ECSD MTSS/RTI FOCUS SSS Guide

Revised August 2024

Purpose: Teachers and MTSS/RTI Teams can access all forms related to the **Multi-Tiered System of Support (MTSS)** program from the **Special Student Services** (SSS) menu. Each meeting type is referred to as an Event and each event comes with defined steps, sequences, forms and built-in validations to assist all users with meeting district and/or state compliance.

Agenda

ACADEMIC

Focus Training: ECSD MTSS/RTI Events, Steps, and Forms

BEHAVIOR

Focus Training: ECSD MTSS/RTI Events, Steps, and Forms

QUICK GUIDE (Academic and Behavior)

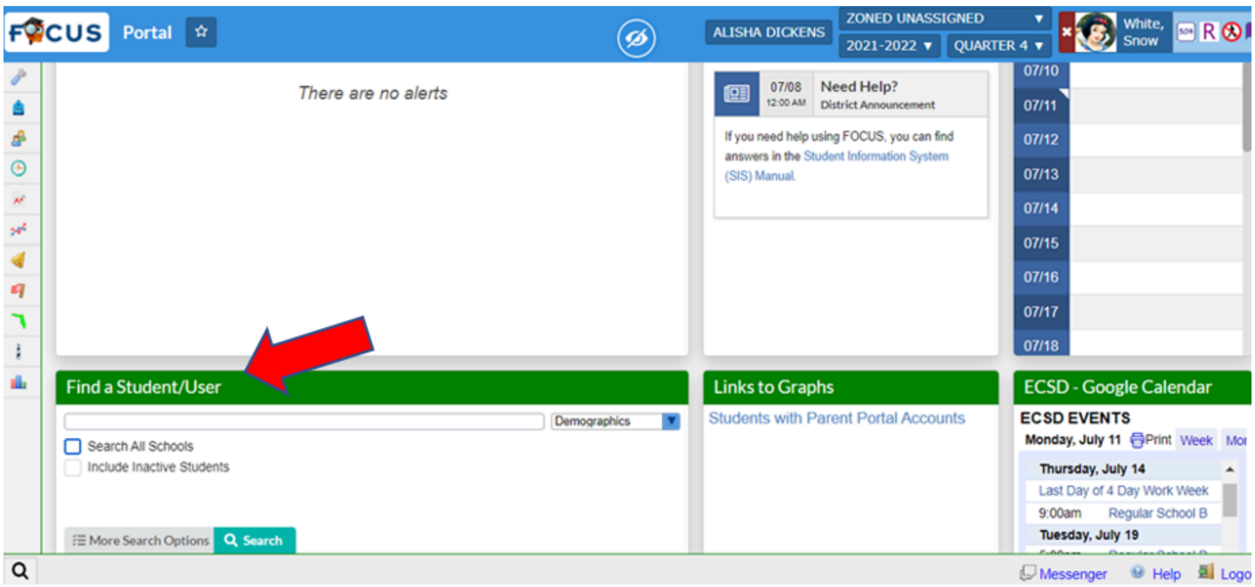
Special Student Services (SSS) Menu: Accessing Manage Student

The **Manage Student** module provides access to all the SSS programs in use by the district. Menu options are profile-driven and will vary from user to user.

STEP 1: Go to Find a Student/User

STEP 2: Enter the student's ID number or any combination of the first and/or last name.

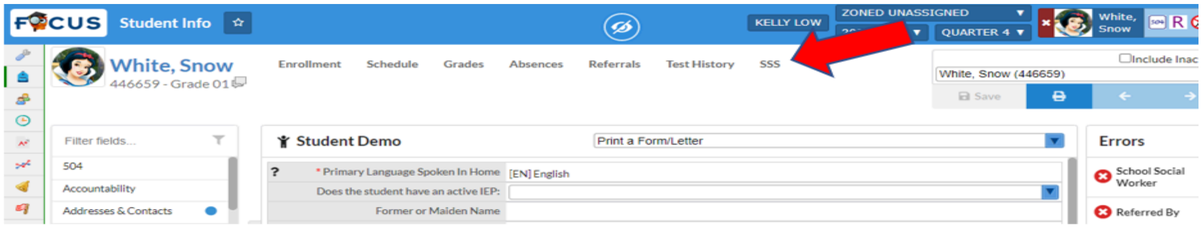
STEP 3: Click the **Search** button after entering search criteria.



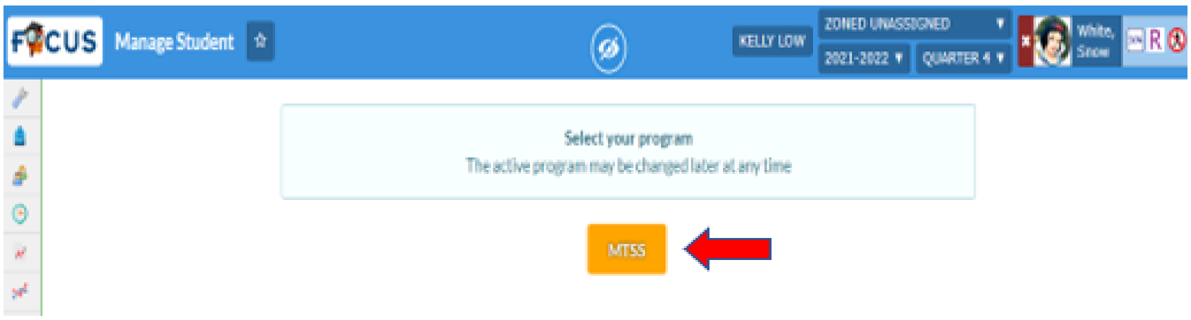
STEP 4: If applicable, click on the student's name in the search results. This will open the Program tabs; otherwise the Program tabs open after clicking the **Search** button.

- The selected student's name will display in the upper right of the screen.

STEP 5: When in Student Info, look across the top of the screen following the student name for SSS (in gray letters). Click on SSS.



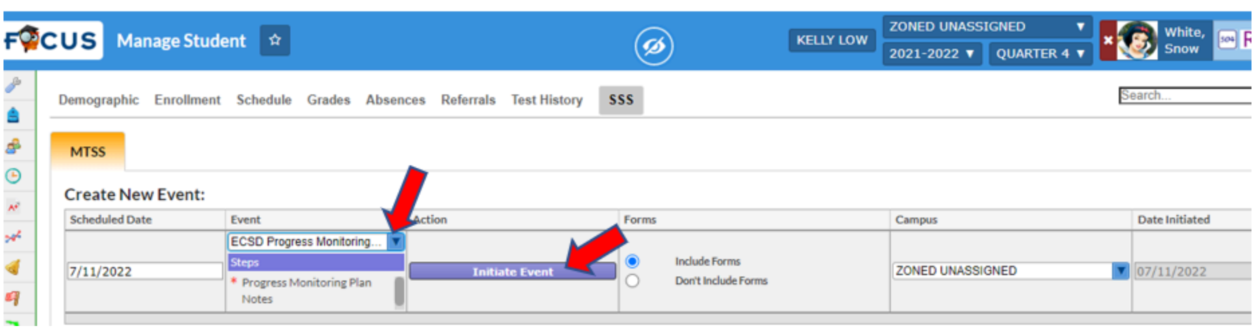
STEP 6: Click on the **MTSS** program, if prompted.



Initiating and Opening MTSS/RTI Events

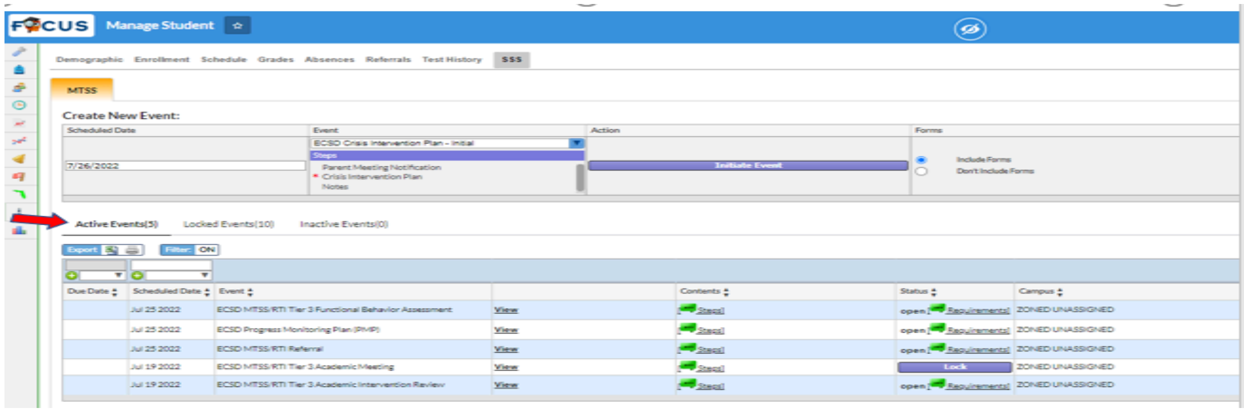
STEP 7: Click in the **Event** dropdown and select the **Specific Event** you need to complete.

STEP 8: Click the **Initiate Event** button; the event opens to the first step/form.

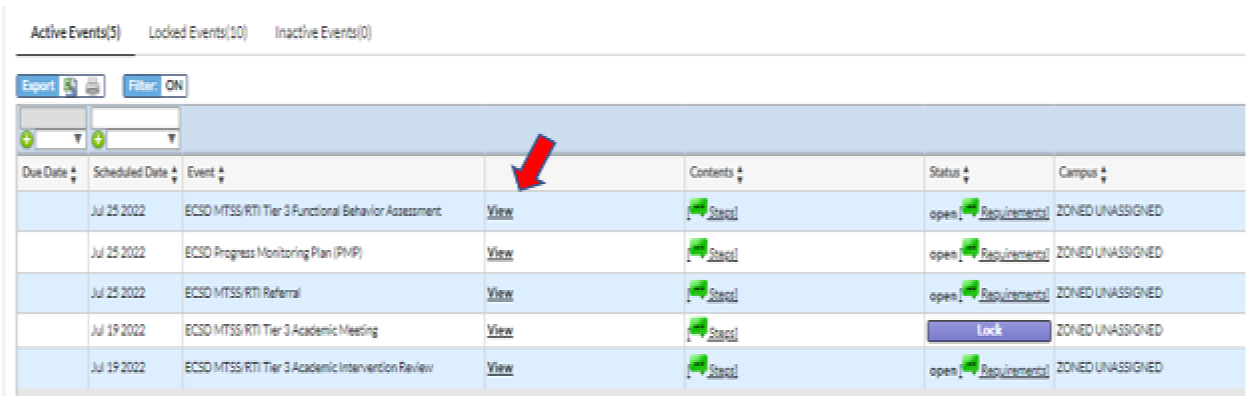


Focus Training: ECSD MTSS/RTI Events, Steps, and Forms

If an **Event** is already **Initiated** and a **Step** needs to be completed, look under **ACTIVE** Events.



When you locate the initiated event click on **<u>View</u>** and the steps to the event will open.



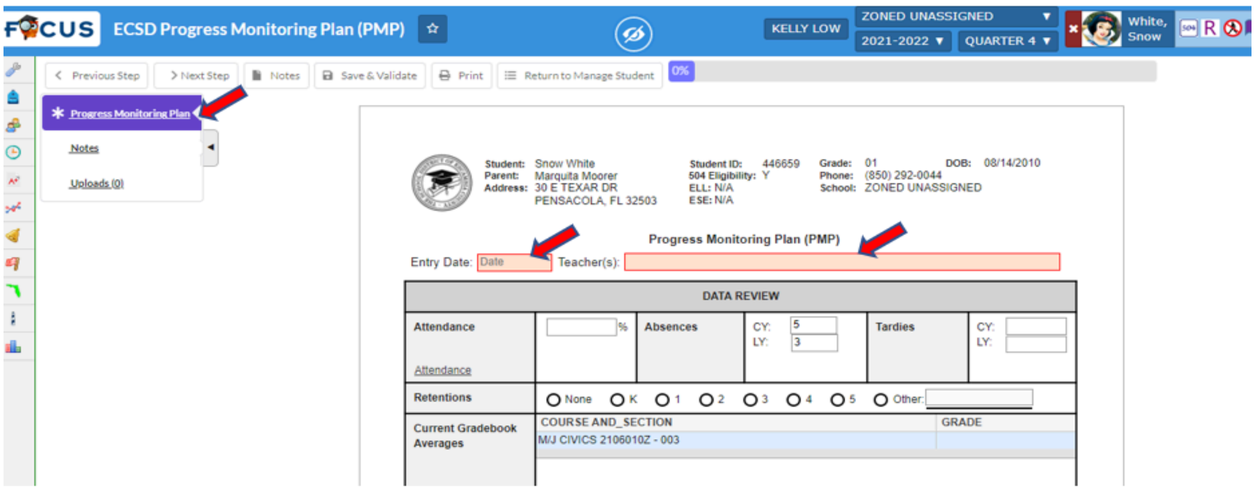
In each **EVENT** in SSS, **two steps** will always be available and optional for the MTSS/RTI team:

- <u>Notes Page:</u> If the MTSS/RTI team needs to document additional information in any meeting not available on the forms, teams may utilize the Notes Page. This form must be signed by the person completing the document.
- <u>UPLOAD:</u> An upload step will be available to add any additional documentation required and/or needed during the event. *See Printing section in Quick Guide for printing uploaded documents.

ACADEMIC

❑ ECSD Progress Monitoring Plan (PMP)

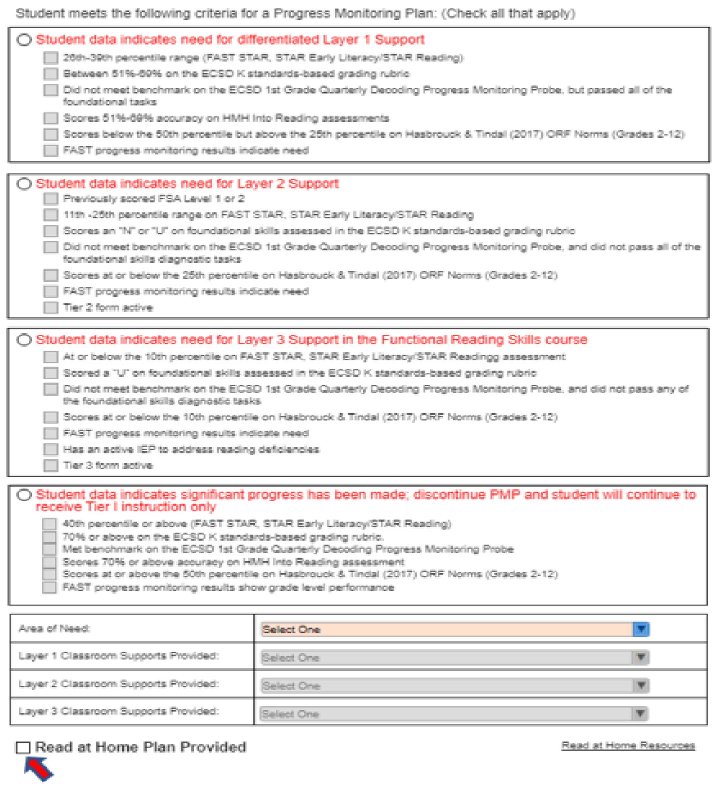
This is an Event in the Focus MTSS process and is intended to be completed by the student's classroom teacher(s). Student demographic fields including the header and the Data Review table will auto-fill from the SIS student record.



- ☐ Complete all the required fields (shaded in **red**) on **page 1** of the **Progress Monitoring Plan (PMP)** . This includes the entry date and teacher name.
- ☐ The **Data Review** section will autofill from SIS. Each title in the **Data Review section** will be hyperlinked to SIS. Click on the underlined title to view additional information in SIS.

> **Info: In SSS, Required fields and steps are indicated in RED**
> Required fields on all forms are **Shaded Red**
> Required Steps in an Event have a **Red Asterisk (*)**

- ☐ On **page 2** of the **PMP**, select the **Layer of Support** (1, 2, or 3). *If dismissing the PMP select the last box indicating progress has been made and the student will continue with only Tier 1 instruction only.
- ☐ Under the selected Layer check **all data boxes that apply.**
- ☐ **Click** on **Area of Need** and select **one** based on the data.
- ☐ Based on the above **Layer of Support** selection, **Click** on **Classroom Supports Provided** and choose an intervention.



Student meets the following criteria for a Progress Monitoring Plan: (Check all that apply)

Student data indicates need for differentiated Layer 1 Support
- 26th-39th percentile range (FAST STAR, STAR Early Literacy/STAR Reading)
- Between 51%-69% on the ECSD K standards-based grading rubric
- Did not meet benchmark on the ECSD 1st Grade Quarterly Decoding Progress Monitoring Probe, but passed all of the foundational tasks
- Scores 51%-69% accuracy on HMH Into Reading assessments
- Scores below the 50th percentile but above the 25th percentile on Hasbrouck & Tindal (2017) ORF Norms (Grades 2-12)
- FAST progress monitoring results indicate need

Student data indicates need for Layer 2 Support
- Previously scored FSA Level 1 or 2
- 11th -25th percentile range on FAST STAR, STAR Early Literacy/STAR Reading
- Scores an "N" or "U" on foundational skills assessed in the ECSD K standards-based grading rubric
- Did not meet benchmark on the ECSD 1st Grade Quarterly Decoding Progress Monitoring Probe, and did not pass all of the foundational skills diagnostic tasks
- Scores at or below the 25th percentile on Hasbrouck & Tindal (2017) ORF Norms (Grades 2-12)
- FAST progress monitoring results indicate need
- Tier 2 form active

Student data indicates need for Layer 3 Support in the Functional Reading Skills course
- At or below the 10th percentile on FAST STAR, STAR Early Literacy/STAR Readingg assessment
- Scored a "U" on foundational skills assessed in the ECSD K standards-based grading rubric
- Did not meet benchmark on the ECSD 1st Grade Quarterly Decoding Progress Monitoring Probe, and did not pass any of the foundational skills diagnostic tasks
- Scores at or below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms (Grades 2-12)
- FAST progress monitoring results indicate need
- Has an active IEP to address reading deficiencies
- Tier 3 form active

Student data indicates significant progress has been made; discontinue PMP and student will continue to receive Tier I instruction only
- 40th percentile or above (FAST STAR, STAR Early Literacy/STAR Reading)
- 70% or above on the ECSD K standards-based grading rubric.
- Met benchmark on the ECSD 1st Grade Quarterly Decoding Progress Monitoring Probe
- Scores 70% or above accuracy on HMH Into Reading assessment
- Scores at or above the 50th percentile on Hasbrouck & Tindal (2017) ORF Norms (Grades 2-12)
- FAST progress monitoring results show grade level performance

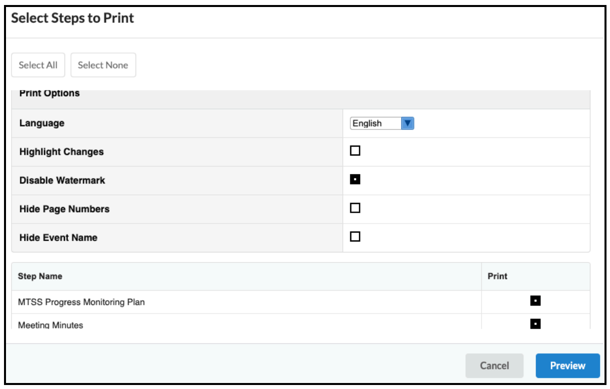
Area of Need:	Select One
Layer 1 Classroom Supports Provided:	Select One
Layer 2 Classroom Supports Provided:	Select One
Layer 3 Classroom Supports Provided:	Select One

Read at Home Plan Provided

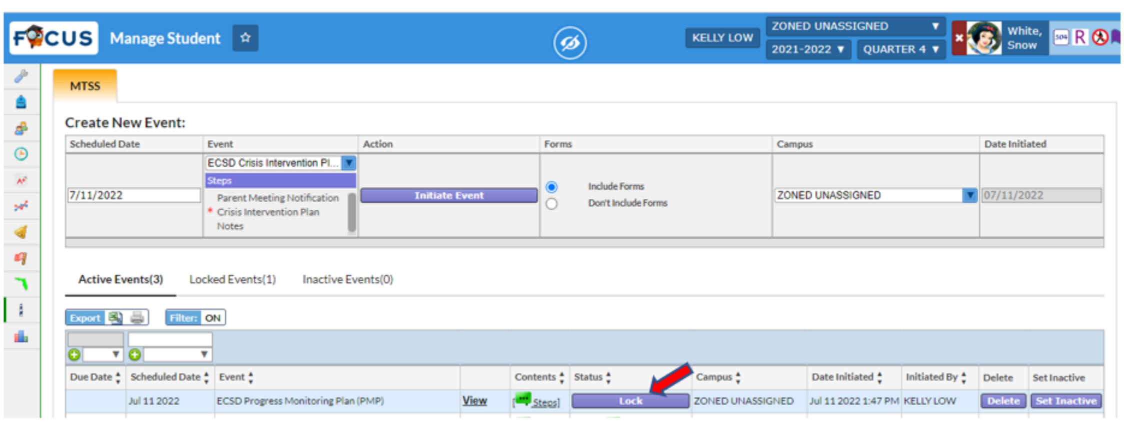
Read at Home Resources

- ☐ **Click** on the box indicating ***Read at Home Plan*** was provided.
- ☐ **Save and Validate**
- ☐ Use the **Upload** tab to upload any documentation to support information recorded in the **Progress Monitoring Plan**. (Optional)

- ☐ If Printing is needed: Select the **Print** button in the top navigation menu.
- ☐ On the Print screen select **Disable Watermark** and any other applicable options.
- ☐ All “Step Names” in the Event will be selected to Print. **Unclick** any items you do not want to **Print** and click the **Preview** button to open the print dialogue box.



- ➢ Click on **Print Form**.
- ➢ Click **Return to Focus** after printing the form to return to the event.
- ➢ Click **Return to Manage Student** in the top navigation toolbar.
- ➢ **LOCK** the **PMP** when completed.



❑ ECSD MTSS/RTI Referral

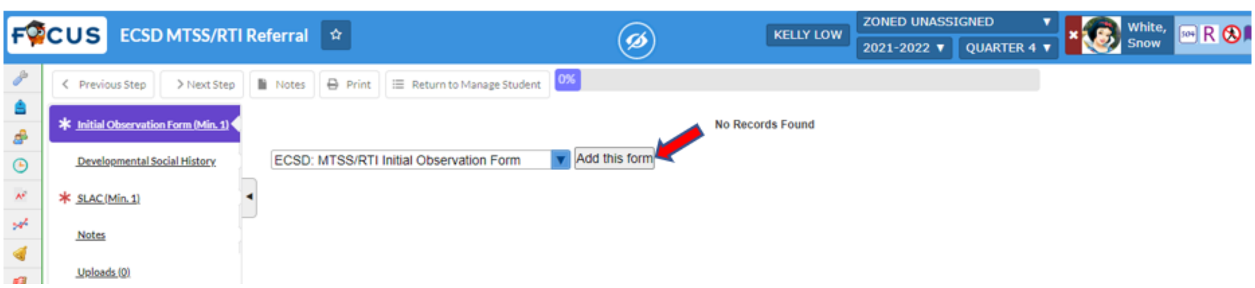
ECSD MTSS/RTI Referral - If a student does not show adequate progress on the PMP and/or demonstrates a need for intensive interventions any of the student's teachers may initiate the **MTSS/RTI Referral**.

STEP 1: From the **MTSS** tab, click the **Event** dropdown and select the **ECSD MTSS/RTI Referral**.

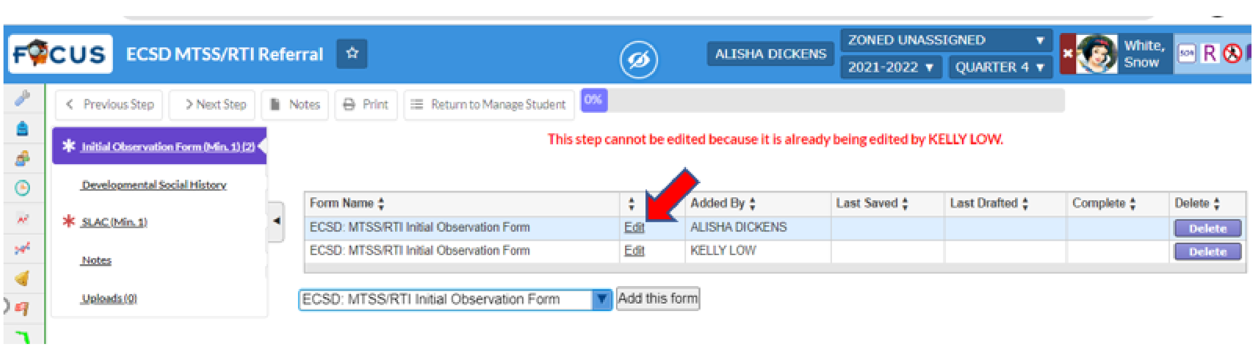
STEP 2: Click the **Initiate** to open the event which will show the steps/forms.

STEP 3: Click on **Initial Observation Form.**

STEP 4: Click on **Add this Form**. Only *one* **Initial Observation Form** is *Required*; however, multiple forms may be completed by different staff if you choose.



STEP 5: **Click** on **Edit** by the line with your name to open the form.



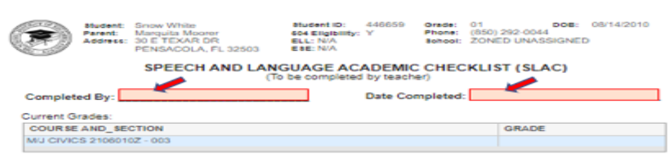
- Once the step opens, complete all the required fields *which are shaded in red* including ***Date Completed, Teacher Name, and Additional Comments/Teacher Observation****.*
- On Page 1, in the Strengths box, **Click** all **Academic and Behavior Strengths** for the student.
- If **Academic Concerns**, **Click** all boxes that apply.
- If **Behavior Concerns**, **Click** all boxes that apply.
- On Page 2, **Click** any of previous or current **Services Received**.
- **Additional Comments/Teacher Observations** is a **required** field for the student's teacher to provide a narrative.
- The teacher will need to submit a **Vision/Hearing Screening Form** to the clinic at this time. Once submitted, click the box and provide the date submitted to the clinic. A link to the Vision/Hearing Screening Form is located above the box. Click on the VISION/ HEARING SCREENING REQUEST and it will take you to the website to retrieve the form.
- The teacher will **electronically sign**.
- **Save & Validate** the form.
- Click **Return to Focus**
- When the **Initial Observation** form is **saved and validated**, the RTI Coordinator (and appropriate staff) will receive an **alert** in FOCUS SIS.

STEP 6: The teacher will **Click** on the **SLAC** (Speech and Language Academic Checklist).

STEP 7: Click on **Add this Form**. Only *one* **SLAC Form** is *Required*; however, multiple forms may be completed by different staff if you choose.

STEP 8: **Click** on **Edit** by the line with your name to open the form.

- Page 1: Complete all **required** fields which are **shaded in red** including ***Completed By*** **and** ***Date Completed*****.**
- Current Grades and Test Scores will be transferred over from SIS.


Student: Snow White
Parent: Marquita Moorer
Address: 30 E TEXAR DR PENSACOLA, FL 32503
Student ID: 446659
504 Eligibility: Y
ELL: N/A
ESE: N/A
Grade: 01
Phone: (850) 292-0044
School: ZONED UNASSIGNED
DOB: 08/14/2010

SPEECH AND LANGUAGE ACADEMIC CHECKLIST (SLAC)
(To be completed by teacher)

Completed By:
Date Completed:

Current Grades:

COURSE AND_SECTION	GRADE
M/J CIVICS 2106010Z - 003	

- Under **Reason for RTI** check all that apply.

Reason for RTI: Check all that apply			
☐	Academic Concerns	☐	Parent request or concerns
☐	Behavior Concerns	☐	At risk for retention
☐	Re-evaluation (such as for DD students)	☐	Other:

- Choose between the 3 areas of grade level performance (Below, On, or Above) for each academic subject by clicking on the option.

	Reading Comprehension	Reading Decoding/Fluency	Language Arts/Grammar	Writing	Math
Below Grade Level	●	○	●	○	○
On Grade Level	○	●	○	●	○
Above Grade Level	○	○	○	○	●

- Page 2: Under "Concerns as compared to same-age peers" **Click** on all areas that apply. If there are no concerns, click on the "No Concerns" option for speech (#4) and/or language #11).
- You may include "Additional Information" at the bottom of the form if needed.
- **Save & Validate** the form.
- Click **Return to Focus.**

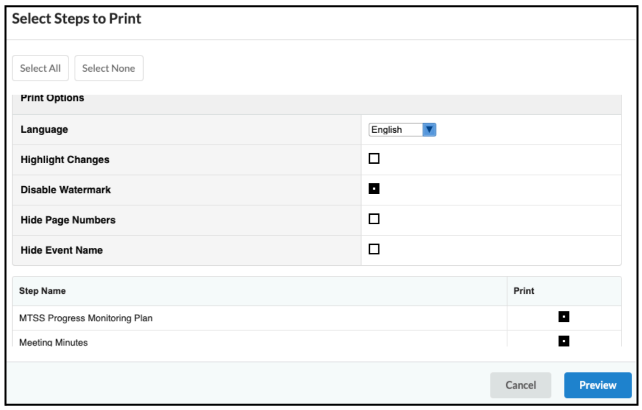
Concerns as compared to same-aged peers: Check all that apply	
Speech Skills	**Check Below**
1. This student mispronounces sounds or words when speaking	☐
2. This student stutters when speaking	☐
3. This student's voice sounds unusual (e.g., consistently hoarse and/or nasal)	☐
4. No concerns with speech skills	☐

Language Skills	Check Below
1. This student has difficulty following directions	☐
2. This student requires excessive "wait time" to comprehend or respond	☐
3. This student has difficulty understanding curriculum vocabulary/concepts	☐
4. This student has difficulty expressing ideas in a coherent manner	☐
5. This student has difficulty asking or answering relevant questions	☐
6. This student has difficulty retelling stories in a correct sequence	☐
7. This student has difficulty correctly answering comprehension questions	☐
8. This student uses incorrect grammar	☐
9. This student uses incomplete sentences	☐
10. This student has difficulty socially interacting with peers or carrying on a conversation	☐
11. No concerns with language skills	☐

Additional Information

Step 9: Print the **Developmental Social History** form from SSS and send it home for the parent to complete.

- Click on the **Developmental Social History**
- Select the **Print** button in the top navigation menu.
- On the Print screen select **Disable Watermark** and any other applicable options.
- All "Step Names" in the Event will be selected to Print. **Unclick** any items you do not want to **Print** and click the **Preview** button to open the print dialogue box.



➢ Click on **Print Form**.

➢ Click **Return to Focus** after printing the form to return to the event.

- Use the **Upload** tab to upload the completed **Developmental Social History** and any other documentation. When the **Developmental Social History** is sent back to the school, the RTI Coordinator will ***upload*** the form into the ***MTSS/RTI Referral event***.
- Select complete **Notes** if needed**.** (Optional)
- The RTI Coordinator will ***Lock*** the **MTSS/RTI Referral Event.**

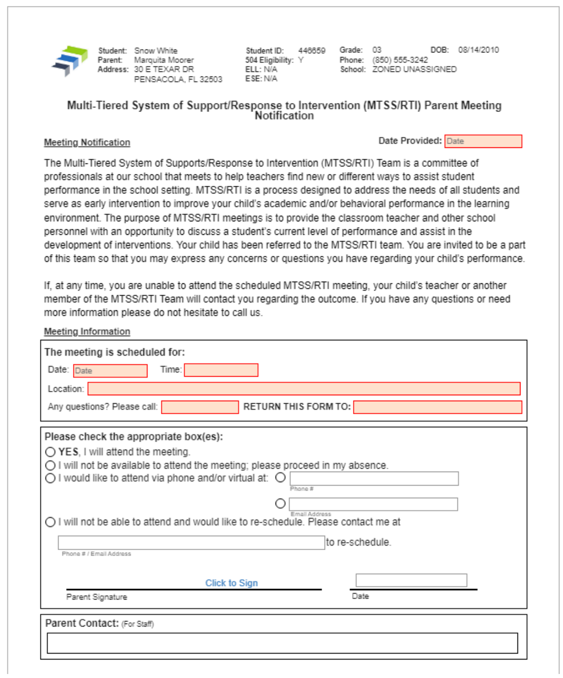
Info: Locked Events cannot be edited without being unlocked, which requires profile permission.

❑ MTSS/RTI Parent Meeting Notification

This form is intended to be completed by the RTI Coordinator to notify the parent that a formal meeting will be held to discuss academic and/or behavioral concerns and develop a formal intervention plan. This form is included in **ALL** ***Events*** that require parent involvement. If the student is in an ESE program a meeting notice within PEER must be completed. The RTI Coordinator will complete and send a **Parent Meeting Notification** two weeks prior to the meeting date unless an earlier date is agreed upon with the parent.

STEP 1: Within the event **Click** on **Parent Meeting Notification.**

STEP 2: Complete all required fields which are shaded in red including "Date Provided" and "Meeting Information." In the Parent Contact box, indicate how the Parent Meeting Notification was sent/communicated to the parent.



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ESE: N/A
Grade: 03
Phone: (850) 555-3242
School: ZONED UNASSIGNED
DOB: 08/14/2010

Multi-Tiered System of Support/Response to Intervention (MTSS/RTI) Parent Meeting Notification

Meeting Notification Date Provided: Date

The Multi-Tiered System of Supports/Response to Intervention (MTSS/RTI) Team is a committee of professionals at our school that meets to help teachers find new or different ways to assist student performance in the school setting. MTSS/RTI is a process designed to address the needs of all students and serve as early intervention to improve your child's academic and/or behavioral performance in the learning environment. The purpose of MTSS/RTI meetings is to provide the classroom teacher and other school personnel with an opportunity to discuss a student's current level of performance and assist in the development of interventions. Your child has been referred to the MTSS/RTI team. You are invited to be a part of this team so that you may express any concerns or questions you have regarding your child's performance.

If, at any time, you are unable to attend the scheduled MTSS/RTI meeting, your child's teacher or another member of the MTSS/RTI Team will contact you regarding the outcome. If you have any questions or need more information please do not hesitate to call us.

Meeting Information

The meeting is scheduled for:
Date: Date Time:
Location:
Any questions? Please call: RETURN THIS FORM TO:

Please check the appropriate box(es):
○ **YES**, I will attend the meeting.
○ I will not be available to attend the meeting; please proceed in my absence.
○ I would like to attend via phone and/or virtual at: ○ Phone # ○ Email Address
○ I will not be able to attend and would like to re-schedule. Please contact me at Phone # / Email Address to re-schedule.

Click to Sign
Parent Signature Date

Parent Contact: (For Staff)

- Once completed, **Save and Validate**.
- The RTI Coordinator will print the **Parent Meeting Notification** and send it to the parent.
- When printing the Parent Meeting Notification, be sure to **Click** on "disable watermark" to avoid printing a *draft* copy.
- The RTI Coordinator will use the **Upload** tab in the corresponding event to upload the completed **Parent Meeting Notification** when it is returned to the school.
- The *Upload* tab in the corresponding steps may be used to upload any documentation (optional).
- *The RTI Coordinator will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.*

❑ ECSD MTSS/RTI Tier 2 or 3 Academic Intervention Plan

The **Academic Intervention Plan** forms for Tiers 2 and 3 are similar forms.

STEP 1: From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 2 Academic Meeting or ECSD MTSS/RTI Tier 3 Academic Meeting.**

STEP 2: Click **Initiate** to open the event which will show the steps/forms

STEP 3: The RTI Coordinator will initiate an **ECSD MTSS/RTI Tier 2 or 3 Academic Meeting Event** and complete a **Parent Meeting Notification**. *The RTI Coordinator will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.*

Step 4: The RTI Coordinator will complete the **MTSS/RTI Tier 2 or 3 Academic Intervention Plan** with the MTSS/RTI team on the scheduled date.

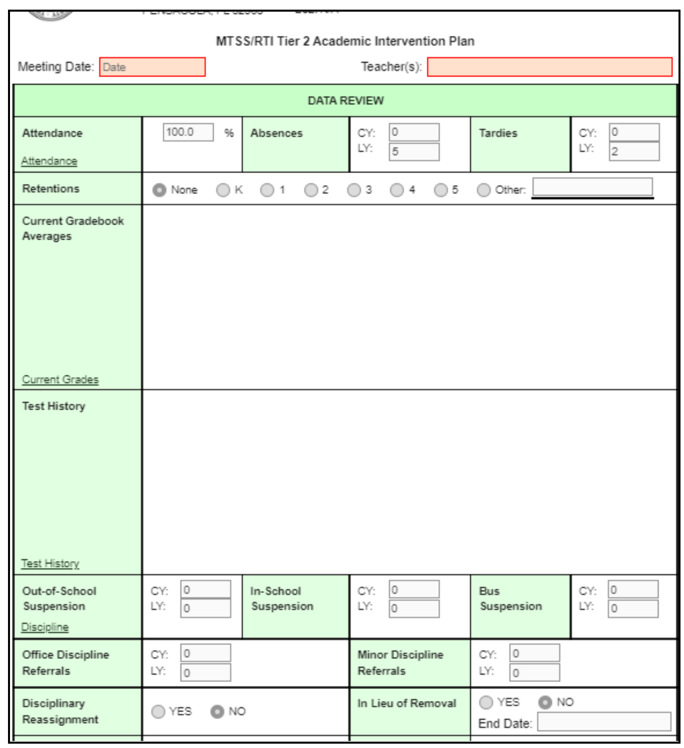
ECSD MTSS/RTI Tier 2 or 3 Academic Intervention Plan – Page 1

I. Meeting Date & Teacher

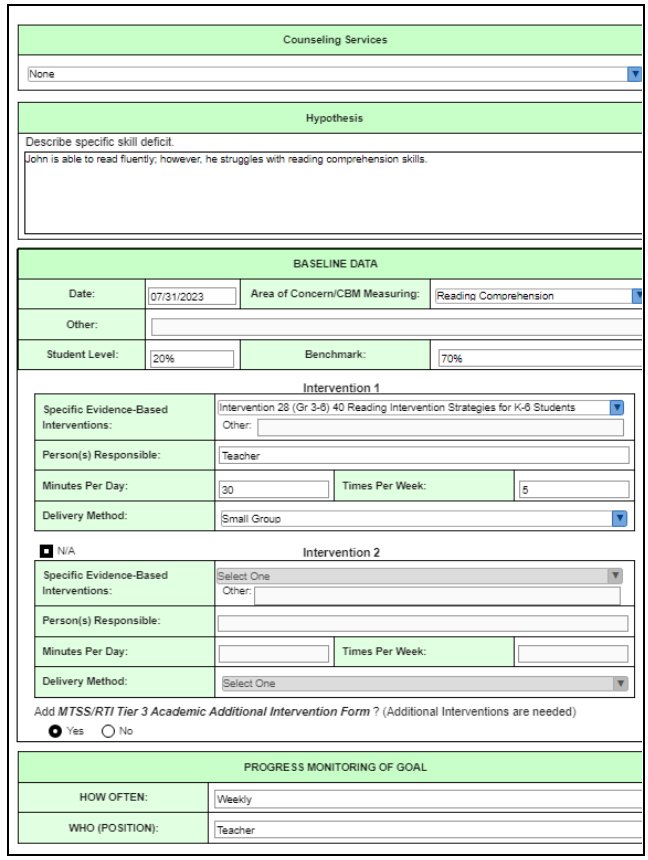
- **a.** Enter Date of meeting
- **b.** Enter name(s) of referring teacher(s)

II. Data Review

- **a.** All Information in this section will be transferred from SIS.
- **b.** Each title in the **Data Review section** will be hyperlinked to SIS. Click on the underlined title to view additional information in SIS.



ECSD MTSS/RTI Tier 2 or 3 Academic Intervention Plan-Page 2



Counseling Services

None

Hypothesis

Describe specific skill deficit.

John is able to read fluently; however, he struggles with reading comprehension skills.

BASELINE DATA

Date:	07/31/2023	Area of Concern/CBM Measuring:	Reading Comprehension
Other:			
Student Level:	20%	Benchmark:	70%

Intervention 1

Specific Evidence-Based Interventions:	Intervention 28 (Gr 3-6) 40 Reading Intervention Strategies for K-6 Students Other:		
Person(s) Responsible:	Teacher		
Minutes Per Day:	30	Times Per Week:	5
Delivery Method:	Small Group		

N/A

Intervention 2

Specific Evidence-Based Interventions:	Select One Other:		
Person(s) Responsible:			
Minutes Per Day:		Times Per Week:	
Delivery Method:	Select One		

Add *MTSS/RTI Tier 3 Academic Additional Intervention Form* ? (Additional Interventions are needed)

Yes No

PROGRESS MONITORING OF GOAL

HOW OFTEN:	Weekly
WHO (POSITION):	Teacher

III. Counseling Services

a. Select one of the choices from the drop down menu.

IV. Hypothesis

a. Describe the specific skill deficit in the free text box.

V. Baseline Data

a. Based on the specific area of concern described above, select the **date** of most current CBM administered from the dropdown.

b. **Area of Concern/CBM Measuring:** Select the specific area of concern from the dropdown selections. If "other" is chosen, please describe it in the "other" box below.

c. **For Tier 2:** Enter student and benchmark level
For Tier 3: Enter student, class average, and benchmark level. ***For both Tier 2 and Tier 3, please be sure to indicate what the value means (e.g., percentage, words correct per minute (WCPM), # of letter sounds (5/26 lower case letters), etc.) .***

VI. Intervention 1

a. Select **Specific Evidence-Based Interventions** from the dropdown selections. If "other" is chosen, please describe the specific evidence based intervention in the "other" box below. ***Note: Interventions that coincide with the Area of Concern/CBM Measuring will be the only interventions available in the dropdown.***

- Tier 2 and Tier 3 Reading Interventions from the decision tree will be in all dropdowns. If completing a Tier 3 form, be sure at least one Tier 3 reading intervention from the decision tree is selected.

b. Indicate the person(s) responsible for providing the intervention.

c. Enter # of minutes per day

d. Enter # of times per week

e. Enter Delivery Method (How the intervention is being presented to the student). Select from the drop down menu (computer, one-on-one, or small group).

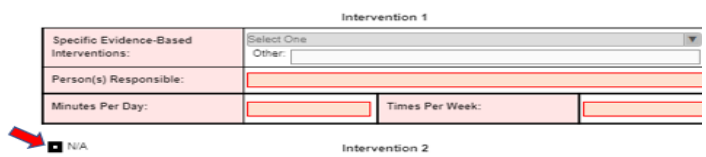
Info:

Tier 2 Interventions should be at least 3-5 x's per week for 20-30 minutes.

Tier 3 Interventions should be at least 150 minutes (5 x's per week for 30 minutes).

VII. Intervention 2

a. If a second intervention is *not* needed for the specific area of concern, check the **N/A** box.



b. If a second intervention for the same area of concern *is* needed complete the **Intervention 2 section** as described above in **Intervention 1**.

VIII. Additional Interventions are needed - Complete MTSS/RTI Tier 2 or 3 Additional Academic Intervention Form

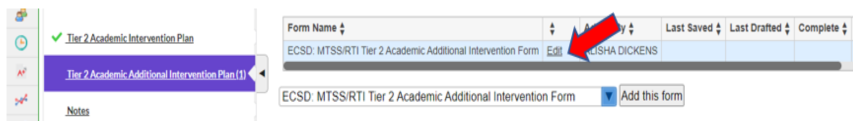
a. If there is more than 1 area of concern (e.g., reading fluency and reading comprehension or decoding and math calculation skills) click the **Additional Interventions are needed - click Yes or No and Complete MTSS/RTI Tier 2 or 3 Academic Additional Intervention Form.** This will create an ***additional step*** in the event called **Tier 2 or 3 Academic**

b. **Additional Intervention Plan.**

c. If " Additional Interventions are needed'' is selected, immediately **Save and Validate** the **Tier 2 or Tier 3 Academic Intervention Plan**. Once saved, you will click on the new step **Tier 2 or 3 Academic Additional Intervention Plan** in the event.

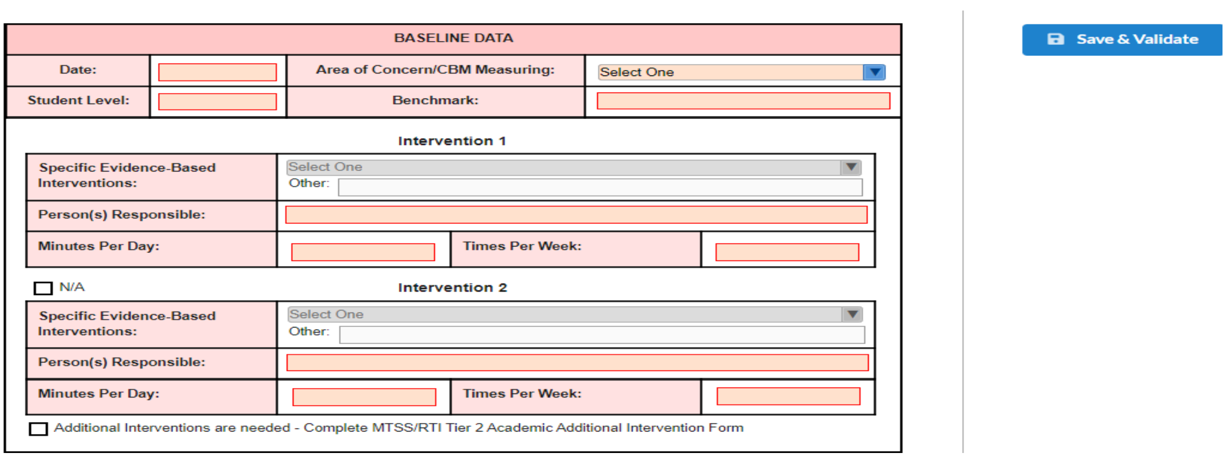
d. Click on **Add this Form**. Multiple forms may be completed if you have multiple Specific Areas of Concern.

e. Click on **<u>Edit</u>** Form

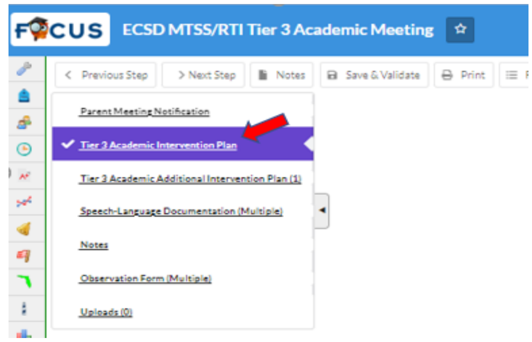


f. Complete the **Tier 2 or 3 Academic Additional Intervention Plan** as described above in Baseline Data, Intervention 1, and Intervention 2.

g. **Save and Validate** each form created and click on **Return to FOCUS**



h. Once all additional Specific Areas of Concern are addressed, click back on the **Tier 2 or 3 Academic Intervention Plan** and finish the form (progress monitoring and signatures).



IX. Progress Monitoring of Goal

a. Indicate how often progress monitoring data will be collected.

b. Indicate who is responsible for collecting and graphing **each Specific Area of Concern**. If more than one teacher is collecting and graphing data, indicate each person and their specific responsibility.

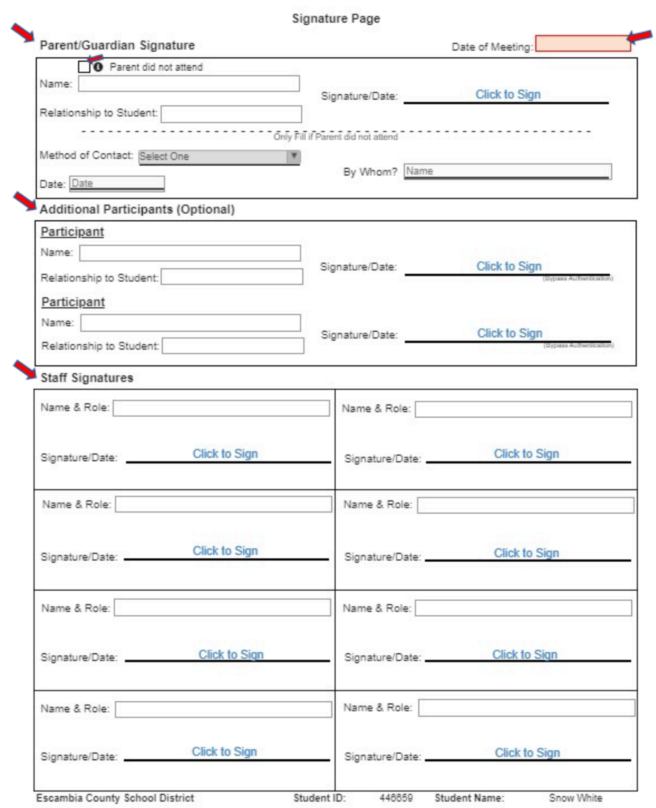
c. **Save & Validate** the form.

> Info:
> - ***Academic Progress Monitoring Data*** **should be collected weekly for the Student.**
> - ***Class Average Data*** **should be collected at a minimum of a beginning and ending point for the graph and a middle data point is highly recommended.**
> - ***Benchmark Data*** **should be collected at a minimum of a beginning and ending point for the graph.**

ECSD MTSS/RTI Tier 2 or 3 Academic Intervention Plan -Signature Page Step

X. MTSS/RTI Team Members Signatures

Once the **ECSD MTSS/RTI Tier 2 or 3 Academic Intervention Plan** is completed, the MTSS/RTI Team will complete the required **Signature Page step**. Click on the step labeled **Signature Page**. All signature spaces excluding the box labeled Additional Participants are **authenticated electronic signatures**. All school personnel will sign with their authenticated electronic signature. Parents will need a FOCUS parent account to sign with an authenticated electronic signature. Any MTSS/RTI document that contains signatures needs to be printed and given/sent to the parent and/or uploaded into FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.


Signature Page

Parent/Guardian Signature

Date of Meeting:

Parent did not attend

Name:

Signature/Date: Click to Sign

Relationship to Student:

Only Fill if Parent did not attend

Method of Contact: Select One

By Whom? Name

Date: Date

Additional Participants (Optional)

Participant

Name:

Signature/Date: Click to Sign

Relationship to Student:

Participant

Name:

Signature/Date: Click to Sign

Relationship to Student:

Staff Signatures

Name & Role: Signature/Date: Click to Sign	Name & Role: Signature/Date: Click to Sign
Name & Role: Signature/Date: Click to Sign	Name & Role: Signature/Date: Click to Sign
Name & Role: Signature/Date: Click to Sign	Name & Role: Signature/Date: Click to Sign
Name & Role: Signature/Date: Click to Sign	Name & Role: Signature/Date: Click to Sign

Escambia County School District Student ID: 446659 Student Name: Snow White

a. Click on **Signature Page** step. Once the signature page appears, put in the meeting date from the **ECSD MTSS/RTI Tier 2 or 3 Academic Intervention Plan.**

b. If a parent is in attendance, the parent will enter their **parent portal FOCUS username and password** and **sign electronically**. If the parent does not have a login, the parent will be encouraged to create an account at the meeting. If the parent does not create a login, the RTI Coordinator will **print** the **Tier 2 or 3 Academic Intervention Plan** and have the parent sign. If the parent participates via Google meet or by phone, type it in the "Name" box. (e.g. "Parent participated via phone")

c. If the student is in attendance, the student will sign with an authenticated signature with their FOCUS account.

d. If the parent brings a person(s) to the meeting, that person will electronically sign in one of the Additional Participant signature blocks that does not require authentication. If they bring more than two participants, please print the document for the other participants to sign.

e. If the parent is not in attendance the RTI Coordinator will select from the dropdowns **Method of Contact, Date, and Who** will report the results of the meeting to the parent. The RTI Coordinator will **Print** the **Tier 2 or 3 Academic Intervention Plan, the Signature Page plus any triggered Tier 2 or 3 Academic Additional Intervention Forms** to send home and/or upload into FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.

f. Insert the Additional Intervention forms into the Tier 2 or 3 Academic Intervention Plan at the place where the checkbox was located.

g. Save & Validate the Signature Page. Once this occurs the title of the Signature Page will change to indicate the plan it is attached to in SSS.

STEP 5: When the meeting is completed, the RTI Coordinator will **Save and Validate** the form.

STEP 6: If the parent physically signs the form, the RTI Coordinator will need to **Upload** the form into the Upload section of the event. This signed form will then be placed in the student's **Purple** RTI folder.

STEP 7: If this is a **Tier 2 Academic Meeting Event**, the RTI Coordinator will **Lock** the event.

STEP 8: The teacher will keep weekly graphs for academic area(s) of concern compared to benchmark on excel or google sheets with a trendline. Templates can be found on the Psychological Services website.

Step 9: The RTI Coordinator will turn on the **Purple R** by checking the box in the **RtI Tab of SIS** and **saving** it to indicate the student is receiving interventions.

☐ ECSD MTSS/RTI Tier 2 Academic Intervention Review Event

STEP 1: In approximately 4 weeks from the start of interventions, the RTI Coordinator will look at all the data and if needed will *email the SLP* the date of the **Tier 2 Academic Intervention Review** Meeting. The SLP can review the **SLAC** and complete the **Speech-Language Documentation Form**. The SLP will initiate the **MTSS/RTI Speech-Language Documentation Event.** Once it is completed the SLP will **save and validate** the form and **Lock** the Event.

Speech-Language Documentation Form
(To be completed by SLP)

SLP Name: ______________________ Date Completed: ______________________

The SLP has consulted with teacher, observed the student, and/or conducted a screening and noted the following areas may be considered for interventions. The following recommendations will be discussed as a part of the multi-tiered systems of support (MTSS) problem solving process to determine the specific appropriate interventions needed to address the student's academic and communication needs.

☐ No significant speech/language concerns noted. Interventions related to speech/language not needed at this time.

☐ Academic Interventions related to: (select options appropriate for team consideration below)

☐ Listening comprehension:

☐ Vocabulary:

☐ Oral Language (syntax/grammar):

If applicable, the SLP will provide input regarding specific interventions for speech and language on the **Speech-Language Documentation Form**. The interventions are **recommendations** for the team to discuss during the Tier 3 Academic Meeting. Specific language interventions will be determined by the MTSS/RTI Team.

STEP 2: In approximately 4 weeks from the start of interventions, the RTI Coordinator will conduct an additional observation of the student or will assign another professional other than the student's teacher to complete the observation.

Focus Training: ECSD MTSS/RTI Events, Steps, and Forms

STEP 3: The person assigned will initiate the **MTSS/RTI Additional Forms Event** and complete the **MTSS/RtI Observation Form**. Once completed, the Observation Form will be **Saved and Validated** and the event will be **Locked** by the person assigned to complete the form.

STEP 4: In approximately 4 weeks from the start of interventions, the RTI Coordinator will schedule a **Tier 2 Academic Intervention Review Meeting** to be conducted following the minimum 6 week intervention period of Tier 2.

STEP 5: The RTI Coordinator will open a **Tier 2 Academic Intervention Review** event.

STEP 6: The RTI Coordinator will complete and send home the **Parent Meeting Notification.**

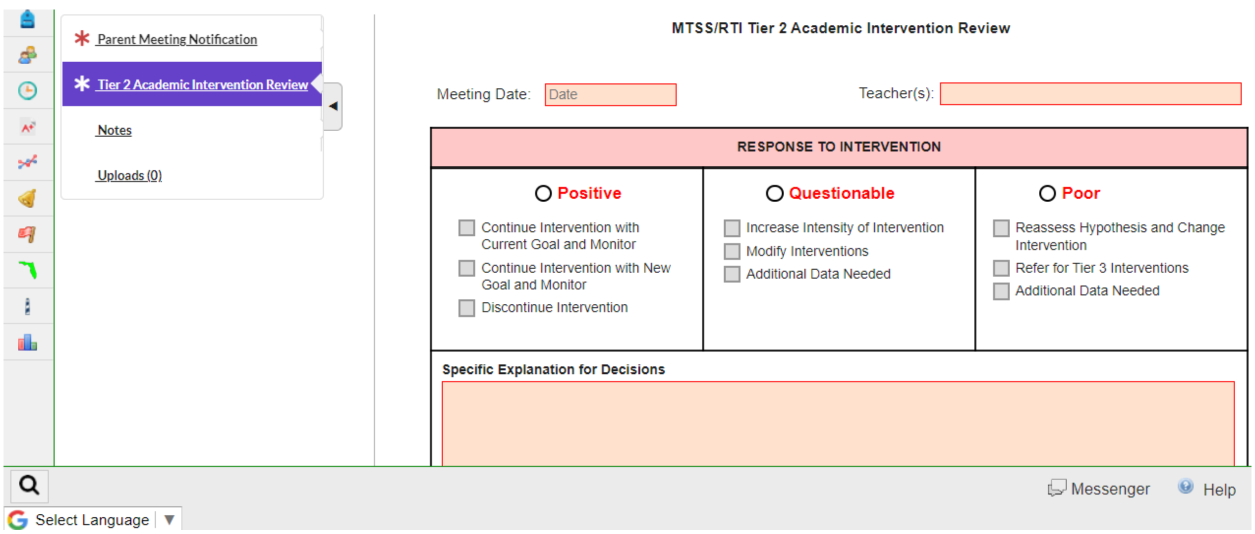
STEP 7: The RTI Coordinator will send the teacher and any other participants (*including the SLP*) an email or google meet of the Parent Meeting Notification.

STEP 8: Prior to the Tier 2 Review meeting, the teacher will **Upload** all graphs to the **Tier 2 Academic Review** event in the "**Academic Data and Graphs (uploads)**" step. All uploads must be a PDF file in order to be able to print the graph. The event should remain open until the Review meeting is conducted.

☐ ECSD MTSS/RTI Tier 2 Academic Intervention Review Procedures

Step 1: The RTI Coordinator, teacher, and other applicable team members will hold a **Tier 2 Academic Intervention Review Meeting**. Regardless of the outcome of the Tier 2 Intervention Review meeting, a **Tier 2 Academic Intervention Review form must** be completed.

- The teacher will present graphs at the meeting and review data with the MTSS/RTI Team.
- The team will determine the **Response to Intervention**: **positive, questionable, or poor.**
- The RTI Coordinator will then select the appropriate choice under the determination.
- The RTI Coordinator will provide a written response under the **Specific Explanation for Decision**.
- RTI Coordinator will follow the **MTSS/RTI Team Members Signatures** process**.**



STEP 2: RTI Coordinator will ***Save and Validate Form***.

STEP 3: When the meeting is concluded and all appropriate documentation and forms are uploaded, the RTI Coordinator will **Lock** the Event.

<u>Next Steps following Tier 2 Academic Intervention Review Decision</u>

- During the **Tier 2 Academic Intervention Review meeting**, if it's determined the student is **no longer** in need of intervention, the RTI Coordinator or designated person will turn off the **Purple R** in SIS.
- During the **Tier 2 Academic Intervention Review**, if it’s determined the student is making progress and the current Tier 2 interventions are sufficient then continue with the current Tier 2 Academic Intervention Plan.
- During the **Tier 2 Academic Intervention Review**, if it’s determined the student needs different Tier 2 interventions or revisions to the current interventions, the RTI Coordinator will initiate and complete the **Tier 2 Academic Plan Revision Event** with the MTSS/RTI team.
- During the **Tier 2 Academic Intervention Review**, if it’s determined the student needs Tier 3 interventions, the RTI Coordinator will initiate a **Tier 3 Academic Meeting event** and complete the **Tier 3 Academic Intervention Plan**. If there are multiple areas of concern, the **Tier 3 Academic Additional Intervention Form** will also be completed.

☐ ECSD MTSS/RTI Tier 3 Academic Meeting Event

Initial Steps for Students Beginning at Tier 3

STEP 1: If a student has **no Tier 2 Academic Event** and is beginning to receive interventions at the Tier 3 level (e.g., DD, Re-Evaluations, extreme designated need, etc.). The **Teacher and/or RTI Coordinator will initiate the MTSS/RtI Referral event**.

STEP 2: The Teacher completes **MTSS/RtI Initial Observation Form** including **submitting Vision/Hearing** form to school clinic.

STEP 3: The teacher **Saves and Validates** the **MTSS/RtI Initial Observation Form.**

STEP 4: When the **Initial Observation** form is **Saved and Validated**, RTI Coordinator (and appropriate staff) will receive an **alert** in FOCUS SIS.

STEP 5: The teacher completes the **Speech Language Academic Checklist (SLAC).** If the student **is receiving** ESE language services, the teacher will enter the date, teacher name, and indicate current language services in the additional comments section.

STEP 6: Once the **SLAC** is completed, the teacher will **Save and Validate** the form.

STEP 7: The RTI Coordinator will **email** the SLP when the SLAC is completed.

STEP 8: The Teacher or RTI Coordinator will contact parent/guardian to inform them a **Developmental Social History** will be sent home for them to complete. Print the Developmental Social History form from SSS and send it home.

STEP 9: When the **Developmental Social History** is sent back to the school, **the RTI Coordinator** will **Upload** the form into the **MTSS/RTI Referral event**.

STEP 10: The RTI Coordinator will **Lock** the **MTSS/RTI Referral Event.**

STEP 11: The RTI Coordinator will **Initiate Tier 3 Academic Meeting** event.

STEP 12: The RTI Coordinator will conduct an additional observation of the student or will assign another professional other than the student's teacher to complete the observation. The person assigned will complete the **MTSS/RtI Observation Form in the Tier 3 Academic Meeting** event or open the **MTSS/RTI Additional Forms Event** and complete the **Observation Form** step**.**

Once completed, the **MTSS/RTI Observation Form** will be **Saved and Validated**. If the **MTSS/RTI Additional Forms Event** was opened, the event will then need to be locked.

STEP 13: If applicable, the SLP will complete the **Speech-Language Documentation Form in the Tier 3 Academic Meeting** event and **Save and Validate**.

MTSS/RTI Tier 3 Academic Meeting Event Procedures

STEP 1: The RTI Coordinator will **Initiate** a **MTSS/RTI Tier 3 Academic Meeting** event**.**

STEP 2: The RTI Coordinator will complete **Parent Meeting Notification**. If this student is an ESE student, an invitation through PEER will need to be completed. Follow the **Parent Meeting Notification** procedures.

STEP 3: The RTI Coordinator will **Upload** the completed **Parent Meeting Notification** once it is returned to the school.

STEP 4: The RTI Coordinator will send the teacher and any other participants an **email or google meet** of the **Parent Meeting Notification.**

STEP 5: The RTI Coordinator, teacher, and other applicable team members will hold a **MTSS/RTI Tier 3 Academic Meeting**.

STEP 6: The RTI Coordinator will complete the **MTSS/RTI Tier 3 Academic Intervention Plan**. Please see **ECSD MTSS/RTI Tier 2 or 3 Academic Intervention Plan** directions above.

STEP 7: **If the student is beginning at Tier 3,** the RTI Coordinator will turn on the **Purple R** by checking the box in the **RtI Tab of SIS** and **Saving** it to indicate the student is receiving interventions.

STEP 8: The teacher and/or RTI Coordinator will **Initiate** the **MTSS/RTI Tier 3 Academic Intervention Documentation Event.**

STEP 9: Based on the **MTSS/RTI Tier 3 Academic Intervention Plan** in the **progress monitoring section,** the teacher(s) responsible for Tier 3 small group intervention time will complete the **Tier 3 Academic Intervention Documentation Log (See below for directions)**.

☐ MTSS/RTI Tier 3 Academic Intervention Documentation Event

The **MTSS/RTI Intervention Documentation Log** is required for the documentation of Tier 3 small group intervention time.

STEP 1: Go to **Event** and **select MTSS/RTI Tier 3 Academic Intervention Documentation Event.**

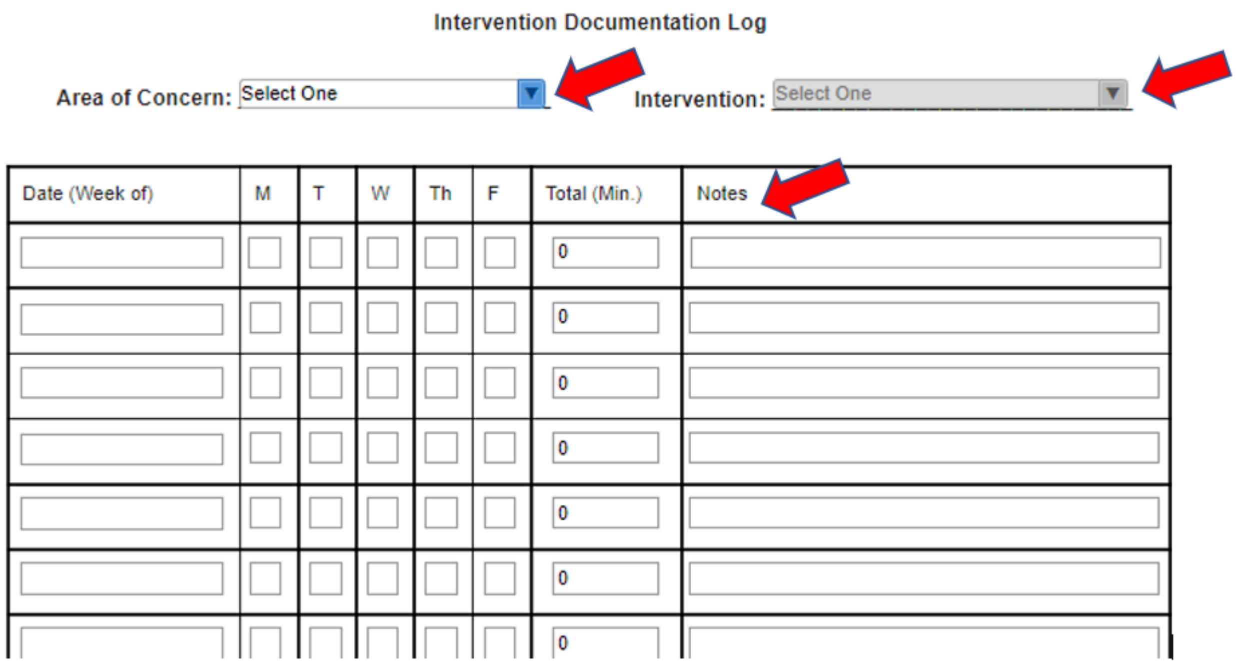
STEP 2: Click the **Initiate** button to open the event to the form.

STEP 3: Click on the **Intervention Documentation Log.**

STEP 4: Click on **Add this Form**. Multiple forms may be completed by different staff providing Tier 3 intervention groups. If a teacher completes the entire form, they may start a new form following this procedure.

STEP 5: Click on **Edit** to open the form.

STEP 6: The Teacher(s) will complete the **Intervention Documentation Log.**


Intervention Documentation Log

Area of Concern: Select One

Intervention: Select One

Date (Week of)	M	T	W	Th	F	Total (Min.)	Notes
						0	
						0	
						0	
						0	
						0	
						0	
						0	

a. The teacher will select the **Area of Concern** that is documented on the **Tier 3 Academic Intervention Plan** from the dropdown menu.

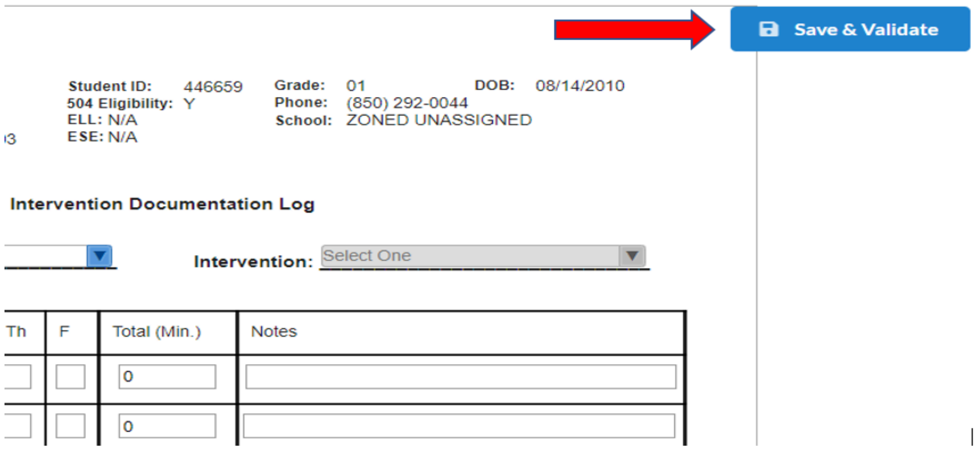
b. The teacher will select the **Intervention** that is documented on the **Tier 3 Academic Intervention Plan** from the dropdown menu.

c. **Date (Week of)** teacher will select the date from the calendar dropdown. The date should **ALWAYS** be the **Monday** of the week interventions begin.

d. The Teacher will **enter** the **number of minutes** of the Tier 3 small group intervention under each date. If the student is absent, school is out, teacher is out, etc.; enter 0 and then indicate in the Notes section the reason (e.g., M-absent, T-Holiday, W-Teacher Out, Th-Field Day, etc.). Total minutes for the week will be automatically calculated.

e. The teacher(s) must electronically sign and date the form. This form **MUST BE SAVED and VALIDATED EVERY TIME**.

STEP 7: This is a working document and can be completed daily. The teacher(s) **MUST SIGN, SAVE and VALIDATE EVERY TIME** they add to the form or it will not record.



STEP 8: Prior to the **Tier 3 Academic Intervention Review meeting**, the teacher/(s) will **upload** all graphs in the "**Academic Data and Graphs (uploads)**" of the **MTSS/RTI Tier 3 Academic Intervention Documentation Event.** All uploads must be a PDF file in order to be able to print the graph.

☐ ECSD MTSS/RTI Tier 3 Academic Intervention Review Event

STEP 1: In approximately 7 weeks, the RTI Coordinator will schedule a **Tier 3 Academic Intervention Review Meeting** to be conducted following the minimum 9 week Tier 3 intervention period.

STEP 2: The RTI Coordinator will open a **Tier 3 Academic Intervention Review event.**

STEP 3: The RTI Coordinator will complete and send home the **Parent Meeting Notification.** Follow the **Parent Meeting Notification** procedures.

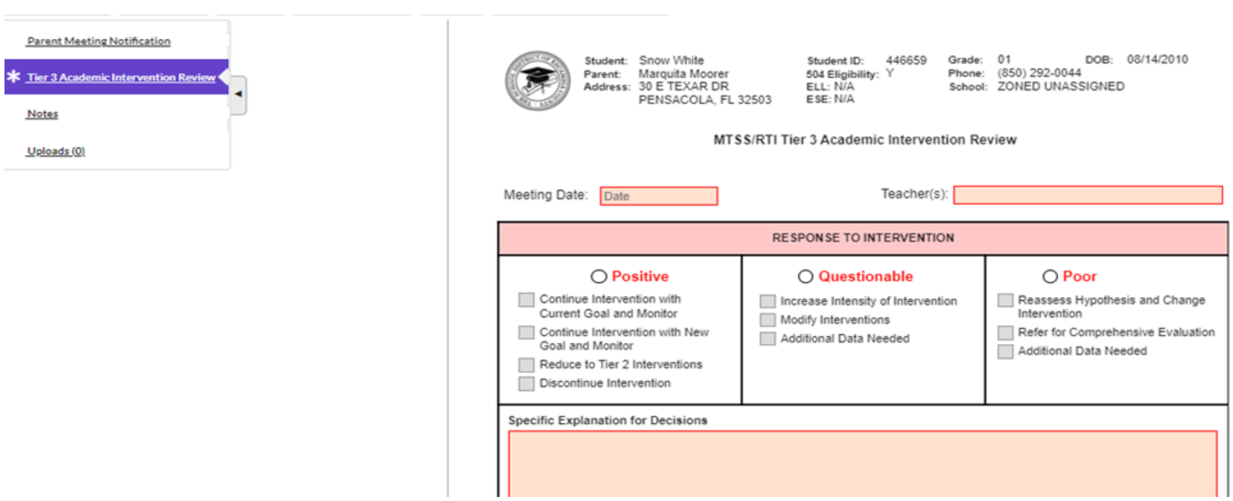
STEP 4: The RTI Coordinator will send the teacher and any other participants (including the SLP) an **email or google meet** of the **Parent Meeting Notification**.

STEP 5: Prior to the **Tier 3 Academic Intervention Review meeting**, the teacher(s) will **upload** all graphs in the "**Academic Data and Graphs (uploads)**" step in the **MTSS/RTI Tier 3 Academic Intervention Documentation Event** and have the **Intervention Documentation Log** completed to include the most recent intervention time.

☐ ECSD MTSS/RTI Tier 3 Academic Intervention Review Procedures

STEP 1: The RTI Coordinator, teacher, and other applicable team members will hold a **Tier 3 Academic Intervention Review Meeting**. Regardless of the outcome of the Tier 3 Intervention Review meeting, a **Tier 3 Academic Intervention Review** form **must** be completed.

- The teacher will present graphs at the meeting and review data with the MTSS/RTI Team. The teacher(s) should have Intervention Documentation Logs up-to-date and signed prior to the meeting.
- The team will determine the **Response to Intervention**: **positive, questionable, or poor.**
- The RTI Coordinator will then select the appropriate choice under the determination.
- The RTI Coordinator will write a response under the **Specific Explanation for Decision**.
- The RTI Coordinator will follow the **MTSS/RTI Team Members Signatures** process**.**



STEP 2: RTI Coordinator will ***Save and Validate Form***.

STEP 3: When the meeting is concluded and all appropriate documentation and forms are **uploaded**, the RTI Coordinator will **Lock** the Event.

Next Steps following Tier 3 Academic Intervention Review Decision

- During the **Tier 3 Academic Intervention Review** meeting, if it's determined the student is **no longer** in need of intervention, the RTI Coordinator or designated person will turn off the **Purple R** in SIS.
- During the **Tier 3 Academic Review,** if it's determined the student has made progress and now needs Tier 2 Interventions then the **Tier 2 Academic Intervention Plan** will be completed. Follow all procedures for the Tier 2 Academic Intervention Plan.
- During the **Tier 3 Academic Intervention Review**, if it's determined the student is making progress and the current Tier 3 interventions are sufficient then continue with the current **Tier 3 Academic Intervention Plan**.
- During the **Tier 3 Academic Intervention Review**, if it's determined the student needs different Tier 3 interventions or revisions to the current interventions, the RTI Coordinator will initiate and complete the **Tier 3 Academic Plan Revision Event** with the MTSS/RTI team.
- During the **Tier 3 Academic Review**, if it's determined the student needs a Comprehensive Psycho-Educaitonal Evaluation, the School Psychologist will give the team the appropriate consent form. Once the **Informed Notice of Consent for an Initial or Re-evaluation** has been signed by the parent, the RTI Coordinator will upload the form into the **upload** section of **Tier 3 Academic Intervention Review Event**. The teacher(s) will continue to keep graphs and Intervention Documentation Logs while the evaluation is being completed.
- Attempts to gain parent consent for an *Initial Evaluation* for the RTI team decision must be documented. The district has 30 days from the time of the team's determination to obtain parents/guardians' decision on **Informed Notice and Consent for Initial Evaluation**. All communication attempts to the parent must be documented in the RTI tab in SIS under the First Initial Evaluation or Second Initial Evaluation (see Quick Guide for directions). RTI Coordinators must have a minimum of two attempts (e.g., letter,

phone, email, in person) prior to the 20 day mark. At the 20 day mark, if the parent/guardian has not responded to the attempts a social worker referral must be made and documented.

- Once the Informed Notice and Consent for Initial Evaluation Form has been completed and/or 30-days has passed, the form should be uploaded under the ESE/Gifted Parent Documents tab in SIS.

☐ ECSD MTSS/RTI Tier 2 or 3 Academic Plan Revision Event

The **Tier 2 or 3 Academic Plan Revision** is completed when adjustments to a student's plan are needed and the **hypothesis remains the same** (e.g., following a Tier 2 or 3 Academic Review Meeting, adding an additional specific intervention, and curricular/intervention adjustments may be needed due to student transfers and/or new school year, etc.).

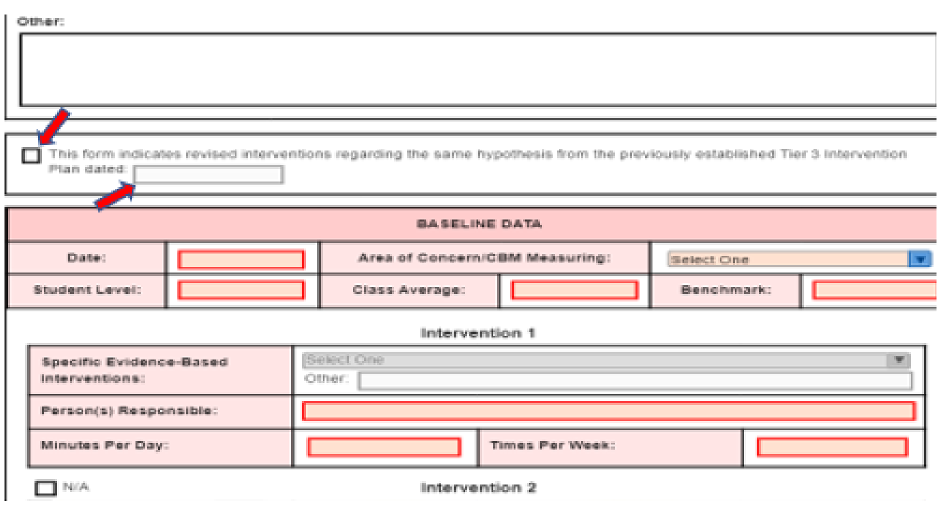
STEP 1: From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 2 or 3 Academic Plan Revision.**

STEP 2: Click the **Initiate** button to open the event to the form.

STEP 3: The RTI Coordinator will complete a **Parent Meeting Notification**. Follow **Parent Meeting Notification** procedures.

STEP 4: The RTI Coordinator will send the teacher and any other participants an **email or google meet** of the **Parent Meeting Notification**.

Step 5: The RTI Coordinator will complete the **MTSS/RTI Tier 2 or 3 Academic Plan Revision** with the MTSS/RTI team and follow the procedures for completing the Tier 2 or 3 Academic Intervention Plan. The only difference in the form is the hypothesis statement is not required. In the place of the Hypothesis statement, the RTI Coordinator will **click in the box indicating revised interventions are needed** regarding the same hypothesis as the previous meeting. The RTI Coordinator will be **required** to enter the date of the previous meeting.



Other:

☐ This form indicates revised interventions regarding the same hypothesis from the previously established Tier 3 Intervention Plan dated:

BASELINE DATA					
Date:		Area of Concern/CBM Measuring:		Select One	
Student Level:		Class Average:		Benchmark:	

Intervention 1

Specific Evidence-Based Interventions:	Select One Other:		
Person(s) Responsible:			
Minutes Per Day:		Times Per Week:	

☐ N/A

Intervention 2

☐ ECSD MTSS/RTI Additional Forms Event

The **ECSD MTSS/RTI Additional Forms Event** is utilized when a current teacher needs to complete an updated observation, SLAC, and/or print a Developmental Social History Form on a student who is already receiving Tier 2 or Tier 3 interventions or for re-evaluations. Instances may include school transfers, new school year, updated observation, re-evaluations, etc. This event would be used instead of completing the ECSD/MTSS Referral Event.

☐ ECSD MTSS/RTI Tier 3 Speech-Language Addendum Meeting

The **ECSD MTSS/RTI Tier 3 Speech-Language Addendum Meeting** is utilized when speech and/or language interventions need to be added to an existing Tier 3 Academic or Behavior Plan. **Please note: This should be an event that is rarely used as Speech and Language Interventions should always be considered at all Tier 3 Academic or Behavior Meetings.**

MTSS/RTI Tier 3 Speech/Language Addendum Meeting Event Procedures

STEP 1: The RTI Coordinator and SLP **will work together** to complete this event.

STEP 2: The RTI Coordinator or SLP **will Initiate** a **MTSS/RTI Tier 3 Speech-Language Addendum Meeting** event**.**

STEP 3: The RTI Coordinator or SLP will complete **Parent Meeting Notification**. If this student is an ESE student, an invitation through PEER will need to be completed. Follow the **Parent Meeting Notification** procedures.

STEP 4: The RTI Coordinator will **Upload** the completed **Parent Meeting Notification** once it is returned to the school.

STEP 5: The RTI Coordinator will send the teacher and any other participants an **email or google meet** of the **Parent Meeting Notification.**

STEP 6: The RTI Coordinator, teacher, SLP, and other applicable team members will hold a **MTSS/RTI Tier 3 Speech-Language Addendum Meeting**.

STEP 7: The RTI Coordinator will complete the **MTSS/RTI Tier 3 Speech-Language Addendum Intervention Plan**.

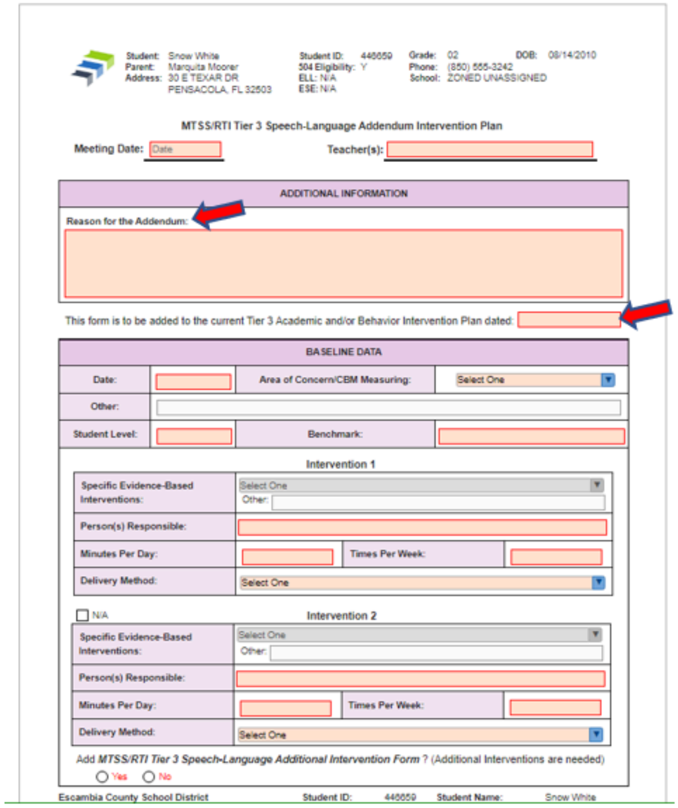
A. Complete Reason for Addendum.

B. The date of the Tier 3 Academic or Behavior Intervention Plan being added to must be entered.

C. See **ECSD MTSS/RTI Tier 2 or 3 Academic Intervention Plan** directions for completing the Baseline Data, Intervention, and Additional Intervention Form.

D. RTI Coordinator will follow the **MTSS/RTI Team Members Signatures** process.

E. RTI Coordinator will ***Save and Validate Form***.



Student: Snow White Parent: Marquita Moorer Address: 30 E TEXAR DR PENSACOLA, FL 32503

Student ID: 446659 504 Eligibility: Y ELL: N/A ESE: N/A

Grade: 02 Phone: (850) 555-3242 School: ZONED UNASSIGNED DOB: 08/14/2010

MTSS/RTI Tier 3 Speech-Language Addendum Intervention Plan

Meeting Date: Date Teacher(s):

ADDITIONAL INFORMATION

Reason for the Addendum:

This form is to be added to the current Tier 3 Academic and/or Behavior Intervention Plan dated:

BASELINE DATA

Date:		Area of Concern/CBM Measuring:	Select One
Other:			
Student Level:		Benchmark:	

Intervention 1

Specific Evidence-Based Interventions:	Select One Other:		
Person(s) Responsible:			
Minutes Per Day:		Times Per Week:	
Delivery Method:	Select One		

N/A

Intervention 2

Specific Evidence-Based Interventions:	Select One Other:		
Person(s) Responsible:			
Minutes Per Day:		Times Per Week:	
Delivery Method:	Select One		

Add *MTSS/RTI Tier 3 Speech-Language Additional Intervention Form* ? (Additional Interventions are needed)

Yes No

Escambia County School District Student ID: 446659 Student Name: Snow White

STEP 8: When the meeting is concluded and all appropriate documentation and forms are completed, the RTI Coordinator or SLP will **Lock** the Event.

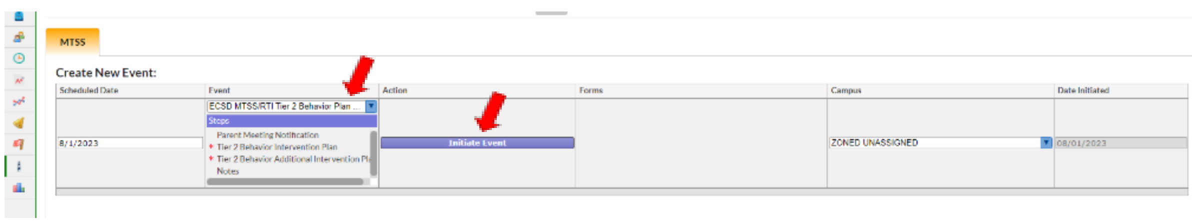
STEP 9: Based on the **MTSS/RTI Tier 3 Speech-Language Addendum Intervention Plan** weekly data will be collected by the teacher and/or SLP.

BEHAVIOR

☐ EVENT: ECSD MTSS/RTI Tier 2 Behavior Plan - Initial

***Refer to the Behavior Education Support Team website for access to a step-by-step Tier 2 Process checklist (https://www.escambiaschools.org/best - Click on Tier 1 & 2 Behavior Resources).**

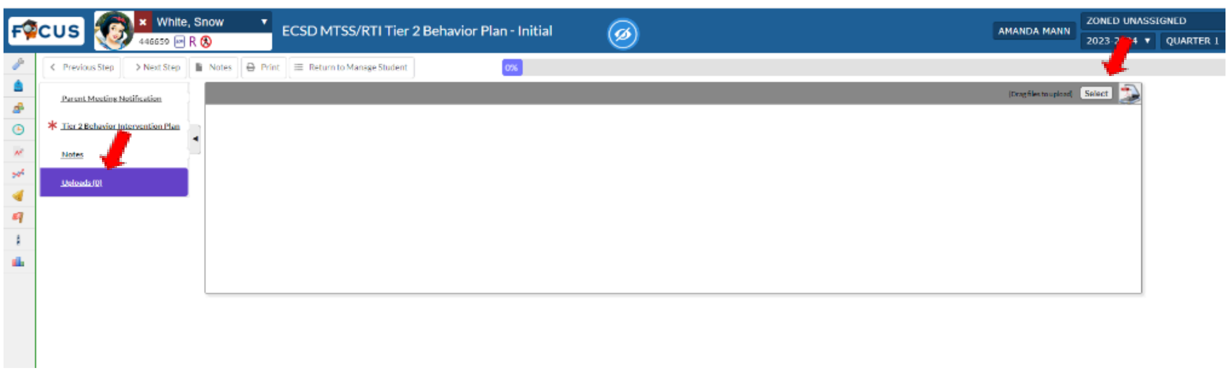
- ➢ **STEP 1:** A **MTSS/RTI Referral** must be completed prior to initiating this event. Go to PAGE 10 for step-by-step instructions for completing that event. IF the student has **ESE services** and the team is NOT considering a possible change of program, a Tier 2 Behavior Plan - Initial event can be initiated without the MTSS/RTI Referral.
- ➢ **STEP 2:** The RTI Coordinator or ESE Plan Manger will initiate a **Tier 2 Behavior Plan - Initial** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 2 Behavior Plan - Initial.** Click **Initiate** to open the event which will show the steps/forms on the left.



- ➢ **STEP 3:** The RTI Coordinator or ESE Plan Manager will schedule a Tier 2 Behavior Meeting by completing **Parent Meeting Notification procedure.**
  - If this student is in an ESE program receiving Tier 2 behavior support, an invitation through PEER will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
  - The RTI Coordinator or ESE Plan Manager will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.

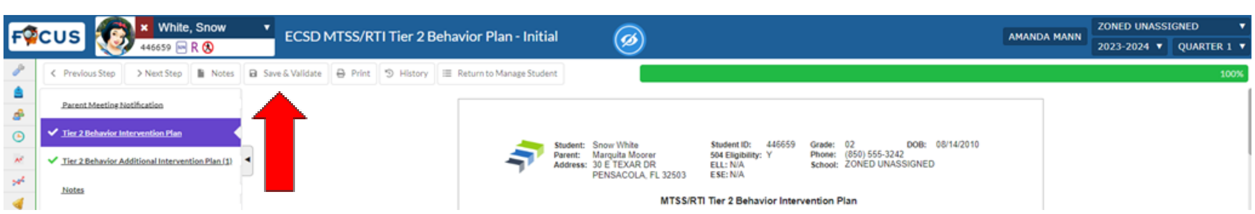
➢ **STEP 4:** The RTI Coordinator or ESE Plan Manager will complete the **MTSS/RTI Tier 2 Behavior Intervention Plan** with the MTSS/RTI team on the scheduled date.

- For a student receiving ESE services: The Tier 2 Behavior Intervention Plan goal should be included in the IEP (social/emotion). To make this change and reference behavioral supports in the IEP, follow all required IEP procedures and documentation for that process. Checklists on completing the process and forms can be found on the Behavior Education Support Team (BEST) website.
- The RTI Coordinator or ESE Plan Manager will follow the **MTSS/RTI Team Members Signatures** process.
- If the parent physically signs the form, the RTI Coordinator or ESE Plan Manager will need to **Upload** the form into the Upload section of the event.

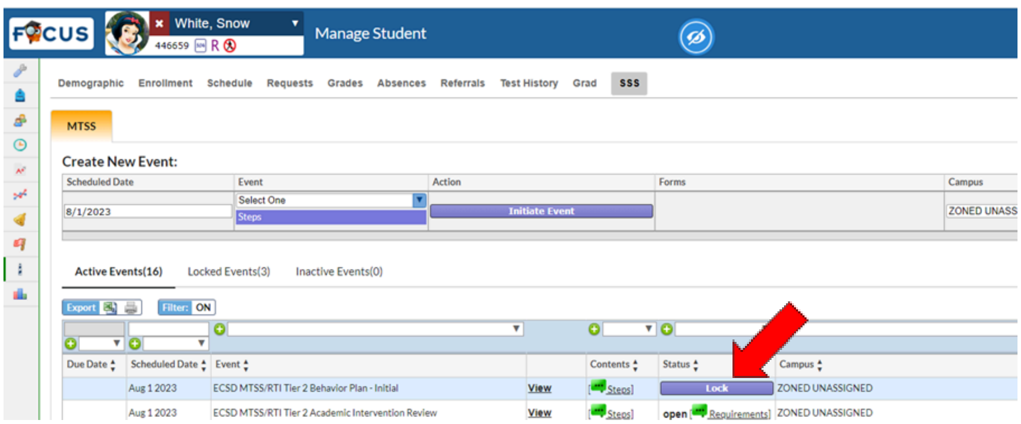


➢ **STEP 5:** Finalize the **Tier 2 Behavior Intervention Plan.**

- When the meeting is completed and all required fields have been completed on the form, the RTI Coordinator or ESE Plan Manager will **Save and Validate** the form.



- Print the signed Tier 2 Behavior Intervention Plan form, signature page, and any Tier 2 Behavior Additional Intervention forms (if needed). Insert the Additional Intervention forms within the Tier 2 Behavior Intervention Plan after the "Intervention" section. Insert the signature page at the end. A copy of the forms will be given to parents and uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.
- A signed copy must be placed in the student's cumulative purple folder (if gen ed RTI or 504) or red folder (if ESE).
- The RTI Coordinator or ESE Plan Manager will **Lock** the event once all required forms are completed.



➢ **STEP 6:** The teacher will keep daily behavioral data and graph the data on excel or google sheets. Templates can be found on the Psychological Services website and the Behavior Education Support Team website.

➢ **STEP 7:** The RTI Coordinator will turn on the Purple R by checking the box in the **RtI Tab of SIS** and **saving** it to indicate the student is receiving interventions.

☐ FORM: Tier 2 Behavior Intervention Plan

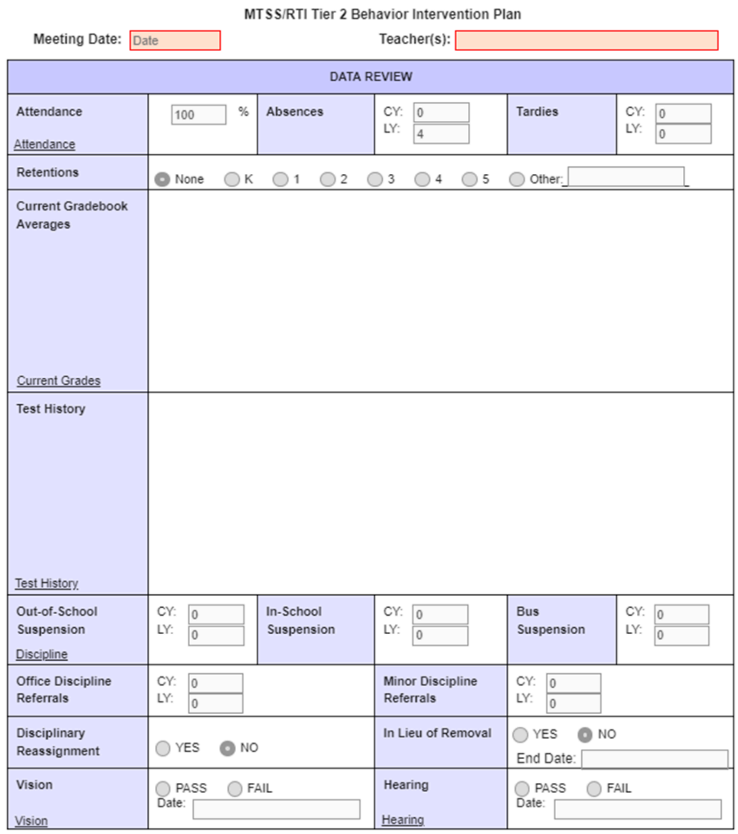
PAGE 1:

I. Meeting Date & Teacher

- **A.** Enter Date of meeting
- **B.** Enter name(s) of teacher(s)

II. Data Review

- A. All Information in this section will be transferred from SIS.
- B. Each title in the **Data Review section** will be hyperlinked to SIS. Click on the underlined title to view additional information in SIS.



MTSS/RTI Tier 2 Behavior Intervention Plan

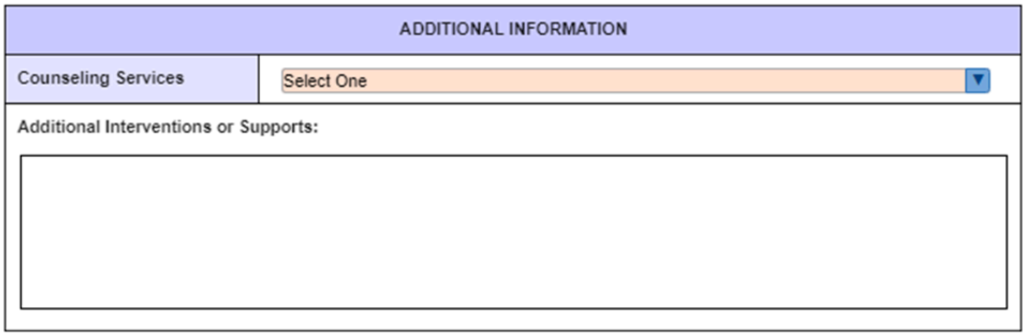
Meeting Date: Date Teacher(s):

DATA REVIEW					
Attendance Attendance	100 %	Absences	CY: 0 LY: 4	Tardies	CY: 0 LY: 0
Retentions	None K 1 2 3 4 5 Other:				
Current Gradebook Averages Current Grades					
Test History Test History					
Out-of-School Suspension Discipline	CY: 0 LY: 0	In-School Suspension	CY: 0 LY: 0	Bus Suspension	CY: 0 LY: 0
Office Discipline Referrals	CY: 0 LY: 0			Minor Discipline Referrals	CY: 0 LY: 0
Disciplinary Reassignment	YES NO	In Lieu of Removal		YES NO End Date:	
Vision Vision	PASS FAIL Date:	Hearing Hearing		PASS FAIL Date:	

PAGE 2:

III. Additional Information:

- A. **Counseling Services:** Select one of the choices from the drop-down menu.
- B. **Other:** Include any other additional information or data relevant to the behavior.



ADDITIONAL INFORMATION	
Counseling Services	Select One
Additional Interventions or Supports:	

IV. Hypothesis of Problem Behavior:

A. **Problem Behavior:** Choose the problem behavior that will be targeted.

1. Select one of the choices from the drop down menu.
2. If the behavior is not listed, select "Other" and type in the name.
3. Write a description of what the chosen behavior specifically looks and/or sounds like. This should be a very specific description that is observable and measurable. Include examples in your description.

B. **Triggers:** What happens immediately before the behavior?

1. In the drop down menu, select all of the most common triggers for the targeted problem behavior.
2. If there is a trigger not listed in the drop down, select "Other" and type in a description of the trigger.

C. **Hypothesis:** What is the common response or outcome from the behavior? What purpose does the behavior serve?

1. Select an option between "Get/Obtain" and "Escape/Avoid"
2. Then, select the specific reason from the drop down menu.
3. If "Other" is selected, type the reason in the box.

HYPOTHESIS OF PROBLEM BEHAVIOR	
PROBLEM BEHAVIOR Choose the problem behavior that will be targeted for intervention.	Select One ▼ Other **Describe what this behavior looks and/or sounds like:**
TRIGGERS: What happens immediately before the behavior?	▼ Other
HYPOTHESIS: What is the common response or outcome from the behavior? What purpose does the behavior serve?	○ Get/Obtain ○ Escape/Avoid ▼ Other:

V. **Appropriate Behavior:** What type of behavior or skill should be targeted for intervention to help the student be successful in the learning environment?

A. Select one of the choices from the drop down menu.

B. If the behavior is not listed, select "Other" and type in the name of the behavior.

C. Write a description of what the chosen behavior specifically looks like for the student. This should be a very specific description that is observable and measurable. Include examples in your description.

APPROPRIATE BEHAVIOR	
APPROPRIATE BEHAVIOR What type of behavior or skill should be targeted for intervention to help the student be successful in the learning environment?	Select One ▼ Other **Describe what this behavior would specifically look like for this student:**

PAGE 3:

VI. Intervention: At least ONE intervention is required for Tier 2.

INTERVENTIONS	*At least *ONE* Intervention is required
Evidence Based Intervention:	Select One Other:
Intervention Procedures: What does this intervention look like for this student?	

How often will the intervention be provided?

Select One

Other:

Who (position) is responsible for implementation?

Other:

What type of support will be provided to assist with implementation?

Other:

Who will provide the implementation support?

Other:

A. **Evidence-Based Intervention**

1. Select one of the choices from the drop down menu. The options listed include the most common evidence-based interventions for Tier 2 Behavior.
2. If an intervention is needed that is not listed in the drop down menu, select "Other" and type in the name of the intervention in the "Other" box below the drop down.

B. **Intervention Procedures:** What does this intervention look like for this student?

1. In the text box, indicate a description of the intervention and any procedures that need to be implemented.

C. **How often will the intervention be provided?**

1. Select one of the choices from the drop down menu.
2. If "Other" is selected, type in how often.

D. **Who (position) is responsible for implementation?**

1. From the drop down menu, select all of the positions of those who will be implementing the intervention.
2. If "Other" is selected, type in the other positions.

E. **What type of support will be provided to assist with implementation?**

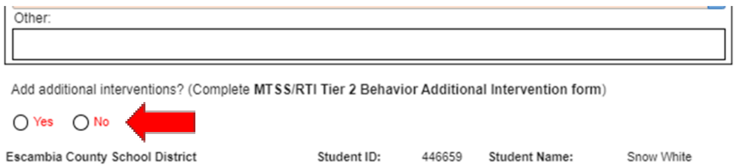
1. From the drop down menu, select all of the support that will be provided to those implementing the intervention.
2. If "Other" is selected, type in the other type of support.

F. **Who will provide the implementation support?**

1. From the drop down menu, select all of the positions who will be supporting implementation.
2. If "Other" is selected, type in the other positions.

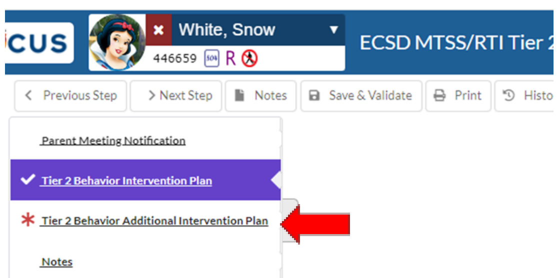
VII. Additional Interventions

A. If any additional interventions are needed, click the "Yes" button at the bottom of the page.



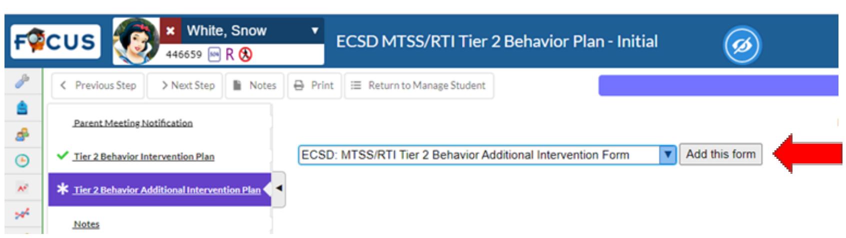
B. If you selected "yes" for additional interventions, the additional step will not be available to complete until you follow these steps:

1. Finish completing the Tier 2 Behavior Intervention Plan.
2. **Save and Validate** the **Tier 2 Behavior Intervention Plan.**
3. Once saved, the **Tier 2 Behavior Additional Intervention** step will appear in the steps listed on the left in the event.



C. To complete a **Tier 2 Behavior Additional Intervention form:**

1. Click on "Add this Form"



2. Then, click on the word "edit" to open up the form to complete.
3. Once completed, select "**Save and Validate"** and then **"Return to FOCUS**."

PAGE 4:

VIII. **Daily Progress Monitoring:** The team is required to develop **AT LEAST ONE GOAL.**

DAILY PROGRESS MONITORING *At least *ONE* goal is required			
BEHAVIOR	MEASUREMENT	GOAL / CRITERIA	Who is responsible for collecting the data?
Decrease / Increase Behavior:	Select One		
Decrease / Increase Behavior:	Select One		
Decrease / Increase Behavior:	Select One		

A. In the first column, select if the goal will be to "decrease" inappropriate behavior or to "increase" appropriate behavior. Type in the name of the behavior that will be targeted for the goal.

B. In the second column, use the drop down menu to select one type of measurement system used to collect the data for the goal.

C. In the third column, type in the goal/criteria. This should be based on the measurement system selected and should be a quantitative goal, such as 80%. This should not be a generic statement, such as "increase behavior."

D. In the fourth column, select all of the positions who will be responsible for collecting the data.

IX. **Additional Information:** Include any additional details for the Intervention Plan.

TIER 2 BEHAVIOR PLAN SIGNATURE PAGE:

X. **MTSS/RTI Team Members/Signatures:** The RTI Coordinator or ESE Plan Manager will follow the **MTSS/RTI Team Members Signatures** process.

☐ EVENT: ECSD MTSS/RTI Tier 2 Behavior Intervention Review

**** IF the student has <u>ESE services</u> and the team is NOT considering a possible change of program, GO DIRECTLY TO <u>STEP 4</u>.**

➢ **STEP 1:** In approximately 4 weeks from the start of interventions, the RTI Coordinator will look at all the data and if needed will <u>email the SLP</u> the date of the **Tier 2 Behavior Intervention Review** Meeting. The SLP can review the **SLAC** and complete the **Speech-Language Documentation Form**, if needed. The SLP will initiate the **MTSS/RTI Speech-Language Documentation Event.** Once it is completed the SLP will **save and validate** the form and **Lock** the Event.

Speech-Language Documentation Form

(To be completed by SLP)

SLP Name: ____________ Date Completed: ____________

The SLP has consulted with teacher, observed the student, and/or conducted a screening and noted the following areas may be considered for interventions. The following recommendations will be discussed as a part of the multi-tiered systems of support (MTSS) problem solving process to determine the specific appropriate interventions needed to address the student's academic and communication needs.

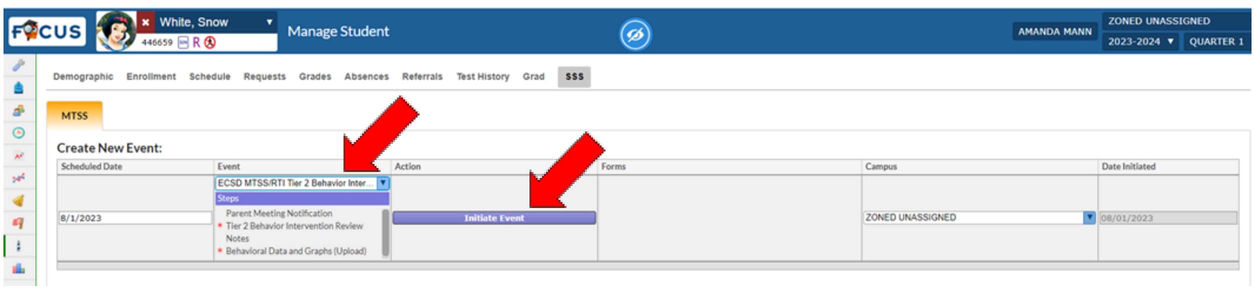
☐ No significant speech/language concerns noted. Interventions related to speech/language not needed at this time.

☐ Academic Interventions related to: (select options appropriate for team consideration below)

- ☐ Listening comprehension:
- ☐ Vocabulary:
- ☐ Oral Language (syntax/grammar):

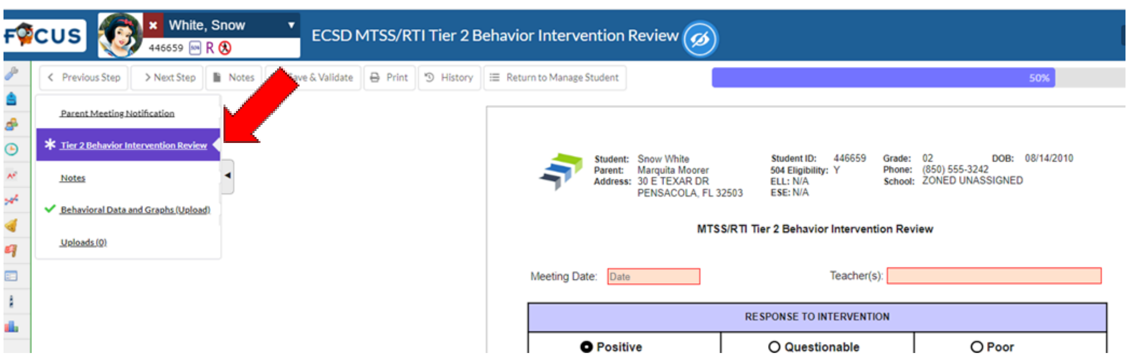
  - If applicable, the SLP will provide input regarding specific interventions for speech and language on the **Speech-Language Documentation Form**. The interventions are **recommendations** for the team to discuss during the Tier 3 meeting. Specific language interventions will be determined by the MTSS/RTI Team.

- **STEP 2:** In approximately 4 weeks from the start of interventions, the RTI Coordinator will conduct an additional observation of the student or will assign another professional other than the student's teacher to complete the observation.
- **STEP 3:** The person assigned will initiate the **MTSS/RTI Additional Forms Event** and complete the **MTSS/RtI Observation Form**. Once completed, the Observation Form will be **Saved and Validated** and the event will be **Locked** by the person assigned to complete the form.
- **STEP 4:** In approximately 4 weeks from the start of interventions, the RTI Coordinator or ESE Plan Manager will schedule a **Tier 2 Behavior Intervention Review Meeting** to be conducted following the minimum 6-week intervention period for Tier 2.



- **STEP 5:** The RTI Coordinator or ESE Plan Manager will initiate the **Tier 2 Behavior Intervention Review** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 2 Behavior Intervention Review.** Click **Initiate** to open the event which will show the steps/forms on the left.
    - The RTI Coordinator or ESE Plan Manager will complete and send home the **Parent Meeting Notification**. If this student is in an ESE program receiving Tier 2 behavior support, an invitation through PEER will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
    - The RTI Coordinator or ESE Plan Manager will send the teacher and any other participants (including the SLP) an **email or google meet** of the Parent Meeting Notification.

- **STEP 6:** Prior to the Tier 2 Review meeting, the teacher will **upload** all graphs to the **Tier 2 Behavior Review** event in the **Behavior Data and Graphs Upload**. All uploads must be a PDF file in order to be able to print the graph. The event should remain open until the Review meeting is conducted.
- **STEP 7:** The RTI Coordinator/ESE Plan Manager, teacher, and other applicable team members will hold a Tier 2 Behavior Intervention Review Meeting. Regardless of the outcome of the Tier 2 Intervention Review meeting, a Tier 2 Behavior Intervention Review form **must** be completed.
  - The teacher will present graphs at the meeting and review data with the MTSS/RTI Team.The RTI Coordinator or ESE Plan Manager will complete the **MTSS/RTI Tier 2 Behavior Intervention Review** form.



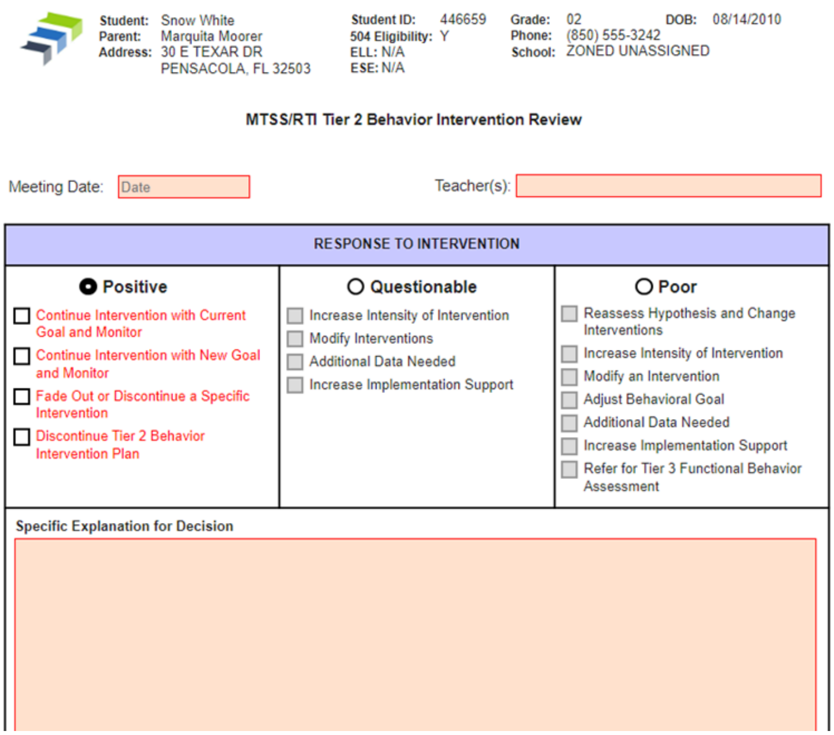
  - The RTI Coordinator or ESE Plan Manager will follow the **MTSS/RTI Team Members Signature** process.
  - If the parent physically signs the form, the RTI Coordinator or ESE Plan Manager will need to **Upload** the form into the Upload section of the event.
- **STEP 8:** The RTI Coordinator or ESE Plan Manager will finalize the **Tier 2 Behavior Intervention Review event.**
  - When the meeting is completed, the RTI Coordinator or ESE Plan Manager will **Save and Validate** the form.

- When the meeting is concluded and all appropriate documentation and forms are uploaded, the RTI Coordinator will **Lock** the Event.
- The **Tier 2 Behavior Intervention Review** form and signature page will be provided to the parent as a printed paper copy or uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.

➢ **STEP 9: Next Steps following Tier 2 Behavior Intervention Review Decision**

- If it is determined the student is no longer in need of intervention, the RTI Coordinator or designated person will turn off the Purple R in SIS and click "save" to indicate the student is **no longer** receiving interventions.
- If it is determined the student is making progress and the current Tier 2 interventions are sufficient then continue with the current Tier 2 Behavior Intervention Plan.
- If it is determined the student needs different Tier 2 interventions, revisions to the current interventions, or changes to the goals, the Plan Manager will initiate and complete the **Tier 2 Behavior Intervention Plan Revision** event with the MTSS/RTI team.
- If it is determined the student needs Tier 3 interventions, the RTI Coordinator or ESE Plan Manager will initiate a **Tier 3 Functional Behavior Assessment** Event. Once the Functional Behavior Assessment is completed, the team will develop a **Tier 3 Positive Behavior Intervention Plan.**

☐ FORM: Tier 2 Behavior Intervention Review



Student: Snow White
Parent: Marquita Moorer
Address: 30 E TEXAR DR
PENSACOLA, FL 32503

Student ID: 446659
504 Eligibility: Y
ELL: N/A
ESE: N/A

Grade: 02
Phone: (850) 555-3242
School: ZONED UNASSIGNED

DOB: 08/14/2010

MTSS/RTI Tier 2 Behavior Intervention Review

Meeting Date: Date

Teacher(s):

RESPONSE TO INTERVENTION		
Positive	Questionable	Poor
☐ Continue Intervention with Current Goal and Monitor ☐ Continue Intervention with New Goal and Monitor ☐ Fade Out or Discontinue a Specific Intervention ☐ Discontinue Tier 2 Behavior Intervention Plan	☐ Increase Intensity of Intervention ☐ Modify Interventions ☐ Additional Data Needed ☐ Increase Implementation Support	☐ Reassess Hypothesis and Change Interventions ☐ Increase Intensity of Intervention ☐ Modify an Intervention ☐ Adjust Behavioral Goal ☐ Additional Data Needed ☐ Increase Implementation Support ☐ Refer for Tier 3 Functional Behavior Assessment

Specific Explanation for Decision

I. **Meeting Date & Teacher**
   A. Enter Date of meeting
   B. Enter name(s) of teacher(s)

II. **Response to Intervention:**
   A. Based on the data/graphs uploaded to the event, the team will determine if the student’s Response to Intervention is 1) Positive, 2) Questionable, or 3) Poor. The RTI Coordinator or ESE Plan Manager will then select the appropriate choice under the determination.
   B. The RTI Coordinator or ESE Plan Manager will write a response under the **Specific Explanation for Decision.**

III. **Tier 2 Behavior Plan Signature Page:** The RTI Coordinator or ESE Plan Manager will follow the **MTSS/RTI Team Members Signatures** process.

☐ EVENT: ECSD MTSS/RTI Tier 2 Behavior Plan Revision

NOTE: Revision events that duplicate a plan that was locked BEFORE August 2024 will not have a separate signature step, but instead will keep the within form signature page. Any revision events that duplicate a plan locked AFTER August 2024 will include the separate signature page step.

- **STEP 1:** If it is determined through a Review meeting that revisions are needed on the Tier 2 Behavior Intervention Plan, these changes can be made within the Tier 2 Behavior Review meeting. However, if the team decides to complete these revisions in a separate meeting, follow all parent notification procedures.
- **STEP 2:** The RTI Coordinator or ESE Plan Manager will initiate a **Tier 2 Behavior Plan Revision** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 2 Behavior Plan Revision**. Click **Initiate** to open the event which will show the steps/forms on the left.
- **STEP 3:** During the meeting, the RTI Coordinator or ESE Plan Manager will open the **Tier 2 Behavior Intervention Plan.** The information should already be entered on the form as a duplicate of the original plan.
    - The team members should revise the original plan by changing the meeting date and making all necessary revisions to the plan.
    - If an additional intervention form was previously completed, it will already appear with the information from the initial plan. Even if revisions aren't needed, you will need to **Save and Validate** the additional intervention form.
    - If additional interventions are needed, check the box on the Tier 2 Behavior Intervention Plan form that prompts the completion of a separate Tier 2 Behavior Additional Intervention Form.
    - For students receiving ESE services: If changes need to be made in an IEP to document changes, follow all required procedures and documentation for the process.

- The RTI Coordinator or ESE Plan Manager will follow the **MTSS/RTI Team Members Signatures** process using the separate signature page step.
- If the parent physically signs the form, the RTI Coordinator or ESE Plan Manager will need to **Upload** the form into the Upload section of the event.

➢ **STEP 4:** The RTI Coordinator or ESE Plan Manager will finalize the **Tier 2 Behavior Plan Revision event.**

- When the meeting is completed, the RTI Coordinator or ESE Plan Manager will **Save and Validate** the **Tier 2 Behavior Intervention Plan** form.
- Print the signed Tier 2 Behavior Intervention Plan form, signature page, and any Tier 2 Behavior Additional Intervention forms (if needed). Place the copy of the Additional Intervention form within the Tier 2 Behavior Intervention Plan following the "Intervention" section. Place the signature page at the end of the document.
- A copy of the Tier 2 forms will be given to parents and uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.
- A signed copy must be placed in the student's cumulative purple folder (if gen ed RTI or 504) or red folder (if ESE).
- The RTI Coordinator or ESE Plan Manager will **Lock** the event.

➢ **STEP 5:** The teacher will keep daily behavioral data and graph the data on excel or google sheets. Templates can be found on the Psychological Services website and the Behavior Education Support Team website.

☐ What To Do When Behavioral Supports Start at Tier 3

***If a student has no Tier 2 Behavior Event and is beginning to receive interventions at the Tier 3 level (e.g., 504, DD, Re-Evaluations, extreme designated need, etc.), the Teacher and/or RTI Coordinator will need to initiate the MTSS/RTI Referral event before starting the Tier 3 FBA process.**

****IF the student has <u>ESE services</u> and the team is NOT considering a possible change of program, go directly to the Tier 3 Functional Behavior Assessment event.**

- ➢ **STEP 1:** The Teacher and/or RTI Coordinator will initiate the **MTSS/RtI Referral event.**
- ➢ **STEP 2:** The Teacher completes **MTSS/RtI Initial Observation Form** including **submitting Vision/Hearing form** to school clinic.
- ➢ **STEP 3:** The teacher **Saves and Validates** the **MTSS/RtI Initial Observation Form.**
- ➢ **STEP 4:** When the **Initial Observation form** is **Saved and Validated**, RTI Coordinator (and appropriate staff) will receive an **alert** in FOCUS SIS.
- ➢ **STEP 5:** The teacher completes the **Speech Language Academic Checklist (SLAC)**. If the student **is receiving** ESE language services, the teacher will enter the date, teacher name, and indicate current language services in the additional comments section.
- ➢ **STEP 6:** Once the **SLAC** is completed, the teacher will **Save and Validate** the form.
- ➢ **STEP 7:** The RTI Coordinator will **<u>email</u>** the SLP when the SLAC is completed**.**
- ➢ **STEP 8:** The Teacher or RTI Coordinator will contact parent/guardian to inform them a **Developmental Social History** will be sent home for them to complete. Print the Developmental Social History form from SSS and send it home.
- ➢ **STEP 9:** When the Developmental Social History is sent back to the school, the RTI Coordinator will **Upload** the form into the MTSS/RTI Referral event.
- ➢ **STEP 10:** The RTI Coordinator will **Lock** the MTSS/RTI Referral Event.

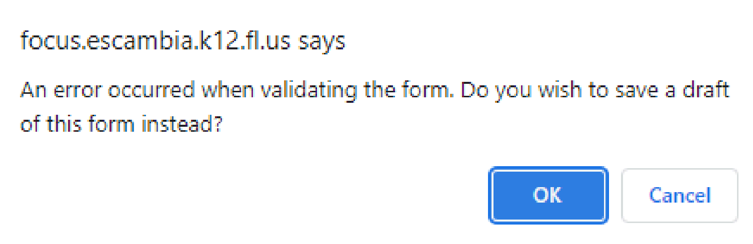
☐ EVENT: ECSD MTSS/RTI Tier 3 Functional Behavior Assessment

- **STEP 1:** The team must determine who the FBA Facilitator will be for this process (e.g., Behavior Coach, RTI Coordinator, Teacher, ESE Teacher, etc.).
- **STEP 2:** The FBA Facilitator will initiate a **Tier 3 Functional Behavior Assessment** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 3 Functional Behavior Assessment.** Click **Initiate** to open the event which will show the steps/forms on the left.
- **STEP 3:** Within the event, click on the step titled **"Link to FBA Data and Tools."** Within the form, you will find a link to access a website with all of the tools you will need to complete the FBA process. Locate the **FBA Process Checklists** link on the website to access step-by-step instruction and paperwork to-do lists that pertain to the students with an IEP, 504, or Gen Ed.
- **STEP 4:** The FBA Facilitator will schedule a Tier 3 FBA Planning Meeting.
    - Gen Ed: A **MTSS/RTI Parent Meeting Notification** should be completed (see Parent Meeting Notification procedures).
    - ESE: An invitation through PEER will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
    - 504: A **Notice of Section 504 Meeting** form will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
    - FBA Facilitator will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.
- **STEP 5:** The FBA Facilitator, teacher, ESE teacher, parent, and other applicable team members will hold a Tier 3 FBA Planning Meeting.
    - **CONSENT REQUIREMENTS:** For students with a disability (IEP or 504) or if the FBA is being completed as part of a comprehensive initial evaluation to determine if the student is eligible for ESE services, parental consent **WILL** be obtained before proceeding with completing any FBA assessment tools. Parental

consent can be obtained at the FBA Planning meeting. If the parent is not in attendance, parent consent must be obtained BEFORE proceeding with the FBA process. If the parent does not give consent and the team recommends Tier 3 interventions, the team cannot collect any new FBA data and can only use existing information to complete the assessment. Use the **Tier 3 FBA Student Information Form** to help gather all existing data and information.

    - Students receiving ESE services: Informed Notice and Consent for Re-Evaluation (located on ESE website and Behavior Education Support Team website).
    - 504 students: FBA Informed Consent for Students with 504 Plan (located on Guidance website and Behavior Education Support Team website).
    - If the FBA is being completed as part of an Initial Comprehensive Psycho-Educational Evaluation, the School Psychologist will give the team the appropriate consent form.

- The **MTSS/RTI Tier 3 FBA Planning Form** should be completed by the team during the FBA Planning Meeting.
    - The FBA Planning form will be a working document that the FBA facilitator should open and update with information and dates as assessment tools are completed.
    - When the meeting is completed, the FBA Planning form must be **saved.** At this time, with “dates completed” not filled in, you will not be able to **validate** the form. When prompted, **select “ok” to save a draft**.



  - If the parent is in attendance, provide a printed copy of the FBA Parent Input form to the parent at this meeting. At the top of the **FBA Parent Input** form (located on the Behavior Education Support Team website), the FBA Facilitator will need to type or write in the problem behaviors targeted for the Functional Behavior Assessment before giving it to the parent to take home. If the parent would rather complete this in person or by phone, set up a time to complete the interview with them in this format.
  - **FBA Planning Form Signature Page:** The FBA Facilitator will follow the MTSS/RTI Team Members Signatures process to document participation in the meeting.
  - A copy of the draft FBA Planning form and signature page must be given to the parent and all participating team members. In addition, it should be uploaded into the Parent Document tab in Focus SIS.

- **STEP 6:** If consent was needed for the FBA, a copy of the consent form will be given to the parents and uploaded into the Parent Document tab in Focus SIS. The original FBA consent form must be placed in the student's purple folder (if gen ed or 504) or red folder (if ESE). Also, upload the consent form into the Tier 3 FBA event, using the uploads link. For ESE students, a Prior Written Notice will need to be completed.
- **STEP 7:** After the FBA Planning meeting and once any required consent is obtained, the FBA Facilitator must contact all team members responsible for completing assessment tools and provide the tools and resources.
- **STEP 8:** The team will complete all required FBA assessment tools and all optional tools chosen by the team.
  - Within the event, the only required FBA assessment tool is the **FBA Student Information Form.** Once completed, **save and validate** that form.
  - All other required and optional assessment tools and resources are located on the Behavior Education Support Team website. Within the Tier 3 FBA event, click on the step "**Link for FBA Data and Tools.**" This will provide a link to the Behavior

Education Support Team website to access the FBA assessment tools and resources.

- If the assessment tool was in FOCUS (teacher/staff interview, student information form, etc), **save and validate** those forms. If the assessment tool was paper-based (parent input form, FBA observation, etc.), **upload** those forms to the Tier 3 Functional Behavior Assessment event.

➢ **STEP 9:** Once all FBA assessment tools have been completed:

- The FBA Facilitator will need to scan and upload the completed forms and data through the provided uploads within the event (**Teacher and Parent Interviews Upload, ABC Observation and Baseline Data Upload, Additional Paperwork and Assessment Tools Upload).**
- The FBA Facilitator will schedule a Tier 3 FBA Meeting
    - A **MTSS/RTI Parent Meeting Notification** should be completed (see Parent Meeting Notification procedures).
    - If this student receives ESE services, an invitation through PEER will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
    - FBA Facilitator will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.

➢ **STEP 10:** Prior to the Tier 3 FBA meeting, the FBA Facilitator will open the previously created event and prepare for the meeting.

- Open the **FBA Planning Form** and update all information regarding assessment tools (including contributing team members and date(s) completed). **Save and validate** this form.

Click here to access FBA Baseline Data forms, ABC Data Sheets, and Optional Assessment Tools

FBA ASSESSMENT TOOLS		
REQUIRED Assessment Tools	Contributing Team Member(s)	Date(s) Completed or Reason not completed
Student Information Form		
Parent/Guardian Input Form		
FBA Teacher/Staff Interview		
FBA Observation - ABC Data (minimum 5 incidents recorded)		
FBA Baseline Data (minimum 5 days recorded)		

- Open the **Tier 3 Functional Behavior Assessment** form within the event. Start **<u>drafting</u>** the FBA form to be ready for the Tier 3 FBA Meeting.

➢ **STEP 11:** FBA Facilitator, teacher, parent, and other applicable team members will hold a Tier 3 FBA Meeting (send invites as described in Step 3.

- FBA Facilitator or designated person will review with the team the **Tier 3 Functional Behavior Assessment** form and hypothesis statement(s).
- The team will discuss the recommendations from the FBA (last page) to determine the next steps needed.
- After reviewing the FBA, the FBA Facilitator will **electronically sign the FBA and then save and validate the form.**
- **FBA Signature Page:** The FBA Facilitator will follow the MTSS/RTI Team Members Signatures process to document participation in the meeting.
- For students in ESE programs:
  - Summary of Re-Eval form and SIS form will need to be completed.
  - If changes need to be made in an IEP for a student receiving ESE services, follow all required procedures and documentation for that process. If a PBIP is completed by the team, <u>changes to the IEP can be made when the PBIP is developed.</u>

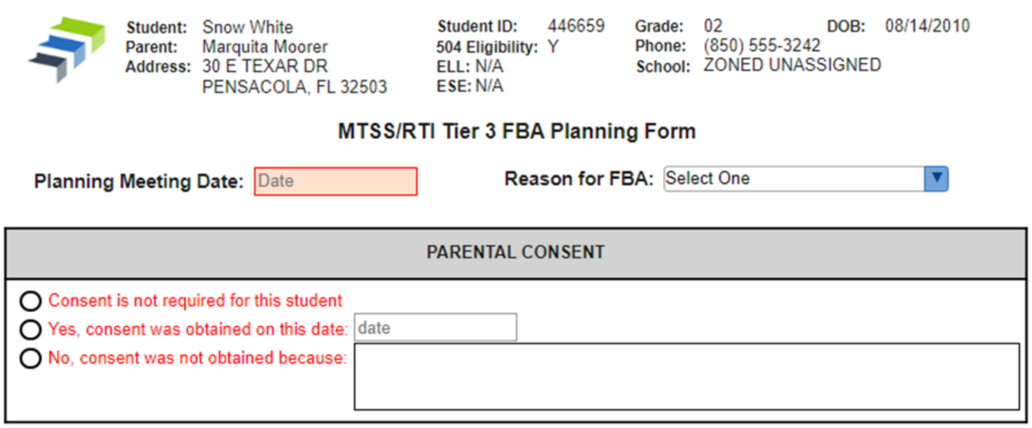
- **STEP 12:** Finalize the Tier 3 Functional Behavior Assessment event.
    - Once all uploads are in the event and all forms have been saved and validated, the FBA facilitator will **lock the event**.
    - Print the signed FBA form, Signature page, and any Tier 3 FBA Additional Summary forms (if needed). Insert the Tier 3 FBA Additional Summary form within the Tier 3 FBA. Insert the signature page at the end of the document.
    - A copy of the FBA form, signature page, any additional summary forms, and a Summary of Re-eval form (ESE only) will be printed and given to parents and uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.
    - A signed copy must be placed in the student's cumulative purple folder (if gen ed RTI or 504) or red folder (if ESE).

☐ FORM: Tier 3 FBA Planning Form

PAGE 1:

I. **Planning Meeting Date**
   A. Enter Date of meeting

II. **Parental Consent**
   A. Select the choice that pertains to the consent requirements for that student.
   B. If consent was required, enter the date of consent.
   C. If consent was required but could not be obtained, describe the attempts made to obtain consent and why it was not received.



Student: Snow White
Parent: Marquita Moorer
Address: 30 E TEXAR DR
PENSACOLA, FL 32503
Student ID: 446659
504 Eligibility: Y
ELL: N/A
ESE: N/A
Grade: 02
Phone: (850) 555-3242
School: ZONED UNASSIGNED
DOB: 08/14/2010

MTSS/RTI Tier 3 FBA Planning Form

Planning Meeting Date: Date

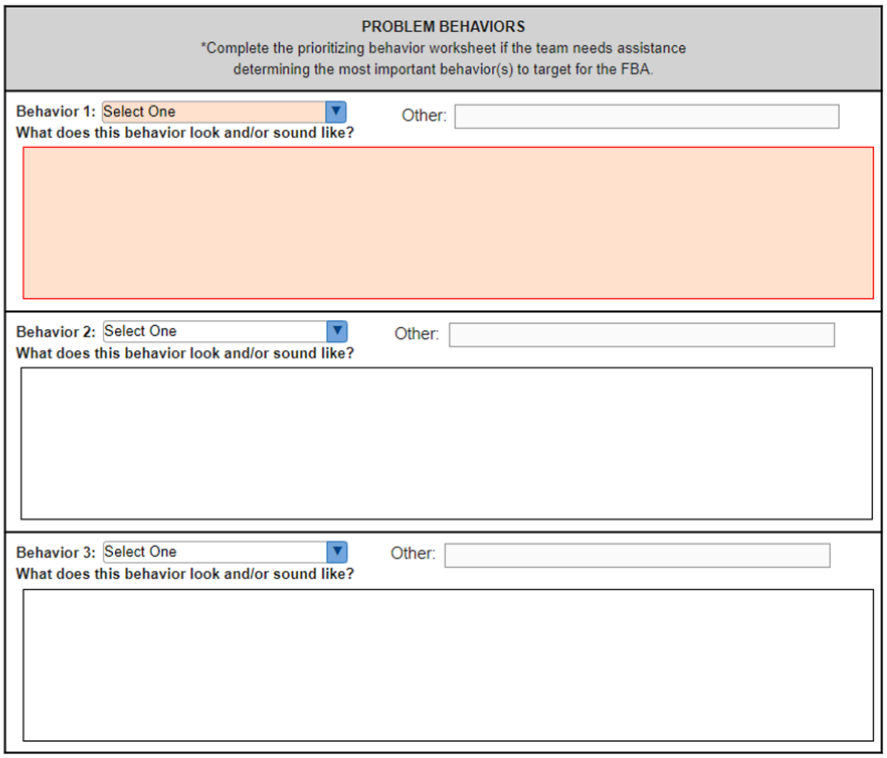
Reason for FBA: Select One

PARENTAL CONSENT

○ Consent is not required for this student
○ Yes, consent was obtained on this date: date
○ No, consent was not obtained because:

III. **Problem Behaviors**
   A. First, the team should agree on the behavior(s) of concern.
   B. If the team is having difficulty determining the behavior(s) to target for the FBA, the team may complete the **Tier 3 FBA Prioritizing Behavior Worksheet.** This is an optional tool that can be completed as a group or individually prior to the meeting.
   C. Select the target behavior from the drop down menu. If “Other” is selected, type in the name of the behavior in the box.

D. For each behavior selected, provide a description of what that behavior looks and/or sounds like. This is a starting behavior definition that will help with accurate measurement of the behaviors. The definitions will likely change and evolve during the assessment as the team learns more about the behavior.


PROBLEM BEHAVIORS
*Complete the prioritizing behavior worksheet if the team needs assistance determining the most important behavior(s) to target for the FBA.

Behavior 1: Select One Other:
What does this behavior look and/or sound like?

Behavior 2: Select One Other:
What does this behavior look and/or sound like?

Behavior 3: Select One Other:
What does this behavior look and/or sound like?

PAGE 2:

IV. **FBA Assessment Tools**

A. For the required assessment tools, enter the name of the contributing team member(s) who will be responsible for completing the specific tools.

1. With the exception of the FBA Student Information Form, all of the FBA assessment tools are located on the Behavior Education Support Team website. Click on “Link to FBA Data and Tools” step within the FBA event to access the website link.

FBA ASSESSMENT TOOLS		
REQUIRED Assessment Tools	**Contributing Team Member(s)**	**Date(s) Completed or Reason not completed**
Student Information Form		
Parent/Guardian Input Form		
FBA Teacher/Staff Interview		
FBA Observation - ABC Data (minimum 5 incidents recorded)		
FBA Baseline Data (minimum 5 days recorded)		
OPTIONAL Assessment Tools	**Contributing Team Member(s)**	**Date(s) Completed or Reason not completed**
Select One Other: Other		
Select One Other: Other		
Select One Other: Other		
Select One Other: Other		
Select One Other: Other		
Select One Other: Other		
Select One		

2. At least one **FBA Observation (ABC Data)** should be from the *teacher and at least one should be from someone other than the teacher (i.e. someone outside the classroom).*
3. If optional tools will be completed, select the tool from the drop down menu. If "Other" is selected, type in the name of the behavior in the box. Then, enter the name of the contributing team member(s) who will be responsible for completing the specific tools.
4. When the assessment tools are completed, type in the date(s) when they were completed in the column on the right.
5. If the assessment tool could not be completed, briefly state the reason it was not completed in the column on the right.

PAGE 3:

Additional Notes (OPTIONAL): Use this form to document any discussion during the meeting or any additional information for the assessment planning process.

☐ FORM: Tier 3 Functional Behavior Assessment

PAGE 1:

I. Information Table (Top of Page 1)

MTSS/RTI TIER 3 FUNCTIONAL BEHAVIOR ASSESSMENT

Meeting Date:		Assesment Period:	to
Type of FBA:	Select One	Reason For FBA:	Select One

A. **Meeting Date**: Enter Date of meeting (when team reviews the completed FBA)

B. **Assessment Period:** Enter the start and end dates of the FBA

1. In the first box, enter the day the FBA assessment began (i.e., started gathering data or information). The start date must be after the initial FBA planning meeting and after consent was obtained (if required).
2. In the second box, enter the day the FBA assessment ended (i.e., the last day of gathering data or information). This date should be prior to the FBA meeting date.

C. **Type of FBA:** Select from the drop down menu if this type of FBA required 504 FBA consent, ESE Re-evaluation consent, General Education comprehensive evaluation consent, or General Education - MTSS/RTI Tier 3 (no consent).

D. **Reason for FBA:** Select from the drop down menu if the FBA is being completed for a repeated pattern of behavior or for a one-time serious offense.

1. One-time serious offense: Select this choice from the drop down menu if the behavior being targeted for the FBA is a serious offense that occurred once but disciplinary procedures require an FBA to be completed.
2. Repeated pattern of behavior: Select this choice from the drop down menu if the student has engaged in the behavior repeatedly and the

behavior is interfering with the learning environment. In most cases, this will be the choice selected.

II. Targeted Problem Behavior(s)

TARGETED PROBLEM BEHAVIOR(S)			
BEHAVIOR 1	Select One	Other:	
BEHAVIOR 2 ☐ N/A	Select One	Other:	
BEHAVIOR 3 ☐ N/A	Select One	Other:	

A. **Behavior 1:** Select one of the choices from the drop down menu. If the behavior is not listed, select "Other" in the drop down and type the name of the behavior.

B. **Behavior 2 & 3:** Repeat the same as Behavior 1. Select the "N/A" checkbox if the FBA is not targeting a 2nd or 3rd behavior.

III. Student Information

STUDENT INFORMATION	
STRENGTHS & SUCCESSES	Describe the student's strengths as observed and reported by parents, team members, and records.
INTERESTS & PREFERENCES	Include information about the student's favorite activities, people, items, social events, special interests, etc.
PREVIOUS BEHAVIORAL SUPPORTS	☐ Tier 2 Behavior Intervention Plan ☐ Tier 3 Positive Behavior Intervention Plan ☐ Crisis Intervention Plan ☐ None ☐ Other:
CURRENT SERVICES	List any school or non-school based services that the student is currently receiving (e.g., ESE programs, placement, counseling, therapy, etc.). Please state if none.

A. **Strengths and Successes:** Type in the box any strengths observed and reported.

B. **Interests and Preferences:** Type in the box any of the student's favorite activities, people, items, social events, special interests, etc.

C. **Previous Behavioral Supports:** Check the boxes next to the supports that the student has received prior to this FBA. If the type of support is not listed, type it in the box next to "Other."

D. **Current Services:** Type in the box any school or non-school based services that the student is receiving. Because this is a required field, write "None" if the student does not have any to report.

PAGE 2:

E. **Additional Information:** Type in the box any other documented information that might be pertinent to this assessment.

STUDENT INFORMATION (continued)	
ADDITIONAL INFORMATION	Provide any other documented information that might be pertinent to this assessment (e.g., developmental or social history, medical condition/diagnosis, etc.)

IV. **Data Review**

A. All Information in this section will be transferred from SIS and hyperlinked to SIS. Click on the underlined title to view additional information in SIS.

PAGE 3:

V. **Summary of FBA: This entire section should reference Behavior 1 from page 1.**

A. **Behavior:**

1. The behavior selected in the drop down menu for Behavior 1 on page 1 of the FBA should automatically populate within this field.
2. In the box below the drop down, type in the behavior definition describing what the behavior looks and/or sounds like. This should be specific and measurable with examples.

Summary of FBA		
BEHAVIOR		Other:
	Write a definition describing what the behavior looks and/or sounds like. This may include examples and non-examples.	

B. **Baseline Level and Intensity:**

BASELINE LEVEL & INTENSITY	Data Method	Select One	Additional Data (if applicable):
	Baseline Average		
	Intensity Level	Select One	

1. **Data Method:** Select from the drop down menu the primary data collection system that will be used to measure this behavior. If any additional data is needed, type the data system into the box under "Additional Data."
2. **Baseline Average:** Calculate the baseline average from the data collected. A minimum of 5 days of data is required. To calculate the baseline average, add up all of the daily summary data and divide the sum by the total number of days of data. Type the baseline average into the box.
3. **Intensity Level:** Select from the drop down menu the intensity level that most closely represents this behavior.

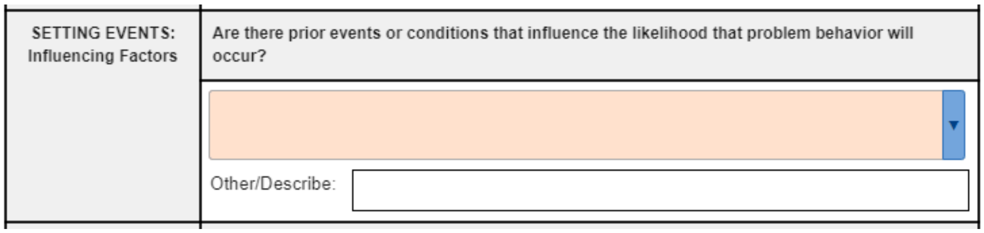
C. **Under-developed Skills:**

UNDER-DEVELOPED SKILLS	Could the occurrence of problem behavior be related to something the student has difficulty doing or to skills not yet learned? If yes, identify the underdeveloped skill.
	Other/Describe:

1. From the drop down, select any underdeveloped skills that could contribute to why the behavior is occurring. This drop down allows multiple choices, so only select those skills relevant to the problem behavior that were identified during the assessment as potential underdeveloped skills.

2. If you select “Other” from the drop down or if more detail is required, type in the information into the “Other/Describe” box.

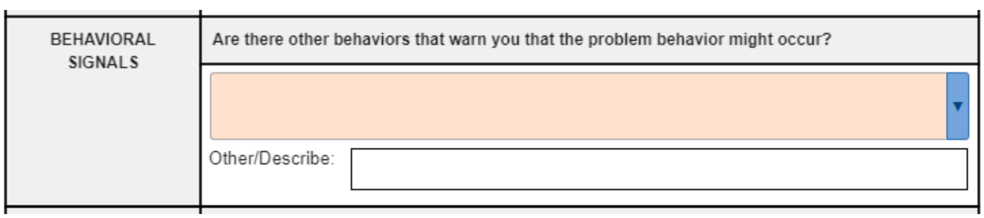
D. **Setting Events (Influencing Factors):**



SETTING EVENTS: Influencing Factors	Are there prior events or conditions that influence the likelihood that problem behavior will occur?
	Other/Describe:

1. From the drop down menu, select the prior events or conditions that influence the likelihood that problem behavior will occur. This drop down allows you to select multiple choices, so only select those that consistently occur.
2. If you select “Other” from the drop down or if more detail is required, type in the information into the “Other/Describe” box.

E. **Behavioral Signals:**



BEHAVIORAL SIGNALS	Are there other behaviors that warn you that the problem behavior might occur?
	Other/Describe:

1. From the drop down menu, select the behaviors that warn you that the behavior might occur. This drop down allows you to select multiple choices, so only select those that consistently occur.
2. If you select “Other” from the drop down or if more detail is required, type in the information into the “Other/Describe” box.

F. **Antecedents (Predictors):**

ANTECEDENTS: Predictors	What patterns were observed regarding time of day, places, people, and activity?
	Other/Describe:

1. From the drop down menu, select any patterns observed regarding time of day, places, people, and activity for this behavior. This drop down allows you to select multiple choices, so only select those that consistently occur.
2. If you select "Other" from the drop down or if more detail is required, type in the information into the "Other/Describe" box.

<u>PAGE 4:</u>

G. **Antecedents (Triggers):**

ANTECEDENTS: Triggers	What triggers or events commonly occur immediately BEFORE problem behavior?
	Other/Describe:

1. From the drop down, select any triggers or events that commonly occur immediately **BEFORE** this problem behavior. This drop down allows you to select multiple choices, so only select those that consistently occur.
2. If you select "Other" from the drop down or if more detail is required, type in the information into the "Other/Describe" box.

H. **Maintaining Consequences (Response):**

Summary of FBA (continued)	
MAINTAINING CONSEQUENCES: Response	What responses or events commonly occur immediately AFTER problem behavior?
	• Select One • Select One • Select One • Select One • Select One • Select One • Select One • Select One Other/Describe:

1. For each drop down, select a response or event that commonly occurs immediately **AFTER** problem behavior. Each drop down allows you to select ONE, but the same choices are listed for each drop down. All drop downs do not need to have selections. Only select those that apply to this behavior. The selections are in separate drop downs so that the user can visually see each of the selections to assist them in determining the appropriate "Function."
2. If you select "Other" from the drop down or if more detail is required, type in the information into the "Other/Describe" box.

I. **Function (Purpose):**

FUNCTION: Purpose	Based on the assessment data, what function or purpose does the behavior serve?
	PRIMARY FUNCTION: Select One SECONDARY FUNCTION*(if applicable)*:

1. **Primary Function:** From the drop down menu, select the ONE primary function or purpose the behavior serves. If the behavior could not be observed and there was not enough data or information to conclude a

function, then select the option "Inconclusive - problem behavior not observed."

2. **Secondary Function(s):** If there are any secondary functions that are relevant to this behavior, select those functions in the drop down menu. This drop down allows you to select multiple choices, so only select those that apply. If there are no secondary functions, leave this blank.

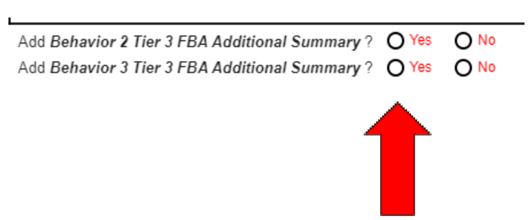
VI. **Hypothesis Statement: This entire section should reference Behavior 1 from page 1.**

A. **Hypothesis for Primary Function:** In the text box, type in the hypothesis statement that includes the primary function selected in the drop down above. Use the format provided in the hypothesis example above to write the hypothesis statement. If the function is "inconclusive" as selected in the "Function" section above, then check the box "N/A - Primary Function is Inconclusive."

B. **Hypothesis for Secondary Function:** In the text box, type in the hypothesis statement that includes the secondary function(s) selected in the drop down above. Use the format provided in the hypothesis example above to write the hypothesis statement. If there are no secondary functions selected in the drop down above, check the "N/A" checkbox to disable this hypothesis text box.

VII. **Additional Target Behaviors**

A. If the FBA is targeting a 2nd behavior (as identified on page 1), click the "Yes" button at the bottom of the page next to "Add Behavior 2 Tier 3 FBA Additional Summary."

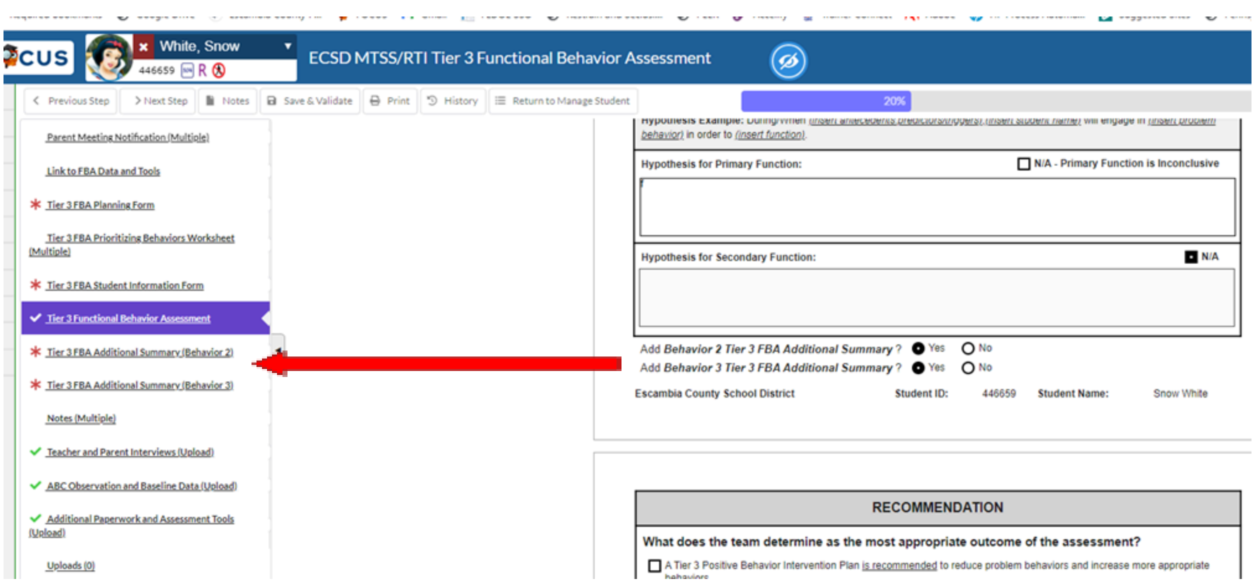


B. This will create a ***required additional step*** within the Tier 3 Functional Behavior Assessment event called **Tier 3 FBA Additional Summary (Behavior 2).**

C. If you selected "yes" for additional behaviors, follow these steps:

1. Immediately **Save and Validate** the **Tier 3 Functional Behavior Assessment.**
2. Once saved, you will click on the new step **Tier 3 FBA Additional Summary** in the event.
3. Complete the **Tier 3 FBA Additional Summary** the same way as described for Tier 3 Functional Behavior Assessment pages 3 and 4.
4. **Save and Validate** each form created and click on **Return to FOCUS**.
5. Once all additional summary forms are completed, click back on the **Tier 3 Functional Behavior Assessment** to finish the form (Recommendations, FBA Team Members)**.**

D. The same procedures apply if the FBA is targeting Behavior 3.



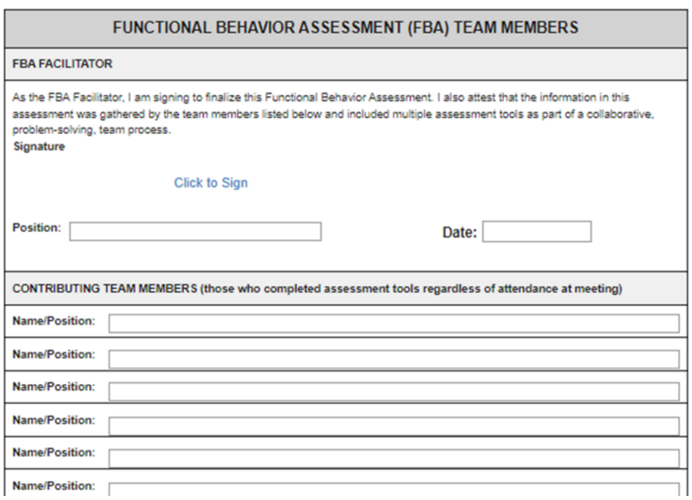
PAGE 5:

VIII. **Recommendation:** Select the choice that the team determines as the most appropriate outcome of the FBA. Type in any additional information relevant to the team's recommendation into the text box.

IX. **Functional Behavior Assessment Team Members**

A. **FBA Facilitator:** The FBA Facilitator should follow SSS electronic signature procedures to sign the FBA. Then, the FBA Facilitator will type in their position and select the date the FBA was signed and finalized.

B. **Contributing Team Members:** Enter the names and positions of all of the team members who contributed to the FBA by completing assessment tools. This list should not include non-contributing team members.



FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) TEAM MEMBERS

FBA FACILITATOR

As the FBA Facilitator, I am signing to finalize this Functional Behavior Assessment. I also attest that the information in this assessment was gathered by the team members listed below and included multiple assessment tools as part of a collaborative, problem-solving, team process.

Signature

Click to Sign

Position: Date:

CONTRIBUTING TEAM MEMBERS (those who completed assessment tools regardless of attendance at meeting)

Name/Position:

Name/Position:

Name/Position:

Name/Position:

Name/Position:

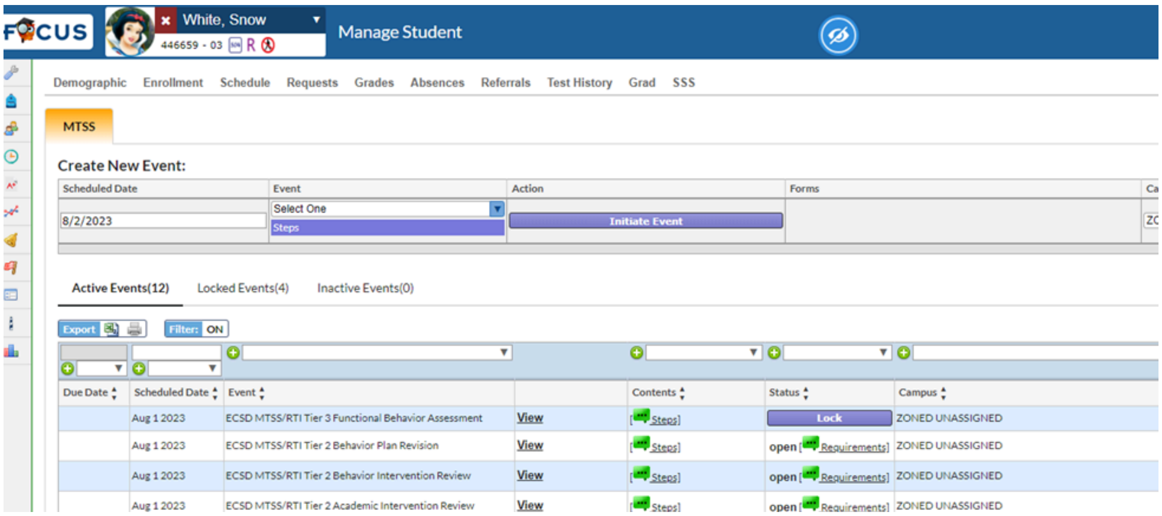
Name/Position:

FBA SIGNATURE PAGE:

X. MTSS/RTI Team Members/Signatures: The RTI Coordinator or ESE Plan Manager will follow the MTSS/RTI Team Members Signatures process.

☐ EVENT: ECSD MTSS/RTI Tier 3 Positive Behavior Intervention Plan - Initial

➢ **STEP 1:** Prior to initiating a Tier 3 Positive Behavior Intervention Plan event, a Tier 3 **Functional Behavior Assessment** event must have been completed and **locked**.



➢ **STEP 2:** The team must determine who the Plan Manager will be for the PBIP process (e.g., Behavior Coach, RTI Coordinator, Teacher, ESE Teacher, or other designated person). This may or may not be the same as the FBA Facilitator.

➢ **STEP 3:** The Plan Manager will initiate the **Tier 3 Positive Behavior Intervention Plan - Initial** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 3 Positive Behavior Intervention Plan - Initial.** Click **Initiate** to open the event which will show the steps/forms on the left side.

➢ **STEP 4:** Within the PBIP event, there is a step titled **"Link to PBIP Resources and Forms."** Click on this step to find a website link to access all PBIP resources that will be needed for this process

- **PBIP Process checklists** - Step-by-step instructions and to-do lists for specific paperwork requirements that pertain to students with IEP, 504, and Gen Ed
- **Behavior Intervention Guide** - Resource to help with developing interventions

  - **Data sheets and graphing templates -** Already prepared data sheets and graphing that can be edited and individualized for PBIPs
  - **PBIP at a Glance -** Template documents that help provide a quick summary of the PBIP for staff training and fidelity.

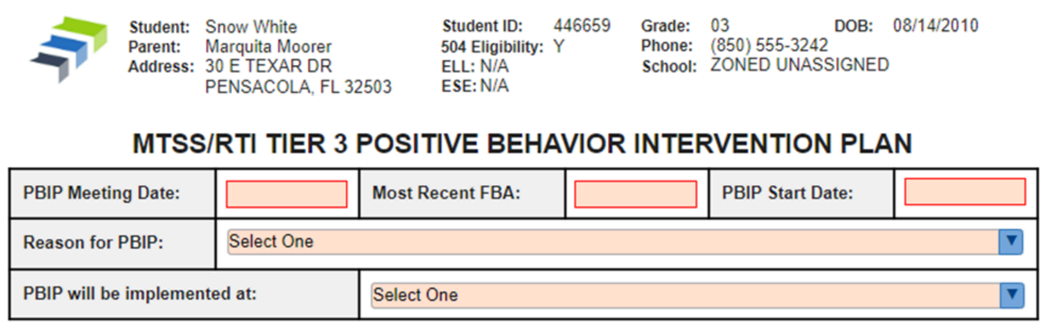
- **STEP 5:** If the Tier 3 Positive Behavior Intervention Plan will be completed in the same meeting as the Tier 3 Functional Behavior Assessment, another meeting notice is not required. However, if the Tier 3 Positive Behavior Intervention Plan will be developed in a separate meeting after the Tier 3 FBA meeting, the Plan Manager will need to schedule a Tier 3 Positive Behavior Intervention Plan meeting by completing a **Parent Meeting Notification.**
  - If this student is in an ESE program and is receiving Tier 3 behavior support, an invitation through PEER will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
  - The RTI Coordinator or ESE Plan Manager will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.
- **STEP 6:** Prior to the meeting, the Plan Manager or designated team member will open the **Tier 3 Positive Behavior Intervention Plan** form within the event and transfer information to page 1 that comes directly from the FBA. Also, create a **draft** of possible interventions and goals to present to the team. This should only be a draft and should not be finalized before the meeting.
- **STEP 7:** During the scheduled meeting with the teacher, parent, and other applicable team members, the Plan Manager will review the draft PBIP and facilitate discussion to help the team work together to complete the **Tier 3 Positive Behavior Intervention Plan**.
  - For students receiving ESE services: The addition of a PBIP will require a **change to the IEP**, including special considerations, social/emotional domain and goals, and special education services. Follow all required procedures and documentation for that process.

- **STEP 8:** The Plan Manager will follow the **MTSS/RTI Team Members Signatures** process on the **Tier 3 PBIP Signature Page** step**.**
- **STEP 9:** Finalize the **Tier 3 Positive Behavior Intervention Plan – Initial** event.
  - When the meeting is completed, the Plan Manager will **Save and Validate**.
  - If the parent physically signs the signature page, the RTI Coordinator or ESE Plan Manager will need to **Upload** the form into the Upload section of the event.
  - Print the **Tier 3 Positive Behavior Intervention Plan** form, signature page, and Tier 3 PBIP Additional Teaching Intervention forms (if completed). Place the Additional Teaching Intervention form within the Tier 3 Positive Behavior Intervention Plan after the "Teaching Intervention" section. Insert the signature page at the end of the document.
  - A copy of the forms will be given to parents and uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.
  - A signed copy must be placed in the student's cumulative purple folder (if gen ed RTI or 504) or red folder (if ESE).
- **STEP 10: Daily data** will be collected on the problem behaviors and the functional alternative behaviors targeted for intervention. Data will be graphed for analysis. The PBIP data sheet must be **uploaded** to the PBIP event.
- **STEP 11:** A **PBIP at a Glance** should be created as a quick, easy summary of the PBIP that can be used and given to staff for training, as well as to do quick fidelity checks for implementation. The PBIP at a Glance should be **uploaded** to the PBIP event.
- **STEP 12:** Once all uploads are in the event and all forms have been saved and validated, the Plan Manager will **Lock** the event.
- **STEP 13:** If the student is beginning support at Tier 3, the RTI Coordinator will need to turn on the **Purple R** by checking the box in the **RtI Tab of SIS** and **saving** it to indicate the student is receiving interventions.

☐ FORM: Tier 3 Positive Behavior Intervention Plan

PAGE 1:

I. Information Table (Top of Page 1)



Student: Snow White
Parent: Marquita Moorer
Address: 30 E TEXAR DR
PENSACOLA, FL 32503
Student ID: 446659
504 Eligibility: Y
ELL: N/A
ESE: N/A
Grade: 03
Phone: (850) 555-3242
School: ZONED UNASSIGNED
DOB: 08/14/2010

MTSS/RTI TIER 3 POSITIVE BEHAVIOR INTERVENTION PLAN

PBIP Meeting Date:		Most Recent FBA:		PBIP Start Date:	
Reason for PBIP:	Select One				
PBIP will be implemented at:	Select One				

A. **PBIP Meeting Date**: Enter Date of team meeting

B. **Most Recent FBA:** Enter the date the most recent FBA was completed

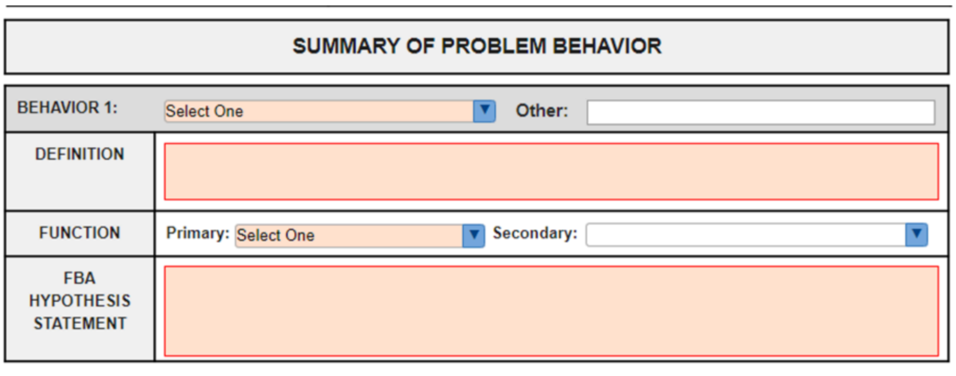
C. **PBIP Start Date:** Enter the date the team will start implementing the PBIP

D. **Reason for PBIP:** Select from the drop down menu if the PBIP is being developed for a repeated pattern of behavior or for a one-time serious offense. This should match the reason that was selected on the most recent FBA.

   1. One-time serious offense: Select this choice from the drop down menu if the behavior being targeted is a serious offense that occurred once but disciplinary procedures require a PBIP to be completed.
   2. Repeated pattern of behavior: Select this choice from the drop down menu if the student has engaged in the behavior repeatedly and the behavior is interfering with the learning environment. In most cases, this will be the choice selected.

E. **PBIP will be implemented at:** Select from the drop down menu the school that will be implementing this PBIP.

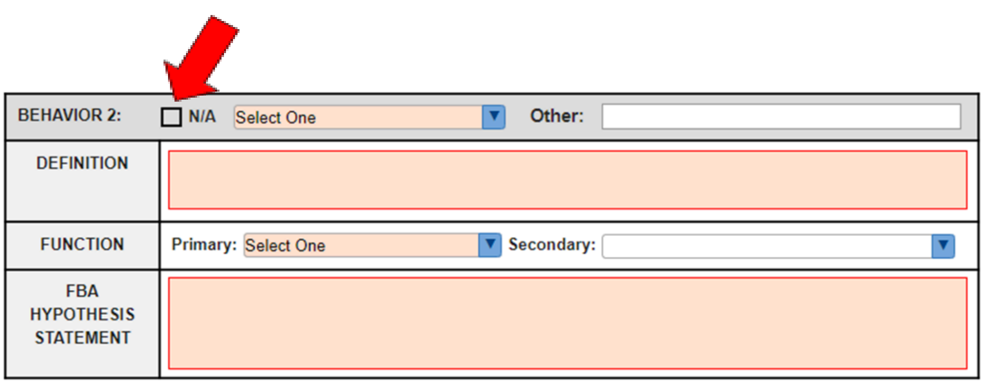
II. Summary of Problem Behavior: The information in this section should be taken directly from the current FBA.



SUMMARY OF PROBLEM BEHAVIOR	
BEHAVIOR 1:	Select One Other:
DEFINITION	
FUNCTION	Primary: Select One Secondary:
FBA HYPOTHESIS STATEMENT	

A. **Behavior:**

1. Select one of the choices from the drop down menu.
2. If the behavior is not listed, select "Other" in the drop down menu and type in the name of the behavior.
3. Behavior 1 should directly match the information for Behavior 1 in the FBA. Follow the same for Behavior 2 and 3.
4. For Behavior 2 and 3, select the "N/A" checkbox if the PBIP will not include a 2nd and/or 3rd behavior. The "N/A" checkboxes will disable the Behavior 2 and/or Behavior 3 fields throughout the document.



BEHAVIOR 2:	N/A Select One Other:
DEFINITION	
FUNCTION	Primary: Select One Secondary:
FBA HYPOTHESIS STATEMENT	

B. **Definition:** Type in the exact behavior definition for this behavior from the current FBA. The definition describes what the behavior looks and/or sounds like. This should be specific and measurable with examples.

C. **Function:** Select from the drop down menu the Primary Function and Secondary Function(s), if applicable. These should match the functions listed on the current FBA.

D. **FBA Hypothesis Statement:** Type in the exact hypothesis statement(s) from the current FBA. The primary function hypothesis must be included. If space allows, include the secondary (if applicable).

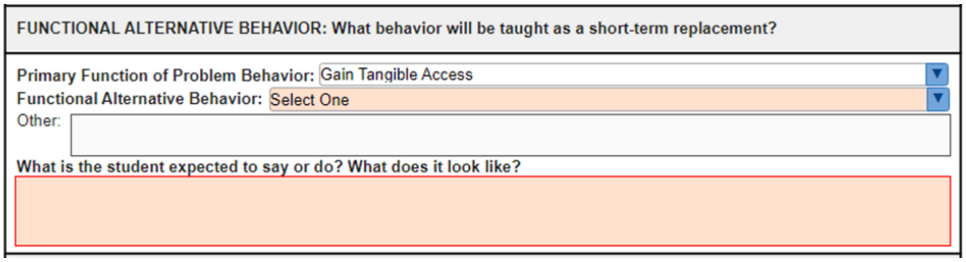
PAGE 2:

III. Teaching Interventions

A. **Desired Behavior:** Type in the box a long-term ideal behavior expected of the student in regards to the current problem behavior. This should not be an expectation of perfection, but a reasonable long-term goal.

TEACHING INTERVENTIONS				
CURRENT PROBLEM BEHAVIOR The **Problem Behavior** is the current behavior that is interfering with the student's learning or the learning of others and requires individualized interventions and support.	→	SHORT-TERM FUNCTIONAL ALTERNATIVE BEHAVIOR (FAB) The **FAB** will be taught and reinforced as a short-term replacement behavior to reduce disruption and safety concerns while building skills needed to engage in more desired behavior. It should match the function of the problem behavior, be easy to do, be safe, and acceptable.	→	LONG-TERM DESIRED BEHAVIOR The **Desired Behavior** is the long-term ideal behavior expected of the student in regards to the problem behavior.
DESIRED BEHAVIOR: Considering the current problem behavior, what is the long-term desired behavior?				

B. **Functional Alternative Behavior (FAB): What behavior will be taught as a short-term replacement?**


FUNCTIONAL ALTERNATIVE BEHAVIOR: What behavior will be taught as a short-term replacement?

Primary Function of Problem Behavior: Gain Tangible Access

Functional Alternative Behavior: Select One

Other:

What is the student expected to say or do? What does it look like?

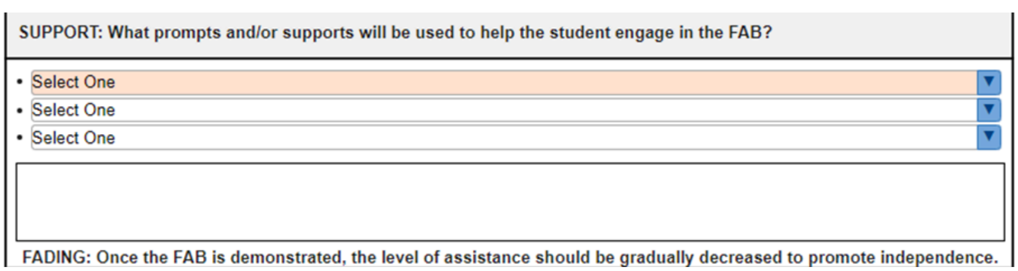
1. **Primary Function of Problem Behavior:** Select the primary function that will be the focus for the teaching interventions. If there are multiple behaviors with different primary functions, the team can 1) pick ONE primary function that would address most of the behaviors OR 2) address the other primary function by completing a “PBIP Additional Teaching Intervention” form (see Additional Teaching Interventions below).
2. **Functional Alternative Behavior:** Use the drop down menu to select the Functional Alternative Behavior. If “Other” is selected, write the behavior in the text box next to “Other.” The menu of drop down choices will be provided based on the “Primary Function” selected.
3. **What is the student expected to say or do? What does it look like?** Write a description of **how** the Functional Alternative Behavior will look like for the student. Be very specific on what the student is expected to say and do to perform this skill appropriately.

C. **Teach: How will the FAB be primarily taught?**


Primary Teaching Procedure: Select One
Describe (or attach specific procedures):

1. **Primary Teaching Procedure:** Use the drop down menu to select the ONE primary method that will be used to teach the student the FAB. If "Other – Describe Below" is selected, include the teaching method in the text box below.
2. **Describe (or attach specific procedures):** Include a description of the teaching procedures with enough information so that staff will know how to teach the behavior. This may include a paragraph summary or step-by-step instructions. If more space is needed to write out the procedures, the team can attach a separate document but will need to write "See attached procedures" in the text box.

D. **Support: What prompts and/or supports will be used to help the student engage in the FAB?**


SUPPORT: What prompts and/or supports will be used to help the student engage in the FAB?

- Select One
- Select One
- Select One

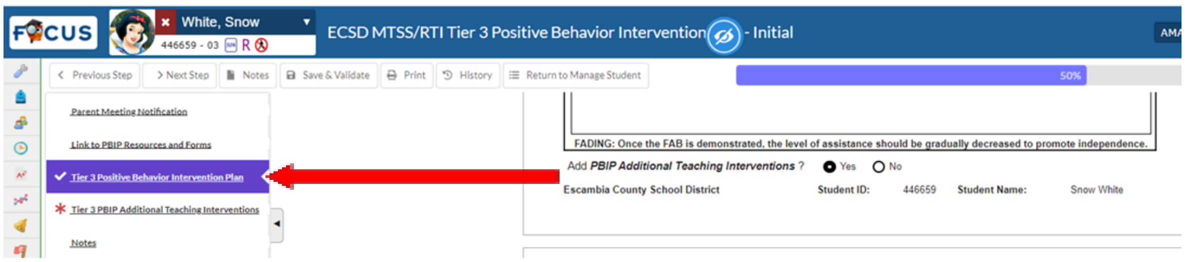
FADING: Once the FAB is demonstrated, the level of assistance should be gradually decreased to promote independence.

1. Select up to 3 support strategies that will be used when teaching the FAB. At least ONE is required. Each drop down allows you to select ONE, but

the same choices are listed for each drop down. The selections are in separate drop downs so that the user can visually see each of the selections as separate strategies.

2. If “Other – Describe Below” is selected, provide a description of the support strategy in the text box next to “Other.”

E. **Additional Teaching Interventions:**



1. If more than one Functional Alternative Behavior is needed, click the “Yes” button at the bottom of the page to indicate that additional teaching interventions are needed.
2. Once the Tier 3 Positive Behavior Intervention Plan is completed, saved, and validated, this will create a ***required additional step*** within the Tier 3 Positive Behavior Intervention Plan - Initial event.
3. Complete the **PBIP Additional Teaching Interventions** form by following these steps:
   a) Finish completing the Tier 3 Positive Behavior Intervention Plan.
   b) **Save and Validate** the Tier 3 Positive Behavior Intervention Plan**.**
   c) Once the entire PBIP document is completed and saved, the **Tier 3 PBIP Additional Teaching Intervention** form will appear in the steps listed on the left in the event.

d) Complete the **Tier 3 PBIP Additional Teaching Interventions** form the same way as described for Tier 3 Positive Behavior Intervention Plan "Teaching Interventions."

e) **Save and Validate** the form.

PAGE 3:

IV. Reinforcement Interventions for FAB

A. There are 3 types of reinforcement systems on this page: 1) Frequent, 2) Random, and 3) Structured. It is ***required*** to choose at least **ONE** type to complete.

B. For each reinforcement system chosen, complete the "FAB Criteria" text box and the "Specific Reinforcer" text box.

1. **FAB Criteria:** In the first box, type in the behavioral criteria for earning the reinforcement. What is the student expected to do? Include how the FAB should be performed (e.g., how long, how many times, what time frame).
2. **Specific Reinforcer:** In the second box, type in the reinforcer that will be earned/given. What reinforcer will the student receive if they meet the FAB Criteria? Include the specifics regarding the reinforcer (e.g., how it will be delivered, amount, how often).

C. If not using a certain type of reinforcement system, check the "N/A" box for that system and it will disable the text boxes.

D. If "Structured" reinforcement system is chosen, use the drop down menu to select the type of structured system. If "Other" is chosen, indicate the type of structured system into the box.

SYSTEM	PROCEDURES	
What system will be used to reinforce the FAB? At least ONE is required.	FAB CRITERIA: When the student displays... (how long, how many times, what time frame)	SPECIFIC REINFORCER: Then the student earns or is given... (function-based, delivery, amount, how often)
FREQUENT: When the FAB happens (without problem behavior), provide reinforcement quickly and often. ☐ N/A		
RANDOM: "Catch the behavior" by providing reinforcement when you notice the FAB behavior is happening (without problem behavior). ☐ N/A		
STRUCTURED: Specify the expectation for the FAB and specify a reinforcer (what the person gets if he/she meets the expectation). Specific System: Select One Other: ☐ N/A		

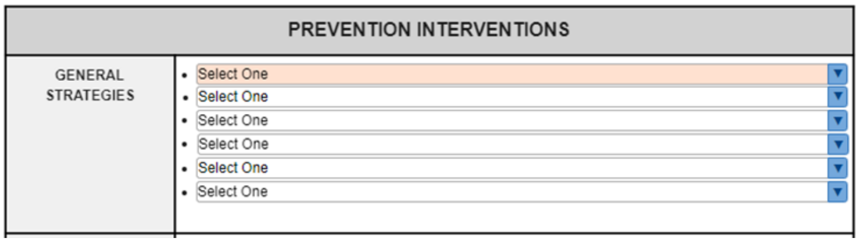
E. **Fading Procedures:** If the team would like to include procedures for how to fade the reinforcement system, select the most appropriate fading procedures from the drop down menu. Use the "Describe" box, if necessary, to give more detail of how to fade using the chosen procedure(s). If fading procedures are not appropriate at this time, check the "N/A" box and it will disable this section.

FADING PROCEDURES	As the student learns and demonstrates the functional alternative behavior, how will the reinforcement procedures be gradually faded?
☐ N/A	Describe:

PAGE 4:

V. Prevention Interventions

A. **General Strategies:**

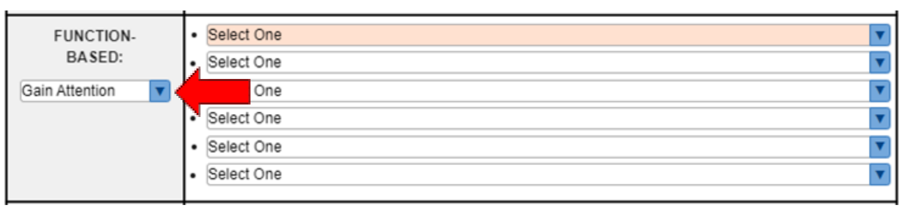

PREVENTION INTERVENTIONS

GENERAL STRATEGIES

- Select One
- Select One
- Select One
- Select One
- Select One
- Select One

1. Use the drop down menu to select at least ONE general prevention strategy. Each drop down allows you to select ONE, but the same choices are listed for each drop down. The selections are in separate drop downs so that the user can visually see each of the selections as separate strategies.
2. If “Other” is selected, describe the strategy in the text box next to “Additional Prevention Strategies.”

B. **Function-Based:**


FUNCTION-BASED:

Gain Attention

- Select One
- Select One
- One
- Select One
- Select One
- Select One

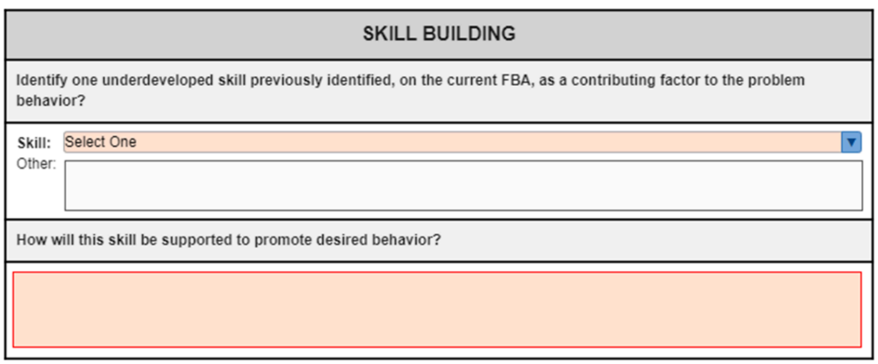
1. First, select the primary function that will be the focus for the prevention interventions. If there are multiple behaviors with different primary functions, the team should pick ONE primary function that would address most of the behaviors.
2. Use the drop down menu to select at least ONE function-based prevention strategy. Each drop down allows you to select ONE, but the

same choices are listed for each drop down. The menu of drop down choices will be provided based on the “Primary Function” selected. The selections are in separate drop downs so that the user can visually see each of the selections as separate strategies.

3. If “Other” is selected, describe the strategy in the text box next to “Additional Prevention Strategies.”

C. **Additional Prevention Strategies (if needed):** Type in any additional prevention strategies into the box. Also, the team can use this box to clarify or provide a more detailed description of any prevention strategies selected in the drop downs above.

VI. Skill Building: Identify one underdeveloped skill previously identified, on the current FBA, as a contributing factor to the problem behavior?



SKILL BUILDING

Identify one underdeveloped skill previously identified, on the current FBA, as a contributing factor to the problem behavior?

Skill: Select One

Other:

How will this skill be supported to promote desired behavior?

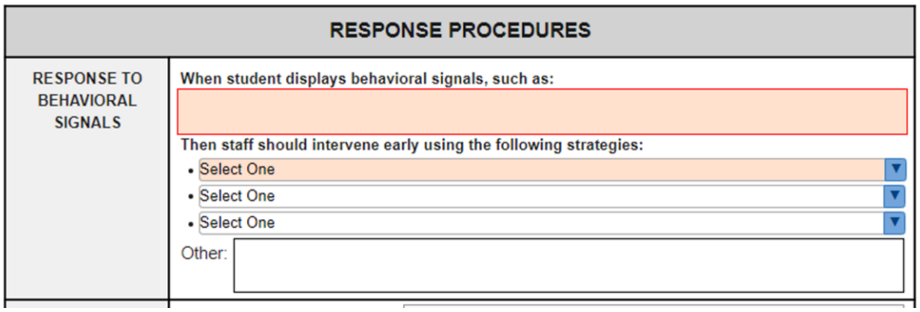
A. **Skill:** Use the drop down menu to select ONE underdeveloped skill that contributes to the problem behavior(s). Refer to the “Underdeveloped Skill” section of the current FBA.

B. **How will this skill be supported to promote desired behavior?** Write a brief description of how the team will proactively support and develop this underdeveloped skill to promote desired behavior and minimize the student’s need to engage in problem behavior.

PAGE 5:

VII. Response Procedures

A. **Response to Behavioral Signals:**



RESPONSE PROCEDURES	
RESPONSE TO BEHAVIORAL SIGNALS	When student displays behavioral signals, such as: Then staff should intervene early using the following strategies: • Select One • Select One • Select One Other:

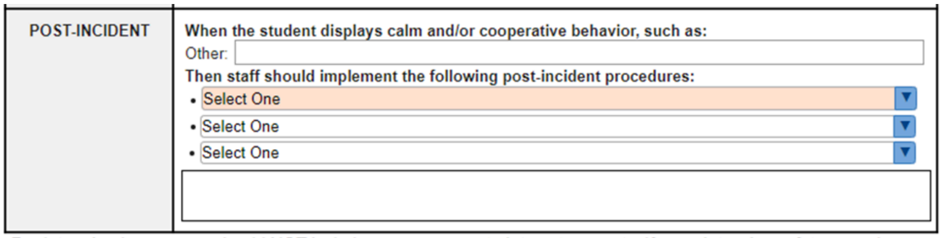
1. Under “when student displays behavioral signals, such as,” write the common behavioral signals as identified on the current FBA.
2. Then, use the drop down menu to select at least ONE strategy to intervene early and prevent escalation when behavioral signals are displayed. Each drop down allows you to select ONE, but the same choices are listed for each drop down. The selections are in separate drop downs so that the user can visually see each of the selections as separate strategies.
3. If “Other” is selected, type the specific strategy in the box.

B. **Response to Problem Behavior:**

RESPONSE TO PROBLEM BEHAVIOR 1	**When the student engages in:** Defiance Other: **Then staff should implement the following response strategies:** • Select One • Select One • Select One Other:
RESPONSE TO PROBLEM BEHAVIOR 2 ☐ N/A	**When the student engages in:** Elopement Other: **Then staff should implement the following response strategies:** • Select One • Select One • Select One Other:
RESPONSE TO PROBLEM BEHAVIOR 3 ☐ N/A	**When the student engages in:** Disruptive Behavior Other: **Then staff should implement the following response strategies:** • Select One • Select One • Select One Other:

1. Complete this section for each problem behavior targeted in the PBIP. If the “N/A” box was checked for Behavior 2 and/or 3 on page 1, the sections for Problem Behavior 2 and/or 3 will be disabled on this page.
2. On the first line of this section, the problem behavior that was selected on page 1 of the PBIP should automatically appear in this box.
3. Then, select at least ONE response strategy that will minimize reinforcement of the problem behavior. Each drop down allows you to select ONE, but the same choices are listed for each drop down. The menu of drop down choices will be provided based on the “Primary Function” selected on page 1 for the behavior. The selections are in separate drop downs so that the user can visually see each of the selections as separate strategies.
4. If “Other” is selected, type the strategy in the box.

C. **Post-Incident:**



POST-INCIDENT	**When the student displays calm and/or cooperative behavior, such as:** Other: **Then staff should implement the following post-incident procedures:** • Select One • Select One • Select One

1. In the first box, describe what calm and/or cooperative behavior looks like for this student.
2. Then, use the drop down menu to select at least ONE follow-up strategy or procedure. Each drop down allows you to select ONE, but the same choices are listed for each drop down. The selections are in separate drop downs so that the user can visually see each of the selections as separate strategies.
3. If “Other” is selected, type the specific strategy in the box.

D. **Crisis Intervention Plan:** If the team determines that a Crisis Intervention Plan is needed in addition to the PBIP, the team will need to initiate the **Crisis Intervention Plan – Initial** event to complete the **Crisis Intervention Plan** form.

<u>PAGE 6:</u>

VIII. Problem Behavior Goal(s)

A. The team will write a measurable goal for each problem behavior targeted in the PBIP. If the “N/A” box was checked for Behavior 2 or 3 on page 1, these sections will be disabled on this page.

B. **Measurable Goal:** In the text box, type in the measurable goal for the behavior. Use the format provided in the problem behavior goal example above to write the measurable goal.

C. **Data Method:** Use the drop down menu to select the data collection method for this problem behavior. The data method **<u>must match</u>** the data method used to collect baseline data in the current FBA. This will allow the team to determine progress. If "Other" is selected, write the type of data method in the text box.

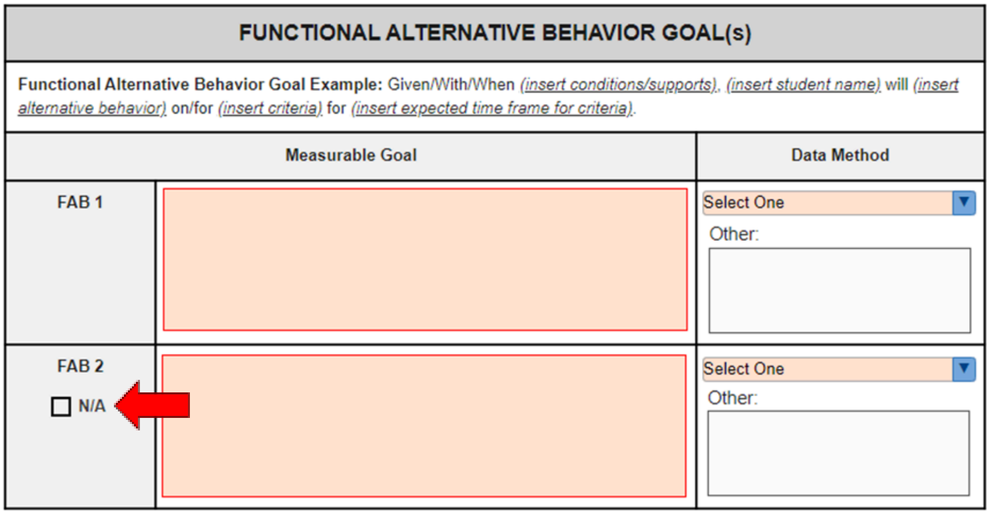
PROBLEM BEHAVIOR GOAL(s)		
Problem Behavior Goal Example: Given/With/When *(insert conditions/supports)*, *(insert student name)* will reduce *(insert problem behavior)* from a baseline average of *(insert FBA baseline average)* to *(insert criteria)* for *(insert expected time frame for criteria)*.		
	Measurable Goal	Data Method (must match baseline data)
BEHAVIOR 1		Select One Other:
BEHAVIOR 2		Select One Other:
BEHAVIOR 3		Select One Other:

IX. Functional Alternative Behavior Goal(s)

A. The team will write a measurable goal for the Functional Alternative Behavior identified on page 2 of the PBIP. If there is only one FAB targeted in this PBIP, check the "N/A" box under "FAB 2." If the "PBIP Additional Teaching Intervention" form was completed, then the measurable goal will need to be completed for FAB 2.

B. **Measurable Goal:** In the text box, type in the measurable goal for the behavior. Use the format provided in the functional alternative behavior goal example above to write the measurable goal.

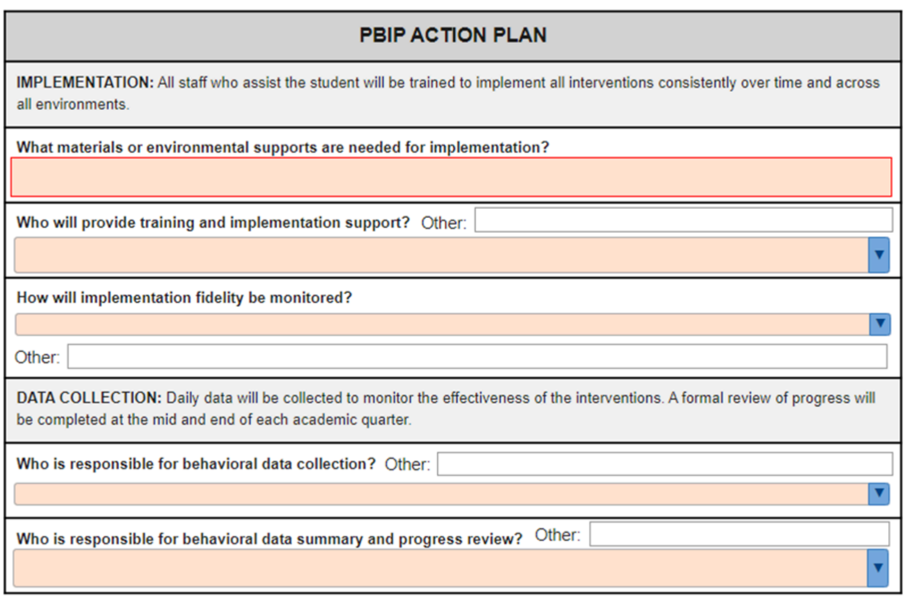
C. **Data Method:** Use the drop down menu to select the data collection method for the FAB. If "Other" is selected, write the type of data method in the text box.



FUNCTIONAL ALTERNATIVE BEHAVIOR GOAL(s)		
Functional Alternative Behavior Goal Example: Given/With/When *(insert conditions/supports)*, *(insert student name)* will *(insert alternative behavior)* on/for *(insert criteria)* for *(insert expected time frame for criteria)*.		
	Measurable Goal	Data Method
FAB 1		Select One Other:
FAB 2 ☐ N/A		Select One Other:

PAGE 7:

X. PBIP Action Plan



PBIP ACTION PLAN
IMPLEMENTATION: All staff who assist the student will be trained to implement all interventions consistently over time and across all environments.
What materials or environmental supports are needed for implementation?
Who will provide training and implementation support? Other:
How will implementation fidelity be monitored? Other:
DATA COLLECTION: Daily data will be collected to monitor the effectiveness of the interventions. A formal review of progress will be completed at the mid and end of each academic quarter.
Who is responsible for behavioral data collection? Other:
Who is responsible for behavioral data summary and progress review? Other:

A. **Implementation:**

1. In the first section, type in the materials and supports that need to be in place to implement the PBIP.
2. In the second section, use the drop down menu to select all positions responsible for providing training and support of the PBIP. If a position is not listed, type the position next to “Other.”
3. In the third section, use the drop down menu to select all of the ways implementation will be monitored for fidelity. If a method is not listed, type it next to “Other.”

B. **Data Collection:**

1. In the first section, use the drop down menu to select all positions responsible for collecting data. If a position is not listed, type the position next to “Other.”
2. In the second section, use the drop down menu to select all positions responsible for summarizing behavioral data and reviewing PBIP progress. If a position is not listed, type the position next to “Other.”

XI. Additional Information

A. If additional space is needed to type procedures or details about interventions, use the “Additional Information” section on page 7.

B. If this section does not provide enough space for the information, the team may open “Notes” and include the additional information there. If using “Notes” to add information to the PBIP, do not complete the signature page, as that will be completed on the Tier 3 Positive Behavior Intervention Plan.

TIER 3 PBIP SIGNATURE PAGE:

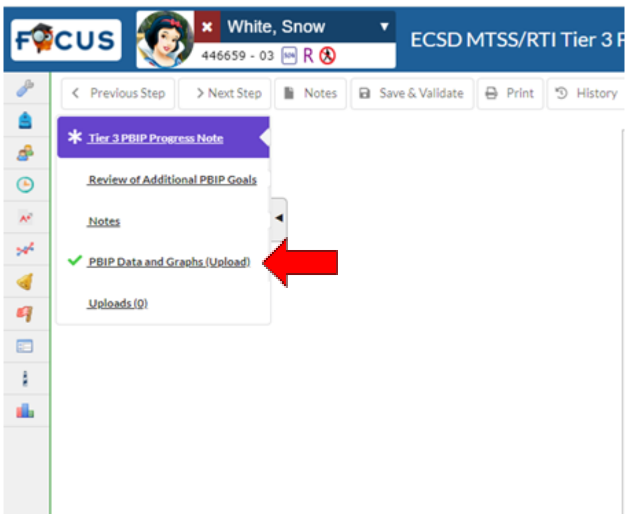
XII. PBIP Signature Page Step: The Plan Manager will follow the **MTSS/RTI Team Members Signatures** process.

☐ EVENT: ECSD MTSS/RTI Tier 3 PBIP Progress Note (Initial and Recurring)

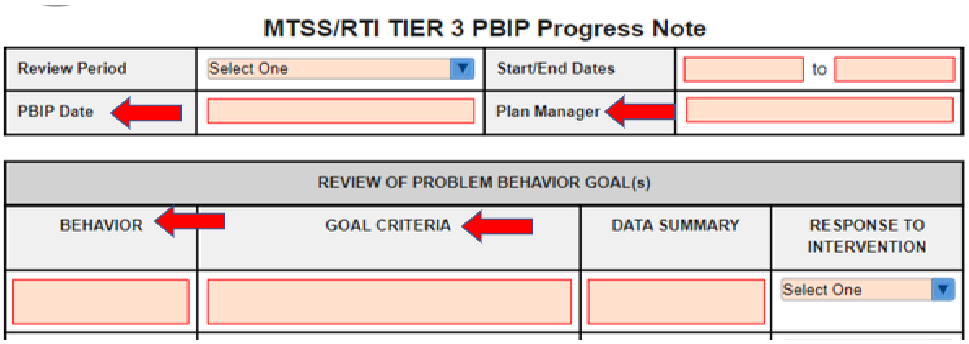
- **STEP 1:** Daily data will be collected on the problem behaviors and the functional alternative behaviors targeted for intervention using the data collection methods identified on the PBIP. Data sheet examples can be found on the Behavior Education Support Team (B.E.S.T.) website.
- **STEP 2:** PBIP Progress Notes are required to be completed at the middle and end of each academic quarter (approximately every 4.5 weeks). The PBIP progress note calendar can be found on the Behavior Education Support Team (B.E.S.T.) website.
  - For the 1st PBIP Progress Note after developing a PBIP, the Plan Manager will initiate the **MTSS/RTI Tier 3 PBIP Progress Note – Initial** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 3 PBIP Progress Note – Initial.** Click **Initiate** to open the event which will show the steps/forms on the left side.
  - Any subsequent PBIP Progress Notes should be created by initiating the **MTSS/RTI Tier 3 PBIP Progress Note – Recurring** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 3 PBIP Progress Note – Recurring.** Click **Initiate** to open the event which will show the steps/forms on the left side. The recurring event will create a **duplicate of the initial** progress note, which will save the Plan Manager the extra time it would take to re-enter the behaviors and goal criteria again.

- **STEP 3:** PBIP Data/Graphs must be uploaded to the event using the **PBIP Data and Graphs Uploads** link. Daily data should be graphed using Excel or Google. There should be no scans of paper and pencil graphs. Graphing templates can be found on the Behavior Education Support Team website (https://www.escambiaschools.org/best - Click on Tier 3 PBIP Resources).

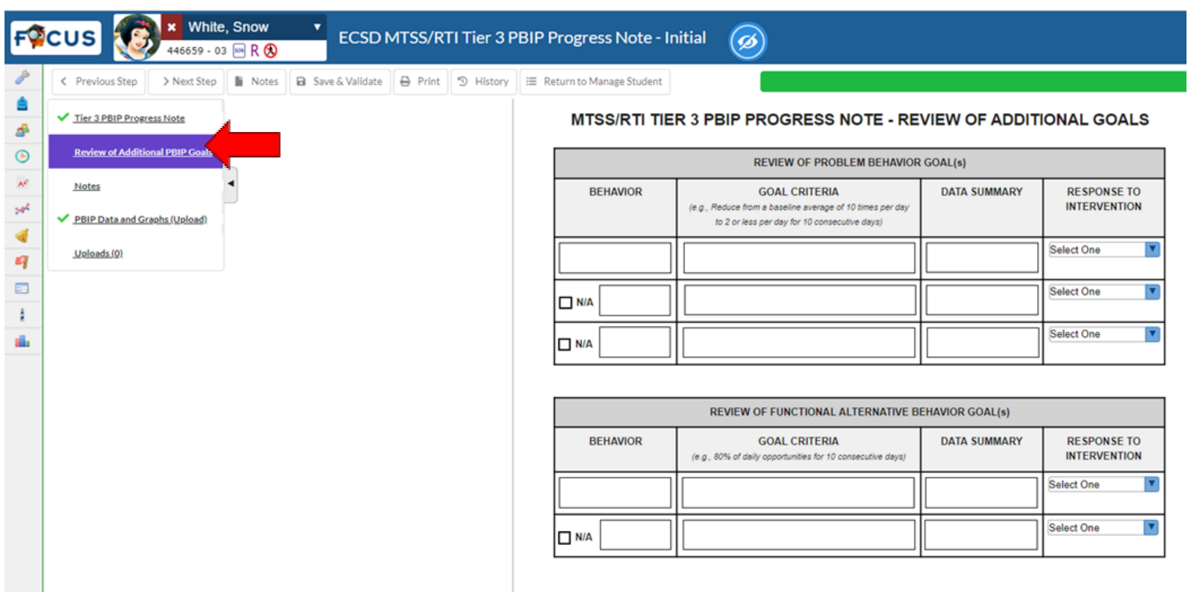
  ***Graphs must be **uploaded as PDF** in order to print it through FOCUS SSS.



- **STEP 4:** The Plan Manager will open the **Tier 3 PBIP Progress Note** form. The data/graphs, student observations, and fidelity checks should be reviewed to help complete the progress note.
  - If the progress note is being completed within the **MTSS/RTI Tier 3 PBIP Progress Note – Initial**, enter all of the information into the form.
  - If the progress note is being completed within the **MTSS/RTI Tier 3 PBIP Progress Note – Recurring**, all of the information from the initial progress note will automatically populate. The Plan Manager will need to update all information on the form, **with the exception of** 1) PBIP Date, 2) Plan Manager, 3) Behavior, and 4) Goal Criteria (see arrows below).



➢ **STEP 5:** There might be situations when a more comprehensive PBIP will include more than 3 problem behaviors or more than 2 functional alternative behaviors. In these situations, click on the "**Review of Additional PBIP Goals"** step in the list to the left of the event. Use this additional form to document progress on additional behaviors. This additional form must be printed and included in all copies given to parents and uploaded to the "Parents Document" tab in FOCUS SIS.



- **STEP 6:** The Plan Manager will finalize the **Tier 3 PBIP Progress Note** event.
  - The Plan Manager will electronically **sign and date** the bottom of the progress note form using the authenticated signature process.
  - When all graphs are uploaded, the form is signed, and the form is **saved and validated**, the Plan Manager will **Lock** the Event.
  - The Tier 3 PBIP Progress Note and summary graph(s) will be provided to the parent as a printed paper copy and uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.
- **STEP 7: Next Steps following Tier 3 PBIP Progress Note Decision**
  - If the decision was "Continue implementing current PBIP without revisions," a specific explanation for the decision is not required.
  - If the decision was "Additional data are needed to determine progress" OR "Increase implementation support," include a specific explanation for the decision.
  - If the decision was "Refer to Tier 3 Behavior Intervention Review meeting for revisions or additional support," the Plan Manager will initiate the **MTSS/RTI Tier 3 Behavior Intervention Review** event process.

☐ FORM: TIER 3 PBIP Progress Note

I. Information Table (top of page)

Student: Snow White **Student ID:** 446659 **Grade:** 03 **DOB:** 08/14/2010
Parent: Marquita Moorer **504 Eligibility:** Y **Phone:** (850) 555-3242
Address: 30 E TEXAR DR **ELL:** N/A **School:** ZONED UNASSIGNED
PENSACOLA, FL 32503 **ESE:** N/A

MTSS/RTI TIER 3 PBIP Progress Note

Review Period	Select One	Start/End Dates	to
PBIP Date		Plan Manager	

A. **Review Period:** Use the drop down menu to select the appropriate review period for the progress note being completed. Progress notes are completed at the middle and end of each academic quarter. Please refer to the PBIP Progress Note Calendar for the current school year (https://www.escambiaschools.org/best - Tier 3 PBIP Resources).

B. **Start/End Dates:** In the first box, select the start date for the review period. In the second box, select the end date for the review period. Please refer to the PBIP Progress Note Calendar for the current school year (https://www.escambiaschools.org/best - Tier 3 PBIP Resources).

C. **PBIP Date:** Select the date the most current PBIP was completed. This will be your PBIP meeting date on the Tier 3 Positive Behavior Intervention Plan.

D. **Plan Manager:** Type in the name and position of the person in the role of Plan Manager for the student's PBIP.

II. Review of Problem Behavior Goal(s)

REVIEW OF PROBLEM BEHAVIOR GOAL(s)			
BEHAVIOR	GOAL CRITERIA (e.g., Reduce from a baseline average of 10 times per day to 2 or less per day for 10 consecutive days)	DATA SUMMARY	RESPONSE TO INTERVENTION
			Select One
☐ N/A			Select One
☐ N/A			Select One

A. **Behavior:** In this column, type in the problem behavior that matches the exact behavior in the PBIP. Each row is a separate behavior. If a 2nd or 3rd behavior is not targeted in the PBIP, check the "N/A" box and it will disable the fields.

B. **Goal Criteria:** In this column, type in the criteria directly from the "Problem Behavior Goal(s)" section of the student's PBIP. Do not type in the full goal statement here. Instead, only enter the last half of the goal statement that includes the baseline average and the measurable criteria to meet the goal (e.g., Reduce from a baseline average of 5 times per day to 0 times per day for 2 consecutive weeks).

C. **Data Summary:** In this column, use the daily data during the review period to calculate a data summary that represents the current progress (i.e., average per day). Type the summary into this box (e.g., average of 3 times per day)

D. **Response to Intervention:** Use the drop down menu to select the choice that most accurately represents the student's response to intervention for this behavior during this review period.

   1. **Desired Decrease:** The average/summary showed a decrease in problem behavior from the previous review period.

2. **Insufficient Data:** This indicates that there was not enough or consistent data collected due to student absences or other circumstances during this review period.
3. **Little to No Change:** The average/summary showed very little or no change in problem behavior from the previous review period.
4. **Undesired Increase:** The average/summary showed an increase in problem behavior from the previous review period.

III. Review of Functional Alternative Behavior Goal(s)

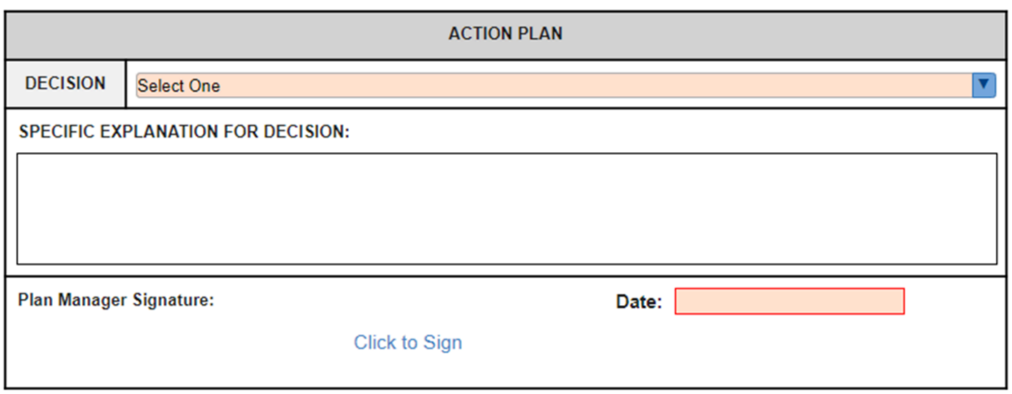
REVIEW OF FUNCTIONAL ALTERNATIVE BEHAVIOR GOAL(s)			
BEHAVIOR	GOAL CRITERIA *(e.g., 80% of daily opportunities for 10 consecutive days)*	DATA SUMMARY	RESPONSE TO INTERVENTION
			Select One
☐ N/A			Select One

A. **Behavior:** In this column, type in the functional alternative behavior that matches the exact behavior targeted in the PBIP. Each row is a separate behavior. If a 2nd FAB is not targeted in the PBIP, check the "N/A" box and it will disable the fields.
B. **Goal Criteria:** In this column, type in the criteria directly from the "Functional Alternative Behavior Goal(s)" section of the student's PBIP. Do not type in the full goal statement here. Instead, only enter the last half of the goal statement that includes the measurable criteria to meet the goal (e.g., 80% of daily opportunities for 2 consecutive weeks).
C. **Data Summary:** In this column, use the daily data during the review period to calculate a data summary that represents the current progress (i.e., average per day). Type the summary into this box (e.g., average of 60% of opportunities per day).

D. **Response to Intervention:** Use the drop down menu to select the choice that most accurately represents the student's response to intervention for this behavior during this review period.

1. **Desired Increase:** The average/summary showed an increase in the functional alternative behavior from the previous review period.
2. **Insufficient Data:** This indicates that there was not enough or consistent data collected due to student absences or other circumstances during this review period.
3. **Little to No Change:** The average/summary showed very little or no change in functional alternative behavior from the previous review period.
4. **Undesired Decrease:** The average/summary showed a decrease in the functional alternative behavior from the previous review period.

IV. Action Plan



A. **Decision:** Based on the data, observations, teacher and team input, and the student's response to intervention for each behavior (as indicated above), use the drop down to select the most appropriate action to take for the next review period.

1. **Additional data is needed to determine progress:** Select this choice when insufficient data has been collected on behaviors during this review period or if the PBIP has been implemented a very short time and more data is needed to determine if interventions are effective.
2. **Continue implementing current PBIP without revisions:** Select this choice if the PBIP will stay the same without any changes during the next review period.
3. **Increase implementation support:** Select this choice if the teacher or team members implementing the plan need additional support to implement the PBIP effectively (i.e., training or resources).
4. **Refer to Tier 3 Behavior Intervention Review meeting for revisions or additional support:** Select this choice if there is a need to make any changes to any of the interventions or goals in the PBIP or if the team wants to discuss adding any additional support for this student. Revisions and additions should only be made during a team meeting, not by one individual completing the PBIP progress note. If revisions are being suggested, it is appropriate to schedule a Tier 3 Behavior Intervention Review team meeting to discuss.

B. **Specific Explanation:** In this section, type in a brief explanation for the decision recommended above. If the decision was “Continue implementing current PBIP without revisions,” a specific explanation for the decision is not required.

C. **Plan Manager Signature:** The Plan Manager will electronically sign and date the bottom of the progress note form using the authenticated signature process.

☐ EVENT: ECSD MTSS/RTI Tier 3 Behavior Intervention Review

A **Tier 3 Behavior Intervention Review** meeting can occur at any time for the team to discuss the student's progress. However, it is **required** if the Tier 3 PBIP Progress Note indicates a need to meet to discuss revisions or additional support. For general education students, a Tier 3 Behavior Intervention Review meeting should be held following the minimum 9-week intervention period.

- **STEP 1:** The Plan Manager will initiate the **Tier 3 Behavior Intervention Review** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 3 Behavior Intervention Review.** Click **Initiate** to open the event which will show the steps/forms on the left.
    - The Plan Manager will complete and send home the **Parent Meeting Notification.** If this student is a student receiving ESE services and Tier 3 behavior support, an invitation through PEER will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
    - The Plan Manager will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.
- **STEP 2:** The Plan Manager (Behavior Coach, RTI Coordinator), teacher,ESE teacher, parent, and other applicable team members will hold a **Tier 3 Behavior Intervention Review** meeting. Regardless of the outcome of the Tier 3 Intervention Review meeting, a Tier 3 Behavior Intervention Review form **must** be completed.
    - The Plan Manager or teacher will need to open the most recent **Tier 3 PBIP Progress Note** to present to the team all of the graphs and data summaries.
    - The Plan Manager will complete the **MTSS/RTI Tier 3 Behavior Intervention Review** form with the MTSS/RTI Team.
    - The Plan Manager will follow the **MTSS/RTI Team Members Signatures** process

on the separate Tier 3 Behavior Intervention Review Signature Page**.**

- If the parent physically signs the form, the Plan Manager will need to **Upload** the form into the Upload section of the event.

➢ **STEP 3:** The Plan Manager will finalize the **Tier 3 Behavior Intervention Review** event.

- When the meeting is completed, the Plan Manager will **Save and Validate** the form.
- When the meeting is concluded and all appropriate documentation and forms are uploaded, the Plan Manager will **Lock** the Event.
- The signed **Tier 3 Behavior Intervention Review** form and signature page will be provided to the parent as a printed paper copy and uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.

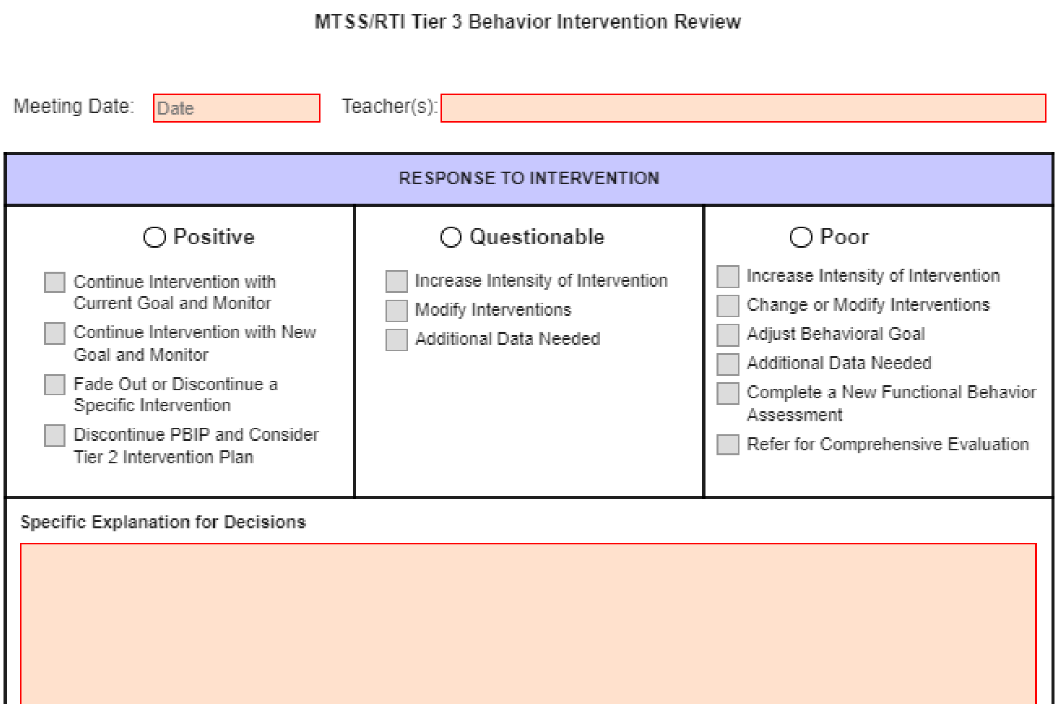
➢ **STEP 4: Next Steps following Tier 3 Behavior Intervention Review Decision**

- If it is determined that the student continues to need the same interventions or if additional data is needed for the Tier 3 Positive Behavior Intervention Plan, then continue with the current Tier 3 Positive Behavior Intervention Plan.
- If it is determined that changes need to be made to the Tier 3 Positive Behavior Intervention Plan (i.e., change or modify interventions, increase intensity of interventions, add new interventions, modify PBIP goals, or fade out/discontinue a specific intervention), the Plan Manager will initiate and complete the **Tier 3 Positive Behavior Intervention Plan Revision** event with the MTSS/RTI team.
    - For students in an ESE program: Changes to the goals/objectives will require a change to the IEP. Follow all required procedures and documentation for that process.
- If it is determined the **Tier 3 Positive Behavior Intervention Plan** is no longer needed and the team is fading to a **Tier 2 Behavior Intervention Plan,** the Plan Manager will initiate and complete the **Tier 2 Behavior Intervention Plan** event

with the MTSS/RTI team.

    - For students receiving ESE services: Changing behavioral services from Tier 3 PBIP to Tier 2 Behavior Plan will require a change to the IEP (special considerations, social/emotional domain and goals, and special education services). Follow all required procedures and documentation for that process.
- If the student is **no longer** in need of any behavioral support in Tier 2 or 3, the RTI Coordinator or designated person will turn off the **Purple R** in SIS and click “save” to indicate the student is no longer receiving interventions.
    - For students who are in an ESE program: The discontinuation of a PBIP will require a change in the IEP. Follow all required procedures and documentation for that process.
- If the team decides that a new Functional Behavior Assessment is needed because there are new or different behaviors emerging, there have been significant changes to the student’s learning environment, or there is possibly a change in the function of the student’s current behavior, the Plan Manager will initiate a **Tier 3 Functional Behavior Assessment** event to start the FBA process.
- If the MTSS/RTI team determines that the student needs to be referred for a Comprehensive Psycho-Educational Evaluation, the School Psychologist will be contacted and they will provide the appropriate consent form.
    - Once the consent form has been signed by the parent, **upload** the form into the upload section of Tier 3 Behavior Intervention Review Event.
    - A signed consent form should also be placed in the student’s cumulative **purple** folder (gen ed or 504) or **red** folder (ESE).

☐ FORM: Tier 3 Behavior Intervention Review



MTSS/RTI Tier 3 Behavior Intervention Review

Meeting Date: Date Teacher(s):

RESPONSE TO INTERVENTION		
◯ Positive	◯ Questionable	◯ Poor
☐ Continue Intervention with Current Goal and Monitor ☐ Continue Intervention with New Goal and Monitor ☐ Fade Out or Discontinue a Specific Intervention ☐ Discontinue PBIP and Consider Tier 2 Intervention Plan	☐ Increase Intensity of Intervention ☐ Modify Interventions ☐ Additional Data Needed	☐ Increase Intensity of Intervention ☐ Change or Modify Interventions ☐ Adjust Behavioral Goal ☐ Additional Data Needed ☐ Complete a New Functional Behavior Assessment ☐ Refer for Comprehensive Evaluation

Specific Explanation for Decisions

I. **Meeting Date & Teacher**
   A. Enter Date of meeting
   B. Enter name(s) of teacher(s)
II. **Response to Intervention:**
   A. Based on the data/graphs reviewed by the team from the most recent Tier 3 PBIP Progress Note, the team will determine if the student's Response to Intervention is 1) Positive, 2) Questionable, or 3) Poor. The Plan Manager will then select the appropriate decision made by the team under the determination.
   B. The Plan Manager will write a response under the **Specific Explanation for Decisions.**
III. **Tier 3 Behavior Intervention Review Signature Page:** The Plan Manager will follow the **MTSS/RTI Team Members Signatures** process.

☐ EVENT: ECSD MTSS/RTI Tier 3 Positive Behavior Intervention Plan – Revision

NOTE: Revision events that duplicate a plan that was locked BEFORE August 2024 will not have a separate signature step, but instead will keep the within form signature page. Any revision events that duplicate a plan locked AFTER August 2024 will include the separate signature page step.

➢ **STEP 1:** If it is determined through a Review meeting that revisions are needed on the Tier 3 Positive Behavior Intervention Plan, these changes can be made within the **Tier 3 Behavior Review meeting**. However, if the team decides to complete these revisions in a separate meeting, follow all **Parent Notification** procedures to schedule a **Tier 3 Positive Behavior Intervention Plan - Revision** meeting.

➢ **STEP 2:** The Plan Manager will initiate a **Tier 3 Positive Behavior Intervention Plan Revision** event**.** From the **MTSS** tab click in the **Event** dropdown and select **ECSD MTSS/RTI Tier 3 Positive Behavior Intervention Plan - Revision.** Click **Initiate** to open the event which will show the steps/forms on the left.

➢ **STEP 3:** During the meeting, the Plan Manager will open the **Tier 3 Positive Behavior Intervention Plan.** The information should already be entered on the form as a duplicate of the original plan.

- The team members should **revise the PBIP meeting date.**
- The team members should **revise the original plan** and make all necessary revisions to the interventions and/or goals.
- If a **PBIP Additional Teaching Intervention** form was previously completed, it will already appear with the information from the initial plan. Even if revisions aren't needed, you will need to **Save and Validate.** If it does not already exist and more than one Functional Alternative Behavior is needed, click the "Yes" button at the bottom of page 2 on the **Tier 3 Positive Behavior Intervention Plan** form. Once the Tier 3 Positive Behavior Intervention Plan is completed, saved, and validated, this will create a ***required additional step*** within the event.

    - If the team determines that a Crisis Intervention Plan is needed in addition to the PBIP, the team will need to initiate the **Crisis Intervention Plan – Initial** event to complete the **Crisis Intervention Plan** form.
    - For students receiving ESE services: Changes to the goals/objectives will require a change to the IEP. Follow all required procedures and documentation for that process. Refer to the checklist "**How to Revise a PBIP**," for specific paperwork requirements (located on the BEST website https://www.escambiaschools.org/best - Click on Tier 3 PBIP Resources)

- **STEP 4:** The Plan Manager will follow the **MTSS/RTI Team Members Signatures** process on the Tier 3 PBIP Signature Page Step**.** If the parent physically signs the form, the Plan Manager will need to **Upload** the form into the Upload section of the event.
- **STEP 5:** If needed, revise the PBIP at a Glance document or PBIP Data Sheets and upload them to the event.
- **STEP 6:** The Plan Manager will finalize the **Tier 3 Positive Behavior Intervention Plan - Revision** event.
    - After the meeting, the Plan Manager will **Save and Validate** the form.
    - Print the signed Tier 3 Positive Behavior Intervention Plan form, signature page, as well as the Tier 3 PBIP Additional Teaching Intervention form (if completed). Place the Additional Teaching Intervention form within the Tier 3 Positive Behavior Intervention Plan after the "Teaching Intervention" section. Insert the signature page at the end of the document.
    - A copy of the forms will be given to parents or uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.
    - A signed copy must be placed in the student's cumulative **purple** folder (if gen ed RTI or 504) or **red** folder (if ESE).
    - The Plan Manager will **Lock** the event.
- **STEP 7:** Daily data will continue to be collected on the problem behaviors and the functional alternative behaviors targeted for intervention.

☐ EVENT: ECSD MTSS/RTI Crisis Intervention Plan – Initial

A Crisis Intervention Plan (CIP) must be completed if there is an immediate need for safety procedures to be created OR if a student with a disability (IEP or 504) has more than one restraint within a semester

- ➢ **STEP 1:** The Plan Manager (Behavior Coach, RTI Coordinator, ESE Teacher, Teacher, or other designated person) will initiate a **Crisis Intervention Plan – Initial** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD Crisis Intervention Plan - Initial.** Click **Initiate** to open the event which will show the steps/forms on the left.
- ➢ **STEP 2:** The Plan Manager will schedule a Crisis Intervention Plan meeting.
  - If the Crisis Intervention Plan is being developed as an addendum to the PBIP and is being created **during the scheduled PBIP meeting**, no additional meeting is needed.
  - If the team determines that a separate meeting is needed to develop the CIP, the Plan Manager can schedule a separate meeting using the **Parent Meeting Notification** procedures.
    - If the student is receiving ESE services, an invitation through PEER will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
    - The Plan Manager will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.
- ➢ **STEP 3:** Prior to the meeting, the Plan Manager or designated team member will **open** the Crisis Intervention Plan form and start filling in information and drafting possible interventions to present to the team. This should only be a **draft** and should not be finalized before the meeting.

- **STEP 4:** The Plan Manager (Behavior Coach, RTI Coordinator), teacher, ESE teacher, parent, and other applicable team members will hold a **Crisis Intervention Plan - Initial** meeting. This can be combined into the same meeting as the Tier 3 PBIP if needed.
  - At the meeting, the team should work together to review the draft and develop the Crisis Intervention Plan.
  - For students in an ESE program : If the Crisis Intervention Plan requires a change to the IEP, follow all required procedures and documentation for that process.
- **STEP 5:** The Plan Manager will follow the **MTSS/RTI Team Members Signatures** process on the separate signature page**.** If the parent physically signs the form, the Plan Manager will need to **Upload** the form into the Upload section of the event.
- **STEP 6:** The Plan Manager will finalize the **Crisis Intervention Plan - Initial** event.
  - When the meeting is completed, the Plan Manager will **Save and Validate** the form.
  - Print the signed **Crisis Intervention Plan** form and signature page.
  - A copy of the **Crisis Intervention Plan** form and signature page will be given to parents or uploaded as a PDF through the FOCUS SIS “Parent Documents” tab under the RTI Parent Documents section.
  - A signed copy must be placed in the student’s cumulative **purple** folder (if gen ed RTI or 504) or **red** folder (if ESE).
  - The Plan Manager will **Lock** the event.

☐ FORM: Crisis Intervention Plan

I. Information Table (top of page 1)

Crisis Intervention Plan

Date of Crisis Plan:		Current PBIP:	○ Yes ____ ○ No ○ Pending
Reason for Crisis Plan:	Select One		

A. **Date of Crisis Plan:** Select the meeting date.

B. **Current PBIP:** Select if there is a current PBIP (yes, no, pending). If yes, select the date the most current PBIP was completed. This will be your PBIP meeting date on the Tier 3 Positive Behavior Intervention Plan.

C. **Reason for Crisis Plan:** Use the drop down menu to select the reason for developing the Crisis Intervention Plan.

II. History and Risks: In the text box, describe the dangerous behaviors, threat of imminent risk, potential dangers and safety concerns, and a summary of current, previous, or pending supports.

HISTORY AND RISKS
Describe the dangerous behavior(s) and the threat of imminent risk that requires a crisis intervention plan. Include any potential dangers and safety concerns associated with the behaviors (e.g., use of physical restraint, injuries, property damage, use of weapons, etc.). Include any information about current, previous, or pending behavior interventions and supports (e.g., FBA, PBIP, Tier 2 plan, etc.).

III. **Patterns/Triggers:** In the text box, list specific events, times, locations, or people that are known to be present immediately before the dangerous behavior(s) occur.

PATTERNS/TRIGGERS
List specific events, times, locations, or people that are known to be present immediately before the dangerous behavior(s) occur.

IV. **Incident Minimization**

INCIDENT MINIMIZATION
BEHAVIORAL SIGNALS: List any specific behaviors that have historically occurred prior to the crisis behavior.
STRATEGIES: Describe early intervention strategies to respond when signals occur or when behavior is beginning to escalate. This may include safety habits, staff ratios, environmental changes, or other strategies that will interrupt or minimize the escalation of behavior.

A. **Behavioral Signals:** In the text box, list any specific behaviors that have historically occurred prior to crisis behavior.
B. **Strategies:** In the text box, describe early intervention strategies to respond when signals occur or when behavior is beginning to escalate. This may include safety habits, staff ratios, environmental changes, or other strategies that will interrupt or minimize the escalation of behavior.

V. Crisis Response

CRISIS RESPONSE
DANGEROUS BEHAVIOR(s): List the behaviors that require this crisis intervention plan. Please describe in detail what the student's crisis behavior looks and/or sounds like. If there is a PBIP, include the definition.
STRATEGIES: List procedures that staff should try to follow when the behavior creates a threat of imminent risk.

A. **Dangerous Behaviors:** In the text box, list the behaviors that require this crisis intervention plan. Please describe in detail what the student's crisis behavior looks and/or sounds like. If there is a PBIP, include the definition.
B. **Strategies:** In the text box, list procedures that staff should try to follow when the behavior creates a threat of imminent risk.
C. **Physical Intervention:** In this section, check the box "No Known Concerns" if there are no known physical and behavioral health concerns that will limit the use of restraint for the student. This checkbox will disable the "Concerns" text box. If there are concerns, type the concerns in the text box.

CRISIS RESPONSE (continued)
Physical intervention is used as a last resort to prevent harm per Safety-Care guidelines and Escambia County School District policy. Please list any known physical and behavioral health concerns that will limit the use of restraint for the student.
☐ NO KNOWN CONCERNS Concerns:

VI. Recovery Procedures

RECOVERY PROCEDURES
RECOVERY BEHAVIOR: What does the student's behavior look like after crisis behavior stops?
STRATEGIES: List procedures staff should use following an incident (e.g., calm/recovery times, staff ratios, peer proximity, proximity to objects, approach/interaction strategies, transition strategies, debrief, etc).

A. **Recovery Behavior:** In the text box, describe what the student's behavior looks like after crisis behavior stops.

B. **Strategies:** In the text box, list procedures staff should use following an incident (during or after recovery).

VII. Crisis Intervention Plan Signature Page: The Plan Manager will follow the **MTSS/RTI Team Members Signatures** process**.**

☐ EVENT: ECSD MTSS/RTI Crisis Intervention Plan Review

The Crisis Intervention Plan should be reviewed and revised as needed by the team to make procedural adjustments or to align the strategies when revisions are made to the student's PBIP. However, for students with an IEP or 504, the CIP is <u>required</u> to be reviewed anytime there is an additional need for the use of physical restraint during the

semester in which it is developed. At that time, based on new data, a revision should be considered. If the CIP is no longer required to address safety <u>and</u> there have been no additional restraints for the remainder of the semester in question, the team must meet to discuss discontinuing the plan.

➢ **STEP 1:** The Plan Manager (Behavior Coach, RTI Coordinator), ESE teacher, teacher, parent, and other applicable team members will initiate a **Crisis Intervention Plan – Review** event. From the **MTSS** tab click in the **Event** dropdown and select **ECSD Crisis Intervention Plan - Review.** Click **Initiate** to open the event which will show the steps/forms on the left.

➢ **STEP 2:** The Plan Manager will schedule a **Crisis Intervention Plan – Review meeting** using the **Parent Meeting Notification** procedures.
  - If the Crisis Intervention Plan is being reviewed **during a scheduled behavior meeting,** no additional meeting is needed.
  - If this student receives ESE services, an invitation through PEER will need to be completed instead of the MTSS/RTI Parent Meeting Notification.
  - The Plan Manager will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.

➢ **STEP 3:** Prior to the meeting, the Plan Manager or designated team member will open the **Crisis Intervention Plan Review** form and start filling in information and data to present to the team. This should only be a **<u>draft</u>** and should not be finalized before the meeting.

➢ **STEP 4:** The Plan Manager (Behavior Coach, RTI Coordinator), ESE teacher, teacher, parent, and other applicable team members will hold a **Crisis Intervention Plan - Review** meeting. This can be combined with other meetings, if appropriate (e.g., Tier 3 PBIP, Tier 3 Behavior Intervention Review).
  - At the meeting, the team should work together to review the data and information and decide on an action plan.

ACTION PLAN
○ No changes are needed. Continue with the current Crisis Intervention Plan. ○ Modifications are needed. Revise the Crisis Intervention Plan. ○ Data indicate there is no longer a need for the plan. Discontinue the Crisis Intervention Plan. ○ Other:

- For students receiving ESE services: If the Crisis Intervention Plan requires a change to the IEP, follow all required procedures and documentation for that process.

➢ **STEP 5:** The Plan Manager will follow the MTSS/RTI Team Members Signatures process on the separate signature page step. If the parent physically signs the form, the Plan Manager will need to Upload the form into the Upload section of the event.

➢ **STEP 6:** The Plan Manager will finalize the **Crisis Intervention Plan - Review** event.

- When the meeting is completed, the Plan Manager will **Save and Validate** the form.
- A signed copy of the **Crisis Intervention Plan - Review** form and signature page will be given to parents or uploaded as a PDF through the FOCUS SIS “Parent Documents” tab under the RTI Parent Documents section.
- The Plan Manager will **Lock** the event.

➢ **STEP 7: Next Steps following Crisis Intervention Plan Review Decision**

- If it is determined that no changes are needed, the team should continue implementing the current Crisis Intervention Plan.
- If it is determined that there is no longer a need for the plan, the team will discontinue the CIP and determine if the student’s PBIP (if in place) will need to be revised. If the discontinuation of the CIP requires a revision to the student’s Tier 3 Positive Intervention Plan, follow the procedures for that process.

- If it is determined that modifications are needed to the student's Tier 3 Positive Behavior Intervention Plan, the team should initiate the **Tier 3 Positive Behavior Intervention Plan – Revision** event and follow all required procedures and documentation for that process.
- If it is determined that modifications are needed to the student's Crisis Intervention Plan, the team should initiate the **Crisis Intervention Plan** – **Revision** event and follow all required procedures for that event.
- For a student in an ESE program If any revisions or the discontinuation of the CIP requires a change to the IEP, follow all required procedures and documentation for that process.

☐ FORM: Crisis Intervention Plan Review

I. Information Table (top of page 1)

Crisis Intervention Plan Review

Date of Review Meeting:		Date of Current Crisis Intervention Plan:	
Current PBIP:	○ Yes ____________ ○ No ○ Pending		

A. **Date of Review Meeting:** Select the meeting date.

B. **Date of Current Crisis Intervention Plan:** Select the date from most current CIP.

C. **Current PBIP:** Select if there is a current PBIP (yes, no, pending). If yes, select the date the most current PBIP was completed. This will be your PBIP meeting date on the Tier 3 Positive Behavior Intervention Plan.

II. **Summary of Progress:** In the text box, include an update on the progress of the behavior(s) that required the crisis intervention plan. Reference the behavioral data (see PBIP Progress Note) or any crisis intervention data collected.

SUMMARY OF PROGRESS
Include an update on the progress of the behavior(s) that required the crisis intervention plan. Reference the behavioral data (see PBIP Progress Note) or any crisis intervention data collected.

III. **Use of Restraints:** If applicable, enter information and dates for any restraints used.

USE OF RESTRAINT
Due to the continued need to utilize restraints for the purpose of safety in the educational environment, the school-based team is required to review the restraints and the current crisis intervention plan.
Restraint Information & Dates:

IV. **Additional Information:** If relevant, type in any information related to environmental factors that may have changed or improved, the current status of the FBA/PBIP, and/or the effectiveness of the current crisis intervention plan strategies.

ADDITIONAL INFORMATION
If relevant, include any information related to environmental factors that may have changed or improved, the current status of the FBA/PBIP, and/or the effectiveness of the current crisis intervention plan strategies.

V. **Action Plan:** Considering the data and information provided, select the action plan that the team determines is most appropriate. If the decision is not a choice, select "Other" and use the "Other" text box to explain the team's decision.

ACTION PLAN
○ No changes are needed. Continue with the current Crisis Intervention Plan. ○ Modifications are needed. Revise the Crisis Intervention Plan. ○ Data indicate there is no longer a need for the plan. Discontinue the Crisis Intervention Plan. ○ Other:

VI. **Crisis Intervention Plan Review Signature Page:** The Plan Manager will follow the **MTSS/RTI Team Members Signatures** process.

☐ EVENT: ECSD MTSS/RTI Crisis Intervention Plan – Revision

- ➢ **STEP 1:** If it is determined through a Review meeting that revisions are needed on the Crisis Intervention Plan, these changes can be made within the Crisis Intervention Plan Review meeting. However, if the team decides to complete these revisions in a separate meeting, follow all parent notification procedures.
- ➢ **STEP 2:** The Plan Manager will initiate a **Crisis Intervention Plan - Revision** event**.** From the **MTSS** tab click in the **Event** dropdown and select **ECSD Crisis Intervention Plan -**

Revision. Click **Initiate** to open the event which will show the steps/forms on the left.

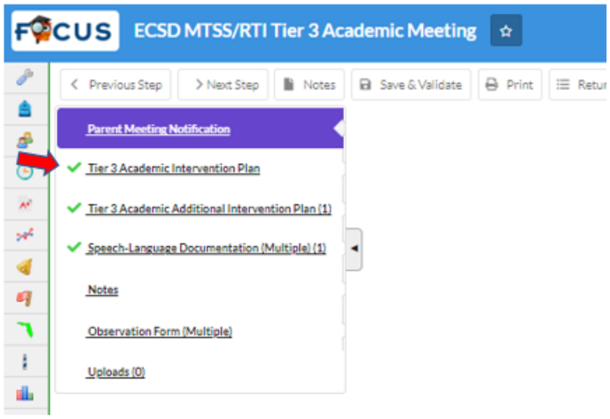
- **STEP 3:** During the meeting, the Plan Manager will open the **Crisis Intervention Plan.** The information should already be entered on the form as a duplicate of the original.
    - The team members should revise the original plan by changing the meeting date.
    - For students receiving ESE services: If the Crisis Intervention Plan requires a change to the IEP, follow all required procedures and documentation for that process.
- **STEP 4:** The Plan Manager will follow the MTSS/RTI Team Members Signatures process on the separate signature page step. If the parent physically signs the form, the Plan Manager will need to Upload the form into the Upload section of the event.
- **STEP 5:** The Plan Manager will finalize the **Crisis Intervention Plan - Revision** event.
    - When the meeting is completed, the Plan Manager will **Save and Validate** the form.
    - Print the signed **Crisis Intervention Plan** form and signature page.
    - A copy of the **Crisis Intervention Plan** form and signature page will be given to parents or uploaded as a PDF through the FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.
    - A signed copy must be placed in the student's cumulative **purple** folder (if gen ed RTI or 504) or **red** folder (if ESE).
    - The Plan Manager will **Lock** the event.

QUICK GUIDE

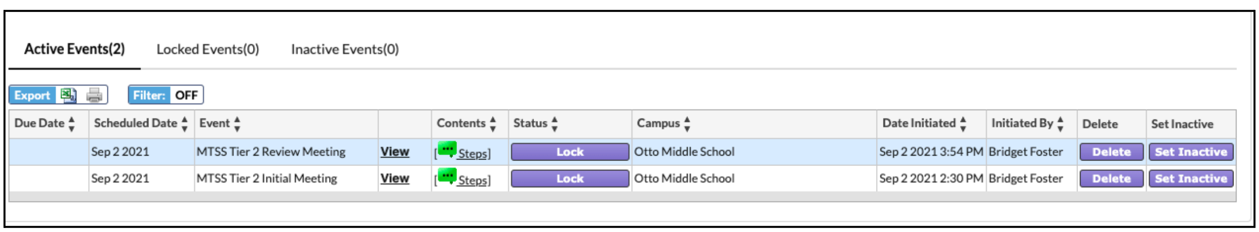
❑ Locking Events

Only the MTSS Team member with the profile permission can lock an MTSS event after the meeting has been held.

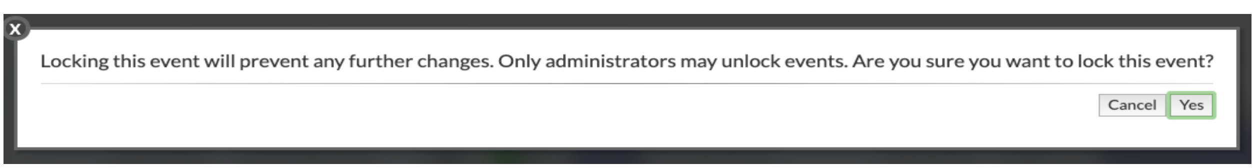
- In order to Lock an event, all required steps in the event must have a green check mark. The ability to Lock an event will not show up until all required steps are completed.



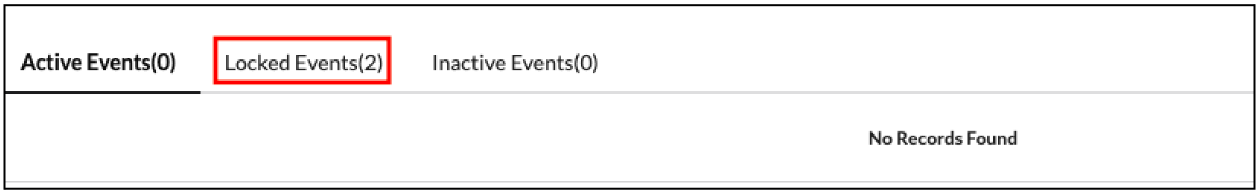
- If locking during the meeting, click the **Return to Manage Student** button in the top navigation toolbar.
- If locking at a later time, the event can be accessed from the **Manage Student** screen as accessed at the beginning of the event.



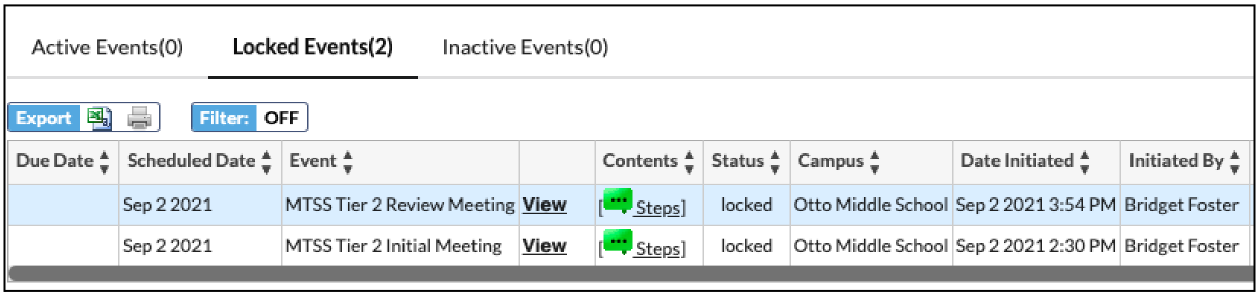
- A warning message displays upon clicking the lock button; click **Yes** to lock.



- The event will move to the **Locked Events** tab and an integer in ( ) will display indicating the number of Locked Events on the tab.



- To view any locked event, simply click on the Locked Events tab and then click the **View** link for the applicable event.

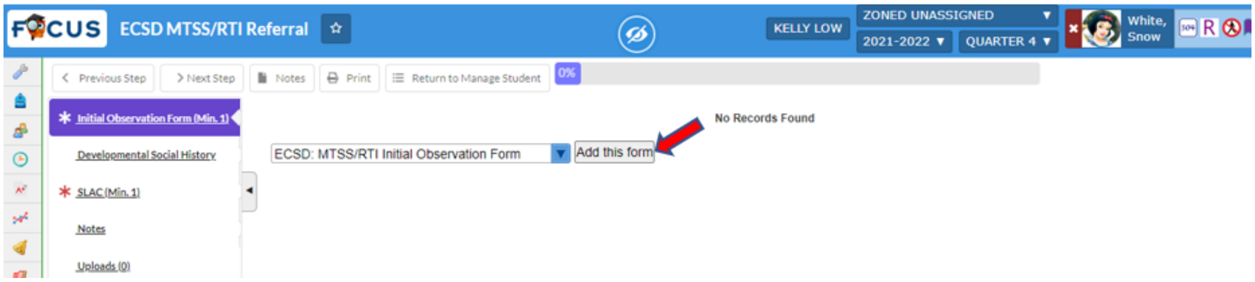


- ALL Events SHOULD be locked once the event is completed.
- At the end of the school year, all events should be locked.

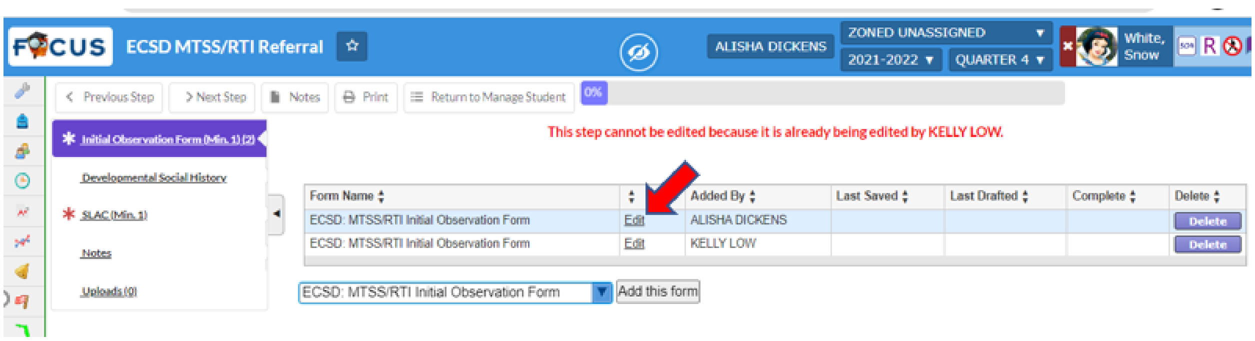
> **Info: Locked Events** cannot be edited without being unlocked, which requires profile permission.

☐ Multiple Forms Completed in the Same Step

Click on **Add this Form**. Multiple forms may be completed by different staff.



Click on **Edit** on line with your name to open the form.



☐ Notes and Uploads

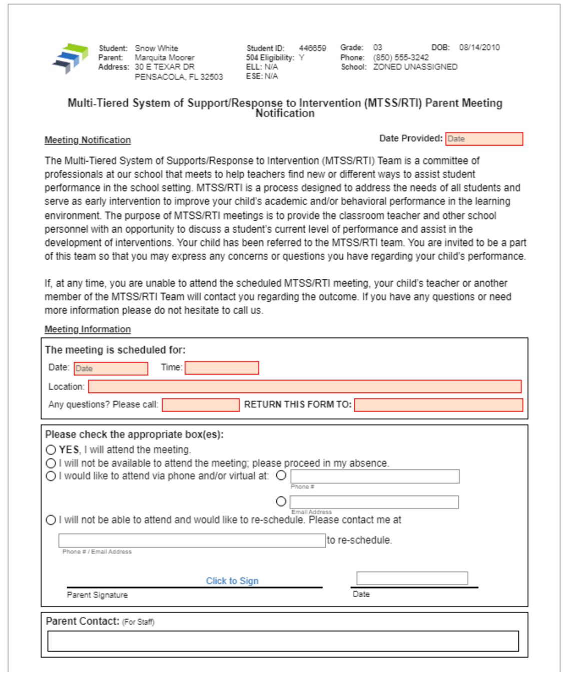
In each **EVENT** in SSS, **two steps** will always be available and optional for the MTSS/RTI team:

- <u>Notes Page:</u> If the MTSS/RTI team needs to document additional information in any meeting not available on the forms, teams may utilize the Notes Page. This form will follow the same signature process as all other meeting documents in SSS.
- <u>UPLOAD:</u> An upload step will be available to add any additional documentation required and/or needed during the event. *See Printing section in Quick Guide for printing uploaded documents.

❑ Parent Meeting Notification

Focus Training: ECSD MTSS/RTI Events, Steps, and Forms

This form is intended to be completed by the RTI Coordinator to notify the parent that a formal meeting will be held to discuss academic and/or behavioral concerns and develop a formal intervention plan. This form is included in **ALL** ***Events*** that require parent involvement. If the student is in an ESE program a meeting notice within PEER must be completed. The RTI Coordinator will complete and send a **Parent Meeting Notification** two weeks prior to the meeting date unless an earlier date is agreed upon with the parent.



Student: Snow White
Parent: Marquita Moorer
Address: 30 E TEXAR DR
PENSACOLA, FL 32503
Student ID: 446659
504 Eligibility: Y
ELL: N/A
ESE: N/A
Grade: 03
Phone: (850) 555-3242
School: ZONED UNASSIGNED
DOB: 08/14/2010

Multi-Tiered System of Support/Response to Intervention (MTSS/RTI) Parent Meeting Notification

Meeting Notification

Date Provided: Date

The Multi-Tiered System of Supports/Response to Intervention (MTSS/RTI) Team is a committee of professionals at our school that meets to help teachers find new or different ways to assist student performance in the school setting. MTSS/RTI is a process designed to address the needs of all students and serve as early intervention to improve your child's academic and/or behavioral performance in the learning environment. The purpose of MTSS/RTI meetings is to provide the classroom teacher and other school personnel with an opportunity to discuss a student's current level of performance and assist in the development of interventions. Your child has been referred to the MTSS/RTI team. You are invited to be a part of this team so that you may express any concerns or questions you have regarding your child's performance.

If, at any time, you are unable to attend the scheduled MTSS/RTI meeting, your child's teacher or another member of the MTSS/RTI Team will contact you regarding the outcome. If you have any questions or need more information please do not hesitate to call us.

Meeting Information

The meeting is scheduled for:
Date: Date Time:
Location:
Any questions? Please call: **RETURN THIS FORM TO:**

Please check the appropriate box(es):
YES, I will attend the meeting.
I will not be available to attend the meeting; please proceed in my absence.
I would like to attend via phone and/or virtual at:
Phone #
Email Address
I will not be able to attend and would like to re-schedule. Please contact me at
Phone # / Email Address
to re-schedule.

Click to Sign
Parent Signature
Date

Parent Contact: (For Staff)

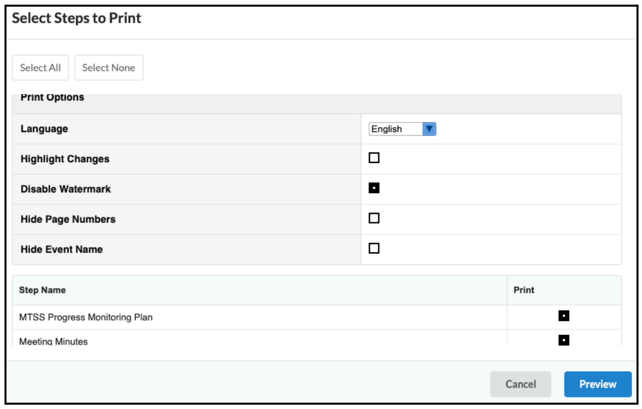
STEP 1: Within the event **Click** on **Parent Meeting Notification.**

STEP 2: Complete all required fields which are shaded in red including "Date Provided" and "Meeting Information." In the Parent Contact box, indicate how Parent Meeting Notification was sent/communicated to the parent.

- Once completed, **Save and Validate**.
- The RTI Coordinator will print the **Parent Meeting Notification** and send it to the parent.
- When printing the Parent Meeting Notification, be sure to **Click** on "disable watermark" to avoid printing a *draft* copy.
- The RTI Coordinator will use the **Upload** tab in the corresponding event to upload the completed **Parent Meeting Notification** when returned to the school.
- *The RTI Coordinator will send the teacher and any other participants an email or google meet of the Parent Meeting Notification.*

☐ Printing

- Select the **Print** button in the top navigation menu.
- On the Print screen select **Disable Watermark** and any other applicable options.
- All "Step Names" in the Event will be selected to Print. **Unclick** any items you do not want to **Print** and click the **Preview** button to open the print dialogue box.



☐ Click on **Print Form.**

☐ An entire event or single step can be saved as a PDF in the print form. Instead of selecting a printer, select "Save as a PDF." Once saved as a PDF, you will be able to upload any event or step to the Parent Documents Tab in SIS.

☐ Click **Return to Focus** after printing the form to return to the event.

☐ ***Please Note:*** *If you need to print an Uploaded document, select uploads, click on* ***select*** *for document you want to print. The document will download. Open the document and print. If you want to print the uploaded document through FOCUS SSS, it must first be uploaded to the event as a PDF. If it is uploaded as another type of document (e.g., Excel), it will not print.*

☐ SIS R and SIS R Report

Turning on and off the **R** in SIS is manually done by the RTI Coordinator when a student enters or exits Tier 2 or Tier 3 academic and/or behavior interventions.

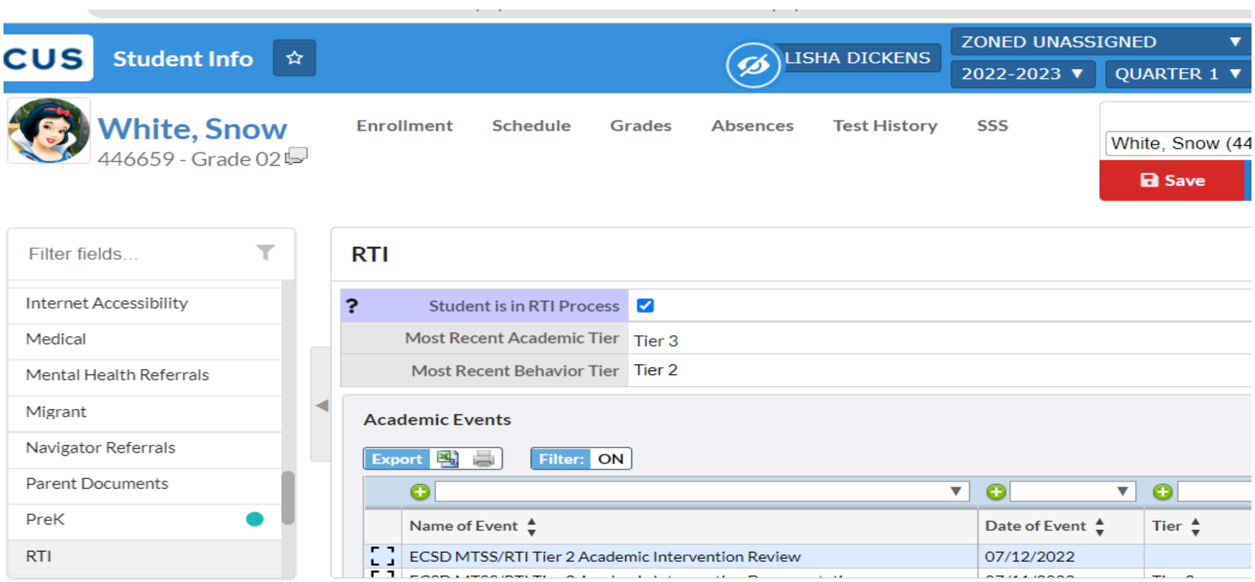
STEP 1: Lookup student in SIS

STEP 2: Click on the RTI tab in SIS

STEP 3: Click the checkbox labeled **"Students is in the RTI Process."**

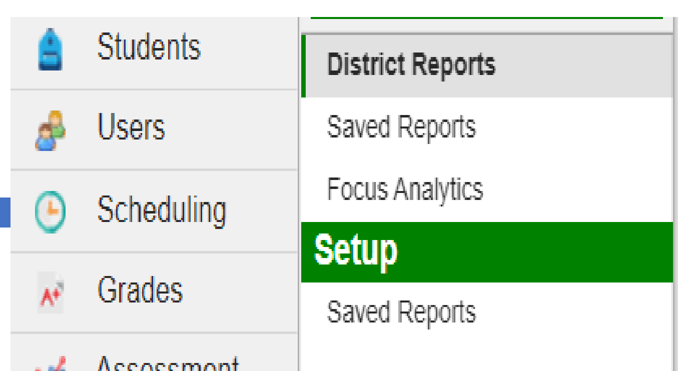
Turn **on R**: Click in the box, a checkmark will appear, then click on SAVE

Turn **off R**: Click in the box, a checkmark will disappear, then click the on SAVE



Running the R Report in SIS

The R report is a list of all students who are



receiving Tier 2 and/or Tier 3 academic and/or behavior interventions in a school. The student must have the Purple R on in SIS to be listed in this report.

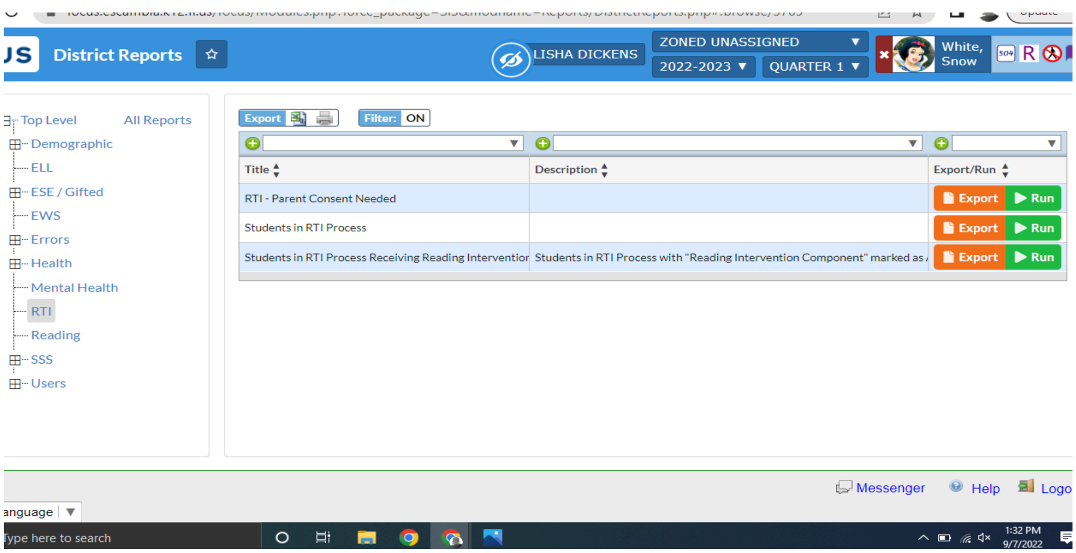
STEP 1: Open FOCUS SIS

STEP 2: Click on Bar Graph which is labeled Reports. This icon is located on the far left side of the FOCUS SIS screen.

STEP 3: Click on District Reports

STEP 4: Click on RTI

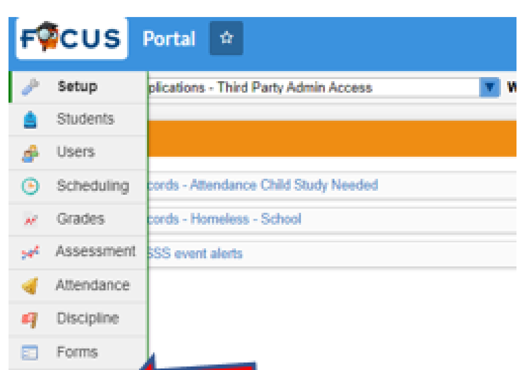
STEP 5: Click the **green RUN** button on the report labeled "Students in the RTI Process."



☐ Running Reports in SSS

SSS reports can be run to see open and closed events and/or forms and steps. A summary or detailed report can be run.

STEP 1: Open FOCUS SIS



STEP 2: Click on Lighthouse icon which is labeled SSS. This icon is located on the far left side of the FOCUS SIS screen.

STEP 3: Click on Event Reporting

STEP 4: At the top, adjust the timeframe for the search

STEP 5: Click on MTSS

STEP 6: Click on and choose the event needed

STEP 7: Click on Reports

STEP 8: Click on Run Detailed.

STEP 9: Sort Detailed report by Status to see if events are open, deleted, locked, etc.

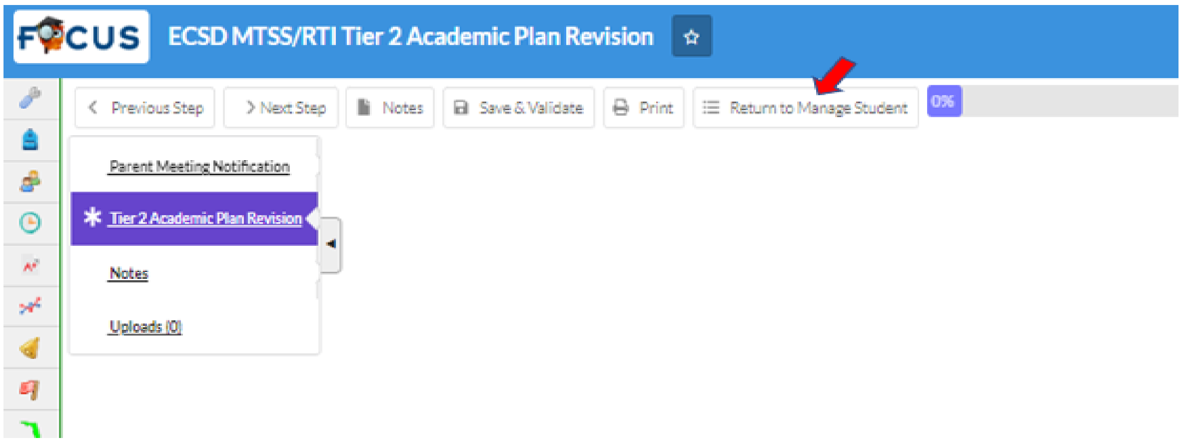
***SSS reports can be broken down by event, step, and/or form. They can be sorted in many ways to gain detailed information.**

☐ Required Fields


Info: In SSS, Required fields and steps are indicated in RED
Required fields on all forms are Shaded Red
Required Steps in an Event have a Red Asterisk (*)

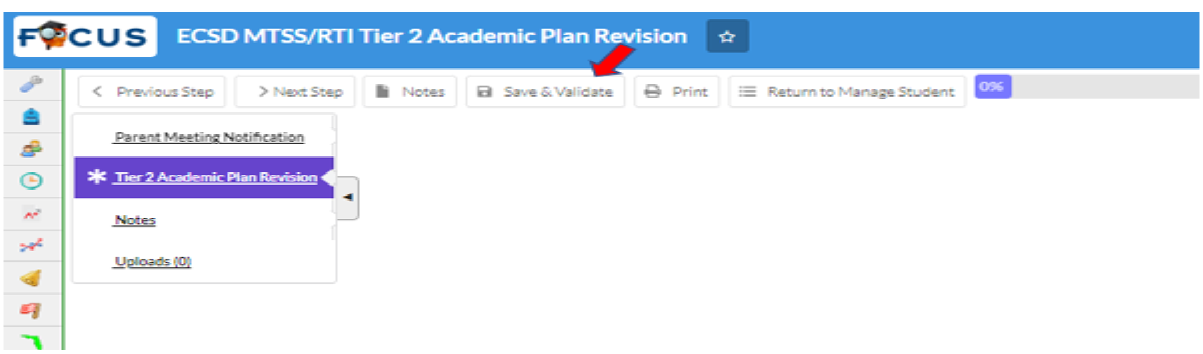
☐ Return to Manage Student

When in an event, click on Return to Manage Student to return to MTSS/RTI homepage for Manage Student.



☐ Save and Validate

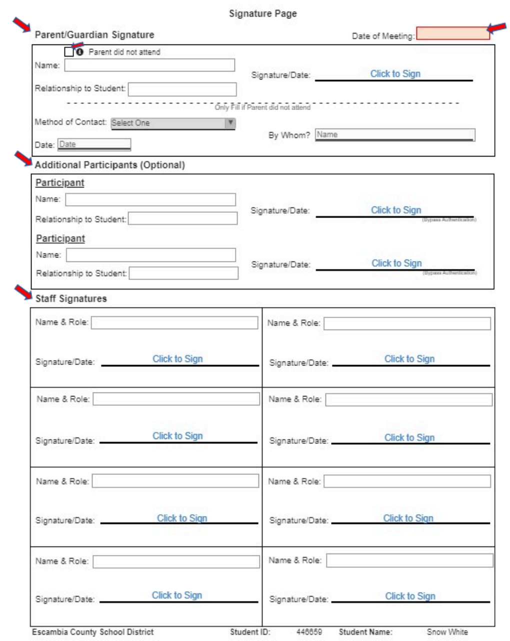
Click Save and Validate when form is completed and/or prior to moving on to another step or event.



☐ Signatures

The **Signature Page** step must be completed for all meetings. All MTSS/RTI Team members who participated in the meeting must sign the **Signature Page** form. All signature spaces excluding the box labeled Additional Participants are **authenticated electronic signatures**. All school personnel will sign with their authenticated electronic signature. Parents will need a FOCUS parent account to sign with an authenticated electronic signature. Any MTSS/RTI document that contains signatures needs to be printed and given/sent to the parent and/or uploaded into FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.

a. Click on **Signature Page** step. Once the signature page appears, put in the meeting date from the **ECSD MTSS/RTI Meeting** corresponding with the previous step.


Signature Page
Parent/Guardian Signature
Date of Meeting:
Parent did not attend
Name:
Signature/Date: Click to Sign
Relationship to Student:
Only Fill if Parent did not attend
Method of Contact: Select One
By Whom? Name
Date: Date
Additional Participants (Optional)
Participant
Name:
Signature/Date: Click to Sign
Relationship to Student:
Participant
Name:
Signature/Date: Click to Sign
Relationship to Student:
Staff Signatures
Name & Role:
Signature/Date: Click to Sign
Escambia County School District Student ID: 446659 Student Name: Snow White

b. If a parent is in attendance, the parent will enter their **parent portal FOCUS username and password** and **sign electronically**. If the parent does not have a login, the parent will be encouraged to create an account at the meeting. If the parent does not create a login, the RTI Coordinator will **print** the **form** and have the parent sign.

c. If the parent brings a person(s) to the meeting, that person will electronically sign in one of the Additional Participant signature blocks that does not require authentication.

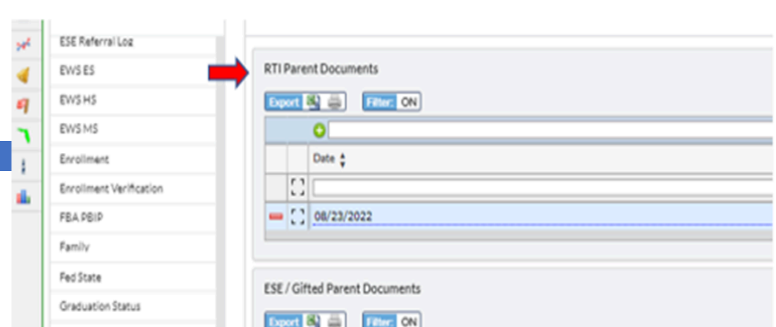
d. If the parent is not in attendance the RTI Coordinator will select from the dropdowns **Method of Contact, Date, and Who** will report the results of the meeting to the parent. The RTI Coordinator will **Print** the **Signature Page** and the meeting form associated with the corresponding step to send home and/or upload into FOCUS SIS "Parent Documents" tab under the RTI Parent Documents section.

   i. If Additional Intervention forms were used in the meeting, place the Additional Intervention form at the place where the checkbox was located.

☐ Uploads to Parent Document Tab in SIS

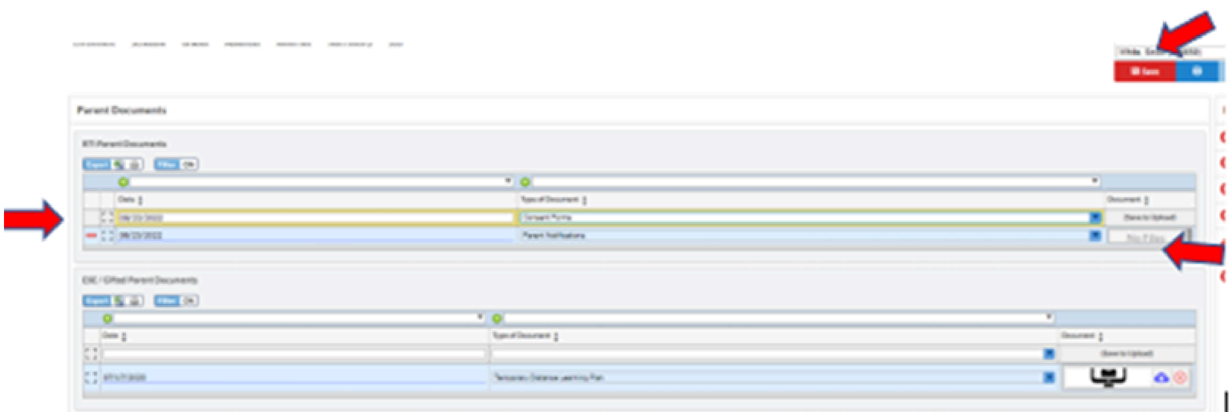
PDFs that may be uploaded into the Parent Document tab in SIS: Parent Meeting Notifications, all MTSS/RTI forms that include signatures (RTI meetings/plans), progress and notes/graphs, consent forms.

Reminder: All of these forms can be



saved as a PDF in the print documents and then uploaded into SIS.

a. In SIS you will go to the parent documents tab in the RTI Parent Documents section.
b. Enter the date and choose the type of document from the dropdown menu. Click Save.
c. Upload document(s) within the blue shaded area.

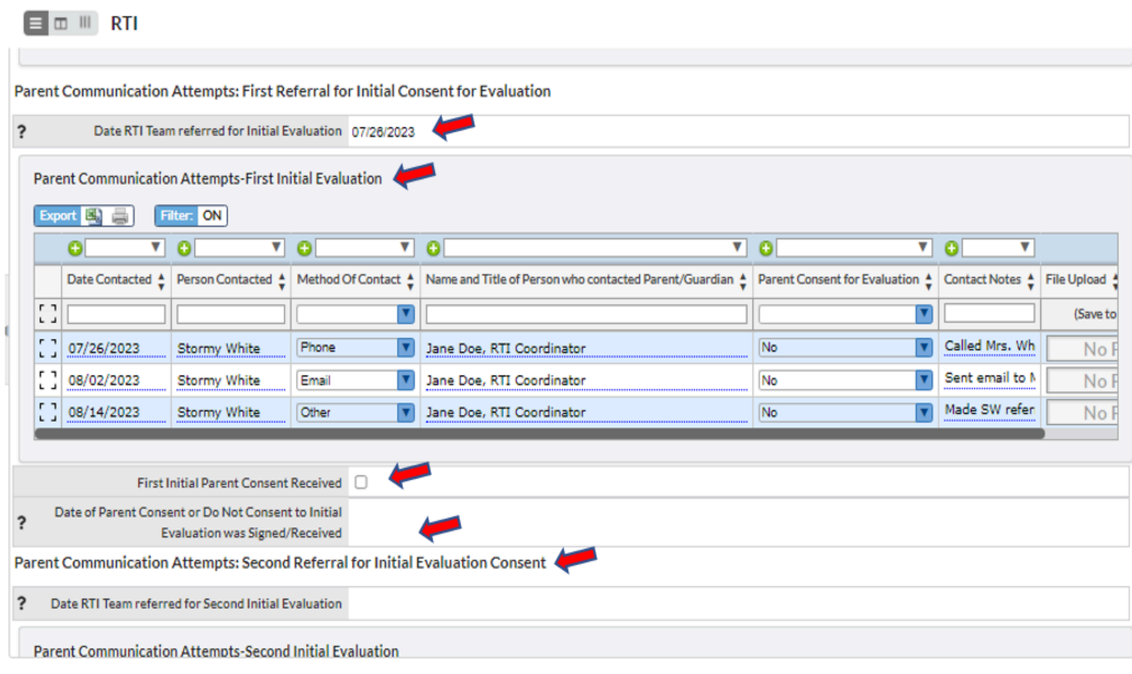


☐ Communication Attempts to Obtain Parent Consent for Initial Evaluation in SIS RTI Tab

Attempts to gain parent consent for an *Initial Evaluation* for the RTI team decision must be documented. The district has 30 days from the time of the team's determination to obtain parents/guardians' decision on **Informed Notice and Consent for Initial Evaluation**. All communication attempts to the parent must be documented in the RTI tab in SIS under the Parent Communication Attempts: First or Second Referral for Initial Consent for Evaluation if the parent is not in attendance at the Tier 3 Review Meeting.

Focus Training: ECSD MTSS/RTI Events, Steps, and Forms

RTI Coordinators must have a minimum of two attempts (e.g., letter, phone, email, in person) prior to the 20 day mark. At the 20 day mark, if the parent/guardian has not responded to the attempts a social worker referral must be made and documented.



STEP 1: Date RTI Team referred for Initial EvaluationDate of Tier 3 Review Meeting when it was determined to proceed with an initial evaluation.

STEP 2: Log all attempts to contact parent

STEP 3: Once parent has signed to consent or not to consent to the evaluation, click on box “First Initial Parent Consent Received”

STEP 4: Input the Date of Parent Consent or Do Not Consent to Initial Evaluation was signed/received in the blank.

If the student already has information in the Parent Communication Attempts: First Referral for Initial Evaluation Consent, then use Parent Communication Attempts: Second Referral for Initial Evaluation Consent.

☐ End of Year Procedures for SSS

*****ALL EVENTS MUST BE LOCKED BY THE END OF THE SCHOOL YEAR.**

- **Tier 2 Academic Data:**

  Tier 2 end of year data should be placed in the uploads step of the most current Tier 2 event. *Please note this could be a locked event that will need to be reopened.* For example: a Tier 2 Academic Meeting, Tier 2 Academic Plan Revision, and/or a

Tier 2 Academic Intervention Review whichever is the last meeting held during the school year.

- **Tier 2 Behavior Data:**

  Tier 2 end of year data should be placed in the uploads step of the most current Tier 2 event. *Please note this could be a locked event that will need to be reopened.* For example: a Tier 2 Behavior Plan - Initial, Tier 2 Behavior Plan Revision, and/or a Tier 2 Behavior Intervention Review whichever is the last meeting held during the school year.

- **Tier 3 Academic Data:**

  Tier 3 end of year data should be placed in the open Tier 3 Academic Intervention Documentation Event under the Academic Data and Graphs (Uploads) step. The Intervention Documentation Log Step should be up-to-date and signed.

- **Tier 3 Behavior Data:**

  A Tier 3 PBIP Progress Note must be completed for the last review period. All data must be uploaded to this event and locked by the end of the year.