their class to function.
2. Generate a list of the rules to follow.
3. Consolidate the list into 3-5 expectations. It is important to have a list that is relevant to the students' developmental age and to keep the list short so that everyone can remember them.
4. Explicitly teach the expectations. Use examples and non-examples to help students learn what fulfillment of the expectations looks and sounds like in their environment.
5. Model and practice the expectations frequently (Bisson, 2018).

Students come to school with a variety of experiences and expectations about acceptable behavior and social interactions based on their home and cultural environments (Bireda, 2002; Tatum, 1997). In fact, younger children are just beginning to recognize that adult expectations may differ from one setting to the next (Thompson, 2002). The school for all ages of children is very much a melting pot when it comes to understanding expected school behaviors. The following list provides various evidence-based as well as succinct reasons for explicitly teaching all students expected behaviors school-wide:

- Provide safe, predictable, and consistent learning environments
- Promote success in the school environment
- Enhance relationships with a positive focus
- Provide context for practice and reinforcement of behavioral skills (Lewis & Sugai, 1999; OSEP Center for PBIS, 2015).

Furthermore, when expected behaviors are explicitly taught at the classroom level, the following situations often result:

- Creation of smooth and efficient classrooms
- Increased student engagement and instructional time, improved academic success
- Transfer of responsibility for routine tasks to students
- Teaching of more appropriate functional behaviors

It is realistic to assume that each school will have different needs based on their student populations and climates. Some schools may find success with implementing rules, norms, or expectations; teaching them to students; and giving them frequent feedback (behavior-specific praise). Other schools might need a more formal framework, such as Positive Behavior Interventions and Supports (PBIS), Safe and Civil Schools Foundations, Conversation/Help/Activity/Movement/Participation (CHAMPs), or Conscious Discipline.

Schools can begin to form expectations by looking at their school-wide data (most schools start by analyzing their office discipline referrals or ODRs) and form a basic understanding of the needs that their

students and staff members exhibit in order to make the determination about the level of structure the building will need. Once that determination is made, leadership teams will agree on how to create rules, norms, or expectations that support a safe, predictable environment. In order for students to be successful, schools should implement consistency regarding agreed-upon behaviors and social interactions. For these reasons, Kansas MTSS and Alignment encourages leadership teams and their building staff members to collectively create, explicitly teach, and regularly model positively stated rules and expectations for all student and adult behavior, whether they choose to adopt school norms, expectations, or a more structured framework like PBIS, CHAMPS.

Process for teaching behavior

Each building should determine its own process for teaching behavior through gathering stakeholder input and creating unique and customized reflections of the values of their community. Teams can ask themselves the question: Where do we focus most of our energy? For example, do most of the office discipline referrals come from the hallway? If this is the case, then the staff members will probably focus most of their energy on correcting or responding to behavior in the hallway. This is a good place to start with teaching students what is expected in a specific setting and promoting a positive culture and environment.

Research tells us that taking a proactive approach to teaching behavior (i.e., striving to be the most successful in school) is more powerful than taking a reactive or punitive approach. Teams can remember that behavior offers an opportunity for teaching and learning. Norms and expectations serve as the bedrock for the school and help to unite the entire staff and community with shared goals. These norms or expectations should be posted visibly throughout the school as a reference point and a reminder of the high expectations that the greater school community has for the students within that building. Visitors in the building, such as substitute teachers or consultants, will have a better chance of exhibiting and helping enforce norms if they can refer to them throughout the school. In essence, they become standards for your building. Some commonly used structures to create consistent norms or expectations among buildings are as follows:

- Positive Behavioral Interventions and Supports – https://www.pbis.org/
- Safe and Civil Schools - https://www.safeandcivilschools.com/

- Center on Innovations in Learning – https://www.leadingwithlearning.org/

Once buildings have established their norms or expectations, they can develop the curricular details for how, when, where, and by whom teaching them will occur. Teams often create a plan for teaching behaviors in an explicit manner. They can take the form of simple, one-page lessons that give a brief description of expected behavior. Lessons should include examples and non-examples demonstrating what the behavior looks like in various school contexts (Taylor-Greene et al., 1997) and opportunities for students to practice the expected behavior. The depth of these lessons can be either broad or specific, depending on students' and school's needs.

Leadership teams should work together to create their plans for all needed areas in the school. During implementation, the team will also use data to determine which expectations might need re-teaching (i.e., a large number of office referrals from the cafeteria in March would prompt the team to reteach and reinforce the rules for the cafeteria). Teams can also use their data to identify additional areas in which lessons may need to be created.

With these steps completed, you have created the standards and curriculum portion of your behavioral MTSS, which will help you to prevent and teach the expectations in your building while also providing a safe and predictable environment.

Elements of a Safe, Predictable, School-Wide Environment
1. Gather information from stakeholders on important behaviors.
2. Use stakeholder feedback to develop norms or expectations.
3. Form an initial draft of school-wide expectations and then gather final feedback from staff and student groups.
4. Adults model school-wide norms or expectations.
5. Develop a plan for teaching school-wide norms or expectations. ● Give multiple ways of teaching the behavior (examples and non-examples), opportunities to practice, etc.
6. Embed norms or expectations across the school day.

Final steps

Use these questions to conclude your activities with creating a positive culture and environment:

- Does your plan address all of the elements?
- How will you document this component? (KESA Connection)
- Which stakeholders do you need feedback from? (Empowering Culture and Leadership Connection)
- What are your professional development needs? (Professional Development Connection)

Social-Emotional Learning

Goal: Social and emotional learning skills are taught by all staff members systematically according to the evidence-based scope and sequence or process. Teaching is monitored for fidelity, and skills are assessed. Kansas Social-Emotional and Character Development (SECD) Standards and State Board goals are being met.

Figure 1: CASEL SEL Framework

Description and Research

Social and emotional learning (SEL) is "the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others" (Elias et al., 1997). The rapidly growing evidence of SEL's impact includes the largest meta-analysis of its kind, which revealed significant gains in attitudinal, behavioral, and academic outcomes and an 11-percentile-point gain on standardized

test scores (Durlak et al., 2011). In fact, solid SEL implementation yields results similar to or higher than strictly academic universal interventions. Additionally, a 2015 cost-benefit analysis released by the Teachers College of Columbia University demonstrated that, for every dollar invested in SEL, there is a return of eleven dollars, as measured by school and community benefits such as enhanced educational outcomes (e.g., attendance rates, test scores, graduation rates), reduced crime, lowered substance abuse, and decreased teen suicide attempts (Belfield et al., 2015).

These benefits align with educational interests, student success, and broad community interests. Locally, stakeholders across Kansas resoundingly cited social-emotional skills as the most important factors for success and expressed a desire to apply a stronger focus on these skills (Watson & Neuenswander, 2015).

The Kansas Department of Education has been a leader in promoting the importance of SEL. Kansas was one of the first states in the nation to develop and adopt SEL academic standards in April 2012, with a document titled the Social, Emotional, and Character Development Standards (SECD): https://bit.ly/3OWzxjb, updated in 2018. These academic standards support districts in SEL instruction and lay the groundwork for progress toward several state-board goals, including social-emotional growth measured locally and graduation and post-secondary success. The Kansas Early Learning Standards (KELS) (https://bit.ly/3PQCRxz) incorporate social-emotional learning to support districts with SEL implementation in the critical early years and support the board goal of kindergarten readiness.

Additionally, KESA embeds the use of Kansas SECD and KELS academic standards into its language for accreditation. Supported by research, stakeholder consensus, and the convergence of the standards, goals, and accreditation in Kansas, SEL is strongly recommended as part of a district's integrated Tier 1 Kansas MTSS and Alignment for the benefit of all students PreK-12. Within the Kansas MTSS and Alignment system, districts select an evidence-based curriculum or a research-based framework that meets the needs of their students and community. Best practice is that this instruction is delivered by classroom teachers. This SEL program also aligns with Kansas standards, which incorporate the five CASEL domains: self-awareness, social awareness, self-management, relationship management, and decision-making skills (see the graphic above).

Kansas MTSS and Alignment further recommends that districts consider a trauma-aware approach due to the pervasive nature of Adverse Childhood Experiences (ACES) and their impact on learning as well as other toxic stress presented by new research, which is correlated with a spike in

depression and suicide among children and adolescents (Twenge, 2017). Many districts have communicated local concerns regarding this steep rise in depression and suicide. A trauma-aware approach to teaching social-emotional skills and responding to behaviors that potentially indicate trauma and/or mental health concerns should be an essential part of the core SEL approach in a district. As such, districts may need to vet programs and practices that address co-regulation, support staff members' social-emotional competencies and self-care, and build students' self-regulation skills, such as brain breaks and breathing exercises and physical movement like school-based yoga.

Indeed, districts would be wise to make sound program investment decisions based on community data regarding strengths and challenges. By identifying the strengths to leverage, districts can shore up existing challenges. Therefore, as they consider program adoption, districts are advised to collaborate with community partners and other stakeholders. The community mental health center, police department, and juvenile justice authority are agencies cited in legislation through the Senate Bill 367 (SB367) as intervention partners, and leaders from these agencies can provide data about the needs and challenges to assist with program decisions.

Additionally, businesses, youth-serving organizations, community faith leaders, and parents bring important perspectives for developing a broader vision of the kinds of skills to build and enhance in the community. Convening this mix of stakeholders along with staff representing multiple disciplines can help ensure that districts are vetting culturally relevant programs in the development process.

To find examples of evidence-based curricula, districts can review which ones CASEL has reviewed by accessing their website **www.casel.org.** An example of a research-based framework can be found on the Kansans Can Competency Framework website **http://www.cccframework.org/**. Durlak and colleagues (2011) determined that key practices, such as school-wide *teacher* delivery of SEL with fidelity, using sequenced, active, focused, and explicit instruction resulted in increased benefit to the overall social-emotional competency of the school and students. Therefore, to structure the school system to support teaching an SEL curriculum with fidelity, teams should provide professional development for all staff, a specific time built into the schedule for explicit lessons and skill practice, and ways to monitor implementation and embed the concepts and language throughout the day. Additionally, many districts have found it useful to cross reference key SEL terms into their behavioral expectations to reinforce a common, school-wide language.

Elements of Social-Emotional Learning (SEL)
1. Adoption of a research-based curriculum or design that: ● Is aligned with the Kansas Standards (KELS and SECD). ● Has an evidence-based scope and sequence or process.
2. A sequence or plan for teaching curriculum is developed with: ● School-wide teaching involving all staff. ● A plan regarding when it will be taught. ● A plan for how to teach school-wide using common language. ● A plan to embed concepts throughout the school day.
3. Teaching is monitored for fidelity.
4. A method is determined to measure/assess this component.

Final Steps

These questions culminate your activities with SEL.

- Does your plan address all of the elements of social-emotional learning curricula?
- How will you document this component? (KESA Connection)
- Which stakeholders do you need feedback from? (Empowering Culture and Leadership Connection)
- What are your professional development needs? (Professional Development Connection)

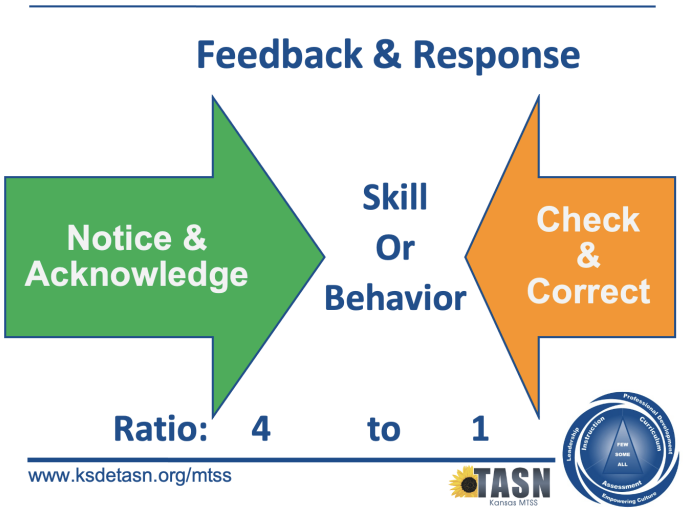
Instruction

Instruction:

Core BSEL Instructional Practices

Continuum of Positive Feedback
Response Continuum

Feedback and Response Continuum



Goal: All staff members consistently use the feedback continuum, while responding effectively to unskillful behavior in a manner designed to teach replacement skills, self-regulation, and preserve relationships. A ratio of 4:1 positive feedback to corrective response is maintained for all students to increase learning and engagement within a positive school-wide culture.

Description and Research

A large body of research shows that an educational approach that is relational and has enough structure while supporting autonomy deeply engages students' intrinsic motivation and internalization of the skills and attitudes needed to persist (Reeve & Cheon, 2021; Ryan & Deci, 2020; Jang & Reeve, 2012).

A robust way to put this approach into practice is to elicit feedback. Feedback is fundamental to the learning process. For a school focused on learning, *student* feedback is essential. Furthermore, research points to the power of positive teacher feedback for learning and growth (https://www.visiblelearningmetax.com/Influences).

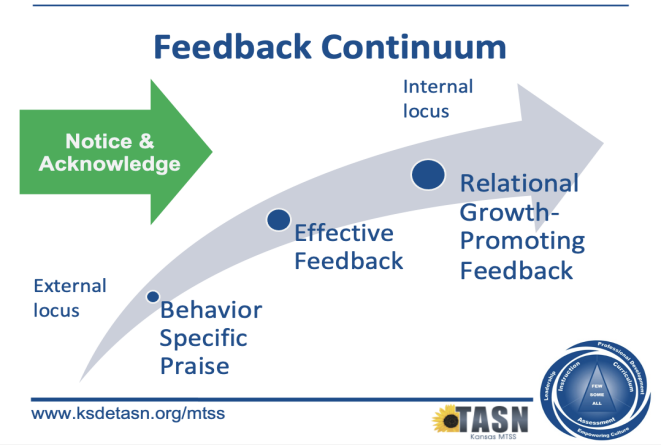
Conversely, the corrosive effect of inconsistent, arbitrary, punitive, or sarcastic responses on relationships, learning, and well-being are well documented (Fisher et al., 2019). When behavior is not skillful, a continuum of effective responses is designed to check and correct barriers to productive engagement and relationships. The response ***maintains an instructional focus*** in a manner that honors relationships, aims to prevent misbehavior, and encourages replacement skill use, while not exacerbating trauma and mental health needs, which are often underlying factors in unskillful behavior (Yoder, 2014).

Both continua are designed with consideration for the three basic psychological needs for autonomy, relatedness, and competence, which, when met, promote better emotional, behavioral, and academic functioning among students (Ryan & Deci, 2021). A positive school culture and climate is reflected with much greater emphasis and time spent on the ends of the continua that engage students'

voice. When adults build a culture in which they know how to look for and build on signs of interest, effort, or growth, students experience a climate conducive to voice, agency, and learning. When adults build a culture in which they look for mistakes and problems while taking for granted or marginalizing small steps in interest, effort, or growth, students experience a disempowering climate that invites boredom, apathy, acting out, and dis-engagement. Instead, it is important to be strength based, even when being attuned and responsive to risk-based needs. Let's take a closer look at both continua.

In short, feedback is the communication loop that either invites engagement and growth or impedes it. Therefore, to deepen student engagement and learning, Kansas MTSS and Alignment helps schools use the feedback continuum systematically. The feedback continuum is designed to notice and acknowledge a students' learning process in a manner that fosters their sense of agency, voice, and efficacy.

The Feedback Continuum



Behavior-Specific Praise. Behavior-specific praise clearly states the desired behavior that the student performed and provides the student with immediate feedback on that performance. This feedback tends to pair well with implementing school-wide expectations.

Additionally, the praise simply reports what was observed without personal judgment of the student (Sprick, Knight, Reinke, & McKale, 2006). Because praise is based on school needs and expectations, it is a type of feedback that is mostly externally locused. When used to acknowledge effort or success with a desired behavior, it can encourage continued effort or a repeat performance *if a student feels connected to the educator*. For those learning a new skill, it can also provide encouragement to stick with it *if a student feels connected to the educator*. Often, adults deliver praise in a way that embeds judgment, such as:

***Example 1**: "Jason, I like how you're walking down the hall with arms and feet to yourself." This is a clear example of externally locused praise. If Jason feels connected to*

the educator and wants to please him or her, this positive recognition of his effective behavior will likely encourage him to repeat it. If Jason doesn't feel connected, he might not respond to such a statement.

***Example 2**: "Jason, I noticed you are walking down the hall with arms and feet to yourself," simply reports what was observed in meeting expectations.*

***Example 3**: "You really tackled that word problem with gusto!" is an observation with a less external locus but still provides encouragement regarding the behavior.*

It is important to remember that, for praise to have the most desired effect, the teacher and student should have a positive relationship established.

Effective Feedback. Effective feedback typically includes clarity about what in the performance is going well or hitting the mark and what could use some adjustment. It may be celebratory, it may stretch and expand the student's thinking, or it may provide clarity to the student's work, an activity, or the lesson's objective. It tends to be task oriented and can encourage continued effort if the student is interested in at least some aspect of the task.

Effective feedback provides "specific information to students about their performance with the purpose of clarifying misinformation, confirming and fine-tuning understandings, and restructuring current schemas" (Lane, Menzies, Ennis, & Oakes, 2015, p. 89). This type of feedback shapes instruction and student mastery of the content when it is delivered as an explanation of what is correct and not correct and offers authentic encouragement to keep working until success is achieved (Marzano, Pickering, & Pollock, 2001).

It is important for teachers to make sure their feedback is clear and succinct, or it may be lost on the receiver. Feedback may need to be chunked. Here are some examples:

***Example 1**: "Sally, your expression in this essay is emotionally compelling and motivates me to expand my ability to give feedback."*

***Example 2**: "If you provide one or two more examples of what that feedback looks and sounds like, your audience will better understand how to expand their ability to give feedback."*

This feedback represents both the internal locus of control (highlighting the effect of a mastered skill) and the external locus of control (evaluation of an area to improve). It offers a two-fold benefit in that it provides the student an opportunity to validate what she did well and to fine-tune her learning to correct any initial misunderstandings she may have. It has the added benefit of allowing the teacher to see how well students are mastering the concept.

Relational, Growth-Promoting Feedback. This feedback can do any of the things outlined in effective feedback, with the added dimension that it is designed to help us build connections between ourselves and others. It can be a simple sentence, often in form of a question, and simultaneously be deeply meaningful. Furthermore, it will:

- Foster a sense of agency
- Enhance relationship connections
- Elicit a sense of curiosity or reflection
- Offer an implied compliment, gratitude, or belief in the ever-expanding capacity of the person
- Intend to benefit ultimate well-being
- Invite 2-way communication/feedback

***Example 1:** "I've noticed that your grade in social studies is improving, Darlene. You've developed a solution that is working for you. How were you able to do that – what things are you doing differently?"*

***Example 2**: "Jason, I see you're walking down the hall with hands and feet to yourself. How were you able to do that so well, even when Jimmy poked you?"*

Such feedback invites a deeper reflection or awareness of one's internal locus of control while

simultaneously fostering a connection with the teacher. Because Darlene and Jason have to reflect on, understand, and share how they were able to self-regulate, they will more fully own that learning now. This feedback allows students to feel accomplished, seen, and complimented. Serve-and-return and co-regulation tactics are uniquely embedded within this interaction. If a student has difficulty reflecting on or describing how he was able to do something, he might lack some of the self-awareness and metacognitive skills to do so. It is also possible that the success may be so new that it will take more reflection time than allowed for in a typical exchange. In that case, return to the elements of effective feedback to help consolidate the student's learning.

Since we offer feedback along a continuum, the context, relationship, and developmental readiness all help determine which type of feedback can provide the best option. For example, young students learning a new skill might thrive on behavior-specific praise until they become more fluent. Older children and adolescents may need a higher proportion of effective feedback to foster achievement. Relational, growth-promoting feedback can be used at any age. Growth-promoting feedback can quickly strengthen a new relationship, put a challenging relationship on a better path, or build on a student's sense of efficacy because of its foundation in the serve-and-return process.

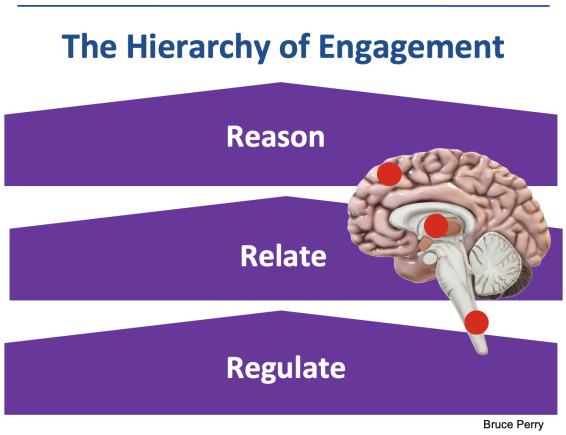
Response Continuum for the Classroom

Similar to the Feedback Continuum, having a consistent and proactive system in place to respond to unskillful behavior when it occurs is an essential part of core instruction in a positive, safe, and predictable classroom environment based on norms, expectations, and social-emotional competencies.

Most instances of unskillful behavior that fail to meet norms or expectations are addressed in the classroom as "minor" events. They can arise due to lack of understanding, lack of practice and fluency with the skill, or due to stress or overwhelming feelings. The idea of being trauma-aware lends itself to staff members being cognizant of the responses they are choosing to address the behavior. Choose interactions that remain proactive and preventative, even when challenging, dysregulated behavior occurs (Colvin, 2015; Sporleder & Forbes, 2016). Good response techniques and practices always aim at

treating students with dignity and respect (Sprick, 2009).

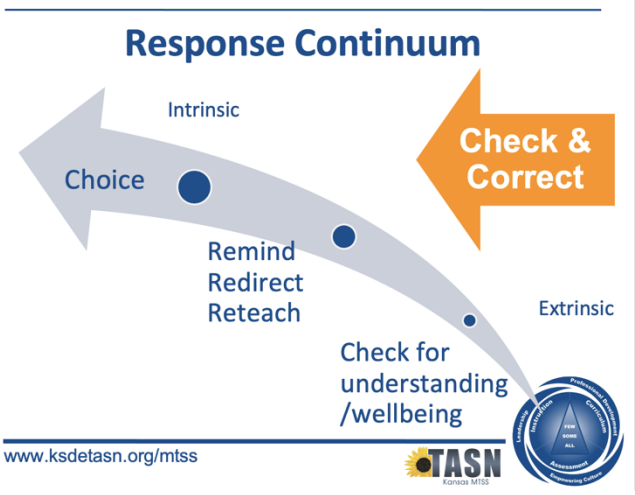
The response continuum is designed to follow what neuroscience reveals about the hierarchy of engagement built into the brain and nervous system. Namely, our systems require we experience a state of regulation and relatedness before being able to fully access our reasoning capacity (Perry, 2018). This reflects the popular saying that we must "Maslow before Bloom." For additional information, please review Edutopia's article *How to Maslow Before Bloom All Day Long* at https://www.edutopia.org/article/how-maslow-bloom-all-day-long/



Therefore, teachers' responses should be calm, fluent, within soft-speaking proximity to the student, and focused on checking if the student is okay. They should prompt or practice the skills embedded in your school-wide expectations or norms and provide reasonable/agreed-upon choices where possible. Let's take a closer look at the Response Continuum.

Check for Understanding / Well-being

Often when students are dysregulated or escalated, staff members can become similarly dysregulated and escalated. However, it is our role and crucial for staff members to remain calm, safe, supportive, and regulated. This is because teaching self-regulation is first and foremost a non-verbal communication between the educator's nervous system and the students' developing nervous system, called co-regulation. Therefore, in the hierarchy of engagement, we address regulation first and foremost through our own regulation, which offers the opportunity for functional co-regulation. A dysregulated adult cannot regulate a student. Remember the safety cues for co-regulation and enact the following principles when responding anywhere along the continuum:



- Speak calmly
- Use a supportive stance
- Minimize excessive or emotional body language
- Keep a reasonable distance
- Move slowly yet deliberately toward the problem situation
- Speak respectfully and privately
- Establish eye-level position
- Be brief
- Stay with the goal of being safe and supportive
- Avoid power struggles
- Give students space

Depending on the behavior, the first verbal interaction might most appropriately be to check and see if the student is okay. The educator can ask, “I notice you seem a little different today. Are you okay?” Thus, the nonverbal communication and verbal communication help to both regulate and relate. As an initial step in gauging stress levels, the student’s feedback will enable the adult to know what additional strategies or supports might be helpful or needed. At this point, the adult can remind the student and/or practice with them (e.g., take a deep breath, use the break card, or use another in-class support).

On the other hand, the situation may simply appear to call for a check to see if the student heard and/or understood the directions. Examples: “Where do you think is the best place for you to start on that?” or “What clarification do you need to get started?” or “What will be your first step on this?” This may be enough to cognitively engage and regulate the student in getting started, or the teacher may find the student needs the instructions chunked down a bit, there may be a misunderstanding, or they may be feeling anxious, overwhelmed, or bored about some aspect of the instructions.

If the latter is the case, this feedback from students offers educators an opportunity for autonomy-supportive responses that normalize the mistake, anxiety, or feeling of being overwhelmed and remind students of the instructions or SEL skill that can help them manage the situation. This leads us to the next group of strategies on the continuum.

Remind, Redirect, Reteach

These strategies are often part of regulation as well, but they take place at a cognitive level when the physiology is sufficiently regulated. Sometimes it is clear that the most efficient step is just to redirect students. They may have a generally good understanding but delay cognitive engagement a bit to crack a joke or socialize. This may be their version of a brain break, but if it gets others off track, redirection is usually efficient. Example, “Ryan, will you come get this example research paper for your group to analyze?” or “Ryan, I’ll be over in 2 minutes to look at your answer to question 10.”

On the other hand, some students may have trouble keeping everything in mind. They may have misunderstood or need reminders or fewer steps to start with. Others lack fluency with some skills and may need a brief re-teach with the reminder. Examples: “I can see how you thought I meant X. To clarify, our goal is to accomplish Z, and so you will need to demonstrate Y.” or “Other students have felt overwhelmed with the research paper assignment too and have found that setting mini-goals and deadlines helped. Let’s look at how to chunk this down.”

Choice

This response strategy supports student agency, self-regulation, and the SEL competency of responsible decision-making. Choice is always a strong core strategy anyway. However, for students who have learned to enact power struggles, choice can also be an effective response strategy. The underlying positive need is to be self-regulating. Thus, educators offer choice alternatives that are acceptable depending on the circumstances, such as choosing to complete a reading or a math assignment or choosing to work independently or with a partner. Student voice is reflected in selecting their preference that best fits their needs at that time. Choice in this context is shown to make starting an academic task more manageable for the student and completion more likely.

Teams participating in Kansas MTSS and Alignment training will adopt or adapt the short and simple continuum for how to respond to students in a safe, supportive, calm, and proactive manner. Using the trauma-informed principles in the bulleted list with students who are being challenged with dysregulated behavior along with your Response Continuum helps educators maintain a teaching stance that utilizes the hierarchy of engagement. Any of these response strategies may also pair as layered, in-class supports for students receiving intervention, reminding and allowing them to practice a

replacement skill.

The Feedback and Response Continua are taught to all staff members. They serve as part of the common language and consistent system that the school and district adopt to increasingly empower authentic student engagement leading to increased skill, voice, agency, and learning. Research and Kansas data show that it is not enough just to respond when behavior is unskillful (although it is necessary). Rather, students need educators' proactive and positive engagement in feedback that helps them become more skillful and self-reflective, too.

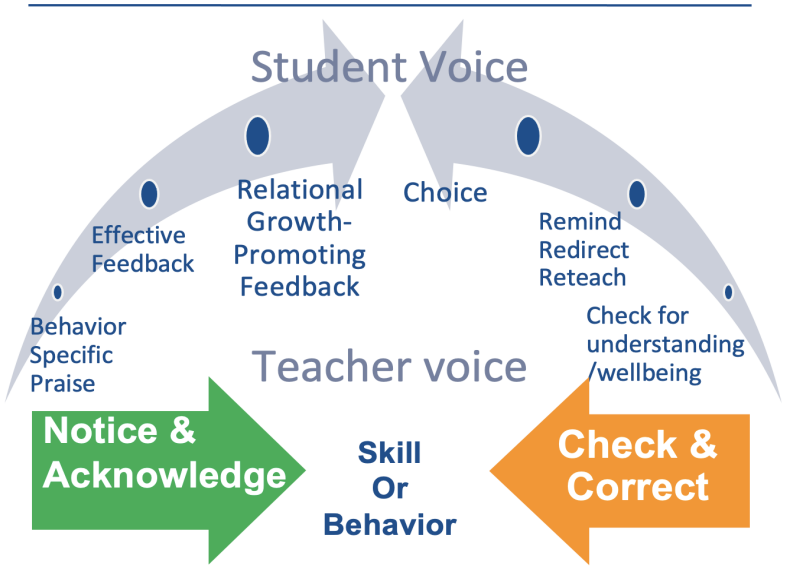


Figure 6: Adding Student Voice

Elements of the Feedback and Response Continuum
1. All staff members are trained in the Feedback Continuum.
2. Plans for monitoring fidelity of implementation are in place.
3. Data, such as from the KCTC, corroborate effective implementation.
4. Staff members are clear about minor behaviors handled in the classroom and adopt or adapt the Response Continuum and a supportive co-regulatory approach when responding to and deescalating behavior.
5. Plans for monitoring implementation fidelity are in place.

6. Data, such as the IMIS, corroborate the Response Continuum/System in place.

In conclusion, a feedback and response continuum that provides clear and consistent language while also being restorative and relationship-focused puts into practice the essence of a functional multi-tiered system of supports for behavior and social-emotional learning. For more information on what to do for major behaviors in which the office becomes involved, please see the Tiered System of Supports.

Final Steps

These questions culminate your activities with the feedback and response continuum:

- Does your plan address all elements of a feedback and response continuum designed to foster and deepen student engagement?
- How will you document this component? (KESA Connection)
- Which stakeholders do you need feedback from? (Empowering Culture and Leadership Connection)
- What are your professional development needs? (Professional Development Connection**)**

Continuum of BSEL Supports and Interventions

Tiered Supports and Interventions

Continuum of Supports and Interventions

Kansas MTSS and Alignment recommends that in-class supports be balanced with packaged or evidence-based, small-group, and individual 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 is essential in helping your team when it is time for data-based decision-making about the interventions that are best matched to the students' needs.

In the meantime, for schools lacking interventions and resources, a shortcut that helps you connect your core, Tier 1 components to easy-to-use in-class supports is what we affectionately call The Green and Yellow Support Checklist. The yellow side of the Green and Yellow Support Checklist (see

Figure 7) 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.

Tier 1 Universal Practice	No? Do This 1st	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			

Let's look at the following examples that explicitly illustrate how to use the full continuum of in-class and more intensive supports and interventions that you have or will develop as part of your protocol.

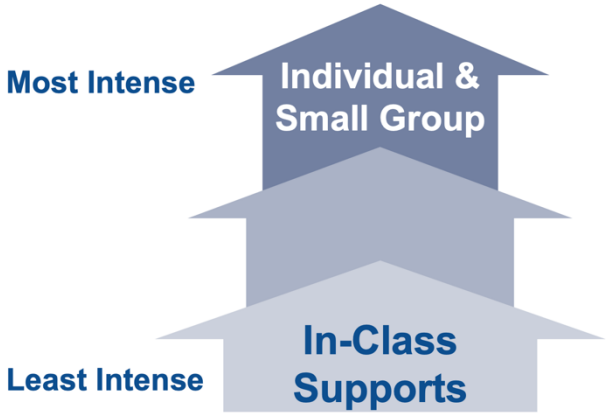


Figure 8: Continuum of Behavior and Social-Emotional Learning Needs

The continuum of intensity displayed in Figure 8 indicates that in-class supports are your low-hanging fruit, so to speak. Starting with the least intense supports early in the implementation process 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

LEAST Intensity = 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 Intensity = Usually this constitutes a combination of an in-class support and some instruction happening throughout the day. Moderate interventions often occur throughout the school day, like Check in Check out (CICO), and do require a small amount of instruction each day to make sure the student understands the target goal area to work on.

HIGH Intensity = Primarily this involves a small group or individualized intervention that requires regular direct and explicit 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.

The BSEL Implementation Protocol

The Kansas MTSS and Alignment team offers protocol options that are pre-populated. Notably, these are just examples and can provide a starting point. Schools should delete interventions they do not plan to use and ensure that the interventions they may already implement are reflected in their document. The protocol should be considered a living document that should be reviewed and updated regularly, as interventions and supports in a district or building evolve over time.

Intervention/ Support	**Intensity Level**	**Progress Monitoring Procedures**	**Exit Criteria**
Check In/Check Out (CICO)	Moderate	Scores from daily progress reports (DPR) compiled weekly	After 6 weeks of intervention, revisit weekly DPRs – 3 consecutive data points above or below the aim line.
Social Skills Group	High	Direct Behavior Rating (DBR) Scale one a week in 2 settings	After 6 weeks of intervention, view DBR scales – 3 consecutive data points above or below the aim line.

When you administer the universal screener 3 times per year, the sorting, grouping, and placement process offers an excellent time to identify any additional supports and interventions that (a)

staff members 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 the students in the building.

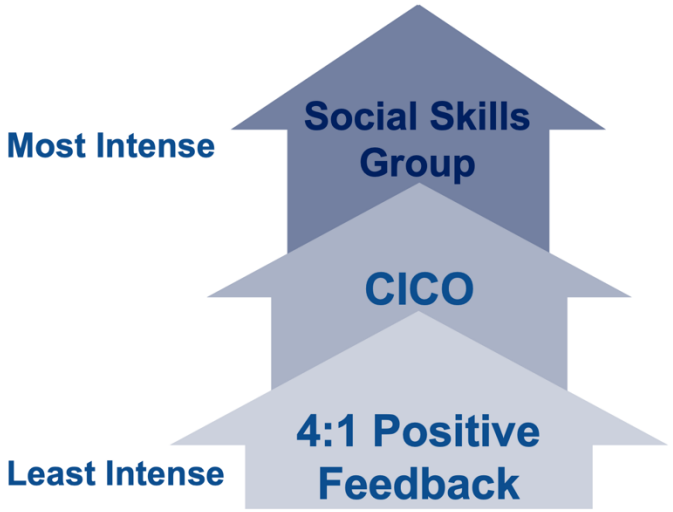
Intervention and Support Examples

Class-wide Intervention Example

A third-grade team analyzed its ABCS data and identified that 30% of the students did not meet benchmark on the BSEL Screener and indicated 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 the missing skills. These class-wide interventions used the least-intense in-class supports to increase engagement and skill growth while reducing disruptions.

More Intervention Examples

Figure 10: Continuum of Behavior and Social-Emotional Needs Supports and Interventions



Each of the supports and interventions listed in Figure 10 are considered evidence-based practices, moving from low to high intensity. In this example, the 4:1 positive feedback ratio, which compares 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 members 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 created for each student a teacher has in this intervention, 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, they need 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, active communication between the social skills teacher and the classroom teacher is important so that both can consistently evaluate the skills the student is working on. This ensures that students receive adequate opportunities to practice and obtain feedback to develop enough fluency with these skills and behaviors and truly own them.

The final point critical for successful outcomes is that we do interventions *with* kids, not *to* them. Engaging students in the planning process to discuss the 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).

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. They fall along the continuum of

intensity, which applies to both the type of intervention and the level of behavioral or skill need *identified by the data*, which we will cover in a section within data-based decision-making. 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 used as a teachable environment instead of a consequence or punishment, *might be* considered, but only after assessing whether the teaching of replacement behaviors or calming strategies is actually occurring.

Assessment

Assessment:

Data-Based Decision Making

Set Priorities using Annual Stakeholder Measures: School Climate, Family Engagement Survey, Inclusive MTSS Implementation Scale

Show Growth with Social-Emotional Competency Measures

Screen for Risk with Attendance, Behavior Referrals, Course Grades, and Universal Risk Screening (ABCS)

Preparing for Data Analysis and 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 using multiple measures
- Measuring climate, implementation, and family engagement
- Assessing social-emotional learning and measuring growth
- Screening for risk and need
- Showing how intentional interventions increase skill acquisition and/or mitigate risk

Creating Your "Data Dashboard" Repository

To gather and use this data, a repository that can give you both a dashboard view of it and the ability to drill down to the individual level is recommended. Leadership teams will need to ensure that systemic tools are in place to support data analysis and data-based decision-making. Districts now have

access to a large variety of tools that can serve as a repository and dashboard. 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 tools.

We most often see schools use the following:

---

*The school's **student information system** (SIS), which provides Attendance, Behavior Referrals, Course Grades, and other relevant information, **PLUS**:*

1. *A robust assessment system for SE Skills*
2. *A robust risk screening system*
3. *A data repository.*

Note: These systems can either be online or on paper.

What does this look like? Here are some examples of each of the systems numbered above: (1) Infinite Campus, Powerschool, Skyward; (2) Aperture, Panorama, Satchel Pulse, SELweb; (3) BASC-BESS in Aimsweb, SAEBRS in Fastbridge; and (4) eduCLIMBER.

These systems can vary significantly in the types of data collected and available for analysis, including climate data, skills assessment, and risk screening. Some systems connect the SIS information to support seamless analysis. Note that these are only examples, not a comprehensive list. If you don't have an online dashboard system such as eduCLIMBER or a repository that helps you look at this data all together, your Kansas MTSS State Trainer will work with you to determine which of our tools might be the best fit for your district. If you use one of our repository tools, more detailed information related to how to use that particular tool will be provided to your district in addition to this manual.

The 3 Categories for Analysis and Data-Based Decision-Making

To clearly organize the data, think of it as residing in three categories:

School Climate and Culture Data	SEL Skills Assessment	Risk Screening Data for Tiered Supports

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 can be gathered through staff perspective on the Inclusive MTSS Implementation Scale (IMIS) to determine how robustly the elements of your MTSS are being practiced. These annual measures can be used to set priorities for your system. Climate and culture data can also be compared with growth measures and risk screening to help identify how climate and culture is impacting student progress; to provide a broad view of student needs based on their voice; and to improve practices, programs, and systems. For example, these annual measures can provide priority and topics for professional development, modifications to walk-through tools, adjustments to core instruction, and plans for how staff members will engage families in the educational process. To obtain climate and culture data in shorter impact cycles, schools can use fidelity measures from your SEL curriculum to provide evidence of strong implementation or data from walk-through tools, for example.

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 at https://bit.ly/SEL_Toolkit or look at the tools available through the Kansans Can Competency Framework.

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, our three categories of data are aligned with CASEL's (Nov. 2018) best-practice recommendations for measuring SEG.

Risk Screening Data for Tiered Supports. The ABCS data sources identify risks for behavior and social-emotional concerns in the areas of attendance, behavior referrals, course grades (for secondary grades), and screening for behavior and social-emotional risk. These four data sources offer information to assist with identifying students who can benefit from tiered supports. A general rule of thumb is that, 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 have the capacity to provide interventions to address specific needs.

Collaborate to Identify Data Resources. We recommend that school teams collaborate with their local experts, such as counselors, social workers, school psychologists, behavior specialists, and early childhood educators, as they are uniquely trained in social-emotional development, common risks, and the impact of nurturing development and responding to risk. These professionals are positioned to help educational communities build capacity in adult SEL competencies and teaching SEL skills. They may also have more diagnostic tools when the need arises and can help schools monitor both risk reduction and skill attainment.

The Sequence of Data Review

The basic process used in Kansas MTSS and Alignment for analyzing and responding to the three categories of data has a flow across the school year. We'll provide some scenarios for all three categories of data to help the process come alive.

First, annual climate and culture data is typically reviewed at the end of the school year to set priorities for the subsequent year. Social-emotional learning (SEL) assessments can vary depending upon the local decision-making, but as an academic subject with curricular standards, it is straightforward to think of this assessment occurring quarterly. Risk screening to get students the supports they need occurs 3 times per year: fall, winter, and spring.

Setting Priorities: Annual Measures of Climate and Culture

Either toward the end of the school year or the beginning of the subsequent year, a thorough analysis of your annual measures for climate and culture should be undertaken to inform your priorities and to hypothesize their impact on student outcomes. As you move along the school year assessing SEL skills and screening for risk, you'll refer back to your culture and climate data to help guide you toward deep improvements within shorter impact cycles.

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 their strengths and challenges related to relationships, voice and agency, and well-being (depression, anxiety, and conflict). For example, if students reported a low level of relational connectedness, teams could plan to ensure positive hallway greetings, conduct a "dot activity" to identify students who have few or no connections with adults in the building, and use the 2x10 strategy right 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.

Next, schools should analyze staff feedback on the Inclusive MTSS Implementation Scale (IMIS) to see if the implementation of the BSEL system was as robust as it could be. If there are areas of low performance, educators can consider the impact these areas could be having on the school climate data. Schools can determine what professional development, structures, and practices they want to prioritize to strengthen implementation in ways that will be reflected in their next KCTC and IMIS surveys.

Finally, analysis of parent feedback on the Family Engagement Survey (FES) can enable schools to reflect on how this feedback might relate to what is showing up on the climate and IMIS surveys. As schools hone in on areas that need improvement, they can find comparison points to the other two surveys to help prioritize how they will improve parent engagement in a manner that strengthens the overall climate and culture.

Educators should be sure to document their action steps for each of these areas and how they

will communicate ongoing progress and needs through the self-correcting feedback loop process. They can consider how to keep these priorities and progress visible for the school year. Kansas MTSS and Alignment has a repository tool that can help educators keep track of priority areas for these annual measures as they look at SEL skill data and BSEL Risk data throughout the year. Clear information related to how to use that particular tool with these annual measures will be provided to the district in addition to this manual.

Showing Growth: Assessing Social-Emotional Learning (SEL)

SEL is an academic subject with curricular standards in Kansas. Experts in the field of SEL advise that assessments be strength based, focusing on knowledge and the use of skills that are actively taught and supported in the school setting (CASEL, Nov. 2018). With your evidence-based curriculum in place, along with school-wide norms or expectations, a strength-based assessment 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 help confirm that Kansas SECD standards are being met.

CASEL SE Competencies:

Self-Awareness

Social Awareness

Self-Management

Relationships

Decision-Making

There are three categories for SEL assessment, much like any other curricular area. They are:

Needs assessments for priority setting. Needs can be gleaned from climate surveys and assessments designed to measure students' overall level of self-identified proficiency in SEL

competencies to help set priorities and guide program implementation and emphasis.

Formative assessments to guide goals and instruction. Formative assessments are designed to guide students' reflection and educators' instruction to guide decision making regarding direct instruction to build students' knowledge, guided practice to develop students' fluency, and independent practice with ongoing feedback to promote students' proficiency and generalization. They can include questionnaires on which students rate themselves on a scale or a more rigorous rubric on which they can self-assess competencies related to specific tasks and projects.

Summative assessments are the more formal means by which schools usually measure growth. These curriculum-based measures assess students' knowledge of SEL constructs and/or judgment of the most effective course of action when applying these constructs. These tests may include multiple-choice, true/false, and short-answer items. They should be directly aligned with lessons provided in the curriculum.

Performance-based observations are designed to be embedded within authentic situations such as academic courses and extracurricular activities. Based on observations across time or in specific situations, the educator rates each student's competency-specific demonstrable behaviors on a scale (e.g., Beginning, Emerging, Proficient, Advanced) in areas directly aligned with the skills students have been taught through the curriculum/framework. These can be formative or summative in nature.

A word of caution here: Assessing social-emotional competencies is not the same as universal risk screening, which is covered in a later section. One easy way to discern that these two are not the same is to answer this question: Can a person have strong social-emotional skills and still experience a crisis? Of course, the answer is "yes." An accident, death, or traumatic experience can impact anyone. In the face of such events, anyone could need some additional support. Such events can compromise a child's attention and energy for a period of time, leading to struggles with reading comprehension, for example. Therefore, risk screening is something we do three times a year to find and respond to students who need support. However, gaining social-emotional competencies is something that all students need to be successful in family, work, and postsecondary life. These competencies build across time, becoming more sophisticated, just like reading and math skills do, and we assess for the presence of these skills and knowledge, just as we do for reading and math.

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: https://www.rand.org/education-and-labor/projects/assessments.html. KSDE also offers the Toolkit for Measuring Social-Emotional Growth Locally at https://bit.ly/SEL_Toolkit, with appendices containing literature and examples of several assessment systems.

The following highlights the importance of SEL skill assessment, putting it into context with other data that is part of the data-based decision-making process of Kansas MTSS and Alignment. The four vignettes below are 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.

Illustrating Social-Emotional Growth (SEG) with 4 Examples:

School 1 is implementing an evidence-based SEL curriculum and utilizes an Online Assessment System. As part of this system, classroom teachers complete a short eight-item skills assessment for each student. This one-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 third-grade collaborative team discovered that only 70% of its students met the skills benchmark. Upon further analysis, it also recorded elevated ODRs for conflict and decided to make adjustments to the core. The third-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 third-grade students met the SE skills benchmarks on the quick skills assessment. 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 that 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. Among 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 that 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 with 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 members 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 members 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 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 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, we hope schools can begin to see how different layers of data connect and the critical importance of measuring SE skills. Assessment of social and emotional competencies helps paint a more complete picture of students' capabilities, while annual measures such as school climate and school culture practices, such as the Inclusive MTSS Implementation Scale, paint a more complete picture of the support youth are given to develop and demonstrate these competencies. A reciprocal relationship exists between these measures. Student development can be limited by a culture that doesn't teach these skills or a negative climate.

Screening for Risk: Providing Tiered Supports based on ABCS Data

Goal: Every fall, winter, and spring, leadership teams determine which components 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.

Using the district or building's assessment plan, Leadership Teams (DLT, BLT, and CT) analyze the ABCS data sources, along with a school's strength-based skills assessment, if it has 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).

To determine which students would benefit from additional support and/or intervention, Kansas MTSS currently recommends using the ABCS behavioral and social-emotional data – Attendance, Behavior Referrals (ODR/BIRs), Course Grades, and the Screener. This happens at least three times per year, often during the screening assessment window of whatever system a district is using. A common screening assessment system example is Fastbridge, with the SAEBRS (and mySAEBRS) as the universal risk screener. Other examples include the BASC-BESS, SRSS-IE, or the SDQ. It's important to note that most universal 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.

You may also choose to have a system that has an ongoing risk assessment approach. For example, many secondary schools create an eligibility list for sports and can use this opportunity to universally look at attendance and grades more frequently and respond rapidly to students needing support. The earlier we catch risk and respond, the better outcomes students and schools experience.

Having a clear system in place is critical, whether it is three times a year or more frequently. It is also important to assess risk in a robust way, such as looking at the ABCS data together.

As part of a systemic approach, if a school doesn't have an online dashboard system such as eduCLIMBER or a repository that helps the team look at this data together, a Kansas MTSS State Trainer will work with the staff to determine which tools might be the best fit for the district. When using one of our repository tools, more detailed information related to how to use that particular tool will be provided to the district in addition to this manual.

What follows is a clear overview of the data analysis and decision-making process for determining who would benefit from tiered supports, regardless of what system or repository used.

Step 1: Review and Validate the Data

Some professional development should have occurred before screening regarding how to complete it. Additionally, it will be important for the BLT to gather and organize the data into whatever repository tool that's been chosen in order to facilitate the process of validation, analysis and problem-solving, and the sorting and grouping process. The ABCS cut scores depicted here can help teams to organize the data.

Organizing Data into a Repository and Visualizing Data. If a school has an online dashboard system, the process for organizing and visualizing its data can be fairly automated. It might only need to enter cut scores, if this is allowed, for the ABCS data sources, and the program will graph out the data.

If a school does not have an online assessment or screening system and wants the data visualized, Kansas MTSS has created a couple of options in Excel spreadsheets that can compile all of the data. The appointed trainer can help determine which might best meet a district's needs.

The point of visualizing the ABCS data together is to help validate the data and analyze it to make decisions about the strengths and challenges in a BSEL core.

Validate the Data. Once the team has all the data collected and entered into the dashboard repository, it can view it to 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, schools must look for congruency. If the visualizations appear quite different from one another, this will raise questions about the

coherence of a system. The depiction of ABCS data should be similar enough that team members can make valid interpretations.

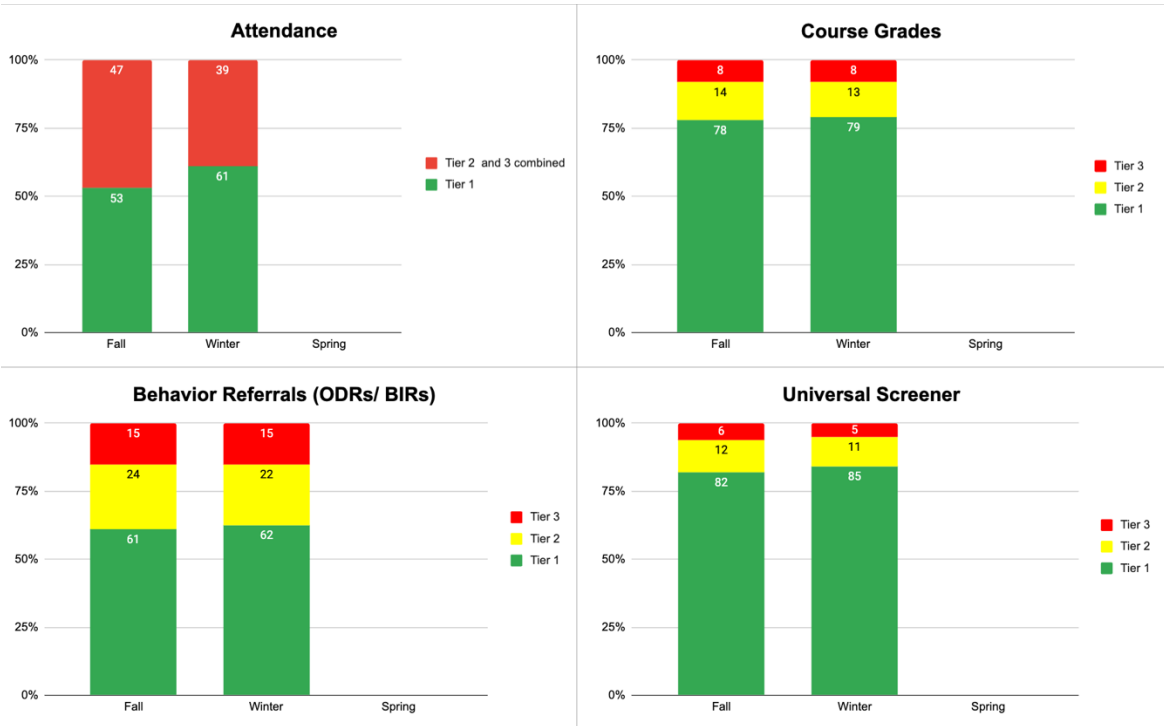
	Attendance	Behavior Referrals	Course Grades	SAEBRS Screener
	of Students missing less than 10% of school days	% of students with less than 2 Behavior Office Referrals	% of students failing zero classes	% of students at Tier 1 threshold
preschool	60.0%	50.0%	100.0%	#VALUE!
k	65.0%	95.0%	100.0%	65.0%
1	85.0%	90.0%	95.0%	90.0%
2	75.0%	85.0%	90.0%	75.0%
3	80.0%	80.0%	95.0%	85.0%
4	60.0%	100.0%	100.0%	100.0%
5	90.0%	100.0%	90.0%	90.0%

Let's walk through a couple of examples for options depicting data. Figure 12 presents the percentage of students achieving T1 cut scores for all 4 data sources and across all grade levels. The cells in green immediately reveal when we're meeting that 80%, and the cells in pink are showing areas that do not meet T1 cut scores.

Looking across the rows for each grade level, do the data sets for the ABCS appear to be somewhat congruent, or do they diverge significantly?

The figures are fairly congruent, except in the fourth grade. Grade 4 is showing very weak T1 scores for attendance, yet all other data points are at 100%. This is unusual and should be explored. If an observer also noted that attendance overall appears to be a concern across grade levels, but no other data source is showing as high of risk, that is also accurate.

Here's another example or way of depicting ABCS data in order to make decisions about your core. In Figure 13, we have visualized the various data sets as triangles for the entire third grade in a district. Do these sets of data appear to be widely divergent or fairly congruent?



Examination of Figure 13 tells us the data is 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. 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 a building, there is likely 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 Figure 13 example, ODRs and the Universal Risk Screener are not similar, even though they should be, since they are related. In both Figure 12 for fourth grade and in Figure 13, 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 a school's data appears incongruent, it can use the questions below to evaluate whether any barriers of implementation affect its data.

VALIDITY QUESTIONS: Does a building/grade level exhibit any item that represents an issue in:	
Social-emotional growth? Implementation with fidelity? Following scope and sequence? Having a regular place on the schedule that is adhered to?	
Attendance Do we have clear policies for attendance? How consistently are staff members counting all absences and tardies? How often do we review definitions, procedures, and policies with all staff members?	Behavior Referrals Have staff members been explicitly trained on major/minor definitions? What kind of Office Disciplinary Referral (ODR) form are we using? Is it systematic and used consistently across the school? How well did we teach the majors (office-managed) and minors (classroom-managed) language? Are the majority of staff members consistently referring only majors to the office? Are the majority of staff members handling minors in the classroom? Is part of the difference attributable to the sub-scores of the screener itself (i.e., ODR rates match the externalizing or social sub-scores, but not the internalizing or emotional sub-scores)? If so, how does that change your building's response to this situation?
Course Grades Policies for grades? How are assignments and tests weighted as grades in classes? How widely varied are the grading practices across the school? Department to department? Within departments? How are staff members grading students on assignments when they are present/not present in class? How are missing assignments being accounted for in grades when students are absent? What practices are being used to assist students to improve their grades?	Risk Screener What are the procedures for using the screener? Have all staff members completed the universal screener? How well did we teach the scoring of the universal screener? Did all staff members complete the screener in the proper window? How do we know that all staff members considered each student individually? How do we know they based their ratings on their own experiences and observations?

Questions adapted from Michigan's Early Warning Systems Tool found at https://www.michigan.gov/mde/services/school-performance-supports/early-warning (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.

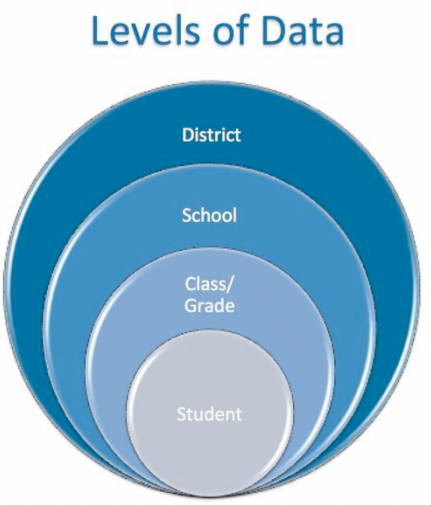
Next Steps/Possible Outcomes in Validating Your Data:

1. If you have an invalid data set(s) then you will can:
   - Create a goal with the data set(s) to gain greater consistency in data collection, or
   - 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 and Address Tier 1 Improvement Needs

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.

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: Sorting and Grouping.

No – Problem solve and create a Tier 1 Improvement Plan. Determine your *capacity* for addressing Tiers 2 and 3 concurrently.

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?

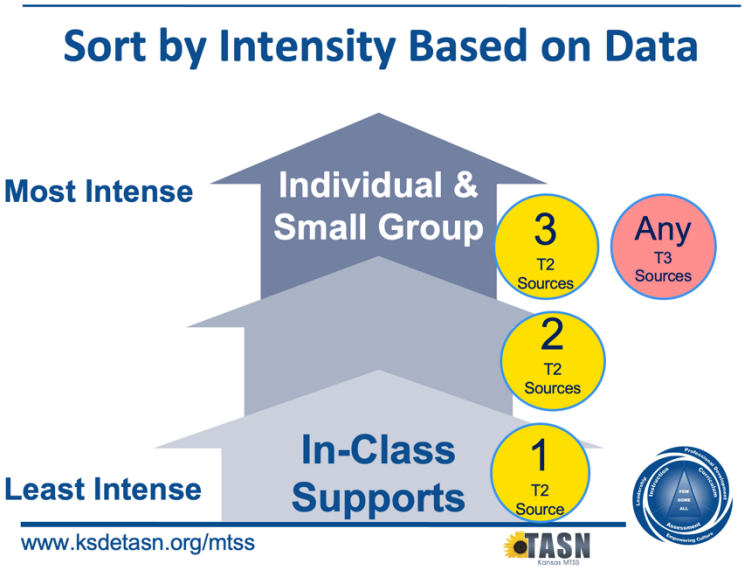
Use the answers to these questions to summarize them into a Precise Problem Statement, which the team will use to help plan for adjustments of the Tier 1 behavior and social-emotional components. Write the Statement answering the What, Where, When, How Often, Who, and Why of the data source(s) in question.

If you need guidance with instructional practices that can address these concerns, visit the BSEL Repository and click on the instruction tab.

Using the data source(s) in question, use the Components 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. By establishing a goal and means of measuring fidelity for the Tier 1 Improvement Plan, you can run an Inquiry and Impact Cycle and monitor results until the next benchmark period.

Use the Self-Correcting Feedback Loop to communicate to other leadership teams the results of your Tier 1 Improvement Plan.

Step 3: Sort by Intensity of Risk



Kansas MTSS and Alignment recommends using multiple data sources to determine who would benefit from additional support and intervention. Typically, one data source at a T2 cut score would not indicate a need for intensive intervention, but multiple data sources at moderate risk or some at high risk could indicate more intensive needs. We have a straightforward system for sorting students by risk level to help determine the intensity of intervention that likely is needed. Professional judgment can also play a role, but we do encourage districts to use their data and continuously improve collection and fidelity.

Such a sorting system is one in which:

- one of the ABCS data sources at T2 risk equates to least intense support – usually provided in class.
- two of the ABCS data sources at T2 risk equates to moderately intense supports
- three or more of the ABCS data sources at T2 risk, or *any* data source at T3 risk, equates to most intense supports

The state trainer will have tools and options for documenting and tracking this data to help schools more easily sort and group students for intervention.

Step 4: Grouping for Intervention

As schools sort students into intensity level, they will notice that their data will be telling you something about their needs. We can determine the focus of intervention and potentially group students into those interventions to help us track and monitor their progress.

For example, students with T2 or T3 risk for attendance will need interventions designed to help remove barriers to attending and increase a sense of belonging and success at school. The intensity of that intervention will depend on whether they sorted into T2 or T3 need.

On the other hand, students who are showing risk for course grades may need a focus on either missing academic skills and/or those competencies that help them maximally show their learning, such as organization skills and study skills.

Students who elicit high concerns with behavior referrals may need support in managing social relationships, conflict, and frustration.

Finally, universal risk screeners sometimes have subcategories that point toward what the main concerns or needs are to help you determine the focus of intervention for students showing the strongest risk in that data source.

As your team sorts and groups students onto the spreadsheet or other tool you are using, this Sorting and Grouping Decision Rules protocol provides all of the key questions a school might want to answer.

Sorting and Grouping Decision Rules

If I data source shows Tier 2 risk, then:

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

If 2 data sources show Tier 2 risk, then:

- What Moderate Intensity Intervention on the protocol addresses this concern (e.g., Check in Check out)?
- Are there any low-intensity supports that could also address this concern?

If 3 or more data sources show Tier 2 risk or 1 data source shows Tier 3 risk, then:

- What High Intensity Intervention addresses this concern (e.g., Social Skills Group)?
- Are there any moderate or low-intensity supports that could also address this concern?
- Has the team considered the function of the behavior?
    - If so, what is the function _____?
    - What supports or interventions listed above address this function?
- Has the team identified any social-emotional skill deficits?
    - If so, what are the deficits _____?
    - What supports or interventions listed above address these deficits?

- Are there any mental health concerns that need attention?
    - If so, what are the concerns _____?
    - What interventions or next steps will be taken to address these concerns? (e.g., referral to mental health).

Step 5: Progress Monitoring

& Step 6: 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" (Lane et al., 2014, p.178). Unlike the academic universal screening tools, the majority of BSEL universal screeners do not have built-in progress monitoring components. If a district has one of the few screening systems that does include a Progress Monitor measure, then it would use that tool. In the event that a district's screening system or BSEL screener does not have a progress monitoring tool associated with it, a school will need to identify the right tool from the ones we describe in this section to progress monitor its students' 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. The least intense 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 members. 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 a school's 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 schools can elect to use

more than one method of data collection to monitor progress for students. This is not required, but the following is an example of multiple methods. If we consider a student using Check in Check out (CICO), there will be daily points from his 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 in which 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 intense 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 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 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 16 offers a chart and brief description of several progress monitoring methods that will aid a 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 is 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 16: Progress Monitoring (PM) Options; *requires progress validation from an additional data source*

Progress Monitoring Method	Attendance	Least Intense / In-Class	Moderate Intensity	High Intensity
Attendance, Behavior Referral, and Course Grade Data	X	X	X	X
Green and Yellow Checklist		X	X	X
Self-Monitoring*	X	X	X	
Daily Progress Report		X	X	X
Direct Behavior Rating			X	X
Behavior Rating Scale			X	X
Progress Monitoring in online screening system			X	X
Direct Observations			X	X

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 data that indicates that 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 Checklist, Basic 5 Observation Form, or Playbook

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 or other tool provided by your trainer).

Self-Monitoring

Self-monitoring represents a data collection method that directly involves students in documenting their own behavior. This is an especially useful progress monitoring method that 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 tapering of staff support to complete the progress monitoring form and periodic checks for continued inter-rater reliability between staff and the student follows. 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 members 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/ or the University of Kansas iConnect app: iconnect.ku.edu

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 her goals. 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/3294

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 10-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, 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 could have a rating scale that looks similar to Figure 17 below. This data collection method allows the teacher to rate both the problem behavior and the behavior he wants to see.

Problem Behavior: "Hitting and Touching Others"	Scale		Replacement Behavior: "Say classmate's name to gain peer attention"	Scale
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: https://www.ksdetasn.org/resources/496
- Interval Recording: https://www.ksdetasn.org/resources/498
- Frequency Recording: https://www.ksdetasn.org/resources/447
- Duration: https://www.ksdetasn.org/resources/493
- Latency: https://www.ksdetasn.org/resources/495
- Opportunity Recording: https://www.ksdetasn.org/resources/497
- Trials to Criterion: https://www.ksdetasn.org/resources/499

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 for Progress Monitoring

The following tips can help improve a progress monitoring process:

- The more complicated the progress monitoring method, the more sensitive it will be to change. A leadership team must balance the desire for specificity in individual student data collection with the need to make data collection manageable within the 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, a school should try to track the replacement behavior along with the problem behavior. This will help keep an eye on teaching and reinforcing the replacement behaviors expected of the student.
- More than one data collection method can be used 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 used for progress monitoring, the data sources will indicate 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 the aim line) as a guideline to help determine the 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, if a student struggles 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 protocoled decision-making and problem-solving approaches.

Documenting the Intervention

Intervention Logs

Maintaining some type of intervention log and ways to track and monitor progress 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. This will assist in noticing both student and system patterns and help to inform future decision-making. If your system does not already have documentation processes in place, your trainer can help you choose one of our options.

Conclusion

After completing these steps for each of the students in need of intervention, a school is now ready to begin implementing and monitoring the interventions and supports. Teams must follow their decision rules and protocols in order to consistently and sufficiently meet the needs of their students, all while utilizing a problem-solving approach for the unique situations that invariably arise. Then they can repeat the process of validating and analyzing 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 the ABCS data to catch concerns in between benchmark periods is recommended as well. Some good tips when using BSEL data are as follows:

- Analyze the ABCS data in the fall, winter, and spring for school-wide needs
- Analyze the ABCS data additionally during the second and third quarters to identify any students who have risk factors between benchmark periods
- Analyze the ABCS data at screener intervals and ABC data in the second and third quarters for sorting and grouping individual student needs
- Analyze the student progress monitoring data every 4-6 weeks in PLCs to identify the effectiveness of the intervention.

Please see the BSEL repository for additional resources at https://bit.ly/BSEL_Repository

+++++

References

Are you ready to Assess Social and Emotional Learning and Development? (2019). American Institutes for Research. Retrieved from: https://www.air.org/sites/default/files/SEL-Ready-to-Assess-Act-2019-rev.pdf.

Assessment Work Group. (2019). *Student social and emotional competence assessment: The current state of the field and a vision for its future.* Chicago, IL: CASEL. Retrieved from: https://measuringsel.casel.org/wp-content/uploads/2019/09/AWG-State-of-the-Field-Report_2019_DIGITAL_Final.pdf

Algozzine, K., & Algozzine, B. (2007). Classroom instructional ecology and school-wide positive behavior support. *Journal of Applied School Psychology, 24*(1), 29-47.

Allensworth, E. M., Gwynne, J. A., Moore, P., & De La Torre, M. (2014). Looking forward to high school and college: Middle grade indicators of readiness in Chicago public school. Chicago, IL: University of Chicago Consortium on Chicago School Research. Retrieved from: https://consortium.uchicago.edu/publications/looking-forward-high-school-and-college-middle-grade-indicators-readiness-chicago

American Institutes of Research. (2015). *Early Warning Systems Online Tool.* Retrieved from: https://www.air.org/resource/early-warning-systems-education.

Archer, A., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* Guilford Press.

Attendance Works. (2017). *Making the most of attendance indicators.* Retrieved from: http://www.attendanceworks.org/making-attendance-indicators/.

Balfanz, R., & Herzog, L. (2006, May). Keeping middle grades students on track to graduation: Initial analysis and implications. PowerPoint presentation. Philadelphia, PA: Philadelphia Education Fund and Johns Hopkins University with support from the William Penn Foundation.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). *The economic value of social and emotional learning.* Center for Benefit-Cost Studies in Education Teachers College, Columbia University. Retrieved from www.cbcse.org.

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

Bisson, S. (2018). *Norming: A practice that encourages social emotional competency.* Philadelphia, PA: Center for Innovations on Learning. Retrieved from: www.centeril.org/resources/conversations/Norming-Big4.pdf.

Bohanon, H. & Wu, M. (2014). Developing buy-in for positive behavior support in secondary settings. Preventing School Failure, 58(4), 1–7. 223-229. Retrieved from http://ecommons.luc.edu/education_facpubs/17/.

Bos, C. S., & Vaughn, S. (2006). Strategies for teaching students with learning and behavior problems. Upper Saddle River, NJ: Pearson.

Bowles Therriault, S., O'Cummings, M., Heppen, J., Yerhot, L., & Scala, J. (2017). *Early Warning Intervention and Monitoring System Implementation Guide*.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes. *Journal of Positive Behavior Interventions, 12*(3), 133-148.

Cantor, P., Osher, D., Berg, J., Steyer, L., & Rose, T. (2018). Malleability, plasticity, and individuality: How children learn and develop in context. Applied Developmental Science, 1-31. Doi:

10.1080/10888691.2017.1398649

Carnine, D. W. (1976). Effects of two teacher-presentation rates on off-task behavior, answering correctly, and participation. Journal of Applied Behavior Analysis, 9, 199–206.

Center for Social Emotional Foundations for Early Learning. (2017). Practical strategies for teachers/caregivers. Retrieved from http://csefel.vanderbilt.edu/.

Colvin, G. (2007). Seven steps for developing a proactive schoolwide discipline plan. Thousand Oaks, CA: Corwin Press.

Colvin, G., & Scott, T. (2015). Managing the cycle of acting-out behaviors in the classroom. Thousand Oaks, CA: Corwin Press.

Cook, C.R., Dart, E., Collins, T., Restori, A., Daikos, C., Delport, J. (2017). Preliminary study of the confined, collateral, and combined effects of reading and behavioral interventions: Evidence for a transactional relationship. Journal of Behavior Disorders, 38(2), 38-56.

Cook, C., Fiat, A., Larson, M., Daikos, C., Slemrod, T., & Holland, E. et al. (2018). Positive greetings at the door: Evaluation of a low-cost, high-yield proactive classroom management strategy. Journal of Positive Behavior Interventions, 20(3), 149-159. doi: 10.1177/10983007177538.

Cox, G.L., Arnold, K.F., Kummer, T.R., McCullough, D.K., Settle, A.F. (2017). Hand in Hand: A Manual for Creating Trauma-Informed Leadership Committees. Beyond Consequences Institute.

Council for Exceptional Children. (1987). Academy for effective instruction: Working with mildly handicapped students. Retrieved from http://journals.sagepub.com/doi/pdf/10.1177/004005998601800414.

Crone, D., Hawken, L., Horner, R. (2010). Responding to problem behavior in schools. 2nd Edition. New York, NY: Guildford Press.

Denham, S.A. (2018). Keeping SEL developmental: The importance of a developmental lens for fostering and assessing SEL competencies. Retrieved October 2020 from https://casel.org/casel-resources-keeping-sel-developmental/.

Dieker, L. A., Kennedy, M. J., Smith, S., Vasquez III, E., Rock, M., & Thomas, C. N. (2014). Use of technology in the preparation of pre-service teachers (Document No. IC-11). Retrieved from: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Drummond, T. (1994). The student risk screening scale (SRSS). Grants Pass, OR: Josephine County Mental Health Program.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal

interventions. Child Development, 82(1), 405–432.

Elias, M. J., & Arnold, H. (2006). The Educator's Guide to Emotional Intelligence and Academic Achievement, 2006. Thousand Oaks, CA: Corwin Press.

Ewing Marion Kauffman Foundation (2002). The Kauffman Early Education Exchange. Set for Success. Building a strong foundation for school readiness based on social-emotional development of young children. Kansas City, MO: Ewing Marion Kauffman Foundation.

Fisher, D., Frey, N., & Savitz, R. S. (2019). Teaching hope and resilience for students experiencing trauma: Creating safe and nurturing classrooms for learning. Teachers College Press.

Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M. L. (2009). Response to intervention and the pyramid model. Tampa, FL: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children.

Fredrickson, B. (2013). Your phone vs. Your heart. New York Times, p. Section SR, Page 14. Retrieved from https://www.nytimes.com/2013/03/24/opinion/sunday/your-phone-vs-your-heart.html.

Gist, C. (2019). Supporting students with executive function deficits. Teaching Exceptional Children, 51(5), 372-381.

Gleason, P., & Dynarski, M. (2002). Do we know whom to serve? Issues in using risk factors to identify dropouts. Journal of Education for Students Placed at Risk, 7(1), 25-41.

Good, T., & Brophy, J. (2003). Looking in classrooms (9th ed.) Boston, MA: Allyn & Bacon.

Goodman, R. (1997). The strengths and difficulties questionnaire: A research note. Journal of Child Psychology and Psychiatry, 38, 581-586.

Greene, R. (2014). Lost at school. New York, NY: Scribner.

Gresham, F. M., & Elliot, S. N. (2008). Social skills improvement system: Rating scales. Bloomington, MN: Pearson.

Hall, S. (2007). Implementing response to intervention: A principal's guide. Thousand Oaks, CA: Corwin Press.

Hammond, C., Linton, D., Smink, J., and Drew, S. (2007). Dropout risk factors and exemplary programs: A technical report. Clemson, SC: National Dropout Prevention Center, Communities in Schools, Inc.

Hattie, J. (2012). Visible learning for teachers. Routledge New York, NY: Herner, T. (1998). Counterpoint, 2.

Heidrich, M. (2017). School engagement: Keeping all students in school. Found in: Morningstar, M. &

Clavenna-Deane, B. (2017). Your Complete Guide to Transition Planning and Services, Baltimore, MD: Paul H. Brookes Publishing.

Hodara, M. & Lewis, K. (2017). How well does high school grade point average predict college performance by student urbanicity and timing of college entry. REL Northwest, Institute of Education Sciences. Retrieved from: https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2017250.pdf.

Holt, L., Ferguson, G., & Brun, M. P. (2018). Visual supports: An overview. Presentation resource Retrieved from https://ksdetasn.org/resources/2120.

Horner, R. H., Sugai, G., Todd, A., & Lewis-Palmer, T. (2005). School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), Individualized Support for Students with Problem Behaviors: Designing Positive Behavior Plans (pp. 359-390). New York, NY: Guilford Press.

Immordino-Yang, M., Darling-Hammond, L., & Krone, C. (2018). The brain basis for integrated social, emotional, and academic development: How emotions and social relationships drive learning. The Aspen Institute. Retrieved from http://nationathope.org/wp-content/uploads/aspen_research_final_web.pdf.

Intervention Central, (no date). How to use the power of personal connection to motivate students: 4 strategies. Found at https://www.interventioncentral.org/blog/behavior/how-use-power-personal-connection-motivate-students-4-strategies.

Jensen, W. P., Clark, E, Davis, J., & Hood, J. (2016). What are break cards and how to use them? University of Utah, Retrieved from https://ed-psych.utah.edu/school-psych/_resources/documents/Break-Cards-How-to-Use-Them.pdf

Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2018, November). Equity & Social and Emotional Learning: A Cultural Analysis Summary Brief. Retrieved October 2020 from: https://drc.casel.org/uploads/sites/3/2019/02/Equity-Social-and-Emotional-Learning-A-Cultural-Analysis.pdf.

Jang, H., Kim, E. J., & Reeve, J. (2012). Longitudinal test of self-determination theory's motivation mediation model in a naturally occurring classroom context. Journal of Educational Psychology, 104(4), 1175–1188.

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

Jolivette, K., Stichter, J. P., & McCormick, K. M. (2002). Making choices - improving behavior - engaging in learning. Teaching Exceptional Children, 34, 24-30.

Jones, S., & Kahn, J. (2017). The evidence base for how we learn. National Commission on Social,

Emotional, and Academic Development: The Aspen Institute. Retrieved from https://www.aspeninstitute.org/publications/evidence-base-learn/.

Kansas State Department of Education, Technical Assistance Support Network, Autism and Tertiary Behavior Supports (KSDE, TASN, ATBS). (2018). Peace corners: Sensory strategies for self-regulation. Retrieved from https://ksdetasn.org/resources/1068.

Kansas Department of Education. (2018, July). Kansas Social, Emotional, and Character Development Model Standards. Retrieved from https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf

Kansas Department of Education. (2021, January). Measuring Social Emotional Growth Locally Toolkit. Retrieved March 2021 from: https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Measuring%20SEG%20Locally%20010121.pdf.

Kern, L., & Clemens, N. (2006). Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44(1), 65-75.

Kilgus, S. (2013). Use of direct behavior ratings as the foundation of Tier 2 service delivery. Journal of Curriculum and Instruction, 7(1), 79-99.

Kilgus, S. P., Chafouleas, S. M., & Riley-Tillman, T. C. (2013). Development and initial validation of the social and academic behavior risk screener for elementary grades. School Psychology Quarterly, 28, 210-226.

Kilgus, S. (2017). Using Brief Tools to Progress Monitor Tier 2 and 3 Behavioral Interventions. Invited presentation delivered at the Kansas MTSS and Alignment Symposium, Topeka, KS.

Kilgus, S. (2020). Beyond Academic Screening: understanding and leveraging social emotional and behavioral universal screening and progress monitoring to improve academic outcomes. White paper. Illuminate Education.

Kilgus, S. (2020). Nurture SEB in high-warmth/high-structuring classrooms. Found in SEB Before ABCs Playbook. Illuminate Education.

Kok, B., Coffey, K., Cohn, M., Catalino, L., Vacharkulksemsuk, T., & Algoe, S. et al. (2013). How positive emotions build physical health. Psychological Science, 24(7), 1123-1132. doi: 10.1177/0956797612470827

Kok, B., & Singer, T. (2016). Phenomenological fingerprints of four meditations: Differential state changes in affect, mind-wandering, meta-cognition, and interoception before and after daily practice across 9 months of training. Mindfulness, 8(1), 218-231. doi: 10.1007/s12671-016-0594-9.

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). Developing schoolwide programs to prevent and

manage problem behaviors: A step-by-step approach. New York, NY: Guilford Press.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2013). Supporting behavior for school success: A step-by-step guide to key strategies. New York, NY: The Guilford Press.

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

Lane, K., Oakes, W.P., Ennis, R.P, & Hirsch, S.E. (2014). Identifying students for secondary and tertiary prevention effort6s: How do we determine which students have Tier 2 and 3 needs? Preventing School Failure, 58(3), 171-182.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2015). Schoolwide systems to promote positive behaviors and facilitate instruction. Journal of Curriculum and Instruction, 7(1), 6-31.

Le Nguyen, K., Lin, J., Algoe, S., Brantley, M., Kim, S., & Brantley, J. et al. (2019). Loving- kindness meditation slows biological aging in novices: Evidence from a 12-week randomized controlled trial. Psych Euroendocrinology, 108, 20-27. doi: 10.1016/j.psyneuen.2019.05.020.

Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive schoolwide management. Focus on Exceptional Children, 31(6), 1-24.

Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2010). Whole-school positive behavior support: Effects on student discipline problems and academic performance. Educational Psychology, 25(2-3), 183-198.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works. Upper Saddle River, NJ: Pearson.

Marzano, R. J. & Pickering, D. J. (2011). The highly engaged classroom: The classroom strategies series. Bloomington, IN: Marzano Research Laboratories.

McCleskey, J. et al. (2017). High leverage practices in special education. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

McCook, J. E. (2006). The RTI guide: Developing and implementing a model in your schools. Horsham, PA: LRP Publications.

McDaniel, S., & Bruhn, A. (2016). Using a changing-criterion design to evaluate the effects of check-in/check-out with goal modification. Journal of Positive Behavior Interventions, 18(1), 197-208. Hammill Institute on Disabilities.

McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. Psychology in the Schools, 47(1), 5-21.

Mendler, A. N. (2007). More what do I do when...? Powerful strategies to promote positive behavior. Bloomington, IN: Solution Tree.

Mendler, B. (2015). Motivating and managing hard to reach, uninterested and disruptive students: Power struggles unplugged. Rochester, NY: Teacher Learning Center Retrieved from https://www.northern.edu/sites/default/files/20-21tlchandout.pdf

Merrill, K. (2007). Strong teens: A social emotional learning curriculum. Baltimore, MD: Paul H Brookes Publishing.

Michigan Department of Education. Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know, November 2018, CASEL. Retrieved from: https://measuringsel.casel.org/pdf/practitioner-guidance.pdf.

Morningstar, M., & Clavenna-Deane, B. (2017). Your complete guide to transition planning and services, Baltimore, MD: Paul H. Brookes Publishing. National Wraparound Initiative, (N.D.) Retrieved on August 13, 2017, Retrieved from https://nwi.pdx.edu/wraparound-basics/.

Newcomer, L., Freeman, R., & Barrett, S. (2013). Essential systems for sustainable implementation of tier 2 supports. Journal of Applied School Psychology, 29, 126-147.

Oakes, W. P., Lane, K. L., Cox, M. L., & Messenger, M. (2014). Logistics of behavior screenings: How and why do we conduct behavior screenings at school? Preventing School Failure, 58(3), 159-170.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2015). Positive behavioral interventions and supports (PBIS) implementation blueprint: Part 1 – Foundations and supporting information. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.

Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2018). Drivers of human development: How relationships and context shape learning and development. Applied Developmental Science, 1-31. doi: 10.1080/10888691.2017.1398650

Panorama Ed. (no date). Interventions and Progress Monitoring Toolkit: A Guide to Planning and Tracking Interventions for MTSS and RtI. Found at: https://www.panoramaed.com.

Porges, S. (2015). Making the world safe for our children: Down-regulating defense and up-regulating social engagement to 'optimize' the human experience. Children Australia, 40(2), 114-123. Doi: 10.1017/cha.2015.12.

Reeve, J., & Cheon, S. H. (2021) Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. Educational Psychologist, 56(1), 54-77.

Reinke, W. M., Herman, K. C., & Stormont, W. (2013). Classroom level positive behavior supports in schools implementing SWPBIS: Identifying areas for enhancement. Journal of Positive Behavior Interventions, 15(1), 39-50.

Reinke, W. M., Lewis-Palmer, T., & Martin, E. (2007). The effect of visual performance feedback on teacher use of behavior-specific praise. Behavior Modification, 31, 247–263.

Reynolds, C. R. & Kamphaus, R. W. (2015). Behavior assessment system for children, 3rd Edition. San Antonio, TX: Pearson.

Robertson, R. E. & Coy, J. N. (2019). Your student is hungry, tired, angry, now what: Addressing distal setting events in the classroom. Teaching Exceptional Children, 51(5), 361-371.

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. American Educator, Spring Edition, 12-39.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology, 61, 101860.

Scheeler, M. C. (2008). Generalizing effective teaching skills: The missing link in teacher preparation. Journal of Behavioral Education, 17, 145-159.

Scheeler, M. C., & Lee, D. L. (2002). Using technology to deliver immediate corrective feedback to preservice teachers. Journal of Behavioral Education, 11(4), 231-241.

Scott, T. M., & Barrett, S. B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. Journal of Positive Behavior Interventions, 6(1), 21-27.

Skinner, C. H., Smith, E. S., & McLean, J. E. (1994). The effects of inter-trial interval duration on sight-word learning rates in children with behavioral disorders. Behavioral Disorders, 19, 98–107.

Skinner, C. H., Belfiore, P. J., Mace, H. W., Williams Wilson, S., & Johns, G.A. (1997). Altering response to topography to increase response efficiency and learning rates. School Psychology Quarterly, 12, 54-64.

Smith, S. C., Lewis, T. J., & Stormont, M. (2010). An investigation of the use of two universal behavioral supports for children with externalizing behavior in head start classrooms. Journal of Positive Behavior Interventions, 13, 154–167.

Sporleder, J. & Forbes, H. W. (2016). The trauma-informed school: A step by step implementation guide for administrators and school personnel. Boulder, CO: Beyond Consequences LLC.

Sprague, J., & Golly, A. (2013) Best behavior, 2nd Edition. Longmont, CO: Cambium Learning Group.

Sprick, R. (2009). CHAMPS. A proactive and positive approach to classroom management. Eugene, OR: Pacific Northwest Publishing Co.

Sprick, R., Booher, M., & Rich, P. (2014) Foundations, Module F. 3rd Edition. Eugene, OR: Pacific

Northwest Publishing.

Sprick, R., & Garrison, M. (2008). Interventions, 2nd Edition. Eugene, OR: Pacific Northwest Publishing.

Sprick, R., Knight, J., Reinke, W., & McKale, T. (2006). Coaching classroom management: Strategies and tools for administrators and coaches. Eugene, OR: Pacific Northwest Publishing.

State, T., Harrison, J., Kern, L., and Lewis, T. (2017). Feasibility and acceptability of classroom-based interventions for students with emotional/behavioral challenges at the high school level. Journal of Positive Behavior Interventions, 19(1) 26-36.

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

Stormont, M., Lewis, T., Beckner, R., & Johnson, N. (2008). Implementing positive behavior supports in early childhood and elementary settings. Thousand Oaks, CA: Corwin Press.

Stormont, M., & Reinke, W. M. (2009). The importance of pre-correction and behavior specific praise strategies. Beyond Behavior, 18, 26–32.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J, Gassman, T., Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. Journal of Behavioral Education, 7(1), 99-112.

Thompson, R. (2002). The roots of school readiness in social and emotional development. In Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children, 1(1), 45-61.

Tomlinson, C., & Allan, S. (2000). Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

Torgesen, J. K., & Hudson, R. (2006). Reading fluency: critical issues for struggling readers. In S. J. Samuels and A. Farstrup (Eds.). Reading fluency: The forgotten dimension of reading success. Newark, DE: International Reading Association.

Twenge, J. M. (2017). Have smartphones destroyed a generation? The Atlantic.

Walker, J. D. & Barry, C. (2018). Assessing and supporting social skill needs for students with high incidence disabilities, Teaching Exceptional Children, 51(1), 18-30.

Watson, R., & Neuenswander, B. (2015). State of the state and Kansas children, Kansas' future. Keynote Presentations at KSDE Summer Leadership Conference, Wichita, KS.

Wehby, J., & Staubitz, J. (2018). The taxonomy of intervention intensity: A case example of building

intervention intensity in behavior. Retrieved from: https://intensiveintervention.org/resource/taxonomy-intervention-intensity-case-example-building-intervention-intensity-behavior.

Wehmeyer, M. L., & Field, S. L. (2007). Self-determination: Instructional and assessment strategies. Thousand Oaks, CA: Corwin Press.

Welsh, E., & Perveen, G. (2016). Adverse childhood experiences among Kansas adults: 2014 Kansas behavioral risk factor surveillance system. Kansas Department of Health and Environment. Retrieved from www.kdheks.gov/brfss.

World Economic Forum. (2016). What are the 21st century skills every student needs? Retrieved from https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/

Yoder, N. (2014). The whole child: Instructional practices that support social emotional learning in three teacher evaluation frameworks. Research to Practice Brief: American Institutes of Research. Retrieved from http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf.

Young, E., Caldarella, P., Richardson, M., & Young, K. (2012). Positive behavior support in secondary schools. New York, NY: Guilford Press.

Preschool MTSS for Behavior and Social Emotional Learning

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

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

Children learn social behaviors within social contexts; therefore, it is important that young children with challenging behaviors, including those with disabilities, be given opportunities regularly to interact with and learn from peers who have already acquired the ability to positively interact with

others (Dunlap et al., 2013). Teaching social-emotional skills to young children with and without disabilities in inclusive settings supports all children's emotional literacy, encourages friendships, facilitates problem-solving skills, helps all children navigate the expectations of different environments, and builds community (Holahan & Costenbader, 2000; Henninger & Gupta, 2014). Additionally, young children with disabilities who receive high-quality, inclusive instruction are more likely to develop stronger social skills, have more friends, and be better adjusted to school climates (Guralnick, 2001; Odom, Buysse, & Soukakou, 2011; Rafferty & Griffin, 2005; Holahan & Costenbader, 2000; Strain, Bovey, Wilson, & Roybal, 2009; Banda, Hart, & Liu-Gitz, 2010).

Engaging Environments

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

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

In addition to the physical room arrangement, it's important to consider the types of activities and materials provided within the environment. This includes providing appropriately timed activities that are not too long or too short, optimizing student engagement and opportunities to respond and interact, and changing and adapting activities when students become inattentive and distractible. It is important to ensure that classroom materials are engaging and inviting for young children, create novelty by adding and taking away materials, and guarantee that there are enough materials for each child to complete projects (Sprick, 2009).

Predictable Schedules/Transitions

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

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

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

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

Teaching Expectations

Young children come to school with a variety of experiences and understanding of acceptable behavior and social interactions based on their home and cultural environments (Bireda, 2002). They are just beginning to recognize that adult expectations might differ from one setting to the next; therefore, the development of a set of program-wide specific behavioral expectations can help clarify the expected behaviors for students and staff members and provide more consistency for young children. For programs with more than one classroom, teams should work together to create a set of common expectations and definitions for the common areas shared between classrooms, if not for all settings.

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

An example of a behavior matrix is included below:

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

Bathroom Expectations

Be Safe	Wash Hands With Soap and Water  One Person In a Stall 
Be Kind	Use Inside Voice  Keep Your Hands to Yourself 

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

demonstrate the expected behaviors in addition to text. Below is an example of a bathroom-specific matrix.

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

Positive Interactions

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

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

Recognition Systems

Along with the use of the 4:1 ratio for positive interactions, creating class- or program-wide recognition systems can also help to support children's understanding of classroom rules and expectations as well as teach them appropriate social skills. Recognition systems need to be targeted, specific, and timely. When creating a recognition system for young children, it is important to consider children's developmental abilities. Delayed recognition is generally ineffective for young children because they cannot yet connect a delayed reward with previous behavior. Recognition systems for young children should focus only on positive behavior. Recognition systems that also highlight negative behavior (e.g., clip up, clip down) can create a climate of public shaming instead of encouragement.

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

Behavior Strategy	12-18 months	18-24 months	2-4 years	4-7 years	7-11 years
First/Then Structuring (Premack)	Yes	Yes	Yes	Yes	Yes
Immediate Reinforcers a. Social b. Food	Yes	Yes	Yes	Yes	Yes
Teach Routines	Yes	Yes	Yes	Yes	Yes
Teach "The rule is.."	No	No	Yes	Yes	Yes
Script Training (i.e., what to say in a specific situation)	No	No	Yes	Yes	Yes
Peer Modeling	No	No	Yes	Yes	Yes
Points for specific behaviors earned for future reinforcer	No	No	No	Yes	Yes
"Caught Being Good Tickets" (non-specified behaviors)	No	No	No	Yes (at end of stage)	Yes
Points and Levels of Access	No	No	No	No	Yes
Behavior Contracts	No	No	No	No	Yes
Earn points as table/ any other "group oriented" reinforcers	No	No	No	No	Yes
Attempt to elicit intrinsic reinforcement, Self-Evaluation	No	No	No	No	No

Visual Supports

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

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

Standards and Curriculum

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

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

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

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

Comprehensive Assessment Plan and Data-Based Decision Making

Preschool programs already use several assessment tools for a variety of purposes. Developmental screening tools (e.g., DIAL, ASQ) are used to determine which students might have

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

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

Universal Screening

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

Universal screening tools appropriate for assessing young children in the area of social-emotional

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

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

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

Attendance

Intuitively, we know that being in school is important for students' learning. Students must attend school regularly to benefit from what is taught there. However, each year, an estimated 5 to 7.5 million U.S. students each miss nearly a month of school with both excused and unexcused absences (Jensen, Sprick, Sprick, Majszak, & Phosaly, 2013). This lost instructional time decreases the benefits of early

education. A study by Ehrlich, Gwynne, Pareja, and Allensworh (2014) showed that Chicago Public School students in preschool, kindergarten, and first grade who were absent more than 10% of the time were more likely to have moderate to significant reading risk, thus reinforcing the relationship between attendance and achievement.

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

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

Behavior Referrals

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

The critical components of BIR data tracked within the Kansas MTSS and Alignment are:

What behavior?

Which student?

Where (location of incident)?

When (time of incident, day of week)?

Who made the referral?

Why did the behavior occur (function)?

What activity (e.g., arrival, snack, transition, story, dramatic play)?

What grouping (e.g., independent, small group, large group)?

Which adult noted the behavior (in classrooms where more than one adult might be included)?

Progress Monitoring

Progress monitoring is conducted within the Kansas MTSS and Alignment to inform staff members of students' growth in knowledge and skills. Monitoring progress regularly and using the data to make instructional decisions results in students making more social-emotional growth than when teachers do not use progress monitoring. Consistent use of progress monitoring strategies increases teachers' accuracy in judging student progress (Stecker & Fuchs, 2000).

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

For students receiving supplemental (Tier 2) and intensive (Tier 3) instruction, progress-monitoring data is used to chart the growth of individual students on targeted skills. Progress monitoring for students receiving supplemental or intensive instruction answers two questions:

- Is the intervention working?
- Does the effectiveness of the intervention warrant continued, increased, or decreased support?

Social-emotional universal screening tools cannot also be used as progress monitoring tools, because they cannot be applied with enough frequency to monitor intervention effectiveness and be used to make changes to the level of intervention a student receives. Instead, preschool programs are encouraged to use mastery-monitoring strategies as a means to assess and monitor the progress of students receiving tiered intervention. Mastery-monitoring strategies are teacher designed and involve

direct collection of data on a student's mastery of the specific skills being taught in intervention. Typically, changes to the level of tiered instruction a preschool student receives will only happen after each universal screening benchmark period; however, teachers can use the data they collect through mastery monitoring and their knowledge of the child to make changes when the intervention efforts do not seem to be effective or indicate that a change is needed.

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

Diagnostic Assessments

It is not generally necessary for leadership teams to identify a formal diagnostic process to determine instructional focus in preschool. Preschool early social-emotional learning intervention will focus on class-wide environmental strategies at Tier 2; however, an analysis of the function of the behavior at Tier 3 might be needed. A formal or informal functional behavior analysis (FBA) process involves an observational examination of what precedes a student's behavior (known as the antecedent) and what happens immediately afterward that reinforces the behavior (the consequence). Strung together, this creates a pattern of antecedent (A), behavior (B), and consequence (C) that can be used to determine a student's behavioral tendencies and motivations. These tendencies and motivations can then be used to create a hypothesized function of the student's behavior to more accurately predict and determine why the behavior is happening. Once an FBA is completed, a behavior intervention plan (BIP) or a behavior support plan (BSP) is created to organize a highly personalized Tier 3 intervention plan for a student.

Tier 2/3 Grouping for Preschool Social-Emotional Learning Intervention

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

Differentiation of core curriculum is considered Tier 1 for all students.

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

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

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

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

Tier 2/3 Protocols

Leadership teams will develop a Preschool Integrated Protocol that includes social-emotional/behavior. A protocol outlines a procedure or system of rules that govern the selection of intervention methods and materials based on the intervention area. Just as leadership teams determine the core curriculum, it is crucial that they consider what the staff members will use to provide social-

emotional/behavior interventions. Protocols make it easier for staff members to implement interventions because they do not need to design individualized interventions for each student. They also help leadership teams as they examine data. If teachers are selecting from the same few interventions and students are not making the progress expected, leadership teams have documentation that different intervention materials and approaches are needed.

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

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

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

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

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

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

Critical Components:

Who: District leadership team, building/program leadership team, and collaborative teams

What: Behavior and social-emotional data

When: After **EVERY** universal screening

Why: To ensure that the data collected are valid and reliable in order to make the most accurate instructional decisions

Gather and Organize Behavioral and Social-Emotional Data

When considering the social, emotional, and behavioral needs of the preschool students and the

adequacy of the Tier 1 social-emotional curriculum and instruction, teams will need to view more than one data source. In addition to the universal screening data, the district/program should also consider attendance records, behavior incident reports (BIR), another behavior tracking system, and any other relevant referral sources (e.g., teacher nomination, curriculum-based assessment data). These multiple data sources help identify students who might have unmet social-emotional needs and are at risk in terms of behavior/social concerns. The data should be reviewed at least three times a year; however, some social-emotional universal screeners only need to be given two times a school year, once at the beginning and again at the end of the year.

Organizing these data for analysis at multiple levels is important to facilitate data-based decision-making. To begin step 1, leadership teams will need data from all sources compiled and easily accessible. They will then need to enter the data into a data repository such as the Kansas MTSS and Alignment-created *Preschool Behavior and Social Tiered Transition Report* in Excel. The chart below identifies cut scores for different data sources for use when entering data into a data repository.

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

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

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

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

Step 2: Analyze Data

Critical Components:

Who: District leadership team, building/program leadership team, and possibly collaborative teams

What: Social-emotional data at the district/program/classroom level

When: **EVERY** fall, winter, and spring, although some social-emotional screeners might only be required in the fall and spring

Why: To make district-/program-level decisions regarding curriculum, intervention, instruction, assessment, and professional development.

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

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

- Were 80% or more of your students in the Tier 1 category for universal screening subtests in your prior year's spring data? If not, focus your efforts on increasing support at Tier 1.
- Are there fewer students in the Tier 2/3 categories in each subsequent data set?
- Are there more students in the Tier 1 categories in each subsequent data set?
- Are there differences across classrooms? Are there classroom differences that can account for the difference in classroom data?
- Does your program use an evidence-based social-emotional curriculum that addresses all of the *Kansas Early Learning Standards*?
- Does the teaching staff demonstrate intentional planning and teaching strategies that promote social-emotional skill building and learning during child-initiated play?

- Does the teaching staff use evidence-based instructional strategies to promote children's growth and development?
- Is there an appropriate balance between teacher-directed and child-initiated activities?
- Do all classrooms have a clear schedule and lesson plans that are connected to the curriculum?
- Are social-emotional opportunities planned for the minimum number of minutes per each Tier 1 protocol?
- Do all preschool children, regardless of skill level, get an equitable amount of time for social-emotional learning and skill building?
- Are 80% to 90% of students engaged 80% to 90% of the time?
- Are expectations posted and explicitly taught?

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

- What is the problem?
- Where is it occurring?
- When is the problem occurring?
- How often is the problem occurring?
- Who (students and staff) is involved?
- Why is the problem occurring?

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

Step 3: Use Data to Group Students

Critical Components:

Who: Collaborative teams

What: Behavior social-emotional data at the classroom/student level

When: **EVERY** fall, winter, and spring, although some social-emotional screeners might only be required in the fall and spring.

Why: To make child-level instructional decisions regarding social-emotional and behavioral interventions

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

Steps 3 through 6 might become highly individualized based on the features of each program's MTSS. Specifically, the details in Steps 3 and 4 below represent recommendations from the Kansas MTSS and Alignment team on how to effectively and efficiently match students to interventions and create the conditions for successful implementation and outcomes. Your team should continually consider ways to improve and streamline these steps based on the typical needs of your students and the current processes and procedures in your building, program, and/or district.

To group individual students, complete the following:

Using the same data threshold used in Steps 1 and 2, identify which students are at risk in attendance, behavior incident reports, universal screener, and other referrals.

Use the student data to match student needs to their appropriate skill area (attendance only, Tier 2 or Tier 3). These decision rules can be altered at the discretion of the leadership team based on student need and the availability of interventions as long as they are used consistently.

The recommended decision rules are as follows:

Any data source with risk levels exceeding Tier 2 levels go to Tier 3.

When only attendance is at risk, work with families to determine the root cause of attendance issues and find a resolution.

When 3 or more data sources are at a Tier 2 level of risk, place the student into Tier 3 for further analysis at Step 4.

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

Step 4: Determine Focus of Intervention

Critical Components:

Who: Collaborative teams

What: Social-emotional and behavior data sources

When: **EVERY** fall, winter, and spring, although some social-emotional screeners might only be required in the fall and spring

Why: To make child-level instructional decisions regarding social-emotional and behavioral interventions

Once groups have been completed, teams will determine the focus of interventions based on the needs targeted by the data. When considering how to provide interventions for students needing Tier 2 support for social-emotional skills, the Kansas MTSS and Alignment recommends that preschool programs provide class-wide intervention strategies for teaching and practicing specific social skills and examining the fidelity with which Tier 1 is being implemented. In addition, teams should consider the intensity at which individual students demonstrating a need for Tier 2 or Tier 3 intervention are receiving Tier 1 supports. For example, if class-wide data suggests that the implementation of 5:1 behavior-specific praise is occurring, but the data also shows that a particular student in need of Tier 2 or 3 intervention is not receiving 5:1 behavior-specific praise, teams should determine ways to provide the focus and

intensity of Tier 1 support to students needing Tier 2 before looking at more intensive interventions. Preschool teacher-child relationships play a significant role in influencing young children's social and emotional development (Fox & Hemmeter, 2009), which highlights the importance of providing specific Tier 1 supports for students needing social and emotional skill development. Students needing Tier 3 interventions might require more comprehensive and individualized interventions; however, prior to implementing an individualized behavior plan (e.g., *Prevent Teach Reinforce-Young Children (PTR-YC*) or a *Function Based Behavior Support Plan* (BSP) for a student needing Tier 3 support, it is recommended that the program consider the classroom's level of fidelity to Tier 1. It is critical that Tier 1 supports be implemented with greater intensity and intentionality for students needing Tier 2 and 3 interventions. For each student identified as at risk, educators should verify the accuracy of their data and follow the processes below.

For Attendance:

Verify that the individual student's data is accurate and does not exhibit an input error or false positive.

Consult with family.

If the student and family can independently correct the behavior, close monitoring of the at-risk data source might be all that is needed.

If the student and family need help to correct the attendance issue, use your decision rules from Step 3 and the Tier 2 protocol.

Complete Step 4 for this student by documenting the decision on the intervention placement log.

Complete Steps 5 and 6 by completing each of the columns on the intervention placement log.

For Students Needing Tier 2 Support:

Verify that the individual student's data is accurate and does not exhibit input errors or false positives.

Implement a fidelity checklist for Tier 1 supports, such as the one found in *PTR-YC* or the sample included in the Appendix, and develop a plan to strengthen Tier 1 support specific to the needs of students.

Teach additional whole-class strategies, if needed, such as the Center on the Social Emotional

Foundations for Early Learning (CSEFEL) Turtle Technique or the use of the Problem-Solving Toolkit.

Complete Step 4 for the student by documenting the decision in the intervention placement log.

Complete Steps 5 and 6 by completing each of the columns in the intervention placement log.

For Students Needing Tier 3 Support:

Verify that the individual student's data is accurate and does not exhibit input errors or false positives.

Confirm fidelity to Tier 1 strategies, document class-wide interventions and behavior-specific praise utilized for the individual needing Tier 3, and monitor progress for improvement.

If Tier 1 and Tier 2 strategies are in place and progress monitoring shows little improvement, then:

Examine all of the student's data and answer as many of the 5 Ws + 1 (see below) as you can based on the data. Look at the details of behavior referrals, screener sub scores, etc., to better address the 5 W questions. Consider a behavior planning process, such as *PTR-YC* or a *Function-Based Assessment*.

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

With this additional information and your Tier 3 protocol, make a preliminary intervention placement based on the function of the behavior. Consult with families about the data and preliminary intervention placement. Then, based on all of this information, place the student officially into the appropriate intervention according to the Tier 3 protocol.

Complete Step 4 for this student by documenting the decision on the Intervention Placement Log.

Complete Steps 5 and 6 by completing each of the columns on the Intervention Placement Log.

In the case of a Tier 3 intervention, follow any additional requirements for the intervention as needed.

In order for staff members to be active participants in an intervention, communication is crucial. All staff members must be aware of the interventions and their own role in promoting students' skills. Collaborative teams are asked to begin with the protocol interventions from the Tier 2/3 protocols and to keep progress monitoring data regarding the effectiveness of the intervention for each student. If a student is not making progress, collaborative teams will then move to a problem-solving process to ensure that each student is making progress toward his or her goal. Additionally, it is helpful for the building leadership team to plan ways to ensure the fidelity of implementation of Tier 1, 2, and 3 interventions.

Step 5: Progress Monitoring

Critical Components:

Who: Building/program leadership team and collaborative teams

What: Data regarding the progress students are making during intervention

When: For students receiving Tier 2 intervention, at least once every other week.

For students receiving Tier 3 intervention, at least once a week.

Why: To make child-level instructional decisions regarding social-emotional and behavioral interventions.

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

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

Any of the data sources (attendance, behavior referrals, screener, and other referrals) can be used as part of the progress monitoring process. Depending on the presenting concern and the needed frequency of data collection, additional data sources that could be used include:

- Mastery monitoring
- Work completion
- Recognition
- Daily or weekly progress reports

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

- Is the intervention working?
- Does the effectiveness of the intervention warrant continued, increased, or decreased support?

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

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

Step 6: Document Interventions

Critical Components:

Who: Building/program leadership team and collaborative teams

What: Data regarding the progress students are making during intervention

When: For students receiving Tier 2/3 intervention daily.

Why: To ensure that the MTSS system is working efficiently.

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

References

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K., (2013). Prevent-teach-reinforce for young children. The early childhood model of individualized positive behavior support. Baltimore: Brookes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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