

Mar 2nd, 3:00 PM - 4:15 PM

How Can You Use Positive Behavior Support to Effectively Implement Multi-Tiered System of Supports?

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Recommended Citation

Lynaugh, Anne; Felix, Lymarie; and Carralero Guillen, Michelle, "How Can You Use Positive Behavior Support to Effectively Implement Multi-Tiered System of Supports?" (2015). *National Youth-At-Risk Conference Savannah*. 84.
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How Can You Use PBS to Effectively Implement MTSS?

Presented By:

Anne Lynaugh

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Background Information

School: Millennia Elementary

School Status: Title 1

Location: Orange County, Florida

Population:

- ★ 1,100 students
- ★ 1 principal
- ★ 1 assistant principal
- ★ 72 classroom teachers
- ★ 6 resource teachers (2~ Reading Coaches, 2~ Math Coaches, ELL CCT/MTSS Coach, Staffing Coordinator)
- ★ 1 Behavior Specialist



Background Information

Student Demographics:

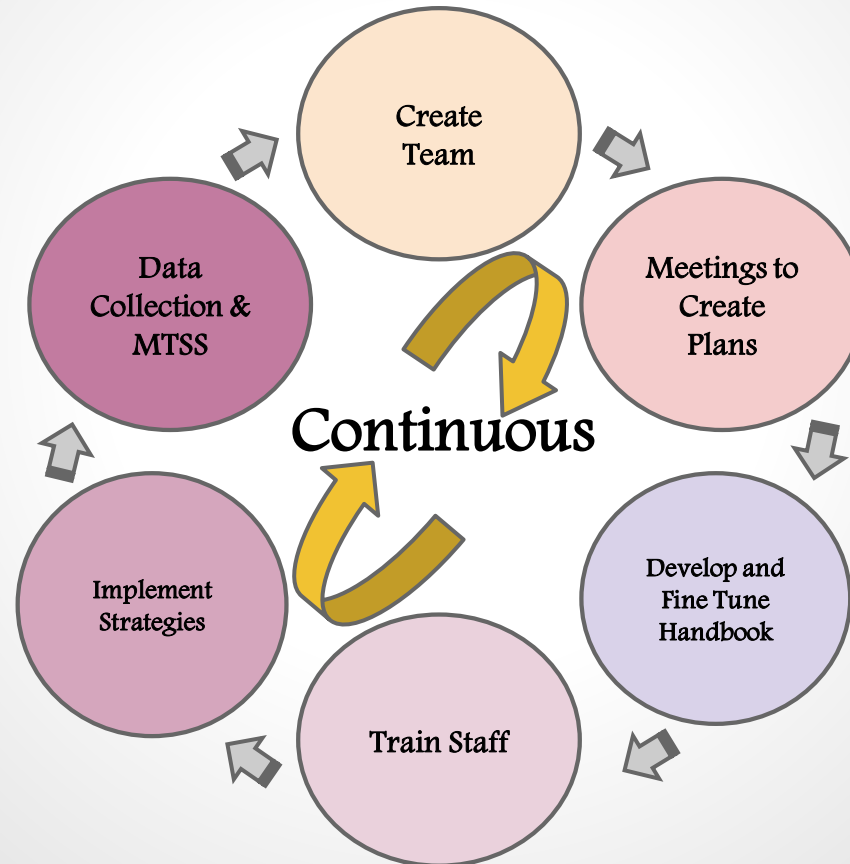
- ★ 87% Free & Reduced Lunch
- ★ 30 languages
- ★ One of the highest mobility rate in the county
- ★ One-to-One Digital Devices for Students
 - * K~1: iPad
 - * 2~5: Chromebook
- ★ EBD (EH) CLuster school for 6 years
- ★ ASD Prek Cluster school for 1 year
- ★ PREK ESE/VE Cluster school for 8 years
- ★ Full day VPK unit for 8 years



PBS

- ★ PBS or Positive Behavior Support is a school wide framework that includes proactive strategies and positive interventions. When implemented, it promotes a safe learning environment and social success for all students.

PBS to MTSS Process

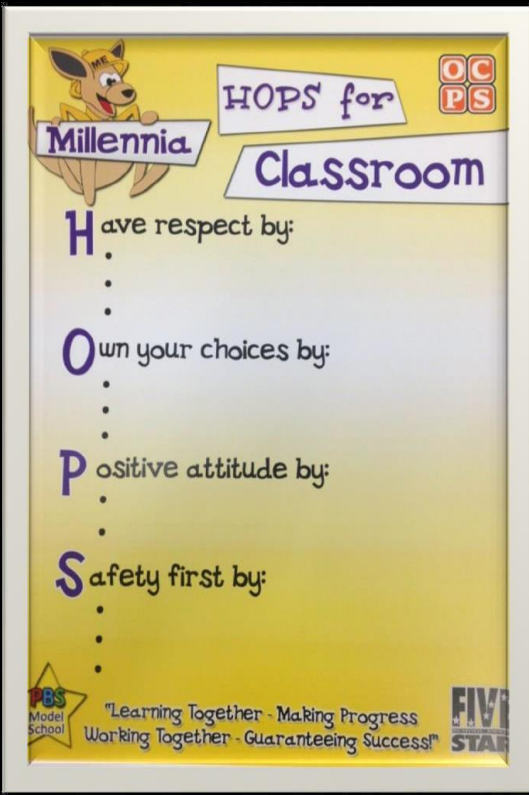


Roadmap to Merging PBS & MTSS

1. **Creating a Team**: Choose a representative from each group on your campus. This group becomes the board for the year in establishing:
 - i. A Motto
 - ii. Procedures for the students' movement on campus
 - iii. Collection of Data
 - iv. School Wide Expectations

2. **Team Meets**: Prior to the school year starting, the team meets to discuss:
 - i. Data Collection
 - ii. Pros and Cons of Implementation for the Year

School Wide Expectations



Millennia Classroom

Have respect by:

Own your choices by:

Positive attitude by:

Safety first by:

OC PS

PBS Model School

"Learning Together - Making Progress
Working Together - Guaranteeing Success!"

FIVE STAR

Millennia Elementary



HOPS Code

| | | ROUTINE/SETTING | | | | | | | | |
|------------------|------------------------|--|---|--|--|--|--|---|--|--|
| | | Bus Arrival | Cafeteria | Hallway | Media Center | Playground | Bus Dismissal | Car Rider Dismissal | Walker Dismissal | Extended Day Dismissal |
| RULE/EXPECTATION | H Have Respect | Follow bus procedures, keep hands and feet to self using quiet voices | Keep hands and feet to yourself, use good table manners, remain seated | Remain quiet in the hallway, allow for personal space, keep hands and feet to self | Enter the Media Center quietly, follow directions, use good manners | Listen to adults, use positive words | Listen to adults, use quiet voices, sit appropriately in assigned area | Use quiet voices, listen for your number, go to the correct stop | Follow adult directions, keep hands and feet to yourself, use quiet voices | Use kind words, keep hands and feet to self, throw away trash |
| | O Own Your Choices | Gather all your belongings, walk directly to your area, sit quietly in your area | Choose your food and move through line, raise your hand for help, clean up | Walk at all times, hold on to railing when on the stairs | Be responsible will all books, use books carefully | Follow directions and share | Follow directions, pay attention, report to assigned area | Sit in assigned order, keep all things in your backpack, make sure car # is on backpack | Walk directly to your dismissal area, hold on to railing when on stairs | Enter and exit properly, walk in line, wait quietly for your teacher |
| | P Positive Attitude | Say thank you, greet teachers and friends, use kind words | Include others in conversation, use polite words, use quiet voices | Use the pinky wave when greeting others, follow adult directions | Wait patiently in line, read quietly while waiting for partner | Include everyone and participate in teamwork | Use kind words | Use kind words at all times and face forward | Say goodbye appropriately to teachers and friends and use kind words during your walk home | Use good manners, include others in conversation |
| | S Safety First | Get off the bus safely, walk in the hallways | Enter facing forward in line, eat only your food, exit facing forward in line | Look forward and stay with your buddy. | Enter facing forward in line, walk at all times, and sit in chairs properly. | No monkey bars, Keep hands and feet to self, use equipment appropriately | Keep hands and feet to you yourself and walk | Walk at all times, remain behind yellow line, and wait for adult to help you into the car | Exit school in a single file line, walk, go straight home, and use crosswalks. | Place backpacks in designated area, quietly walk to your seat, remain in assigned area |

School Wide Expectations

Millennia Rules for Using iPads

- I - I will carry my iPad with **2 hands**.
- P - Put **my hands** only on **my iPad**.
- A - Always **sit down** while using my iPad and **never leave my iPad on the floor**.
- D - **Don't hit or throw** an iPad and **don't yank on the headphones**.
- S - **Stay on the teacher-directed task** while using my iPad.



Millennia's Chromebook Guidelines

- D: Don't let my Chromebook touch the ground.
- I: I will use two hands to carry my Chromebook, and I will be careful with my headphones.
- G: Gum, food, and drink are not allowed around my Chromebook.
- I: I will stay on the task assigned while using my Chromebook.
- T: Take pride in my Chromebook by not banging, slamming, or hitting it.
- A: Always sit down while using my Chromebook and never touch someone else's Chromebook.
- L: Listen to teacher directions to prevent accidents while using my Chromebook.



Roadmap to Merging PBS & MTSS

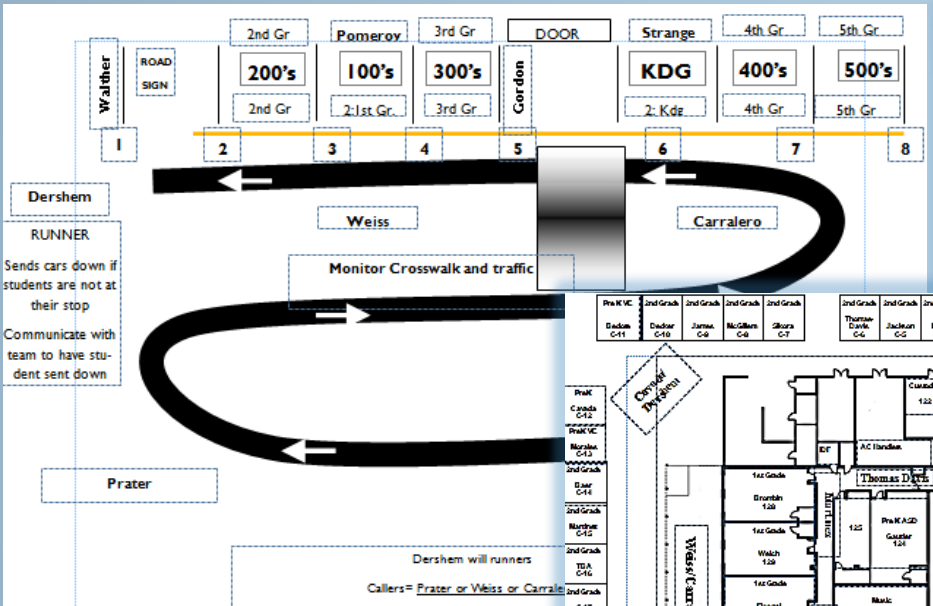
3. **Create/Update Handbook:** Based on the survey and pros and cons of implementation for the year, the team develops or makes necessary changes:
 - i. Flow Chart
 - ii. Interventions
 - iii. Referral Process
 - iv. Procedures/Expectations/Routines

3. **Training Staff:** During pre planning, the staff attends a PBS training to review:
 - i. Handbook
 - ii. Provide Training on Prevention Techniques for Behavior
 - iii. Movement of Students (ie. arrival, dismissal, transitions,...)

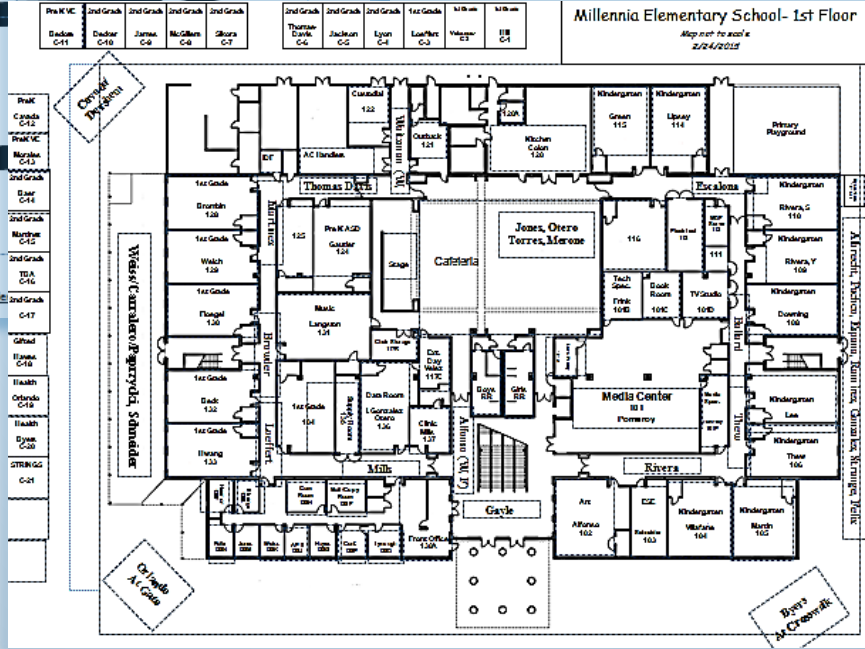
Movement of Students: Arrival/Dismissal

Arrival Procedures

- **ARRIVAL TIME**– Students will enter the building in the morning at 8:10, unless the student is enrolled in the morning Extended Day program (Fee Based Program).
- **CAR RIDERS**– Students arriving to school by car should proceed to their grade level holding area. If student is eating breakfast, student will report to cafeteria. Each grade level will provide 2 staff members to supervise their designated area.
- **BUS RIDERS, DAYCARE VANS, WALKERS & BIKE RIDERS**– Students arriving to school by bus, daycare vans, bicycle, or as walkers should proceed to the pavilion area where they will be greeted by Millennia staff. Students eating breakfast will report to cafeteria. Students not eating breakfast will report to holding area



Millennia Elementary School- 1st Floor
 Map not to scale
 2/24/2015



will be near first grade hallway. Second grade students.
 be opened until the first bus arrives.
Procedures
 HOLDING AREAS IN A DESIGNATED CLASSROOM.

Flow Chart/Data Collection / Referral

Millennia's Positive Behavior Support System Flow Chart

HOPS Code taught and continuously practiced.

Problem Behavior Occurs

Teacher Interventions (In Class)
Kanga-Colors
Student Conference
Coping Model Strategies
Re-teach expectations
Time Out
Behavior Contract
Loss of Privileges
Parent Contact

Teacher Interventions (Out of Class)
Buddy Room
Lonely Lunch
Loss of Recess
Time Oued
Refer to Guidance Counselor

Major Referral or after 5 Minor Behaviors Occur (See Minor Behavior Tracking Form)
Parents Contacted
Teacher or Administrator determine Consequence(s)
Refer for Counseling (Possible outside agency)

Intensive Intervention (MTSS)
Student should be presented to MTSS Team
Refer to Social Worker
Save Our Student/Mentor
Behavior Assessment Support Plan (BASP)
Behavior Intervention Plan (BIP)

Coping Model Student Levels (Support Strategies by Teacher)

- Anxiety Level**
Provide support, close proximity to student, nonverbal cues, positive tone and non-challenging verbal encouragement.
- Defensive Level**
Individual attention, simple and clear directions, set limits, redirect to desired behavior
- Acting Out Level**
Use teacher interventions established in classroom (minor behavior tracking form)
- Leniency Reduction Level**
Collect basic facts of incident, review behavior tracking form with student, establish replacement behaviors, review expectations, give student back control.

Millennia Elementary Major Behavior Form Parent Notification of Misconduct

Administrative Attention Required
 No Yes

SWAT Assisted: Choose an item.

Student's Name: _____

Grade: _____ Date: Insert Date

Referring Teacher: _____

Time: _____

Homeroom Teacher: _____

Subject Area: _____

Incident Location (Select One)

Incident Type (Select All That Apply)

- Bathroom/Restroom
 Bus Area
 Cafeteria
 Classroom
 Hallway

- Office
 Playground
 Specials
 Other _____

- Non-Compliance*
 Disruption*
 Lying/Cheating*
 Defiance/Disrespect*
 Inappropriate Language*
 Fighting

*Please attach Minor Behavior Tracking Form for these incidents.

What Happened Prior to Behavior: _____

Description of Behavior: _____

Intervention Type (Select All That Apply)

- Student Conference
 Re-Teach Expectations
 Seating Change
 Letter to Parents
 Phone Contact w/ Parent
Parent _____
Date _____

- Peer Mediation
 Parent Conference
 Curriculum Modification
 Time Out
 Loss of Class Privileges

- Referral to Guidance
 Sent to Buddy Room
 Student Contact
 Student Contract
 Student Conference w/ Counselor
 Other _____

Outcome of Intervention: _____

Administrative Comments: _____

Minor Behavior Tracking Form – Teacher Managed

Student Name: _____

Teacher Name: _____

Behavior Type: Have Respect (Disrespect, Disruption) Own Choices (Noncompliance/Off Task, Misuse of Electronics) Positive Attitude (Inappropriate Language) Safety (Out of Assigned Area, Hands/Feet to self)

*Note that each behavior type is tracked separately

| Date & Time | Location <small>Select One</small> | Description of Incident <small>Include Prior Events</small> | Teacher Intervention(s) <small>Select all that apply</small> |
|-------------|---|--|--|
| 1. | <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Special Area <input type="checkbox"/> Other _____ | | <input type="checkbox"/> Kanga-Colors <input type="checkbox"/> Student Conference <input type="checkbox"/> Coping Model Strategies <input type="checkbox"/> Re-teach Expectations <input type="checkbox"/> Time Out <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Buddy Room <input type="checkbox"/> Lonely Lunch <input type="checkbox"/> Loss of Recess <input type="checkbox"/> Time Oued <input type="checkbox"/> Refer to Guidance <input type="checkbox"/> Other _____ |
| 2. | <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Special Area <input type="checkbox"/> Other _____ | | <input type="checkbox"/> Kanga-Colors <input type="checkbox"/> Student Conference <input type="checkbox"/> Coping Model Strategies <input type="checkbox"/> Re-teach Expectations <input type="checkbox"/> Time Out <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Buddy Room <input type="checkbox"/> Lonely Lunch <input type="checkbox"/> Loss of Recess <input type="checkbox"/> Time Oued <input type="checkbox"/> Refer to Guidance <input type="checkbox"/> Other _____ |
| 3. | <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Special Area <input type="checkbox"/> Other _____ | | <input type="checkbox"/> Kanga-Colors <input type="checkbox"/> Student Conference <input type="checkbox"/> Coping Model Strategies <input type="checkbox"/> Re-teach Expectations <input type="checkbox"/> Time Out <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Buddy Room <input type="checkbox"/> Lonely Lunch <input type="checkbox"/> Loss of Recess <input type="checkbox"/> Time Oued <input type="checkbox"/> Refer to Guidance <input type="checkbox"/> Other _____ |
| 4. | <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Special Area <input type="checkbox"/> Other _____ | | <input type="checkbox"/> Kanga-Colors <input type="checkbox"/> Student Conference <input type="checkbox"/> Coping Model Strategies <input type="checkbox"/> Re-teach Expectations <input type="checkbox"/> Time Out <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Buddy Room <input type="checkbox"/> Lonely Lunch <input type="checkbox"/> Loss of Recess <input type="checkbox"/> Time Oued <input type="checkbox"/> Refer to Guidance <input type="checkbox"/> Other _____ |
| 5. | <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Special Area <input type="checkbox"/> Other _____ | | <input type="checkbox"/> Kanga-Colors <input type="checkbox"/> Student Conference <input type="checkbox"/> Coping Model Strategies <input type="checkbox"/> Re-teach Expectations <input type="checkbox"/> Time Out <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Buddy Room <input type="checkbox"/> Lonely Lunch <input type="checkbox"/> Loss of Recess <input type="checkbox"/> Time Oued <input type="checkbox"/> Refer to Guidance <input type="checkbox"/> Other _____ |

Next Step

If the behavior is continuously repeated within a 5 week period (5 incidences) then the MAJOR behavior form needs to be filled out and given to a administrator along with this form. If an offense is considered a MAJOR then only the MAJOR behavior form needs to be filled out.

Comments: _____

Teacher's Signature _____ Administrator's Signature _____ Student's Signature _____ Parent Signature _____

If you have any question, please feel free to contact me at (407) 355-5730 ex. 422.

School Wide Expectations / Celebrations

| | | | |
|--------------|------------------|-------------------|--------------|
| H | O | P | S |
| Have Respect | Own Your Choices | Positive Attitude | Safety First |



School Wide Kanga-Colors System

Every homeroom teacher, resource teacher, and special area teacher will use a school-wide color system using the HOPS Code listed above. Teachers are encouraged to establish classroom routines and procedures as needed to support the policies.

- PURPLE** – Perfect Roo
- BLUE** – Better Choices
- GREEN** – Good Choices
- YELLOW** – Warning
- ORANGE** – Time out
- RED** – Notify parent

| DAILY AGENDA KANGA-COLOR | MEANING | DESCRIPTION |
|-----------------------------|--------------------|--|
| Purple | Perfect <u>Roo</u> | Superior behavior all day |
| Blue | Better Choices | Excellent behavior all day |
| Green | Good Choices | Good behavior all day |
| Yellow | Warning | Warning |
| Orange | Time Out | Behavior needs improvement |
| Red | Notify Parent | Inappropriate behavior (Individualized management plan / interventions have failed) |

★ Kangaroo of the Week ★

is presented to

for

Administrator Teacher Date

Millennia Elementary

Roadmap to Merging PBS & MTSS

5. **Implement Strategies:** School staff collaborate on effectively implementing Positive Behavior Support by:

- i. **Data Meetings-** data by class or grade level.
- ii. **Strategy Meetings-** leadership team provides training based on trends within the data on a specific strategy
- iii. **PLC Meetings-** grade level discuss students' concerns
- iv. **Item Analysis Meetings-** grade level discuss common assessments data and strategize the next step to reteach the skill
- v. **Monthly MTSS Meetings-** grade level and MTSS coach discuss how the students are working in their intervention block and make changes
- vi. **Biweekly/Monthly PBS Meetings-** Team reviews behavior data and what schoolwide interventions to implement
- vii. **One on One MTSS Meetings with Teachers-** to discuss teacher's class and how support can be provided
- viii. **MTSS Meetings-** requested by parent or teacher to discuss specific student and how the student is progressing.

Agenda Samples

Item Analysis Meeting 11/11/14

In Attendance: Solano, Fritz, McCollin, SotoMayor, Pascale, Jones, Haas

December 1-10th

1.2-Main Idea The Earth Dragon Awakes

2.5-Describe the Overall Structure of events, ideas, concepts or information of a text or part of a text (Chronology, comparisons, cause/effect, problem/solution) The

We will complete Common Assessment on December 10th

December 11th-18th

3.7-Informational Text-Text Features Antarctic Journal

We will test common assessment on December 18th

PLC Meeting 1st grade

Thursday, August 23, 2014

AGENDA

Strategy Meeting Agenda
Kindergarten, First Grade, Second Grade
February 20, 2015

I. Guided Math

Guiding Questions:

1. List some of the challenges that teachers face when using small groups in their classrooms.
2. What kinds of assessments do you use to help you group your students? Were these forms of assessment effective? Why or why not?
3. Classroom Visit-

ate Norms for Team and PLC Meetings

When discussing student progress we will:

at a designated time frame to focus only on the students.

- Bring in data to analyze and use data to drive instruction and interventions.
- Openly share data with other team members to align student needs but maintain confidentiality.

Positive Behavior
Support
Update

Millennia Elementary
2014-2015

PBS Strategy Meeting
Focus: Detention

Safe Place

Roadmap to Merging PBS & MTSS

6. Data Collection: Data is collected by:

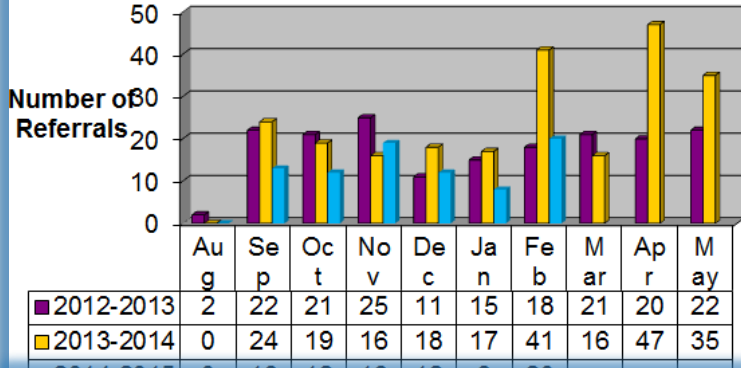
- i. Students
- ii. Teachers
- iii. Coaches
- iv. Behavior Specialist
- v. School Guidance Counselor

The data is then reviewed by PBS and MTSS team and then interventions are implemented.

Data Collection

Number of Referrals by Month

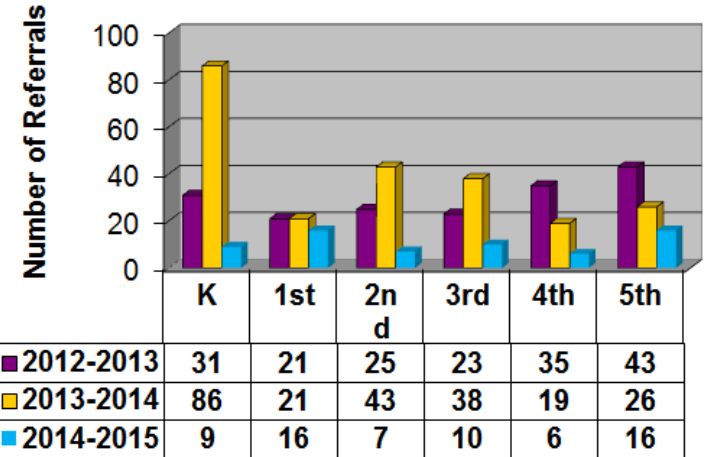
■ 2012-2013 ■ 2013-2014 ■ 2014-2015



| 2014-2015 | September | October | November | December | January | February | March | April | May | June |
|----------------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|
| Cavada | | | | | | | | | | |
| Morales | | | | | | | | | | |
| Gauthier | | | | | | | | | | |
| Bedore | | | | | | | | | | |
| Ballard | | | | | | | | | | |
| Ramirez | | | | | | | | | | |
| Dershem | | | | | | | | | | |
| Albrecht | | | | | | | | | | |
| Espana | | | | | | | | | | |
| Downing | | | | | 2 | | | | | |
| Villafane | | | | | | | | | | |
| Martin | | | | | | | | | | |
| Lipsey/Guillen | | | 1 | | | | | | | |
| Green | | | | | | | | | | |
| Lee | | | | | | | | | | |
| Thew | | | | | | | | | | |

Referral Amount by Grade Level

■ 2012-2013 ■ 2013-2014 ■ 2014-2015



Referral Amount by Location

| 2012-2013 | | 2013-2014 | | 2014-2015 | |
|-------------------|----------------|-------------------|----------------|-------------------|----------------|
| Location | # of Referrals | Location | # of Referrals | Location | # of Referrals |
| AM Computer Lab | 0 | AM Computer Lab | 0 | AM Computer Lab | 0 |
| Bathroom | 0 | Bathroom | 0 | Bathroom | 0 |
| Bus Ramp | 0 | Bus Ramp | 0 | Bus Ramp | 1 |
| Cafeteria | 28 | Cafeteria | 11 | Cafeteria | 11 |
| Classroom | 86 | Classroom | 144 | Classroom | 34 |
| DayCare VanRiders | 0 | DayCare VanRiders | 0 | DayCare VanRiders | 0 |
| Dismissal | 4 | Dismissal | 8 | Dismissal | 0 |
| Field Trip | 2 | Field Trip | 1 | Field Trip | 3 |
| Hallway | 18 | Hallway | 20 | Hallway | 3 |
| Inside Bus | 0 | Inside Bus | 0 | Inside Bus | 3 |
| Media Center | 0 | Media Center | 0 | Media Center | 1 |
| Pavilion | 3 | Pavilion | 2 | Pavilion | 7 |
| Playground | 6 | Playground | 5 | Playground | 0 |
| Specials | 31 | Specials | 42 | Specials | 5 |

Data Collection

Student Behavior Accommodations/Strategies Millennia Elementary 2014-2015

| Student | Teacher/Grade | Accommodations/Strategies |
|-----------|---|--|
| Xavier L. | Villafane/KG Schneider: ESE Teacher Info: IEP for Developmentally Delayed and Language as a Related Service. Receiving Social Skills | BEHAVIORS: Student demonstrates self-stemming behaviors. Enjoys putting items in order, peeling off tape, and will fixate on a single item. Minimal communication skills. Wanders or will make noises when anxiety levels are high. WHAT TO DO: Take him for a quick walk or to a quiet room (5 min) to lower anxiety level. Return to class and sit with him until he is able to stay in designated area. He will be unable to complete any assignments but try to encourage him to at least try although he will be nonresponsive most of the time. |
| Mylan | Downing/KG Info: Gen. Ed. Student that is impulsive and struggles with self-control skills Currently using a pencil grip, disco seat, and velcro strips, | BEHAVIORS: Student struggles with remaining in his area and calling out. He sucks on his thumb and will have minor tantrums (crying and screaming. Rarely will get aggressive by throwing objects) when he does not get desired or preferred item. |



Millennia Elementary Cool Down Room Log



| Date | Student | Staff Support | Physical Escort (Y/N) | Coping Method | Time In | Time Out |
|-------|---------|------------------------|-----------------------|---------------|---------|----------|
| 12/17 | | Carralero/Otero/Harmon | N | Y | 9:45 | 10:50 |
| 12/18 | | Carralero/Otero/Harmon | N | Y | 1:30 | 2:10 |
| 1/15 | | Carralero/Felix/Harmon | N | Y | 10:40 | 12:45 |
| | | | | Y | 9:30 | 10:45 |

Kanga Color Daily Graph Grade: 4th

| Color: ↓ | | | | | | | | | |
|----------|-------|-------|-------|--------|--------|-------|--------|------|------|
| Purple | | | | | | | | | |
| Blue | | | | | | | | | |
| Green | | | | Absent | Absent | | Absent | | |
| Yellow | | | | | | | | | |
| Orange | | | | | | | | | |
| Red | | | | | | | | | |
| Date: → | 11/14 | 11/17 | 11/18 | 11/19 | 11/20 | 11/21 | 12/1 | 12/2 | 12/3 |

Data Collection

| Grade Level | Total Amount of Students in Grade Level | Total Amount of Students in Tier 2 | Total Amount of Students in Tier 3 | Comments |
|-----------------------|---|------------------------------------|------------------------------------|----------|
| Kindergarten | 158 | 57 (36%) | 2 (1%) | |
| 1 st Grade | 182 | 38 (21%) | 2 (1%) | |
| 2 nd Grade | 160 | 41 (26%) | 2 (1%) | |

| | | | |
|-----------------------|-----|----------|--------|
| 3 rd Grade | 154 | 74 (48%) | 2 (1%) |
| 4 th Grade | 154 | 52 (34%) | 3 (2%) |
| 5 th Grade | 142 | 29 (20%) | 2 (1%) |

| MTSS Students/Consent | | | | | | | |
|--------------------------------|-----------|--------|------------|---------|-------------|--|----------------------|
| Millennia Elementary 2014-2015 | | | | | | | |
| Grade | Teacher | Tier 2 | Tier 3 | Vision | Hearing | Academic Screenin | Consent (what test) |
| K | Thew | X | 12/15/2014 | P | P | | Language |
| K | Lee | X | 1/26/2015 | P | P | | Language |
| 1 | Velasquez | X | X | F 2/20 | P 11/7 | KBIT/KTEA: Schneider | |
| 1 | Hill | X | X | F | P | Language Munoz:Carralero KBIT/KTEA: Schneider | |
| 2 | Sikora | X | X | P | P | KBIT/KTEA: Schneider | MTSS |
| 3 | Stitt | X | X | P | P | Completed | Language/MTSS |
| 3 | Hoyt | X | 1/14/2015 | | | Completed | Possible MTSS |
| 4 | Paschall | X | 2/2/2015 | P | P | Completed | Possible Language |
| 4 | Paschall | X | 1/26/2015 | 2/20/20 | P | Schneider | Possible SLD-Reading |
| 4 | Pascale | X | X | P | P | Completed | MTSS |
| 5 | Wax | X | 9/12/2014 | P | P | Walther | Language |
| 5 | Budnik | X | 1/27/2015 | P | P | completed | Language/SLD? |
| 2 | Lyon | X | | P | P | Schneider | |
| 3 | Gonzalez | X | | P | F (Tiffany) | Walther | in G, Looking into K |
| K | Martin | x | x | P | P 11/7 | Schneider | K, D |
| 5 | DeLaoch | x | | P | P | n/a | Psychoeducational |
| 4 | Paschall | x | | | | Schneider | |

MTSS

- ★ MTSS or Multi-Tiered System of Supports (RtI) is a school wide framework that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

Data Collection: Now What?

SWAT

Student enters school and is given placement test based on grade level

K-5: I-Ready Reading and Math

K: DRA (If student scores in emerging level in fluency administer the PAST)

1-5: DRA (If student book graph indicates student falls at the intervention level one or more grades below administer Core Phonics Survey or PAST if necessary.)

K: Go Math (Beginning of the Year Assessment)

1: Go Math (Perquisite Skills Assessment)

If Below Grade Level

Student is placed in intervention group based on breakdown level. Will be placed in group by teacher with a SWAT member or MTSS coach

If Below Grade Level

Tier 2 level interventions begin during intervention block (8:50-9:30)

- Begin progress monitoring depending on intervention program being used (**phonemic awareness and phonics will use continuum progress monitoring tools from OCPs MTSS site.**)
- Teacher monitors progress 4-6 weeks or until a minimum of 3 consecutive data points are collected.
- Discuss progress with parents. (ex. Conference)
- Complete MTSS Meeting Request Form and MTSS List of Interventions and Support Form. If student is not making adequate/consistent progress schedule MTSS meeting. (MTSS meetings will be on Fridays See Felix or Carralero)
- The MTSS Transition Form should be completed in the Middle of the Year and updated at the end of the year for students in that are participating of an intervention.

Millennia Elementary's Process for Initial Placement:

MTSS Flow Chart

2014-2015



If at Grade Level

Classroom Teacher

- **Implement core curriculum :**
Journeys
Go Math
- Place in guided reading group
- Differentiated instruction based on level using:
I Ready
Accelerated Reader
Florida Reader
STARS
Imagine Learning
Science/Social Studies resources (Fusion)
- **Monitor progress; if student falls below grade level expectation then follow below grade level flow chart**

If NO Progress or Minimal Progress

Tier 3 level interventions begin.

- Progress monitoring should occur weekly
- Discuss Progress with Parent (ex. Conference)
- Team Decision Model Making Plan is implemented.
- Intervention should be intensified by:
Increasing time,
Amount of days
Decreasing group size
Changing program or teacher
- If progress made after 3 consecutive data points, student can be moved to next intervention skill. (Must schedule MTSS meeting for change to occur.)

If NO Progress or Minimal Progress

- Data collected can be used to determine if student meets criteria for Exceptional Student Education.
- Parent or Core Team can decide if an evaluation is needed. If so, consent is obtained and testing is completed prior to eligibility meeting.
- If student qualifies and needs services, student is staffed into program based on needs and ESE services are provided.

Once data is collected and initial universal diagnostic testing is completed, the MTSS Coach meets with each grade level to determine the need for Tier 2 interventions.

The On-Going Planning/Problem Solving Process of MTSS:



Across the tiers, the planning/problem solving model method is used to *match* instructional resources to educational need. The teams continue to engage in instructional planning and problem solving to ensure that student success is achieved and maintained.

STEP 1: Define the Problem

Problem is determined by the discrepancy between what is expected and where the student is performing.



Student enters school and is given placement test based on grade level:

K~5: DRA

(Phonics Survey or Phonological Awareness would be administered if the student scored one year below the grade level expectation)

K~5: I-Ready Math

K~5: Kanga Color Stick System

MTSS Intervention Placement

Kindergarten

| Term | DRA Level Expectation | Qualified for Interventions | Determining Phonics Level |
|--------|-----------------------|---|---|
| Fall | 2- Dev | 21 or less letter names | Administer PAST section 1 |
| Winter | 4- Dev | 21 or less sounds DRA level 2 or below | Administer PAST Start on Section 4 Administer Phonics Survey Start on Part A |
| Spring | 6- Dev | DRA level 4 or below | Administer Phonics Survey Start on Part A |

2nd Grade

| Term | DRA Level Expectation | Qualified for Interventions | Determining Phonics Level |
|--------|-----------------------|-----------------------------|---|
| Fall | 20-Inst | DRA level 8 or below | Administer Phonics Survey Start on Part L |
| Winter | 24- Inst | DRA level 12 or below | Administer Phonics Survey Start on Part L |
| Spring | 28- Adv | DRA level 18 or below | Administer Phonics Survey Start on Part L |

4th Grade

| Term | DRA Level Expectation | Qualified for Interventions | Determining Phonics Level |
|--------|-----------------------|-----------------------------|---|
| Fall | 40- Inst | DRA level 30 or below | Administer Phonics Survey Start on Part L |
| Spring | 50- Inst | DRA level 38 or below | Administer Phonics Survey Start on Part L |

1st Grade

| Term | DRA Level Expectation | Qualified for Interventions | Determining Phonics Level |
|--------|-----------------------|-----------------------------|---|
| Fall | 8- Dev | DRA level 2 or below | Administer Phonics Survey Start on Part E |
| Winter | 12- Dev | DRA level 4 or below | Administer Phonics Survey Start on Part F |
| Spring | 18- Inst | DRA level 6 or below | Administer Phonics Survey Start on Part L |

3rd Grade

| Term | DRA Level Expectation | Qualified for Interventions | Determining Phonics Level |
|--------|-----------------------|-----------------------------|---|
| Fall | 30-Inst | DRA level 20 or below | Administer Phonics Survey Start on Part L |
| Winter | 34- Instr | DRA level 24 or below | Administer Phonics Survey Start on Part L |
| Spring | 38-Adv | DRA level 28 or below | Administer Phonics Survey Start on Part L |

5th Grade

| Term | DRA Level Expectation | Qualified for Interventions | Determining Phonics Level |
|--------|-----------------------|-----------------------------|---|
| Fall | 50- Inst | DRA level 40 or below | Administer Phonics Survey Start on Part L |
| Spring | 60- Inst | DRA level 50 or below | Administer Phonics Survey Start on Part L |

? Grade Intervention Block September 9, 2014

| Alphabetic Skill | Decoding Skills | Multisyllabic Words | Comprehension |
|---|---|---|---|
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |
| Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: | Student: Teacher: DRA Level: PS Level: |

STEP 2: Analyze the Problem

Problem is analyzed by using data to determine why the discrepancy is occurring.



OCPS (2013)

Multi-Tiered System of Supports
Meeting Request Form

School: Millennia Elementary

| | | | | | |
|-----------------------|--|--------------|--------------------------------|--|--|
| Student Name | | Grade | <small>Choose an item.</small> | Teacher | |
| Student Number | | | Date of Birth | <small>Click here to enter a date.</small> | |

Please write the areas of concern and be specific in your description.

| Academic | Behavior | Health Conditions |
|----------|----------|-------------------|
| | | |

Evidence of Collaboration

| Purpose | Individual | Outcome |
|----------------------------------|------------|---------|
| Additional Curriculum Resources | | |
| Behavior Concerns | | |
| ESOL Concerns | | |
| Health Issues | | |
| Possible Interventions | | |
| Reading and Math Recommendations | | |
| Speech and Language | | |
| Other: | | |

| | | |
|--|--|--------------|
| Please review student cum. | Date cum was reviewed: <small>Click here to enter a date.</small> | |
| Did student pass the vision screening test? | <small>Choose an item.</small> | Note: |
| Did student pass the hearing screening test? | <small>Choose an item.</small> | Note: |
| Is mobility a concern? | <small>Choose an item.</small> | Note: |
| Is attendance a concern? | <small>Choose an item.</small> | Note: |
| Is student an ESOL Student? | <small>Choose an item.</small> | Note: |
| Is student an ESE student? | <small>Choose an item.</small> | Note: |

Teacher Signature: _____ Date form was submitted: Click here to enter a date.

Please turn in completed form so that a meeting can be scheduled.
Please bring progress monitoring data and graphs to the meeting.

MTSS Graphing Tool

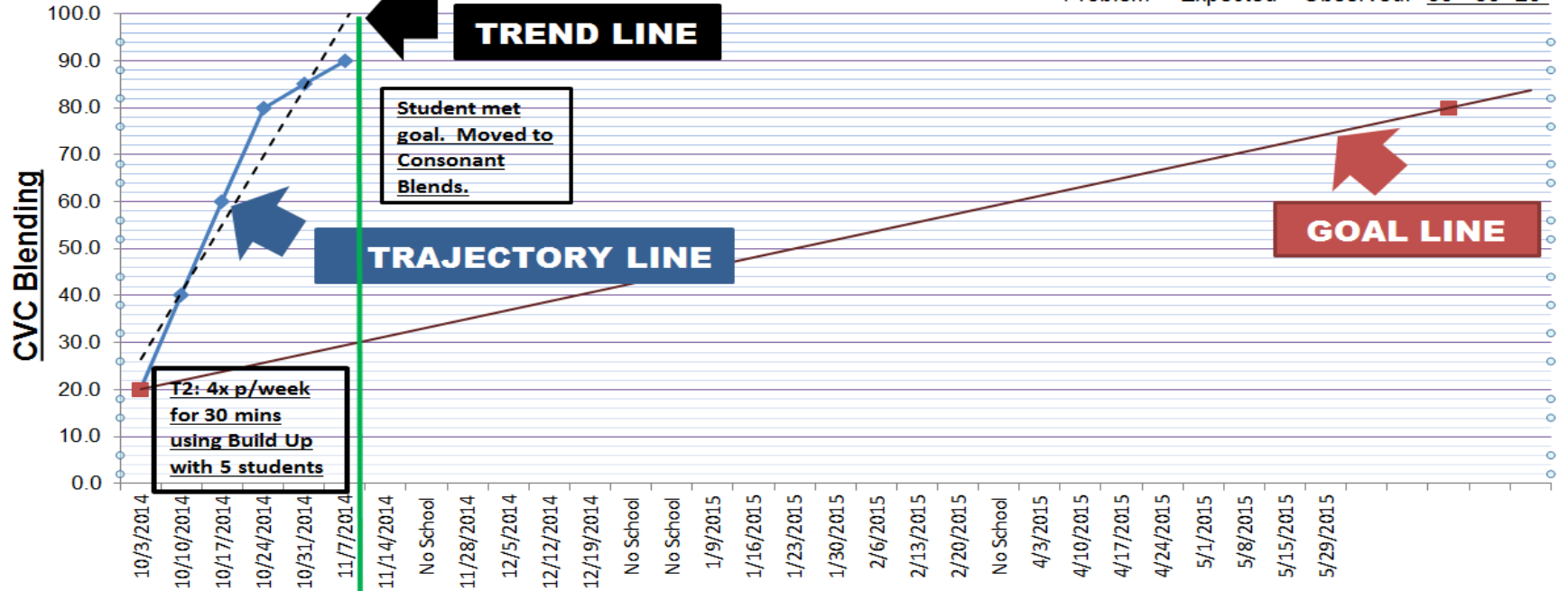
Millennia Elementary School
2014-2015

Student Name: Joey Kangaroo

HR Teacher/Grade: Mrs. Félix/1st grade

Intervention Teacher: Mrs. Carralero

Problem = Expected - Observed: 60= 80- 20



| Date | Monitored skill | Goal ("Aim") |
|------------|-----------------|--------------|
| 10/3/2014 | 20.0 | 20.0 |
| 10/10/2014 | 40.0 | 20.0 |
| 10/17/2014 | 60.0 | 20.0 |
| 10/24/2014 | 80.0 | 20.0 |
| 10/31/2014 | 85.0 | 20.0 |
| 11/7/2014 | 90.0 | 20.0 |
| 11/14/2014 | | |
| No School | | |
| 11/28/2014 | | |
| 12/5/2014 | | |
| 12/12/2014 | | |
| 12/19/2014 | | |
| No Sc | | |
| No Sc | | |
| 1/9/2015 | | |
| 1/16/2015 | | |
| 1/23/2015 | | |
| 1/30/2015 | | |
| 2/6/2015 | | |
| 2/13/2015 | | |
| 2/20/2015 | | |
| No School | | |
| 4/3/2015 | | |
| 4/10/2015 | | |
| 4/17/2015 | | |
| 4/24/2015 | | |
| 5/1/2015 | | |
| 5/8/2015 | | |
| 5/15/2015 | | |
| 5/29/2015 | | |
| | | 80.0 |

STEP 3: Establish a Student Performance Goal

Establish a student performance goal by developing an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.

OCPS (2013)

Multi-Tiered System of Supports
List of Interventions and Support

School Name: Millennia Elementary

| | | | | | |
|---------------------|-----------------------------|--------------|-----------------|----------------|--|
| Student Name | | Grade | Choose an item. | Teacher | |
| Date | Click here to enter a date. | | | | |

| Subject or Issue | Intervention/ Support | Person Responsible | Frequency | Date Intervention Started | Outcome |
|--|--|--|---|-----------------------------|----------------------|
| Choose an item. Notes: <input type="text"/> | <input type="checkbox"/> Tier 1 <input type="checkbox"/> Intervention <input type="checkbox"/> Support Choose an item. Notes: <input type="text"/> | Name: <input type="text"/> Position: <input type="text"/> | Days: <input type="text"/> Minutes: <input type="text"/> | Click here to enter a date. | <input type="text"/> |
| Choose an item. Notes: <input type="text"/> | <input type="checkbox"/> Tier 1 <input type="checkbox"/> Intervention <input type="checkbox"/> Support Choose an item. Notes: <input type="text"/> | Name: <input type="text"/> Position: <input type="text"/> | Days: <input type="text"/> Minutes: <input type="text"/> | Click here to enter a date. | <input type="text"/> |
| Choose an item. Notes: <input type="text"/> | <input type="checkbox"/> Tier 1 <input type="checkbox"/> Intervention <input type="checkbox"/> Support Choose an item. Notes: <input type="text"/> | Name: <input type="text"/> Position: <input type="text"/> | Days: <input type="text"/> Minutes: <input type="text"/> | Click here to enter a date. | <input type="text"/> |
| Choose an item. Notes: <input type="text"/> | <input type="checkbox"/> Tier 1 <input type="checkbox"/> Intervention <input type="checkbox"/> Support Choose an item. Notes: <input type="text"/> | Name: <input type="text"/> Position: <input type="text"/> | Days: <input type="text"/> Minutes: <input type="text"/> | Click here to enter a date. | <input type="text"/> |
| Choose an item. Notes: <input type="text"/> | <input type="checkbox"/> Tier 1 <input type="checkbox"/> Intervention <input type="checkbox"/> Support Choose an item. Notes: <input type="text"/> | Name: <input type="text"/> Position: <input type="text"/> | Days: <input type="text"/> Minutes: <input type="text"/> | Click here to enter a date. | <input type="text"/> |
| Choose an item. Notes: <input type="text"/> | <input type="checkbox"/> Tier 1 <input type="checkbox"/> Intervention <input type="checkbox"/> Support Choose an item. Notes: <input type="text"/> | Name: <input type="text"/> Position: <input type="text"/> | Days: <input type="text"/> Minutes: <input type="text"/> | Click here to enter a date. | <input type="text"/> |

Notes:

Millennia Elementary School-wide Three-Tier READING Interventions

2014-2015

KINDERGARTEN TO FIFTH GRADE

5 - 10%

Students with Persistent Reading Difficulties

Carefully match intervention materials to pre-requisite need of struggling students:

- Road to the Code
- Phonemic Awareness in Young Children
- Text Talk
- Star Up Phonics
- Spiral Up Phonics
- Build Up Phonics
- Tucker Signing Strategies for Reading
- SRA Early Interventions in Reading
- EasyCBM.com
- Voyager Passport
- Great Leaps
- Lesson in Literacy
- Making Meaning
- GOAL
- The Comprehension Tool Kit
- FCRR Literacy Centers K-5
- Language for Learning
- Specific Skill Series
- Accelerated Reader
- i-Ready
- STARS
- Imagine Learning English for ELL only

Progress Monitoring biweekly with graphing of progress in relation to expected outcome

Tier 3: Core + more intensified

Persistent Reading Difficulties

1 - 5%
Students with Persistent Reading Difficulties

Intensified interventions for students with persistent learning difficulties:

- Decreasing group size
- Increasing time or number of days of direct instruction of targeted skills
- Change time of instruction
- Change in curriculum or teacher

Weekly progress monitoring is required with graphing of progress in relation to expected outcome

Students with Reading Difficulties

Tier 2: Core + more

Content Core Program

- Core Programs implemented with fidelity:
 - Journeys- Kindergarten to 5th grade
 - Reading Mastery, Corrective Reading, and Kaleidoscope-ESE Classes
- Whole and Small Group Instruction during Content Block Times
- Instruction is Differentiated with Small Instruction, Center Activities, Targeted Skill Activities, Guided Reading, Schedule Intervention Block, etc.

Tier 1: Core

Millennia Elementary School-wide Three-Tier Math Interventions

2014-2015

KINDERGARTEN TO FIFTH GRADE

5 - 10%

Students with Persistent Math Difficulties

Carefully match intervention materials to pre-requisite need of struggling students:

- Math Manipulative
- Destination Math
- Mega Math
- Number World
- Cool Math
- i-Ready
- Fast Math

Progress Monitoring biweekly with graphing of progress in relation to expected outcome

Tier 3: Core + more intensified

Persistent Math Difficulties

1 - 5%

Students with Persistent Math Difficulties

Intensified interventions for students with persistent learning difficulties:

- Decreasing group size
 - Increasing time or number of days of direct instruction of targeted skills
 - Change time of instruction
 - Change in curriculum or teacher
- Weekly progress monitoring is required with graphing of progress in relation to expected outcome

Students with Math Difficulties

Tier 2: Core + more

Content
Core Program

- Core Programs implemented with fidelity:
 - Go Math
- Whole and Small Group Instruction during Content Block Times
- Instruction is Differentiated with Small Instruction, Center Activities, Targeted Skill Activities, Guided Math, STAMS, etc.

Tier 1: Core

Millennia Elementary School-wide Three-Tier BEHAVIOR Interventions

2014-2015

KINDERGARTEN TO FIFTH GRADE

5 - 10%
Students with Persistent Behavioral Difficulties

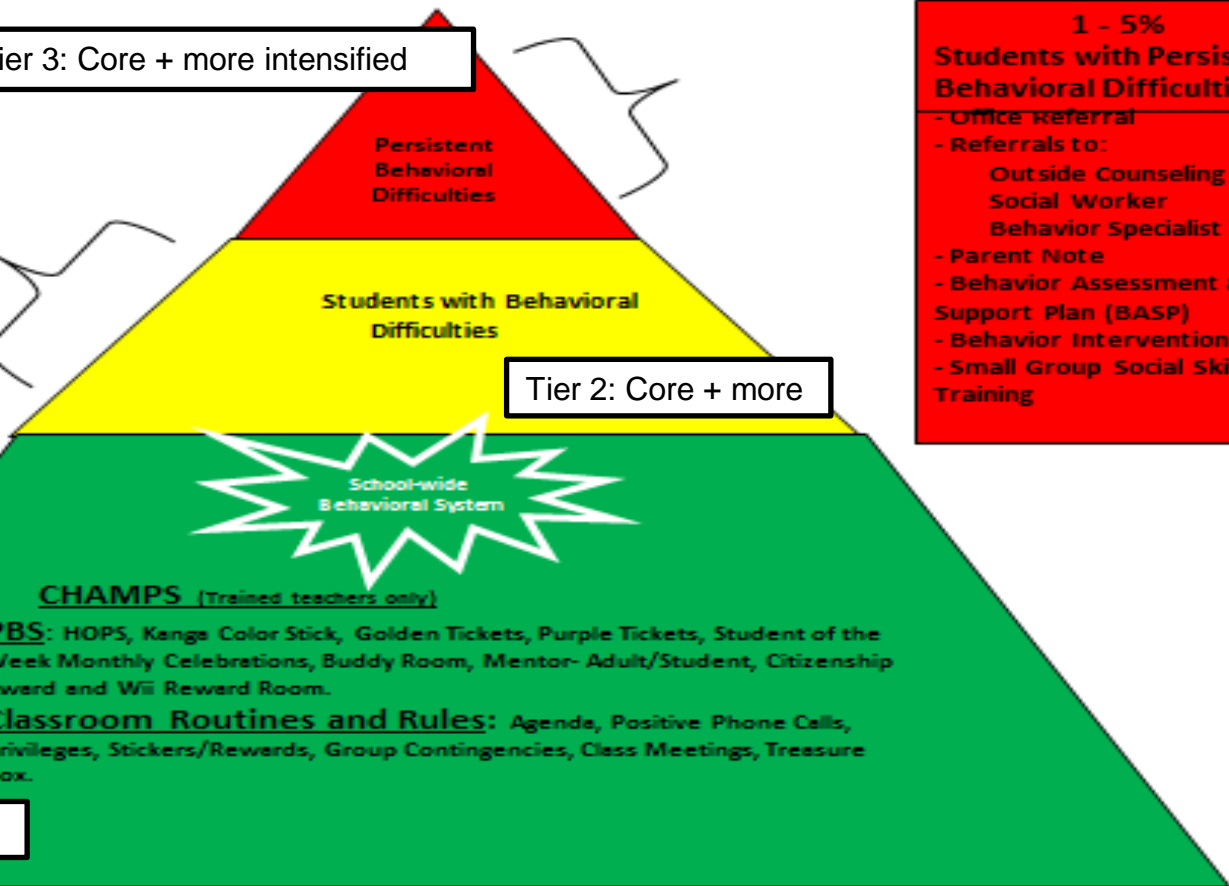
- Behavioral Charts
- Buddy System
- Behavior Contracts
- Guidance Referral
- Classroom Referral
- Individual Rewards and Consequences
- Group Rewards and Consequences
- Lonely Lunch
- After School Detention

Tier 3: Core + more intensified

1 - 5%
Students with Persistent Behavioral Difficulties

- Office Referral
- Referrals to:
 - Outside Counseling
 - Social Worker
 - Behavior Specialist
- Parent Note
- Behavior Assessment and Support Plan (BASP)
- Behavior Intervention Plan
- Small Group Social Skills Training

Tier 2: Core + more



School-wide Behavioral System

CHAMPS (Trained teachers only)

PBS: HOPS, Kanga Color Stick, Golden Tickets, Purple Tickets, Student of the Week Monthly Celebrations, Buddy Room, Mentor- Adult/Student, Citizenship Award and Wii Reward Room.

Classroom Routines and Rules: Agendas, Positive Phone Calls, Privileges, Stickers/Rewards, Group Contingencies, Class Meetings, Treasure Box.

Tier 1: Core

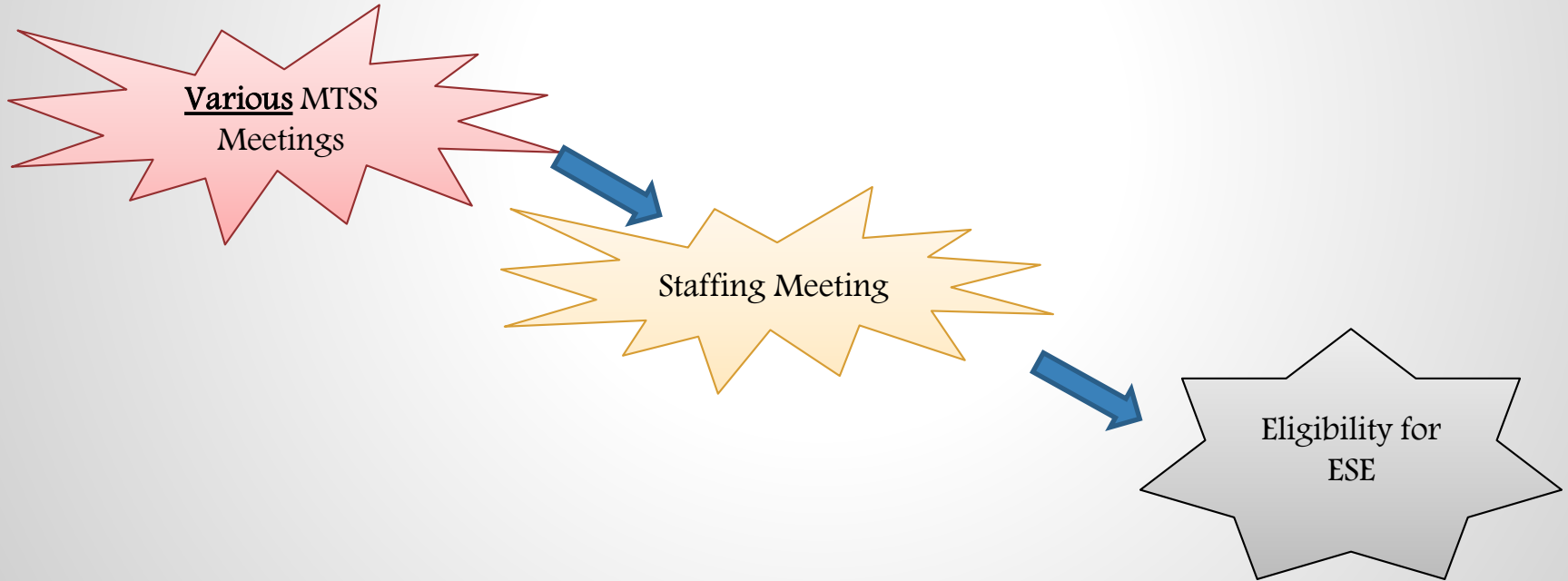
What Happens Once Tier II Interventions Begin?

- Teacher monitors student progress:
 - Making progress (please be aware of rate of progress)
 - Not making progress
 - Questionable/inconsistent progress
- MTSS Team will meet to review the data.
- The MTSS Meetings are held twice a week.**
- If student is making progress, then interventions continue and eventually are reduced.

Progress = Interventions **ARE** Working

What Happens After Tier III?

If sufficient progress is **NOT** made, the student will proceed toward ESE Services.



How Does This All Happen?

- This did not happen overnight. To culturally embed it takes a good 3-5 years
- Takes a long of monitoring and a lot of good conversation.
- It takes a strong leadership team speaking the same language.



Thank you!

If you are interested in having any of the documents sent to you via email, please sign up on the sign in sheet.

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