Multi Systems of Support (MTSS)Handbook
2023-2024

LEARNING *and* COMPLIANCE
SUPPORT SERVICES
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Table Of Contents

Introduction

MTSS Overview

MTSS supports the whole child, and takes into account academics, behavior, and social/emotional support. A primary component of MTSS is using assessment data to drive differentiated instruction and decision making for all students. Through MTSS, Schools identify students in need of additional support and provide these students with evidence-based intervention to reduce academic and behavioral gaps.

SAISD Mission Statement

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

Board Goals and Guardrails

RTI vs. MTSS

Some people interpret MTSS as a newer, enhanced version of RT. In this line of thought, while RTI and MTSS are both multi-tiered approaches, the MTSS framework also functions as a continuous school improvement model. MTSS encourages educators to examine district, campus and classroom systems and culture through the review and analysis of data on all students and identifies students who need additional support to maximize their potential. The chart below highlights the differences between RTI and MTSS from this perspective:
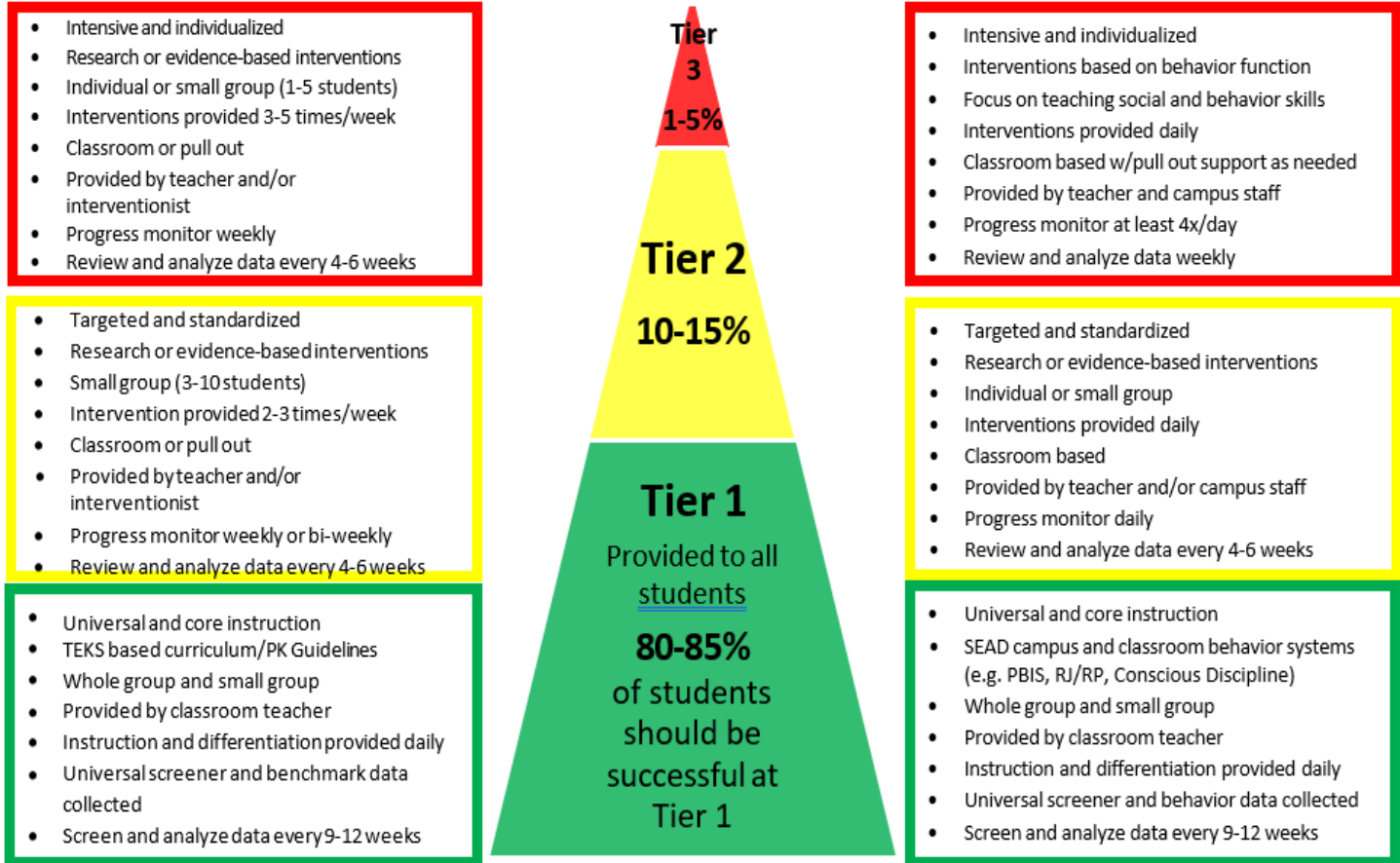
	RTI	MTSS
Students:	Students identified as "at risk" or being considered for special education evaluation.	All students, including those already being served by programs such as 504/Dyslexia, Bilingual, GATE, Special Education, etc.
Supports:	Academic	Academic, Behavioral, and Social-Emotional
Purpose:	Remediation and Intervention	Prevention, Differentiation, and Intervention
Focus:	Isolated – academic needs are discussed in isolation.	Integrated – academic, behavioral, and social-emotional needs are discussed together. The whole child is considered.
Collaboration:	Teachers of at-risk students, special education teachers, Psychological Services, Campus Administrators	All campus and district staff
Campus Management:	A campus administrator(s)	Teachers, grade level / content teams (PLC), and a MTSS Campus Team.

Others interpret RTI as a subset, or component of MTSS, referring to only the academic intervention systems in place to support students, separate from any other intervention systems such as those for behavior, social-emotional learning and health.

Multi-Tiered Systems of Support MTSS

Academics/Speech

Tier 3 (Red box):
- Intensive and individualized
- Research or evidence-based interventions
- Individual or small group (1-5 students)
- Interventions provided 3-5 times/week
- Classroom or pull out
- Provided by teacher and/or interventionist
- Progress monitor weekly
- Review and analyze data every 4-6 weeks

Tier 2 (Yellow box):
- Targeted and standardized
- Research or evidence-based interventions
- Small group (3-10 students)
- Intervention provided 2-3 times/week
- Classroom or pull out
- Provided by teacher and/or interventionist
- Progress monitor weekly or bi-weekly
- Review and analyze data every 4-6 weeks

Tier 1 (Green box):
- Universal and core instruction
- TEKS based curriculum/PK Guidelines
- Whole group and small group
- Provided by classroom teacher
- Instruction and differentiation provided daily
- Universal screener and benchmark data collected
- Screen and analyze data every 9-12 weeks

Pyramid

Tier 3 — 1-5%

Tier 2 — 10-15%

Tier 1 — Provided to all students — 80-85% of students should be successful at Tier 1

Behavior

Tier 3 (Red box):
- Intensive and individualized
- Interventions based on behavior function
- Focus on teaching social and behavior skills
- Interventions provided daily
- Classroom based w/pull out support as needed
- Provided by teacher and campus staff
- Progress monitor at least 4x/day
- Review and analyze data weekly

Tier 2 (Yellow box):
- Targeted and standardized
- Research or evidence-based interventions
- Individual or small group
- Interventions provided daily
- Classroom based
- Provided by teacher and/or campus staff
- Progress monitor daily
- Review and analyze data every 4-6 weeks

Tier 1 (Green box):
- Universal and core instruction
- SEAD campus and classroom behavior systems (e.g. PBIS, RJ/RP, Conscious Discipline)
- Whole group and small group
- Provided by classroom teacher
- Instruction and differentiation provided daily
- Universal screener and behavior data collected
- Screen and analyze data every 9-12 weeks

Tiered Systems in an MTSS Framework

TIER 1—UNIVERSAL

Tier 1 is the least intensive level of the MTSS framework and typically includes the core curriculum and instructional practices used for all students. Tier 1/core instruction generally includes:
A core curriculum that is research-based and aligned to identified "priority standards"
Instructional practices that are culturally and linguistically responsive.
Universal screening to determine students' current levels of performance
Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs.
Accommodations to ensure all students have access to the instructional program
Problem-solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess.

Students who require interventions continue to receive instruction in the core curriculum.

TIER 2—TARGETED

Tier 2 (secondary prevention) typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction. Tier 2 instruction usually consists of adult-led small-group instruction using validated interventions implemented with fidelity. Tier 2 supports are expected to benefit most students who do not respond to effective Tier 1 instruction. When data indicates students are not benefiting from Tier 2 interventions, more intensive instruction or an individualized form of intervention should be delivered through Tier 3 supports and services.

TIER 3—INTENSIVE

Tier 3 (tertiary prevention) is the most intensive of the three levels and is individualized to target each student's area(s) of need. At Tier 3, the teacher often begins with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student's needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least weekly) with each student. These progress monitoring data quantify the effects of the intervention program by depicting the student's rate of improvement over time. When the progress monitoring data indicate the student's rate of progress is unlikely to achieve the established learning goal, the teacher engages in a problem-solving process. That is, the teacher modifies components of the intervention program and continues to employ frequent progress monitoring to evaluate which components enhance the rate of student learning. By continually monitoring and modifying (as needed) each student's program, the teacher can design an effective, individualized instructional program.

The Data-Based Problem Solving Approach

The problem-Solving Approach used in MTSS focused equal attention on the learner, the environment, and the curriculum. The process is used to analyze issues and concerts at each tier to make informed decisions based on data. This process is not linear but rather matches instructional resources and services to individual and system needs.

There are four components to this ongoing process:

1. Define - identify the issue or concern.
2. Analyze - use multiple sources of data to determine the cause of the issue or concern. Data to be analyzed may include universal screeners, progress monitoring, parent and teacher information, work samples, etc. Campus data may be analyzed for systems level problem solving.
3. Implement a Plan - determine a goal and create a plan that will be implemented with a high degree of fidelity. The plan should include: An observation and measurable goal.
    a. The instruction or intervention that will address the situation or concern.
    b. How progress will be monitored
    c. A timeline or review
4. Evaluate - collect and analyze school-wide, small group and individual data to evaluate if the plan is working or if changes are needed.

Problem-Solving Process
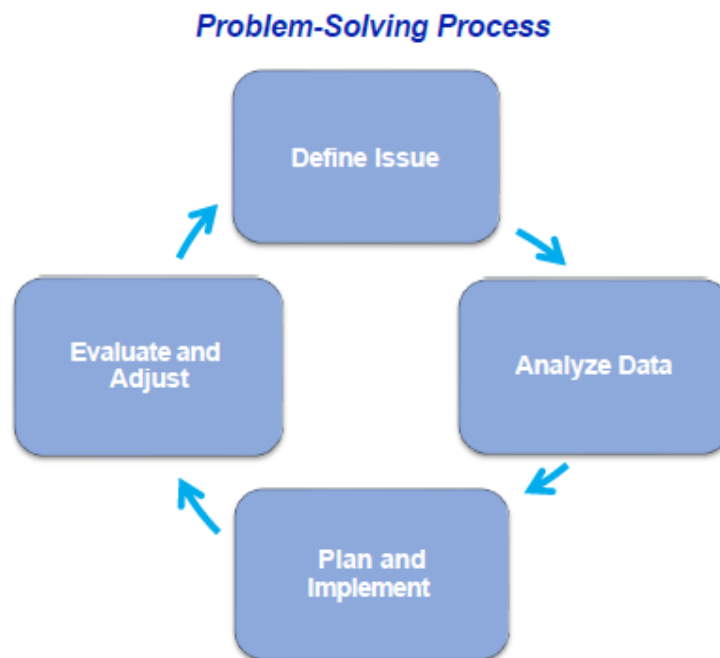
MTSS Team Workflow

Multi-Tiered Systems of Support is truly a best practice educational approach and school improvement model that exemplifies collective responsibility and encompasses a very broad scope of work. The MTSS Campus Administrator will provide training to staff, serve as the campus expert/contact, and work with campus and district instructional leaders to address campus structures and protocols, meetings, data analysis, problem-solving, and documentation. MTSS necessitates a team approach that includes the leadership and collaboration of all instructional leaders and educational professionals.
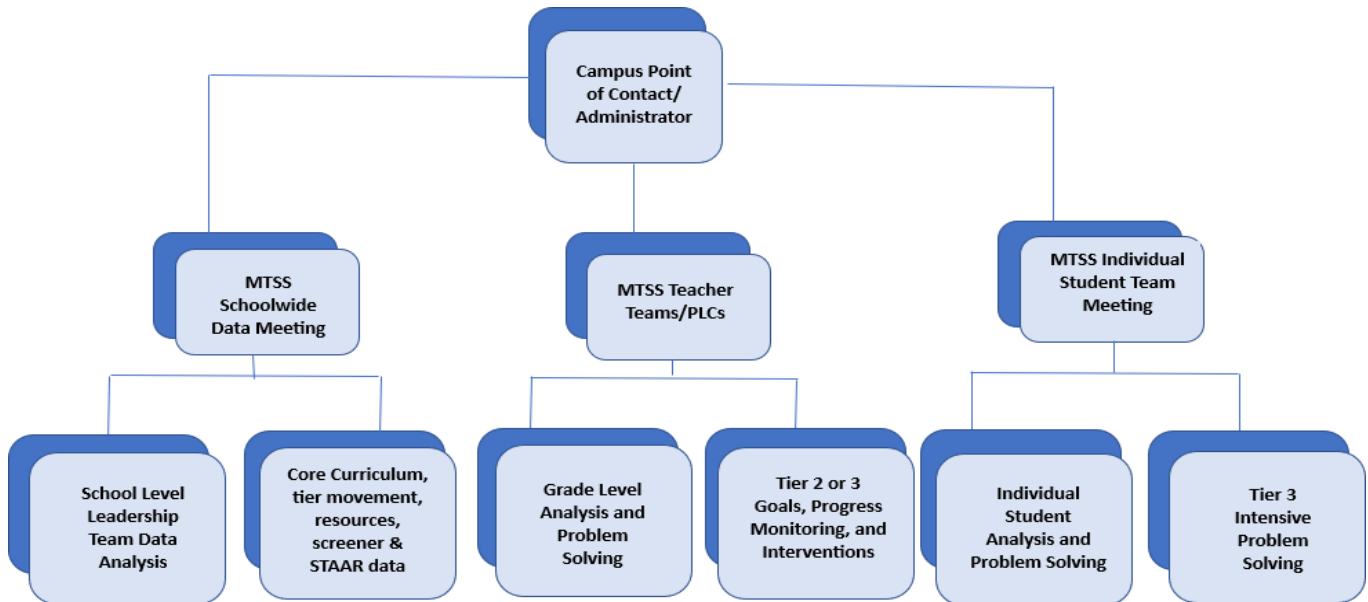
MTSS Flowchart is linked here and is located in the Appendices.

Timeline and Suggested Actions is linked here and is located in the Appendices

Meetings and MTSS Teams Meeting Guide

Problem Solving Teams	MTSS Schoolwide Data Meeting	MTSS Teacher Teams / PLC Meeting	MTSS Individual Student Team Meeting
Goal	Evaluate school-wide Tier I health and wellness of MTSS practice	Monitor progress of students receiving Tier 2 & Tier 3 support, look for trends in support needs at the system, teacher, or student level.	Deeper dive problem-solving for students not making sufficient progress, and to create/revise Intervention Plans.
Duration/ Frequency	I hour, 3x per year (post-universal screeners)	I planning period a month	Weekly or bi-weekly ½ or full-day meetings (based on campus needs)
Attendance	• Principal • Data specialists (e.g., AP or counselor) • Instructional Coaches • Grade Level Representative • Content Teacher(s)/Academic Dean • Counselor/Behavior Specialist • MTSS POC	• Grade level/content teachers • Academic Dean • Campus academic/behavior coach (if needed) • MTSS POC (if needed) • Instructional Coaches (if needed) • Behavior Interventionist (if needed) • Administrator (if needed) • Special Education teacher (if needed)	• Administrator • MTSS POC • Classroom Teacher(s)/Content Teacher(S) • Academic Dean • Instructional Coaches • Behavior Interventionist • Parent • Special Ed representative - Teachers, LSSP,SLP(if needed) • Counselor (if needed)
Agenda	• Examine percent of students adequately served at Tier I • Examine equity of Tier I instruction (across demographics, grades, and classrooms) • Evaluate student body growth and tier movement. • Evaluate equity of student growth and tier movement • Evaluate quality of intervention delivery • Plan for improved support	*First meeting after screener* • Review tier placement of students • Review universal screener data for which students would benefit from problem solving team meeting to determine adjustments to Tier I or Tier 2 & 3 Interventions • Create targeted Intervention Plans in Branching Minds using G.I.S.T acronym. • Document meetings in Branching Minds • Schedule problem-solving meetings team meetings for students needing intensive Tier III Interventions (if additional team members are needed) *Follow-up meetings* • Review progress of students receiving targeted or intensive intervention • Look for trends in student growth. • Make plan adjustments to promote growth (e.g., provide support to teachers, change intervention) • Schedule individual problem-solving for students if necessary	Meeting Protocol I. Define the problem 2. Analyze the problem 3. Consider possible solutions and select intervention strategies 4. Collect data to monitor progress 5. (At follow up meeting) Evaluate whether supports are working

**Upload and give a brief overview of the notes in BranchingMinds under the meeting tab on the student's profile page. (MTSS Teacher Team/PLC Meeting Upload not needed due to student privacy). This page is linked in the Appendices.

MEETING AGENDAS are in linked in the appendices

MTSS Teams Roles and Duties

Role	Duties	Staff Member Assigned
Administrative Representative	• Provides leadership at problem solving team meetings. • Facilitates monitoring of instructional integrity of Tier I Instruction within grade levels/departments • Ensures weekly progress monitoring for all students in Tiers 2 and 3 (both for students with IEPs and those without IEPs) • Ensures school schedule and resource allocation enables a successful MTSS practice. • Celebrates and communicates success	Principal, Associate Principal or Assistant Principal
Data Specialist (AP or Counselor)	• Utilizes platform expertise to support problem solving teams. • Campus contact for platform related questions	Assigned by Principal
MTSS POC	• Coordinates and sets agenda for problem solving team meetings. • Provides expertise to problem solving teams with problem-solving protocols. • Provides expertise in data analysis. • Identifies trends in student/staff need across school. • Gives reminders to teachers regarding deadlines. • Monitors AIPs in Branching Minds • Provides training to teachers in the MTSS progress and Branching Minds	Assigned by Principal
Coaches/Interventionist	• Provides interventions to students. • Communicates and collaborates regarding student progress	Assigned by Principal
Grade-Level/ Content Area Teachers	• Presents data/background information on student. • Communicates student/staff needs. • Deliver Tier 2 and Tier 3 Interventions (when appropriate) • Communicate with the student's parents/guardians and ensure Notification Letter is sent home regarding interventions. • Completes To-Do's in Branching Minds	Applicable grade level/content teachers
As needed members	• Provide background information about the student (if applicable) • Provides expertise to the problem-solving team. • Suggests appropriate supports/interventions	Determined by student need. May include but not limited to: Special ed rep, campus coach, counselor, Coach, LSSP, SLP, behavior specialist, parent, academic dean, etc.

Documentation - Meetings & MTSS Work

The primary purpose of MTSS is to ensure quality instruction that maximizes student learning in all areas. While instruction is the focus, proper documentation of all components of the problem-solving process is essential. Not only is it necessary to keep a record of discussions and actions taken, but it is important that information is able to be shared across stakeholders. During problem solving conversations, having information about previous interventions, strategies, and services provided will enable the team to move forward in a more efficient and productive way. Starting from scratch each year or when the student changes schools impede the intervention process and delays the delivery of quality support. For these reasons, proper documentation is essential.

What	Who	Where
Tier 1 Systems/Data Reviews	MTSS Schoolwide Data Team	Agendas/minutes Documented -Per campus protocol
Tier 2/3 Problem-Solving meetings	MTSS Teacher Teams/PLC	Agendas/minutes Documented in Branching Minds
Tier 3 Problem-Solving meetings	MTSS Individual Student Team	Agendas/minutes Documented in Branching Minds
Intervention Plans • Goal • Intervention materials and strategies Frequency/duration • Scoring -Progress Monitor • Tacking- to-dos • Progress monitoring	Classroom/Content Area Teachers	Documented in Branching Minds
Progress Monitoring Data	• Classroom/Content Area Teachers • MTSS POC • Instructional Coaches • Behavior Specialists	Documented in Branching Minds
Referral for Additional Services or Evaluation	MTSS Individual Student Team	Document in Branching Minds that the referral was made, then follow protocols based on the requested program.

Writing Measurable Goals

Grade-Level	Non-Example	Example
Kinder	Rosa will demonstrate appropriate classroom behaviors.	Rosa will stay in her seat during academic work periods as measured by the student's point sheet. or Rosa will raise her hand and wait to be called on when wanting to speak during classroom activities as measured by the student's point sheet.
1st Grade	Chris will improve phonics skills.	Chris will identify letter sounds for all 26 letters of the alphabet (short vowel sounds) with 95% accuracy as measured using letter/sound flashcards.
3rd Grade	Gustavo will get better at adding and subtracting two-digit numbers.	Gustavo will determine the correct operation and solve problems requiring addition and subtraction of two-digit numbers with and without regrouping, with 80% accuracy, as measured on teacher made assessments.
5th Grade	Maria will improve in reading.	Maria will read 2- and 3-syllable words from the 3rd grade list accurately and fluently by reading at least 80% (16 of 20) of words correctly within 30 seconds.
Middle School	Julio will master probability and statistics TEKS.	Julio will determine whether problems are permutations or combinations, choose the correct formulas and solve problems with and without visual representations, with 80% accuracy, as measured on teacher made assessments.
Middle School	Manuel will improve his study skills.	After assistance creating an organization system, Manuel will complete and turn in assigned work on time, as measured by scoring a weekly average of 3 or better on a 4-point teacher feedback sheet.
High School	Emma will be able to read quickly and accurately.	Given a 7th-grade instructional level text (DRA 60 / Lexile 850-950 / F&P W), Emma will read 80 words per minute with 85% accuracy.
High School	Angel will learn how to write equations and understand what a function is.	Given a graph, table, word problem, or set of points, Angel will be able to accurately determine if each relation is a function and write an equation for each function. Target score is 4 out of 5 on a teacher-made assessment of consistent difficulty.

Testing Accommodations

For all testing accommodations under MTSS, a student must first be receiving intense levels of intervention strategies via Tier 3 services*.

A student should have practiced and used the testing accommodation **routinely effectively**, and **independently** during classroom instruction and classroom testing for a minimum of 4 weeks prior to the date of the official, standardized test. Accommodations should be individualized, what works for one student may not work for another.

- A committee should be convened, and the parents should be made aware of both:
    - 1. Intervention strategies AND
    - 2. Testing accommodations that will be implemented for the student by the teacher of record.
- SB1153, each school year, school districts must notify a parent of each child who received assistance from the school district for learning difficulties, including intervention strategies that the school district provides to the child.
- A Branching Minds Accommodation Worksheets is available if a teacher is unsure of whether a student would qualify for testing accommodations. This is located in Supporting Documents in the students profile page.
- An E11 form will need to be completed by the MTSS committee and signed by the Committee Facilitator and Campus Testing Coordinator. This form needs to be uploaded into Supporting Documents on the student's profile page in Branching Minds.

Accommodations will need to be documented in Branching Minds of the student's profile page.

Please see the link here or the Appendices for more information and how to add testing accommodations to a student's profile in Branching Minds.

If you have a student that was a tier 3 at BOY the teacher has been using testing accommodations routinely, and the student is now a tier 2 at MOY because of those accommodations, they can reverie testing accommodations at tier 2.

If you have questions about accommodations here is the TEA resources page

Testing Accommodations Cont.

Testing accommodations should be practiced and used by the student routinely, effectively, and independently, during classroom instruction. What does that look like:

Routinely
- ★ The student should routinely receive the accommodation during classroom instruction and testing.
- ★ The student has used the accommodation often enough that he or she is comfortable using it on the day of the state assessment.
- ★ This does not necessarily mean that the accommodation must be used every day during instruction.

Independently
- ★ The student should be able to use the accommodation independently, when applicable, during the state assessment.
- ★ For accommodations where independence is applicable, there should be no need for teacher assistance when using the accommodation.

Effectively
- ★ Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports).
- ★ This data will show whether the student will need the accommodation or whether it is now unnecessary.

Behavior

Current research indicates that behavior interventions are most effective when delivered in an instructional format, like academic interventions. Research conducted over the past decade clearly shows that the most popular responses to school-based behavior have not had the intended result of improved behavior. In fact, the opposite is often true—punitive responses often result in decreased behavior competency. The best results occur when Tier 1 behavior systems are strong and directly taught throughout the year and students who need more intensive support have access to direct, explicit behavior interventions at Tier 2 and Tier 3.

In one study, classroom-based interventions led by teachers or paraprofessional which focused on self-monitoring reduced problems with teachers, discipline, and suspension rates, and increased on-task learning behavior for students with emerging mental health problems (Wyman, Cross, Brown, Yu, Tu, & Eberly, 2010).

To illustrate using effect size:

Popular Behavior Treatments:

Treatment/Intervention	Effect Size
Punitive discipline	-.13 to +.06
Referral to outside counseling	.00 to +.08
Meeting with the student	.00
Analyze cognitive strengths and weaknesses	.00

Effective Behavior Treatments:

Treatment/Intervention	Effect Size

Mentor-based support
  – Check in/Check out
  – School-based Mentoring
	+.60 to +1.00

Social Emotional Learning	+.90
Social Skills Training	+.68
Behavior monitoring (DBRC)	>+.50

(Kavale, 2005; Marquis et al., 2000; Blueprints for Promising Treatments, 1999)

Based on the most current behavior research, San Antonio ISD is using Check in/Check out, Social Skills Instruction, and use of a Daily Behavior Report Card (DBRC) as our standard Tier 2 and Tier 3 intervention.

MTSS Behavior Intervention Matrix

	Tier 1	Tier 2		Tier 3	
	Instructional Practices/PBIS Strategies	**Interventions**	**Progress Monitoring**	**Interventions**	**Progress Monitoring**

Elementary and Secondary	• School-wide expectations
	• Classroom expectations (no more than 5)
	  o Direct and explicitly taught.
	  o Visually presented.
	  o Developmentally appropriate
	• Classroom procedures and routines, directly taught, modeled, practiced, and reviewed.
	• 3:1 ratio of acknowledgements to corrections
	• Opportunity for movement
	• Periodic brain breaks
	• Opportunities for purposeful peer talk
	  o Think, pair, share
	  o Shoulder partner
	  o Turn and talk.
	• Active Monitoring
	• Behavior Narration
	• Think aloud problem-solving.
	• Fluid Redirection
	• Positive Reinforcement
	• Brief Redirection
	• Offering choices
	• Opportunities to respond.
	• Opportunities to redo
	• Age-appropriate instructional chunks
	• ≤ 2-minute transitions
	• Use of attention signals (multi-sensory)
	• Avoid power struggles.
	• Restorative Chats
		Check in/Check Out
		• Mentor may see up to 10 students.
		• Standardized DBRC
		• Standardized CICO
		
		Social Skills Instruction
		• Weekly lessons
		• Groups of <10
		
		Daily Behavior Report Card (DBRC)
		• Standardized
		• Based on school-wide expectations
		• Includes feedback loop
			DBRC data collected daily during each period of day. Analyze data every 4-6 weeks.	**Check in/Check Out**
				• Mentor may see up to 5 students.
				• Individualized DBRC
				• Individualized CICO
				
				Social Skills Instruction
				• Daily lessons
				• Groups of <5
				
				Daily Behavior Report Card (DBRC)
				• Individualized
				• Based on behavior function
				• Includes feedback loop
					DBRC data collected daily during each period of the day. Analyze data every 2-3 weeks.

[SAISD Bill of Rights and Student Code of Conduct](#)

Check In/Check Out

Check in/Check out (CICO) at Tier 2 is designed to be a group-oriented intervention, designed for student with problem behaviors who:

- Have been unresponsive to Tier 1 strategies and systems.
- Do not require more immediate individualized interventions.
- Exhibit problem behaviors across multiple settings or contexts.

Because CICO at Tier 2 is a group-based, standardized intervention, it is efficient and requires few resources. For example, the program can accommodate many students who can begin the process at any point during the year. Important considerations for CICO.

- Requires staff who are consistently available at the beginning and end of the day.
- Replaces other before and after school staff duties
- No more than 10 students for each mentor (fewer is better).
- Requires brief training with student(s) to introduce mentors and explain processes.

Benefits of Check In/Check Out (CICO)

- Provides non-contingent positive adult contact.
- Addresses events or situations that occur outside of school (Setting events)
- Supports positive adult/student relationships.
- Embeds social skills training and implementation into the school day.
- Links to school-wide behavior goals and expectations.
- Encourages goal-setting with regular feedback.
- Encourages and reinforces student reflection and self-monitoring.

Check In/Check Out Daily Routine

1. Students check in with designated CICO staff members each morning to review goals and set a positive tone for the day. Its important to have a consistent mentor and check in location.
2. CICO mentor inquires about the students previous evening and morning.
3. Students and staff review expectations and set a goal together.
4. Staff ensures students have necessary items. (including DBRC) for a successful day.
5. At the end of day, students check out with a CICO mentor.
6. Student talks about the day and shares a high/low.
7. Staff collects/review DBRC and discusses strategies for improvement
8. Staff ensures students have necessary items for homework.

Daily Behavior Report Card (DBRC) Overview (Examples of DBRC)

A Daily behavior Report Card can be designed as a Tier 3 or Tier 2 intervention. At Tier 3, goals and behavior scales are individualized to each student. At Tier 2, goals and behavior scales are standardized to match school-wide expectations. Students needing Tier 2 support at a campus use a standardized DBRC making it efficient, inexpensive and time effective. Use of a DBRC is appropriate for students in Pre-K through high school who:

- Have been unresponsive to Tier 1 strategies and systems.
- Do not require more immediate individualized interventions.
- Exhibit problem behaviors across multiple settings or contexts.

DBRC also provides built-insystems for:

- Monitoring student progress
- Evaluating fidelity of implementation
- Transitioning to self-management
- Communication with Parents/guardians

Benefits of Daily Behavior Report Card

- Links to school-wide behavior goals and expectations (ex: Safe, Respectful, Responsible)
- Provides frequent student feedback
- Includes daily progress monitoring data
- Embeds social skills training and implementation throughout the day.
- Supports regular home-school communication
- Encourages and reinforces student improvement and self monitoring
- Provides framework for goal setting and CICO conversations.

Daily Behavior Report Card (DBRC) Daily Routine

1. Students receive DBRC each morning from designated staff members (usually CICO mentors), reviews strategies, and sets goals for the day.
2. Teachers provide specific behavior feedback at designated times throughout the day.
3. Teachers mark numerical ratings corresponding with each student's behavior.
4. At the end of the day, students check out with staff members, review DBRC data and goals.
5. Points are tallied and reinforcement/rewards provided based on behavior..
6. DBRC ratings are entered into progress monitor systems for analysis and documentation.
7. Students take DBRC home for parent signature and positive feedback.

Social Skills Instruction Overview

The ability of students to interact effectively with peers and adults is crucial to their development and success at school. Studies show a strong correlation between poor social skills and low academic achievement. Strengthening social skills usually result in improved academic outcomes.

Social Skills Instruction provides direct, explicit instruction to students experiencing behavior challenges at school. Lessons address communication , self-monitoring, problem-solving, and goal-setting and provide opportunities for students to discuss and proactive strategies in a supportive environment. Addressing social skills throughout the school day "in the moment" is not sufficient for students experiencing challenging behaviors. Participating in a social skills class is appropriate for student who:

- Have been identified as "at-risk" by a behavior screener
- Have been unresponsive to Tier 1 strategies ans systems
- Exhibit problem behaviors across multiple settings or contexts
- Benefit from direct instruction, hands-on activities, and opportunities to practice
- May be reluctant to participate in large group social lessons

Benefits of Social Skills Instruction

- Links to school-wide behavior goals and expectations. (ex. Safe, Respectul, Responsible)
- Is an effective, research-based behavior intervention.
- Allows opportunities to practice strategies and build on existing skills.
- Provides time to address issues and concerns that arise through the school year.
- Encourages and reinforces student improvement and self-monitoring.
- Includes students who may have problem behaviors that are not considered "disruptive".
- Allows flexibility to target specific skill deficits or student issues that arise.

Social Skills Instruction Key Points

1. Social skills lessons should be planned, focused and scheduled within the school day.
2. Lessons should follow a standard lesson structure - warm up, direct instruction, practice,wrap up-with opportunities for extension activities.
3. Tier 2 lessons should occur at least weekly; Tier 3 lessons should occur daily.
4. Lessons should be at least 20 minutes for elementary students and at least 30 minutes for secondary students.
5. Students should be grouped based on behavior needs

Behavior Intervention Logistics

Logistics

For any intervention to have the desired effect, it must be provided consistently and with fidelity. Because Tier 2 and Tier 3 behavior interventions are partially provided by staff other than the classroom teacher, ample planning and preparation is necessary before implantation. Consider the following Guiding QUestions before beginning Tier 2 behavior interventions.

- How many students will be receiving Tier 2 support?
- How many CICO mentors are needed?
- Is there time in the master schedule for delivery of Tier 2 supports?
- What qualities are important for staff who provide behavior interventions?
- Which staff members exhibit those qualities?
- When will staff receive training on behavior intentions?

There are multiple ways to provide all interventions. WHile the locations and time of day mak look different from one school to another or from one grade level to another, tis important for each campus to think though the process and determine as structure that works for them .The table below give examples of possible providers, time, and location for the carious essential behavior interventions.

Intervention	Possible Providers	Possible Time	Possible Locations	Other Considerations
Check in/Check out (CICO)	Paraprofessional Counselor Interventionists Support Staff (librarian etc.)	Upon arrival At dismissal Morning routine/meeting/ breakfast 5 minutes before dismissal	Counselor's office Teacher's class Hallway Cafetiera Library Bus Lane	CICO serves as am/pm duty Plan for mentor absences no more than 8-10 students or mentors
Daily Behavior Report Card (DBRC)	CICO mentor	Check in/Check out	Check in/Check out	Provide DBRC and review at CICO Staff training of Feedback Loop (required)
Social Skills Instruction	Counselor Paraprofessional Interventionists Behavior Teacher	Lucbh Advisory Flex Time Weekly Pull Out	Counselor's office Conference room Behavior teacher classroom Library	Consider grouping by skill deficit or need. May group grade level/age

Behavior Fidelity Checks

Fidelity Checks

To be effective, interventions must be provided with consistency and fidelity. Fidelity simply means delivering the intervention in the way it was designed. It is not reasonable to expect any intervention to work if it is delivered inconsistently or without all the necessary components.

The following checklists are provided to increase fidelity of implementation of the essential behavior interventions previously described. They should be used in the following ways:

- Referenced during staff training of behavior interventions
- Provided To all staff who deliver instructions to assist with implementation
- Used periodically by campus administration to spot check fidelity.

Check in
- ☐ Occurs prior to the start of the school day.
- ☐ Mentor asks about morning and previous evening.
- ☐ Distribute new DBRC and review goals.
- ☐ Review the skills and strategies needed to meet goals.
- ☐ Check for supplies.
- ☐ Send to first class with positive message.

Check out
- ☐ Occurs at end of day.
- ☐ Mentor asks how the day went.
- ☐ Student turns in DBRC.
- ☐ Mentor looks for missing data and scans scores.
- ☐ Discuss skills used to earn high scores.
- ☐ Discuss what choices led to low scores.
- ☐ Check for supplies needed at home.
- ☐ Send home with positive message.
- ☐ Mentor records data in spreadsheet

DBRC Feedback
- ☐ Teacher requests form from student
- ☐ Teacher states behavior observed and records number using DBRC scale.
- ☐ If behavior is less than the goal, teacher states the goal and behavior needed to achieve goal.
- ☐ If behavior is at the goal, teacher provides positive acknowledgement.
- ☐ Teacher speaks discreetly using an instructional tone.

Social and Behavioral Skills: A Developmental Timeline

Age	Emerging Social Skills	Behavior Skills to Teach
4 years	Enjoy doing new things Like to play "house" Are more creative with make-believe play Would rather play with other children than by themselves Cooperative with other children Cannot tell what is real and what's make believe often Talk about likes and interests Understand the idea of "same" and "different" Play board or card games	Listening Waiting for adult's attention Following directions Interrupting appropriately Using kind words Ignoring Asking for help Dealing with teasing Waiting for one's turn Dealing with losing Dealing with consequences
5 years	Want to please and be like their friends Are more likely to agree with rules Like to sing, dance, and act Show concern and sympathy for others Are aware of gender Can tell what's real and what's make believe Are sometimes demanding and sometimes very cooperative	Listening Waiting for adult's attention Following directions Interrupting appropriately Using kind words Ignoring Asking for help Dealing with teasing Waiting for one's turn Dealing with losing Dealing with consequences
5-7 years	Develop greater empathy Establish and maintain positive relationships Start developing a sense of morality/right-wrong Able to control impulsive behavior Can identify and manage emotions better Forming a positive self-concept and self-esteem	
7-8 years	Are more aware of other's perceptions May complain about friends and other kids' reactions Want to please but aren't as attentive to directions Try to express feelings with words, but may resort to aggression when upset. Have moments of extreme insecurity and need encouragement Change between being helpful and upbeat to being rude and selfish Enjoy being part of a team or group More easily influenced by peers	Listening Waiting for adult's attention Following directions Interrupting appropriately Ignoring distractions Asking for help Dealing with teasing Dealing with losing Apologizing Dealing with consequences Contributing to discussions Answering classroom questions

Social and Behavioral Skills: A Developmental Timeline (cont.)

Age	Emerging Social Skills	Behavior Skills to Teach
9-10 years	Start narrowing peer groups to a few close friends they share secrets and jokes with May withdraw from family activities and conversations to start developing their own identity. Are affectionate, silly, and curious, but can also be selfish, rude, and argumentative. Uncertain about puberty and body changes Have mood swings and struggle with self-esteem. Test limits: try to figure which rules are negotiable Growing interest in friends; increasingly. independent from family Find peer pressure increasingly hard to resist	Active Listening Following directions Apologizing Ignoring distractions Asking for help Dealing with teasing Dealing with consequences Dealing with anger Dealing with being rejected or left out Walking away from a fight
11-15 years	Start thinking more logically May be introspective or moody Value friends' opinions more. May test out new ideas, clothing, and mannerisms Give in to peer pressure more easily. Have experiences with bullying. Are sensitive to other people's opinions Develop a sense of pride in accomplishment Have and keep secrets. Aware of what is appropriate in different situations Recognize personal strengths and weaknesses Want to be accepted and have friends. Do not share as much with adults; may be argumentative. Begin to analyze their own feelings	Making things right Understanding differences Taking turns in conversations Accepting feedback Dealing with consequences Working collaboratively Persevering Managing rejection Resolving conflict
16-18 years	Strive to be independent May start distancing themselves from family Look for their own strengths/weaknesses Introspection may make them seem self-centered/impulsive/moody Show pride in successes. Want to spend a lot of time with friends Start relating better to adults. Start looking for ways to contribute to others Able to voice emotions (both negative and positive) and try to find solutions to conflicts	Accepting criticism Offering feedback Handling rejection Understanding self Developing self-respect Identifying assertive vs. aggressive behavior Setting goals Resolving conflict Stress management

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Branching Minds, www.branchingminds.com

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Appendices

Acronyms
Agenda Sample MTSS Schoolwide Data Meeting
Agenda Sample MTSS Teacher Teams/PLC Meeting
Agenda Sample MTSS Individual Student Team Meeting
AIP One-Pager
Examples of DBRCs
MTSS Campus Meeting - Individual Student Support Information by Date (Google Sheet)
MTSS FlowChart
MTSS Process One-Page
SAISD Bill of Rights and Student Code of Conduct
Speech/language Developmental Skills and Development Articulation Norms
Testing Accommodations
Tier 1 Data Analysis Worksheet
Timeline and Suggested Actions
Quick Links for Branching Minds Managers
MTSS Information - Slide deck