Multi-Tiered System of Supports

Behavior Guidelines for Advanced Tiers

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MTSS Tier II Progress Monitoring Timeline

Tier 2 Team Reviews Student Data

If data supports the need for targeted intervention, begin intervention within 3 days

Implement Evidence-based Intervention

4 - Week Documented Review

8 - Week Documented Review

1 data point every 2 weeks.
2 fidelity checks at equal intervals (1st four weeks and 2nd four weeks).

Data Based Discussion Questions
❖ Is the intervention being implemented with fidelity? How do we know?
❖ Is the student meeting their goal? If yes, continue intervention, reduce intensity, or terminate intervention.
❖ Is the student meeting their goal? If not, refer to Tier III.
Referral Made to TST

If data supports the need for individual intervention conduct FBA and create BIP within 2 weeks

4 - Weeks Review Progress

8 - Weeks Documented Review

12 - Weeks Review Progress

16 - Weeks Documented Review

1 data point per week.
4 fidelity checks at equal intervals (1st four weeks, 2nd four weeks, 3rd four weeks, and 4th four weeks).

Data Based Discussion Questions
❖ Is the intervention being implemented with fidelity? How do we know?
❖ Is the student meeting their goal? If yes, continue intervention, reduce intensity, or terminate intervention.
❖ Is the student meeting their goal? If not, refer for a Comprehensive Evaluation.
### Functional Behavioral Assessment (FBA)

**FBA Components**
- Routine
- Antecedent (trigger)
- Behavior
- Consequences
- Setting Event

**Who to Interview**
- Teacher(s) – with whom the problem behavior is most likely to occur.
- Family Member
- Student

**Observation**
Observation should occur in the classroom during the routine where the problem behavior is most likely to occur.

The result of an FBA should be a **final Summary Statement** created from all interviews and observations to utilize in creating a function based BIP.

### Behavior Intervention Plan (BIP)

#### Setting Event Strategies
Consider ways to eliminate or neutralize any identified setting event.

#### Manipulate Antecedent
Prevent problem behavior and prompt replacement/desired behavior.

#### Teach Behavior
Explicitly teach replacement and desired behavior.

#### Alter Consequences
Reinforce replacement and desired behavior. Redirect and minimize reinforcement of problem behavior.

#### BIP Implementation Plan
- Task(s) to be completed.
- Person responsible for completing task(s).
- Date for task(s) to be completed.
- Data review date.
  - Implementation rating & evaluation description

#### BIP Evaluation Plan
- Behavior goal (short and long term)
- Procedures
  - Data to be collected.
  - Process for collecting data.
- Person responsible.
- Data timeline.
**Student Crisis Plan**

**Student Crisis Plan (SCP)** is an individualized action plan for school personnel to implement when a student exhibits dangerous behavior that may lead to imminent risk of serious injury (to self or others).

**SCP should be developed and implemented without delay.**

### Student Information
- Does the student have an IEP?
- Does the student have a FBA/BIP/PTR?
  - If yes, target behavior ____.
- Medical History
- History of Behavior Frequency, Duration (if applicable), Level of Intensity

### Specific Procedures
- Define specific unsafe behavior in observable and measurable terms.
- **Known** Setting Event, Antecedent, and Function
- Previously tried interventions and/or consequences.
- Previous intervention outcomes.
- Identify key staff members who are responsible for implementing Crisis Plan.
  - Prevention Strategies
  - Response to behavior once occurring.
  - Basic Intervention strategies
    - Things to do.
    - Things **not** to do.
  - Targeted training for staff implementing plan.
  - Reporting
    - How will data be collected?
    - How will parent be notified of progress?
    - How will decision be made to terminate plan?